

Tackling Youth Unemployment through TVET

Dr Gita Subrahmanyam

Research Associate, LSE Public Policy Group

Senior Consultant, African Development Bank

UNESCO-UNEVOC Regional Expert Meeting on Promising Practices
in TVET and Entrepreneurship Education in the Arab States

Beirut, Lebanon – 19 November 2013



Video by George Karachalios (15 years old; student at Princeton High School, NJ, USA)

e-FORUM

ONLINE CONFERENCE



25 June to 9 July 2013

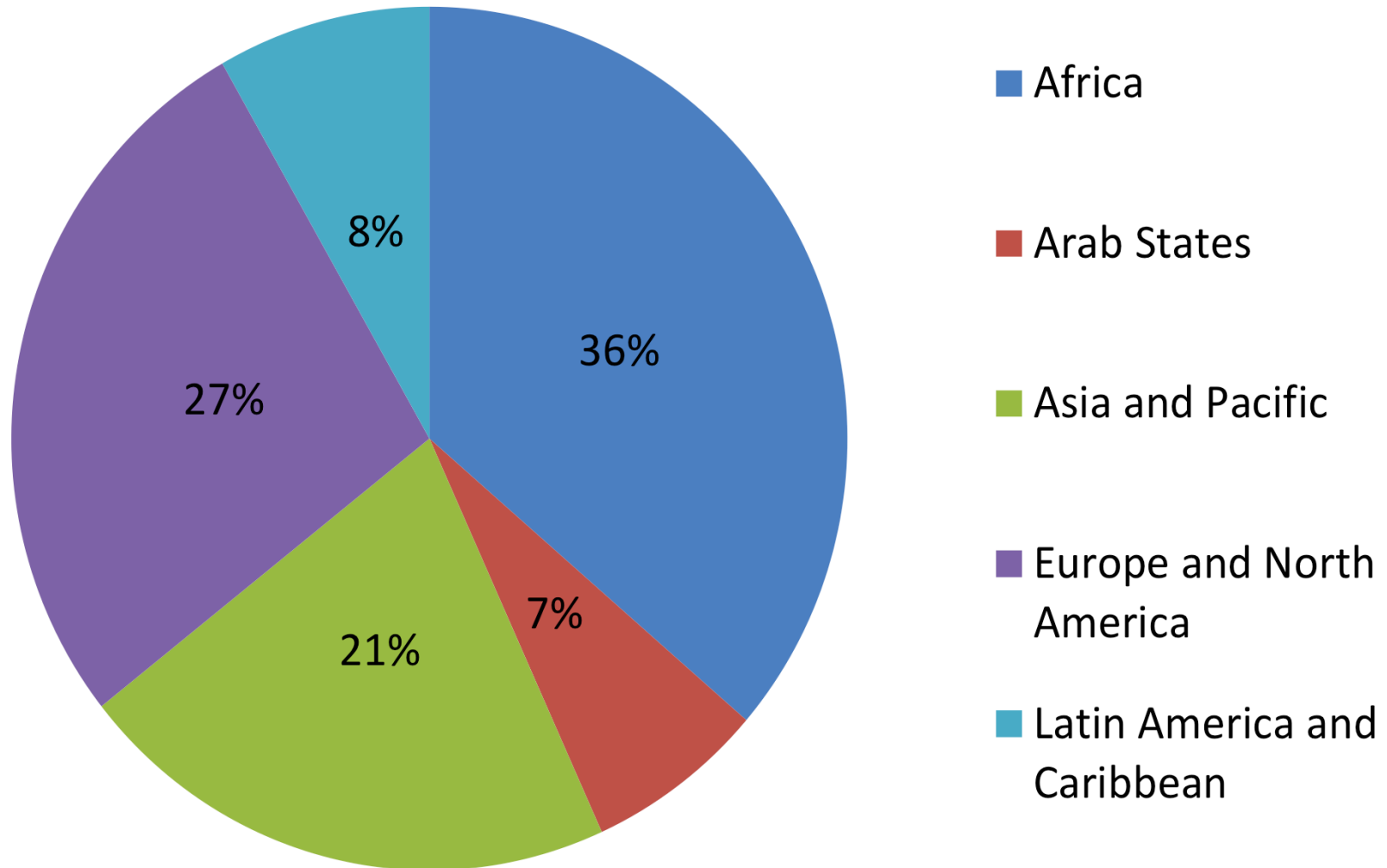
Moderator: Gita Subrahmanyam

Co-moderated by Katerina Ananiadou (UNESCO-UNEVOC)

Participation

- 303 participants from 80 countries
- 73 active contributors ($\approx 1/4$ of participants)
- 127 messages exchanged over two-week period

Regional distribution of participants



Threads introduced during e-Forum

1. Key barriers that young people face in finding work
2. TVET's role in easing the school-to-work transition
3. Labour market information and skills forecasting
4. Entrepreneurship education
5. Widening access: engaging disadvantaged and marginalised youth
6. Upgrading TVET's image: challenges/opportunities
7. Monitoring and evaluation of youth-focused TVET

Threads introduced during e-Forum

1. Key barriers that young people face in finding work

Key barriers that young people face

SKILLS MISMATCHES

- Lack of relevant skills – foundational, in-demand, transferrable and/or entrepreneurial
- Lack of information on what employers are seeking in terms of skills/experience
- Lack of work experience – often not emphasised by schools/universities

Key barriers that young people face

LACK OF JOB OPPORTUNITIES

- Flooded labour market - too many jobseekers and too few job openings
- In some cases, unfavourable economic policies block job creation
- Young people often forced to migrate or emigrate for work

Threads introduced during e-Forum

1. Key barriers that young people face in finding work
2. TVET's role in easing the school-to-work transition

What TVET institutions can do to ease the school-to-work transition

MINIMISE SKILLS MISMATCHES

- Collect and disseminate labour market information to ensure skills taught are up-to-date, in-demand and globally competitive
