

CPSC-DEAN Nepal Webinar

TOPIC:	TVET Education in the Context of COVID-19
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DATE AND TIME:	2 September 2020 8:00 AM Nepal Standard Time and 10:15 AM Philippine Standard Time
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BACKGROUND

The society is facing an unprecedented crisis due to threats of a global health pandemic. At the beginning of 2020, an unprecedented blow due to COVID-19 has affected the health of hundreds of thousands of people. It continues to claim the lives of people in many parts of the world. Perhaps this is the biggest crisis of the 21st century, with a high number of recorded deaths. As a result, there is a widespread learning crisis due to the school closures in many countries. According to UNESCO Global monitoring of schools closures caused by COVID-19¹ 188 countries are affected by school closures. As a result, 1.54 Billion learners are unable to attend school and learning activities. The scale of impact is also reflected in the TVET sector. With a sudden halt in normal running of technical and vocational schools and training institutions, students, trainees and apprentices, are systematically unable to continue planned learning and training processes.

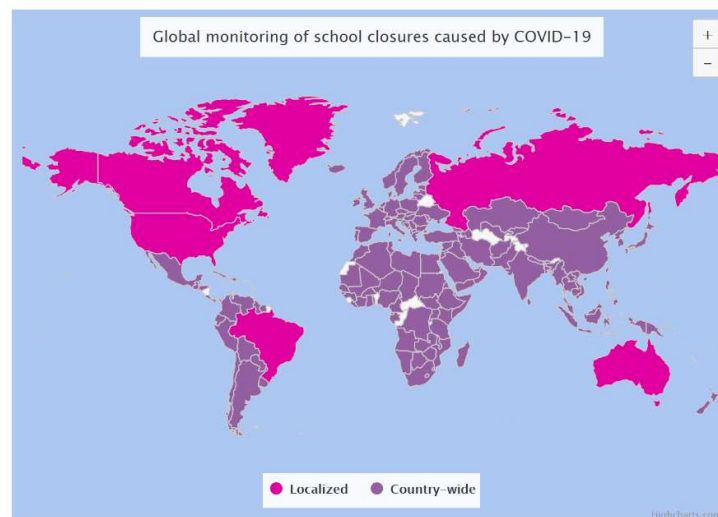


Figure 1. Global monitoring of school closures. Source: UNESCO

In efforts to mitigate the short term and long-term impact of the COVID-19 pandemic, governments have deployed strategies and approaches corresponding the

¹ Consultation as of 29th of March 2020; data is constantly updated as of this writing.

preparedness of countries to tackle the issue in different fronts. For example, efforts are in place to promote self-isolation of people at home, social-distancing, the closing of shared frontiers, the strict observance of sanitary measures, the restriction of some labour activities, accelerated testing, the closing of schools, universities and prevention of social gatherings. All these urgent measures are applied to prevent the worsening of the state of pandemic. However, long-term measures also need to be commenced to manage the serious consequences on the economy, society, culture and education worldwide.

Education and training systems around the globe have started to respond to the situation. Under the circumstances, TVET, an important subset of education and which takes place in secondary, post-secondary and tertiary levels, including work-based learning, continuing training and professional development², cannot be a silent spectator. The essence of how TVET can play an important role in the time of crisis, is discussed in this paper.

How TVET institutions are responding to the crisis

Broadly speaking, the response of education and training systems to the crisis carries two levels of responsibility. The first one acts upon the urgency of the situation (emergency) to avert the occurrence of more serious crisis, with immediate negative effects such as learning interruption that can delay education targets, and systematic entry to the next level of learning or the labour market. The second one acts upon the situation with some stability evidenced in the way temporary measures are working and there are more long-term solutions in sight to be developed, to mitigate the far-reaching impact of the crisis. Either way, systems are expected to reach a level of stability with the employed measures, whether they are temporary or long-term to appreciate if the right solutions are meant to stay in place for a long time. In the context of varied developmental structure with specific economic, social and cultural characteristics, the degree of response of institutions is a reflection of their ability to discern the urgency and stability of approach, capacity, the readiness of systems and institutional actors, and availability of resources that suit emergency situations.

² UNESCO (2015). Recommendation concerning TVET.

FOCUS:

1. How to bridge the ongoing interruptions of learning due to the closure of schools
2. How to prepare for mindset changes in the post COVID-19 recovery
3. How Vocational Excellence approaches are validated even in the time of COVID-19?

PRESENTATIONS

- TVET in the Context of COVID 19 in Nepal
- Distance Learning during COVID-19 with Experiences of Pakistan

TARGET PARTICIPANTS/AUDIENCE AND REGISTRATION:

- DEAN Nepal's network

EXPECTED DATE AND TIME

- Tentative date is Wednesday, September 2, 2020 (1.5) hour max. session through Zoom virtual meeting room

WEBINAR SETUP

- Speakers: Dr. Ramhari Lamichhani, Director General, CPSC
Engr. Abdul Ghani Rajput
- Format for the webinar: Presentation followed by questions and answers
- Duration: max 1.5 hours each presentation
- Technology: Google Hangouts Meet App

Webinar Supervisor



Dr. Ramhari Lamichhane is the first Nepali and the 11th Director General of CPSC. He is also the concurrent President of Asia Pacific Accreditation and Certification Commission (APACC).

