

Educational Transformation through TVET

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Abstract

Transformation in vocational education is necessary to meet the goal of employability. The process of transformation starts from person, then it goes to the society, ultimately, it transforms the nation. For individual transformation we need work-based learning approach which is possible only through transformative learning. The responsibility of instructors directs accordingly to make students understand about the course with local context. We need to establish a new fabric in TVET so that we can transform the society with indifferent, inactive, unemployed to laborious, active and engaged persons. We need to respect our work so that we can be transformed and go ahead in course of development. TVET education would rationalize when we can implement local based curriculum with field-work. Secondary sources have been consulted to develop the article. Mostly, the way of transformation has been focused with literatures.

Keywords: Transformation, work-based learning, lifelong learning, social practices.

Introduction

Education ensures freedom in our life fulfilling individual needs if it can address the interest of the learner. We need such education that can transform our life from traditional norms to the modern practicable world. The prime motto of education is to guarantee absolute freedom putting aside the 'outmoded' and 'arcane' practices to new collaborative, inclusive and diversified knowledge (Apelgren, Burnard & Cabaroglu, 2015). Fruitful learning can be achieved if we could include the ideas and views of individual in a group. The traditional approach of teaching is useless as it hasn't been able to address diverse needs of students. To relieve from it, we need collaborative, participatory, and work-based learning approach which can be taken from learners' own life experiences.

Learners can participate in a stimulating debate in the classroom or in their work areas since they are at the center of learning in transformative teaching/learning process. Technical and vocational education and training (TVET) offers people such an opportunity to create forum to involve as co-participants in work-based activities. The role of instructor is to be supportive to develop positive thinking, feeling, perceiving, and understanding of students (Kemmis & McTaggart, 2007). We need effective and envisioned education which can address different aspects of life. The education which can't guarantee employment in this era is useless. Either we call it practical or behavioural education; we need adequate environment to acquire such education from state level. Stone & Davidson, (2015) suggested three qualities of an inclusive teaching, as knowledge of learners of their social contexts, understanding of curriculum content and goals, and understanding knowledge of diverse learners. In this way, learner should be an active agent to get "any sustainable innovation" in their life (Zuljan & Vogrinc, 2010). Hence education could guide students not to foster traditional content rather it focuses on forming new ideas, beliefs and attitudes.

Society is the construction of different, ideas, goals, abilities, or characteristics. The duty of today's education is to address 'diversity' or 'multiculturalism' of the local level as per the need of different class, age, caste, race, etc. (Slavich & Zimbardo, 2012). Hence the responsibility of modern education is to satisfy different needs of learners going beyond the content related traditional books. Work-based learning can initiate the understanding between workers, mentors and workers, producer and marketer and so on. In other words, work-based learning creates a collaborative social lab among different stakeholders of different cultures, attitudes, behaviors, and practices. In this way, we need to create new social fabric to vitalize the TVET education in our society as it is the leverage of employment. Work-based learning "is not merely about learning, it is about knowledge production among socially committed groups" (McTaggart, 1994).

The academic environment of any learner has been affected by their cultural values and they need positive environment for the learner to get better output (Romero et al., 2008). It means learners can learn best in their own social context so the responsibility of government is to habituate them to their local context and to make society more engaging, effective, efficient, inclusive, collaborative, and so on for rapid development of the nation. The following topic will focus on the lifelong learning process with the help of TVET.

Lifelong learning of TVET

The existing provision of TVET education has been taken after higher secondary education only. So the entry into existing apprenticeships needs higher general academic criteria which is impossible for disadvantaged, marginalized, poor, socially excluded, and minority people. TVET has been neglected by the middle class and elite people so we need to establish new social fabric to promote work-based education (Gamble, 2013). The

knowledge which we have learnt in young age will have been carrying throughout the life. ‘Well beginning is half done’ is relevant in this context so we need better education to sustain our life properly. TVET can also support for lifelong learning if we have mixed it with formal education to have maximum utilization. The often neglected TVET also need connection with formal education to have attraction. We should view it as learning by doing method so that people could have learnt it with wide range of possibilities. People seek decent opportunities in their life so they have attraction towards formal education to TVET. Thus there is the need to orient our education system to produce decent work by promoting lifelong learning approach to mitigate poverty and social exclusion.

