

Rural Industrialization Through TVET

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Abstract

The perspective of alternative development has been becoming a slogan of all the nations since there was mismatch between urban and rural development. Rural industrialization has become necessary to empower the people of rural areas. A good chunk of population of developing countries has been residing in rural areas practicing traditional skills which have no commercial value. Vocational education can make them able to recognize their possibilities as it is area and need based education. It is imperative to have connection between vocational education and rural industrialization so that people would get more benefit utilizing local/natural resources. The key of development lies in local based industries so that the promotion of such industries would help to increase national economy. Certainly there is high chance of progression of developing countries recognizing and utilizing their potentialities through vocational education.

Keywords: rural industrialization, vocational education, formal education, alternative development

Introduction

The key of development lies on establishment of industries to get sustainable economic progression of any country. It requires reliable industries with skilled manpower to get maximum output as well as proper utilization of resources. A question arises how we can develop industries or what the source of industry is; or where the place is to establish it. Developing countries seem in confusion as they can't put any brick in this sector due to number of problems. However, the global development approach of the 21st century has fostered local level industrialization developing self-entrepreneurship utilizing local resources. As a base of such logic ILO (2014) endorses a finding that almost three-quarters of the population of developing countries involve in agricultural sector for their living. It is imperative to think once to develop such sector into industries so that good chunk of population would get benefit.

Definitely, education is a leverage in this sector; however we need reliable educational approach for its development such as technical and vocational education and training (TVET). TVET product would be technically and behaviorally more efficient than their counter parts. The motto of education is to produce skilled manpower that does fit for jobs in industries. However, there is always a mismatch between the product of education and the need of industries. Educational institutions need to "produce job creators rather than job seekers" for proper benefit of any nation (Lamsal, 2013, p. 85). The concept of vocational education becomes abstract term for developing nations due to underdevelopment of industries, policies, conscience of people, social stigma, and functionless economic and social pillars. They need to address such issues on time to solve the problem of un/underemployment because education is only the weapon that can enhance functional and analytical ability to any person according to their need.

Mostly vocational "education or training is based on the integration of learning and industrial enterprises" (Renold & Caves, 2017, p. 4). It is crucial to have connection between educational institutions and industries for the preparation of skilled manpower. The motto of education is not only to distribute raw knowledge and certificates but also enables them to be self-sufficient. The concept of so-called greater motto of education has been challenged by the concept of Renold and Caves as vocational education has shouldered the responsibility of producing industrial manpower. Developing countries couldn't establish formal enterprises so opportunities of job have been declining day by day. Thus it needs "intervention to overcome the unemployment problems" of such nations (Pokharel, 2012, p. 93). Education has multiple benefits that start from an individual, then it improves the society, at last it will be beneficial for the nation (Joshi, 2014). Hence we need to instruct an individual who would ultimately contribute for the improvement of the nation. Developing nations have been implementing general curriculum which would produce formally educated manpower only. Thus they need to shift towards vocational education to get desirable goal of education and employment. In contrast of generic learning process, they need to develop "industry-based learning system that combines on-the-job experience with technical training" (Bhurtel, 2012, p. 125). On-the-job training is known as real work experience which can be gained from apprentice model of vocational education. In other words, learner would learn from the industries either voluntarily or on paid basis. The pious motto of such education is to produce skilled manpower for future. As a corollary, they can have confidence at work who could contribute for higher productivity in comparison to theoretical manpower.

The efforts put by the developing countries on vocational education are less so their production remains jobless; hence they can't initiate rural industrialization. People need genuine education to be successful in their work which is possible only through TVET education. These countries have been spinning on political, social,

economic, and educational problems which don't allow them to come out of it. Thus they couldn't produce competent manpower that could augment for the establishment of industries. It seems that the reproductive function of education has been working in developing countries fully. Hence they can't go ahead of their traditional structure of education that is formal generic education. Localization of TVET curriculum and institutions can be a good solution to ensure employment to these people. It would help in rural industrialization as they have been guided by need based local approach. It also helps in utilization of local indigenous technology which would help "to minimize unemployment and underemployment" (Shrestha, 2013, p. 102). Vocational institutions need to establish linkage between education and business or industries so that the motto of education can be achieved in a concise way.

These days skills become global currency which is lacking in those countries. Education is useful only if it can generate income, confidence, employment, self-sufficiency and so on in person. Vocational education can suggest a better solution after basic education. However, the governments of developing countries have taken it in political sense ignoring the valuable contribution of TVET (Winch, 2013). So they have been lagging behind in the development of skilled manpower. They often ignore social and economic factor that lies behind TVET as they have been confined by dirty parochial political concept. The result is that people have remained jobless and are fleeing towards foreign countries in search of job. Governments often ignore the contribution of TVET which needs localization to create diverse opportunities for their people (Sharma, 2013). Manpower of the developing nations has been ignored deliberately as useless chaps along with the un/underdevelopment of industries. It happens due to the ignorant nature of rulers and incapability to be acquainted with opportunities. As a whole they have been fostering reproductive function of traditional education.

