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[ORIGINAL RESEARCH ARTICLE]

Inclusion of Indigenous People in Technical and Vocational Training

Dipak Ghising
dipakghising@outllook.com
PhD Scholar, Central Department of Rural Development, Tribhuvan University, Nepal
Corresponding Email
dipakghising@outllook.com

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Abstract

Indigenous people have poor socio-economic conditions and are excluded from the development mainstreaming, which has hindered equal participation. Therefore, the study analyses the participation of diverse caste ethnic groups in Technical Education and Vocational Training (TEVT), which is essential in improving the socio-economic condition and justice-based development of all people. For this purpose, a quantitative research design and secondary data were adopted using SPSS to examine the inclusion of Indigenous people in TEVT. The study population is training participants who completed a three-month level-one training certified by the Council for Technical Education and Vocational Training (CTEVT). This study included 570 participants, including gender, age, education, income, and caste ethnicity. As a descriptive result, 66 percent of Indigenous and 58 percent of female trainees participated in the TEVT program. Similarly, multinomial logistic regression analysis shows an association between indigenous people and TEVT, which is statistically significant ($p<.0001$); the Chi-Square value is 324.736; the model explains approximately 43.3 percent by Cox and Snell, 49 percent by Nagelkerke and 26.1 percent McFadden R-square. Caste ethnicity and TEVT have a positive relationship, which can contribute to improving socio-economic conditions. Therefore, policymakers, planners, and program designers can jointly use findings to effectively address the issues regarding the inclusion perspective in the TEVT program, which applies to justice-based development and ensures that no one is left behind.

Keywords: Marginalized, participation, education, caste-ethnicity.

INTRODUCTION

Indigenous people are known as backward and marginalized communities, with worse socio-economic conditions, education levels, training, and political participation. In

such a condition to improve as a complementary part of the government, Technical Education and Vocational Training (TEVT) promotes trained and qualified human resources as the market demands (Kanel, 2015). It provides standard skills and certifies human resources at various levels, such as basic, mid-level, and higher (CTEVT, 1988). Also, technical education is a pioneer door to change people's lives. Besides, development changes can only be assumed and envisioned with better education, so technical education is essential for human beings (UNESCO, 2019). Gradually, TEVT has become a channel for everyone to get jobs and become entrepreneurs. Therefore, it should include all the diverse castes and ethnic people for their capacity building and grabbing decent jobs. However, inclusion has emerged as a critical issue in TEVT because social, political, economic, and educational dimensions influence inclusion. Its negative consequences affect significant restrictions in quality education, market demand-led training, high-profile jobs, and participation in the political arena and financial sectors (Gangoso, 2023). It creates disparities among the caste ethnicities, which can be reduced through technical education because it is a fundamental right of people. Therefore, inclusion emerges as a critical consensus in the development that concentrates on justice for all (Carothers & Brechenmacher, 2014; SDG, 2015).

Similarly, inclusion evolves as a new issue in the development arena, and it is a vital part of discourse at the policy and program level (Carothers & Brechenmacher, 2014). However, theoretically, disagreement remains regarding inclusion, but it is the most lead value for inclusion (Felder, 2018). Besides, it is paved to the representation of excluded groups of society (Wilhelmsen, 2020). It also equally treats the diversity of caste/ethnicity and gender in the political representation, economic development, and social justice sector (Dhakal, 2017). It empowers marginalized groups, individuals, and communities rather than structural change and governing paradigm shifts (Bhandari, 2016) because inclusion provides an opportunity for access to management and creates an environment of better life cycles in society for disadvantaged groups like Indigenous (Hironaka-Juteau & Crawford, 2010). Therefore, inclusion is power in a diverse caste-ethnic society, which transfers distinct changes in performance because of the representation of diverse backgrounds and knowledge of people in the mainstream (Mor Barak, 2015). Similarly, it creates an environment to engage equally in their capability and condition without barriers (Petriwskyj et al., 2012). Also, it reduces the poverty and discrimination of marginalized groups by increasing their skill, knowledge, and decent opportunities in economic development, policy formulation, and decision-making levels (Cornell & Jorgensen, 2019).

In the meantime, Indigenous refers to those with their own identity, distinct from other caste ethnicities. They have historically unique habitat territories, knowledge practices, and governing systems. Gradually encroached on their governing system and colonized by another group of Indigenous people over the decades (Sanders, 1999). The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) was resulted from the UN Assembly's efforts to safeguard Indigenous people's rights. It protects the rights of people without any discrimination among other groups because they have lost their proper habitat, land, skills, and knowledge. Also, ensure equal opportunity and justice as their self-identification (UNDRIP, 2008). However, debate on the ground to define the Indigenous people globally depends on international policy and law, which adopt their nation and explain it. For example, China has several people living in its territory and has had distinct linguistic, cultural, and knowledge practices since the

beginning. So it is hard to define Indigenous properly, so China called minorities people those who are excluded from development mainstreaming (Wang, 2015). In Nepal, as the schedule states, a tribe or community has its mother lounge, traditional rites and customs, distinct cultural identity, different social structure, and written or unwritten history under the National Foundation for Development of Indigenous Nationalities Act (2002). In the annex, 60 caste ethnicities are listed with amendments in 2020. Only 59 caste ethnicities were listed in the schedule during the act's formulation.

