

Transformation of Everyday Practices into Commercialization: A Case of TVET

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Abstract

The root of TVET lies at the local level and practices. We can learn various things from our home and community rather than from schools. School is the formal organization that emphasizes on theoretical or formal knowledge. In contrast TVET focuses on work-based learning. However, the role of TVET in these days has been expanding much more as it has been getting importance gradually. The traditional concept of TVET needs great change in this era. The change can start with the changing mindset of any person. We need change in perspective of the learner so that they can recognize opportunities in their local areas. Ultimately, it helps to promote self-employment in the society and expedite development of the nation.

Keywords: transformation, everyday practices, commercialization, skill development.

Introduction

The concept of education has been changed greatly from the traditional lecture method to the work-based learning, teacher centered to student centered, theoretical to practical, global to local based approach. The purpose of education need to be directed towards transformation of individual from existing norms to the modern or context based approach. In developing country, educational improvement can't happen greatly as they can't invest more in education. About 2/3 of youths have been engaged by agriculture or they have been facing under/unemployment as the country can't invest in education especially technical and vocational education and training (TVET).

Most of the population of these countries has been residing in rural areas without any gainful employment. It means education can't address the demand of such people though there are ample possibilities of job creation. Government policies and priorities can't be directed to change the rural communities as there is political unrest and inadequate understanding of the policy makers. The concept of formal education has overshadowed the TVET education in developing countries so that rural people have been running after the mirage of formal education. On the other hand, policy makers have no sensitivity to address the local need of rural people though "rural transformation is centred on people, at the community level, and on their impact on society and environment" (Shaw, 2011a, as cited in Cavanagh, Shaw & Wang, 2013, p. 311).

Unless we can't address the need of local people or communities to direct our development activities to improve their quality of life, it will be useless to conduct development activities which are like pouring water into sand. Rural people have been facing diverse problems like degradation of natural resources, water and air pollution, scarcity of water, mass unemployment, substantial farming, lack of health and educational facilities and so on which is less considered by the urban people. Rural people need such knowledge and skills or capacity to be able to adjust the changes in their environment and society to realize authentic change in the country. Education can play a pivotal role in the society to expedite the development process and to adopt the change around them.

In this process individuals need to be transformed from their base level creating new educational opportunities or policies which can be solved by TVET. Furthermore it needs to change our daily practices into commercial activities to get reliable output. Rural people have experienced problems like illiteracy, lack of health facility, malnourishment, marginalization and oppression. Education can be the most precious asset for rural people to come out from such whirlwind. Education can enable them to pursue opportunities from local level mobilizing the local resources which we can find in local areas. The informal and non-formal sources of them can be made formal with the help of TVET education to secure employment as well. Agriculture becomes the means of sustainability of more than half of the world's population so we need to search new opportunities or possibilities in it. Unless we can't solve the problem of rural employment, the plight of underdeveloped and developing countries can't be improved. People need skill to engage in work and to improve their living standard which can be ensured by TVET education only. The motto of vocational education needs to be directed to create opportunity to them rather than becoming common vocational education of the elite and middle class people of these days. Moreover, TVET needs to generate self-employment in people related to the local resources what they have.

People have been practicing informal unregulated apprenticeships since the beginning of their history so we need to cash them with commercialization (Sweet, 2013). It is rarely practiced in local areas in which people's base level experiences and work-based activities have been deliberately ignored. Their capability has been ignored blindly under the umbrella of nationally prescribed curriculum and teaching methods and methodologies. The off-the-job training hasn't been recognized by the formal educational qualifications so rural people have been put in confusion. In this way, they have taken their valuable asset as no asset with the influence of globalization.

'Learning by doing' is regarded as the best way of instructing people which is often ignored for rural people.

As we have known that there is no single method of teaching/ instructing students, the governments also can't adopt diverse educational methods that can address the need of local people. We need to develop the learning resources of everyday practices from the perspective of learners to make success the goal of development. If we can promote the 'community of practice', the community would be guided by the 'master-artisans' which would be local based and address the need of local people (Gamble, 2013). The unmanaged knowledge of the master-artisans can be managed by the practice of the local people themselves which would be sustainable in local level.

