

The Paradoxes of Inclusion in TVET in Developing Countries with Reference to Nepal

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Abstract

The article points out paradoxes of inclusion in TVET sector especially with reference to developing countries. It has taken example from Nepal which is one of the developing countries in the world. The paradox appears in a number of ways due to mismatch between what is done and what should be. The article analyzes different issues related to TVET sector in different sub-topics. TVET in developing countries remains a matter of paradox or like joke while talking about inclusion. Inclusion can happen in a number of ways; however, it has been a matter of question from social, economic, geographic and pedagogical perspectives. The chief argument covers local area focused curriculum and institutional development programs. The article suggests best option for TVET as to have rural industrialization rather than urbanization. Secondary sources like journals have been taken to develop this article. Different ideas from different writers have helped to shape this article in an argumentative style.

Keywords: TVET, inclusion, paradox, local resources, local areas, developing country.

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Introduction

Inclusion can be considered as reducing exclusion from getting chance to those who have been deprived from opportunities. Inclusion in education seeks change in "content, approaches, structures and strategies" that are existed at present (UNESCO, 2005, p 13). A common approach has been restricted to establish common vision for all the participants in inclusion. Hence inclusion is somehow defective in education sector due to the differences among students and their capacity to understand (Braunsteiner & Mariano-Lapidus, 2014). It is defective as the talent can't get opportunity though he is interested. Inclusions are of different types like: geographical, class, caste, gender and physical capability. Besides that inclusion can happen, in a broad sense, in various ways, where there is need, not only in some specific criteria. In educational context, it can happen in courses as expressed by Badawi (2013); however I have been seeking other kinds of inclusion together, as mentioned before, to make TVET education more effective and context based especially in developing countries with reference to Nepal.

TVET is a special kind of education and the matter of inclusion can be a paradox itself as it has been given to those who have interest in it. The concept of inclusion that I have been talking, in this article, can happen in local level in which the above five aspects of inclusion come together. The government has to make it more inclusive from policy level so that marginalized and disadvantaged groups can have participation in such programs. It is quite difficult to mitigate "poverty and social exclusion" unless we don't create decent work (ibid). TVET has to take responsibility of providing job to those who have been socially and economically excluded from society. This is the era to turn from theoretical to functional milieu initiated by academic institutions to create decent work. The objective of TEVT is also to promote inclusion of socially, regionally, and economically backward classes of the society (Khanal, 2013). Mainly the underprivileged people would have got chance if it has been localized. Indeed, it has been stood as a severe challenge in these days in developing countries.

The informal economy is much diversified and the need of workers is also different. Thus the overall policy and curriculum of non-inclusion has created much problem due to rigid nature. The program should ensure minimum standard of the local need so that people can have better job opportunities in their own areas. The world scenario and opinion of scholars have existed as paradox at present. The existing rules and policies of developing governments seek higher academic qualification to join in TVET programs. However the scenario is just opposite due to less secondary school completion rate in those countries. Hence the need of inclusion is more relevant in this sense due to the exclusion of such youths from TVET programs (Gamble, 2013). Mostly the disadvantaged people have got little chance to get such education so they have been excluded from such opportunities. The inclusive policy can involve them into mainstream of education so that the rate of un/under employment would be lessen. The situation of "young people with little or no ability to acquire skills ... are further trapped in low paid and vulnerable jobs" (Lamsal, 2013, p. 83). It also compels them to spend poor and insecure life so that they can't sustain their living well. TVET can work as leverage implementing improved curriculum with local based approach to address such problems.

Vocational education had come into light from industrial background to produce skilled labours needed for industries. There was no connection of it with formal education so people have taken it as separate genre of education. The vocational/ academic division is the colonial bond so that people have less belief towards vocational education. The separate system of education has been challenged or criticized from human rights perspective also.

People have belief that academic qualifications exceed vocational qualification far behind (Tikly, 2013). Here we can clearly feel the paradox that people need vocational education and training (VET) to get employment; however they have been running after formal education. TVET in fact has been taken as an important genre of labour force planning in an educational field. It has been more than education which makes the learners work creating comfortable academic environment that has connection with work place. Practical knowledge is always much more superior to theoretical that reflects success of an individual.

