

International Growth Centre

Call for Proposals: Research on Lessons for Developing Countries from Experience with Technical and Vocational Education and Training

The International Growth Centre (IGC) is issuing a call for proposals to do research on lessons for developing countries, particularly in Africa, in the design and implementation of strategies for technical and vocational education and training (TVET). Two papers would be desirable. Joint research work of two or more authors will be acceptable. The papers will be presented in a workshop of stakeholders in Sierra Leone.

The IGC is a new centre initiated and funded by the United Kingdom's Department for International Development (DFID) and is directed and organized from hubs at the London School of Economics and Oxford University. The above-mentioned research is in the context of the Sierra Leone Country Program (SLCP) which was established in 2010.

The IGC-Sierra Leone Country Program's objective is to promote sustainable growth in Sierra Leone by providing policy advice based on frontier research to address issues of major concern to the authorities in implementing the Agenda for Change – the Second Poverty Reduction Strategy Paper. The SLCP is intended to fill knowledge gaps and support capacity building in policymaking in Sierra Leone.

The IGC is supporting the government's efforts in promoting private sector development. Good performance in technical and vocational education and training (TVET) is critical for private sector development and economic growth. In this light, IGC will, in cooperation with others, work to develop ideas for a comprehensive reform plan for technical and vocational education and training. The proposed research work should include the following areas.

- Available evidence on the impact of TVET on economic growth.
- Organization for the development and implementation of a national TVET policy.
- The major elements of a national TVET policy.
- The importance of general education for TVET.
- The role of formal schools versus enterprises in TVET.
- Policies for ensuring good quality in TVET, including monitoring and evaluation mechanisms.
- Strategies and structures for nonformal TVET.
- Linkage of TVET with labour market and the evolution of the economy.
- Training of TVET teachers and instructors.
- Ways of addressing socio-economic factors such as public perception problems for TVET students and graduates; and geographic, gender, and economic inequities in access to TVET.

- Cooperation with outsiders, including other governments, in the design and implementation of TVET.
- The financing of TVET, including the role of government.

Proposals should be submitted electronically to oegjohnson@aol.com by June 30, 2010. Applicants should include curriculum vitae. Demonstrated ability to do high-quality research in relevant areas will be of enormous advantage. The research papers are expected to be completed in about three months.