1. Record Nr. UNINA9910564685503321 Autore Hilal Randa Titolo The value of TVET in advancing human development and reducing inequalities: the case of Palestine / / Randa Hilal Pubbl/distr/stampa Singapore:,: Springer,, [2022] ©2022 **ISBN** 9789811905575 9789811905568 Descrizione fisica 1 online resource (207 pages) Collana Technical and Vocational Education and Training: Issues, Concerns and Prospects;; v.37 Disciplina 607.1095694 Soggetti Technical education Vocational education Ensenyament tècnic Condicions econòmiques Condicions socials Llibres electrònics Palestina Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Intro -- Foreword by Simon McGrath -- Foreword by Lesley Powell --Nota di contenuto Acknowledgement -- Contents -- Abbreviations -- List of Figures --List of Tables -- List of Graphs -- List of Snapshots -- List of Boxes --1 Introduction -- 1.1 Problem Analysis and My Motives for the Research -- 1.2 Rationale-The Research Contribution -- 1.2.1 The Research Contribution to Knowledge, Framework and Methodology -- 1.2.2 The Research Contribution to Similar Settings -- 1.2.3 The Research Contribution to the Palestinian Context -- 1.2.4 The Research Contribution Till Today -- 1.3 Objective and Aims of the Research --1.4 Structure of the Research -- 2 The Context: The Case of Palestine -- 2.1 The Overall oPt Context -- 2.2 Marginalisation and Inequality

in oPt -- 2.2.1 The Economically Marginalised Groups -- 2.2.2 The

Marginalised Groups -- 2.3 VET in oPt -- 2.3.1 VET Providers -- 2.3.2

Context-Related Marginalised Groups -- 2.2.3 The Socially

and Education in an Emergency Situation -- 2.4 VET, Development and the Marginalised in the oPt -- 2.4.1 VET and Development in the oPt -- 2.4.2 VET and Marginalisation in the oPt -- 3 Conceptual Framework -- 3.1 VET, Development and Inequality in Global Debate --3.1.1 The Global Debate on VET and Development -- 3.1.2 VET and Inequality in Global Debate -- 3.2 VET within Political-Economy --3.3 VET within Human Development-the Capability Approach -- 3.3.1 Capabilities and Functionings -- 3.3.2 Capability List -- 3.3.3 Aspiration -- 3.3.4 Complementing CA -- 3.4 VET within Gender and Development Analysis -- 3.4.1 Gender and Development (GAD) --3.4.2 Empowerment Framework Within GAD and Agency in HD -- 3.4.3 Inequalities and Intersectionality -- 3.4.4 Structural Perspective of Inequality-Structure and Agency -- 3.4.5 VET and Inequality -- 3.5 Research Gap. 3.6 The Framework of the Research -- 3.6.1 The Theoretical Framework -- 3.6.2 Definitions of Concepts Used in the Research --3.6.3 Methodology and Methods Used -- 4 Inequalities Within a Context of Marginalisation -- 4.1 The Identified Marginalised Groups -- 4.2 VET Graduates and VET Learners According to Context-Related Vulnerability -- 4.2.1 Context-Related Vulnerable Localities -- 4.2.2 Directly Affected by the Israeli Occupation and Measures -- 4.2.3 Refugees -- 4.2.4 Other Context-Related Vulnerabilities -- 4.3 VET Graduates and VET Learners According to Economic Vulnerability --4.3.1 In-Poverty -- 4.3.2 Vulnerable to Poverty -- 4.3.3 The Unemployed -- 4.4 VET Graduates and VET Learners According to Social Vulnerability -- 4.4.1 Gender and Social Status Along Patriarchy and Marginalisation -- 4.4.2 Social Hardship Cases -- 4.4.3 Disability -- 4.5 VET Graduates and VET Learners According to Educational Vulnerability-Low Achievers, Drop-Outs or Potential Drop-Outs -- 4.6 Intersectionality of Inequalities among VET Graduates -- 4.7 In Conclusion: VET Is Attracting the Marginalised Within a Context of Marginalisation -- 5 Capabilities and Achievements of VET Graduates with a Focus on Marginalisation: Contribution of VET to Human Development -- 5.1 VET Learners' Aspirations -- 5.2 The VET Capability List Responsive to Inequality and Marginalization -- 5.3 Capabilities and Functioning Achievements -- 5.3.1 Capability 1: Economic Opportunities That Matter for All -- 5.3.2 Capability 2: Domestic Work and Non-market Care by Choice -- 5.3.3 Capability 3: Economic Resources for Poverty Reduction and Well-being -- 5.3.4 Capability 4: Active Citizenship -- 5.3.5 Capability 5: Confidence and Personal Empowerment (Power Within) -- 5.3.6 Capability 6: Bodily Integrity, Safety and Mobility -- 5.3.7 Capability 7: Senses and Imagination: Developing Creativity. 5.3.8 Capability 8: Recognition and Respect -- 5.3.9 Capability 9: Upgrade Skills and Qualifications Throughout the Life-Course, Including Continued Education and Continued Upgrading -- 5.3.10 Capability 10: Enabled Transition to WOW Through Awareness, Preparation and Connections -- 5.4 Conclusions: VET Enabled Aspirations and Achieving Functionings -- 6 Agency, Empowerment and Achieved Aspirations -- 6.1 Agency and Empowerment of the VET Graduates -- 6.1.1 Power Within -- 6.1.2 Power To -- 6.1.3 Power Over -- 6.1.4 Power With -- 6.1.5 VET Graduates' Overall Empowerment Achievements and Transformatory Agency -- 6.2 Empowerment of Communities and Marginalised Groups -- 6.2.1 Empowerment of Families and Communities for Resilience -- 6.2.2 Empowerment of the Marginalised Economy in a Fragile Context -- 6.3 The Achieved Aspirations of Graduates -- 6.3.1 Achievement of VET