Understanding the fact that some developed countries like German and France have endorsed TVET course along with formal education (Maclean & Pavlova, 2013). In this way vocational student would get more opportunities such as admitting to the tertiary education. It also helps in the promotion of hard and soft skill together which is thought as an imperative for the modern era. The cost of TVET is basically expensive due to its classroom size and the cost of equipments; but it is only the key to open the door of employment. It is evident that education without employment is thought to be useless so the investment should be increased. The concern of public education system is employability due to the increment in educated unemployed people throughout the world (Winch, 2013). Younger learners need to instruct in ground basis to make them realize the world of work from their everyday practices or to stop brain-drain.

Advocating about the TVET education, we can't ignore the fact of basic education which should be more effective. The governments need to include vocational curriculum from basic level education which could develop entrepreneurship skill for the children (Sharma, 2014). The marginalized people like women, untouchable, marginalized castes, disadvantaged groups etc. can get opportunity in the local level if we can transform their everyday practices to commercialization. These marginal groups can't get opportunities beyond local areas so that the perspective of learning has to be changed at prior. Hence it seems difficult for the governments to have connection between employment and training of TEVT unless we can't empower these people (Basnet & Basnet, 2014).

The challenge remains a mystery to change personal knowledge into communal knowledge and vice versa in the modern society. If we could manage such system with priority, there won't be any problem to get the goal of education either that is formal or informal or non-formal. The purpose of TVET education is justifiable in two perspectives like "1) to provide individuals with the skills and knowledge needed for productive employment and 2) to meet skilled human resource needed for national development as well as employers' needs for trained workers (Joshi, 2014, p. 56). We need to promote productive employment and to fulfil the need of employer at the same time to make our education more genuine.

The key to open the door of development reducing the poverty is the major goal of all the governments. Most of the present problems arise from local level like over-population, illiteracy, mass unemployment, environmental degradation, pollution etc. unless we can't activate the local people with the sustainable goals of development (Bhatta, 2014). The production of technicians is sufficient these days due to the heightened awareness of the people and the investment of the government, I/NGOs and International Agencies; however the problem lies with the match of labour force with the world of work. Considering the fact, the next topic explains the importance of TVET and its role in skill development.

TVET and Skill Development

TVET is mostly related to skill development which makes people independent enhancing employability for sustenance. Nowadays, the criteria of TVET are being broad as it has to include various modes and pathways of learning (Sharma, 2014). It has become a major concern of developing and developed economies when formal education can't solve the need of employment. TVET has been evolved in response of such challenge which is the demand of most of the enterprises, employees, parents and students themselves. Thus TVET goes beyond the knowledge and skill provided by formal education where "work is a central requirement of most people's lives" (Cavanagh, Shaw & Wang, 2013, p. 316). From transformational perspective, it has been designed to provide knowledge and skill both in these days. The philosophy of TVET is to focus the individual need along with the situation it has determined. Mostly, the learning process of TVET depends on the "significance and relevance of the learning to the individual" (p. 331). Thus it has been contributing in the field of personal and professional development with new concept of change in education process.

Mostly vocational education indicates the education for the adult as "a lower-prestige alternative to academic secondary schooling" (Gamble, 2013, p. 207). People regard it as "manual job" in contrast to the production of formal education i. e. white colour job. So it has been a challenge against knowledge economy of this era which has focused on "higher-order skills of reasoning, conceptual problem-solving and communication" (p. 207). The concept of TVET has been changing along with the need of time so it has included both formal and non-formal and informal educations. Mostly, it has focused on the 'work-based learning' approach which would help in increasing the capacity of an individual as per the need (Watts, 2013). However, there is the need to make people convince regarding the need and benefits of TVET.

The role of TVET has been increasing these days as it has focused on the employability of the student and

the skills relevant to the labour market. TVET programmes “aim at increasing the employability of individuals, and work for the benefit of the community and sustainability in general” (Badawi, 2013, p. 284). However, the concept of TVET has been misunderstood as the supplier of manpower for large industries or it has been articulated to prepare paid labours. The emergence of TVET also plays the role of such misunderstanding as it was developed in the era of industrial revolution in Europe and North America (Tikly, 2013). Later on, along with the failure of formal education to produce skilled manpower, TVET has been considered as an essential factor in education.

