

# Localization of TVET in Developing Countries

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## Abstract

TVET stands as an important factor for developing and developed countries equally for the production of skilled manpower in these days. The system of these two countries is quite different while making it systematic. The developed countries have got optimum benefit from it due to adequate development of industries, investment and government policies. However, developing countries have been lagging behind for the implementation of this system. They have lack of budget and policy constrains to develop it in a systematic manner. This article suggests adopting local approach of TVET to institutionalize traditional apprenticeship and RPL into mainstream of education in these countries. Localization of TVET can be a better solution for those countries which have no developed industries, adequate investment and well developed policies. Secondary sources have been used to prepare this article which has analyzed the situations of localization of TVET in developing countries. The developing countries need to recognize their ground-realities that would be better for the promotion of localization. Localization can be a better solution for these countries to access development tasks.

## Introduction

Localization stands as a counter view of globalization as a key to expedite the local development in 21<sup>st</sup> century. The need of local development has been imperative when the rate of poor people has been growing day by day. Localization can minimize the cost of production and it is also affordable for public to run their daily life. Local governments can implement locally accepted or necessitated skills and technologies which are feasible to their people and places. It helps in accessing the need of local people with the help of their indigenous technologies. It has only the capacity to solve un/underemployment in local areas as per the demand of local people (Shrestha, 2013). The global context has degenerated the local knowledge and technology as inferior so indigenous people think themselves as inferior in comparison to others. They have also the sense of hegemony that their skills, knowledge and technologies have no value at all. Regarding the vocational education, people have same type of thinking in comparison to general education so we need to implant “higher-order skills of reasoning, conceptual problem-solving and communication skills” (Gamble, 2013). People need the transformation of such mindset to change recognition of prior learning (RPL) and traditional apprenticeships into vocational skills to change them into commercial activities. They will be able to create job opportunities in their local areas if they can deal local activities from communal eyes.

Technical and vocational education and training (TVET) is an essential approach to generate job in the globalized context as there is the failure of formal education to ensure job to the learners. TVET has been considered as an education beyond traditional approach so it has been introduced in most of the countries for ensuring job to the students. Even secondary level students have been taught such courses along with academic courses to orient students for the world of work. The norms and values of education have been changing gradually from theoretical base to the work-based education. Learning from informal sources has been regarded as one of the best ways of learning and engaging people in local areas with the inheritance of traditional knowledge and technologies. Work is the central focus on TVET education challenging the conventional norms of education. In addition, it has helped in the creation of “freedom, equity, security and dignity” in people who have the chance to value their education creating job themselves in their own areas (Cavanagh, Shaw & Wang, 2013).

In developing countries, mostly women, disabled, marginalized groups, disadvantaged dalits and so on remain out-of-school, especially from remote areas. However, they have been equipped of RPL and traditional apprenticeships which have been often devaluated by the globalization. As a corollary, these people have been doubly put back as there is no value of their traditional knowledge nor they get formal educational opportunities (Basnet & Basnet, 2013). Sweet (2013) introduced three models of vocational education as apprentice, alternance and recognition to prior learning (RPL). They comprised of different context, yet they have similar base i.e. our tradition. Apprentice and RPL models have been practicing in our society since long; rather alternance model has given emphasis on the connection between work-place and school/college classroom. The underlying fact is that their base is our tradition from which they have developed such characters. People would be familiar with the knowledge and technologies which they have been practicing since time immemorial. So there is a need to connect local practices with modern vocational traditions. The argument emphasizes on the connection between informal and formal type of apprenticeship. People have been following informal type of apprenticeship due to lack of information. It has been made limited in local areas as there was no recognition of such skills. Moreover, developing government policies and programs have also no emphasis in this sector; “so

we need much change in the concept of the people to have realized the importance of work” (p. 193).

Prosperity of any country lies on the contribution of education which can enhance economic prosperity of the nation. Though there is no doubt that primary education is necessary for the people with high productivity in comparison to others. The secondary matter lies with the vocational education which has even more responsibility that would contribute to give systematic end of primary education. In this way, TVET programs are being popular these days either in developed or developing countries equally. TVET has its beginning with the Industrial Revolution of the Northern countries along with the demand of industrial labours (Tikly, 2013). So it was first established with the motto of supplying labours rather than high class managerial manpower so the consideration was wrong from the beginning of its history. There was/is monopoly of formal education in education field where informal and non-formal education has been taken as subsidiary field of education. Though people need job after education, they aren't able to accept the bitter reality of TVET as they have no changing mindset along with the demand of new era.