An argumentative style has been followed to analyze all aspects of paradox of inclusion with reference to developing country. Secondary sources have been taken, mostly journal articles, to get ideas and proofs of such paradoxes. The contents have been read time and again to find out exact ideas. All the materials have been connected to the central theoretical idea of paradox with minute analysis. The following topic is going to reveal the paradox of skills residing within TVET sector.

The paradox of hard vs soft skills

One sided skill development programs without recognizing scope is like an arrow that doesn't help to target the right direction. Whether we are going to produce dependent or independent manpower is a fundamental question in such education system. These days skill development has been lopsided so that people have negative concept towards VET education. Denizens should acquire multidimensional education; therefore they would be able to solve any problem with the knowledge of transferability. We want well equipped human resource to increase business. The channeling of business, human resource development and promotion of business again is an important yet crucial measure of the present world (Sharma, 2013). Employability or soft skills is a common term in the field of economy and business which includes wide range of knowledge from the insemination of idea to the getting profit from business. Those who can understand it well can be an efficient entrepreneur. TVET education thus takes extra responsibility to implant such ideas these days as an academic piecemeal.

People often blame government for not providing job to them due to the inability of recognizing their own capability. It happens due to the focus of academic institutions in hard skills only. Soft skills suggests alternative approach in skill development which has been taken as a reliable source of getting job in the new era. The conventional approach has fostered the paradox that the demand and supply is just opposite. Soft skills has also been recognized as employability skills. The purpose of TVET education in developing nations should have been oriented to produce entrepreneur rather than employee. Thus an entrepreneur should be aware about the broad working environment; therefore, he needs soft skills for such context. Employability skills helps to develop market-friendly policy and strategy; hence they can be successful while doing business (Poudyal, 2012). Therefore, youths who can be creative and confident to have fresh start should have been given both sorts of skills for holistic development.

TVET also aims at producing lifelong learners who have got sufficient technical knowledge to lead livelihood in comparison to general education. It has focused on practical approach so that learners can use it throughout his life. Along with practical knowledge there is need to develop soft skills to compete in this changing scenario. Hence we can feel other sorts of paradox in such situations where they want job without soft skills. TVET contributes for lifelong learning as people have learnt skills that are beneficial for them throughout their life. It has promoted learning experience with the connection of work and education (Watts, 2013). A good career education helps learner to revitalize their social life and its phenomena through field work and developing moral aspects. It has promoted learning as well as earning due to its connection with the society; therefore it tries to fulfill people's need and revitalizes social context.

Vocational education is taken as a lower level education in comparison to general academia. It has been thought that they produce blue and white colour workers respectively. We can connect vocational education with general education to develop both sorts of skills: hard and soft together; so that its attraction can be increased. The traditional mindset needs a sea change; thus people would realize change in their life. TVET manpower is known as foundation for development activities of any nation as they have possessed skills. They have learnt to mobilize resources in an efficient way so that the visible output can be seen within short time period. Their experiences and activities have been meaningful in each step of work so that positive outcome can be felt well (Ghimire, 2013).

If the curriculum can make it inclusive with hard and soft skills, there is possibility of creating decent job at the local level developing enterprises themselves. It enhances in increasing income and productivity of local areas as well. Indeed people have been guided with paradox in each step of life while ignoring TVET education. The following topic is going to try to analyze the paradoxes of local vs. international practices.

Local vs international practices

Localization is taken as genuine alternatives of development which is much glorified by development experts. Localization of TVET also can minimize the cost of the government and the public increasing opportunities. It also solves the problem of job seekers upholding them as job creators. So policy makers can plan local level programs which are highly beneficial for locals. On the other hand, it makes implementation much easier,

accessible and effective. It can address the need of local stakeholder increasing their access in local natural resources. It can also help in upgrading indigenous knowledge and technology that are prevalent in and around locality. It also helps in development, promotion and improvement of local entrepreneurship utilizing apprenticeship and recognition of prior learning (RPL). The problem of unemployment or under employment can be solved at their own areas with maximum utilization of resources. In developing countries, agriculture is a popular job which engages more than half of the world's economically active people (Cavanagh, Shaw & Wang, 2013). Agriculture has close connection with local employment so that we can promote it for the betterment of their livelihood.

