



Necessity of Technical and Vocational Education for Conflict Victims

Shree Prasad Devkota

Kathmandu University, School of Education, Hattiban, Lalitpur, Nepal
Email for correspondence: spdevkota@kusoed.edu.np

Abstract

This paper explores the impact of ten years armed conflict on Nepalese People, analyzing how these people are coping the situation in post conflict. Some international practices for conflict victim's related literature are also presented here. It then considers the forms of reparation and how human rights principles, particularly those regarding the best interests and evolving capacities of the people can help guide program design through TVET program. Ultimately, this analysis shows that people-oriented reparations should be tailored to people's particular vulnerabilities, needs, and circumstances.

Key words: Technical and Vocational Education, Restitution, Compensation, Rehabilitation, Conflict and Victims

Ten Years Armed Conflict in Nepal

From 1996 to 2006, Nepal has faced an internal conflict between the Government of Nepal and the Communist Party of Nepal (Maoist) and left over 13,000 people dead and 1,300 still missing, (Upreti,2006). Through this armed conflict, many people were injured during armed clashes or through extrajudicial executions carried out by each side. It has gravely affected the country's people by exposing them to violence from both sides, disrupting their home lives, limiting their families' economic activity, and hampering their access to education and health care. After the signed a Comprehensive Peace Accord (CPA) was signed on 21 November 2006 by both parties (State and Maoist), it formally ended the ten

years armed conflict in Nepal. In this CPA, the Government of Nepal and the CPN (Maoist) committed to establishing the truth about the conduct of the war and to ensuring the victims of the conflict receive both justice and reparations. As mentioned in CPA and Interim constitution of Nepal (2063), the Nepalese government has initiated programs of interim relief and financial assistance (interim relief programme) for the conflict affected people by the armed conflict and for other victims' people and other some non government organization (I/NGOs) are initiating some programs to socialize and reform the conflict victims people in their society.

Despite the different efforts of the government and support of the international community, the significant

progress has not been seen in conflict victims socialization. As said by Devkota (2014), whatsoever the program have been initiated, they are still suffering from conflict effect, thoroughly different; the families of the dead can mourn and gradually rebuild their lives with many obstacle, and similarly for the families of the missing, there is no end to their pain: sons, husbands, wives and daughters have disappeared, taken by both parties to conflict, and their families are still waiting to know where they are. So this kind of trauma is seen in those conflict victims' children in post conflict situation in Nepal. Similarly Devkota furthermore states that many of these people were deprived of educational opportunities during the ten years armed conflict and they are feeling uneasy to reconnect schooling due to age and economic factor in post conflict period. Some of them, after the death of parents, they are insisting on laboring then schooling and other vocational training. They have no option other than this.

So, ten years armed conflicts create enormous upheaval at the personal, family, societal, and national level in post conflict situation in Nepal. As said by Upreti, (2006), Conflict caused massive pain, both physical and psychological to those conflict victims in post conflict situation in Nepal. Physically victimized people are waiting for financial support for their treatment and psychologically affected peoples are still facing fear to armed conflict. They are helpless from either side to eradicate their problems. As mentioned on CPA, conflict victims could not get reparations. These people seem to grasp these opportunities for their own growth, as well as for social justice. Similarly, the situation of these people like home as safe refuge has been challenged in present in Nepal. As a result, those conflict victims seen as vulnerable, helpless and self stigmatized in their present life. In addition, they could not get the adequate support from either side. They are extending helping hand and want to make sustainable life through the support of their society and government. So we necessitate assisting their vulnerable population affected by the armed conflict by improving their

socio-economic conditions through tangible direct benefits including improved vocational education and training. Thus we need to help conflict victims to raise their economic condition through skills development and income generation trainings. Having examined the immediate and long-term consequences of conflict on people, consideration of their best interests and evolving capacities can further help guide approaches to people-oriented reparations. Specifically, these principles can inform determinations regarding the three forms of reparation.