On the other hand, the governments of developing countries have also seemed ignorant as they are struggling to provide basic education to their citizens. Similarly, the investment in higher or vocational education is much higher in contrast to the formal education due to the necessity of equipment and diverse areas to be covered. However, there is a need to introduce TVET in the education field when formal education fails to provide employment. We can thus see the interplay of TVET and formal education at the top and base level of job opportunities respectively. TVET often helps in the development of “skills, aptitudes and competences” in any person which ensure higher benefit to him/her (p. 23). Due to the lack of local based curriculum and utilization of traditional knowledge and technologies, the developing countries have faced the problem of ‘massive underutilization of labor force’ (CTEVT, 2016). We can take example of Nepal, a South Asian country, where the official rate of unemployment is 1% whereas the underemployment rate is almost 30% (CTEVT, 2016). Considering the dire fact of the developing countries, we need to seek better alternative in education field.

A report of ILO (2014) has emphasized that most of the labours of developing countries engaged in informal sector of economy because of the lack of formal employment opportunities. Hence there is a need to address local issues on time to make people employ in their areas to address the problem of underemployment and informal employment. Akanda (2010) claimed that there was no connection between and among earning, education and endogenous knowledge in the developing countries. The problem lies in this fact that people have no concept to formalize their indignity into commercialization. He has further claimed that the higher educational attainment has been fluctuated from indigenous knowledge of the people. To attach such fluctuation towards local areas, they need to reframe TVET course addressing local issues and context. Formal education has not been able to address such issues so we need to promote TVET education to ensure job prospects of the children. The rate of return of TVET is much higher in comparison to the formal higher education which has focused on theoretical approach in comparison to work-based learning (Lamichhane, 2013).

Hence there is a need to “connect TVET with local, national and the global economy to create employment opportunities or avenues to utilize their skills” (Sharma, 2013, p. 37). We need to promote employment with the help of education. In this way, employment based technical and vocational education can contribute in national development. So there is an enormous need of TVET in developing countries to ensure job opportunities. The tragedy of developing countries is that ‘in-country jobs’ are in second categories as they have been unable to recognize their opportunities (Lamsal, 2013). It means that they have been influenced by the global context in contrast to their local opportunities. Realizing the inverse relation of vocational education and local knowledge and technologies, the coming topic is going to analyze the relation between TVET and localization.

### **TVET and Localization**

Vocational education has come to light with the beginning of 1980s decade when formal education graduates remained jobless. It was thought as a necessary factor for work-based learning as youths haven't got job after the completion of tertiary education. This mismatch is visible “between school and world of work” (Lamsal, 2013, p. 82). It happens due to the adverse relation between education and the world of work. Unless we can't match education with social context, we can't be able to create jobs for local people. So we need to connect it with the local context to get maximum benefit from education. Sharma (2013) suggested that:

If the technical education and vocational training is properly linked with the local economy, then those who had no access to school could also make their living better through micro-enterprises. Local skill training schemes should be connected with the local employment considerations and need to be integrated into development strategies in general and poverty reduction strategies in particular (p. 47)

One can realize the need of localization of vocational courses from the above logic; or it can be a panacea to reduce poverty at remote rural areas. Localization of the curriculum and teaching-learning environment have other various benefits like low cost, promotion of local technology, promotion of culture, context based teaching/learning methods, mobilization of local resources, promotion of local economy and so on. In this way, we need to adjust TVET courses to local cultural needs. We have experienced the global culture which has made

us dependent or even poorer by centralizing the products and jobs. We need to promote our own culture, technology, and knowledge to develop local areas. Alternatively, we can develop community learning centers (CLCs) which are one of the forms of informal or non-formal learning. People have got chance to have collaborative learning at the center and they can exchange their ideas or views which are beneficial for them. When many people have been involved together, they would know to mingle global practices with local cultural need through their practices. Local management has various positive points like localization of culture, production, addressing local need, local community cooperation and so on. Ultimately it helps to improve the condition of local people with improved technology available in local areas.

In work-based culture, people would learn with their individual and collaborative effort so these people have personalized the way of learning. People have experienced their life as ‘complete’ in their community where they have been living since time immemorial. Such people have been living their life passing their knowledge and technologies from one generation to another since long. We can take example of family apprenticeship, even in the most indigenous society also; they have transferred their typical knowledge and technologies to their generations. In this way, they have equipped human capital “as an endogenous factor that drives growth through multiple channels” (Basnet & Basnet, 2013, p. 114). Hence there are varieties of ways of transferring traditional knowledge to new generation either through apprentice or RPL.

