

# LELAM-TVET4INCOME - An r4d Research Project

## NEWSLETTER - February 2023

The LELAM-TVET4 INCOME research project is part of the Swiss Programme for Research on Global Issues for Development (r4d). It aims to understand under what conditions TVET (Technical Vocational Education and Training) can improve the income of the youth in Benin, Chile, Costa Rica and Nepal.



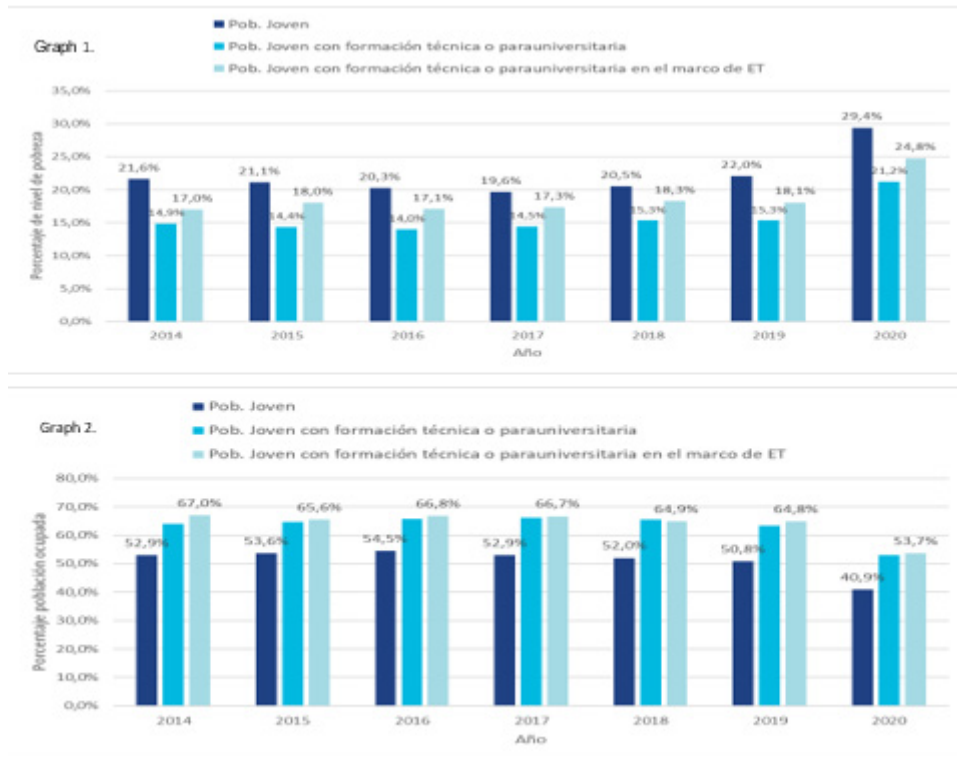
### 2022 Update

#### COSTA RICA

On April 4, 2022, Costa Rica created the National System of Technical Vocational Education and Training (SINEFOTEP), whose purpose is to coordinate, from a systemic approach, the actions carried out by the parties involved in TVET, through the management of processes that allow the establishment of timely, relevant, adaptable, quality and impact; in an equitable, inclusive, and sustainable manner that responds to the needs of the economic and social context.

As a first step for SINEFOTEP to begin its work, the National Council for Technical Vocational Education and Training (CONEFOTEP) had to be formed, which met for the first time on September 21, 2022, as an input to generate the SINEFOTEP development path. In that first meeting two members of the Costa Rican LELAM TVET4INCOME team (S. Camacho and C. Caldwell) presented the results of the work of all the people who have participated in CEMETS , which aimed to generate inputs for the continuous improvement of TVET governance in Costa Rica. It is hoped that all the work generated by the different participating teams can serve as a basis for the implementation of SINEFOTEP.

On the other hand, we have the first results of a study that raised as a research question: What are the socio-demographic characteristics of the young population that has graduated from technical education and enters the labor force, from which the main conclusions are:



- The young population of graduates of secondary technical education, non-formal technical or para-university education has lower percentages at the poverty level (Figure 1).
- The young population that graduated from technical secondary education, in non-formal technical or para-university education has higher percentages of employment (employed) (graph 2).