Governments and people are in confusion: whether to change rural into urban or to focus on rural-industrialization? We can develop new fabric of thought to have decision between these two aspects. The misunderstanding is that urbanization is better than rural-industrialization. It seems that the developing governments and people seem to favour urbanization rather than rural-industrialization. The tragedy is that the plight of rural people remains same or even degraded due to such misunderstanding between urban-rural milieus. There is high imbalance between rural and urban life as we have neglected basic jobs like agriculture, apprenticeships, RPL and handicrafts, though they have been important in human life. Modern city centered institutions teach modern courses which have no connection with local need and want. Hence Basnet (2012) argued that "TVET should be intricately linked with social, cultural, historical, economic, technical, and political parameters"(p. 35). The connection of TVET with the above aspects has made us realize the need of localization. Hence it seems inclusive in the sense of localization opposing globalization.

TVET came into effect when there was lack of manpower for industry in Europe and North America to produce skilled manpower. So the history and undertaking of TVET is too narrow as it has focused on the production of industrial labours. So its purpose was specific in contrast to general education. People have misunderstanding that VET education is only for limited jobs; it's not an educational stream (Tikly, 2013). The international scenario is that the developed countries have made it multidimensional; they adopt back and forth policy to get maximum output. They seem inclusive from all perspectives which remains myth for developing countries. Taking the context of South Korea Maclean and Pavlova (2013) have expressed the interrelationship between industry and academic institutions. They praised it as:

Thorough curriculum, strong school–industry cooperation including internships, industry-based training for faculty members, education for mid-career industry employees, joint college/industry research programs, information exchange, the active work of industry/college cooperation committees, and curriculum development at the industries' request, college graduates are highly valued. (p. 67)

Renold and Caves (2017) call it "strong modern TVET" where there is close cooperation between the government and industry sectors. Or they have supported the local government which can combine education and training together recognizing the possibilities of local areas and resources. They have put forward "contract model" that has supported to produce manpower needed for particular area and resources. The developing countries have remained far away from "strong modern TVET" and "contract model" due to inability of those governments. So the developing governments can learn from such functionary inclusive policy of developed governments. Hence developed governments are much inclusive that can be learnt by developing governments. The problem of inclusion in developing countries is "an imported, forced and pressurized education system instead of implementing context based sustainable education system" (Bhattarai, 2014, p. 88). It has created hindrance in developing countries as they have been unable to recognize their local possibilities and practices. Only contemporary skill based curriculum can meet the target of those youths due to changing nature of society.

According to the German dual system model, there is the possibility of "inter-firm training" or "work-based training" which are best examples in VET education (Sweet, 2013). Such practices of developed governments have taken hands-on policy of inclusion for the needy people according to area-based approach. So they have been able to engage people in related field. On the other hand, enterprise development training or education program can be a long-lasting option to create decent job for the youths. It can open up huge potentials of locals so that they can help for national development. Decent work opportunities can be created when there is "competitive, productive, and economically viable firms"(Sharma, 2013). However, technical education in South Asia has not been beneficial at all due to its passive nature of deliverance and old or outdated curriculum along with non-inclusive in nature (Sinha, 2013). So the system desires review and restructuring to make it more reliable as well as contextual. We can connect the realities of labour market along with socio-cultural norms and beliefs so that we can get highest achievement managing skills.

It is quite hard to reduce cultural bias to take local context into consideration. Such barriers have stopped other factors as well so that employment creation is under shadow in developing countries in contrast of developed countries. Those who work in local areas with local mind can contribute to promote rural context. Local cultural need can be included in the curriculum which is only a lip service of policy makers and implementers. Community learning centers (CLCs) are the options of informal learning so that people could have been literate about various options. They would be aware about the possibilities of enterprise development so that they would start new

business or enterprise. CLCs can be a good option as "it is usually set up and managed by local people to provide various learning opportunities for community development and the improvement of people's quality of life" (Cavanagh, Shaw & Wang, 2013, p. 329).

