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INNOVATIVE
SECONDARY
EDUCATION FOR
SKILLS ENHANCEMENT
Identifying Models to Effectively Deliver the Skills Needed
for Future Employment.



Supported by
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**Skills for Inclusive and Sustainable Growth in Developing Asia-Pacific:
Pre-Forum Workshop**

December 10, 2012 | Asian Development Bank, Manila

Results for Development Institute (R4D)

What is R4D?

- Results for Development Institute (R4D) is a Washington-DC based non-profit organization, with ~50 employees.
- R4D's mission is to unlock solutions to tough development challenges that prevent people in low- and middle-income countries from realizing their full potential
- Major supporters include Rockefeller Foundation, Gates, DFID, Hewlett, and USAID
- Leveraging expertise from business, economics, and development, R4D works with leaders, globally and at the country level, to provide analysis and advice, enable communities of knowledge, and design and test solutions to some of the world's biggest development challenges

R4D targets four areas in the fight against global poverty:



R4D's education portfolio

Focus on three broad levers that have potential for deep impact:

Non-state innovations



Innovative financing

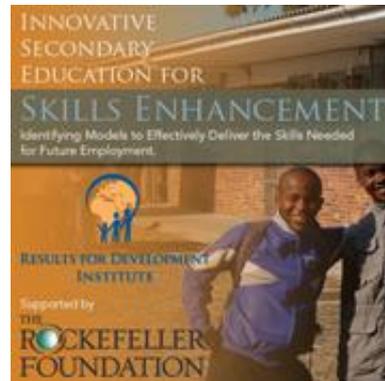
The Ed Venture Fund

Promoting Innovation in Education



Leading group

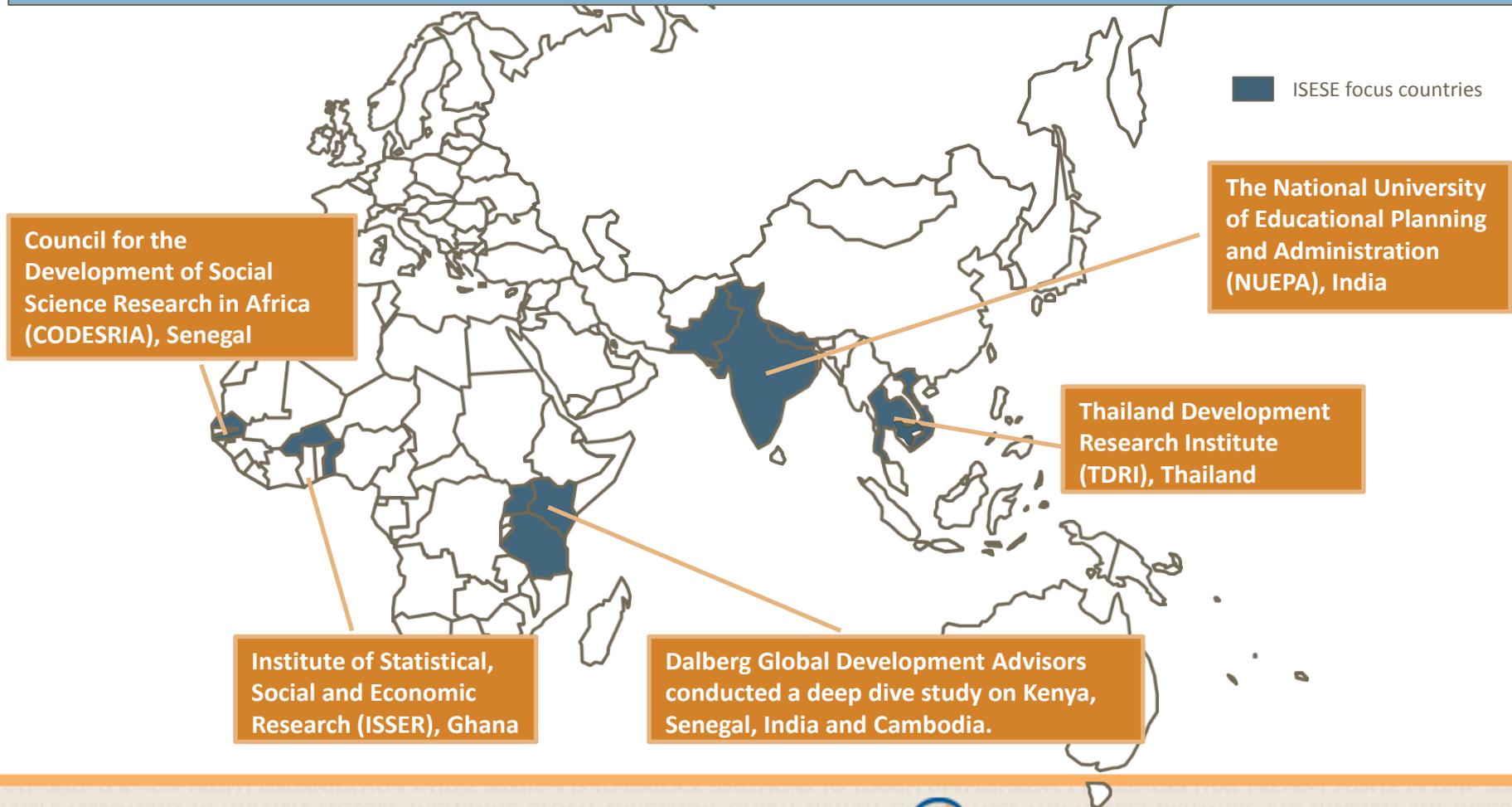