Besides, the unique and distinct indigenous knowledge and practices exclude it from the mainstream education system worldwide. Also, it influences the participation in planning, designing, and implementing programs for indigenous people (Da Silva et al., 2023). Therefore, TEVT assists in getting higher social justice because it manages and motivates those (Joncas et al., 2023). However, they face many hurdles to meaningful participation in the TEVT due to barriers to the education system, sociocultural distinctiveness, financial burdens, and empirical practices (Alla-Mensah et al., 2021).

Context of Nepal Indigenous people are also known as an excluded group among the existing 142 caste ethnicities (NSO, 2021). They represent a minority group, too, and they face many obstacles due to their exclusion from development mainstreaming than other caste groups (Gurung et al., 2014). Therefore, for inclusive development and based on rectified international conventions, the constitution has ensured Indigenous people's equal participation and rights in every stage of government institutions (The Constitution of Nepal, 2015). In addition, according to a 2021 census report, 35.04 percent of the Indigenous population of Nepal is out of a total of 29164578, and the National literacy rate is 76.2 percent (NSO, 2021). In such a situation, inclusion in TEVT of Indigenous people is highly significant in exploring the actual situation of their representation. The paper makes recommendations for policymakers and planners for future programmes.

METHODOLOGY

Background of the Study Area

Among the 77 districts, Ramechhap belongs to the Himalayan region, which has eight local units, including two municipalities in the federal government system. The district has 52.5 percent of the female population out of 170302, according to a census report (2021). The district leads to the lowest and negative annual population growth rate of -167 percent all over Nepal. Also, 47 caste ethnic groups exist within the district, including other and foreign groups. Based on the population, the top five caste ethnicities are Kshetri, Tamang, Newar, Magar, and Hill Brahman. A total of 92.27 percent of households in the district, out of 46466 total households, do not have small-scale enterprises except agriculture. In addition, 58526 males and 49974 females can read and write out of the 108500 population. Also, 50211 people cannot read and write (NSO, 2021).

Research Design

This study followed a quantitative research design, which measures the objective reality among the graduated trainees' perspective of caste ethnicity and TEVT, including other cofactor variables.

Nature and Source of Data

This study's quantitative data was adopted from secondary sources for analysis. The primary data was collected purposively based on their project criteria and guidelines by the Entrepreneurship Promotion Project (EPP) of the Community Development Society

(CDS), Ramechhap district, Nepal. The quantitative data used only graduated from various technical education and vocational training from November 2022 to June 2024. All data were kept in Microsoft Excel (workbook), including basic demographic information and the name of the training.

Study Population

The study population adopted those who had completed Technical Education and Vocational Training (TEVT) locally. The project has kept records of who completed the training course and certified them as respected training graduates. The data were recorded along with their demographic information, such as gender, caste, ethnicity, education, income, and age. It is a database of the CDS's Entrepreneurship Promotion Project, Ramechhap. Altogether, 570 graduated trainees were adopted for this study, recorded from November 2022 to June 2024.

Sample Size and Selection Criteria

The study comprised 570 graduated trainees from diverse TEVT, which purposively determined the sample size for the analysis. The sample population covers most of the district, which was valid and authentic in this study. Such segregated and inclusive data is not available to any other respected government officials and institutions. Therefore, the following selected criteria have been furnished to make a scientific study for this study.

- Adopted only graduated trainees, those who completed three months of TEVT.
- Included all sex and caste ethnicity groups.
- Segregated the data from November 2022 to June 2024, who completed TEVT in this period.

Data Analysis Procedure

This study required data recorded in the Entrepreneurship Promotion Project (EPP) of the Community Development Society (CDS). They permitted the use of the data for the study and received raw secondary data in a Microsoft Excel sheet. The data was adopted from the June 2024 EPP progress report on CDS and data cleaning in the Microsoft Excel workbook. The cleaned data was imported into the SPSS application, and the univariate, bivariate, and multinominal logistic regression was analyzed. The primary dependent variable is training items, and similarly, the independent variable is caste ethnicity, including cofactor variables: age, gender, education, and income. The analysis concentrated on the inclusion of indigenous people in TEVT.

