Role of TVET for Social and Economic Development

Ramhari Lamichhane, PhD
Director General, CPSC

16 May 2017
Presentation Outlines

Conceptual Framework

What is Social and Economic Development?

Contribution of TVET for Socio Economic Development

Conclusion

Way Forward
Conceptual Framework

1. Youth wants to study TVET
2. Unemployed Youth
3. Socially Vulnerable Youth

TVET Programs (KSA)

* Innovation in Technology
* Enhanced Competencies for Employment
* Employed
* Change as responsible citizen
* High level of Income
* Create employment as entrepreneur
* Contribute to National economic Development
What is Social Development?

• Providing opportunity to every individual to reach their full potential.
• Investing in people.
• Removing of barriers so that all citizens can journey toward their dreams with confidence and dignity.
• Refusing to accept that people who live in poverty will always be poor.
• Helping people so they can move forward on their path to self-sufficiency.
• Improving the well-being of every individual in society.
• Making accountable and responsible to be a member of society.
What is Economic Development?

Economic development usually refers to the adoption of new technologies, transition from agriculture-based to industry-based economy, and general improvement in living standards.

In general, economic development is usually the focus of federal, state, and local governments to improve standard of living through the creation of jobs, the support of innovation and new ideas, the creation of higher wealth, and the creation of an overall better quality of life.
What is Economic Development?

Economic development often is categorized into the following three major areas:

1. **Governments working on big economic objectives** such as creating jobs or growing an economy. These initiatives can be accomplished through written laws, industries' regulations, and tax incentives or collections.

2. **Programs that provide infrastructure and services** such as bigger highways, community parks, new school programs and facilities, public libraries or swimming pools, new hospitals, and crime prevention initiatives.

3. **Job creation and business retention** through workforce development programs to help people get the needed skills and education they need. This also includes small business development programs that are geared to help entrepreneurs get financing or network with other small businesses.
Elements of Socio-Economic Development

**Social Indicators**
1. Employment
2. Economic Growth
3. Education
4. Quality of Life
   - Living standard
   - Happiness
   - Facilities for all types of citizen
   - Social protection

**Economic Indicators**
1. GDP and GNP Per Capita
2. Manufacturing
   Productivity
3. Physical Quality of Life
   Index (life expectancy at birth, infant mortality rate and literacy rate of a country)
4. Human Development
   Index (Life Expectancy, education, GNI Per Capita)
TVET Contribution to Socio-Economic Development

1. Balancing curriculum for 3 domains of Learning
2. Providing competencies based on market demand
3. Focusing on productivity and entrepreneurship
4. Providing education opportunities to the all segments of people
5. Working as a master key to reduce poverty
Balancing Curriculum for 3 Domains of Learning

Cognitive (Knowledge): Understand, remember, Analyze etc

Psychomotor (Skills): perform, Demonstrate, make, fix, apply etc.

Affective (Social or Soft Skills): Obey, respect, maintain, follow, attend, cooperate etc
Providing competencies based on market demand
Focusing on Productivity and Entrepreneurship

Knowledge + Skills + Attitude = Entrepreneurial Competencies = Enterprise
Providing Education Opportunities to the All Segments of People

- Tertiary Level (Professional)
- College Level (Advanced Diploma, B-Tech)
- School Level (Diploma)
- Out of School Youth (Vocational skills Trainings)
Working as a Master Key to Reduce Poverty

Empower through Competencies

Enhance Employment Opportunities

Ensure High Quality of Living Standard

Reduce Poverty
Role of TVET for Sustainable Future

Greening TVET Dimensions

**Green Campus**
- Managing Campus
  - Energy Mng’t
  - Water Mng’t
  - Waste Mng’t
  - Pollution Control
  - Reduce, Reduce Recycle,

**Green Curriculum**
- Offering Courses
  - Green Technology
  - Clean Technology
  - Green Jobs
  - ESD Program

**Green Community**
- Adapting Community
  - Capacity Building
  - Renewable Tech
  - Resource Support
  - Unique Practices

**Green Research**
- Fostering Research
  - Renewable Energy
  - Water Treatment
  - Green Innovations
  - Waste Recycling