If so our everyday practices can also be changed into commercial activities. We have parochial view that our practices and actions are nothing in front of modern practices. So transformation of such thinking is the requirement of modern institutions to change rural scenario. Gamble (2013) tactfully suggested "if we can transform the 'situated activity' within a 'community of practice', we will be able to evolve job opportunities in our community or the country"(p. 223). Some informal apprenticeships, though not all, are important skills to compete in global context if recognized well. So it seeks effective management of such skills to have connection with the formal educational process. We can take example of Nepal in which one village one production (OVOP) was once a slogan from government side. Students have been reading such IQ in their school level as popular items of such areas. If such items can be promoted by the local with the help of government, youths shouldn't go to foreign countries in search of job. The paradox that we feel is the inability of developing countries to identify the opportunities which have been existing in and around their areas. The coming topics helps to explain the inclusion scenario in TVET in developing countries.

Inclusion in TVET

Education unravels functional as well as analytical capability of any person that helps improving their living standard. The main motto of education is to enlarge the thinking capacity of mind so that people can carry out different activities for their livelihood. Some education system can give solution to their life whereas some education systems have made them aware about different issues that make their livelihood better. TVET is special education system in comparison to general education that has followed the first logic. It has ensured solution in people's life increasing its relevance to those areas, where it has been implemented. The choice between functional and ideal side of education stands as a matter of paradox to promote inclusion.

There are different streams under TVET; however they have separate existence unlike in generic education. Mostly it seems necessary to have fusion of hard and soft skills at least. Specific jobs are not only sufficient these days due to multiple talents needed in a person for transferability. For example, if a person has taken training of mason under TVET curriculum he has got less chance to participate in other activities. Hence to make it inclusive it can mix knowledge of hard and soft skills; so they could sustain their life with multiple possibilities. Thus the motto of TVET can be inclusive to have better output as an education system. Such discussion about soft and hard skills opens wider possibilities in the field of TVET. We can follow the suggestions of Sweet (2013) to make TVET more inclusive:

Through formal work-study programs such as apprenticeships, cooperative education and alternance; or through students having part-time jobs after school and at weekends that do not have a formal connection to their program of study; and where the learning that takes place is incidental to the students' formal education. (p 172)

Hence the nature of TVET education is much inclusive. It has taken wider possibilities of inclusion with interdisciplinary as well as multidisciplinary approaches. Indeed, it has been isolated by the so-called modern curriculum especially in developing countries. Therefore the product of TVET is often complained as non-inclusive. It needs option to transform the present concept of TVET to make it trustworthy among the commoner. People have been propelled towards formal education; rather they remain jobless; due to misapprehension regarding TVET education. The fact is that, TVET has been guided by the conventional theory that is classroom-based educational program in developing countries (Billet, 2013, p. 156). By challenging the traditional concept of inclusion, we can shift such concept towards functional inclusion. The existing conventional mindset in the developing countries creates problem. As a corollary, un or underemployment rate has been growing.

Neither curriculum nor government policy is satisfactory to provide solution of such problem. When we talk about education industry linkage, Nepal, a developing country, doesn't have such industries neither is there any such activity that supports students to get job after training (Kusago and Phuyal, 2009). Especially technical schools don't have such initiation due to limited opportunities of job market. So we can initiate for the production of entrepreneurs rather than employees who have been dependent on others. Karki (2013) commented that "these courses are generic which are guided by public institutions and these curricula have not been developed on guidance and involvement of both public and private partnership" (p. 72). It is evident that there is lack of coordination, or it has been one-sided, so it's unproductive. The policy of inclusion, as I have been focusing, includes local governments and their stakeholders who are in need of skills.

The inclusion in TVET is not so reliable theoretically; yet we can do it for the sake of job creation for developing countries. It further delivers the sense of equality and justice according to the context of different nations. Furthermore, such concept is to produce job creators, not job seekers. It has taken the local context so that local apprenticeships and RPL are used under the guidance of mentors. The governments can take the responsibility as facilitator of marketing and investment. Many people in developing countries have involved in traditional

occupations like agriculture for supporting their life. The scenario of almost all the developing countries is same. It has remained substantial only due to the under/undevelopment of skilled manpower. Despite the effort of government, such population can't come out of vicious circle of poverty and traditionalism. The means to take them out of such vicious circle can be TVET education and training. Unless people don't have out-of-box thinking, they don't accept the goodness of TVET due to the predominant condition of formal higher education. VET has been psychologically, taken as an inferior genre of education so that it is relatively unattractive (Tikly, 2013). Hence breaking traditionalism is another part of such inclusion process of TVET.