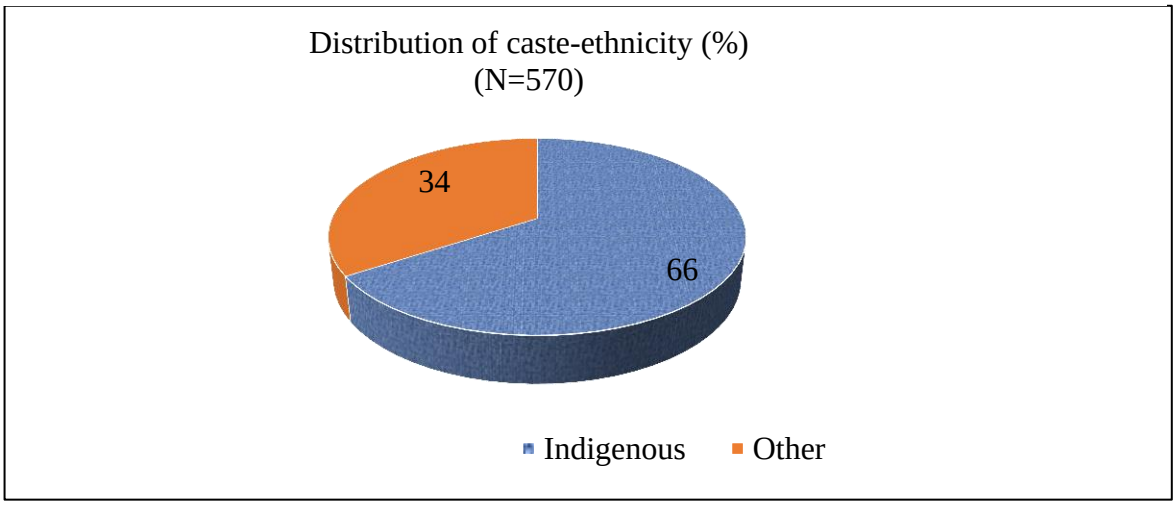
RESULT

Socio-Demographic Charactersistics of Independent and Dependent Variables

This section deals with socio-demographic characteristics of graduate trainees, such as caste ethnicity, education, training items, age, income, and gender. Therefore, Figure No. 1 shows the distribution of caste ethnicity, which is a primary independent variable of the study. The study's objective was only divided into two groups: Indigenous and other caste ethnicity. As a result, 66 percent of Indigenous people participated in the TEVT of 570 total graduate trainees. Therefore, it indicates that Indigenous people are more represented in the TEVT program.

Figure 1

Distribution of Trainees in Indigenous and Other Caste ethnicities

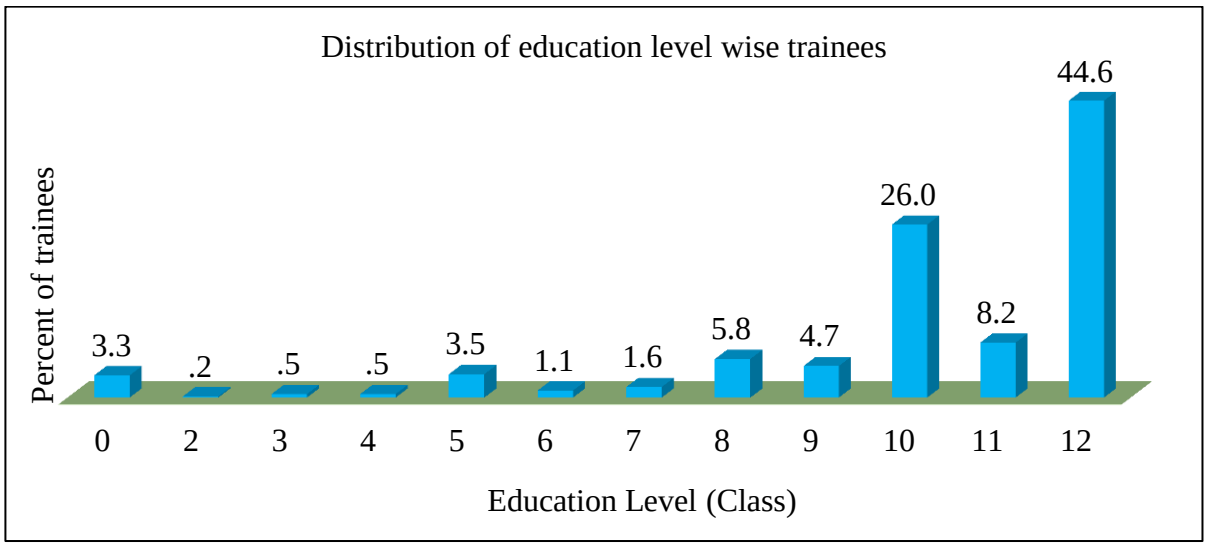


Source: TVET Progress Report of CDS, 2024

The cofactor variable is the educational level of trainees, which is presented in Figure 2. It is also one of the influential factors because education is most important to all.

Figure 2

Education level-wise Distribution of Graduated Trainees



Source: TEVT Progress Report of CDS, 2024

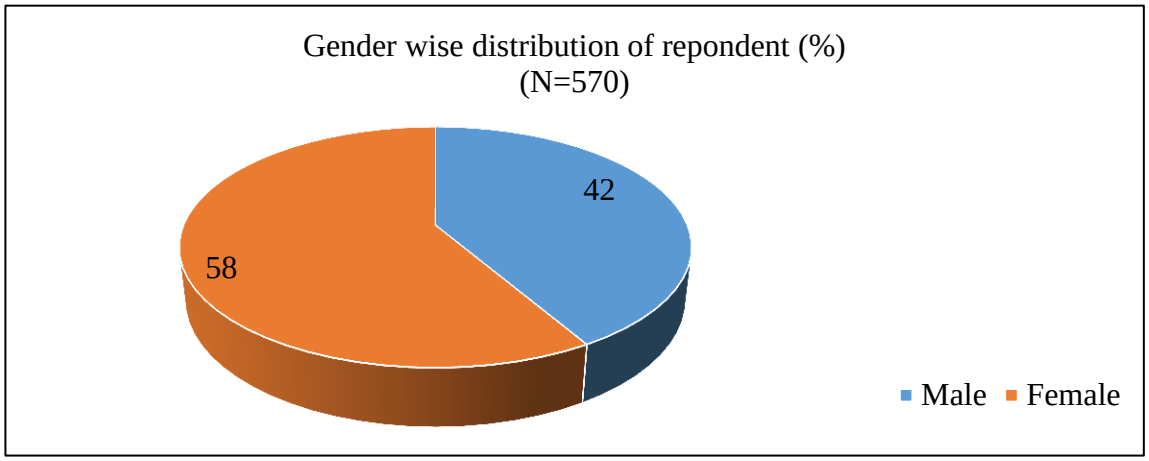
Figure 2 shows that nearly 45 percent of graduated trainees have a +12-level education, followed by 10 classes, 26 percent, 0.2 percent of trainees have a 2 class, and 3.3 percent have no education.