Let's take an example of Nepal where cottage and small scale industries engage only 4.03% and large and medium scale industries engage only 8.5% of the active work force (CTEVT, 2016). The situation of the country is dire from formal employment perspective. One of the reports from Bangladesh states that 80% of the workforces have been utilized by informal sector only. The tragedy is that these countries neither invest in education nor industrialization. Their political capital is always dominant over social and economic capital. Thus they can't respect the inherent right of their people i.e. education and employment. As a result people remain jobless or they have been forced to do job in informal sectors. It has twofold loss for the nation and its people: they have lost their capacity of working and nations remain backward in development. If we take example of the Nepal, more than 87% of active population is pursuing traditional occupations that can hardly support their livelihood (Lamsal, 2012). In this way there is a need of systematic rules and approaches to add value to the world of work in developing nations. People have wrong considerations regarding the product of TVET so that they have rated it as 'second class' education. The pious aim of TVET has been ignored so there is lack of industrial development from the side of manpower. The foremost challenge of the developing nations is to make it more systematic and to view it from social and economic point of view. Sinha (2013) points out two major problems of TVET in developing countries which are quality of institutions and lack of linkages between VET providers and industries. It happens due to mismanagement from government side as they have given priority to political capital.

People have different sets of social thinking and organizations which hamper in the development of education system of those nations. Mostly it has been guided by the political will whether to make people able for industrial development or not. The politicians need to be transformed first to transform the education system of such nations. Politicians and the elite class have been getting adequate benefits from formal education so they don't think it necessary to develop TVET in practice as it doesn't help in reproduction. The underlying reality is that three quarter of the active population of the world depends on agriculture for their sustenance (Cavanagh, Shaw & Wang, 2013). So it remains as a beast of burden unless we can't go for rural industrialization to improve the situation of those people. The plight of developing governments is miserable in manpower planning or it has been working just contrarily. There is a lack of understanding among people, policy makers, and pioneers for the upliftment of these people. It has been resulted as less capital or investment, inaccessibility, low participation, low quality training, outdated curriculum and so on.

We can establish different industries related to tourism, agriculture, rafting, flowering, poultry, fishery, animal farming and so on which would promote local values. There is no doubt that skill development need to have connection with industrialization which is proved by the East Asian Tigers (Lamsal, 2013). They are able to match TVET production with industrialization so they could progress well in social and economic development. If they couldn't coordinate between these elements, they wouldn't get such progression. Learning from their experiences, developing countries need sustainable goal of every activity whether that is education or industry or both. Unless they don't have such sustainable concept, they will be back till long in the future. Though the developing nations have known it, they have taken it without due consideration so they can't achieve satisfactory progression. They don't think that investment in human capital is far-reaching long term effect to change the facade of the nation. If developing countries have thought to develop their local realities into industrialization, only then development is possible.

It is the duty of modern government to guarantee life of people creating adequate opportunities of employment. TVET education only can enhance such capacities disseminating the knowledge what they have needed. People have been guided with their own interest rather than the interest of others. Providers need to follow such trend while providing education to them neither they will be failed. The problem of developing countries lies in this matter as there is mismatch between education system and the need of learners. The fact is that small and medium scale industries take 90% of the share of employment throughout the world that is possible only through rural industrialization (Badawi, 2013). In fact vocational education has focused on 10% industrial demand only these days as developing countries can't know its potentialities. The problem lies on 'social stigma' that is attached with the belief of vocational education. Hence these countries have been facing such problems due to their social structure and underdevelopment of education and the mind of people. Mostly it affects women and disadvantages who have been marginalized from the mainstream of education or development (Bhandari, 2013).

The stigma of traditional non-academic tag has been hanged on vocational education which has taken manual jobs or practices as its prime element. Thus there is a need to improve vocational education along with the preset mind of such people to make them work oriented. Realizing the need of improvement of vocational education, Basnet and Basnet (2013) stated:

A developing society needs well-educated, moral and entrepreneurial people capable of taking independent decisions in a situation of choice, cooperative, mobile, dynamic, constructive citizens, ready for cross-cultural interaction and with a sense of responsibility for their country and its social and economic well-being. (p. 115)

It is visible that a person with different qualities or the mix of hard and soft skills can only solve the problem of modern societies. The narrow concept of vocational education needs more expansion so that we can move ahead on the trail of development. People who reside in rural areas can get sufficient knowledge related to their indignity so that they can step ahead towards rural industrialization. Moreover, learning depends on the culture, availability of resources, economic possibilities of those people. So we need to be able to connect learning with local context to get better output. The coming topic is going to focus on the need of vocational education for rural industrialization.

Vocational Education for Rural Industrialization

As mentioned in the introduction vocational education is an important aspect to enhance employability to people. It creates a foundation for industrialization producing efficient, effective and skilled manpower. The root of vocational education was the Second Industrial Revolution so it had been targeted to produce manpower for industries. The initiation and the contribution of vocational education had been prominent and positive in spite of wrong consideration of those days. I am going to analyze this topic with the base of Maclean and Pavlova's (2013) three tier contribution of vocational education taking help of secondary sources. It consists of political, epistemological and individual contribution of vocational education to enhance rural industrialization.

