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Asset and Innovation

Inside

Article 1  The internet is an ideal medium for the dispersal of learning content

Article 2  An Asset

Article 3  ARTIFICIAL HAIR WASTE APPAREL

The TVET expert of the Week

Weekly book inside  Developing Skills and Facilitating Success

Write an article in the Lucubrate Magazine
ARTICLE 1  THE INTERNET IS AN IDEAL MEDIUM FOR THE DISPERSAL OF LEARNING CONTENT

By Karl Skaar, Norway, Editor Lucubrate Magazine

The development of online technologies has affected educational practice dramatically and coined a new interest in the vocational and professional education domain. The internet is an asset for the educational system.

Education is the priority areas of the global social evolution

Today the education has become one of the most important indicators and the priority areas of the global social evolution. The human capital formation and human fulfilment for the benefit of individuals and the society implies a special responsibility of the state in constructing of the education system, focused on result orientation and needs satisfaction of the society. The quality of education is one of the most reliable indicators of the future development of any nation (Cem Işık 2011).

The internet and use of eLearning are convenient and ideal for the dispersal of learning content. As such, many learning institutions provide websites, where tutors upload course material including text, images and links to external knowledge sources. E-Learning is the use of telecommunication technology to deliver information for education and training and it is emerging as the new paradigm of modern education. Students can access this learning material and study it at their own pace.

Course work can be submitted to the tutor using email, and likewise students experiencing problems may contact tutors this way.

E-learning gives learning outcome

E-learning initiatives are training or educational initiatives which provide learning material in online repositories, where course interaction and communication and course delivery are technology mediated. As with virtual learning environments, the design of these courses can allow for greater learner control; learners are able to utilize the technology and communication tools to restructure the learning process in terms of timing, delivery, and accessibility. The technology equipment, software, and online access promote integrated, inquiry-based learning, as opposed to isolated learning about technology.

E-Learning is proving that it can meet and exceed the training needs of an ever-changing world. Undeniably, eLearning cuts the costs of travel, facilities, administrative
overhead, duplication of effort, and more importantly, the opportunity cost of people away from the job. More importantly, eLearning delivers organizational knowledge in a high-performance, highly interactive environment. Cem Işık refer to the educational psychologist William Glasser that estimated that we learn (Cem Işık 2011):

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see & hear
- 70% of what we discuss with others
- 80% of what we experience
- 95% of what we teach someone else

Based on Dr. Glasser's scale, the interactivity and involvement in the Distance Learning Providers' Virtual Classroom delivers the highest performance possible—short of making every student a teacher (Cem Işık 2011).

Cem Işık et al. did a study of e-learning in life long education. In the study, they designed what they call the e-Learning environment (Cem Işık 2011).

This is:

1. The lecture room
2. The meeting rooms
3. The library
4. Social interaction
5. Additional system features

This e-learning environment is accessible using internet together with a computer, tablet or smart phone. Let us look more into the different parts of the e-learning environment.

**The lecture room**

The lecture room is at the heart of the e-learning environment; it is in this 3D room that much of the structured learning takes place. The room is designed for use by tutors to address students synchronously in a live lecture or to give online courses.

**The meeting room**

The meeting rooms have been designed to facilitate group meetings and discussions. Facebook or Google Doc can be examples of how this kind of meeting rooms are designed. They allow students to work together on projects and other group tasks. To this end, these rooms are equipped with similar features to those found in the lecture room. A presentation board and video board are available for students to upload their own files for others to see and discuss. When a student wishes to speak with others in the meeting room, they can use the text-chat or audio chat facilities discussed previously. One of the main differences between the meeting rooms and the lecture room is the level of restrictions which apply.
**The library**

Obtaining the learning material is achieved in a natural and intuitive way through a virtual library. The library contains a bookcase and a number of desks. When a tutor uploads notes to the system, they are automatically represented by a book on the library shelf. Students can then enter the library and browse the catalogue of lecture notes available. When a student clicks on a book, the notes associated with that particular book are placed on the nearest free table.