Restitution

Restitution consists of conflict victims children measures to "restore the victim to the original situation before" the occurrence of ten years armed conflict. For children, one prime example of restitution is return and reintegration into their home communities for victims of the armed conflict. In these situations, the best interests and views of the child should guide the process. As mentioned, the armed conflict victim's children in Sierra Leone and Liberia had experienced stigma and struggle to survive when they return home in post conflict situation because they had no any skill to survive. Likewise, Onderi, Ajowi & Malala, (2014) said that in situations of post hostilities, as in Colombia, children were at risk of re-recruitment or other forms of victimization in their places of origin. Whether in the process of reintegration of those conflict affected children into their places of origins or to resettle elsewhere, measures of support, such as transitional homes, should be provided in order to help restore them to their original situation.

Compensation

Compensation provides repayment for economically-measurable damage or costs incurred due to wartime violations. In this regards, Upreti (2005) said that compensation includes education or vocational training for lost opportunities, and health services for physical or mental damages. However not only can these measures help compensate children for losses, but also enhance community wellbeing and

mitigate the risk of stigmatization of those conflict victims children. At the same time, financial reparation may provide greater benefit to conflict victims children, allowing them to decide their own best interests. Ultimately, consultation with children, caretakers, and communities along with assessments of needs and best interests should guide decisions regarding compensation for young victims of armed conflict. When these decisions are made, care must be taken that all material benefits – whether cash, job training, or health provisions – are sensitive to gendered impacts and how best to compensate conflict victims.

Rehabilitation

Rehabilitation is the mostly important form of reparation for conflict affected children in Nepal. Rehabilitation is defined around the inspirational notion of a functional life, meaning measures should support children and their communities in building healthy and whole lives after conflict and it means that envisaged as a sort of ‘antidote rite’ which is expected to help victims children to cope with their experiences and move forward as contributing members of society.

Proper analysis and consultation with those victimize people should determine the rehabilitative needs and their communities. Overall, measures of rehabilitation tailored to their best interests and greatest needs hold enormous potential for healing children in post conflict. In this regards, Sharma and Khadka (2006) said that providing technical, vocational education and training to those conflict victims children, can serve to rehabilitate those victims in post conflict situation in Nepal. So through technical, vocational education and training, rehabilitation can be especially appropriate as a collective form of reparation, while simultaneously providing benefits on an individual level of those conflict victimized children. For this, model of community healing can effectively facilitate the conflict victim child’s healing by helping reestablish healthy community life.

Need of Technical and Vocational Education for Conflict Victims

Technical and vocational education is one of the most powerful instruments for enabling all conflict victims member/community to face new challenges and to find their roles as productive members of society. As mentioned by (UNESCO, 1997), TVET education which is mainly designed to lead participants (conflict victims) to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades. It is an effective tool for achieving social cohesion, integration and self-esteem to those conflict affected people. TVET is designed to prepare individuals for a vocation or a specialized occupation and so is directly linked with a nation’s productivity and competitiveness, (Sharma, 2013). So, TVET programming is often very tied to goals of reintegration, economic stimulation, physical reconstruction and recovery from trauma. As said by the Conflict and Education Research Group (CERG), TVET is a learning system in which both “soft” and “hard” skills are developed within a “joined-up”, integrated development and delivery framework that seeks to improve livelihoods, promote inclusion into the world of work and that supports community and individual agency. Also Devkota (2014) said that TVET is essential in post-conflict given the multitude of challenges facing war-affected populations in Nepal. Victims of ten years armed conflict had faced set of challenges to (re)integration into post conflict economic, social and civic life and likewise to rebuilding, reforming or re-creating economies and communities in Nepal. It is also supported with the statement of Shrestha & Niraula (2005), who said that TVET is intended to address the immediate need for income to insure conflict victims are able to survive in post conflict situation. So TVET is taken as a bridge between the relief-and-development continuums. It is TVET’s potential to contribute to and facilitate this reintegration and reconstruction of the life of those conflict victims’ people of Nepal.