The political aspect of vocational education has been severely affected in developing countries because of unstable politics and reproductive nature of education. The government needs to establish close cooperation between education and industrial sector so that the produced manpower of TVET is useful to them (Renold & Caves, 2017). However, education has been affected with the political will and these countries need to establish new fabric to have connection between these two interrelated sectors. Vocational education needs to be established in different areas because it needs to address the need of individuals who have different interest and possibilities according to area specific resources and specialties. Hence we can see TEVT from equity perspective as it has aimed to connect all the sectors and classes of society. Politically it stands as an antidote of elite and urban education against rural education and context (Basnet, 2012).

Technical human resource is the 'foundation' for development of any country. These countries need to develop such human resources that can increase productivity, generate economy, create employment, and job providers rather than job seekers. The tragedy is that these nations' vocational areas both at the work place and educational institutions have been dominated by male and elite partners only (Ghimire, 2013). The women and disadvantaged couldn't get such opportunities so they remained marginal since long. The policies and practices are also not based on equality rather they have fostered inequality only. It is evident that vocational education that focuses on rural areas can ensure equality politically. In developing countries human resources have been politically guided due to the inability of thinking or over-ambition of political leaders. These leaders would concentrate to sustain their power rather than making people skillful for development. The socio-economic context has also been going on along with the political will so it can't contribute for poverty alleviation. The main motto of TVET programs is to enhance people to come out of poverty or to prepare avenue for development. It also advocates about the social inclusion where there is vast inequality among social groups or classes (Bhandari, 2013). We can't find the relevancy between job market and output of vocational institutions due to lack of political will.

The countries where political interest is dominant haven't progressed at all in socio-economic matter as it has been running unsystematically. The emergence of TVET was also a kind of revolution of Europe and North America so we can smell political scent in it (Tikly, 2013). People would regard it as manual job in contrast to white collar jobs. In this way, political aspect of elite class has been sustaining till date. On the other hand, it has been fighting with the formal education since its beginning. So the history of vocational education is full of struggles and negation from the society. The context of TVET and formal education has thus come from opposing traditions in which systematic scientific knowledge and some specific training would have been focused respectively (Maclean & Pavlova, 2013).

From epistemological perspective vocational education has empowered people with training and education both. The aim of such education is to empower people utilizing the capacity of a person which has long lasting economic and social progression (Adhikari, 2013). Certainly, education helps for economic and social mobility which helps to prosper life of individual. It is quite difficult to increase knowledge of those who have no work ethics. Those who have been trained with work ethics can have been guided for better prosperity being considerate. Vocational education thus ensures practical or experienced-based knowledge which is million times superior than theoretical knowledge in this era (Pokharel, 2012). Thus the epistemology of such education is highly regarded in the society these days as it has strengthened people economically.

Training provided to produce manpower is full of diverse ideas, views, ways, logics and so on. Vocational training has its root in transformational educational approach as it has been learner centered education by character. It is even more relevant in the developing countries as it is area specific. It has also the root and practices of learning in workplaces which can happen informally and non-formally. So it has established a different or distinct discourse in educational field (Billet, 2013). It has been considered as 'a lower-prestige' academic field in the past; however, it has been getting important space gradually. There is also a need to develop higher-order skills of reasoning, conceptual problem-solving and communication skills along with training as supported by knowledge economy of the present context. It needs transformation of such mindset in which everyday practice is viewed from the perspective of learners so that we can change recognition of prior learning (RPL) into vocational skills from commercial point of view. Thus we will be able to transform the 'situated activity' within a 'community of practice' to evolve job opportunities in our community (Gamble, 2013).

In this way, we regard vocational education as context based education which can be a sustainable means of education to those who can't progress in formal education. The data of developing countries reveal that the percentage of formally educated persons is much lower in comparison to dropout students. Some of those who have not dropped out, staying in school for family pressure, also couldn't progress in formal schooling. They need alternative education which is possible only through vocational path. These days the motto of TVET is directed towards producing 'lifelong learner' rather than the specifically trained manpower only (Tikly, 2013). The historical change in the field of education from theoretical to functional is possible only with the introduction of vocational education in schools. The need is much imperative when people have realized the real context of vocational education. The history has been altered along with the new concept in education field which has inclined towards work-based context. Billet (2013) emphasized that "learning through practice is extremely important for achieving governmental, societal, workplace and personal goals" (p. 153).

Traditionally people have considered it as some type of aboriginal education unknowing the reality of such practices. The mindset of these people needs to be changed from conventional theory of classroom-based practices to modern work-based education. It means we need to create new fabric in the field of education and employment to make it one of the main streams of education. In developing countries people are getting vocational training in a conventional manner as they have been working with their elders at local areas. In other words, we call it as apprentice model of education which is also known as on-the-job training. However, these countries can't systematize such practices at all as they don't have knowledge about its commercial value. Hence the way of getting knowledge in rural areas is much traditional and unsystematic.