The TEVT graduate trainees are segregated by gender, which is also the most important factor for further analysis. However, 58 more female trainees participated in the TEVT program than male participants out of the 570 total graduate trainees. The training

is organized locally; therefore, it may have more female participants than male participants because most females stay at their birthplace and do not go to other places to explore opportunities.

Figure 3

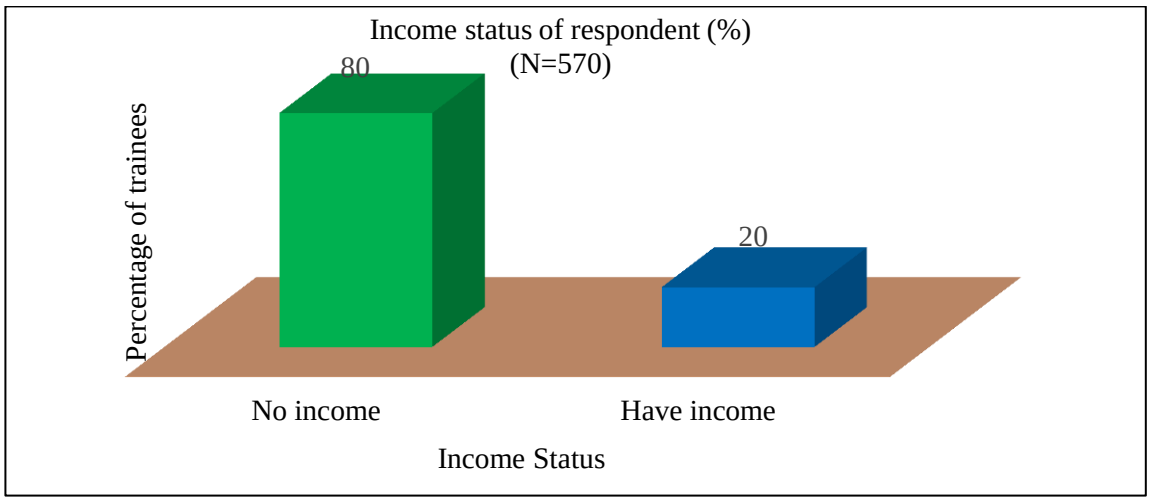
Gender wise Distribution of Graduate Trainees



Source: TVET Progress Report of CDS, 2024

Figure 4

Distribution of Income of Participants before joining the TEVT Program



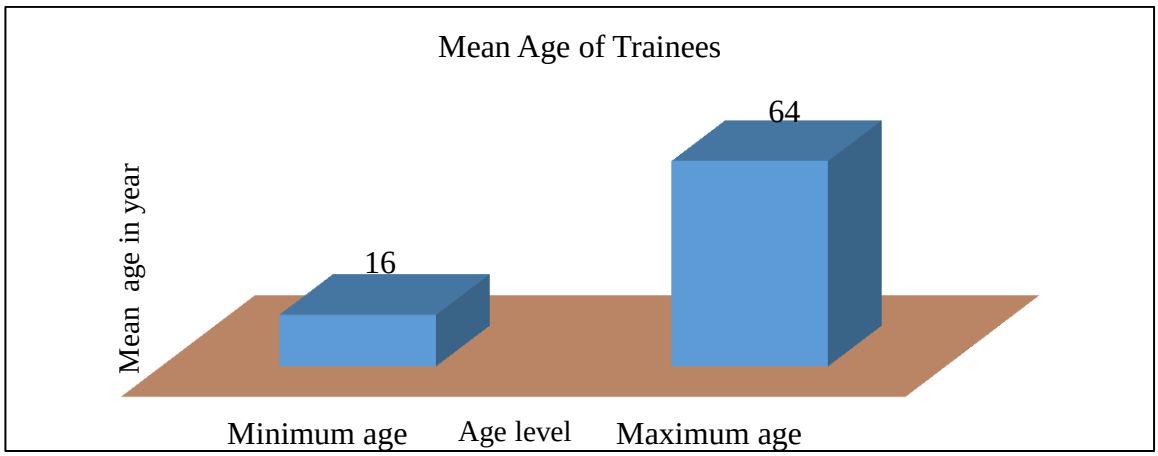
Source: TEVT Progress Report of CDS, 2024

Figure 4 shows the income of participants before joining the TEVT, which is categorized into having income and no income.

The project database records trainees' incomes before joining the TEVT program. Of the 570 trainees, 80 percent said they had no income, and 20 percent earned during their TEVT training. It means that most trainees are interested in participating in the TEVT program.

