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Scientific publications

Scientific publication - not peer-reviewed

Contribution to a book

Günther, Isabel; Brugger, Fritz (09.2019), Ist Entwicklungszusammenarbeit mit Subsahara- Afrika ein Auslaufmodell?, in Almanach Entwicklungspolitik 2020 Afrika zwischen Aufbruch und Armut, Caritas Schweiz: Luzern, 225 - 240
License:

Other literature

Günther, Isabel; Kudrzycki, Bartłomiej (2018), Improving Development Policies with Impact Evaluations, Rural 21, DLG-Verlag GmbH: Frankfurt, Germany

Open Access form: Publisher (Gold Open Access)

Link / External URL of publication: https://www.rural21.com/fileadmin/downloads/2018/en-01/Rural21_1_2018.pdf

Abstract:

Article on p.6-8

License:

Other literature

Renold, Ursula; Caves, Katherine M. (28.04.2017), Constitutional Reform and its Impact on TVET Governance in Nepal. A report in support of developing understanding and finding the way forward for federalizing the TVET sector in Nepal, KOF-ETH Zurich: Zurich

DOI: [10.3929/ethz-a-010857985](https://doi.org/10.3929/ethz-a-010857985)

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Link / External URL of publication: <https://www.research-collection.ethz.ch/handle/20.500.11850/128901>

Abstract:

This report maps out how Nepal's new constitution (NC) explicitly and implicitly foresees the federalization of the technical vocational education and training (TVET) sector, and outlines how that sector can best be federalised. Our goal is to broaden the understanding of key stakeholders in the Nepali TVET sector on the issues of equitable, effective and efficient TVET services in a federalised context. The insights in this report are based on consultation with key leaders and stakeholders in Nepal's TVET system, along with current research and scholarship on TVET governance plus the expert's own experiences with constitutional reforms and TVET federalization in Switzerland and Germany.

License:

Other literature

Renold, Ursula; Caves, Katherine M.; Bolli, Thomas (10.07.2018), Constitutional Reform and its Impact on TVET Governance in Nepal, KOF-ETH Zurich: Zurich

DOI: [10.3929/ethz-b-000275454](https://doi.org/10.3929/ethz-b-000275454)

Open Access form: Website

Link / External URL of publication: <https://www.research-collection.ethz.ch/handle/20.500.11850/275454>

Abstract:

Second report in support of developing understanding and finding the way forward for federalising the TVET sector in Nepal.

License:

Other literature

Renold, Ursula; Caves, Katherine M. (10.12.2018), PREFACIO: La Estrategia de Formación Técnico-Profesional en Chile, in Estrategia Nacional de Formación Técnico-Profesional, Ministerio de Educación: Santiago de Chile

Open Access form: Website

Link / External URL of publication: <http://www.tvetchile.org/wp-content/uploads/2018/03/Estrategia-Nacional-de-Formaci%C3%B3n-T%C3%A9cnico-Profesional-febrero-2018.pdf>

Abstract:

EL CONSEJO ASESOR DE FORMACIÓN TÉCNICO-PROFESIONAL (FTP) DE CHILE HA DISEÑADO UNA ESTRATEGIA A LARGO PLAZO CON EL OBJETO DE FACILITAR LA TRANSICIÓN EDUCACIÓN-EMPLEO PARA TODOS. ESTA ESTRATEGIA DE FTP APUNTA A UNA COOPERACIÓN ESTRECHA ENTRE LOS ACTORES DE LOS SISTEMAS EDUCATIVO Y LABORAL, Y BUSCA OFRECER OPORTUNIDADES REALES DE APRENDIZAJE EN EL LUGAR DE TRABAJO PARA TODOS LOS ESTUDIANTES. LA SIGUIENTE INTRODUCCIÓN A LA ESTRATEGIA DE FTP DE CHILE RESUME LOS ASPECTOS ESENCIALES DE UN SISTEMA EFICAZ Y EFICIENTE DE FTP.