Finally vocational education is being developed in the form of 'lifelong learning' which is more important while learning anything (Watts, 2013). Vocational learning also becomes a part of education systems and knowledge acquisition these days so it needs to develop in a different manner than traditional education system. It needs the combination of traditional formal education and modern vocation systems together to make it more popular among learners.

Individual contribution of vocational education has been regarded as one of the prime goals of education process. It has played a sustainable role to improve the condition of an individual to sustain his/her life. It enhances skills to those who have dropped from traditional or teacher centered system of teaching. It also helps to improve the quality of life of an individual targeting to produce employers and employees. In individual level TVET education has greater influence to make them more competitive. It has aimed to produce employer rather than employee who have potentials in their local areas. Thus there are ample of possibilities of rural people to establish different industries like small and medium scale. These people need to learn systematic knowledge and

market system as well as government policies to establish industries. So the motto of vocational education can be an important partner to support individual's life.

There is a need to adorn all people with soft and hard skill together to make them competent and to get greater output. Unless we can't empower people with vocational education, we can't empower them to establish industries in rural areas. CTEVT (2016) recommended TVET graduates to establish 'agro-industries' for the promotion of self-employment. These industries are like "trout farming, off-season vegetables farming, organic farming, farming of several kinds of livestock like poultry, ostrich, and pig" (p. 2). These are some potential areas of rural individual to be industrialists. There is also a need to empower people with sound knowledge of soft and hard skills to prosper any nation. It emphasizes the need that a person needs to be empowered first, and then only we can develop industries. In this way, a person with multiple dimensions of soft and hard skills can only contribute in rural industrialization. The contribution of industrial sector is meager in developing countries so it needs to emphasize well (Neupane, 2013). Establishment of large scale industries is not possible within short time period, whereas these countries have possibilities on rural based industries so that they can accomplish supplementary development goals. One of the best examples of Nepal is 'one village one production' that supports in rural industrialization (Rood, 2014). It helps to remain youths in their local areas and to innovate various things themselves. So the problem of skilled human resources is responsible for slow industrial growth. In fact human resources play an important role to establish such industries so we need to focus on individual development first. According to a report, an investment of a dollar on a person in education can produce 15 dollar (Lamsal, 2012). Thus it is a must to invest on person to increase production of the country.

Likewise developing countries have possibilities to establish household and cottage industries rather than large scale one. They are also often collapsing as they don't have skilled manpower who could work efficiently. The fact is that they have already established industries through apprenticeship and RPL. It is insufficient for them unless they don't learn lifelong soft skills and policies of government need to be in their favour. The contribution of such industries has higher value in developed countries like USA and Japan in which 80% of economic growth has been contributed by small and medium enterprises. It means they have been able to empower their people with soft skill, hard skill and pro-entrepreneur policy of government. It can't happen in developing nations as they have several confusions in policies and lack of commitment to develop rural industries. Hence empowering an individual is an imperative to these nations.

On the other hand, we have evidence that TVET graduates have earned much more in comparison to formal education graduates (CTEVT, 2016). The developing countries have been concentrating to increase the literacy rate only from which they have been getting higher rate of return (Tikly, 2013). It is far beyond their thinking that TVET can help them if it can be systematized. So they have taken it in 'abstract' sense only. The investment in formal education is necessary which is lesser than in informal and non-formal education. As a result it has focused on mass production rather than addressing the need of a person. We need to invest on person to produce industrial manpower, then we can develop his/her epistemological skills; then only we can improve our social, economic and political discourse. Unless the developing countries can't empower persons with individual basis, they will remain back till long in the future. Anyway it needs much investment, commitment, systematic rules, efficient policies, and political will etc. to enhance an individual to expedite rural industrialization. The next topic is going to analyze the role of vocational education to promote rural life.

TVET and Promotion of Rural Life

Vocational education can contribute for the promotion of rural life by creating job opportunities, generating economy, empowering people, and as a whole developing these areas. It has various benefits these days as the empire of formal education has failed to ensure job. When formal education produces unemployed individual or those who fail to acquire expected standard in theoretical education have chosen vocational education. On the other hand, it is also the demand of this era as on-the-job training complies with modern philosophy of education of Paulo Freire. Vocational education develops human resources from various ways like "enterprise based training, training with almost 25-50% with on the job experience, in plant training, engaging some instructors from the industries" (Sharma, 2013, p. 1). It needs involvement of all partners like the employer and employee so it is possible only with the involvement of all rural people as it is the prime source of resource utilization.

Developing countries can follow it due to various reasons such as: they have underdeveloped industries, less skilled manpower, inadequate investment, low productivity, less developed market facilities, decreasing or unsystematic foreign trade, and so on. Citing such problems, this article has seen the possibilities of these countries in rural industrialization. If it happens, it can address the diverse nature of informal economy which needs to formalize creating employment opportunities (Basnet & Basnet, 2013). At present knowledge is localized; since we have various sectors of knowledge production, localization or use of local knowledge can have varieties in the society or according to its need. The knowledge of vocational education is set with "facts, concepts, principles, procedures, process and structure" (Kafle, 2014, p. 42). It takes opposite structure of the formal education because it is need based as well as practical oriented. So it has the capacity to promote life of

people in comparison to theoretical education.