Along with the introduction of the 21<sup>st</sup> century, use of traditional knowledge has been decreasing day by day as people have jumped into the pit of globalization. So the channels have been forgotten and people would remain jobless as they have sidelined their traditional technologies. They have been made slave instead of being boss in their own areas with the influence of globalization. One of the major challenges of the developing countries is to ‘vitalize local economy’ and to maintain the livelihood of its people (Kusago & Phuyal, 2009). To improve the condition of living, we need to ensure job to those who have entered into job market. Ensuring job to them is one of the major challenges of involving them into nation building. For the guarantee of people’s livelihood, sustainable economic development is necessary which is possible only through “local-level skill development” (p. 2). According to a report from Nepal “students prefer to stay in own local areas if jobs are available” (p. 28). It is crystal clear that people have affection to their areas which is impossible by others. So the stakeholders of local areas can be attracted to their areas with improving skills.

Seventy percentage of employment of TVET graduates has been accepted better; however the developing countries can’t get it due to inverse connection between the world of work and education. If we take the example of Nepal only 49% of TVET graduates are employed (CTEVT, 2016). The report further explained that the consequence is “either the curriculum is not need-based, or the coordination or connection between the training institutions and potential employers is lacking or the placement support is missing” (p. 36). We can’t find such connection because of the un/underdevelopment of formal sector employment. The fact is that most of the jobs in developing countries available in informal sector. This sector is the major contributing factor for economic development of such nations. Hence there is a need to establish relation of local knowledge and technologies with vocational courses.

Furthermore, we need to use all sorts of knowledge from formal to non-formal and informal for the promotion of jobs in local areas. Developing countries need to incorporate all sorts of local knowledge, technologies, practices, in-school, or on-the-job trainings to develop rural areas. Due to the ignorance of local culture and practices, developing countries have not been able to promote their indigenous practices of agriculture apprenticeship though it is only the backbone of their economy. Rather the youths have fled to foreign countries seeking job in factories. Another example of Nepal is quite suitable in which youths have gone abroad for seeking job letting their agricultural land barren (CTEVT, 2016). In this way, the challenge lies on mismatch between the world of work and school/college in developing countries as they have no proper education system, budget, manpower, and government policies. We need to see the relevancy of such programs first to implement in local or national level according to the need of people. On the other hand, developing countries have been doing it but the result is opposite due to the city centered institutions of TVET. We need to rethink such trend of city centered to rural areas to ensure benefits to rural people. The main point is the budget which we need to reorient for the promotion of local indigenous technologies.

Jha (2013) suggested some problems like “co-ordination and collaboration, sustainability of the training system, training job irrelevance, under-funding, low quality and poor access to education/training, weak management, systematic problems and non-functioning local agencies etc” as the hindering factors of TVET management in developing countries (p. 26). Unless we can’t manage such problems, it’s inaccessible to pace ahead for the development of the nation. Sharma (2013) also emphasized on the need of connection between local skill training with local employment need which can be a key to establish sustainable development and poverty reduction. The motto of education needs to be directed to address the global challenges promoting local knowledge and technologies. TVET can be an assistant, yet essential factor of education to fulfil such need of local people revitalizing the local economy.

On the other hand, TVET has relation with the education of work or production so it needs sufficient

investment in the development of infrastructure and on other sectors. Developing countries have lacked sufficient budget so there is no such possibility to invest in such projects. However, they can utilize their limited budget at local areas with the coordination of local authorities; so they can get some more achievement (Renold & Caves, 2017). There is also the need to assess systematic analysis of economy and labour market situation in these countries. The developing countries have been lacking such information so they can't manage their budget well. It needs systematic mechanism from government side to achieve such result. As a result, only a few graduates have been benefitted from such training. An example presented by Khanal (2013) stated that the cost of vocational training is directly correlated to the distance of the institution that covers. It clearly indicates the need that vocational training doesn't fit to the local people and their need. To fulfil such gap, we need localization of TVET institutions. Similarly, Karki (2013) opined that "TEVT providers focus solely on offering training rather than its outcomes". The catastrophe is that developing countries conduct training for the sake of training only. The trainings and government policies have been conducted/made only for taking benefits from donor agencies.

However, the motto of vocational education is to empower youths to get gainful employment that they have been pursuing. They are unaware the fact that decent job can be achieved in their own local areas. The philosophy of job is that no one is going to provide good or decent job to others. Locals are the authoritative persons of their areas so it needs to empower them to do such jobs; neither would they be the slave of others. The underlying fact is that local people are the leaders of their areas and their need. Mistakenly, they have taken in-country job in second category (Lamsal, 2013). Mostly, the vigor of developing countries' people is to have business and industries; rather they have often ignored their informal economy which provides them valuable benefits. It would be a solution to establish local organizations like cooperatives and job centers to have connection with the job market and vocational training centers by the local authorities. Certainly it assists them to utilize their skill among their groups that would be beneficial for them to get gainful employment. Local people can cooperate and collaborate to form their groups that help to utilize their indigenous technologies and knowledge.