on Innovative Financing
for Development



Skills for employability

Innovative Secondary Education for Skills Enhancement: Overview

Research was commissioned to 5 regional institutions in Africa and Asia.



Methodology

79 enterprises surveyed in sub-Saharan Africa.

220 enterprises surveyed in Cambodia,

190,024 in Thailand, and **21** in

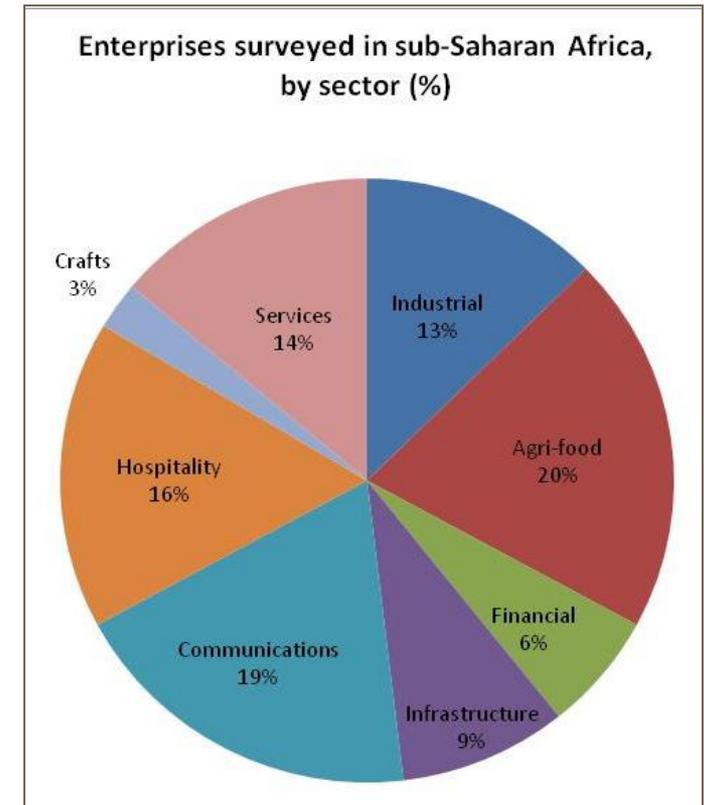
Vietnam. A mix of sectors were surveyed, with a focus on the manufacturing industry.*

78 industry leaders met in focus groups in 5 cities across Bangladesh, India, and Pakistan.

Educators and NGOs were surveyed to assess innovative models operating in their region.

An online **competition** held in partnership with Ashoka also scanned the region for new ideas in operation.

** The data for Cambodia is from the Cambodian Federation of Employers and Business Associations in 2008, and that from Thailand is from the Labor Demand of Establishment Survey carried out by the National Statistical Office in 2008.*



Findings: what do employers want?

Analytical

- Numeracy and literacy
- Critical thinking skills
- Problem-solving skills

Technical

- Skills geared towards a specific occupation, e.g. electrical wiring or plumbing

Non-cognitive

- Communication and teamwork
- Self-reliance and discipline
- Entrepreneurship



Students in Lend-a-Hand-India's Project Swadheen work together to explore electrical wiring.