**Social interaction**

One of the most important elements of learning which is absent from a traditional text based learning system is social interaction with other students. Again Facebook or Instagram can be examples of media where students can interact and address this by dedicating areas of the environment to the social needs of students.

**Additional system features**

Students and tutors can submit announcements and notices via an external webpage. These are then presented on boards in the 3D environment for all to browse. As there are a number of rooms with various features and attributes, it may be difficult for novice users to understand how to utilize them. The students can use many different rooms depending on what they are working on.
Computer-assisted instruction is effective

The study of Cem Işık et al. showed a significant difference between the control and experimental groups. The computer-assisted instruction could have an effect on the speed of learning and on learners’ listening comprehension skills. In traditional classrooms, students just listen to a passage or a dialogue for one or two times and they cannot concentrate on the listening instruction because of the environment or other students or the material. However, with the help of computers, a learner could practice as much as he could. Students in experimental group devoted much more time to the listening instruction while studying the material. This might be an explanation for the difference between two groups.

Consequently, we can say that computer-assisted instruction is more useful if we look both from the point of the learner and from the point of success. We can see the effect of computer-assisted language learning on learners’ listening comprehension abilities. The results revealed that learner computer anxiety, instructor attitude toward e-Learning, e-Learning course flexibility, e-Learning course quality, perceived usefulness, perceived ease of use, and diversity in assessments are the critical factors affecting learners’ perceived satisfaction (Cem Işık 2011).

Using e-learning for skilled workers

In particular, the objective developing adult and continuing vocational education can benefit from the delivery of training content by digital means, in other words through eLearning products of good quality, especially for teachers and teacher trainers.

Result-oriented qualitative education, i.e. training of skilled workers of the appropriate level and profile, competitive in the labour market, competent, responsible, mastering their professions and well-oriented in the allied areas, able to work effectively in the specialty, ready for continuous professional growth, having social and professional mobility and satisfying the needs of a person in receiving the appropriate education.

The use of technical media of teaching in the process of training skilled workers and mid-level professionals is of paramount importance, since without them, it is impossible to master the general and professional knowledge and to form effectively their practical skills and abilities. That is why the solution to the problem of effective use of the technical media of teaching is one of the urgent tasks of professional pedagogy (Masuma 2018).

E-learning in vocational education and long life learning

In short, educational issues as well as economic issues are placing ICT in education and training as one of the main levers for the enhancement of the professional conditions of people and countries, so that the design of virtual learning environments becomes one of the key aspects of the success, but also the failure, of vocational education and lifelong learning. Of course, research does not claim to offer a single solution to this complex problem. Nevertheless, if respective professionals intend to increase both quality and observable effects on the knowledge acquisition and competence development, the wide adoption of ICT in vocational training and professional learning together with new tool may lead to the adequacy of human resources with social demands. Such
understanding is the starting point for both the operationalization of generic methods and the subsequent designing of respective virtual learning environments (Köhler 2018).

Teachers’ experiences of using blended learning in vocational education in Australia is positive. The teachers answered open-ended questionnaires to describe their conceptions of blended learning and their approaches to teaching and design for blended learning environments. Their descriptions illustrate a relatively wide spectrum of ideas about the nature of blended learning, suggesting that teachers tend to have qualitatively different conceptions about blended learning, and tend to adopt qualitatively different approaches to both teaching and design for blended learning (Bliuc 2012).

The training of teachers of vocational education remains the complicated academic and research challenge consisting of the humanitarian, social, psychological and pedagogical, industrial (business skills) and general engineering (in one of the narrow profiles) components. Each component is a separate issue of the relevant sciences. An integrative structure of the activity of a teacher of vocational education questions a priority component (engineering or pedagogical), both in the activity and in the training of engineering and teaching staff (Udartseva 2018).