He has 30 years of experience in TVET starting as an instructor up to becoming the CEO of Council for Technical Education and Vocational Training (CTEVT) in Nepal. He served as Project Manager in ADB projects and Program Coordinator in Swiss Development Cooperation (SDC) funded projects. He was a key member in formulating the TVET Policy of Nepal in 2007 and 2012.

He is a dynamic leader, certified project assessor, strategic planner, experienced project manager, TVET Institution Quality Assessor, TVET Expert, and a seasoned manager, attested by the awards received such as the Prabal Gorkha Dakshin Bahu IV from the Late King Birendra Bira Bikram Shah Dev and Global Educational Leadership Award by the World Education Congress; scholarship from Ryutaro Hashimoto Foundation, Japan; and Humphrey Fellowship from Fulbright Foundation, USA.

He has presented papers in a number of international conferences and meetings on TVET. He has authored and co-authored publications on TVET in various thematic areas - accessibility, greening, entrepreneurship, financing, equality, and image building. Dr. Lamichhane earned his PhD and MPhil in Education Leadership from Kathmandu University in Nepal. He has a degree in Educational Administration, Planning and Policy from Peabody College/Vanderbilt University, Tennessee, USA.

Resource Speaker



Engr. Abdul Ghani Rajput is currently working as a Faculty Specialist in CPSC. He is an experienced and visionary TVET expert with more than 12 years diversified experience in implementing TVET/HRD policies, vocational qualification framework, capacity development of TVET trainers, research in TVET and implementation of skills development plans with local and international organizations. He is a board member of Asia Academic Society for Vocational Education and Training (AASVET). He is a certified international APACC accreditor. He is a certified Competency-Based Training and Assessment

Trainer and Vocational Counselor. His expertise include Capacity Development of TVET Stakeholders, Employers Engagement, TVET research and Project Management. He published the first ever training manual on Industrial Revolution 4.0 for the TVET sector to build the capacity of TVET stakeholders. He has worked with various local & international organizations including ILO, World Bank, GIZ, British Council, MTC International USA, Skills International and City & Guilds, UK etc.

He has participated and delivered paper presentations in a number of international conferences, meetings, symposia, seminars and workshops on TVET in Asia and Europe region. He has also authored of different books such as Data Processing Assistant, Electronic Technician and IT in TVET published by Urdu Science Board, Pakistan and co-authored about different theme papers on various areas of TVET, such as digitized TVET M&E, Greening TVET, readiness of IR4.0 for TVET, and role of virtual communities in TVET.

Mr. Rajput is a Professional Engineer of Pakistan Engineering Council and earned his MSc in Information System Engineering from the University of Twente, Netherlands (2009-2011). He studied Master of Engineering in Communication Systems Networks from Mehran University of Engineering & Technology, Jamshoro, Pakistan (2005-2007) and his bachelor in Computer System Engineering (1999-2002) from Hamdard University, Karachi Pakistan.

Facilitator



Mr. Sanyog Bhattarai is currently working as a faculty specialist in CPSC. He has started his career with Training Institute for Technical Instruction (TITI)/CTEVT/MoEST, where 12 years was dedicated on research/study on improving technical education and vocational training in Nepal, demand-driven training courses development and implementation.

Under his leadership, 12,163 employment-seeking youths including excluded and vulnerable women of Nepal capacitated in vocational skill development training targeting to provide in-country and/or foreign employment. He has worked under the component of vocational skill development training for EVENT/WBG/MoE (600 trainees), EIG/USAID/Winrock (3000 trainees), SaMi/Helvetas/SDC (1600 trainees), LYDP/WVI (300 trainees), SajhedariBikas/USAID/PACT (348 trainees), CTIP/World Education (15 all-women trainees), Advancing Women Economic Empowerment-AWEE (2,000 trainees) funded by Government of Finland, Future We Want-FWW (300 trainees) funded by Zonta International and Education Joint Programming-Education JP (4,000 trainees) funded by KOICA.

He has managed all phases; career counseling, trainees selection, vocational training, psycho-social counseling, business & entrepreneurship training, linking trainees with financial institutions for loan to start a enterprise, monitoring of on-going training, managing on-the-job training, linking with potential employers, job placement, establishing micro-enterprises, and income verification.

He has provided Training of Trainers (ToT) to 500 plus technical instructors and teachers in Nepal, Bhutan, Albania, Uganda, and India. He has developed courses like active learners' methodology, training of trainers, the use of mini-tiller in commercial farming, as well as pesticide management and application. He has experience in capacity building in different areas; TVET, agriculture, trade & fiscal policy, food security, value-chain, pesticide management, and soft-skills training.