Findings: what do employers want?

“Employers need **reliable, responsible workers** who can **solve problems** and have the **social skills and attitude** to work together...”

NUEPA, 2012

55% of formal employers surveyed in South Asia prioritize **non-cognitive skills**

Non-cognitive skills

- Skills such as:
 - Self-reliance
 - Entrepreneurship
 - Communication
 - Discipline

Learning to learn

- Being able to learn quickly, applying prior knowledge in a new context.

Transferrable skills are key:
the jobs that exist today are not the same as those of tomorrow.

Findings: what do employers want?

Formal employer skill gaps are remarkably similar across regions and sectors

	Africa gaps	Asia gaps
Analytical	<ul style="list-style-type: none">▪ Basic knowledge▪ Numeracy▪ Critical thinking	<ul style="list-style-type: none">▪ Ability to learn▪ Critical and analytical thinking▪ Computer skills▪ Foreign language (English)
Technical	<ul style="list-style-type: none">▪ Depends on industry▪ Theory and practice	<ul style="list-style-type: none">▪ Depends on industry▪ Theory and practice
Non-cognitive	<ul style="list-style-type: none">▪ Attitudes▪ Communication▪ Leadership▪ Decision-making▪ Flexibility and adaptability	<ul style="list-style-type: none">▪ Communication▪ Leadership▪ Teamwork▪ Flexibility▪ Honesty▪ Resource and time management

Findings: what do employers want?

Key findings from Asia:

- Greater articulation between general and vocational streams.
- National Qualifications Frameworks established to standardize competencies
- Non-cognitive skills are still largely neglected
- Poor teacher effectiveness and outdated pedagogy are a significant problem, particularly in Southeast Asia.

Foundational non-cognitive skills are critical in both general and vocational streams of study.

Findings: what do employers want?

Informal economy:

- Majority of workers in many developing countries.
- Non-cognitive skills are especially crucial.
- A focus on non-cognitive skill development in girls is key, as women are more likely to be engaged in this sector.

Example: Skills needed by construction workers in India

	Technical	Analytical	Non-cognitive
Skilled	++	++	++
Unskilled	+	+	+++

Source: Dalberg, 2012

Findings: how to effectively deliver relevant skills?

Key elements:

- Multi-stakeholder partnerships to create quality, scalable and sustainable models.
- Innovative use of ICTs to modernize pedagogy and supplement mainstream teaching.
- Effective use of **open and distance learning**, including for TVET programming.
- Scholarship and voucher schemes to address **demand side constraints**.
- Inclusion of **non-cognitive skills** to enhance traditional analytical and technical skill development.

The most effective models link training to employer needs.

Findings: how to effectively deliver relevant skills?

Effective models both complement the existing system and pioneer new partnerships with employers and the private sector.

Educate!, Uganda

- Student mentorship scheme to develop “people-skills” and entrepreneurial skills in upper secondary students.

IT Training for People with Disabilities, Vietnam

- Provides youth with advanced IT skills and soft-skills training to allow them to find employment. Material and curricula is developed through close collaboration with employer groups.

National Skills Development Corporation, India

- Facilitates involvement of employers in the skills development process to ensure it is meeting industry needs, by providing both financial support and inputs on curricula and qualifications frameworks.

Next steps

- ❑ **Further analysis** of a selection of innovative models to understand potential for scale-up, including:
 - ❖ Yuwa: Kicking It New School (India)
 - ❖ IT Training for Youth with Disabilities (Vietnam)
 - ❖ Improving the Quality and Relevance of Middle School (Senegal)
 - ❖ Multi-Skill Vocational Training and Entrepreneurship Development (India)
 - ❖ National Skills Development Corporation (India)
 - ❖ Educate! (Uganda)
 - ❖ Khan Academy (U.S.)
- ❑ **Regional convenings** in Africa and Asia to share and test findings.
 - ❖ Asia convening will be held in January 2013.
- ❑ Release of a **final report** which analyzes skill gaps and presents detailed case studies and lessons learned from the regional convenings.

Questions for discussion

- How do we foster and support demand-driven initiatives?
 - How to evaluate the actual impact of these innovations on youth employability?
 - What are more affordable ways of using ICTs to support skill development?
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