We may all be the teachers and the students

The basis of established teaching forms is a particular social organization. The vocational or general school class, which is an especially designed large social group (as well as a spatial configuration), is typical for the school, or even constituting it, in addition to the division of roles between pupils and teachers. In line with the so-called small or working group, the school class is a social entity that operates on a face-to-face basis and is stable in regulation over a period of many years. This small group also differs from a project group. In some instances, even in higher school years, project groups are often found in class form alongside the regular groups (Köhler 2018).
Almost everyone can in fact produce online content. So what happens? Educational materials, learning and knowledge objects, as well as various other content, can be produced and published by anyone who has some interest in it. Any potential interested person can also access these objects, insofar as the insights and interests of each individual can be shared with any other person! Learning is possible without teaching materials (e.g. textbooks) usually provided by a teacher or produced by a small group of selected experts only (e.g. instructional specialists or subject authors). Especially new online platforms such as Wikipedia, YouTube, Facebook or BLOGs lead to a change of the possibilities of use from the front desk to the production. While traditional mass media technologies such as press, radio, television and production are in the hands of a few specially qualified specialists, the picture is already changing with the introduction of the Internet (Köhler 2018).

### New learning environment and virtual learning communities

What happens when this strict localization is dissolved and online communities are formed? It can be observed that these are superimposed with classical learning communities, both temporally and spatially. This is surprising because it can be assumed that online communication is less useful than individual face-to-face communication. However, this is obviously not applicable, as is shown by the widespread use of WhatsApp or Facebook-supported small groups. Also typical for an online community is the lack of limitation on the number of members when spatial barriers are eliminated. This increased number of members is also necessary because the invisibility of the other members (or learners) creates an uncertainty as to whether other persons are actually to be found, and only a significantly larger number of mostly several hundred members lead to a sufficient intensity of the exchange (Cheshire 2008).

Typical examples of these online forms of community in education are virtual learning communities where the learners encounter each other in an inverted or flipped classroom, or the communities of practice. For the vocational and professional education context, this matches especially with the need to interlink the workplace with the educational context (Köhler 2018)

### The internet as a tool for dispersal of knowledge

The development of online technologies make changes in the educational practice both in the vocational and professional education. The e-learning creates new possibilities and gives higher learning outcome. The internet is an asset for the educational system and gives opportunities for greater social fora and virtual learning communities.

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Just keep that at the back of your mind that we will revisit down the road. So returning to what we suggested earlier, what you have and what you use in the business ought to be classified as an asset.

Revised framework

Just a week or two ago, the IASB issued a revised framework, certainly interesting timing.

I quote:

“The new Conceptual Framework emphasizes that investors need information about both:

- financial performance—income and expenses; and
- financial position—assets, liabilities and equity.

It also gives guidance on reporting financial performance.”

You may recall from article 2, last week (Lucubrate Magazine, Issue 20), that we discussed the importance of the framework from the point of view of an investor having comparable information across different entities. Let’s continue our discussion.
We ended with these two concepts:

1. faithful representation (neutral and free from error)
2. relevance (supports economically sound decisions and due diligence free of misrepresentative data)

One important concept we didn’t mention was “substance over form”. Let’s put this in a more understandable and less technical perspective. Too many concepts to understand here but don’t worry they’ll become very clear.

**Substance Over Form**

Consider someone that went into business as a real estate broker, but better than an accountant right, but now needs to prepare financial statements. Unfortunately everybody has to pay corporate income taxes, well partially true. In order to file taxes they need to have a set of financial statements and using that information they complete and fill in the tax forms.

So far so good.

But this real estate broker is definitely not an accountant and has hired a bookkeeper to keep the records, the documenting of all transactions using debits and credits (remember article 1), the language of accounting, seriously. But both are struggling how to begin compiling these financial statements. Additionally to complicate matters even further our bookkeeper was not too clear on how to record certain transactions. Our bookkeeper using a basic accounting software program used the provided chart of accounts as a very rough guide and made quite a few guesses which we now have to correct. To walk through this let’s step backwards to when our real estate broker first went into business. Back then everything was exciting and new and looking forward to high commission rates. But then came the reality of running a business.
The Big Five in Accounting

Needing money to start the business, our real estate broker approached his relatively wealthy family and got them to invest or rather give our broker friend $100,000. Sounds pretty simple correct but first we need to consider some definitions. Our bookkeeper friend incorrectly reported this as a liability thinking the family wanted to be paid back.