Entrepreneurship development is one of the lifelong processes of TVET which has ability to turn ideas into action. We need to develop a key competence in young people making them more creative and self-confident. The main aim of TVET programmes is to increase the employability of any person who could ultimately contribute for family, society, and the country at last. We can take TVET as “the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life” (UNESCO, 2004 as cited in Badawai, 2013). Developing countries’ social structure is that vocational education should prepare them for paid employment. In contrast we need to focus on the innovative and creative mind to establish enterprise. We need to change our social construction to establish own enterprise which has 90% contribution in the national economy of developed countries (Badawai, 2013). Hence we need to enhance students with lifelong learning so that they have broad mindset to establish enterprise rather than being paid workers. One of the reports serves that TVET graduates have established much more SMEs in comparison to the general education graduates. Hence, entrepreneurship education helps in independence decreasing the dependency ratio of the population so that we can change the existing structure of the society to more working, employable, enterprise, busy and developed one.

Work-place learning has several benefits as co-learners can create the situation along with the mentors that can be headed towards lifelong learning practices. Those who have adopted the lifelong learning practices in their life can have transferable occupational knowledge. It can change the context of developing society at last. Younger learners need more assistance who are novice in the workplace in comparison to the experienced one. As Billet (2013) advocates that many vocational educators come from an industrial background who have good understanding of the working environment. However, we have to change such practices to lifelong learning which could transform the novice workers as entrepreneur. In the next topic, individual transformation process has been illustrated.

TVET and Individual Transformation

The knowledge and skills that help to change individual, their environment and society can be considered as transformation of education. Education and experiences play a pivotal role to form such attitude in a person as education provides knowledge and skills which is essential to adapt change around them. When people are able to live happily and independently improving their living standard, their environment and society are transformed. The knowledge and skill which can enhance people to be independent can be achieved with the combination of vocational skills and formal education. Local vocational skills make people more independent leading them for self-employment utilizing the local resources. Ultimately they can taste the elixir of vocational education. However, the aim of such vocational skills should lead people to enhance the concept of lifelong learning opportunities. Getting skill is difficult which can’t be gained from formal schooling only. Individual basis vocational education can engage people at their local areas which can transform their attitude along with the understanding of education (Kafle, 2014). Acquiring skills is a lifelong process, but they should have changed themselves as society evolves around them.

Personal transformation is a dynamic concept which can occur in different places from educational institution to the environments that society provides them. We need perspective transformation not physical change of the person through vocational education. Here we could understand that physical change is just a change whereas perspective change is transformation in person. In other words physical change can provide amenities to the person but perspective change can provide inner peace. People themselves are dynamic process of change which will start from a person who can be a leader at their local areas so that others follow. Education along with vocational skills plays a vital role in transformation. It is evident that vocational education doesn’t reproduce culture rather it helps in cultural production either by commercializing traditional skills or by making people aware about new knowledge and skills. Our physical environment and cultures form our life; however we need to transform it along with education and the skills what we have. Certainly we can’t discard the idea of education but we should raise question as: what sort of education? Vocational education has such capacity to change or transform traditional norms, values and rules. Only new ideas and knowledge can help in cultural production which can transform us from conventionality to modernism.

While talking about education we can’t ignore teachers who need to be transformed first with continual reformation from training and understanding different cultures and contexts. Here we would understand

teachers' knowledge to utilize local curriculum seeking ideas from international practices. The central point is that there can be a close and collaborative relationship among the school or university, communities and individuals in which local ideas, knowledge, and technologies would get first priority to be used. If we see the historical development of education, we could find didactic system of teaching delivering information what is prescribed in the text. Now we need to break the system and go to local areas or individuals to understand their knowledge and capabilities for transformation. It has been getting somehow different shape in some sense from government's side as there is the development of community learning centers (CLC) which is not sufficient at all. We need to identify certain ways of learning which can encourage individuals to learn as per the need of their understanding at the local level. As a corollary, the philosophy of capitalism has been challenged and we will be able to follow the alternative model of learning. The subsequent topic is going to focus on transformation through work-based learning.