Mainly rural areas are considered as the habitat of poor, deprived, marginalized, and disadvantaged people. They have been deprived from the opportunities provided by the state; so there is a need to establish TVET centers to empower them. State can involve them coordinating with local governments to promote their indigenous knowledge and technologies. Local TVET programs can be run with the help of local managers or communities or authorities with active participation of them. Such programs are also more demandable in remote areas in developing countries as they help in fulfilling their needs. Vocational education is needed to upgrade the living standard of local people; understanding the positiveness of vocational education the coming chapter is going to focus on the special features of TVET programs.

### **Features of TVET**

Vocational education has been understood as a reliable educational tool to solve the present unemployment problem of developing and developed countries. Jha (2013) claimed it as a 'passport' for good job opportunity. In other words, Ghimire (2013) has considered it as a 'foundation' of development of any country. The developing and developed countries have taken it as an important educational tool for human resources development equally. In developing countries, they need to focus on self-employment whereas developed countries aim to produce industrial labours. The fact is that the developing countries have underdeveloped industries or formal sector employment whereas the developed countries have utilized it fully to produce qualitative manpower. On the other hand, developing nations are lacking to address the changing need of the market. Their investment, curriculum, policies, functions etc. remain useless in comparison to the developed countries. It is proven that the developing countries are unable to recognize it as an important tool for manpower development.

As a result, there is a 'skill gap' in developing nations as they can't coordinate between the world of work and education. Certainly it hinders the production capacity of enterprises and questions about the ability of workers and educational institutions. We need to match between the ability of the workers and the need of enterprises which is possible only with the collaboration between industries and education provider institutions. Such logic can't address the problem of developing nations as they have underdeveloped industries or formal sector of employment. So it needs to think somehow differently in the context of developing nations in which "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" (Sharma, 2013, p. 48). It's crystal clear that the focus of vocational education can be directed to the local level to promote their income and productivity of local economy.

TVET reports proved that the skilled workers have earned almost 4 times more than the unskilled worker. Similarly, the productive capacity of vocational education graduates is much higher than formal education product. It's a positive aspect of the vocational education which helps to empower the youths (Lamichhane,

2013). Hence the distinct feature of TVET can be understood as a provider of decent job opportunities. Person with no skills has been trapped into the vicious circle of poverty. If we see the example of Nepal almost 80% students have dropped their formal school without completing higher education. These youths have remained a burden for the country and society because of the lack of skills. As a corollary, they have been fleeing for foreign countries in search of job (Lamsal, 2013). To overcome such problems we need to instruct these youths in their own local areas so that they can get opportunities equally. Likewise, it has multiple benefits: first they can stay in their own local areas. Second they can improve their life with decent earning. Third, they can contribute for the development of their society and country. Fourth, when they stay in their local areas and the social structure wouldn't be disrupted.

The necessity of education starts from individual need, then it helps in social development, then it contributes for national development, and then it goes to the international communities. To get such achievement, we need to develop skill oriented education which is possible only through vocational education. When we can connect vocational education with the world of work we can easily secure the goal of development. One of the main mottoes of vocational education is to enhance skill to the people who have been deprived from job. Similarly, it helps in reducing poverty and social inequality through decent work. Vocational education helps to increase the ability of the learner to establish entrepreneurship which is favoured by most of the educational programs. It helps to implant self-confidence in person and be independent with the skills they have learnt. They have characterized vocational education as a "master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development" (Kusago & Phuyal, p. 284). In developing countries, people do not recognize TVET programs though they are helpful for the improvement of their living. They have rated vocational education as second rank education so they have given priority to formal education. It means they have been unaware about the positive aspect of vocational program; so they remain poor or jobless.

The scholars have been convinced that vocational education needs to be mixed with formal education. Formal education helps to develop 'soft skills' whereas vocational education implants 'hard skills' for learners. Only hard skills can't be perfect unless there is no mixture of soft skills like communication skills, honesty, interpersonal skills, marketing skills etc. The report of CTEVT (2016) proved that the persons who are perfect in communication or interpersonal skills have been able to get job whereas only hard skill holders remain jobless. In this way, employers like those employees who have been embedded with hard and soft skills both. We need more effective and market oriented vocational education which has been lacking in developing countries. Development of industries or formal sector is less/no in the developing countries; rather people have been seeking gainful employment like in industrial countries. They have ignored the fact that their local knowledge and technologies also fall under this category. Thus there is less attraction towards TVET programs in the developing countries. It needs proper counseling to these people to explore their potentialities in their daily practices.