To understand accounting you do unfortunately, sorry, have to thoroughly understand these five categories:

1. assets
2. liabilities
3. capital
4. income
5. expenses

Let’s consider what is an asset. That $100,000 was initially placed in the bank account, absolutely correctly. But to start a business as a real estate broker you need an office, fully furnished, in addition to office equipment such as laptops, printers, photocopying machines etc. Remember every entrepreneurial business in order to attract clients must act and look like they are serious and professional. Oh and let’s not forget the kitchen in order to provide coffee and other things to a prospective client. Our bookkeeper can multi-task here!!

Everything Purchased is an Asset

So how do we figure out what is an asset. Very simply look around and everything that was purchased or being used in the office technically is an asset (excluding stationery items) or it is effectively functioning as an asset. Looking back you remember we referenced the concept of ‘substance over form’. Let’s say that you leased the photocopying machine and you have been using it say for 2-3 years. Legally, one could say, it is not an asset because we don’t technically own it. However substance over form dictates an alternative reality. IFRS 16, requires recognition as an asset offset by a corresponding liability. But, and a very big ‘but’ here, let’s not get too far ahead of ourselves. Just keep that at the back of your mind that we will revisit down the road.

So returning to what we suggested earlier, what you have and what you use in the business ought to be classified as an asset. To be a real estate broker you must have a high quality automobile such as an SUV. Our real estate broker used part of the $100,000 to buy such a car one very respectable for clients. And of course it is an asset. We all know that as cars age, maintenance costs increase and the car body starts to deteriorate. In accounting terminology, we refer to such a decline in value or functionality as depreciation or sometimes referred to as amortization (accountants love to use this terminology). We are effectively writing off or expensing the asset, i.e. the car, over say a five-year period.
An expense

This brings us to the definition of what is an expense. All monies incurred and spent to run the business are expenses of which some are current, as in recent cash flow (over the current 12 month period), and some are non-cash as in depreciation.

The Current 12 Month Period

Okay now I can see some of you looking to read another article, but please stay as he gets a lot more exciting. Sometimes, just to totally confuse you, we buy something that will be used up over a 12 month period, perhaps even 2 to 3 years. Okay now I know I lost you, hopefully not. These type of expenses that will be used up eventually are classified as prepaid and an asset and expensed over, say as an example, a 2 to 3 year period. If you’re still awake you may have noticed that I referenced ‘the current 12 month period’. Let’s say your 12 month period runs from January 1 to December 31, 2018. Anything you spend and used up during this period is considered current. Let’s say you buy a subscription for an 18 month period on January 1. Of that subscription, 12 months, is current but the other six months is considered prepaid and an asset.

To be continued.
ARTICLE 3  ARTIFICIAL HAIR WASTE APPAREL

By Grace Titi Otieno, Kenya, Acting Dean of Students at Ramogi Institute of Advanced Technology

Reuse, recycling and reduction of artificial hair wastes through creation of new products. The idea is to create sustainable production and consumption, reduction of waste generation, through prevention, reduction, recycling and reuse.

From Hair to Wear

Artificial hair waste apparel is an innovation project of a staff and two students in Fashion Design Department from Ramogi Institute of Advanced Technology. The Innovation was the third winning in its category at the National TVET fair 2018. It is in the process of being patented. The innovators intend to look for funds and start small scale industries that can manufacturer products from these hair wastes.

Ramogi Institute of Advanced Technology
Department of Fashion Design, P.O. Box 1738-40100, Kisumu-Kenya
The innovation was about reuse, recycling and reduction of artificial hair wastes through creation of new products, with a focus on waste management of hair and beauty industry. The Innovation came up with different designs of apparel products that utilize used and disposed artificial hairs. These products were obtained by combining scientific methods of fibre selection and technologies in apparel production for environmental sustainability.

This innovation is in line with SDGs No. 12 which emphasizes on sustainable production and consumption, targets substantial reduction of waste generation, through prevention, reduction, recycling and reuse. The innovation realized that hair and beauty industry is one of the sectors that generate a lot of wastes. A number of these wastes can be recycled but often they aren’t. Wastes such as human hair have been known for recycling due to its softness and versality. Other studies have established that human hair have been used in Fashion, Theatre, and Cosmetics Industry, Agriculture, Composite Materials, Pollution Control and Remediation.