Work-based Transformational Learning

Transformational learning can also be understood as work-based or experience-based learning that enables the learner to be active themselves. It is different because it has challenged the rule of packaged or textbook teaching. The information dissemination is changed into information acquiring process with personal effort. The work-based learning system is one of the elements of vocational education and training which has close relation with the learner and the field. It involves learners in the field which increases their confidence so that they can understand the link of job and labour market. After all learners and instructors are the creators of the labour market. The role of the instructor is also directed to make students aware of their capacities and let them adapt with the labour market around them. Ultimately, their real *guru* will be the master craftsman who has got expertise with informal apprenticeship and school teacher can be only the facilitator. Those learners have got knowledge about informal mechanisms of the labour market and help in transformation from institution to the workplace.

It needs pedagogical transformation first to transform the concept of education. A powerful or transformed pedagogy can develop "basic work habits, occupational identity and specific occupational competences" (Sweet, 2013, p. 191). It can be possible only in vocational education and training unlike in formal classroom practices. Not disturbing the basic motto of general education, vocational education can "motivate disadvantaged, disengaged and failing students, develop generic skills such as initiative and problem-solving, and teach entrepreneurship" (p. 191). In this way, vocational education can direct a person towards transformation in which the learners can identify their capacity and interest working in the field.

The popular philosophy of 'learning by doing' is typically a basic rule of vocational education and training which has been deliberately ignored by policy makers. People have lip pretention that education should be practical or behavioral. However, they wouldn't accept the reality of vocational education and training due to its conceptual framework. Learning by doing lies at the base of all principals of teaching which people don't take easily as they have been influenced by theoretical education. We can claim that the concept of people and basic purpose of knowledge are paradoxically travelling in opposite direction. Hence knowledge lies at the back of us rather we have been pursuing it ahead so we are always feeling lack of transformation. The uncoded version of practice is overshadowed by the codified, theoretical and traditional pedagogy (Gamble, 2013).

There is a rapid change in the world of work so we should make change ourselves in career development. It needs new competencies to track such problem orienting students towards achieving such competencies to get right path on their career. We need to orient students to recognize such possibilities through their own vigor so that they can be fit to the world of work. They can even recognize the better fitting job to them which is the motto of transformation from grass-root level. Students can know more what they have enjoyed most and it will be counterproductive to thrust them other's ideas or jobs. If we can orient them towards self-employment and entrepreneurship development with vocational education and training, it can be the best achievement of our education system. Hence, they can develop the sense of 'my career is my business' which would transform them from their existing norms of education and understanding (Watts, 2013). Learning through practice or work is a common, persistent and prominent agreement of occupational education in our world of work. Engaging in work, people can know the "conceptual, procedural and dispositional occupational knowledge" needed for them to improve their capabilities required for their adult life (Billet, 2013, p. 129). In this way, learning is a constant process both in and out of the educational institutions, and in work places which can enhance for lifelong learning. The next topic is going to focus on the need of changing mindset to acquire transformational or lifelong learning.

Change in Mindset

The new era has been guided by knowledge economy which has been existing with knowledge societies. We need to change our mindset along with the need of changing time. Individual mindset needs a huge change in this context to meet essentials or requirements of this era because individual transformation is much more

important to change the society and nation. Unless we don't satisfy an individual and evoke change from them, we can't achieve the goal of transformation. Education is an important vehicle to bring reform in the society which would be able to change the traditional norms of the society. Education with codified or packed pedagogies can't do it; thus, we need dynamic, motivating, regulatory, intensified, inclusive, and diverse mindset to have maximum output from education. Through education we must be able to produce an entrepreneur who has high aptitude, possessing innovative characteristics, and leader of the society to get better output. So we need to develop individuals who want to work themselves not of others which is possible only with transformed education.

The disadvantaged group in the society which has been looked as the main participants of TVET education could maintain social relations, power and equality with transformed education (Bhandari, 2013). Similarly, marginalized, disadvantaged, women and disabled people can also get chance to learn from able persons in the process of work-based learning. Thus the context has been changed in which we can get suitable output from such education to bring enormous change in the society. The change is possible only when we can utilize all the resources with communal effort at local level. The developed countries have made upper secondary vocational education general to their students to broaden their mind academically and in work-based learning. They have been able to mingle two rival sets of education to solve the present academic problem of low and high status of TVET and general education respectively. The level of formal education has got much value due to its nature and recognition among public; but it has been failed due to insecure job opportunity. We need transformational approach to bring change in the education system to make people realize or to eliminate the complexity of people about vocational education.