TVET has focused on jobs rather than the formal educational processes so it has been a transformation from ‘educational’ to ‘functional’ world of people. The modern TVET schools are neither academic nor TVET only; rather they have been the combination of both which have been called as “diversified schools” (Maclean & Pavlova, 2013). On the other hand, vocational education is different from training as it has adopted both means of education. In this way, learning through work is central to TVET against the traditional concept of theoretical education. It is against the classroom-based education which has been field based educational process where the instructor is the facilitator of the process and students themselves are their teachers.

The problem of common people to attain TVET education are lower education level, involvement in informal work, industrial dominance, lack of access to information and financing. We need to improve the above situations to ensure people the opportunity of TVET. Informal learning programs like on-the-job training, off-the-job training, daily practices, experiences etc. can also be included in the broader concept of TEVT (Basnet & Basnet, 2014). In this way, it has been expanding its field from “second-class” education to the “first-class” education of the present era. It has been able to get such position as formal education becomes failed due to its detachment from employment (Poudyal, 2014). The concept of adult and vocational education has been matched in this point that they have been focusing on the importance of work or address the need of individual. Education has certainly upward mobility from economic and social point of view which has been diverted towards TVET in these days as it has ensured “a better paying and safer job, and general wellbeing” (Bhatta, 2014, p. 71). Hence the role of TVET is expanding these days for skill improvement and the subsequent topic describes the relation of it with everyday practices of the individual.

Relation between Everyday Practices and TVET

Learning is a unique phenomenon which doesn’t take place in classroom only rather it takes place in the job, home and in the community (Sharma, 2014). Thus we can learn from our experience, rituals, traditions, practices, travelling, independent study, observation, mimicking, observing others etc. In developing countries where formal education hasn’t taken place well, other means of education as mentioned above are also important to earn qualifications which we call as non-formal or informal modes of learning. The informal means of learning has been practiced in our everyday practices which covers the whole life of us. People learn actively and independently the subjects which raise interest to them. The daily activities have taken both aspects that we can do freely and actively due to its nature. It has also been a lifelong process of learning since the beginning of human history. Every society has practiced their indigenous technologies and knowledge which gives them sustained, reliable and technocratic life style. The science has contributed to make the traditional methods easy but it can’t change the style what the ancestors had adopted.

There is always a conflict between the use of traditional and modern technologies. Most of the people have been relying on traditional technology as they don’t have the sources of income. The argument is that vocational education has taken these practices into formal structure so that we can commercialize them. The aim of vocational education is to provide lifelong sustainable living in contrast to the training only. Unlike the training, the institutional learning has formal curriculum which has two aspects: firstly it has a basic curriculum for all trainees. Secondly it has focused on lifelong learning processes unlike short term training. The government often focuses on the development of common course which can’t address the need of local people as they have been living away from such mechanisms.

It needs change in the traditional paradigm to identify marginalized people’s needs, interests and skill who are living out of government mechanisms. It needs to lead them towards alternative entrepreneurial activities with the help of vocational education so that they can get more benefit. TVET education also can focus on the literacy and numeracy along with the technical skills to make their life easy and comfortable. Reading is nothing more than the revitalization of everyday activities as the knowledge starts from students’ home environment. The society or community has provided a base level of skill and knowledge that people need for their daily life. Educational institutions have formalized them along with certificated and formal processes or recognition. Local people have already got the base level of knowledge where “most natural resources are located” (Cavanagh, Shaw & Wang, 2013, p. 326).

Vocational education and training should have taken it in mind to revitalize the local economy. It’s the duty, responsibility and right of local people to have benefit from such resources and knowledge. So their everyday practices are beneficial to be included in the courses as per their need. In this way “the curriculum and state requirements for education need to recognize and adjust to local cultural needs” (p. 327). Furthermore we need

close and collaborative relationship among the educational institutions, communities, learners, policy makers, I/NGOs etc to empower local people in decision making. If TVET can focus on individual and community needs, it can generate significant opportunities for local people to improve their life style. In this way, we need to think about the alternative development processes against of capitalistic philosophy of development. It is the community efforts that they can vitalize their economic processes organizing local fair, festivals, market days, cooperatives, and so on. The role of government needs to direct to sustain local knowledge by providing subsidies or incentives to instigate local people to get TVET competencies.