However, possible uses of artificial hair gathered from local salons have not been explored nor considered useful. Artificial hair has been considered useless in most societies and therefore found in Municipal waste streams in almost all cities and towns of the world. In rural areas these artificial waste are commonly burnt away. Waste management or waste disposals are all the activities and actions required to manage waste from its inception to its final disposal.

Waste management practices vary among countries, regions and sectors. Efficient and environmentally safe utilization of wastes requires identification of appropriate uses and technologies that could be adopted according to the kind of waste. This innovation has therefore developed products which utilizes these hair waste materials as resources. This innovation has come up with articles that can reduce waste as well as have economic contribution in the apparel industry. It is noted that any product, which is made, used or disposed of in a way that significantly reduces the harm it would otherwise cause to the environment, could be considered as eco-friendly product.

**From Waste to Recycling Material**

Artificial hairs popularly known as weaves or piece have widely been used in Kenya. The extent of use is so high that a lot of waste is generated. Waste has been defined as any product or substance that has no further use or value for the person or organization that owns it, and which is, or will be, discarded. However, what may be discarded by one party may be a potential reusable resource for others (Wikipedia, 2014).

With the growing world population, industrialization and globalization there have been increased quantity and quality of goods that are produced and moved around the world mainly through trade. This has led to an increased generation of waste which is discarded with no real attachment or need for repair. Muniafu, and Otiato, (2010), have noted that fibre such as synthetics in living life cycles is potentially hazardous when released from consumer products into the environment.

In developed countries, apparel products such as clothes that are derived from artificial fibres are collected as second hand goods. This is an initiative that serves both for disposal and recycling even though the apparel goods are transported to developing or third world countries mainly as donations or sold to re-sellers for recycling use.
Since these recycling situations have only been employed on clothing items, the innovation therefore found it important that such initiative should be applicable to artificial hair waste, hence making them useful again.

**Environmental Friendly**

The innovation considers recycling of artificial hairs that have been widely used by most women, even though they have remained a major challenge to the environment. This is confirmed so as the frequency of artificial hair use has increased but the ways of disposal have not been addressed. The volumes of wastes resulting from such hair additions constitute high percentages of municipal wastes.

In Kenya, the current disposal methods of recycling are only applicable to textile products such as clothes while artificial hairs are dumped in dumpsites. This is confirmed by Wanyoike (2014), who noted that Kenya do not have proper system of disposing waste. He indicated that his foundation takes clothes which are no longer wanted and redistributes them to people in need. The foundation collects items that are both durable and environmental friendly.

**Entrepreneurship and Second Hand Goods**

Muthini (2014) also noted that in Kenya, many people have found a business in disposing old assets including clothes and other textile products around Nairobi. The store owners in Kenya who buy the second hand goods from Kenyans sell them at a profit after doing some repairs on them. For training institutions, solid waste collected are disposed of in the rubbish pits or collected by the municipality. The use of rubbish pits as disposal sites ranges from simple open pits to some that have enclosures (Gakungu and Gitau 2012). These rubbish pits contain an assortment of wastes from the institutions, homes as well as salons. Hair wastes also originate from the communities in which we
live just like any other waste. The sources include salons and household. Majority of hair waste comes from artificial hairs. Artificial hairs which are no longer suitable for use are thrown away as wastes. Sometimes even not so worn hairs are also discarded as they become unfashionable, or undesirable to the user.

**The Science and Technology of the Innovation**

The artificial hair additions have been in existence and have been used for hairdressing. Used artificial hair is considered a waste material in most parts of the world and its accumulation in waste streams causes many environmental problems. In Kenya most small to medium scale salons owners do burn hair wastes thereby releasing carbon compounds and other toxic gases to the air and this cause air pollution. Other large sized salons dispose hair wastes into dumpsites. Being synthetic products, artificial hair do not easily decompose. There is therefore the need to increase the duration of use of the hair through creation of innovative products. The innovation has come up with products that are designed embedding sustainable considerations in Re-use, Recycling and Reduction (3Rs) of artificial hair wastes. The fibre structures that may be from nylon or other fibres provide a soft smooth texture that allows twisting of the fibre lengths again and again. This makes it possible to develop new patterns in the designs and products.