The concept towards vocational education has been changing as it has also included "personal characteristics, general competencies and specific vocational skills" (Maclean & Pavlove, 2013, p. 57). They identified three components of vocationalization: "learning for work (work-related knowledge, practices), learning about work (settings and conditions), and understanding the nature of work (sociocultural, economic and political forces that influence work)" (p. 60). They clearly state about the importance of practical based transformed education of TVET through work-based practice. However, there is no proper counseling system regarding vocational education and it is failed to motivate students due to the lack of understanding of people. There are several problems like no provision of NQF, poor quality of courses, need for updated curriculum, unqualified teachers and no local based curriculum in vocational education. We need to improve such condition to bring change in TVET courses.

We need to develop soft skills, such as problem-solving, communication and work ethics with the mixture of vocational education so the manpower can be transformed instead remained rigid. Still we need to connect the concept of vocational education with the lifelong learning perspective to get better result. Lifelong learning is a process of knowledge which is supported by the vocational education to step up the ladder so that the motto of transformational education can be achieved in no time. The policy of government needs to focus on changing the structured mindset of the individual to make TVET education more reliable among them. It has become the weaknesses from government and personal side not to understand the importance of counseling. The developed countries have understood it on time and they have started dual education system to prepare their people for the world of work and higher study (Adhikari, 2013).

In general, education is understood as preparation for life whatever form it may have taken. The main motto of education is to orient a person to do dignified job and to run their life or family prospects. Vocational education has supported that crucial aspect of human mindset though it has been regarded as inferior type of education to formal education. Vocational education is different than the training program as it has taken the side of lifelong learning process building confidence in learner. It is being unattractive due to the influence of elite education or it has been totally restricted in developing countries to be mixed with general education. In other words, it can't satisfy the self-esteem of the rich so that it has been sidelined though it has various positive aspects. TVET is a popular demand of the employer and the employee because it has created the manpower according to the demand of industry and the sustenance priority of common people. So it is against the elite concept of education as it has supported the grassroots people for their sustenance (Winch, 2013).

On the other hand, we can make TVET courses desirable for higher educational attainment and to address the need of labour market. Some scholars or educationists have been feared whether the share of general education would be taken by TVET. It can work without interfering the scope of general education because general education has played an important role at the prime age of students. Unless the background to general education is weak, vocational education can't progress well. However, most of the countries have managed NVQ to allow access of vocational education to higher educational attainment. Furthermore the aim of TVET at present would legitimize the informal traditional apprenticeship into mainstream contesting with elite education system. The traditional rural crafts, manufacturing, fisheries, floriculture, horticulture, pottery, agriculture etc come under this category. Educational policies and the stakeholders need to address the importance of it to be transformed to the non-elite education.

Learning from informal process of life is rich and adaptable in various other contexts that helps in lifelong learning or transformation. Individuals have the capacity to construct knowledge through environments and the activities they have done. It means that we can't experience the heaven unless we aren't dead. We can learn the things either it may be positive or negative incidents that we have faced in our life. In this way, we can prepare students for the world of work with changing mindset like "informing decisions about career selection through practice-based experiences; orienting students to the world of work; and enabling students to experience work in their preferred occupations" (Billet, 2013, p. 144). The approaching topic has emphasized on social transformation through educational transformation.

Social Transformation through Educational Transformation

The role of education is to contribute for social development through educational transformation. We need to change people first, then at the community level and their impact on society and environment would bring landslide change. Education is only the factor that can uplift illiterate, unhealthy, malnourished, marginalized and oppressed people from their existing status to the improved one. We need food, clothes, and shelter for living but education is the most valuable asset for those people who have been affected by the above cases. TVET education thus enables these people to pursue opportunities for job or businesses or even enterprise development. General education is sufficient to make people aware about these processes whereas TVET education is about skill enhancement. In other words, general education prepares background whereas TVET would function for outcome. Educated people can strengthen the situation of employability which would help them to bring authentic change in the society. Education is the process of construction and reconstruction of experiences of any person who can evoke for change in the social environment. Formal education has got set curriculum or it is general in scope and function, but transformational education is individual focused or it has taken different shape and size and concept to be framed.