## Chile

Paola Bordon has been invited to form part of the Ministerial Advisory Commission for Labor Prospecting of the Ministry of Labor of Chile. The main objective of the commission is to provide critical advice to the Chilean Labor Prospecting system to anticipate new economic challenges, increase productivity and competitiveness of the country, and generate valuable information to detect current and future gaps between the supply and demand of occupations and skills, generate information on employability trends, improvements in training policies, training, certification of skills, labor intermediation, among others.

Ph.D. Student Miski Peralta was appointed Head of the Division of Technical and Vocational Education of the Ministry of Education. She will be in charge of implementing the plan of strengthening the State Centers of Vocational Education (CFTs).

## Research Outputs

Working paper Reinforcing the STEM pipeline in vocational-technical high schools: Do female teachers matter?

Although secondary Vocational-Technical Education (VTE) is highly prevalent in low-income settings in the developing world, this sector remains understudied in the Economics of Education literature. Situated in the Chilean context, this study examines the effect of being exposed to a female VTE teacher on the persistence in the STEM pipeline between secondary and post-secondary levels. We find that having at least one female teacher in applied STEM-VTE programs increases by 11% the probability



## Nepal



### Educational Field Trip MTVET

Educational Field Trip was organized for Master in Technical and Vocational Education and Training (MTVET) students (2021 and 2022 Cohorts) from the 12th of November 2022 to 15th of November 2022 the LELAM project. A total of 24 students attended the field trip and visited Korea Nepal Polytechnic Institute, Butwal Technical Institute, Butwal Chamber of Commerce, and Industries.

During their visit students had interactions with school students, instructors, principals, and employers. The field trip helped students in gaining insights to the current status of TVET, to review its relevance, equity, inclusiveness, and affordability, and to develop TVET focused research capacity for building knowledge base in the sector.

## International Recognition

One of the working papers prepared by LELAM Team Nepal "Country Case Study on Technical and Vocational Education and Training (TVET) in Nepal" has been included as the resources on a UNESCO- UNEVOC dedicated website for obtaining a glimpse of the TVET system of its member countries (~ 200).

LELAM Team Nepal case study is available on the page TVET country Profiles: Nepal under Further Resources.

<https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profile/country=NPL>

Further Resources

KOF ETH Zürich, 2019, Country Case Study on Technical and Vocational Education and Training (TVET) in Nepal

Further Resources

## MTVET Students' Progress

Students of the 2021 Batch organized a one-day workshop in Kathmandu, among principals and coordinators of TVET institutes addressing TVET Governance, Quality Assurance, and Work-Based Learning. Two students of 2020 Batch (Richa Khadka and Roshana Karki) have completed their internship (EVENT II Joint Monitoring Team (JMT) Project of the Ministry of Education, Science, and Technology).



Now, they have got appointments as Field Monitoring Officers on the same project. The 2019 batch of Rakshya Acharya and Jeevan Tamang were hired as Field Monitors and Research Assistant, respectively, at the ENSSURE and LELAM project. In the same vein, Menuka Sangroula has received Master Research Grant from University Grant Commission Nepal for her Master thesis.

From 2018 Batch, Sunila Baniya was hired as a TVET and Migration Expert at UNDP, and Bikash Ghaju as a Research Assistant at Kathmandu University School of Education.

## PhD Students' Progress

Durga Prasad Baral successfully completed his PhD thesis. A sharing session was also organized among academicians, government officials, employers, experts, policymakers, and development partners for TVET community. About 40 participants were present in the sharing.



Prakash Kumar Poudel's paper has been accepted in Journal of Workplace Learning, and next paper is submitted in Journal of Vocational Education and Training.

## LELAM Research Activities Progress

The youth survey aims to analyze the education and employment status of youth. Data collection with about 1500 youth in three urban locations: Kathmandu, Biratnagar, and Surkhet is now at the final stage.

Randomized Control Trial survey of the apprenticeship program being carried out by the Enhanced Skills for Sustainable and Rewarding Employment project/Council for Technical Education and Vocational training (CTEVT) has completed data collection with apprentices and non-apprentices. The questionnaire for the companies that made available the apprenticeship seats is now being revised. Once revised, we will begin the data collection.

Processing of the data of all 80 local governments in the Gandaki Province, collected from the secondary (Federal Ministry of Finance) sources, is going on. This study aims to see the pattern of the local level financing in TVET, the sources of financing, and the areas of investment within the framework of TVET governance and fiscal federalization.