On the other hand, vocational education has specific area which can't be transferred to other sectors which is negative point of it. In developing countries, there is no such opportunity that people have got like in developed countries. So people have some sorts of admonition towards vocational education. Certainly, it needs counseling before entering into vocational courses. Moreover, diversified fields of vocational areas have been ignored deliberately so there is always mismatch between the world of work and educational institutions. TVET is only the sector which can promote "social as well as economic emancipation of socially excluded groups" (Bhandari, 2013, p. 34). Despite the fact that people have wrong consideration towards TVET programs. However, we need to convince to those who have needed it. In developing countries like Nepal and Indonesia, poor or needy people haven't got chance in TVET programs. Elite and middle class people have got chance but they don't take it necessary than formal education.

Besides that, TVET programs can't be adopted in a blanket approach in developing countries. "There is a need to design diversified and recognized occupational standard training courses" for those who have needed it (Karki, 2013, p. 72). When there is no recognition of diversified need of the learners, they remain jobless. In this way, the attraction is being less to them. Thus we realize mismatch between the demand and supply of TVET programs in developing countries. As there is no structural development of industries, we have been seeking to train people only with unitary course; so it can't address the need of all the learners. The developing countries need area based skill training courses along with marketing and interpersonal skills to the learner which is often lacking.

Sharma (2013) suggested TEVT programs for "developing cognitive abilities, occupational skills and soft skills useful to the world of education or work" (p. 42). We need to change the concept and course of vocational education that could address both of the problems of hard and soft skills. So there is a need to have combination of vocational education with formal education. Eliminating the concept of hard skill, vocational education need to establish new form of mixed education system. The benefits can be gained only by utilizing the skills learnt from TVET programs. Thus it has set a challenge for TVET programs to ensure job to the people. Mostly the

linkage of vocational programs is weak with work-place so there is problem in developing countries. Mostly the developing countries have been relying on traditional agriculture which is thought as no-job by the people. It becomes only substantial so they can't get the right way of educating their citizens. It has made the program a 'stand-alone activity' in these countries (Parajuli, 2013). We need to change the concept of vocational education from industrial labour to the utilization of indigenous knowledge and skills to get better output.

In this way, it is a difficult business to establish the relationship between vocational programs and educational system in developing countries. The programs of vocational education have been understood as less valuable that needs to be changed from traditional to modern approach. Comparison and contrast is one of the methods of exploring the strengths and weaknesses of any program. The subsequent topic tries to find out the differences of TVET in developing and developed countries.

### **TVET in Developing and Developed Nations**

The tenet of vocational education in developing and developed countries has been running in opposite directions. The developing countries can't recognize the value of it so it has downward movement whereas developed countries have been able to utilize it well. The development of vocational programs started after the Industrial Revolution from developed countries when there was the need of trained manpower. TVET programs mainly run with three systems: a market-led system, a school model and a dual model (Tikly, 2013). The developed countries have adopted a dual model which has included formal and vocational education simultaneously. The development of such dual education system has directly coupled with the investment of the nation. It is proven fact that vocational education has needed more investment in comparison to formal education. On the other hand, developing countries have invested in formal education because it has higher productivity and it's a necessary tool to educate their citizens at prior. The investment on vocational education in developing countries is a secondary matter in comparison to primary education.

In reality, developing countries have been facing budget constrain as well as structural problem in education system. Thus the investment on vocational education in "South Asia is neither supporting a high economic growth rate, nor expanding global markets, nor increasing employment opportunities" (Jha, 2013, p. 24). There is a need of transformation from traditional to the modern world that educational investment is imperative for development. Most of the developing countries have been practicing traditional model of vocational system. They have to reevaluate their educational system to formalize the informal sector to establish new system of vocational education. Formal sector's contribution is meager in the economy whereas informal sector is also under the shadow of globalization. Hence, they have been facing downward movement while conducting vocational programs. If we take an example of Nepal, a South Asian country, the rate of return of TVET programs is only 25% (Neupane, 2013). In this way, it has been pronounced more rather than the function that is needed for promotion. Stating the problem of developing countries Basnet and Basnet (2013) stated that:

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)

The problems of developing countries are insurmountable because of the ineffectiveness of educational programs. They don't have formal development of industries nor well planned educational programs; rather they have become the field of practices only. Most of the educational programs have been donor driven and there is no formal development of policies and practices. No country can handle any programs well as they have been forced to follow some 'isms'. Instead they can go to local level and foster traditional apprenticeship rather than lip pretention about the development of vocational education. On the other hand, developed countries have been clear about their citizens' career plans so they could manage it well. Whereas the developing countries can't do it properly, so they have been lagging behind in development activities.