Figure 5

Mean Age in years of Trainees

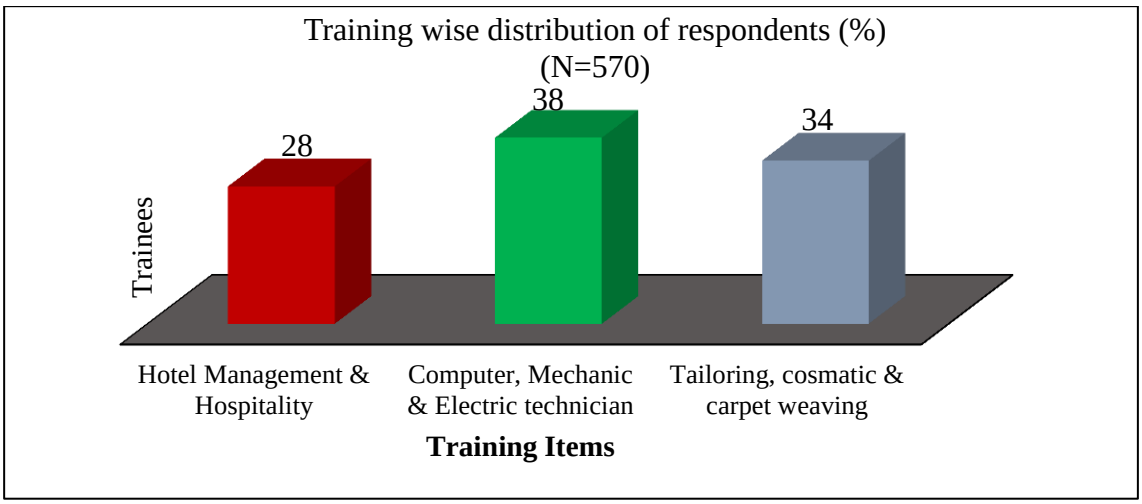


Source: TEVT Progress Report of CDS, 2024

Figure 5 shows that 570 trainees were recorded from various training. So, age also matters in training. The minimum age of trainees is 16, and the maximum is 64. The mean is 25.92, and the standard deviation is 9.632.

Figure 6

Distribution of Trainees as Training Items



Source: TEVT Progress Report of CDS, 2024

Similarly, the primary dependent variable is training items; it has been grouped into three similar training groups: hotel management and hospitality, computer, mechanical and electric technician, tailoring, cosmetics, and carpet weaving. Figure 6 shows that more participants chose computer, mechanic, and electric technician training, with 38 percent out of 570 trainees. Also, 34 percent of trainees are in tailoring, cosmetic,

and carpet weaving, and 28 percent are in hotel management and hospitality training groups.

Association of Independent and Dependent Variables

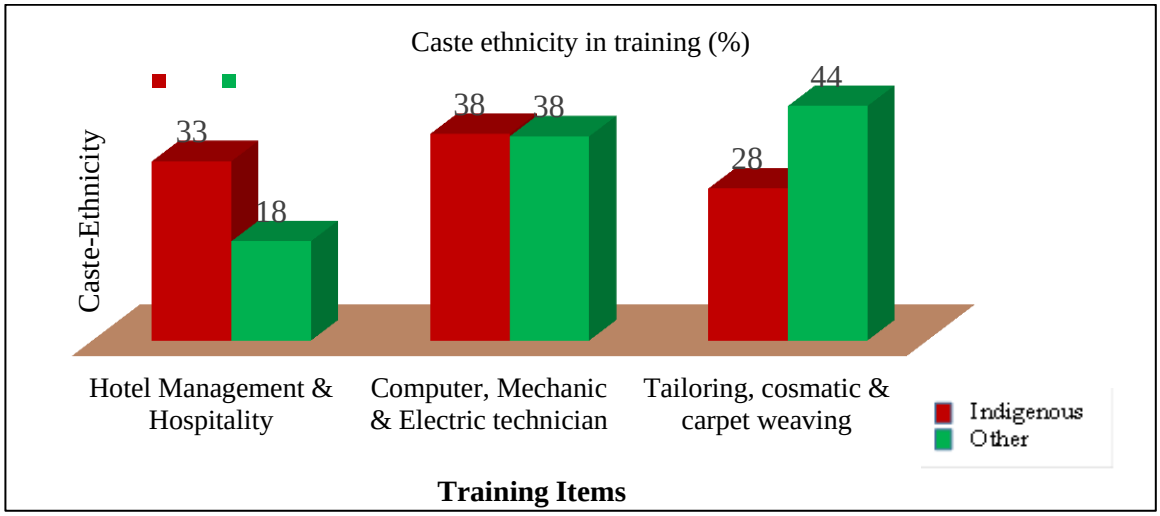
Correlation between Caste Ethnicity and Training Items

The study concentrates on the association between primary independent and dependent variables reached; therefore, cross-tabulation output in the SPSS report has been presented. Figure 7 presents a relationship between caste ethnicity and training items. These variables have a significant relationship because the p-value is .000 (p<0001) and Pearson chi-square is 19.041, along with the degree of freedom 2.

Similarly, Indigenous trainees have highly participated in hotel management and hospitality training, where 33 percent belong to that group, and 18 percent are from another caste group. However, there was equal representation in computer, mechanic, and electric technician training groups. However, fewer participated in tailoring, cosmetic, and carpet weaving training groups because 18 percent of Indigenous and 44 percent of trainees from other caste groups participated.