The motto of vocational education is to unlock huge potentialities of any person to be an entrepreneur. We have argued that it needs more systematic approach in comparison to formal education because of its nature or target to employ people. So it helps to create decent work which can thrive “in competitive, productive, and economically viable firms” (Sharma, 2013). The pious motto of vocational education has been put under shadow so that developing countries can’t get its maximum output. It has also taken socio-cultural responsibility along with economic progression and lifelong learning. As a corollary, women, disadvantaged, marginalized and excluded groups have also got equal chance with the implementation of local TVET programs (Messerli, 2012).

We have been searching gainful employment to those who have dropped formal school or out of formal education system. Vocational education has made people self-reliant connecting with earning potentialities that has greater influence to any person. The underlying fact is that TVET programs have been putting aside in spite of its motto. Or it has focused on youth as well as adult employment opportunities who have greater potentialities in the society. So there is a need to organize flexible market oriented vocational education system to get maximum output of those nations (Adhikari, 2012). The main function of TVET program is to increase ‘human capital’ through valuable education processes. Unless we can’t utilize human capital in a proper way it may have negative effects in the society. As a result, it has increased social crime and unrest in societies. We can take example of some Asian and African countries; when people don’t have decent job opportunities according to their capacities, such human capital is either useless or it has negatively impacted in the society.

The developing countries have designed their human capital haphazardly or they have been influenced by donor agencies. They have often been blamed as donor driven as they have implemented imported curriculum in their nations which has no use at all as it doesn’t recognize local needs or wants. Developing nations have weak base of industrial development so they must design their curriculum carefully or they have to design such programs which can promote rural life. Developing economies have been dominated by primary sectors so we need to focus on it. If we can orient such skills and knowledge towards primary sectors of rural areas with maximum utilization of vocational programs, we can get better output. We have realized that the utilization of local natural resources is an important aspect of promoting rural industrialization which can help in the “best use of land, labor and capital” (Poudyal, 2012, p. 148).

If we take an example of Nepal, a South Asian country, 30% of the labour force has been underutilized (Parajuli, 2013). It has become a strong evidence that we need to focus on rural areas to utilize such labour force since they don’t have established industries. Local based industries can address the need of those people who are the determiner of their fate. Thus we can see mismatch between the product of vocational institutions and the need of labour market. It becomes a fact that “program without a supporting related industry providing employment is simply not effective” (Adhikari, 2014, p. 55). Thus we need to increase attractiveness of TVET programs in rural areas. The unattractive field of vocational education can be changed into attractive field if we can implement such rules and regulations.

Developing nations need to revise their curriculum other than the practice what they have been doing these days. It should have focused on rural or indigenous people who have been able to do such things themselves. We need to empower people rather than to force them to follow imported curriculum and technologies. Developing nations have been going far beyond their realities so they have been back in social development. Thus Lamichhane (2013) suggested conducting vocational programs on mobile basis. If we can conduct such training throughout the country, we can produce reliable manpower who can vitalize rural economy or industrialization. However, the tragedy is that such institutions have been city centered in those countries. The persons who need such training would reside in rural areas; instead training institutions have been established in city areas. So there is always an inverse relation between the production and need of human resources in developing countries.

It has been becoming imperative to localize TVET programs to those who have needed it. Thus there is a “need to recognize and adjust to local cultural needs” of TVET programs (Cavanagh, Shaw & Wang, 2013, p. 327). Besides Cavanagh, Shaw and Wang (2013) suggested a permanent solution to mobilize community learning centers (CLCs) which can be established along with the interest of those people who have needed it. When local involvement is there, can practice local democracy from its own rules and regulations and guidance. As a result, quality of life will have been improved gradually. In most of the developing countries, people have been practicing traditional skills which don’t need any certifications. As a corollary they have been put back due to the lack of systematization or commercialization. Moreover, they have been getting such education which makes them literate not independent. They have been given the elixir without life-giving substance. If we can link those skills and institutions along with the global demand, they would be benefitted well (Sweet, 2013).

Taking the context of developing nations, Rood (2014) argued that the prime factor of economy i.e. agriculture needs to support industry sector. The fact lies in this matter that they have been detached from the inherent quality what they have. These days it seems like separation of soul from human body. The industries in those nations are being like dead bodies and we need to instill soul in them. To vitalize rural industries, it would

be better to focus on agriculture related activities. We need to connect vocational programs with general programs to develop ‘interdisciplinary’ approach in vocational education. It illustrates that vocational training should have connection with formal education system. It also supports that we can’t move alone in this era if we can’t have combination of multiple skills and talent.

It needs to develop some alternative ideas to change those countries’ traditional approach to modern. We need to develop alternative entrepreneurial activities so that we can orient it towards industrialization gradually. Expressing the importance of rural industrialization Cavanagh, Shaw and Wang (2013) stated that:

Rural communities are where most natural resources are located. When rural transformation centres on the industrialization of rural environments, it often leads to a degradation of these natural resources. If the change process is left to market forces and policies focused on ‘development’, the natural resources of rural communities often come off second best (p. 326).

