



Editorial

Speed Up TVET Reform

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The technical and vocational education and training (TVET) bear much significance in producing technically skilled workforce for the labor market. The Council for Technical Education and Vocational Training (CTEVT) under the Ministry of Education, Science and Technology (MoEST) has been serving as the national apex body of TVET in Nepal. CTEVT graduates have not only been fulfilling labor market needs but also fostering entrepreneurship and generating self-employment in the country. The graduates are functioning as the pillars of Nepalese industries. Some of them have opted for foreign jobs as well.

CTEVT is continuously working to produce a basic- and mid-level skilled workforce. Now, graduates need to have adequate skills to succeed in a world shaped by the Fourth Industrial Revolution. In this connection, the national apex body of TVET in Nepal, CTEVT, is still governed by the old law, CTEVT Act 1988. Voices have been raised over the relevance of the law, especially in view of the federal context. As the existing act is insufficient to address the present confusion prevailing over TVET governance, the need for reform with the introduction of a new TVET law is stressed from various sides. However, the TVET Sector Strategic

Plan (TSSP) 2023-2032 is currently being implemented. The plan is expected to make TVET further effective and relevant with its quality enhancement. The honest enforcement of this plan helps achieve the goal of TVET reform.

The issues and need for TVET reform are highlighted even during the national debates and policy dialogues from time to time. In the wake of digital disruption, and lately the age of artificial intelligence (AI), breaking barriers on multiple fronts - legal, procedural, structural, policy-level and practical - is stressed for TVET reform in Nepal. It is further reinforced by CTEVT along with its annual publication – the *Journal of Technical and Vocational Education and Training (TVET)*. The publication appreciates the role of TVET in building necessary workforce and presses for changes as per time. Present edition includes eight articles and a book review.

'Exploring Stakeholders' Insights into TVET Curriculum in Nepal: A Qualitative Inquiry on Relevance and Practice' penned by Durga Prasad Baral, PhD, and Lekha Nath Paudel, PhD, brings to light the insights of multiple stakeholders into the relevance and practice of the TVET curriculum.

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It has presented unique way - the poetic expressions with key informant interviews to evoke deeper emotional and contextual understandings, where the findings show that the graduates perceive the curriculum as an overburden, while industry sector awaits meaningful ties between curricular contents and actual job requirements.

Hari Pradhan, PhD, proposes integration of TVET and general education for ensuring increase in TVET enrolment. His article, **'Augmenting Enrolment through Integration of TVET and General Education'**, incorporates the issues like social stigma and systemic disarray in the existing TVET system, compares policy efforts in the national and international practices, and suggests restructuring the education system.

Usha Bhandari, PhD, argues it is essential to continue effective engagement with industry stakeholders and adaptability in curriculum design to empower learners and foster sustainable development within society. Her article, **'Chasing Quality TVET Curricula'**, evaluates three distinct curriculum types - traditional, outcome-based, and competency-based - highlighting the relevance of the competency-based approach for TVET. This model, as the author says, emphasizes practical skills, real-world applicability, and alignment with industry standards positions as the most effective method to prepare students for the workforce.

'Preparing TVET Instructors in Nepal: Challenges and Way Forward' co-authored by Ms. Pratima Kunwar, Mr. Zinsou Cosme Odjo and Dr. Durga Prasad Baral explores the

challenges and considerations in preparing TVET instructors in Nepal. Their findings revealed several challenges, such as a lack of industry-relevant curriculum to address the need of real-world scenarios, absence of instructors' contribution in curriculum designing, inadequate professional development opportunities to the instructors, particularly beyond the constituent schools, insufficient practical knowledge of emerging technologies, a lack of proper training needs assessment for instructors, dearth of industry experience among the instructors, absence of systematic performance management and low motivation among instructors.

In the article, **'Strengthening TVET through Private Sector Engagement in Nepal'**, Er. Anoj Bhattarai, PhD, shows urgency of effective collaboration among government, TVET providers, and private sector employers, and calls for reform in legal and policy frameworks along with the adoption of strategies to encourage meaningful private sector engagement in TVET. The author argues it not only helps Nepal maintain a balanced relationship among key stakeholders but also enhances quality and relevance of TVET programs, leading to better employment opportunities for graduates and a more competitive national economy.

In the article, **'Identification of Labors' Role Transition Processes: From Traditional to Electric Vehicles in Nepal'**, Er. Chandra Kumar Galaju shows the transformative potential of education and institutional determination in transitioning labor's role from the traditional to electric

vehicles. His research examines labor's role in the transition process from traditional vehicles to electric vehicles. Despite having potential, Er. Galaju, however, cautioned, the experience of the role transition is not flawless.

Ms. Asmita Pandit argues the vocational training has developed a good level of self-esteem in women along with decision-making skills and participation in household and community decisions. In the article, **'Role of Training in Women Employment: A Thematic Study'**, she underlines the need of quality instruction, closer alignment with industry, and improved support mechanisms to guarantee that the vocational training on women empowerment are long-term and effective. Follow-up mentorship, financial literacy, and networking platforms are also suggested to assist women in transitioning from training to stable job or self-employment.

Mr. Ishwor Rimal evaluates effectiveness of instructional skills training offered by the Training Institute for Technical Instruction (TITI), Nepal by using the Kirkpatrick Model in his article **'Effectiveness of Instructional Skills Training for TVET Instructors in Nepal: Evaluation through the Kirkpatrick Model'**. With the application of quantitative method of research, he concludes the training impacted positively to improve quality of the instruction in the teaching learning process.

This time, the journal has a new dimension that it contained a book review. Mr. Eka Raj

Adhikari reviews a book named, **'Teaching with AI: A Practical Guide to a New Era of Human Learning'**. The book, co-authored by Mr Jose Antonio Bowen and Mr C. Edward Watson, is divided into three parts, each containing four chapters. These three sections focus on thinking with AI, teaching with AI, and learning with AI, respectively. Mr. Adhikari explains that the book introduces basic ideas about AI, and establishes the point that while AI is a powerful and influential tool, it cannot replace human intelligence or creative teachers. At present, the technical instructors, too, have no option but to gradually internalize the technological changes and challenges brought forth by AI and advancements in education and instruction, Adhikari underlines.

The editorial team expresses gratitude to the CTEVT management and employees for their constant coordination and encouragement, which helped realize this publication. The authors are sincerely thanked much for their contributions and cooperation. We look forward to receiving such cooperation in the days to come so that knowledge on TVET would be built and transferred continuously and necessary change made accordingly.

We welcome feedback on the publication, which we believe would help whet the academic rigor. The opinions and ideas expressed in these articles are solely those of the respective writers and do not reflect the views of CTEVT, nor of the institutions they represent. Happy reading!