The study on household financing on TVET with the main concern on who goes to TVET and who does not is progressing. The questionnaire is now final and soon we will be piloting this questionnaire. Now we are working on the sampling plan and the data processing and analysis platform. Once these are done, we will begin the field work.

The field work on the skills gap is going on. The study aims to analyze the gap in curricular expectations and students' learning, how they could perform in the workplace, and how employers find their performance.

## Education-Employment Linkage Workshop



One day workshop was organized on the theme “Education Employment Linkage” in the month of September 2022 at Sindhuli. The aim of the workshop was to make the participants aware on the importance of meaningful engagement between actors from the education, employment, and government officials within the TVET system.

Over 60 participants were present in the workshop.

## Video Shooting of MTVET



One MTVET promotional video shot by the LELAM Team Nepal and was publicized through different social media.

MTVET Promotional Video link: <https://www.facebook.com/KUSOEDdode/videos/447194270583933>

## International Conference on Technical and Vocational Education and Training

Kathmandu University School of Education and the Chair of Education System, ETH, Zurich are organizing an International Conference on Technical and Vocational Education and Training with the main theme Deeper links, stronger institutions, decent jobs - Building better TVET systems. The conference will be held in Dhulikhel, Kathmandu on 15 and 16 September 2023. The main aim of the conference is to contribute to sharing our knowledge and experiences and collaborating for a better TVET system. Toward this purpose, the conference provides a platform for scholars, practitioners, policy makers and students to reflect upon and discuss the drivers of high quality TVET and for improving working conditions for youth and for all.

Conference website: <https://tvetnepal2023.kusoed.edu.np/>

For more information on LELAM Project

Visit our website: <https://soed.ku.edu.np/the-project>



# International Conference on Technical and Vocational Education and Training

*Deeper links, stronger institutions, decent jobs -  
Building better TVET systems*

15-16 September 2023

Dhulikhel, Kathmandu, Nepal

## KEYNOTE SPEAKERS



**Prof. Pramod Bahadur Shrestha**  
Engineering Management,  
Tribhuvan University, Nepal (retired)



**Prof. Stephen Billet**  
Adult and Vocational Education,  
Griffith University, Australia

## JOINT CLOSING SESSION KEYNOTE



**Prof. Mahesh Nath Parajuli**  
Development Studies,  
Kathmandu University, Nepal

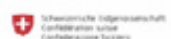


**Prof. Ursula Renold**  
Management, Technology, and Economics,  
ETH Zürich, Switzerland

Please visit our website  
<https://tvetnepal2023.kusoed.edu.np/>

## ORGANIZERS

LELAM-TVET4INCOME



Swiss Agency for Development  
and Cooperation SDC

## THEMES

*Deeper links, stronger institutions, decent jobs – Building better TVET systems*

- TVET systems and linkages
- TVET research and knowledge base
- TVET institutions
- TVET in society
- TVET for the future

## KEY DATES

- Abstract Submission by 30 April 2023
- Abstract accept information by 10 June 2023
- Early Bird Registration by 10 July 2023
- Standard Registration by 10 August 2023

## Our Partners



Inquiry on Conference  
[tvet\\_nepal2023@kusoed.edu.np](mailto:tvet_nepal2023@kusoed.edu.np)  
[depart.deveducation@kusoed.edu.np](mailto:depart.deveducation@kusoed.edu.np)

---

## Benin

---

During the year 2022, the Benin team has conducted several activities:

- (i) a social institution study to a particular type of dual training which leads learners to earn a certificate of professional qualification (Certificat de Qualification Professionnel – CQP);
- (ii) a national census of accredited firms and enterprises which can be eligible for an upgraded dual training or a renewal CQP program;
- (iii) a case study on “Strengthening the operating system of the TVET schools for social and economic attractiveness in local community”, in the virtual Summer Institute so called CEMETS organized each year by the Chair of Education Systems from the Department of Management, Technology and Education, ETH Zurich.

Through these activities, the Benin team addresses the TVET reforms with the national TVET strategy in the period 2018-2015.