Benefits of inclusion

Education makes people employable and informed citizen strengthening their qualities implanting mind. It helps in the creation and promotion of employment that ultimately upholds economic development (Jha, 2012). Education upgraded social and economic status securing job and well being in human life. Person needs knowledge and skills to fit with change in the dynamic society with their adaptive capability. Education has played pivotal role to form such personality which is possible through VET education. The motto of education is to provide learners' adaptive capability around them where they have been living. The value of institutions exists if they can be inclusive to address the need of different kinds of learners. There is also possibility of establishing work-education relation where there are committed policy makers and leaders. VET can help in attaining sustainable goal in human life ensuring economic and job perspectives. It has made people independent so that they can work and sustain their life in a lifelong process of earning and learning. It has also made people aware about sustainable development initiated by local governments.

We can take example of developed country like Sweden where formal school education has connection with small and medium enterprises (SMEs). There is inclusion in structural level along with academic course. Such connection can create "long-lasting economic success and social peace" (Adhikari, 2013, p. 9). Contact with the business or industrial group is much desired for the training of skilled workers. When industries have been less developed, there should be the curricula directed towards creating local enterprises; so commoners have faith towards vocational education. For the promotion of local knowledge, "local authorities, local industries and communities [can] be encouraged to involve in institute management for their ownership" (Ghimire, 2013, p. 110). It makes us aware about the democratic approach that could be adopted in local areas.

The linkage between work and institute is a must; yet different opportunities should be opened up for the learner. Education plays vital role to increase awareness of people so that they would be able to conserve and utilize local resources. TVET, as education, can do it with practical evidence in contrast to formal education. We can see the need of formal education as a supporting factor in this context. Some limelight has been seen in Nepal as some youths have started "agro-industries ... like trout farming, off-season vegetables farming, organic farming, farming of several kinds of livestock like poultry, ostrich, and pig are creating self-employment opportunities in informal sector" (CTEVT, 2016, p. 2). The context is too short in vision and transitory as it has been done by the youths who have got knowledge with their personal effort. Some of the returnees of the foreign employment have started it with their own investment. There should be government investment so that poor and disadvantaged youths can be included in such programs. Informal learning is taken as ad hoc process; however it is more concrete and piecemeal in the context of TVET (Billet, 2013). Such kind of learning of TVET is not only important for all; it could be mixed with the formal education. Therefore people can get additional knowledge to run their life easily and comfortably.

The knowledge that we get from TVET desires proper management at local level so that rural transformation is imperative. Proper management of apprenticeship and RPL can help in improvement of skills and proper utilization of resources. Local job creation is possible only when inclusion can happen from all points of view. Vocational education has diversified structure towards the last of the 20th century due to various job related fields. It has taken insignificant subjects, that are prevalent from ancient time, to the modern field like cosmetics, hair cut, electricity, plumbing, metal works, veterinary and so on. It is obvious that there should be connection between vocational education and the world of work. Despite that it has taken broader context like developing work ethics to make it more reliable at the present context. Therefore, VET can be taken as an equity gauge as it has been antidote to the urban-biased elite education. Basnet (2012) has expressed that "TEVT will promote equity with a rural bias and serve the needs of relatively poor people" (p. 35). Creating such bias is the mantra of inclusion of this article.

TVET produces efficient human resources who can contribute economic potentials. It has contributed for poverty alleviation in rural areas creating gender equity and social justice. Bhandari (2013) thus said that TVET "contributes to escape from poverty and marginalization by promoting social inclusion" (p. 30). The learners seek for job placement after the graduation of VET program. So the value of VET has been increasing to those who are in need of job. It has been decreasing to those with over-ambition in their life in which formal education can only enhance their life and career. The aim of TVET education is to promote employability whether learners work themselves or would they work in others. Such orientation is happening in TVET institutions which is more

objective than in general education. TVET education "should be able to ensure people or to guarantee their life sustenance from the education or work what they have learnt" (Badawi, 2013, p 279). To have such consequence, TVET can focus on innovation and self-reliance of the learners. Their skills and knowledge should be particularized so that they can run their life well empowering themselves. If they can do such jobs in local areas utilizing local resources, it will be much beneficial for the learner as well as for governments. The next topic is going to point out problems in inclusion in those developing nations.