Everyday practices evolved from work-based learning which is one of the features of experiential learning. The learning from experience can also be gained from “the home, the community or [from] recreational pursuits” (Sweet, 2013, p. 169). Work-based learning can be learnt from such practices which would be one of the features of everyday practices in rural areas. Learning is a step by step process which we can start from daily practices to the world of formal education. Realizing the process of learning, Sweet (2013) stated that:

The experience of and in work can be a valuable way for young people to sharpen and clarify their career plans. Good career education programmes incorporate systematic experience of and learning from work, using techniques such as work shadowing, research projects about the nature of work, work visits, and carrying out real work tasks. (p. 171).

TVET is one of the education systems that focuses on the work-based learning in the context of the learner. It helps to build confidence in the learner using contextual subject matter with situational examples. In other words there should be the connection of learning and the labour market which is the basic approach of TVET education. Hence Work-based learning can take many forms as per the requirements of the learner. The everyday practices are recognized the informal type of learning which can happen beyond the classroom or institutional setting. It doesn't take formalized curriculum or structure in contrast to formal education. The outcome of such education can take place outside of the classroom i.e. everyday practices. The learning in the farm, or in the industry, or in the work place is the best process of adult learning which is also the focus of TVET. The informal or non-formal learning approach “is a powerful form of pedagogy that can be used to develop basic work habits, occupational identity and specific occupational competences” (p. 191).

As TVET has been recognized as the second chance education, the disadvantaged, marginalized, disengaged, excluded etc. learners have got change to be involved. The one size fit all curriculum has been challenged by the TVET curriculum as it has individual and local characteristics. The learners of TVET are adult learners and they have also set a target according to the social context to meet some mission. To meet the mission they have set goals which can be enhanced by it. In this way, “it can improve students' labour market outcomes through the links that it creates between them and employers” (p. 191). In this context, work is learning-rich program as the learners have been guided with their experiences and social contexts. In this way, learner and the learning environment have been guided by the local environment, or the mentors, or the experts, or the seniors.

Local learner promotes local knowledge that starts from their home to the society. As a corollary, they have formed “a social identity” in their own areas developing their capability (Gamble, 2013). The challenge of lifelong learning can be solved by TVET taking the local context, knowledge, technologies, techniques, experts and so on. Knowledge is constructed as it can't be gained by a single effort. Vocational education and training has made it more reliable building self-confidence of the learner in the work places. The everyday practices have played a greater role in this context to promote constructive learning at the local level. Hence learning experience of the local people would be authentic, original, transformative, individual basis, local and indigenous.

Learning in these days must not only concentrate on perceiving in the mind of the learner; it needs to bring certain change in the life of the learner. The traditional or conventional ideas need reform so that new practices can come to light. The process of development also travels in a reverse way or back to the village to ensure the development of local areas. A learner needs to learn from own experience to be independent or to think critically. Unless we can't transform them from present knowledge and situation, the goal of education remains static (Badawi, 2013). Human capital theorists have also agreed in this matter that a person's capabilities need to utilize fully along with the knowledge and experience they have learnt. The educated person can earn more than the non-educated person as he is enriched with his capital. In this context we can interpret the human capital theory from local perspectives to ensure the right of the local people. Ultimately it would be changed into the community capital if we can utilize the local resources along with the mentors and experts.

Vocational education and training is thus can't take any uniform structure as it has been place and person oriented. It has diverse structures and contexts because people of different communities have been practicing various techniques and technologies though indigenous it might be. The local experts and mentors have been practicing apprenticeships in their own areas with their own unique experiences. They don't get any help from formal institutions yet. Winch (2013) stated that:

It is also necessary to take proper account of those sections of the economy where informal TVET has been the dominant mode of entry into employment, through either informal participation or traditional apprenticeship. Traditional rural crafts, manufacturing, fisheries and agriculture are all likely to fall into

this category (p. 112).