According to Sweet (2013) "good career education programmes incorporate systematic experience of and learning from work, using techniques such as work shadowing, research projects about the nature of work, work visits, and carrying out real work tasks" (p. 171). Such a situation is much more unreliable or inadequate in developing countries. They have less investment in such sector so they can't have good career plan in their countries. Their economy is mostly informal and there is less chance to formalize the work and education. To make education more practicable, we need to follow work-based learning which is possible only with the coordination of labour market and educational institutions. The developed countries have been able to foster it whereas the developing countries are reversing back. Pointing about the problems of developing countries Poudyal (2013) advocated that:

In much of the developing world, informal unregulated apprenticeships in which all of the learning is work-based, there is no requirement for associated off-the-job training to be undertaken, and the acquisition of competence is not recognized through the award of formal qualifications, are the dominant mode of skill formation for many occupations. (p. 186/7).

In this way, vocational education in developing countries needs to associate the link of informal apprenticeships to the formal learning certification. We can't experience any effectiveness of formal programs in developing countries as a numbers of reports have proved. Thus the present need of TVET programs in developing countries need U-turn from formal vocational education to the institutionalizations of traditional knowledge and technologies. Unless we can't adopt such alternative development model in these countries, their development slogans always remains as slogans rather than functionary.

The tragedy of developing countries is that people remain ignorant about the information related to employment due to its informal structure. When there is the absence of information, learner or the education provider institutions have no target to produce manpower. In this way "the lack of such information hampers the development of employability skills for TVET programs" (Karki, 2013, p. 73). The developing countries neither invest sufficient budget to this sector, nor is there institutionalization of educational programs. Thus education in developing countries is featured as general stream only. As a result, there is less participation of students into TVET programs. If we take example of Nepal and India, TVET participants are only 2 and 3 percentage respectively (Goel, n.d., & Parajuli, 2013). Certainly it can't fulfil the need of these countries, thus their target always remain under national level of development. These countries can't establish learning target so they have been left back in getting skilled human resources. It proves that TVET in developing countries is supply driven in contrast to demand driven.

The entry point of existing TVET programs of developing countries stands as one of the barriers in such programs. As a corollary, the middle-class and elite groups have been taking benefit in contrast to the poor one (Gamble, 2013). On the other hand, the middle-class and elite groups mostly dislike such programs as they have taken it secondary chance of education. Thus the needy people have remained out of such programs so there is gap between the need and programs. The developed countries have already experienced the strength of vocational programs and they have inclined towards dual system of education; whereas developing countries have fallen in the whirlwind of formal education. In this way, vocational education has been regarded as second chance education which can't magnetize the attention of citizens. Maclean and Pavlova (2013) divided vocational education competencies into three parts. They are: general work-related competencies, specialized studies, and the pre-profiling programme. Among these three competencies, we can find the first item in the developing countries as it has been influenced by RPL.

In this way, we can realize that the need of developing countries is one and the supply of manpower is just opposite. There is always mismatch between demand and supply of human resources so that it can't meet the target. The developing countries have been facing "lack of economic growth, low agricultural productivity, and low levels of social and economic infrastructure, lack of non-agricultural employment opportunities and lack of good governance" (Kusago & Phuyal, 2009, p. 5). As a corollary, they remain back due to numbers of problems though education is only the solution of that. However, education remains underdeveloped in these countries. We need to have linkage between job market and educational institutions to employ the graduates. An example from Nepal is relevant here that 72.2% of TVET graduates have blamed that there was no job opportunity in the job market (CTEVT, 2016). It indicates that we need to implement alternative programs in education field to promote jobs in developing societies.

There are hardly any job opportunities in the job market in developing countries due to the underdevelopment of industries and formal sector job opportunities. The job itself is apprenticeship or the RPL which remain at the grass-root level; whereas TVET programs have focused on curricula of the developed countries like in the industrial sector. A report of CTEVT (2016) claimed that "TVET programs do not match with the required job in the job market" (p. 21). The education provider institutions of developing countries need to focus on self-employment rather than the structured or donor driven courses. They could even focus on diversified courses rather than unitary one. For that they need to go to the local areas and need to promote the RPL and traditional apprenticeship (Rood, 2014). In developing countries the earning of self-employed is much higher than the wage earners. It indicates that developing countries need to turn back to local level to make their citizens self-dependent. CTEVT (2016) report further proves that the health sector employee have got least salary in comparison to the engineering, agriculture, and small and medium enterprises (SMEs).