TVET National System and Governance -- 2.3.3 Delivering VET

Graduates' Aspirations According to Work, Poverty Reduction and Empowerment -- 6.3.2 Achievement of Graduates' Aspirations According to Marginalisation Categories -- 6.3.3 Achievement of Graduates' Aspirations Over Time -- 6.4 Conclusion: VET's Apparent Contribution to Reducing Inequalities -- 7 Policies and Practices to Expand Human Development and Reduce Inequalities -- 7.1 Structural Challenges and Enabling Factors -- 7.1.1 Mobility Obstacles to Achieving Aspirations -- 7.1.2 Economic Obstacles to Achieving Aspirations -- 7.1.3 Social Obstacles to Achieving Aspirations -- 7.1.4 Other Obstacles to Achieving Aspirations-Restricted Abilities -- 7.1.5 Enabling Factors -- 7.2 Attitudes Towards VET: Structural Challenges and Enabling Factors -- 7.2.1 Increased Positive Attitudes of Communities, Markets and Schools Among the Marginalised -- 7.2.2 Negative Attitudes Limiting VET Learners' Choices- Passive Agency --7.3 Institutes' Policies and Measures as Enabling Factors and Challenges.

7.3.1 VET Institutes' Policies and Measures for Enabling Increased Access to VET -- 7.3.2 VET Institutes' Policies and Measures for Enabling Increased Access to Work After Graduation -- 7.3.3 Challenges at the Institutional/Provider Levels -- 7.4 National Level Policies and Practices Responding or Challenging VET Graduates' Strategic Interests -- 7.5 Chapter Conclusions -- 8 Overall Conclusions -- 8.1 VET Addressed the Marginalised in Context of Marginalisation --8.2 VET Capability List That Is Sensitive to Inequality and Includes Accountability -- 8.3 VET Graduates Acquired Agency and Empowerment -- 8.4 VET Graduates Achieving Empowerment Reducing Inequality -- 8.5 VET Graduates Achieved Aspirations That Is Linked to Achieving Functioning and Empowerment, and Is Highly Dependent on Marginalisation -- 8.6 Structural Challenges and Enabling Factors to Achievements -- 8.7 Enabling and Challenging Policies and Measures That Reduce or Reproduce Inequality -- 8.8 Lists, Indicators and Tools Produced by the Research That Could Construct Theory of Change -- 8.9 Research Demonstrated VET Contribution to HD and Reducing Inequality -- List of References/Selected Bibliography.