One size fit all educational courses can't bring change in the society in comparison to diverse education. The transformational paradigm has tried to address the grassroots issue vitalizing the local knowledge, skills and technology. It helps on the promotion of alternative ideas challenging the set norms and values of the society. Vocational education is one such educational alternative which would help to establish new rules in the field of education and employment. We can find natural or original resources at the village level and need to utilize them with local vocational education and training (Rood, 2014). It is totally a new paradigmatic approach in the field of education in which new environment and culture is developed differently. Different individuals may need different sorts and levels of support which is the motto of transformative educational process. In the past, education, social norms and cultures were dominated by traditional hierarchical approaches, but now it becomes collaborative and inclusive. In a nutshell, it's better to leave educational planning to the local experts, principals, teachers, community leaders and so on to revitalize local culture in education.

What the communities have deemed sprouts from root level and they can frame it according to their need where the government can support for few experts for a short term only. It would be better to handle such management to the local level in the long run. Community involvement like market day, fair or festivals help them to identify and discuss their processes (Cavanagh, Shaw & Wang, 2013). As instructors play the role of facilitator for students in transformational education, the government can play the same role for local level for local transformation. Certainly, it will have positive result by providing subsidies, bonuses and incentives to manage TVET education in local level. As a corollary, it would improve the condition of local people improving their job prospects and livelihood at local areas.

Work-based learning is a form of transformational learning which would begin from home to the community or to the nation. The combination of students' experience and learning outside at the school can be one of the powerful ways to encourage them to engage in community activities. TVET is one of such education processes which has focused on work-based learning in the community. The workplace learning of TVET is informal type apprenticeship which has no formal curriculum, neither has it formal structure of learning process. Instead it has taken the basic norms of transformational learning through which social transformation is possible. Some educational institutions have arranged informal type of educational programs like internships, practical work, project work, field visit and so on which are insufficient to make people independent in learning. They have followed a type of alternance mode of education which is quite insufficient to make students self-sufficient.

So there is a huge gap between the product of TVET and general education to kick start for entrepreneurship. Different studies prove that average income, skill increment, work efficiency, apprenticeship, entrepreneurship skill are much higher with vocational learners. Moreover, they need the support of transformational skills from formal education equally. In this way, the combination of formal education and non-formal and informal apprenticeships are much better from productive and development perspectives (Sharma, 2012). The coming topic is going to establish the relation between social practices and vocational education.

Legitimizing Social Practices through TVET

The knowledge of apprenticeship held by the artisans is much a social identity rather than the personal property in a broad sense. Vocational education has the responsibility to legitimize such knowledge to new generation and to carry out the responsibility of the society. In this way, social transformation is only possible through educational transformation. While thinking broadly, we need to connect the traditional apprenticeship with modern scientific knowledge to make it popular; so it's necessary to provide knowledge of mathematics and science along with apprenticeship (Gamble, 2013).

Social transformation through educational transformation is possible only when education is effective. TVET education can bridge between the world of work and education. We could go to the society with possible knowledge that helps in knowledge transformation. The learner is an 'active agent' in strengthening this relationship (Watts, 2013). The demand of these days is that a person can become the agent of change in the society. Truly speaking the motto of transformative education lies in it. Such people would learn from their experience, think critically and act autonomously to be an independent and innovative citizen of the country. Education that only generates hard skills is not useful in this context; we need such education which can foster generic or transferable skills that can be the agent of transformation. It has developed the characteristics such as "innovation, creativity, energy and single-mindedness" that are the need for present generation (Badawi, 2013, p. 279).

TVET education has pure capability to produce hard skilled manpower which is in contrast with general education. There is the need of TVET program to enhance "learning, workplace partnerships, high skills training, broader specializations, a greater role for information and communications technology" to get maximum output in the society (p 293). The institutions which can produce transferable manpower comes into existence in the future which is possible only with the mixture of general and vocational education. Tikly (2013) regarded such education as the 'glue' that can keep all the programs together. Human capital theory also seems to be objective in this sense because it has promoted the capitalism philosophy only rather than socialist ideas. Our main motto of social change is through the transformation of education. We have thought to change those individuals who "can act to bring about changes they value" (p. 19). Hence the change in personality is the change in society which is possible only with educational ointment. The next topic is going to explain the value of diversified education for social change.