Hence we find poor/no connection of the labour market demand and production of educational institutions. As a result the country remains underdeveloped as they can't utilize education with adequate policies. Likewise, poor and disadvantages remain back "due to low level of education, geographical distance, lack of information, and poverty" (Lamichhane, 2013). Most of the youths remain jobless due to ineffective educational plans and policies. There is no such concrete plan from government side in the developing countries so it always remains like a wind-castle for these nations. However, TVET programs are important for the development countries because of the following reasons: i) TVET provides education and learning opportunities to everyone, ii) TVET contributes in economic development through skilled human resources and iii) TVET facilitates to overcome social exclusion resulted due to societal inequality (Bhandari, 2013). TVET is thus the foundation of all economic developments and it also ensures equality of all people in the society making them employed.

Developing countries can't make it systematic rather they have been searching a solution with magical wand than from plans and policies.

Localization of TVET can be a better solution which is also cost effective and market exempted investment of the government. To have such opportunities the government can delegate rights to the local level governments to manage it (Renold & Caves, 2017). The challenges of developing countries are either more or less same in many countries. Sharma (2013) has pointed out some challenges of these countries as "inadequate public fund, lack of competent trainers, inadequate ICT infrastructure, inadequate system capacity in terms of planning among others" (p. 37). The better solution is to develop self-employment and development of SMEs at the local areas with the utilization of local resources. Finally, education programs also need to address the need of local people and to utilize local resources, knowledge and technologies. After analyzing the above conditions, it would be better to analyze the rationale of localization of TVET which is going in the next topic.

### **Rationale of Localization**

Developing countries have been running in development path with the help of local informal economy. They couldn't cash the informal sector so they have been left behind in development. TVET stands as a better solution making local economy effective creating various job opportunities. Localization of TVET programs can address the diversity of the nation that is different from place to place. Local sites have been operating with informal employment conditions which have included all sorts of remunerative work that are going with traditional concept. Instead it is difficult to institutionalize all the vocational courses in developing countries due to its diversity. People have been practicing traditional knowledge and crafts since time immemorial so they have been habituated to do so as common phenomena. Ghimire (2013) suggested local government and community groups to "be encouraged to establish community technical schools, where local needy youths get chance of training in own communities at low cost" (p. 111). According to the suggestions, if we could mobilize local resources, there was ample chance of development of local territory. Thus we need to encourage local authorities to conduct such programs so that local people would get optimum benefit from it.

Only the natural resources which we can find in local areas can't contribute for the development of these countries. We need skilled manpower to mobilize such resources to make it commercial. Vocational education has focused on the development of human resources which is the one and only factor to produce such manpower. However, it has been incomplete all the time "due to mismatch of vocational subjects with local needs and culture, lack of trained teachers, lack of tools and equipment, lack of managerial capacities etc." (Neupane, 2013, p. 105). Thus the developing nations have inconsistent job opportunities in their countries. The formal sectors have several lacks as they can't cater according to the need and aspiration of the workers. We need to invent better solution for the youths who want to engage in jobs. The solution is to promote local job opportunities in which traditional apprenticeships or RPL to be made popular/commercial among them.

The developed countries have a system of vocational education which they have employed in their industries. They have good planning of human resources so that they can provide job to all the graduates. Mostly they have been practicing on-the-job training in their corporate houses and farms. However, in developing countries, there is no organized or formal sector of job provider. Thus, people need to recognize the opportunities in their own local areas so that they can be self-employed and independent. The problem is that people would get opportunities from informal sources so they don't take it as job because of misunderstanding about that. Rather they have considered it as god-gifted skills that have no use at all in the global context. The developing nations have such lack in their educational system that makes the youths unable to recognize the opportunities. The tragedy is that vocational centers in developing countries have trained their citizens using foreign curriculum and styles so it has been detached from local context (Sharma, 2013).

Thus there is a need to invigorate local context and need for the developing societies rather than the stale/package subject matter of developed countries. So developing countries have been lacking "to track such traditional occupational based learning" (Parajuli, 2013, p. 61). In this matter, developing countries have been left behind as they couldn't smell their own fragrance like the musk deer. Educated or skilled workers have earned much more in comparison to the uneducated or unskilled one. Educated worker can assimilate in a new environment easily or s/he has been equipped with soft and hard skills together. The one size fit all approach of TVET programs in developing countries has kept them in a trap from practicing their diversified knowledge. Certainly, people have done something skillfully what they have been experiencing time and again in their life. Local knowledge and skills have fallen under such circumstances that are needed to promote at local level to upgrade their life. When we can't value local resources, the "women, poor, rural dwellers, indigenous people, members of religious and cultural minorities ... have also often remained excluded" (Tikly, 2013, p. 30). Most of the developing countries have comprised such citizens so that they need to adopt localization without any question.