Whether there is degradation or promotion of natural resources, it will certainly improve the condition of rural people either positively or negatively. Eventually, they would be able to taste the flavor of rural development. We need to develop sustainable development goals from rural areas so that it would be eco-friendly as well as pro-people of those residing in these areas. After all we need overall improvement in rural life and living standard. These days it seems that those who have owned the natural resources have been back due to over influence of globalization. We need to empower them with vocational education to address the motto of alternative development which could fulfil the need of native/local people. The coming topic is going to focus light on the importance of vocational education for rural industrialization.

Importance of TVET for Rural Industrialization

Rural industrialization ensures various benefits to local residents as it has been a demand of alternative development perspective. Alternative development perspective comes to light when the centralized development plan has failed to uplift the living standard of rural or marginal people. TVET programs stand as a key to open the lock for such development. Education and development have been the demand of all people of the world so the attention of government and policy makers needs to turn towards it. The efficiency and effectiveness of skills would play decisive role for the development of the nation (Neupane, 2013). Politically and economically, we reverse back to rural areas along with the post-modern concept. There is always a mismatch between the motto of vocational education and its effectiveness in the work place. It is better to mention an example of Nepal in which only 49% TVET graduates have got employment; the participants of the report often blame that there are no job opportunities in the job market (CTEVT, 2016). Generally, the fact is that 70% employment has been acceptable of TVET graduates. The above situation illustrates that the condition of developing countries is dire due to mismatch between the production and need of market.

Developing countries have implemented imported curriculum so that their citizens remain jobless. Ignorance of the fact of local reality is the result of such programs. On the other hand, these countries are unable to recognize their potentialities. Thus they are back in knowledge management because of the lack of understanding that the base of knowledge lies at rural areas. Rather it has been searched in foreign curriculum with the assistance of donor agencies (Poudyal, 2013). Rural areas of developing countries have been deprived from all sorts of opportunities like education, employment, modern facilities, economic opportunities, and so on. Empowerment is needed from all perspectives to uplift living standard of those people. They need certain skills or education which can enhance their life style. Citing the need of vocational education in rural areas Shrestha (2013) stated that:

Poor, deprived and geographically disadvantaged areas, which really need skilled training, are beyond the reach of the skill development system. Therefore, a cost-effective skill development scheme needs to be explored to address the training needs of deprived segments of the populations (p. 100).

Reality lies at rural areas whereas people have been searching it in other places like the scent of musk deer. It may happen due to the temptation towards modern facilities so they have been lagging behind in development of being jealous. Policy makers of these nations need to focus on poor, deprived and disadvantaged groups rather than urban dwellers. We need to integrate entrepreneurship with TVET programs so that the problems can be solved easily. However the problem lies in a number of contexts which would be very much difficult to overcome the inaccessibility like budget, infrastructure, teachers, text books, materials etc.

We need effective vocational programs to instill entrepreneurship concept in rural areas making it inclusive and equal. As a result, TVET programs have various natures and systems to follow because of the involvement of adult people with diverse interests. Some of them have left schools whereas some of them haven’t appeared school education at all. In this way, we need to realize the fact of adult and vocational education that takes different aspects than formal education. Hence the motto of vocational education needs to be “linked with social, cultural, historical, economic, technical, and political parameters” (Basnet 2012, p. 35). We need to recognize inter-disciplinary approach to conduct TVET programs in any countries. Only some developed countries can have done it due to their systematic plans and concise policies; whereas developing countries have been whirling

on the management of all those issues.

The interplay of formal and informal and non-formal education is much debatable yet interesting due to need-based education. People have been pursuing formal education following the trend of elite people that they have made their living already. On the other hand, poor, disadvantaged and marginalized people have been seeking to get position like elite people. Thus there is always a gap in thinking and doing of those people. The same type of prejudice has been working in between developing and developed countries. The developing countries can't recognize their potentialities and are seeking help from developed countries which is regressive to them. So there is a need to promote vocational education with the base of rural industrialization. It is necessary yet compulsion as they "have a good understanding of the broader working environment" of their own (Billet, 2013, p. 157).

Localization of vocational institutions will help "local authorities, local industries and communities to involve in the institute management for their ownership" (Ghimire, 2013, p. 110). Thus, they can realize local democratic context which they have already experienced, yet unknowingly. They have their own institutions and establishments so that local people could step towards rural industrialization. As a corollary, the motto of vocational education has not only limited in ensuring job to those, rather it has also changed the community or individual with lifelong learning approach. In this way, vocational education would contribute in the development of those nations "by making individuals employable and informed citizen" (Jha, 2012, p. 86). The positiveness of vocational education can be seen as it has double benefits like economic development and personal as well as social upliftment. To achieve such goal we need to introduce TVET education in rural areas with numbers of alternatives.