Figure 7

Training-wise caste ethnicity (N=570)



Source: TEVT Progress Report of CDS, 2024

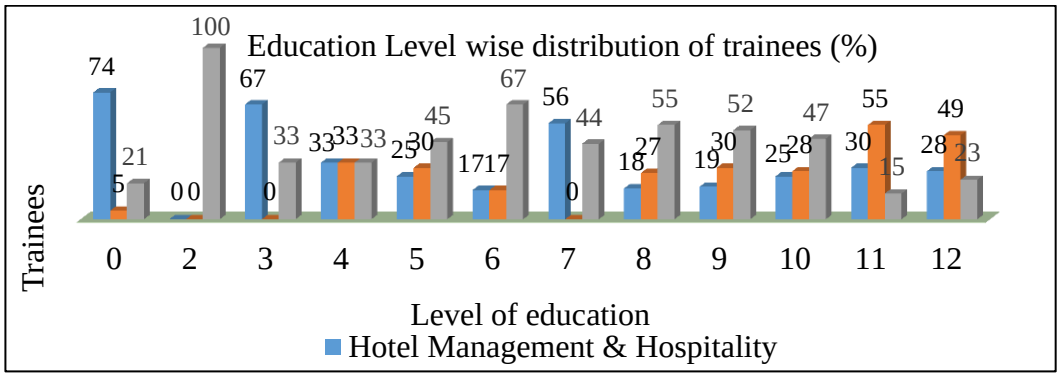
Correlation between Education level and Training Items

Education is also a cofactor variable for this analysis; therefore, the study analyses the relationship with dependent variable training items as the crosstab results in SPSS, education, and training item has a close relationship, which is statistically significant (p=.000/p<.0001). In addition, Pearson's chi-square is 81.82 with 22 degrees of freedom. Besides, hotel management and hospitality training have high participants with no formal education 74 percent, class 3 level 67 and class 7 level 56 percent, and lowly represented education levels are 2 class 0 percent, 6 class 17 percent, and 8 class 18 percent. Similarly, figure 8 shows that the most participants in computer, mechanic, and electric technician training are 55 percent from class 11, 49 percent from class 12, and 33 percent from class 4, and low participants represented from class 2, 3, and 7 have 0 percent, no formal

education have a 5 percent and class 6 have a 17 percent. In addition, the number of high trainees from class 2 is 100 percent, class 6 is 67 percent, and class 8 is 55 percent in the tailoring, cosmetic, and carpet weaving training. At the same time, the low number of trainees from class 11 is 15 percent, no formal education is 21 percent, and class 12 is 23 percent. It concludes that level education trainees have chosen computer, mechanic, and electric technician training; similarly, low-level education trainees choose to tailor cosmetic and carpet weaving training.

Figure 8

Education level-wise Distribution of Trainees (N=570)



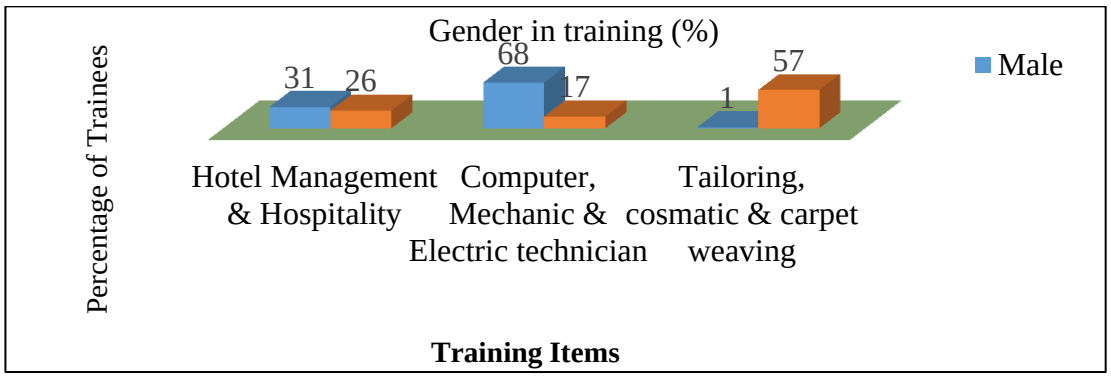
Source: TEVT Progress Report of CDS, 2024

Correlation between Gender and Training Items

Gender is a cofactor variable in this study, so the study explores training-wise gender representation. Gender and training items have a statistically significant where the p-value is .000 (p<.0001), Pearson chi-square is 217.978, and the degree of freedom is 2. Besides, 1 percent of males in the tailoring, cosmetic, and carpet weaving training group and 57 percent of female trainees participated. Also, there were high male participants in the computer, mechanic, and electric technician training groups, 86 percent male and 17 percent female. Similarly, hotel management and hospitality training groups have also dominated male trainees over females, with 31 percent male and 26 percent female.

Figure 9

Training-wise Gender Distribution (N=570)



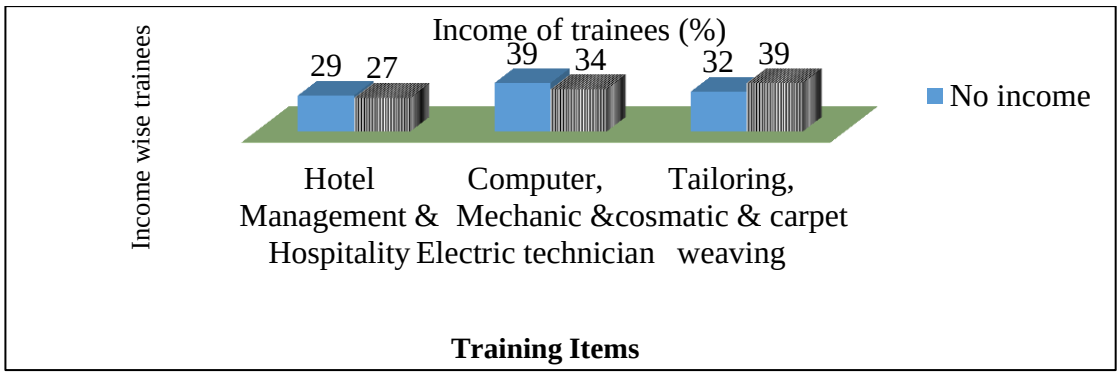
Source: TEVT Progress Report of CDS, 2024