TVET is only an option for the government which desires to develop its economy by engaging all the people. However, the developing governments have taken it in 'an abstract level' or they have lip-pretention

only (Winch, 2013). They don't put them into practice because of the political and structural problem of their countries. Thus developing nations have taken formal education as their priority as it has been imperative to achieve literacy rate in the country. They can't think beyond it due to budget constrain and lack of adequate policies. Hence the citizens enter into labour market either unskilled or semi-skilled depends on personal effort of them. As there are no formal institutions of TVET providers or the industries, people have learnt it according to their need or interest. As a corollary, 72% of TVET graduates remain jobless in Nepal, a South Asian country, as they don't have job market (CTEVT, 2016).

Learners have been suffering from various problems like lack of trained teachers, excessive cost of training, no job guarantee, distance of TVET institutions, and so on in developing countries. Floods of youths of developing countries have been fleeing for good job opportunities towards developed countries (Lamsal, 2013). The governments have been unable to engage them in their own areas so the flow is increasing day by day. On the other hand, the interest of people is decreasing day by day to work in their fields. It indicates that either the course can't address the need of learner or it isn't being qualitative (CTEVT, 2016). Hence there is a need to promote RPL with certification of those learners, neither the programs should address the diversity of the locale. Unless we can't address the diversity of locale, we can't ensure job opportunity to them in their own areas. The one size fit all curricula can produce more graduates but jobless like in formal education. The tragedy of developing countries is that they have been teaching old and un-contextual curricula which has been framed by the donor agencies. Unless there is no help of donor agencies or countries they can't change the course (Parajuli, 2013). In this way, they have remained dependent to those donors or countries so it is difficult to achieve goal of TVET programs.

There are various obstacles which could occur when developing countries have followed others' styles and techniques. They need to promote their own knowledge and technologies which is typical and suit to their context. Hence, a reformed TVET program can address the importance of these countries and they can progress rapidly in on time. When trainees can't get training with modern facilities that manpower can't compete in the global field (Lamichhane, 2013). It needs both investment and change in curriculum which is impossible in the developing countries soon. We need to find out an alternative solution which can make them sustain first then they can go for global challenge.

In this way, TVET in developing countries has been characterized as "low enrolment, high drop-outs, poor-quality of teachers, and inequitable access for women and rural populations, and limited private sector involvement" (Jha, 2013, p. 23). It needs to be improved soon; for that, we need to relate suitable approach to increase investment and production of labour force for the nation which has mobilized local resources with local knowledge and technologies.

## Conclusion

Vocation education is a must in this century to ensure job for the graduates either from formal or informal education. The developing countries have paid attention to the formal education only which is lopsided from the point of employment. It needs to establish new system in education that a learner can easily shift from informal and non-formal to formal education in developing countries. They have ignored the fact that non-formal education has direct connection to the job market and income generation. The developing countries have lacked such opportunities as they can't focus their attention on informal sector. Traditional apprenticeship and RPL have much more valuable for these countries. TEVT programs need to focus on such traditional knowledge and technologies which will promote local economy and their expertise. The focus of developing countries is concentrated only on the promotion of literacy so they focus on primary education only. It doesn't offer solution to them unless they can't establish TVET programs/institutions in their localities. While establishing these institutions they need to pay attention towards quality and effectiveness of the programs.

These countries have been lacking such concept due to constrain of budget, experts, infrastructures and so on. It is imperative to connect the world of work and education institutions. The developing countries have lacked formal employment provider institutions so they need to establish vocational centers focusing on the local areas. They also need to establish them for the promotion of indigenous knowledge and technologies. The government officials, donor agencies, and people have been yelling for practical-based education ignoring the reality that lies at local areas. As a corollary, TVET produced manpower also remains jobless like the formal educational production due to an inadequate linkage between employer and educational institutions. This article tries to introduce the solution for the underdeveloped formal sector and ignored non-formal and informal educational institutions of developing nations. The problem of unemployment arises either the curriculum of TVET is not need-based or there is no linkage between education and the world of work.

Unlike the world common practices, developing countries have become supply-driven rather than demand-driven in supplying manpower. It needs prompt management from government side as well as from educational institutions. Better education increases the production of an individual first, then it helps to forward the society, and finally to the nation. Education is a long term process so the governments needn't be hesitated to invest in

this sector. TVET has got less attention in developing countries so people have remained unemployed and the countries also pushed back in development. The localization of TVET would help to bring the deprived communities or people also into the main stream of development increasing the accessibility and affordability of them at local areas.

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