



LELAM-TVET4INCOME - An r4d Research Project

NEWSLETTER - October 2021

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.



PAST EVENTS



September 28-30, 2021:

r4D Science Fair, Bopa, Southern Benin.

Participants travelled from across western, central and southern Africa to attend the science fair. The Benin LELAM team participated by presenting findings on the TVET reforms and implementation in Benin, as well as poster presentation showing LELAM activities in Benin.

September 29th, 2021:

Professor Ursula Renold's ETH held her inaugural lecture on the topic "Meeting the need: Education systems under labour market pressure". Professor Renold holds the Chair of Education Systems and is Deputy Head of MTEC Department and Head of Doctoral Committee.





CEMETS IMPACT

The CEMETS Institute is dedicated to the improvement of vocational education and training worldwide through support of economic policy development for educational reform leaders from all around the world. Here are some thoughts of our participants.

COSTA RICA



Since 2015, Costa Rica has been making structural changes in Technical and Vocational Education and Training (TVET). A National Qualifications Framework for VET has been built and implemented for the first time. The National Apprenticeship Institute (INA) is transforming the entire curriculum with a competency-based approach.

In addition, a Dual Technical Education and Training Law and a reform of the INA Law were approved. All these structural changes have brought about the need to provide governance to the TVET system through an executive decree, which is in the process of being signed by the President of the Republic. During the development of this decree, it was possible to link the work of the INA and the Ministry of Public Education with the team that participated in CEMETS 2020.

Thanks to CEMETS, new concepts and objectives for the TVET system were included, such as the permeability of the programs of the National Learning Institute (INA) and the Ministry of Public Education (MEP). Likewise, a mapping of the organizations that should be part of the System's Governance was carried out.

Erick Sandoval, INA
CEMETS Participant, 2021



Chile

The CEMETS experience was a valuable opportunity for analysis, comparison and learning for the team from Chile. The course allows us to understand the operation of the vocational system in leading countries in the matter, and from these factors we were able to understand the existing gaps in our country and glimpse possible courses of action in the short and medium term. Perhaps the most enriching experience of the program was having designed a real project to improve our vocational system and receiving continuous feedback from the expert CEMETS team. Undoubtedly, having their inputs and perspectives contributed to us graduating from the course with a different and updated view of vocational education, and with many ideas and tasks to implement from our different roles in the sector.



José de Amesti, Fundación Dual
Chile CEMETS Participant, 2021

Nepal



CEMETS provided a learning opportunity to see TVET from a broader perspective. It helped in realizing the need for seeing TVET not only as an educational process but also in terms of seeing it from economic, sociological, and political perspectives. Likewise, it successfully delivered a powerful message on the importance of the sector in the national socio-economic

development. After participating in CEMETS there remains no doubt on how a well-designed and implemented TVET could be a catalyst for social change. Learning different strategies and approaches to understand the sector was also very



important. As a Reform Lab CEMETS helped to understand, both theoretically and practically, the efforts being carried out in different other parts of the world and it is important to see your national TVET system in relation to systems in many other countries. Being together with teams from different countries, CEMETS provided an excellent opportunity to network and share, and learn things.



CEMETS has contributed to creating a discourse at the national level about the TVET policy with the TVET sector strengthening process and institutional development. This is very important as the country has just moved towards the federalization process. In this context, it is very important that the country looks at this sector with fresh perspectives and realize its importance to achieve the national goals. The role of CEMETS in identifying new partners like the private sector and academia has also been important. Challenges are of course there on giving the impetus and direction for a vibrant and robust TVET in the country, but as there is now a sizable pool of CEMETS graduates a promising future can be expected.

Nepali CEMETS graduates

Benin



The Benin team has participated in five CEMETS institute. Our team is composed of researchers, government officials, members of professional associations and other practitioners.

In 2017, the team shared Benin's experience in conducting a particular type of dual apprenticeship program in which apprentices from the informal sector can partici-

participate and receive a formal certificate called Certificat de Qualification Professionnelle (CQP) (Certificate of Professional Qualification). In Benin, about 90% of the employment is in the informal sector. The case study discussed the drivers and



barriers of the program. The main challenges were how to extend this dual training to other occupations; how to deal with the labor market entry of the graduates from this program and how to get the master crafts persons more committed to the program.

In 2018 Benin presented a case study related to the extension of the dual system to the agricultural sector. In Benin, more than 45% of the labour force work in the agricultural sector. The main challenges stressed throughout the discussion during the CEMETS were the restrictive mobility of women in Benin which may restrain women's participation to the programme in rural areas (gender issue), lack of financing and difficulties with the land access for the youth.



In 2019, the participation of Benin team focused on the implementation of a program of accreditation and recognition of prior learning. (Validation des acquis de l'expérience – VAE). TVET reforms in Benin have led to the accreditation of two apprenticeship programs: a particular type of dual apprenticeship program upon the completion of which apprentices from the infor-

mal sector receive a formal certificate (CQP) and an upgraded traditional apprenticeship program upon the completion of which apprentices receive a formal certificate called Certificat de Qualification aux Métiers (CQM) (certificate of occupational qualification). Since apprentices have been awarded formal certificates by public institutions, the master crafts persons claim for an accreditation program that will validate their professional experiences. This case study addressed mainly the conditions under which the accreditation and recognition of prior learning can be institutionalized in the crafts sector in Benin.

In 2020, the Benin team presented a case which discussed the implementation of a dual training program in which large firms (mainly from the formal sector) can be involved. From the discussions, it has been found that the main problem to be solved was to estimate the Return on Investment (RoI) of TVET to get this category of firms aware of the benefits they will receive if they accept to participate in the training of the youth in the case of a dual training for instance.



Throughout the current CEMETS Institute, the case presented by the team of Benin deals with the conditions under which all youths can have equal access to TVET in Benin and how the quality of the training can be enhanced. Public TVET schools are not able to offer sufficient places and sometimes quality is low in some of these schools. At the same time, the number of young people who are willing to get enrolled in TVET schools is increasing and the number of relatively good private TVET schools is getting high and they do offer places. However, many young people cannot access the private schools. The case looks for the type of the public-private partnership to be developed with the private TVET schools in order to create favorable conditions for equal and equitable access to high-quality TVET for young people.

As positive outcomes from the participation of the Benin team in the CEMETS institute, three points can be stressed.

First, the CEMETS institute has positively influenced the interactions between researchers and practitioners in addressing TVET challenges. For instance, from the discussions during the CEMETS, for the case of the dual apprenticeship program in Benin, it has been found that the fact that apprentices can receive a formal certificate upon completion of the dual training while their masters have no formal diploma. This represents a barrier for the continuation of this program as far as the commitment of the master craft persons to the program is concerned. This finding has led the team to consider the accreditation and recognition of prior learning an important issue to address in Benin.

Second, the CEMETS Institute is helpful for TVET stakeholders for dealing with the challenges related to the implementation of the TVET reforms, especially in linking education and employment system. Some of these challenges are addressed during the CEMETS institutes and stakeholders have learned from the experiences of other participating countries.

Third, the CEMETS Institute is a suitable lab for public institutions in Benin to address the issue of the cost-benefit analysis of TVET and the challenges related to the adequate governance and financing of TVET.

Benin's TVET team



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on Global Issues for Development



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Schweizerische Eidgenossenschaft
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PUBLICATIONS

De Amesti, J., Bordón, P. & Bolli, T. Cost and Benefits of Dual Technical and Vocational Education and Training in Chile. Accepted for publication in Journal of Vocational Education & Training.

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