- Involve private sector and other key partners in TVET design and implementation
- Offer on-the-job training and ‘soft skills’ training
- Recognise skills/experience gained outside of school

What TVET institutions can do to ease the school-to-work transition

CREATE JOB OPPORTUNITIES

- Offer entrepreneurship education to support and promote self-employment

ENSURE HIGHER-QUALITY OUTCOMES

- Ensure teachers/trainers are highly-qualified and continuously upgrade their skills and knowledge
- Undertake regular and rigorous monitoring and evaluation to assure quality and provide an evidence base of 'what works' in youth-focused TVET

Omnia Finland's TVET incubator



© Photographer: Teemu Ylikoski

Omnia's revamped campus design

Micro-entrepreneurs



**get affordable office
space on campus**

Students



**gain work experience
as well as a more
realistic view of how
businesses operate**



Threads introduced during e-Forum

1. Key barriers that young people face in finding work
2. TVET's role in easing the school-to-work transition
3. Labour market information and skills forecasting

Labour market information and skills forecasting

COST-EFFECTIVE METHODS

- Analysis of classified job advertisements
- Questionnaires/interviews with local businesses
- Government or other data providers' websites

KEY CHALLENGES

- Limited funding, equipment and personnel
- Published information may be partial/inaccurate
- Local businesses may be unwilling to sacrifice their time to share information

Philippines – Trainers’ Training Free Certificate Course



© Vector Open Stock

Trainers' Training Programme

Local Businesses



**receive a five-day
certificate course
free of charge**



**Closer
partnerships
and exchange
of information**



TVET Centre



**gain project tie-ups,
better job placements,
and improved labour
market information**

Skills competitions: key source of labour market information



Threads introduced during e-Forum

1. Key barriers that young people face in finding work
2. TVET's role in easing the school-to-work transition
3. Labour market information and skills forecasting
4. Entrepreneurship education