Problems in inclusion

Educationists have to be aware about individual and cultural differences of students to ensure equality among them in educational process. There is debate whether inclusion can happen in all courses or in some special education. In fact, inclusion in education fosters differences ignoring the standardization to maintain diversity. However the concept of learning has changed in these days due to the broad spectrum of learning need either in formal, informal or non-formal learning (UNESCO, 2005). VET education can be effective if it can maintain quality of institutions or establishing linkage between institutions and work-place (Sinha, 2013). The quality of institutions has been determined by its effectiveness or the goal set and achieved by the learners. Similarly, linkage of institution with the job sector is another important achievement of inclusion of the developed countries so that they could ensure job for the learners.

Learners develop cognitive, repetitive and creative domain of knowledge while getting education (Kafle, 2014). VET is often related to repetitive domain of knowledge taking cognitive and creative domains as supporting factors. Here the problem lies in the undertaking of commoner that VET has relation only with repetitive aspect of getting knowledge. Unless we don't establish its relation with other two aspects of such process, it remains partial till long. Knowledge means "facts, concepts, procedures, process and structure" so that we can use them in future when we need it (p.42). Such process of educating has been often underscored in TVET as it has been degraded as a meager fact of educational process. So the value of TVET has been decreasing day by day. We can increase the attraction of TVET when we can ensure people that it is more education rather than vocation only. We can take example of practical learning of formal education of these days. So the word vocational education can work much more in contrast of others. Unless we can't ensure permeability towards higher education, it will be difficult to attract them to TVET though we have been talking about inclusion.

The academic institutions have weaknesses due to lack of work-education linkage. Therefore participation in TVET is also neglected by the public though it has greater job prospects. The basic philosophy of higher as well as TVET is to have connection with labour market. However, commoners have understood that labour market connection of TVET is its weaknesses due to the influence of generic education. Hence we can mix formal education along with TVET to have the flavour of structural inclusion. Similarly, inclusion in education is much crucial due to its connection with national and international context. It has influenced other sectors directly as education has been a key to open locks for different opportunities. It should have been promoted to challenge mainstream reason, access or consequences.

Inclusion affects culture, policies and practices challenging the existing structure of the society or country. Thus the lip service towards inclusion has been taken as a barrier of development in developing countries. Hence the problem of inclusion in those countries is donor driven activity in the form of projects (Parajuli, 2013). Such a tragic situation has overshadowed the inclusion policy so that tradition remains unbreakable. To solve the problem of unemployment some technical education in community schools (TECS) have been established. However they often remain useless as they have been teaching the central level courses which don't have local need based (Shrestha, 2013). Such education can't make people realize that small businesses and self-employment can be helpful for them to sustain livelihood.

The cost of TVET is much higher so it can be one of the barriers of inclusion in developing countries. It is four times costlier than general education due to its job specific nature, limited classroom size, the need of equipment and field base approach. The developing countries are unable to support it due to their "poor economic situation" (Lamichhane, 2013). Those who could pay don't need such education; those who need it couldn't pay for that. So inclusion stands as paradox for developing nations. They have been lamenting for the poor economic status as they have missed localization as its solution. It can be done by reviving apprenticeship and RPL if the governments have little bit interest or attention towards these issues. Poor economic status has multiple problems in the society. When people are sufficient for sustaining their livelihood, then they can think about alternative entrepreneurial activities. It has been evident that enterprise development can happen only after the improvement in basic economic propellers. Here agriculture can be taken as basic propeller of the greater economy.