Correlation between Income and Training Items

As a database of project records, the income of trainees before joining the TEVT is measured. The income and training items have no relation because they are not statistically significant, where the p-value is 0.392 (p>.10), and the Pearson Chi-square is 1.872 in 2 degrees of freedom. However, except for tailoring, cosmetic, and carpet weaving training, the remaining training in hotel management and hospitality and computer, mechanic, and electric technicians had a high percentage of no income before joining the TEVT. Such as 29 percent with no income and 27 percent have income trainees in the hotel management and hospitality training group, 39 percent with no income and, 34 percent have income in the computer, mechanic, electric technician training group, and 32 percent from no income and 39 percent from have an income of tailoring, cosmetic and carpet weaving training group.

Figure 10

Income before joining the TEVT of Trainees (N=570)



Source: TEVT Progress Report of CDS, 2024

Correlation between Age and Training Items

Age is also a cofactor variable for this analysis, which is in the ratio scale. There is a correlation between training items and the age of trainees because it is statistically significant, where the p-value is 0.001 (p<.001), along with the Pearson Chi-square value of 133.764, and the degree of freedom is 86.

Multivariate Result Analysis

A primary independent variable is caste-ethnicity, whose level of measurement scale is nominal, like 1=Indigenous and 2=Other caste. Similarly, dependent variable training items has measurement scales in multinomial such as 1=Hotel management and hospitality, 2=Computer, Mechanic and Electric technician, and 3=Tailoring, cosmetic & carpet weaving. Other predictor variables are education level in the ratio scale (0, 1, 2, ….12), gender (1=male, 2=female) nominal scale, income (1=No income, 2=Have income) nominal scale, and age in the year ratio scale. Therefore, in the SPSS application, a multinomial logistic regression is analyzed to predict the likelihood of individuals being in different vocational training categories based on age, gender, income, education, and ethnicity. The reference category was "Hotel Management & Hospitality" training items.

For this study, the multinomial logistic regression analysis model fit is good because statistically significant (p<.0001) along with Chi-Square is 324.736 and 10 df.

While the final model, which included all predictors, had a -2 Log Likelihood of 684.793. It indicates that including the predictor variable significantly improved the model fit.

Table 1

Approximate R-Square to Evaluate the Model's Goodness of Fit

Measure	Value
Cox and Snell	.434
Nagelkerke	.490
McFadden	.261

Source: TEVT Progress Report of CDS, 2024

The multinomial logistic regression model's fit was assessed using several Pseudo R-squared measures. The Cox and Snell R-squared value was 0.434, indicating that the model explains approximately 43.4% of the variance in the dependent variable. The Nagelkerke R-squared value, which adjusts the Cox and Snell measure to a maximum of 1, was 0.490, suggesting that the model explains about 49.0% of the variance. The McFadden R-squared value was 0.261, indicating that the model accounts for 26.1% of the variance. These numbers indicate a moderate to good fit for the model, which explains the significance of the variation in the outcome variable.

Table 2

Parameter Estimates

Training	Predictors	B	Std. Error	Odds ratio
Computer, mechanic, and electric technician	Income	.091	.302	1.095
	Age	-.042	.015	.959**
	Gender	-1.090	.233	.336***
	Education Level	.141	.058	1.152*
	Caste-ethnicity	-.363	.253	.696
Tailoring, cosmetic, and carpet weaving training	Income	.867	.328	2.379**
	Age	-.014	.016	.987
	Gender	4.169	.613	64.637***
	Education	-.002	.053	.998
	Caste-ethnicity	-1.182	.275	.307***

+p<.10, *p<.05, **p<.01, ***p<.001

Source: TEVT Progress Report of CDS, 2024

According to the parameter estimate, the intercept represents the input of a multinomial logistic calculation in SPSS for Computer, Mechanic, and Electric Technician training items, the baseline log-odds of being in this category when all predictors are zero. Income is not a significant predictor (p=.763), indicating that income does not

significantly affect the odds of being in this category. Each additional year of age decreases the odds by a factor of 0.959 (p=.005), suggesting that older individuals are less likely to be in this category. Being male decreases the odds by a factor of 0.336 (p<.001), indicating that males are less likely to be in this category. Higher education levels increase the odds by a factor of 1.152 (p=.015), showing that higher education is associated with higher odds of being in this category. Lastly, ethnicity (1) is not a significant predictor (p=.151), indicating that ethnicity does not significantly affect the odds of being in this category.

Similarly, for Tailoring, Cosmetic, and Carpet Weaving training items, the intercept shows the baseline log odds ratio of being in this category when all predictors are zero. Higher-income significantly increases the odds of being in this category by a factor of 2.379 (p=.008). Age, however, is not a statistically significant predictor (p=.389), indicating it does not significantly affect the odds ratio, and being male increases the odds by a factor of 64.637 (p <.001), suggesting males are much more likely to be in this category. Education level is not a significant predictor (p=.977), showing it does not significantly affect the odds. Lastly, belonging to the specified ethnic group decreases the odds by 0.307 (p<.001), indicating that individuals from this ethnic group are less likely to be in this category.

