

# Tackling Youth Unemployment through TVET

Dr Gita Subrahmanyam

Research Associate, LSE Public Policy Group  
Senior Consultant, African Development Bank  
UNESCO-UNEVOC Asia and Pacific Regional Forum  
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Video by George Karachalios (15 years old; student at Princeton High School, NJ, USA)

# e-FORUM

## ONLINE CONFERENCE



25 June to 9 July 2013

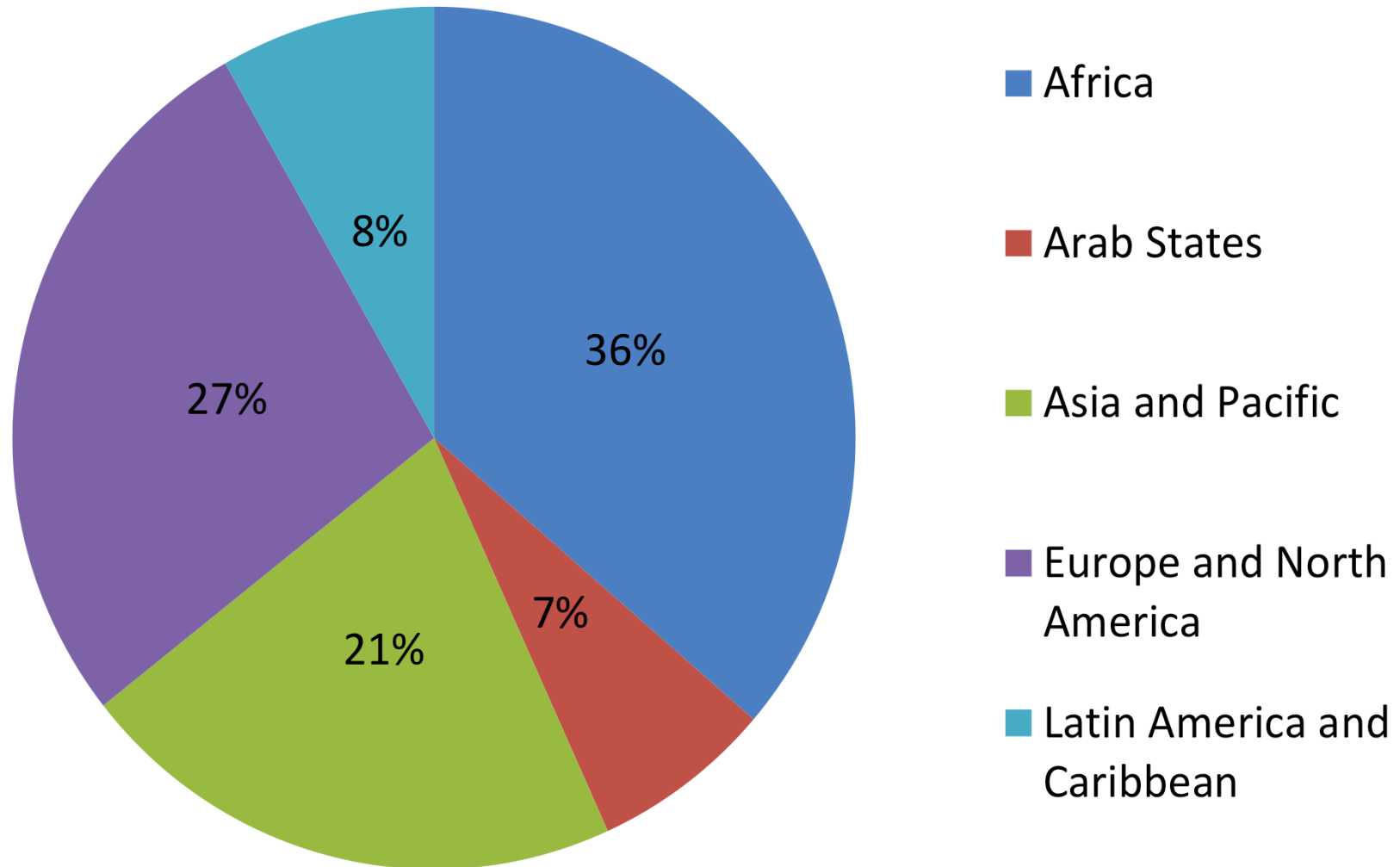
Moderator: Gita Subrahmanyam

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

*'[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



© 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**



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# 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