In this way, the informal part of everyday practices has been ignored deliberately taking them as “an informal or ad hoc process” of learning (Billet, 2013). Learning through practice is an important aspect of the present day learning as the vigor of formal education has been fading away. There is a question of legitimacy of these practices which has been addressing by the national vocational qualifications (NVQ) to some extent. However the need lies at the base level practices; rather the policy makers and the scholars have been searching it on the surface. There is the need to run it on a customized basis as per the context of the local areas (Sharma, 2014). Nothing is complete in this world so we can search for authentic criteria in the sense of vocational education which we can get in local areas. People have been practicing one aspect in their everyday practices; we have been thrusting another aspect so there is always a gap between the labours and the labour market situation. We need to promote the “socially accepted and culturally prescribed occupations” of the local people to have actual sense of development (Lamichhane, 2014, p. 14).

The irony lies at the base level that the thing what people have known is ignored and the thing what people haven't known is prescribed in the course. Most of the developing countries have been facing the same problem when TVET course can't realize the fact. So we have to blame it as donor driven programs or some room-based approach of education. In some societies the professions have been divided according to the caste and class of the people which is totally wrong. However, in the name of modernization, it can't challenge the “knowledge and skills ... acquired through experience, observation and contact with peers and elders” is useless (Basnet & Basnet, 2014, p. 27).

The developing nations have to focus on knowledge management of their traditional styles to progress in their labour force management and in development activities. Since knowledge is managed well it will help in the development of “individuals, teams and entire organization to collectively and systematically create, share and apply knowledge for the accomplishment of objectives in an organization” (Poudyal, 2014, p. 34). No knowledge is whole or panacea to achieve the targeted goal, but we need constant improvement from all sides. The reality lies in the fact what we have known through our experience is the reality in the present context of education. In this way, we shouldn't be hesitated to use indigenous knowledge which has various benefits and economic value at the local level. We can make the mixture of such knowledge with international knowledge and practices to make it modern and productive. Neither the ‘pure knowledge’ based on local traditional technology nor the theoretical knowledge from formal school is “effective to offer the needed practical experience” (Adhikari, 2013). In this way, we need such practical education which can take everyday practices as base and vocational education as the top of roof. The next chapter is going to clarify the local learner's perspective on vocational education.

Changing Learner's Perspective through Education

We need to change learner's perspective to get utmost output from education. Until we can't convince the learner about possible changes, we can't be able to educate them. In other words, the individual or transformative learning approach can happen when the learner is active and the curriculum has addressed the need of them. It needs to develop lifelong learning approach by the curriculum to attract the learners. School only isn't the place to provide such skills that are needed for life; rather we learn it from home and the outer world. In this way, lifelong or adult learning can improve the standard of education. On the other hand, TVET learners are the adults and they have certain goal to be attracted for vocational education; so it determines the context and curriculum related to have perspectival change.

Learning is a lifelong phenomenon which has been evolving time and again; so it will continue till future. Our society, community, everyday experiences, teachers, mentors, instructors, juniors, seniors and so on are the sources of knowledge. Among them our social and cultural environment are the providers of our knowledge and life sustenance formula. Education is the perceived as continual reconstruction of our experience either from our own experience or from social experience. However, it needs to ensure life so that we can get independence, equity, safety and self-respect.

Transformation is a more dynamic concept in which physical change only can't influence our life. We need to include various things to get authentic knowledge that has been sustaining our life from time immemorial. We need to change our perspective keeping those things in our mind. Education can play such role of perspective change in our life realizing the need and importance of knowledge. Likewise, education has played double role at the same time. Either it helps in social reproduction or in production when people have been transformed. Sometimes it becomes a threat to those who have used education for reproduction; rather the learner is free from all sorts of boundaries. Another equally important matter is that people's lives are shaped by the cultural values first and then by the physical environments around them. However, education has played valuable role to raise awareness in people that helps in changing cultural values of their locality.