The products will enable hair dressers to have a safer way of hair waste disposal. This will be a form of recycling which will help in waste disposal that is advantageous to the producer. This will lead to economic growth in the SME’s apparel sector as well as employment creation.

**Sandals and earrings from artificial hair waste**

The products include and not limited to garment trimmings, rope, sandals, pot hanger, costumes, cobweb brushes, earrings, necklace and stuffing of throw cushions.

This Innovation addresses waste management or waste disposal activities and actions that are required to manage waste from its inception to its final disposal. It is noted that waste can take any form that is either solid, liquid or gas and each have different method
of disposal and management. This is because waste management practices vary among countries, regions and sectors. Efficient and environmentally safe utilization of wastes requires identification of appropriate uses and technologies that could be adopted according to the kind of waste.

**The innovation for recycling artificial hair**

The products of the innovation includes but not limited to garment, dancing costume, cobweb brush, sandals, rope and a pot holder. The innovations main focus was on artificial hair piece. It tried to explore a number of apparel products that can be constructed from these artificial hair wastes.

In conclusion, the use of artificial hair recycling will help in the reduction of salon wastes. Recycling of these wastes will allow SMEs manufacturers to readily have access to resources that can be manipulated to produce a variety of apparel products. Recycling approach will serve as a cost reduction opportunity for SMEs and other interested industries in Kenya. The wastes can be used to promote effective waste management systems for sustainable development, since artificial hair wastes are widely being used as hair additives within and outside the country. With a lot of emphasis, artificial hair recycling can improve waste management systems and address challenges in relation to waste disposal as well as prolonging the life span of these products especially with its current expansion in popularity.

**What next when we talk about artificial hair?**

From this work, we can conclude with the following:

- Further investigations to be done to test the durability of various products of 3Rs of human hair waste
- County government to develop collection systems for artificial hair waste and facilitate small and medium small enterprises involved in re-use and recycling
- Kenyan government and county governments to develop a policy for artificial hair waste recycling

**REFERENCES**

Mrs. Grace Titi Otieno, Kenya

Holds a Master of Art and Design (2018). She is a Clothing and Fashion Design specialist, lecturer and practitioner since 1995. She is a specialist in Interior Design. Grace is currently the Acting Dean of Students, and the champion of Open Distance and Flexible Learning at Ramogi Institute of Advanced Technology - Kenya.

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THE TVET EXPERT OF THE WEEK

Ramhari Lamichhane PhD, Nepal

Dr. Ramhari Lamichhane is the first Nepali and the 11th Director General of Colombo Plan Staff College (CPSC). Currently, he is the President of Asia Pacific Accreditation and Certification Commission (APACC). He was appointed by the Governing Board on June 23, 2016. He is a certified project assessor, strategic planner, experienced project manager, TVET Institution Quality Assessor, TVET Expert, and a seasoned manager at a policy level.

Dr. Ramhari Lamichhane has served as Member Secretary/Chief Executive Officer of the Council for Technical Education and Vocational Training (CTEVT) in Kathmandu, Nepal (2013-2016) prior to his appointment as CPSC Director General. He was involved in the development of a National TVET Policy in Nepal, as well as the development and implementation of TVET programs. Experiences of 25 years in TVET sector in different positions, as an Instructor, Principal, Program Coordinator, Project Manager and Director, contributed to make him CEO of CTEVT. In addition to TVET work, he taught MBA student for 15 years as a part time Faculty of White House College, Purwanchal University, Nepal.

Dr. Ramhari Lamichhane has participated and delivered paper presentations in a number of international conferences, meetings, symposia, seminars and workshops on TVET. Similarly, presented papers on TVET in national and international training programs conducted by CPSC.

Dr. Ramhari Lamichhane has also authored and co-authored journal papers and books on various areas of TVET, such as TVET Accessibility, TVET Financing, Gender and Equality in TVET, and Marketing of TVET.