License:

Other literature

Bolli, Thomas; Parajuli, Mahesh N.; Renold, Ursula (04.2019), Has the relationship between formal education and the formal employment sector in Nepal changed between 1995 and 2014?, KOF Working Paper / LELAM Working Paper: Zurich

DOI: <https://doi.org/10.3929/ethz-b-000337924>
Open Access form: Publisher (Gold Open Access)
Link / External URL of publication: <https://www.research-collection.ethz.ch/handle/20.500.11850/337924>

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Other literature

Renold, Ursula; Rabeth, Ladina; Caves, Katherine M.; Bürgi, Jutta (08.2019), Theoretical and Methodological Framework for Measuring the Robustness of Social Institutions in Education and Training, KOF Working Paper / LELAM Working Paper: Zurich

DOI: <https://doi.org/10.3929/ethz-b-000356629>
Open Access form: Publisher (Gold Open Access)
Link / External URL of publication: <https://www.research-collection.ethz.ch/handle/20.500.11850/356629>

Abstract:

Social institutions are relatively stable patterns of behavior or joint action that help overcome fundamental problems and perform a function in society. The robustness of such institutions underlies their effectiveness at solving problems, but such robustness is difficult to assess. Building on different institutionalism approaches, this paper first develops a theoretical framework of social institutions. This framework combines Miller's properties of social institutions—function, structure, culture, and sanction—with a temporal dimension (i.e., level of institutionalization) and a spatial one (i.e., scope of the institution). Our methodological approach then shows how scholars can use the framework to assess the robustness of a given institution. Second, this paper applies that framework to the social institutions in education and training programs. To identify functional equivalents across such programs in all contexts, we elaborate on field-specific theoretical concepts. By applying the methodological approach, scholars can assess the social institutions carrying out those functions. We hypothesize that robust social institutions are robust in all properties and dimensions, and that robust education and training programs are composed of individual robust social institutions.

License:

Other literature

Caves, Katherine M.; Ghisletta, Andrea; Kemper, Johanna Mirka; Renold, Ursula (07.2019), Meeting in the middle: TVET programs' education-employment linkage in developing contexts, KOF Working Paper / LELAM Working Paper: Zurich

DOI: <https://doi.org/10.3929/ethz-b-000356567>
Open Access form: Publisher (Gold Open Access)
Link / External URL of publication: <https://www.research-collection.ethz.ch/handle/20.500.11850/356567>

Abstract:

Technical and vocational education and training (TVET) programs are most successful at supporting youth labor markets when they combine education and employment. Education-employment linkage theory describes this combination in terms of power-sharing between actors from the education system and their counterparts in the employment system over key processes in the curriculum value chain of curriculum design, curriculum application (program delivery), and curriculum updating. The KOF Education-Employment Linkage Index measures linkage at every function in a TVET program where actors from the two systems interact, aggregating those into processes and phases and eventually an index score. We apply that index to the largest upper-secondary TVET programs in Benin, Chile, Costa Rica, and Nepal. We find that Benin has relatively high education-employment linkage, while the other three countries score very low. Benin's situation is unique because its TVET program is moving from employer-led to linked, rather than the typical employer integration into an education-based program. Other countries with large informal economies, low formal education and training rates, and existing non-formal employer-led training may be able to implement similar approaches using functionally equivalent institutions. Furthermore, we summarize the results of discussions with policy-maker focus groups in the four case study countries.

License:

Other literature

Baral, Durga Prasad (08.2019), Positioning Informal Skills Learners in Nepal's TVET System, LELAM Working Paper: Zurich

Open Access form: Publisher (Gold Open Access)
Link / External URL of publication: https://ethz.ch/content/dam/ethz/special-interest/dual/r4d-tvet4income-dam/documents/WP_4_Baral2019_Searching_the_Places_of_Informal_Skills_Learners_in_TVET_System_of_Nepal.pdf

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Bolli, Thomas; Kemper, Johanna; Parajuli, Mahesh N.; Renold, Ursula ; Thapa, Binayak Krishna (12.2019), Dual Vet-Apprenticeship Programme in Nepal: Formative Assessment of the First Cohort, LELAM Working Paper: Zurich