Education gradually forms a new paradigmatic approach that helps to shape different environment and culture if the people are being transformed. We can say that the localization of education can bring such revolutionary change in shaping different culture utilizing the local resources in their own areas. We need to vitalize individual

capability to bring possible change in our society. Ironically, the old education system has been implementing “didactic information-dissemination processes” or that has only promoted central governments’ systems (Cavanagh, Shaw & Wang, 2013). We need “community-centred or community-needs-responsive approach, adapting more learner-centred pedagogies based on learner needs” (p. 329). Unlike in the past, the process of education includes collaborative and inclusive approach to promote the life of local people revitalizing the local economy and needs. So we need to transform individual first to transform society, then they transform communities collectively.

The concept of learning is contrasted with the practice of students receiving information packaged in the textbooks with the work-based learning. The informal practices of the household activities have been tagged as useless knowledge as things have been changed along with the global context. Like the government’s movement to implement the packaged textbooks, same things would happen in the application of traditional apprentice in the field of employment and development. The knowledge learnt by the master craftsman has been regarded as less valuable in comparison to the modern practices. However, it has been getting value in these days when people would recognize their possibilities. The everyday practices have been “discouraged from applying to employers with poor reputations as trainers and as skilled workers” (Sweet, 2013, p. 187). In this way, the concept of development has been lagged behind as we have ignored the natural heritage, knowledge, crafts, expertise and so on.

The world of work has been changing time and again so the learner should have the capacity to adopt such changes. Unless they can’t change their traditional perspective, they will remain deaf and dumb in the globalized world. They need to learn new competencies, expertise, technologies, that are fit to bring change in their local areas. Students are the “judges of their own skills and the characteristics” so they need to be fostered with new perspectives to bring change in the society (Watts, 2013, p. 249). We can’t force them to learn the course which has been packaged in the textbooks. It would be ‘counterproductive’ to thrust ideas to the students what they don’t want. As it hasn’t been applicable to the education field, the same thing would happen at the local areas.

Badawi (2013) focused on the change in ‘knowledge mindset’ of the person to evoke change in the society. The knowledge mindset helps the person to tackle the future challenges in all aspects of life. Ultimately, it helps improving the public perception in the society to attract others in establishing enterprise in the society. Individuals first have to promote their capabilities along with the help of society so that they can taste the flavor of change. The person should act to bring change in the society along with the changing mindset to establish new system in the society. The changing mindset only can contribute to adopt different styles following different methods and the use of knowledge.

Vocational education prepares students for work rather than academic field. The learner can take it differently or beyond the world of work i. e. towards lifelong learning. Certainly, it needs changing mindset to adopt such challenges in their life. Maclean and Pavlova (2013) supported that the aim of vocational education is to increase “students’ employability through developing their personal characteristics, general competencies and specific vocational skills” (p. 57). It indicates that we need flexible competencies of a person to bring change in the society. When personal need is satisfied that has led to the community and to the nation. It also leads to better job market or to pursue higher education when different frame of mind is set. It can certainly bring change in person, society and the nation.

Learning is rich or adaptable from the experience of any person in practical approach rather than from theoretical approach. Individuals can construct the environment to bring change in their life from everyday experiences which is more reliable than the knowledge packaged in the textbooks (Billet, 2013). In the same way, vocational education has focused on practical based knowledge along with the interest of the individuals which is totally different from traditional academic courses. Hence we can feel the link between education and world of work through vocational education (Basnet & Basnet, 2014). It is known as the knowledge society in which half of the wealth has been generated from knowledge capital only. If we can utilize it with the change in perspective, we can easily experience change in the society (Poudyal, 2014).

Finally, every person is different in “aptitude, learning style, interest and personal behavior” so we need the combination of different mindsets in the local level to bring change in society (Kafle, 2014). TVET needs to do the combination of ‘soft skill’ and ‘hard skill’ together to deck person with varying degrees or personalities. The main function is that we need to create gainful employment in the society with changing perspective (Neupane & Pradhan, 2014). The coming topic depicts the need of transferable skill of the learner to get good opportunity of employability.

Towards Possible Solution ...