I have been talking about geographical inclusion which is much relevant in TVET education as it has been applicable in local context. It is evident that "rural communities are where most natural resources are located" (Cavanagh, Shaw and Wang, 2013, p 326). So there is possibility to have rural-industrialization rather than urbanization to have maximum utilization of such resources. On the other hand, there is equal possibility of degrading rural environment that can be solved by the stakeholders themselves. Hence TVET can take the

responsibility of conserving and utilizing its resources by its own experts. It can promote sustainable development (SD) in an indirect way (ibid). The problem of TVET according to Shrestha (2013) is "poor, deprived and geographically disadvantaged areas". Therefore, geographical, class, caste, and physical capability of inclusion can make it all inclusive. The government can adopt cost-effective programs of skill development for the deprived section of the society to ensure inclusion. The subsequent topic focuses on the problems residing in developing countries for inclusion process.

Problems of developing countries

TVET education has been taken as informal or non-formal system due to its insemination from industrial revolution. Developing countries still have taken it in the same form whereas developed countries have gone far ahead. They have been able to combine generic and TVET system of education together; therefore the problem of unemployment has been solved well. However, developing countries have taken it as marginalized genre of education of poor or disadvantaged group of the society. Such things have been happening in those countries due to the complexities connected with vocational education; hence the sense of paradox is crystal clear. We expect efficient policy and committed leaders to run such programs to get better output. Education that helps in getting job, if supported by policy, is a great achievement of developing countries. On the other hand, if such manpower is able to utilize available resources effectively, that is another immeasurable achievement.

Industrialization can be a solution of unemployment; however it is like a fruit hanging on a cliff for developing countries. Those countries have been unable to recognize various capabilities in their own local areas so they remain back in development process. Indeed, the problem lies on ignorant habit of policy makers and commoners in developing countries. If we take example of Nepal "tourism, agriculture, rafting, flowering, poultry, fishery, animal farming" are different options for youth (Lamsal, 2013). In reality, they have taken "in-country jobs in the second categories" (p. 83). Whether it is mistake from policy level or from people's side, the developing countries have been facing such problems.

The development perspective is determined by skilled human resources of any nation. Inclusion can help them to explore wide horizon other than confined policy practicing by them. Still women, though important part of development activities, have remained out of mainstream. Such gender inequality is one of the problems of those countries (Lamichhane, 2014). Likewise, the developing countries have been following developed countries where formal sector employment is dominant. In fact, the context of developing country, like Nepal, the employment rate of formal sector is only 4.03% by cottage and small industries and 8.5% by large and medium industries (CTEVT, 2016). It suggests us to find out new and innovative areas of employability by the government. People have understood that informal sectors have various opportunities yet they have been lagging behind to utilize. It happens due to lack of awareness of policy makers who have been unable to guide country. Those governments have also lacked such approach due to elite influence; thus needy people are always under shadow.

If we take an example of Nepal the contribution of industrial sector is only 1.6% to its GDP; whereas 1% GDP reduces 0.3% of unemployment rate (Neupane, 2013 & Poudyal, 2013). It seems minimal so the development of formal sector of employment seems impossible. They have needed enterprise developers rather than employee to solve such problems. On the other hand, the production of TVET centers on formal sector human capital development so the paradox is clear. Hence there is need to find out alternative ways of developing enterprises from informal sector within government mechanism. Economically, unproductive population is a burden for the nation, community and family as well. Therefore, there is need to follow alternative ways of developing human resources for developing countries. At least 70% employment is acceptable for TVET graduates; however it has engaged only 49% of Nepalese youths. The surprising fact is that 72.2% TVET graduates in Nepal have responded that there is lack of job opportunities. So it's essential to think differently to produce entrepreneurs rather than employees by such instances (CTEVT, 2016).

Self-employed graduates earn much more in comparison to the employee either in formal or informal sector (ibid). It is evident that developing countries can focus on enterprise development programs along with the support of local government. However, they have been habituated to follow imported curriculum. TVET has taken the responsibility to create human capital with output oriented means and ways to have jobs. Indeed, human capital development is a crucial aspect for developing nations due to sort of employment areas (Renolds & Caves, 2017). The problem of developing countries is improper marketing and the inefficiency of workers as pointed by Sharma (2013). It becomes a beast of burden for those countries as workers have not got proper training of the related field and initiation from the government to support them. Taking the Nepalese context Lamsal (2013) argued that "there is a need to revisit school curriculum for the enhancement of entrepreneurship skills among secondary schools graduates that facilitates to start small enterprise and engage in self-employment" (p. 83). The prospect of developing countries lies in small and medium enterprises that can create self-employment so that the goal of development can be achieved in-no-time.

