Tackling Youth Unemployment through TVET

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

Co-moderated by Katerina Ananiadou (UNESCO-UNEVOC)
Participation

• 303 participants from 80 countries
• 73 active contributors (≈ 1/4 of participants)
• 127 messages exchanged over two-week period
Regional distribution of participants

- Africa: 36%
- Arab States: 8%
- Asia and Pacific: 21%
- Europe and North America: 7%
- Latin America and Caribbean: 27%
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

‘[D]uring my final year of studies... I realised that my fellow students and I had gained very few practical skills that would be of use to the world of work’

--- recent university graduate from the Netherlands
Key barriers that young people face

SKILLS MISMATCHES

• Lack of relevant skills

• Lack of information about the labour market

‘Others did realise their lack of practical skills but did not really know how to go about gaining these skills (“what is it exactly that employers are looking for?”)’

‘Too little emphasis is placed on the importance of career guidance – preparing students and young people mentally for what comes after school.’

--- recent university graduate from the Netherlands
Key barriers that young people face

SKILLS MISMATCHES

• Lack of relevant skills
• Lack of information about the labour market
• Lack of work experience

‘...employers look for work experience, which is sometimes so ambiguous and you end up not even getting a chance to be interviewed’

--- unemployed university graduate from Kenya
Key barriers that young people face

LACK OF JOB OPPORTUNITIES

• Flooded labour market with few jobs

‘[T]here are not enough companies in our area... Because of that, many students [have to] move to a bigger city to start their career’

--- TVET student from North Germany
Key barriers that young people face

LACK OF JOB OPPORTUNITIES

• Flooded labour market with few jobs
• Lack of entrepreneurial skills to create new jobs

‘I wish I could create jobs rather than look for jobs in an already flooded market’

--- unemployed university graduate from Kenya
Key barriers that young people face

LACK OF JOB OPPORTUNITIES

- Flooded labour market with few jobs
- Lack of entrepreneurial skills to create new jobs
- Unfavourable economic climate discouraging entrepreneurship

‘Unfavourable economic policies do not encourage TVET training, entrepreneurship development and self-employment’

--- young e-Forum participant from Cameroon
Key barriers that young people face

PROMISING PRACTICE

• Advice from older e-Forum members
• Undertake CV-building activities
  – Volunteering/unpaid employment
  – Research and publishing
  – Skills upgrading (formal or self-taught)
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

– Focus on relevance and quality
– Involve private sector in TVET design and delivery
– Offer on-the-job training, ‘soft skills’ training and career guidance
– Recognise skills/experience gained outside of school

CREATE JOB OPPORTUNITIES

– Offer entrepreneurship education to promote and support self-employment
Omnia Finland’s TVET incubator
Omnia’s revamped campus design

Micro-entrepreneurs

get affordable office space on campus

Joint projects and activities

Students

gain work experience as well as a more realistic view of how businesses operate
Threads introduced during e-Forum

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2. TVET’s role in easing the school-to-work transition
3. Labour market information and skills forecasting
Labour market information and skills forecasting

KEY CHALLENGE

– Limited funding, equipment and personnel
– Information unavailable or unpublished

COST-EFFECTIVE METHODS

– Data from external websites/publications
– Skills competitions (e.g., WorldSkills)
– Analysis of classified job advertisements
– Surveys of business owners and HR managers
Philippines – Trainers’ Training Free Certificate Course

Train the Trainers
Trainers’ Training Programme

Local Businesses

- receive a five-day certificate course free of charge

TVET Centre

- gain improved labour market information, greater firm input and more job placements

Closer partnerships and exchange of information
Threads introduced during e-Forum

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4. Entrepreneurship education
Entrepreneurship education

VITAL ROUTE FOR

– Creating jobs – with multiplier effects!
– Injecting dynamism into an economy
– Placing groups experiencing discrimination in jobs
Entrepreneurship education

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– Creating jobs – with multiplier effects!
– Injecting dynamism into an economy
– Placing groups experiencing discrimination in jobs

KEY CHALLENGES

– Not offered or supported in many countries
– Parents/students tend to prefer stable jobs and steady incomes
– Need for sufficiently trained teachers mentors
– Success depends on wider social and policy 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

• Entrepreneurship Education Network (EE-Net) for Asia and Pacific region - launch date: December 2013
• Comprehensive support for entrepreneurship education
• Database containing
  – Research on entrepreneurship education
  – Information on innovative projects and practices
  – Details of successful entrepreneurs to serve as ambassadors for entrepreneurship and mentors for future (especially youth) entrepreneurs
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5. Widening access: engaging disadvantaged and marginalised youth
Widening access to TVET

KEY OPPORTUNITIES

– Greater impact in tackling youth unemployment
– Prevent youth from getting involved in crime/violence

KEY CHALLENGES

– Reaching groups who live in remote areas or have commitments that prevent their school attendance
– TVET institutions’ capacity constraints (number of teachers, classroom capacity, etc)
Zambia - Flexible and Blended Learning Approaches
Threads introduced during e-Forum

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Upgrading TVET’s image

FOCUS ON QUALITY

– Ensure teachers/trainers are highly-qualified and continuously upgrade their skills and knowledge
– Undertake regular and rigorous monitoring and evaluation
Upgrading TVET’s image

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– Undertake regular and rigorous monitoring and evaluation

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
Upgrading TVET’s image

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Upgrading TVET’s image

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– 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

MAIN FEATURES

– Equivalence to general education institutions
– Focus on employable skills
– Public promotion of TVET

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
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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
TVET transformations for tackling youth unemployment

ACTIONS REQUIRED

– Extend access to wider pool of participants
– Form closer links with the private sector
– Focus on increasing employability
– Offer entrepreneurship training and support
– Keep up-to-date with labour market trends
– Build local, national and international partnerships
– Become effective lobbying agents
– Improve monitoring and evaluation processes
Thank you for your attention!

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