Transferable skill is necessary for the learner to produce multiple-skilled manpower to get better output. It is believed that formal education represents one extreme of soft skill whereas pure TVET represents another extreme hard skill. The solution can be transferable skill that combines both hard and soft skills together. It needs more time to prepare such manpower improving the existing norms of traditional education system. Extra cost is

necessary in comparison to the pure stream of formal and non-formal or informal education (Lamsal, 2012). We need to bring change in the perspective of the learner so that the motto of TVET education can be improved. Perspective changes not only changes the person it also helps to change the trend of knowledge and rule or attitude of the locale. When people are the dynamic process of change of economic matters in the local areas, they could do various things like the promotion of indigenous technology, expertise, utilization of natural resources, commercialization of traditional technology etc.

Perspective change can transform person from existing position to the better position which is also known as transformation. On the other hand, transformation of a person has resulted in the transformation of society. The base level practices of local people with their everyday practices can make them prosperous from their own resources and skills. So TVET activities can undertake such task to change everyday practices into commercialization. People can establish community learning centers (CLC) to promote such skills and knowledge out of formal education system. Local people have got the responsibility to manage it so that they can realize the requisites of them along with the utilization of resources. Gradually, it helps for the development of community and improvement in people's life (UNESCO, n.d. as cited in Cavanagh, Shaw & Wang, 2013). It can be done with the professional development of an individual through building their individual capacity. For solution, the government needs to collaborate with the local community experts, schools, colleges, mentors, leaders, elders, etc. Moreover, the government can play the role of promoting community involvement in all decision making level with few assistance at the beginning. The established new paradigm can guide people to lead their everyday practices to commercialization for the promotion of employability.

The collaboration of students' experience and out-of-school learning motivate student to engage in further learning. We can connect work and study in number of ways like internships, practical methods, field study and so on. More than this we need to combine everyday practices with TVET education to make people habituate to do different works within their reach. It is proved that the average income of vocational learner is more than the formal learner (Jha, 2014). Hence there is the need of vocational education to uplift status of rural people formalizing informal skills that have been practicing since long. The unrecognized field of everyday practices can be formalized in this way so that the marginal people can get maximum benefit of the local technology. To formalize the informal skills and practices Sweet (2013) argued that "informal apprenticeships are a significant part of a country's skill formation arrangements; there are some key institutional requirements for effective arrangements to link informal work-based learning to the formal assessment and certification of competence" (p. 193).

It needs some improvement from the side of the government and the society to change their indigenous technology to get formal structure. To have good output, it needs counseling for persons who have been pursuing such career so that they can be proud of their works. We need to promote the sense of pride of their local technologies and knowledge with the help of TVET education. Thus TVET can play the role of active agent to bridge its programs and the world of work. More than that TVET can help the learner towards self-employment or entrepreneurship rather than being paid labours. Hence the change in perspective guarantees the independence of the learner to do any job freely. Then they can take pride of 'my career is my business' to get benefit from the work (Watts, 2013).

Education is a vehicle that the societies have been using to evolve their new generations since longtime. We need to improve the perspective of the learners to promote local knowledge into mainstream of development using local technologies. Moreover, there is the need to develop entrepreneurship education to make people independent in decreasing job markets (Badawi, 2013). Unless we can't promote the value of local knowledge and technologies, we will remain back throughout the time. It is fact that general education has much higher outcome in comparison to the tertiary or TVET education. As time changes, TVET becomes much stronger when formal education can't create job prospects to the graduates. On the other hand, tertiary education would help in the promotion of human capital at higher level which can't take the responsibility of TVET as a whole (Tikly, 2013).

Vocational education has been becoming more and more important to increase economy of all the nations in these days. However, there are several problems to be improved as it has been the youngest genre of education. The interest of people has been inclining towards it gradually. Several things like investment, course improvement, management of instructors, industry and course connection etc. need groundbreaking improvement. There is always gap between the demand of employer and the supply of educational institutions as they have needed soft skills whereas hard skills have been supplied. We need to improve it with close collaboration of local indigenous organizations. The narrow concept of vocational education which produces specific occupations needs a great change. The role of TVET can be directed to create 'a whole person' combining hard and soft skills, practical and theoretical education, reading place to the work-place collaboration, etc.