To promote employment in a good shape we need to develop business institutions in an adequate way. Similarly human resource development has played positive role in the development of business growth. Education has been playing constructive role to improve the awareness of those people. Hence growing awareness can initiate them to save valuable natural resources of rural communities. When they are aware about the positive use of such resources, they will involve in it; so that their personal, social, economic, and educational characteristics can be useful. Thus there is an earnest need of TVET programs in rural areas to promote living standard of those people.

Learning and work are interrelated factors in this era; ultimately it has even promoted lifelong learning. People would learn from their social environment as well as from their own experience. Education would help to reveal their inner qualities to cope with outer environment making them able to recognize their potentialities (Watts, 2013). Educational institutions have such capacity to make it more systematic and to share experience of the learner to their colleagues so that people would learn from them and from their own environment. There are various ways of combining work and study in this era. The work that fits in an area can't fit to other areas so that people need diverse learning environments as well as skills. TVET programs have such nature to address all these diversified fields so it is significant (Sweet, 2013).

There is no doubt that all of the countries either developed or developing have tried to get qualified manpower for their industries. The citizens who can earn are praised whereas those who can't earn are sidelined either by family or society. The common motto of all these countries is to mitigate poverty and social exclusion which is possible only if they could enhance their citizens with skills and abilities. They need such manpower who can transform ideas into action so that the lock of development can be disclosed. The effort to produce creative and self-confident manpower is a challenge to all of these countries as they have been facing constant problems between the production of classroom and the need of field. TVET could fill up such gap so that people would involve in development works with all efforts (Badawi, 2013).

If we compare vocational education with formal education, we can find several positive points related to it. The promotion of such education can make people economically more independent; whereas formal education can raise level of awareness only. It makes a fundamental difference in the field of education so that "TVET is considered to be a crucial component of labour force planning" (Tikly, 2013, p. 5). However, the perception of people is defective that formal education is only a solution of job problem. We can't ignore the reality of formal education; rather the contribution of vocational education is much reliable to those who have been discarded by formal education. The debate is not oriented to find out greatness of any stream of education; rather it is an issue of individual contribution of them. However, both streams are capable in themselves but the demand of 21st century has inclined towards vocational education.

Ignoring the pros and cons of both streams, we need to establish a permanent bond between educational institutions and industries to make it more reliable or productive. The curriculum of schools and colleges need to be consulted with industrialists as well as business houses. The grass root reality is that people would pursue work after education. In this matter, they need to be equipped with the skills rather than the awareness in their mind. Sharma (2013) illustrated that "TEVT should focus on training for developing enterprises so that decent employment can be created at the local levels for unemployed youths, increase income and productivity and strengthen local economy" (p. 48). As a whole, we need to bring visible change for the promotion of rural

economies in developing countries. Their subsistence farming needs to be changed into more productive, effective, and efficient economic activities which can transform the society and nation. Yet the first and foremost motto of rural transformation should happen with all sorts of efforts to accelerate development on the right path. We need to consider that every aspect has positive and negative trends. The following topic is going to see the negative aspects of vocational education in developing countries.

Problems of TVET in Developing Countries

Rural industrialization with the help of TVET has faced various challenges though it has been one of the newly sprouted genres of education system. We have already analyzed various inabilities of developing countries that make them unable to implement such programs. We need certain criteria to have implementation of such programs. The foremost challenge is that formal education has been overcasting the non-formal and informal education. Not only that people prefer formal education instead of informal and non-formal education. The negative points of both systems of education need assistance of one another despite their positive aspects. This topic is going to reveal dirty nooks and corners of vocational programs as a whole by using secondary information.

Vocational education has its inability that it can't be independent from formal education because formal education is the base of it. Moreover, it can't be fostered in the developing countries as it has needed general academic qualifications for entry which is often inaccessible to lower class, marginalized, disadvantaged, women, excluded groups and so on (Gamble, 2013). When people don't have certain entry requirements, they can't get admission into such programs. So there is a paradox that those who have needed such programs are out of reach and those who have not needed have access to such programs. So there is a challenge to make such programs available at local areas.

On the other hand, the cost of vocational program is too high in comparison to formal education. Mostly the developing countries can't invest in it instead people themselves need to invest. Most of the needy people would be unable to invest in it due to numbers of reasons like inadequate educational qualification, lack of information, inaccessibility, high cost of living in city areas, double investment in formal and non-formal and informal education. It is said that the investment in vocational programs is four times higher in comparison to formal education programs (Lamichhane, 2013). In this way, developing governments are also unable to invest in it so people need to pay for that. Thus the popularity of those programs has been fading up among needy people.

Moreover, the courses and the work place practices don't match at all in developing countries as they don't have proper management system. As already mentioned developing countries have been using imported course, teachers, infrastructure and administration. Hence they have been working for the betterment of donor agencies or countries rather than the need of the locale. CTEVT (2015) presented a report that there is a "serious mismatch" between the skill taught and the need of job market in developing countries. In fact there is blame to such programs that it is "a supply driven activity or more a project driven one" (Parajuli, 2013, p. 66). We need to correct such errors on time which stands as a negative aspect of TVET programs. As a corollary, the pace of development becomes less effective when the production of manpower is negligible.

