YOUTH AND SKILLS
Putting education to work: Highlights from an EFA report and implications for the Asia-Pacific

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Expanding TVET at the Secondary Level
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Key messages: EFA Global Monitoring Report 2012

- Progress towards Education for All is stagnating
- Aid to education is slowing down
- Slow progress has left a huge skills deficit among young people
- Poor urban and rural youth, especially women, urgently need support to acquire skills
Progress towards UPE has ground to a halt

Number of out-of-school children of primary school age, 1999–2010

Sources: Annex Statistical Table 5; UIS database
Out-of-school children: lower secondary school

Out-of-School Adolescents 1999 and 2010

1999

- South and West Asia: 40 million
- East Asia and Pacific: 25 million
- Rest of the World: 36 million

2010

- South and West Asia: 31 million
- East Asia and Pacific: 10 million
- Rest of the World: 29 million

*Data reflect the actual number of adolescents not enrolled at all, derived from the age-specific or adjusted net enrolment ratio (ANER) of lower secondary school age children.

Sources: Annex Statistical Table 5, UIS database
Youth and skills

Three main types of skills that all young people need:

- **Foundation skills**
  - the literacy and numeracy skills necessary for getting work that can pay enough to meet daily needs
  - these skills are a prerequisite for continuing in education and training, and also for acquiring transferable and technical and vocational skills

- **Transferable skills**
  - the ability to solve problems, communicate ideas and information effectively, be creative, show leadership and conscientiousness, and demonstrate entrepreneurial capabilities
  - these skills are required for young people to be able to adapt to different and changing work and life environments.

- **Technical and vocational skills**
  - the specific skills since many jobs require “specific technical knowhow and competencies”
  - often provided at upper and post-secondary education levels, either in formal and non-formal education institutions.
Pathways to skills

One in eight young people is unemployed

One in five young people in developing countries has not completed primary school

One in four young people is in a job being paid less than $1.25 per day

One in six of the world’s people is aged between 15-24-years-old
Pathways to skills

- Technical and vocational skills
- Transferable skills
- Foundation Skills
Pathways to skills

Young people learn **transferable skills** and **technical and vocational skills** at upper secondary school.

A primary and lower secondary education gives young people **foundation skills**.
Pathways to skills

Work-based training teaches transferable and technical and vocational skills through direct work experience.

200 million young people need a second chance.
Pathways to skills
Many young people lack foundation skills

In 30 out of 59 countries, more than half of youth lack foundation skills.

Source: GMR team analysis based on UIS (2012).
Urban poverty reduces chances of acquiring skills

Percentage of 15-24 year-olds leaving before completing lower secondary school

Urban poorest are at a greater disadvantage than rural poorest

Rural poorest are at a greater disadvantage than urban poorest

Source: GMR team analysis based on UIS (2012).
Poor, rural young women lack skills the most

Percentage of youth (age 15 to 24) with less than lower secondary education, by gender, in rural areas

Females are at a disadvantage

Gender parity

Males are at a disadvantage

Source: GMR team analysis based on UIS (2012).
In Bangladesh, providing stipends for secondary school girls has dramatically increased enrolment.

Returns on male vocational secondary school graduates in wage employment are 39% (compared to 32% for general secondary school graduates).

In the Philippines, flexible provision, including distance learning, reduced dropout from 13% to 8% over 5 years.
Delivering skills training to urban poor youth

- **Target unemployed youth**: Indonesia’s Education for Youth Employment targets poor, unemployed youth with low education. In 2006, 82% of participants were able to find employment within 3-4 months after training.

- **Support training through traditional apprenticeships**: An estimated 79% of Pakistani youth year olds work in the informal sector where traditional apprenticeships are the main mode of skills acquisition.

- **Make foundation skills part of entrepreneurial skills training**: The Training for Employment project in Nepal combines foundation skills and vocational training, primarily for disadvantaged castes and ethnic minorities. 73% of graduates found employment.
**Delivering skills training to poor rural youth**

- **Provide second chance programmes**
  - Equivalency programs in Indonesia provide early school leavers with an opportunity to continue their education and include training in life skills.

- **Combine skills training with assets**
  - BRAC, an NGO, gives assets such as a cow to poor, rural women in Bangladesh along with training in business skills. Participants’ income nearly tripled.

- **Provide training via ICTs to reach young people in remote areas**
  - Experiments in India have shown the potential benefits of augmenting training with ICT, especially radio, which can reach large numbers of disadvantaged farmers.
Policy implications for countries in the region

Whole-system approach to skills development

- Skills acquired through general and vocational education
- Primary schooling is not enough to acquire foundation skills, thence need to extend basic education to include lower secondary
- Blurred demarcation between general and vocational education
  - Trend toward the ‘vocationalisation’ of general education and the ‘generalisation’ of vocational education

Stronger policy, regulatory and alignment frameworks

- Education and training for productive employment is vital for social and economic development
- Most governments acknowledge the importance of further aligning TVET policy with economic development strategies
Skills development for all

- Expanding second-change education programmes for those who missed out on formal schooling
  - Various experiences to be tapped on
- Governments need to pay greater attention to the recognition of non-formal and informal learning
  - UNESCO guidelines on the recognition, validation and accreditation of non-formal and informal learning (RVA) could be a useful source
- Employers fail to invest in the training of their staff
  - Positive correlation between the accessibility of workplace learning and the level of per capita GDP
Policy implications for countries in the region

Addressing the gaps in terms of knowledge on skills needs and development

- Sound labour market information and analysis are the requirements for demand-driven TVET
- Limited awareness among national policy makers of collecting more detailed skills needs data and graduate tracer studies
- Government should strive to collect more data and use them (e.g. national employer surveys on skills needs)
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