**Green Culture**
- Promoting Culture
  - Green Values
  - Green Attitude
  - Green Ethics
  - Green Practices
GDP Nominal (Source: IMF, 2016)

<table>
<thead>
<tr>
<th>Country</th>
<th>GDP Nominal (Billions of $)</th>
<th>Share</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>18,561.934</td>
<td>24.7</td>
<td>1</td>
</tr>
<tr>
<td>China</td>
<td>11,391.619</td>
<td>15.1</td>
<td>2</td>
</tr>
<tr>
<td>Japan</td>
<td>4,730.300</td>
<td>6.29</td>
<td>3</td>
</tr>
<tr>
<td>Germany</td>
<td>3,494.898</td>
<td>4.65</td>
<td>4</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>2,649.893</td>
<td>3.52</td>
<td>5</td>
</tr>
<tr>
<td>France</td>
<td>2,488.284</td>
<td>3.31</td>
<td>6</td>
</tr>
<tr>
<td>India</td>
<td>2,250.987</td>
<td>2.99</td>
<td>7</td>
</tr>
<tr>
<td>Italy</td>
<td>1,852.499</td>
<td>2.46</td>
<td>8</td>
</tr>
<tr>
<td>Brazil</td>
<td>1,769.601</td>
<td>2.35</td>
<td>9</td>
</tr>
<tr>
<td>Canada</td>
<td>1,532.343</td>
<td>2.04</td>
<td>10</td>
</tr>
<tr>
<td>Korea</td>
<td>1,404.383</td>
<td>1.87</td>
<td>11</td>
</tr>
</tbody>
</table>
### List of Countries GDP Per Capita (Source: IMF, 2015)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Luxembourg</td>
<td>101,994</td>
</tr>
<tr>
<td>2</td>
<td>Switzerland</td>
<td>80,603</td>
</tr>
<tr>
<td>3</td>
<td>Norway</td>
<td>74,598</td>
</tr>
<tr>
<td>4</td>
<td>Qatar</td>
<td>68,940</td>
</tr>
<tr>
<td>5</td>
<td>Ireland</td>
<td>61,206</td>
</tr>
<tr>
<td>6</td>
<td>United States</td>
<td>56,084</td>
</tr>
<tr>
<td>7</td>
<td>Singapore</td>
<td>52,888</td>
</tr>
<tr>
<td>8</td>
<td>Denmark</td>
<td>52,139</td>
</tr>
<tr>
<td>9</td>
<td>Australia</td>
<td>51,181</td>
</tr>
<tr>
<td>10</td>
<td>Iceland</td>
<td>50,277</td>
</tr>
</tbody>
</table>
### Countries with High Ranked HDI (UNDP, 2016)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country</th>
<th>HDI 2015 estimates for 2014</th>
<th>Change from previous year</th>
<th>HDI 2014 estimates for 2014</th>
<th>Change in rank from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Norway</td>
<td>0.944</td>
<td></td>
<td></td>
<td>0.002</td>
</tr>
<tr>
<td>2</td>
<td>Australia</td>
<td>0.935</td>
<td>0.002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Switzerland</td>
<td>0.930</td>
<td>0.002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Denmark</td>
<td>0.923</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Netherlands</td>
<td>0.922</td>
<td>0.002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Germany</td>
<td>0.916</td>
<td>0.001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ireland</td>
<td>0.916</td>
<td>0.004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>United States</td>
<td>0.915</td>
<td>0.002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Canada</td>
<td>0.913</td>
<td>0.001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>New Zealand</td>
<td>0.913</td>
<td>0.002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Singapore</td>
<td>0.912</td>
<td>0.003</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conclusion!

TVET is not only the important path of education. It creates significant milestones in the journey of the life. It empowers to have better dignity in the society and work as a master key to reduce poverty which leads to Socially and Economically Developed Nation.
Way Forward!

- Access, relevance and quality should be the key policy of TVET
- TVET programs should be focused on market demand competencies, innovation and entrepreneurship
- Focus on middle and higher level technicians to work on manufacturing and service sector industries
- Agriculture and forestry based skills need to shift on high tech and value add of the products
- TVET path should be developed as strong as General Education
- Sustainable Financing on TVET for sustainable development
Thank You!