Entrepreneurship education

VITAL ROUTE FOR

- Creating jobs when too few exist
- Creating skilled jobs when vacancies are low-skilled
- Creating jobs for groups facing work discrimination
- Injecting innovation and dynamism into an economy
- Hastening job creation, if new business is successful

Entrepreneurship education

KEY CHALLENGES

- Parents/students tend to prefer stable jobs and steady incomes
- Need for sufficiently trained teachers/mentors
- Successful outcomes often dependent on wider social support

Entrepreneurship education

DIVERGENT VIEWS ON PROGRAMME DESIGN

- Train students in the skills needed to run a business
- Develop and cultivate an entrepreneurial spirit

DIVERGENT VIEWS ON PROGRAMME DELIVERY

- Taught as a separate course
- Embedded into every course as integral part of the TVET curriculum

UNESCO Bangkok's EE-Net

- Comprehensive support for entrepreneurship education
- NEED TO COMPLETE THIS SLIDE (NOT SURE WHICH BEST PRACTICE EXAMPLE I WILL INCLUDE)

Nigeria's Entrepreneurship Development Centres

- Comprehensive support for entrepreneurship
- NEED TO COMPLETE THIS SLIDE (NOT SURE WHICH BEST PRACTICE EXAMPLE I WILL INCLUDE)

Threads introduced during e-Forum

1. Key barriers that young people face in finding work
2. TVET's role in easing the school-to-work transition
3. Labour market information and skills forecasting
4. Entrepreneurship education
5. Widening access: engaging disadvantaged and marginalised youth