Importance of Diversified Education for Social Change

Unitary education system can't produce dynamic manpower that is decked with soft and hard skills. We need 'diversified schools' and educational systems which can mingle the ideas of hard and soft skills together to produce good, efficient, and effective manpower. We need multi-purpose manpower that can combine both sorts of qualities of academic and vocational education together. Since we have developed inclusive educational system, we can have the flavor of both general and vocational education which can transform students from existing rule of teaching to the practical-based learning methods. Such manpower can develop valuable insights within vocational areas that can also progress for further higher education like in the developed economies (Adhikari, 2013).

The general content with vocational training can be a panacea to solve the existing unemployment problem of the developing countries. If we apply such approach in education, we can shift from supply driven approach of TVET to the demand-driven approach which will be milestone for economic and social development. We need connection between school and workplace to make our education system productive, effective, and efficient. So this is the time to step ahead for the solution. We need to apply "strong school-industry cooperation internships, industry-based training for faculty members, education for mid-career industry employees, joint college/industry research programmes, information exchange, the active work of industry/college cooperation committees, and curriculum development at the industries" to make our manpower more effective and efficient (Maclean & Pavlova, 2013, p. 67). We can apply diversified model of education system under TVET rather than under unitary model which is existing these days.

The qualification combination of vocational and general education can address the need of the labour market and entry into higher education. In real sense it doesn't let learner unemployed as one has got dual knowledge together. Such transferable skills will make people perfect in diverse fields to get job or to pursue any other careers. Hence there is the relation like individual and family between TVET and general education respectively. Unless there is no transformation in individual, no transformation in family is expected; the same thing would happen in the field of education. The learner can choose either pathway of higher education or job in such dual education system. The provision of such permeability can encourage the learner to take vocational education. Hence the negative perspective of education of TVET can be corrected (Renold & Caves, 2017).

The existing education system has a logic that knowledge gained in school or colleges can be practiced in field. Unlike that the work-based education has different provision because it has addressed the personal needs of the learner and the place. Thus vocational education is different from formal education as it has broader sense of

inclusiveness. Unless we can't transform the individual, it's impossible to get basic output of education. The oppositional logic of formal and informal and non-formal education can be solved only with the combination and transformation of individual characters of education and person respectively. Every individual needs 'intra-psychological change' to understand the real nature of TVET and general education so the problem can be solved (Billet, 2013). Unless individuals can't learn about their capacities, we can't instruct them in the field of TVET.

We need to correct the social and cultural environments and activities of the society through educational transformation. After all work experience is a sustainable activity other than the activities of general education. An individual can learn through daily activities, interactions, engagement, and experience when they work to produce goods and services. Hence there is the need of diversified education to address such issues these days.

Conclusion

TVET is a new and mysterious educational approach of the era in creation and solution of employment in the society. It's a paradox whether to develop as educational paradigm or to take it as side factor of formal education only. The problem arises with the misunderstanding of TVET education as it was rated as second-chance education. As a corollary, the developing countries lag behind in development processes. Different social problems which are happening in local areas are different than the consideration of global issues. It happens due to the illiterate, ignorant, and indifferent locals who need to save it. They have been pursuing industries as their only one option of employment ignoring the fact that the pivotal matter lies at the local level. They can improve it with their active involvement in development activities with the transformed education of TVET. Hence it is the need of individual and community as it has created great opportunities of skill development for self-sufficiency. It promotes work-based learning culture in collaboration with local team members according to their need. It also promotes collaboration among community people uplifting the status of disadvantages, marginalized, excluded, disabled etc. with the help of able people. TVET has direct contribution to the employment than general education as the purpose of education is to increase employability.

The underlying fact is that TVET can lead from job holder to self-employment to entrepreneur if it has been mingled with formal education. If we can mix the qualities of general education like communication skills, problem-solving skills and attitudinal improvement along with TVET education, we can produce efficient and effective manpower for the development of the nation. The development imperatives like skills, employment and economic growth can be achieved with the improvement of TVET education with formal mixture only. The schooling discourse of learning in school not outside can be transformed along with the development of transformational education. The motto of vocational education has connection with lifelong learning that is the root of diversified educations. Personal needs, interests, attitudes, characters, relations and so on can be addressed in diversified education.

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