Open Access form: Publisher (Gold Open Access)
Link / External URL of publication: https://ethz.ch/content/dam/ethz/special-interest/dual/r4d-tvet4income-dam/documents/WP_5_ENSSURE_workingpaper.pdf

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Other literature

Peralta Rojas, Miski; Bordon Tapia, Paola; Kemper, Johanna Mirka; aldonado-Mariscal, Karina (01.2020), Country Case Study on Technical Vocational Education and Training (TVET) in Chile, LELAM Working Paper: Zurich

Open Access form:

Publisher (Gold Open Access)

Link / External URL of publication:

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Baral, Prasad Durga; Kemper, Johanna Mirka; Maldonado-Mariscal, Karina (12.2019), Country Case Study on Technical Vocational Education and Training (TVET) in Nepal, LELAM Working Paper: Zurich

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Link / External URL of publication:

https://ethz.ch/content/dam/ethz/special-interest/dual/r4d-tvet4income-dam/documents/WP_7_CrossCase_Study_Nepal.pdf

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amacho-Calvo, Silvia; García-Fallas, Jacqueline; Kemper, Johanna Mirka; Maldonado-Mariscal, Karina; Vargas-Porras, Alicia (09.2019), Country Case Study on Technical Vocational Education (TVET) in Costa Rica, LELAM Working Paper: Zurich

Open Access form:

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https://ethz.ch/content/dam/ethz/special-interest/dual/r4d-tvet4income-dam/documents/WP_8_CountryCaseStudyCostaRica.pdf

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Nouatin, Guy; Bankole, Rubain; Gandonou1, Esaïe; Kemper, Johanna Mirka; Maldonado-Mariscal, Karina (09.2019), Country Case Study on Technical Vocational Education and Training (TVET) in Benin, LELAM Working Paper: Zurich

Open Access form:

Publisher (Gold Open Access)

Link / External URL of publication:

https://ethz.ch/content/dam/ethz/special-interest/dual/r4d-tvet4income-dam/documents/WP_9_CountryCaseStudyBenin.pdf

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Parajuli, Mahesh N.; Renold, Ursula; Bhandari, Usha; Lamsal, Hari (01.2020), Financial Flow in TVET in Nepal: Transiting from the Old to the New Constitution, LELAM Working Paper: Zurich

Open Access form:

Publisher (Gold Open Access)

Link / External URL of publication:

https://ethz.ch/content/dam/ethz/special-interest/dual/r4d-tvet4income-dam/documents/WP_10_Financial-flow-in-TVET-in-Nepal.pdf

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Bolli, Thomas; Kemper, Johanna Mirka; Parajuli, Mahesh N.; Renold, Ursula ; Thapa, Binayak Krishna (01.2020), Drivers and Barriers of Scaling-Up the Dual VETApprenticeship Programme in Nepal, LELAM Working Paper: Zurich

Open Access form:

Publisher (Gold Open Access)

Link / External URL of publication:

https://ethz.ch/content/dam/ethz/special-interest/dual/r4d-tvet4income-dam/documents/WP_11_ENSSURE_Report2_Implementation_Research_LELAM.pdf

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Other literature

Bolli, Thomas; Kemper, Johanna Mirka; Parajuli, Mahesh N.; Renold, Ursula; Thapa, Binayak Krishna (01.2020), Projection of Net Benefits for Companies in the Dual VET-Apprenticeship Programme in Nepal, LELAM Working Paper: Zurich

Open Access form:

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https://ethz.ch/content/dam/ethz/special-interest/dual/r4d-tvet4income-dam/documents/WP_12_ENSSURE_Report3_Cost_Benefit_Analysis_LELAM.pdf

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Other literature

Kudrzycki, Bartlomiej; Günther, Isabel; Lefoll, Erwin (01.2020), Youth Labor Index for Low Income Countries, LELAM Working Paper: Zurich

Open Access form:

Publisher (Gold Open Access)

Link / External URL of publication:

<https://r4d.tvet4income.ethz.ch/publications/working-paper-series.html>

Abstract:

In decades to come, the youth working-age population is expected to boom in lower-middle and low-income countries. This phenomenon demands a better understanding and measurement of the situation of the youth labor market holistically. The aim of this paper is to propose a new youth labor market index tailored to developing countries, which we name the Youth Labor Index for Low Income Countries (YLILI). The index combines 12 indicators into three dimensions: transition (quantity adjustments in the labor market), working conditions and education. The index suggests that the strength of the youth labor market is the highest in (low-income) Europe and Central Asia and lowest in South Asia and sub-Saharan Africa. Working conditions and education remain important issues in all of sub-Saharan Africa, while the picture is more mixed for South Asia. Transition scores are high in developing countries, suggesting that many workers are unable to withstand extended periods of inactivity. Finally, the index highlights the urgent need to address the scarcity of data on the youth demographic.

License:

Other literature

Kudrzycki, Bartłomiej; Günther, Isabel (01.2020), The Working Lives of 1250 Urban Youth in Benin, LELAM Working Paper: Zurich

Open Access form:

Publisher (Gold Open Access)

Link / External URL of publication:

<https://r4d.tvet4income.ethz.ch/publications/working-paper-series.html>

Abstract:

Abstract: We analyze the baseline first follow-up round of a labor market survey conducted with youth from urban areas in Benin. The baseline is conducted in person while follow-up rounds are conducted remotely by mobile phone. We thus test the feasibility of using repeated mobile-phone interviews to collect time-series labor market data in countries with low data availability. Early results suggest a two track school-to-work transition in Benin. Youth with better-educated parents stay in school well into their twenties in the hopes of finding a well-paid job, but often end up inactive or self-employed. Those who cannot afford long stretches of school or unemployment often opt for early apprenticeship en route to self-employment. In general, self-employed youth are more likely to have moved away from their parents, to be married, and to have started a family. We find that, surprisingly, thirty percent of the sample changes their primary activity or job status after three months, according to the first follow-up survey. The high response rate to the first follow-up round bodes well for phone-based data collection as a tool for learning more about youth working conditions.

License:

Other literature

Nouatin, Guy; Gandonou, Esaïe; Bankole, Rubain; Renold, Ursula (01.2020), Reforms of Technical Vocational Education and Training system in Benin: An exploration of social anthropological field, LELAM Working Paper: Zurich

Open Access form:

Publisher (Gold Open Access)

Link / External URL of publication:

<https://r4d.tvet4income.ethz.ch/publications/working-paper-series.html>

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Paudel, Prakash Kumar ; Acharya, Laxman; Parajuli, Mahesh N. (01.2020), Students' Perspective on Master in Technical and Vocational Education and Training Program in Nepal, LELAM Working Paper: Zurich

Open Access form:

Publisher (Gold Open Access)

Link / External URL of publication:

<https://r4d.tvet4income.ethz.ch/publications/working-paper-series.html>

Abstract:

The effective performance of the TVET sector has been a challenge in many countries, particularly in developing countries. Lack of a strong pool of competent human resources who could lead and manage the sector is one explanation for this problem. Hence, Kathmandu University, School of Education in collaboration with LELAM-project team began a two-year degree program Master in Technical and Vocational Education and Training in 2018 to prepare a competent pool of TVET educators, TVET researchers, and TVET leaders and managers. After the end of the first and second semesters, the 15 first batch students filled-up a questionnaire sharing their opinion on different aspects of the program like its design, expectations from the program, and the contribution of the program on their professional enhancement. This paper presents a descriptive analysis of students' perspectives on different aspects of the program. Analyses of students' opinions indicate that, overall, they found that this program is very much helpful to improve their confidence, pedagogical competence, research skills, and leadership and management capacity. They have also provided important feedback for further enhancing the quality of the program.

