

YOUTH AND SKILLS

Putting education to work:

Highlights from EFA GMR 2012 and implications for the region

International Forum on Skills for Inclusive and Sustainable Growth in Developing Asia-Pacific

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Key messages: EFA Global Monitoring Report 2012

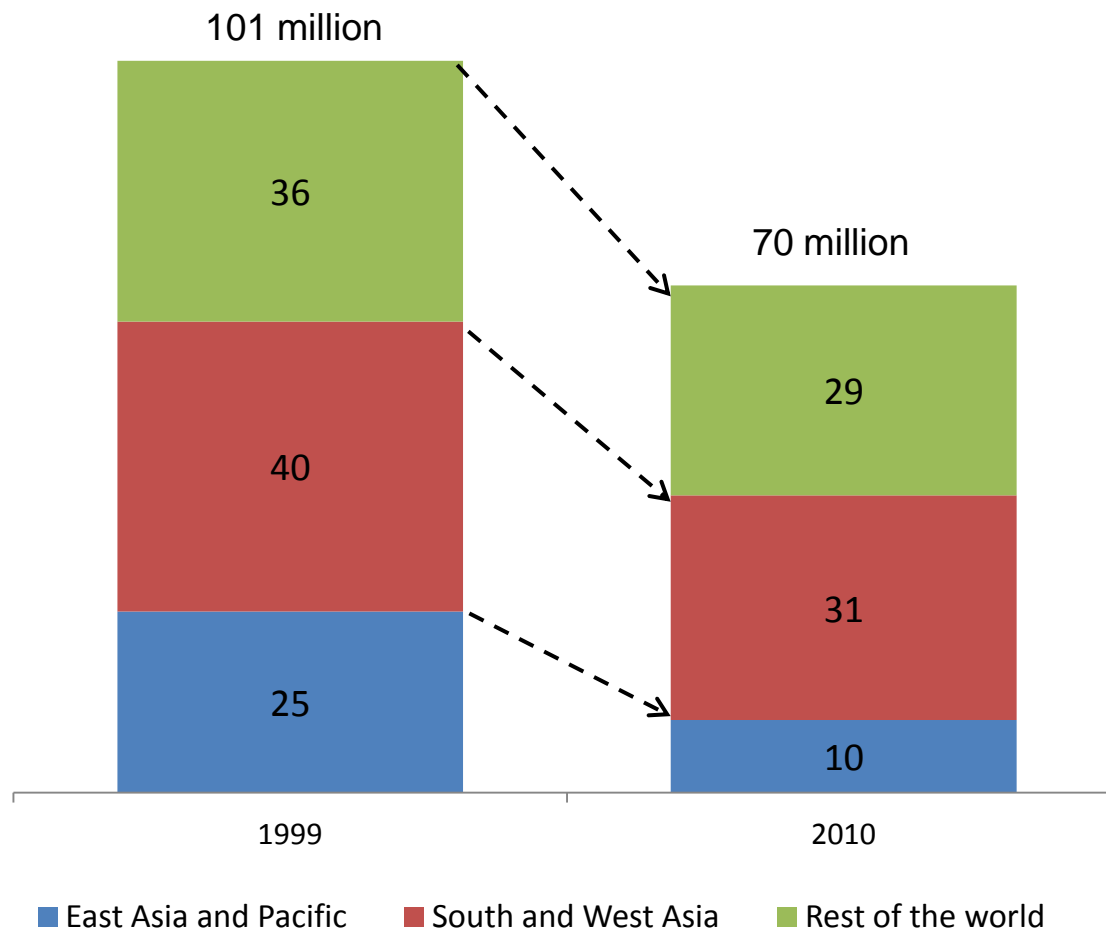


- Progress towards Education for All is stagnating
- Aid to education is slowing down
- Slow progress has left a huge skills deficit among young people
- Poor urban and rural youth, especially women, urgently need support to acquire skills