Some International Practices of TVET in Conflict Affected Country

TVET programs are frequently used by external agencies as a means of securing economic opportunities for conflict affected people. They are success to deliver their intended economic outcomes. Many participants are able to subsist or generate an income following their training.

As said by Bhatia and Muggah (2009), Afghanistan conflict victims who participated in the Afghanistan New Beginning's Program (ANBP) (2003-05) which provided reintegration assistance and job training to conflict victims children, reported high levels of satisfaction with the ANBP. Similarly it is found that Norwegian Refugee Council's Youth Education Pack (YEP) project in Liberia (2006-07) which afforded vocational training to war-affected youth, assessed that 'apart from youth who have gained long term employment with an NGO project, a handful of youth can sustain themselves on the income from the skill learnt at YEP (Moberg and Johnson-Demen 2009). Similarly According to UNMIL (2006a) it is states that conflict affected people of Liberia were involved in agricultural vocational training, enrolled in other vocational training, joined apprenticeship programmes and participated in public works. Through these activities, they are success to make their sustainable life. And it can be said that the majority of the "lost generation" is choosing to access vocational related training options rather than formal education which demonstrates the need to develop sound and effective programming to meet this demand.

Likewise, Leone Hanlon (2005) observes that too many conflict victims in Sierra Leone have been trained for tailoring, tie-dyeing, and soap-making, and it has helped them to sustain their livelihood in post conflict era. Similarly in Uganda, the International Organization for Migration (IOM) reports a 'sharp positive connect between training programmes for youth and subsequent employment or income generation' throughout northern Uganda despite an 'abundance of NGO-led training schemes.

According to Muhumuza (1997) there were formally TVET was formally delivered by some 29 government Technical and Farm schools/institutes in 2000 in Uganda. At the same level, following national curricula, there were 187 registered private institutions and some 400 that had applied for registration and industrials training was delivered by 4 public Vocational Training Institutes and some 400 private training providers. These practices had been able to expand the supply of skilled and employable labor of their conflict. In the report of USAID (2013), it is was stated that conflict victims support project assists to conflict victims in Pakistan make the affective impact on their conflict victims people to enhance the livelihood. Besides, Onderi, Ajowi & Malala, (2014) stated that there was relevant of technical and vocational education and training (TVET) for sustainable development in Sub-Saharan Africa countries.

In Nepal, Victims' lives have been shattered by the conflicts. They have been wounded, physically and mentally; their properties also has been looted and destroyed, their education and culture compromised. They have been hurt for too long. At this point, Vaux, Smith, & Subba, (2006) said that they are not only tired of the delays in bringing about justice and reparations but also exhausted from their own suffering. So as practiced internationally in conflict affected countries, reparations need to address all these losses in conflict through TVET to make their life sustainable. TVET in Nepal can play a vital role in the overall development of those conflict affected people. Through the TVET program, we can improve the wellbeing of those conflict victims' people and their communities. It helps to increase productivity, empower those victims to become self reliant and stimulate entrepreneurship.

Conclusion

Ten years armed conflict victims people are still facing difficulties to re-integrate in their society, because of losing their academic life in conflict. They are not even getting any skill to survive in post conflict situation. So, without the education and

other specific skill; there is less opportunity to get job to those conflict victims. Thus, technical, and vocational education and training (TVET) helps those conflict victims to acquire skills, knowledge and attitudes needed to enter the world of work .A quality TVET program plays an essential role in promoting a country's economic growth and contributing to poverty reduction as well as ensuring the social and economical inclusion of conflict victims .Hence Nepalese government need to design the TVET programs to improve the employability of conflict victims. For this, increased funding should be made available to vocational training and jobs creation program for conflict victimized children in Nepal. Labor market analysis, vocational education, training and post-training monitoring and evaluation should be prioritized to address the need of conflict victims. For this, the government of Nepal should negotiate with the private sector to create direct links between vocational training and jobs for those conflict victims which can create secure environment that promotes the growth of those victims.

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