Dr. Ramhari Lamichhane earned a Doctor of Philosophy and Master of Philosophy (M. Phil) on Education Leadership from Kathmandu University in Nepal. He has a degree on Educational Administration, Planning and Policy as a Humphrey/Fullbright Professional from Peabody College/Vanderbilt University, Tennessee, USA.

Regarding social service, Dr. Ramhari Lamichhane has served as a volunteer in YMCA, Second Harvest, and Refugees settlement in USA and involved in relief work for earthquake and flood victims in Nepal through Lions Club of Nepal. He is a Lion Member too.

Suggested and Presented by Igberadja Serumu Igberadson

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BOOK

Developing Skills and Facilitating Success

By Jens Drummer (Author, Editor), Gafurjon Hakimov (Author, Editor), Mamatair Joldoshov (Author, Editor), Thomas Köhler (Author, Editor), Svetlana Udartseva (Author, Editor)

Vocational Teacher Education in Central Asia: Developing Skills and Facilitating Success

This open access volume presents papers on vocational education, project-based learning and science didactic approaches, illustrating with sample cases, and with a special focus on Central Asian states. Thematically embedded in the area of Technical Vocational Education and Training (TVET), the book examines the following main topics: project-based learning (PBL), specific didactics with a linkage to food technologies and laboratory didactics, media and new technologies in TVET, evaluation of competencies including aspects of measurement, examination issues, and labour market and private sector issues in TVET, and research methods with a focus on empirical research and the role of scientific networks. It presents outcomes from TVET programmes at various universities, colleges, and teacher training institutes in Central Asia.

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Sizing and requirements

Article in the Lucubrate Magazine

The Lucubrate Magazine highlight education and development. Development in this context can be technological, educational, individual, social or global, and everything related to education. We want to emphasize practical advice and practical knowledge that can be used in everyday life. We want to bring forth new knowledge that can be used by professional practitioners and non-professionals. The reader of the article should find that what he is reading is useful.

• An article will typically address a topic and discuss it with different approaches.
• If text and information from other documents are used, the source must be entered.
• An average article contains usually about 5000 characters or 800 words (less than two pages).
• All articles need to be followed by illustrations and/or pictures (The article writer can add pictures and illustrations. In addition, the editorial staff will find relevant pictures.)
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• We publish a brief information about the article writer (50 words). This shall include the name, title, and email. We also want to publish a photo of the writer.
• Please find examples: https://lucu.nkb.no/homex-2-2/lucubrate-magazine/
• The article and the information about the writer shall be written in Word, Docs or similar format
• Send the document and pictures as attachments to an email to: lucubrates@nkb.no (indicate that the email is an article for the Lucubrate Magazine).

All articles will be review by the editorial staff. The editorial staff may make changes in the article and ad in headlines. If changes are suggested, the article writer will receive the article for review before we publish the article. The editor may refuse an article if it does not hold a professional good level or if the source reference is inadequate.
The world is changing all around us. A skilled population is the key to a country’s sustainable development and stability. We know that obtaining a quality education is the foundation to improving people’s lives and sustainable development. To contribute to skill people over the next ten years and beyond, we must look ahead, understand the trends and forces that will shape our business in the future and move swiftly to prepare for what has to come. We must get ready for tomorrow today. We will make it possible for youth and young adults all over the world to gain skills they can use in the labour marked or to create their own jobs. We will make it possible for every person to have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies.

The Lucubrate project started in 2017 by NKB. The aim for the project is to become one of the world leader in knowledge transfer independent of the country you live in. The Lucubrate Magazine is a part of the Lucubrate project.

We recognize the creative power that comes from encouraging collaboration and innovation among a team of knowledgeable experts. This unique energy is our greatest competitive advantage in the world marketplace.

• Our purpose is to bring Quality Education and Skills Everywhere.
• Our mission is to support education for building skills to all kind of businesses to create possibilities for jobs and make a lasting difference to people’s lives. Globally. 24/7.
• To be the world leader in knowledge transfer across all borders.

Cover Photo: Karl Skaar. Photo of a painting made by Muramuzi, Uganda (2017)
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