



# Knowledge Management and Knowledge Networking Initiatives: National Seminar on Quality TVET for Green and Sustainable Economy



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## 'Synopsis of Proceedings Report'

### Introduction

On December 11, 2015, Council for Technical Education and Vocational Training (CTEVT) organized a National Seminar on "Quality TVET for Green and Sustainable Economy" involving planners, policymakers, TVET experts and practitioners as part of institutionalization of Knowledge Management and Knowledge Networking (KMKN) initiatives. The seminar was attended by key TVET personnel from line ministries, CTEVT, and the private sector.<sup>1</sup> Technical and financial support was provided by Support to Knowledge and Lifelong Learning Skills (SKILLS) programme.

### Objectives:

The objectives of the seminar were to:

- i) Share experiences and strengthen monitoring system of TVET programs;
- ii) Promote constructive dialogue amongst policy makers, TVET planners and practitioners;
- iii) Enhance awareness and promote the quality of TVET Programs and services in Nepal;
- iv) Create awareness among stakeholders on Greening TVET for sustainable development;
- v) Identify major problems, challenges and appropriate solutions to the issues of monitoring and quality assurance of TVET programmes and services.

### Seminar Proceedings

**Inaugural Session:** In the inaugural session, speakers underscored the importance and priority of TVET sector for bolstering productivity and

<sup>1</sup> The seminar was formally inaugurated by the Vice Chairman of CTEVT and Secretary of the Ministry of Education (MoE), Dr. Kul Bdr. Basnet and Mr. Biswo Prakash Pandit respectively. The then director of Research and Information Division of CTEVT, Mr. Jeevan Chandra Dahal welcomed all the participants and wished for a grand success of the seminar.

economy of the country. The speakers in the opening session suggested that attention be paid to the challenges and lessons learned and document them to enhance the quality of TVET programs in future. The need for streamlining TVET programs to avoid duplications was stressed. In the conclusion of the session, key issues such as establishing Knowledge Management and Knowledge Networking (KMKN) system, revision of the curricula to make them more market-responsive and integrating 'the concept of Green TVET in all TVET programs' were emphasized.

### Technical Sessions (Paper Presentations)

Three papers were presented in this national seminar. The first paper was on "Monitoring and Evaluation System for Enhancing TVET Quality".<sup>2</sup> This presentation pointed out that trade-based courses are often considered inferior to academic courses. The presenter highlighted the need to justify how billions of rupees are invested in the TVET sector of Nepal every year, by 14 different ministries. At present, TVET program duplications are seen as a problem, and therefore, there is a need to map actors to ascertain 'who is doing what'. In essence, the presentation emphasized the need for a strong and robust TVET monitoring and evaluation system in Nepal to track the TVET programs, to avoid duplications and to ensure resources mobilization that are allocated for the TVET development. The government intends to disburse programme based funding to line ministries and training or services providers in TVET so that the resources are utilized efficiently.

The plenary discussion after the presentation raised

<sup>2</sup> The first presentation was delivered by Dr. Hari Lamsal, Joint Secretary of Ministry of Education (MoE).

concerns about the monitoring of TVET activities, TVET staff capacity enhancement, common understanding of the TVET terminologies and effective coordination amongst TVET stakeholders.

The second presentation was on 'Quality Assurance Initiatives in TVET Institutions in Nepal: The Road to Continuous Improvement'. The presenter remarked that 'market is the mirror to evaluate our quality'; and quality enhancement in TVET is possible by working on innovation through integrity, commitment and leadership<sup>3</sup>. The presenter introduced the need for 'input-process-output-outcome-model' against the conventional Input-Process-Output model. In addition, this presentation stressed the need to consider the '3-Cs' (content, context and community) while planning and executing TVET programs, and pointed out to the need for consolidating the efforts by integrating 'people, planning, process and performance' as the key characteristics for the TVET quality assurance mechanism.

The plenary discussion that followed, highlighted issues such as 'reward and punishment system' in terms of performance grades, topping up of salary for high performance and public appreciation of high performing individuals and institutions for better results in the TVET sector, making informed decisions related to the technical vocational education and training providers and programs; and sharing best practices, successes and innovations in the TVET sector.

The third presentation on "Green TVET: An Emerging Need" stated, that the skills used in minimizing resource use include recycling, using environment-friendly products, protecting the environment and reducing greenhouse effects as green skills. The presenter appealed to all TVET actors to think about 'Green TVET' while designing and implementing TVET programs; incorporating 'green concept' in curricula as stand-alone specific sessions or standard module, implementing those curricula and promoting the practice of 'green

environment' in all TVET institutions in Nepal. The presenter also reiterated the fact that 'Green Environment Provision' is incorporated in other policies of Nepal such as the Industrial Policy-2011, Hydro-Power Policy,-2001, the Tourism Policy-2009 and many other relevant policies.

The plenary discussions that followed the presentation endorsed the idea of 'Green TVET' unanimously. The plenary discussions also underscored the need for integrating the Green TVET concept from the lower grades i.e. primary level to upper grades of education.

Addressing the issue of 'incorporation of green concept into the school curriculum', the presenter pointed out the need for enhancing knowledge and skills required for 'Green TVET' to be included in curricula without further delay.

## Conclusion and Recommendations

Summing-up of the national seminar emphasized the need for 'strategic planning' initiating efforts for green TVET for sustainable development. The seminar put forward recommendations that policy coordination committee (PCC) be made active to enhance TVET quality by means of organizing and supervising regular monitoring and evaluation of the TVET programs institutionally. Further recommendations were that CTEVT should be responsible to initiate coordination amongst TVET stakeholders and institutionalize Knowledge Management and Knowledge Networking (KMKN) initiative. Every quarter a workshop should be organized to hold policy-level discussions and share experience gained in the sector. A central level data-base system should be established at the MoE and CTEVT and all the concerned stakeholders should be given baseline information. This national TVET MIS database would become a foundation for strategic decisions by the government and also a source for knowledge management in the TVET sector. The curriculum division of CTEVT should be mindful to address the market needs while designing curricula with involvement of the related stakeholders including the private sector. A national level seminar should be organized to discuss major problems, challenges, opportunities and to share good practices at least twice a year.

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<sup>3</sup>The second presentation was delivered by Dr. Pramod Bhakta Shrestha (a free-lance TVET expert).

The third presentation on 'Greening TVET': An Emerging Need' was delivered by Dr. Ramhari Lamichhane, Member Secretary of CTEVT.