DISCUSSION

Indigenous and other local resource users still need help with inclusive participation due to their poor economic and cultural capital. Although, the government has controlled and limited the reservation system through deliberative governance (Paulson et al., 2012). In such a context, TEVT plays a pivotal role in including diverse groups and reaching the education goal for all (Schmid & Garrels, 2022). Therefore, the findings also show that 66 percent of Indigenous people participated in the TEVT program out of 570 trainees in the local area. It shows the significance of TEVT in the inclusion of diverse caste ethnicities. Those without access to higher education and decent jobs are exploring the TEVT locally. However, overall, south Asian countries have continued declining the employment rate, but gradually, economic growth shows agricultural employment converting into non-agriculture sectors (World Bank, 2024). Therefore, TEVT is one of the best ways to explore better opportunities for those without access to higher education. Also, findings show that the computer, mechanic, and electric technician training categories emphasized education to increase the participant's rate in training, which has a positive association with education and is statistically significant (Odds ratio =1.152, p<0.05). On the other hand, the tailoring, cosmetic, and carpet weaving training categories have no association with education and are statistically insignificant. It means that the education predictor variable depends on training items that influence the participants to increase their participation in TEVT.

Similarly, TEVT might be a strategic framework for escalating employment and minimizing the gap between trained and non-trained skilled human resources. So, policymakers and curriculum developers should focus on the Indigenous cultural, practice, and knowledge-based framework of TEVT for inclusive employment generation. It impacts the economic development cycle of marginalized groups and communities (Gangoso, 2023). However, the technical training category is not associated with caste-ethnicity (Odds ratio=0.696), but moderate technical training like a tailoring, cosmetic, and weaving training category has a negative association (Odds ratio=0.307, p<.0001).

Therefore, the result suggested exploring their cultural barrier and hindrances to participation. It means such a framework helps to develop the skills and knowledge of Indigenous people, those who have cultural and traditional practices regarding the skills. Nevertheless, most of the TEVTs are imposed on local Indigenous people against their long historical practices. So, it measures through the policy, culture, and practices based on the multidimensional index of inclusion (Kristl & Jeznik, 2024).

Besides, the gradual development of economic growth does not reduce gender equality, which is high in the South Asian region remarkably. It depends on females' socio-economic condition and education (Bussolo et al., 2022). Therefore, such kind a TEVT assists in building social harmony and gender equality through equal participation in economic activities with certified skills and knowledge. The findings also show that 58 percent of female trainees participated in the TEVT program. However, technical training has a negative association and is statistically significant (Odds ratio=0.336, $p<0.001$), and the tailoring, cosmetic, and weaving category has a positive association with statistical significance (Odds ratio=64.637, $p<.001$). Both training categories have a higher likelihood of female trainees than male trainees. Similarly, 80 percent of trainees had no income before joining. No statistically ($p>.10$) significant relationship exists between income and training. Despite insufficient resources in the local area, females are choosing TEVT for better career development.

TEVT is associated with education, which fills the gap in mainstreaming the education system to the ongoing learning process of human beings. Also, education is a fundamental right of people and is necessary for each individual without any restriction or discrimination based on caste, ethnicity, gender, or region (UNESCO, 2019). The study shows that education is associated with technical training like computer, mechanic, and electrical training Odds ratio=1.152, $p<.0.05$). However, the tailoring, cosmetic, and weaving training categories have no significant association with education. So, TEVT emphasizes equal opportunity for quality training education in economic development for most excluded community groups (Ara, 2024).

In addition, TEVT contributes to inclusion, justice, and change-making in developing countries because it is easily accessible and provides technical education to people without formal education. It is also designed based on the national goal, which has assisted in filling the gap regarding education disparities, economic discrimination, and gender inequality (Bagale, 2016). So, the Council for Technical Education and Vocation Training (CTEVT) Act envisions the quality skills and highly impactful certified human resources produced through the TEVT program (CTEVT, 1988). Therefore, TEVT is essential to holistic education and generates employment and economic development.

CONCLUSION

The study shows that more trainees from the Indigenous group participated in the TEVT program than their counterparts (another caste group). Also, the training items and caste ethnicity have a statistically significant relationship. Similarly, predictor variables education, gender, and age statistically correlate with training items. However, the income of trainees does not have a significant relationship with training because the TEVT has provided all the training free of cost in the local area.

The multinomial logistic regression analysis revealed significant predictors for different vocational training categories. For the "Computer, Mechanic & Electric Technician" category, age, gender, and education level were significant predictors, with

older age and being male decreasing the odds, while higher education increased the odds. Income and ethnicity were not significant predictors for this category. Similarly, for the "Tailoring, Cosmetic, & Carpet Weaving" category, income and gender were significant predictors, with higher income and being male significantly increasing the odds. Age and education were not significant predictors, while belonging to a specific ethnic group significantly decreased the odds. These findings highlight the importance of demographic factors in determining vocational training preferences and can inform targeted interventions to promote equitable access to vocational training programs.

The caste ethnicity negatively affects computer, mechanic, and electrical categories but is not statistically significant; tailoring, cosmetic, and carpet weaving category training has a negative and statistically significant association. However, the study has limitations; therefore, it can be a reference for further exploration of Indigenous participation in the TEVT program. Besides, interventions are needed to address income disparities, cultural barriers, and gender biases to enhance the inclusion of Indigenous people in TEVT programs. Among them, the main cultural barriers hindering participation would be further research questions, which this study has not covered. The development planner and policymaker can jointly formulate the policy and design inclusive training through a rigorous review of the socio-economic status, education level, and gender of Indigenous people.

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