Four main points can be stressed on the outcomes for the Benin team:

- The social institution study has led to be aware of the sanctions deficiency in response to violations of through the different stage of the processes that form the Curriculum Value Chain (CVC) of dual training or CQP program. Meanwhile, the key CQP success factor lies in the positive involvement of professional associations in the CVC processes.
- The results of the research illustrate a weak monitoring and evaluation plan in the implementation of this dual training or CQP program due to the lack of an adequate monitoring and evaluation system.
- The census in 57 out of 77 districts in Benin, revealed 433 enterprises in which 390 are small enterprises, 34 middle-size enterprises and 9 large one in agribusiness (33.5%), tourism-hotel-restoration (23.3%), crafts sector (16.0%), building & construction (11.5%) and energy (2.7%). The Benin team is working in collaboration with D-TVET to conduct a cost-benefit study in order to lead awareness those enterprises to participate in an upgraded dual training.



- The case study conducted during the CEMETS on “Strengthening the operating system of the TVET schools for social and economic attractiveness in local community”, shows innovative option in matching the TVET schools to the community needs. Since 2019, the Benin country has adopted the “community college” or “City College” (Collège communautaire) within the WAEMU region. By conducting this pilot phase in the district of Comè, southern Benin, the Benin team has enriched its experience in the “community college” implementation through the Senegalese experiences and the

### Other events

A first international conference on Economic of Vocational Education and Training organized by the Swiss Leading House VPET-ECON, held at the University of Zurich (UZH), June 15th – 17th 2022. Rubain Bankole, a LELAM PhD recipient in Benin has participated in this conference by presenting his valuable research findings on the pitfalls and strategies of the stakeholders in the imple-




---

## ETH Update

---

The CEMETS online institute 2022 has been in full swing since mid-June. For the past four months teams from 7 countries, including the four LELAM countries, have had the opportunity to present their reform projects. Participants were able to advance on their case and profit from the close exchange not only with the CES team but also with other important actors from the Swiss VET landscape.

The LELAM team together with the director of CEMETS, Katie Caves, have been working on a report about permeability in education system reforms.

The report, which is a collaboration between CES and the SDC, will serve as a guide for reform-makers that aim to improve permeability in their systems. The experience with the LELAM countries will serve to illustrate the diversity of permeability in practice and the reforms that are necessary for improvement.

The CES team has been lucky to work even closer with two of our collaborators from Nepal and Costa Rica, Prakash Kumar Paudel and Silvia Camacho. Prakash and Silvia joined our team in Zurich for a short research stay. During their stay they were able to advance on their PhD thesis through the close exchange with the CES team and the access to ETH resources. We are looking forward to other visits that open the way to even better collaborations with our partners.

---

## Research stay experience

---



Prakash: I visited ETH Zurich as an academic guest from 1 August 2022 to 31 October 2022 and joined the team of Prof. Dr Ursula Renold, Chair of Education Systems. During my stay, I got an opportunity to share and get feedback on my PhD findings with my supervisor (Prof. Ursula) and other scholars in the Chair of Education.

I also got the opportunity to contribute to the TVET factbook of Nepal which of course would be an important knowledge contribution to my country. Similarly, access to the literature, interaction with the apprentices, and various site visits remained the other best part of learning and understanding how TVET successfully works.

I am indebted to the Chair of Education System for creating such a wonderful opportunity and arranging the best and most fruitful stay. I am happy to share that the learning I earned during my stay has contributed a lot to deepening my understanding of TVET as well as the experiences have become useful to share in academia as well as policy forums.

Silvia: I visited ETH Zurich as an academic guest from 10 October to 11 December 2022 and joined the team of Prof. Dr Ursula Renold, Chair of Education Systems (CES). During my stay I had the opportunity to share and have feedback on my research design, as well as on my first findings, specifically on three main aspects:



1. the difference between power and influence on my analytical framework.
2. the need to reinforce the theory of social systems in the theoretical foundations of the research.
3. the category of analysis "link" as a transversal axis in the historical reconstruction of the development of TVET in Costa Rica.

This feedback was provided through office conversations with scholars in the Chair of Education, or through individual sessions. The critical reflection generated from these feedbacks strengthened the theoretical and methodological foundations of the doctoral research.

I also had the opportunity to contribute to the revision of the fact book on Costa Rica, and through the reflections and questions I had with the person who was writing it, it allowed me to look at the Costa Rican TVET system from a broader perspective.

In addition, hearing about the research findings made by the other CES scholars, as well as visiting different spaces related to TVET, and listening to the presentation of research findings in the field, as well as accessing literature, allowed me to broaden my view of the research done in education.

Thus, the whole experience allowed me to grow as an academic, as a professional and as a person.