There is also lack of transformational teaching in such programs due to unavailability of several matters. We can see numerous lacks from management of institutions to output. TVET needs to transform a blunt character as an entrepreneur who could establish enterprise himself or herself especially in developing countries. Thus it needs strong policies, institutions, teachers, management, investment, curriculum, methods of teaching etc. Karki (2013) pointed out some weaknesses of the TVET programs of the developing countries as:

Training providers generally fail to satisfy employers' and self-employment needs; curriculum and quality of training are not relevant to the needs of industry; there exist inadequate linkages between educational institutions and industry. The technical colleges and centers do not usually support to the students after their graduations for market linkage or employment. Similarly, 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 emphasizes the necessity of various improvements in vocational programs especially in developing countries. The key point lies in this matter as these countries can't ensure all the above mentioned conditions to the learners. Such lacks need immediate improvement to uplift the standard of those people who have been residing in rural areas and are deprived from opportunities. TVET programs thus need much improvement in this affair to have greater success correcting subsequent mistakes.

Those who have been deprived from such educational opportunities would be whirling in vicious circle of poverty which is difficult to improve immediately. Rural dwellers are those with less education and skills whereas these areas are full of adequate natural resources. Though they have high potentialities of labour force and natural resources, it has been put back since long. Proper management of these things would be good to improve the condition of these people. Poverty is the major barrier of such education and skills as it has been the important factor of such people. So we need to promote such system which can connect local cultural need to

vocational subjects (Ghimire, 2013). We need to empower those who have been put aside from opportunities. In this way, we can improve the negative situation of vocational programs and then it can be a mainstream of education system like in Switzerland and Germany (Adhikari, 2012).

On the other hand, there is lack of investment in such educational programs in developing countries. The governments are paying attention to the political problems and other sorts of investment which would sustain their ruling. So there is serious lack of investment which is the prime factor of employment generation. As it has been argued, the developed countries have got political revolution after educational revolution whereas the developing countries have political revolution before educational revolution. In this way, they don't have established system so they always remain at the periphery of development.

From students' side it has been another mistake which we can't guess in developing countries. Renold and Caves (2017) presented that "a big weakness is that students can hardly be well prepared for labour market as there are no linkages between school sector and employment system" (p. 28). It needs government's adequate investment, commitment, policies, and so on. There is a need to empower students technically and academically to make them more dynamic and result oriented. We have been talking about the provision of those courses which have focused on either pure vocational or pure academic courses. The need of job market is both, at the same time, to earn for their living and to make it lifelong learning. We have been lacking such system as it has not been in our priority. The developed countries like Germany and Switzerland have been able to connect it so that they become able to achieve development goals.

Vocational skill alone isn't sufficient unless we don't utilize it well (Poudyal, 2012). We need to focus on possible productive areas. There is always yearning to have connection between training institutions and work place to make it output oriented. Developing countries need to realize that they don't have fully developed industries so they need to step towards rural industrialization to utilize their knowledge and skills. However the production of vocational education has no connection at all along with production areas. It is often universal blame or weaknesses that several reports or articles have supported. Since we have such connection we can solve financial difficulty which stands as one of the main problems for those living in rural areas (Kusago & Phuyal, 2009).

In this way, the difficulties of vocational education can be solved only by addressing these problems. The motto of any educational program is to have linkage with work place. The government has also targeted to empower its people and development sectors. These two programs can have a linkage at rural areas only.

Conclusion

We can transform society and nation when we invest in person with education and skills. The motto of vocational education is to enhance an individual along with the need of his/her so that the overall transformation can happen for the nation. Industrialization is one of the main mottos of any nation to get economic progression. Developing countries have been lacking such progression as they don't have adequate investment, policies, and will power. They could get development goal only when rural industrialization is done; in which vocational education can play a pivotal role. Empowerment of individual through TVET program is not so easy as it has multiple dimensions to be addressed. To empower people with skills and knowledge we need to recognize the local possibilities and potentialities. The motto of vocational education these days is to promote alternative development with the promotion of rural industrialization. It has been proved that vocational graduates have high potentialities to establish small and medium scale industries in comparison to formal education graduates. Vocational education has potentialities to make people self-reliance or independent to pursue any kind of job.

An individual needs knowledge and skills and capacity in order to adjust in their family, society and nation. Vocational education can create such opportunities that do fit with rural environment. Education and training has played a crucial role to empower rural people as it has the aim to address their needs and wants. We need to empower local people to develop local areas so that we could step ahead in rural industrialization. Work place learning has become an important aspect of these days which we can do only with vocational education. We need to empower local people along with the development of local economy as per the motto of alternative development. It is possible only with the promotion of local areas and its stakeholders. The governments of developing countries have had inability to promote such education and skills as they don't have political stability and will power. They have been unable to recognize the pious motto of vocational education so the pace of development has been retarded. Rural areas have experienced uncoordinated and haphazard way of operation in almost all developing countries. We need adequate investment to youths and adults so that they would pay back such debt till long in the future. The problem of developing countries suggests that either the curriculum is not need-based, or the linkage between industries and training institutes is missing.

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