According to Winch (2013) the governments have taken TVET in an 'abstract' level though there is greater importance of it. The concept needs improvement because it is the best means to guarantee job to the people who have been failed or dropped from formal classes. It needs 'political capital' of any government to raise the value of TVET education along with the correction of 'discourse of schooling' that often puts TVET in shadow (Billet,

2013). We need to convince people that education is possible outside of educational institutions. Thus there is the need to take everyday practices as an important aspect of knowledge capital of local people. Modern philosophies after John Dewey and practices have equally emphasized learning inside and outside of educational institutions. Work-place learning has got its influence with the advent of TVET only after 1980s. Still there is a need to recognize true potential of TVET education that can take reference of the daily practices. In other words, Billet (2013) suggested that “work experience is a sustainable activity, because it is part of the everyday work activities and interactions that individuals engage in and learn through when they work to produce goods and services” (p. 141). So the development of such knowledge with the help of TVET is imperative of personal and social development. The knowledge which we use in one situation can be a leverage for other situations if it is transferable. So the local context has prepared a person for that challenge.

Ignorance of everyday practices has fostered the under/unemployment in the society as people have rated TVET as second chance education. We can create jobs for novices, semi-skilled and skilled workers only when we can revitalize the local skills and technologies (Sharma, 2014). The creation of only the wage workers means to produce dependent manpower in the society. We need to think beyond that to speed up development producing independent manpower. Wage workers are like parasites whereas the independent workers can establish their own enterprise which should be the motto of TVET education in new context. At least we need strong basic foundation of education to teach vocational education to the people. However, basic education or even formal education can't be the solution of the problem because it enhances literacy and numeracy only. Hence there is the need to take technical and theoretical education together to produce qualitative manpower for the nation (Lamichhane, 2014).

Basnet and Basnet (2014) argued to promote integrity perspective on people for valuing their local professions. Creating an active learning environment in the local area can acquire new knowledge, skill and attitude that can enhance our local perspective well. Local people need to be ethical to increase their knowledge and technology rather than working as a waged worker. To promote such knowledge in the society, we can take help of TVET education. Appropriate knowledge can enhance appropriate skills to an individual; then one can be able to bring change in the society. Joshi (2014) illustrated “if the individual is benefited from employment and earning, then the nation will be benefited through the increase in productivity, income and image” (p. 69). In this way, the knowledge learnt by an individual need to contribute for the society as well as for the nation. Mostly, local perspective of knowledge is much valuable in this era due to the capability approach of the new economic rule contrasting to the capitalistic ideology.

Conclusion

Our children go to school to learn literacy and numeracy skills which curriculum prescribes in some formats. It is known as theoretical education which doesn't solve the problem of employment. We have ignored the important aspect of reading that is work-based learning which starts from our home or everyday practices. By promoting such approach we can solve the problem of un/underemployment of the developing nations. The solution can be vocational education and training that is the ground reality of the local people or areas.

People have been practicing different knowledge and technologies in their local level which is often ignored deliberately due to the development of modern technologies. Rural people are put under shadow of modern technology despite having great potentialities in their local areas. It needs change in the perspective of local people through education. Education can help them to bring great change as it has made people aware about their mind and environment. They can search or find out different possibilities around them using knowledge which they have got. The existing process of knowledge formation by formal education has several lacks to ensure job to the learner. So we need vocational education and training which can combine formal and informal and non-formal education together to educated people well.

According to the demand of the era, we need multi-talent manpower having different possibilities which is known as transferable skills. If we can produce dynamic manpower with transferable skills the problem of un/underemployment can be solved easily. It needs incorporation of local knowledge and technology which people have been practicing in their daily life in formal curriculum. Work-based learning is necessary to promote such qualities to those people who have been detached from educational opportunities. It has another benefits such as marginalized, handicapped, disadvantaged, untouchable, and so on people would get chance in their local areas. It was thought that formal education only can provide job to the people whereas vocational education was regarded as the second-chance education. There is the need to change such concept into mainstream of education to make people more educated.

The production of generic manpower can't solve the problem of present days. TVET education has promoted the concept of ‘work is worship’. Unless we can't worship the work, the developing nations will always remain in same position. We need to develop such knowledge and competencies to our learners which would incorporate formal and informal education with changing mindset for life sustenance and development of the nation.

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