Widening access to TVET

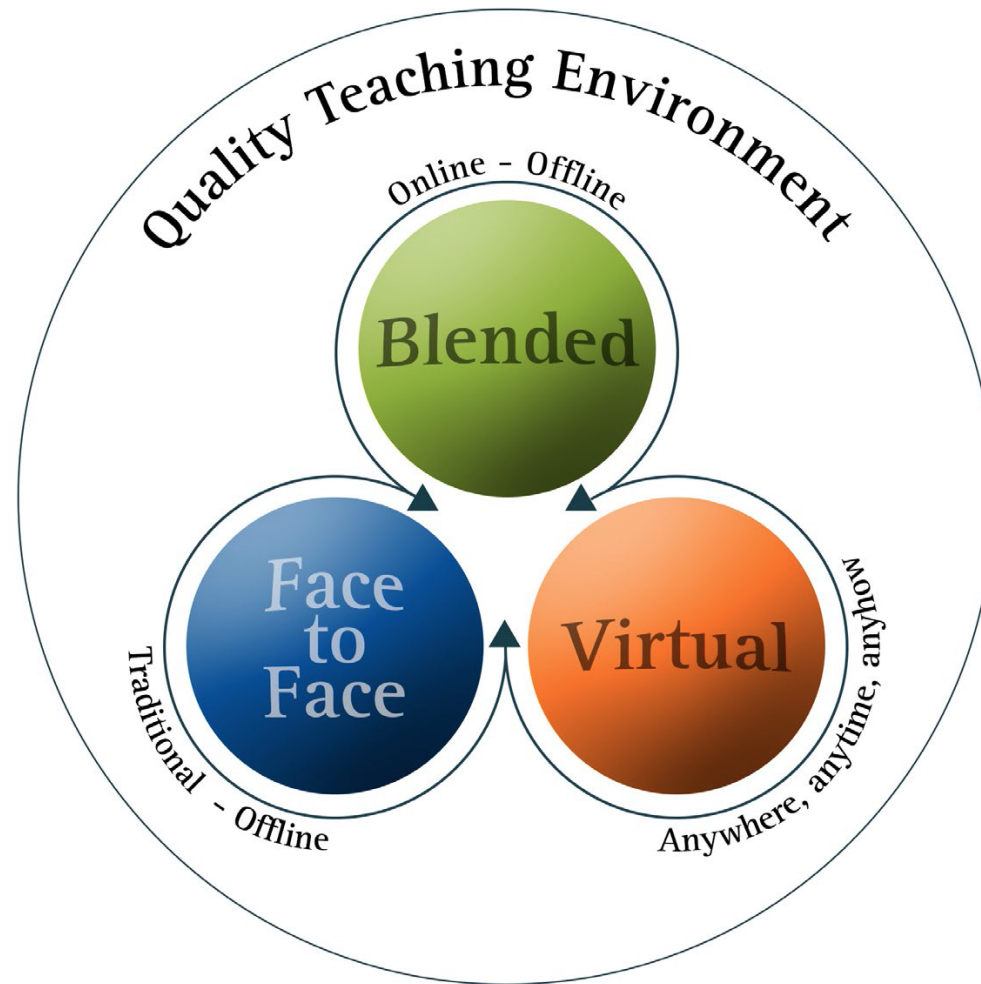
KEY OPPORTUNITIES

- Potential for greater impact in tackling youth unemployment
- May prevent at-risk youth from getting involved in gangs, crime and violence

KEY CHALLENGES

- Excluded groups may live in remote areas or have commitments that prevent their school attendance
- TVET institutions often suffer capacity constraints

Zambia - Flexible and Blended Learning Approaches



Threads introduced during e-Forum

1. Key barriers that young people face in finding work
2. TVET's role in easing the school-to-work transition
3. Labour market information and skills forecasting
4. Entrepreneurship education
5. Widening access: engaging disadvantaged and marginalised youth
6. **Upgrading TVET's image: challenges/opportunities**

Upgrading TVET's image

KEY CHALLENGES

- Requires adequate legislative/financial support
- Reliant on 'stakeholder buy-in'
- Dependent on there being a supportive economic environment

Upgrading TVET's image

SUGGESTED ACTIONS

- Ensure TVET is not a dead end
- Persuade policymakers to increase TVET funding
- Stimulate involvement of companies and other key stakeholders
- Take steps to raise teaching quality
- Ensure graduates are job-ready and motivated
- Publicise the benefits of TVET to parents

Finland - successful TVET upgrade

TODAY

- Over 50% of Finnish youth apply to TVET track
- Parents do not object to TVET as first choice option
- TVET track more competitive than general track

SUCCESS FEATURES

- Equivalence in progression possibilities and funding
- Focus on employable skills
- Public promotion of TVET

Threads introduced during e-Forum

1. Key barriers that young people face in finding work
2. TVET's role in easing the school-to-work transition
3. Labour market information and skills forecasting
4. Entrepreneurship education
5. Widening access: engaging disadvantaged and marginalised youth
6. Upgrading TVET's image: challenges/opportunities
7. **Monitoring and evaluation of youth-focused TVET**

Monitoring and evaluation of TVET

KEY OPPORTUNITIES

- Quality assurance
- Evidence base of ‘what works’ in youth-focused TVET

KEY CHALLENGES

- Monitoring and evaluation not undertaken regularly or rigorously by TVET institutions
- Least discussed topic during e-Forum

Monitoring and evaluation of TVET

COMMONLY USED METHODS

- Regular tracking of graduates' job status and progress
- Survey of employers to assess their satisfaction levels with graduates' skills and competences

Measuring TVET programme success

IN-CLASS LEARNING

- Knowledge acquired
- Attitudes/predispositions to learning
- Attitudes/predispositions to solving new problems

ON-THE-JOB TRAINING

- Extent to which training targets have been met
- Satisfaction levels with company trainers' inputs
- Extent to which training matches in-class learning
- Degree of work insertion

Measuring TVET programme success

OVERALL OUTCOMES

- Percentage of students placed in jobs
- Match of jobs to students' vocational profile
- Percentage of students still employed after *X* years