For the purpose of the promotion of development goal and TVET output Lamichhane (2013) suggested to implement TVET programs in "mobile basis". It can reduce the cost of establishing institutions in all parts of the

country and local based training can be given to the needy one. The policy makers and implementers can contact to the local governments so that they can run such training programs in mobile basis. But the paradox is that it has focused on capital and major cities of the country. Developing countries have faced that "policies and practices did not fairly address the needs of those groups in terms of ensuring equity of access to TEVT programs at all levels" (Subedi, 2012, p. 23). Likewise, CTEVT (2016) pointed out three fold problems of TVET program in Nepal. They are: first course content is not need-based, second there is no connection between industry and training and both factors happen at the same time. These are true facts as the data proves that 51% of its product is jobless. Furthermore, some barriers of inclusion in those countries are finance for investment and academic performance (Kusago & Phuyal, 2009). Hence the problem of developing countries can be sum up as social, educational and economic stigma.

The training institutions should have connection with the industries or business sector that is also a myth in developing countries. Hence the production is one-sided, so it has been supply driven activity only. There is problem while recognizing the work-place relation; so it has been mismatch all the time. The project or field based approach of teaching or instruction is the real-work experience that has helped in the promotion of confidence in a person. Such efforts have been lacking in TVET institutions of developing countries so that their people are unemployed. In developing country "there are very few provisions for the people from economically backward" areas (Bhatta, 2014, p. 74). The elite oriented education system can't give solution; therefore the recognition of specific need and condition can be the solution of such problem for those nations. The threat of TVET is institution-industry linkage that seems useless in theoretical classroom. The manpower should have been equipped with transferable skills along with permeability. However, in TVET institutions of developing countries have focused on hard skills only. Hence the paradox of demand and supply is visible that seeks immediate work-plan for improvement.

Conclusion

Education is essential for all as it has been a key to open the door of awareness. Inclusive education is much important these days due to the need of different people and places to run their life. The responsibility of TVET education is for developing moral and entrepreneurial manpower who can take challenge of any situation. However, it has been full of paradox regarding inclusion mostly in developing countries. A person should be dynamic, cooperative, diligent, cultured and systematic after taking education. They should have taken responsibility for society and country for their well being. TVET providers fail to satisfy employers' and self-employment needs due to their habit of following traditional courses. Real vocational learning has been happening in our local areas along with the elder mentors in a traditional way. It should have been exposed to the outer world so that people can make it commercial in the global context. If such traditional learning can be changed into occupational learning approach, the mission of TVET is more target oriented. Educated persons are certainly more efficient in comparison to the uneducated counterparts. To illustrate such fact, we can use TVET as a means to educate the illiterate lots in our society. A systematic approach of developing skills is the need of present time and to have better job opportunities creating enterprises.

A historical change of views on education from more educational to functional approach is to be appreciable these days. Developing economy is in its prime stage so we need enterprise development programs through TVET. We need to establish such industries that have maximum utilization of natural resources in those countries. The best use of land, labour and capital can be the mantra of such countries to increase their capacity. TVET should proceed in a coordinated way to maximize the use of available resources at local site. The fact is that, it has been uncoordinated and unsystematic in developing countries. The aim of this era should be aimed at establishing systematic TVET institution to fulfil educational and work demand of the denizens. It has to be improved on time so that the goal of development can be directed towards right path. One time investment on youth is sufficient to have better output. So the investment should have been on the right place like TVET applying inclusive policy. It has increased the production of those citizens so that they would contribute much for the nation.

Mainly demand driven activity has been replaced by supply driven activity. Likewise, the paradox happens due to the problem of finance and access as needy people can't get opportunity. Next it is paradoxical due to the locations of such institutions which are city centered rather the need is for rural areas. In course content also it has taught traditional course content which had already expired and that didn't meet the need of present generation. On the other hand, the investment of government is also paradoxical which has been invested where it is valueless irrespective of its need and importance. The next paradox is that TVET is work or field based education whereas it has been made theoretical education by the developing countries.

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