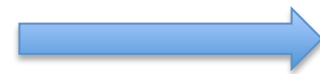
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# Trainers' Training Programme

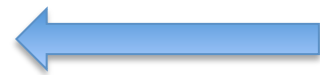
## Local Businesses



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



**Closer  
partnerships  
and exchange  
of information**



## TVET Centre



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

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# Entrepreneurship education

## VITAL ROUTE FOR

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



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- 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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# Widening access to TVET

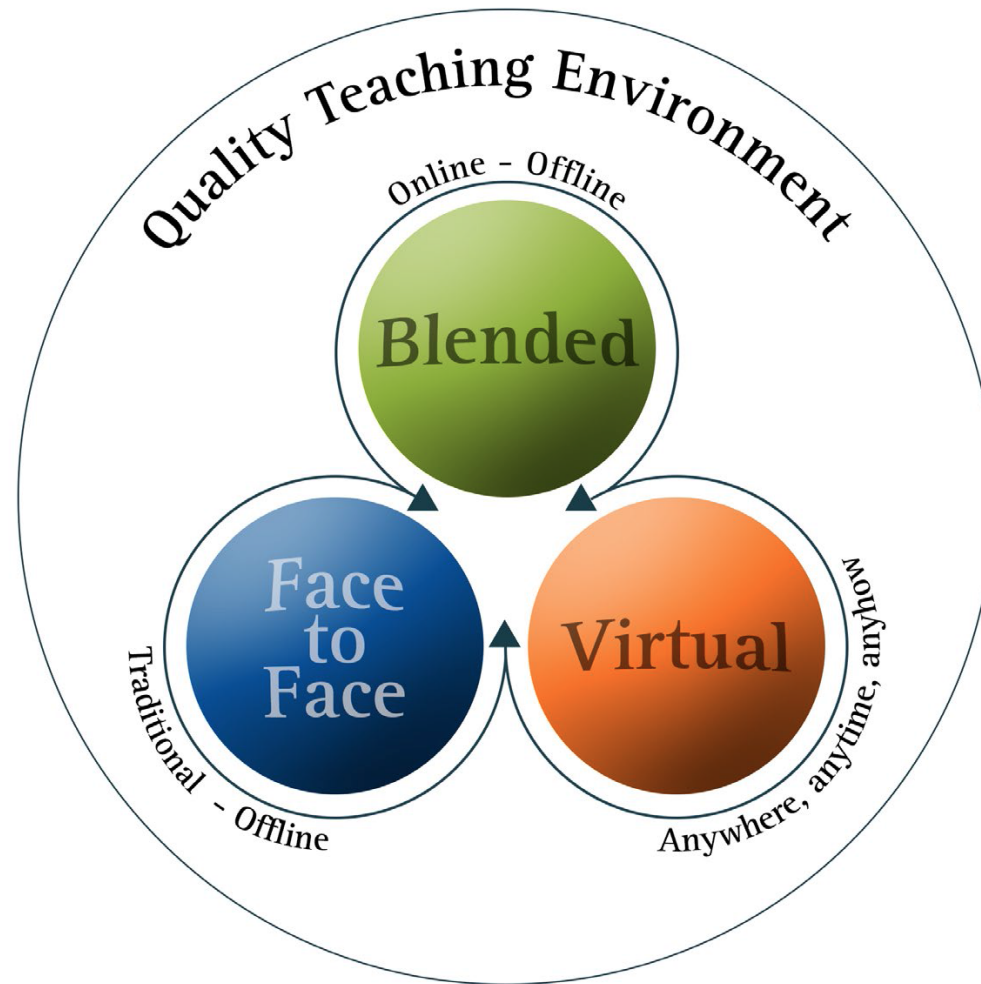
## KEY OPPORTUNITIES

- 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



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6. Upgrading TVET's image: challenges/opportunities

# 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



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- Ensure teachers/trainers are highly-qualified and continuously upgrade their skills and knowledge
- 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

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- 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!

Dr Gita Subrahmanyam

Research Associate, LSE Public Policy Group  
Senior Consultant, African Development Bank

[gsubrah@gmail.com](mailto:gsubrah@gmail.com)

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