License:

Other literature

Baral, Prasad Durga (01.2020), Developing a Typology of Informal Skills Learning Places in Nepal, LELAM Working Paper: Zurich

Open Access form:

Publisher (Gold Open Access)

Link / External URL of publication:

<https://r4d.tvet4income.ethz.ch/publications/working-paper-series.html>

Abstract:

The dominant category of the labour forces of Nepal is the workers from the informal sectors where basically informal skills learning occurs during the work. However, informal skills learning is not only limited to informal sector job. It can take place in all types of organizations, enterprises and institutions, of both formal and informal sector. It is estimated that more than eighty percent of workers in Nepal acquired their occupational skills during their work. However, it is not evident what are the typologies of working places of those informal skills learners. Taking qualitative approach of inquiry, this paper analyses the existing legal frameworks and literature from the domestic cultural practices. Based on this analysis, it presents a typology of informal skills learning places in Nepal developed mainly considering the points prescribed by Bailey (1994). It is claimed that the typology provides a sound conceptual basis for identification of main categories and sub-categories of informal skills learning places in Nepal.

License:

Other literature

Caves, Kathrine; Renold, Ursula (01.2019), External Evaluation: National Vocational Qualifications System Project Nepal, KOF Studies: Zurich

DOI:

<https://doi.org/10.3929/ethz-b-000322980>

Open Access form:

Publisher (Gold Open Access)

Link / External URL of publication:

<https://www.research-collection.ethz.ch/handle/20.500.11850/322980>

Abstract:

The NVQS project began in 2015, running in three phases through 2023. The project's overall goal is to contribute to building a sustainable system of national vocational qualifications in Nepal. This work should lead to three primary outcomes: a Nepal Vocational Qualifications System (NVQS), including a National Vocational Qualifications Framework (NVQF), and National Vocational Qualifications Authority (NVQA). National Qualifications Frameworks (NQFs) are a global phenomenon intended to help drive transparency, permeability, quality, and employer engagement in education (CEDEFOP, 2010). The purpose of this external evaluation (EE) is to support the design of the NVQS project's future by reflecting on the Phase 1 achievements of the NVQS, interviewing key stakeholders, and bringing a long-term perspective to bear on the project's goals and possibilities. The self-valuation (SE), completed in May of 2018, reports extensively and thoroughly on the activities and operational achievements of the project in its first three years. This EE finds that the project has had a successful first phase, needs minor revision, and can build on its challenges.

License:

Other literature

Bankolé, Rubain; Nouatin, Guy; Gandonou, Esaïe (01.2020), The Dual Apprenticeship in Benin: Strategic Actors and Roles, LELAM Working Paper: Zurich

Open Access form:

Publisher (Gold Open Access)

Link / External URL of publication:

<https://r4d.tvet4income.ethz.ch/publications/working-paper-series.html>

Abstract:

This research deals with the role of actors/organizations of technical vocational education and training (TVET) in the dual apprenticeship in Benin. The dual apprenticeship is a reform introduced in TVET system by Benin government in 2005 with the support of donors. The program involves many actors of the public as well as private sectors for the implementation. The research postulates that there is low connection in collaboration between actors/organizations for the implementation of this program. The qualitative descriptive method was used to collect data through literature analysis, individual semi-structured interviews and direct observation. Globally, 42 actors were interviewed using purposive, snowball and accidental samplings. The "Actor-oriented perspective" of Long (2001), used by N. Muller Mirza and A-N. Perret-Clermont (2016) was applied to analyze actors' capacities to act and to keep their position. Results show that some actors/organizations involved do not play any role. Through the roles of government and donors, there is evidence of collaborative partnership in sharing of experience, transfer of competencies and allocation of financial resources. However, there is low collaboration between training providers.

License:

Scientific publication - peer-reviewed

Original contribution to science journal

Thapa, Binayak; Singh, Aishwarya (24.12.2019), TVET Approaches: A Diagnosis through the Lens of Human Capital, Right Based and Capability Approach, in Journal of Training and Development, 2019 , 4, 13 - 23

Open Access form:

Publisher (Gold Open Access)

Link / External URL of publication:

<https://www.nepjol.info/index.php/JTD>

Abstract:

The key approaches utilised for the understanding and implementation of a Technical and Vocational Education and Training (TVET) are primarily human capital and human rights approaches. While human capital approach advocates enhanced skills for the productivity, human rights approach systematically demands distributed enhancement of skills through short- or long-term trainings for all. The former approach connotes economic growth through better employment and income opportunity, whereas the latter situates itself for distributive opportunity, social inclusion and social justice. Both approaches target increasing employment and enhancing chances for better livelihood and well-being. These two approaches, however, are not the ultimate and only approaches for understanding the technical and vocational education and training. The major limitations of these approaches are that they conceptualize employment, income, better opportunity and even distribution to be ends or goals, while in this paper, the authors argue that the mentioned concepts are just means to a general end that is human development. Given this context, this paper offers an alternative lens to look at technical and vocational education and training. This alternative lens is arguably capability approach. The capability lens potentially explains how skill enhancement improves the 'being' and 'doing' of a person who engages in taking training and how the trained person can implement the learned skills to improve his/her well-being. In this regard, this approach helps understand how TVET can directly be linked with human development. This paper finally argues that TVET is also a tool for human development, albeit it is primarily, still concerned with productivity, employment and better incomes. Keywords: Education, TVET, Human Capital, Rights-Based, Human Capabilities, Human Development

ISSN:

2392-456X

License:

Original contribution to science journal

Bhattarai, Prakash; Paudel, Praksah, Labour Migration in Nepal: Voluntary or Forced?, in GrossZehavit (ed.), The World Council of Comparative Education Societies, 17, 1

Open Access form:

Link / External URL of publication: <https://brill.com/view/title/56291>

Abstract:

Nepal has a long history of migration started from recruitment of Nepali youth in British Gorkha army in 1815 and extended to mass migration in the Gulf countries and Malaysia at present. There are various reasons for labor migration in Nepal nevertheless, if we reflect the reasons in the past few decades, broadly there are two distinct features either voluntarily or forcefully. During the civil war in Nepal from 1996 to 2006, many rural youth were forced to migrate to major cities and flew different countries to avoid the unfavorable circumstances. After the 12 years of the end of civil war, this study has been carried out to explore the nature and dynamics of the migration. The study featured ethnography of five individuals selected among sixteen participants in the first round of interview. The result of the study shows that in the post-war period, the network of abroad going migrants and their community is strongly built up, as result the number of aspirant youth dramatically increased in the country. Consequently, youth do not choose foreign labour migration voluntarily in the recent period but are compelled to go as they are driven by the force exerted through a strong social bond of their own family and community. Therefore, there is still a "forceful migration" in the country, although the nature of migration has been changed. Key words: Labour migration, Voluntary migration, Forceful Migration, Social bond

ISSN:

978-90-04

License:

Other literature

Camacho Calvo, Silvia, An approach to training by competences in costarrican technical education, INIE: Costa Rica

Abstract:

The manual aims to contribute to the strengthening of knowledge and reflections of teachers who mediate the teaching and learning process under the competency approach, aims to be a guide for trainers, teachers and mentors who contribute to the teaching and learning process with students under the focus on competencies.

License:

Other

Other literature

Rubain, Bankolé; Nouatin, Guy; Gandonou, Esaïe (01.12.2019), The Dual Apprenticeship in Benin: Strategic Actors and Roles, OGW Editions : Benin

License:

Original contribution to science journal

Caves, Katherine; Renold, Ursula (08.2018), Goal-Setting for TVET Reform: A Framework for identifying the Ideal System in Nepal, , in Journal of Education and Research, Vol. 8(No. 1 (August 2018)), 1 - 22

DOI: 10.3929/ethz-b-000320320

Open Access form: Publisher (Gold Open Access)

Link / External URL of publication: <https://www.learntechlib.org/p/208754/>

Abstract:

Technical and vocational education and training (TVET) is a critical part of Nepal's education system, both now and as the country continues to develop. The system has an opportunity to revise itself under the Constitution of Nepal (2015), which is implementing a new federal system of government. This paper identifies the best model for TVET in Nepal, based on the principles of permeability, quality, good governance, and education-employment linkage. Although the first two characteristics are well established, the latter two depend on local preferences. Based on a survey of TVET stakeholders in Nepal, we determine that a coordinated input-oriented governance model is best for Nepal. Through document analysis of the country's TVET legal framework, we find that an occupation-driven style of education-employment linkage is the best fit. Both of these characteristics fit the country's goals, but not necessarily its current situation, so the TVET system will have to change as it adapts to Nepal's new Constitution.

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