Out-of-school children: lower secondary school



Out-of-school adolescents (in million), 1999-2010



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

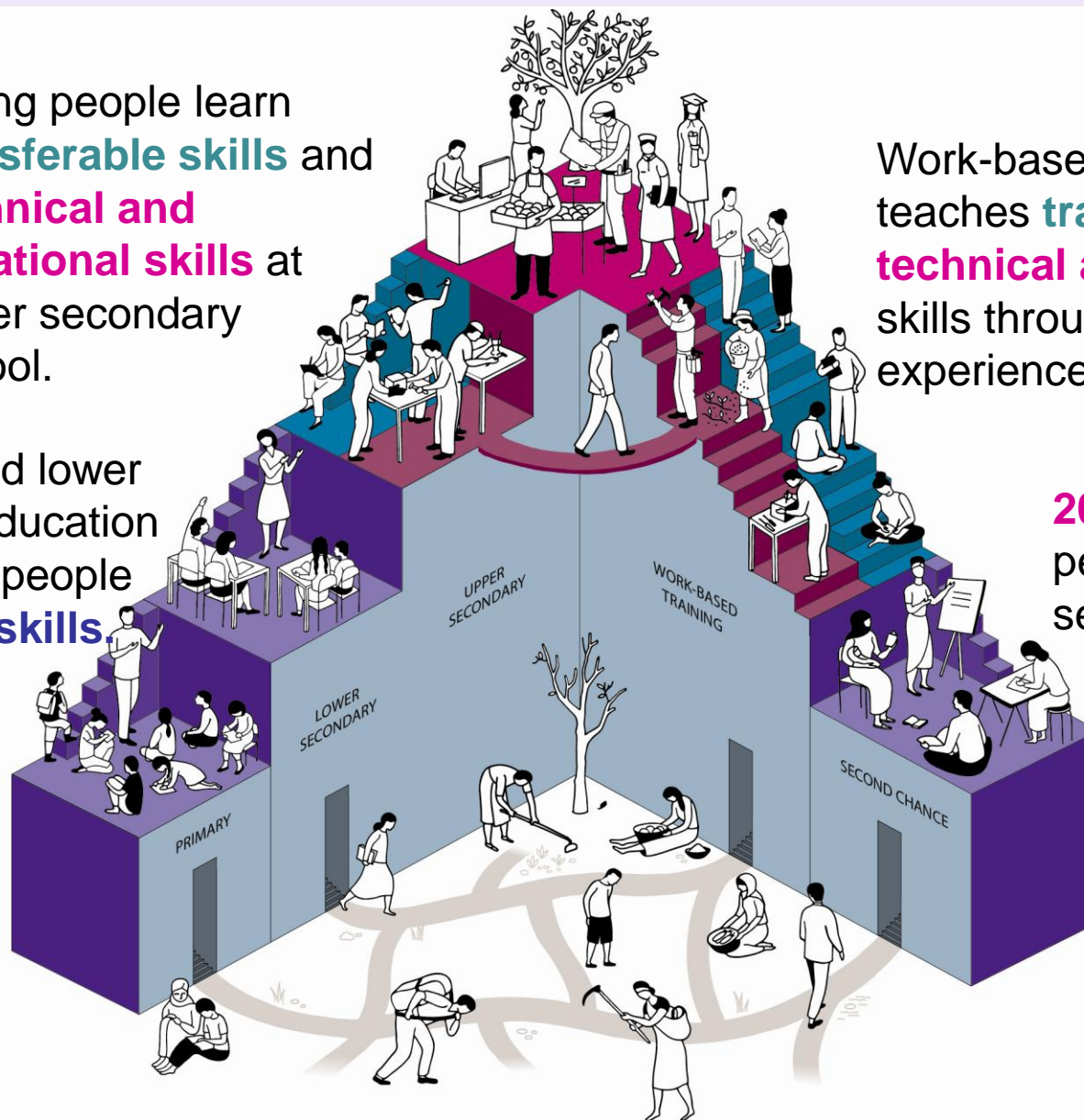


Young people learn **transferable skills** and **technical and vocational skills** at upper secondary school.

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

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

200 million young people need a second chance.

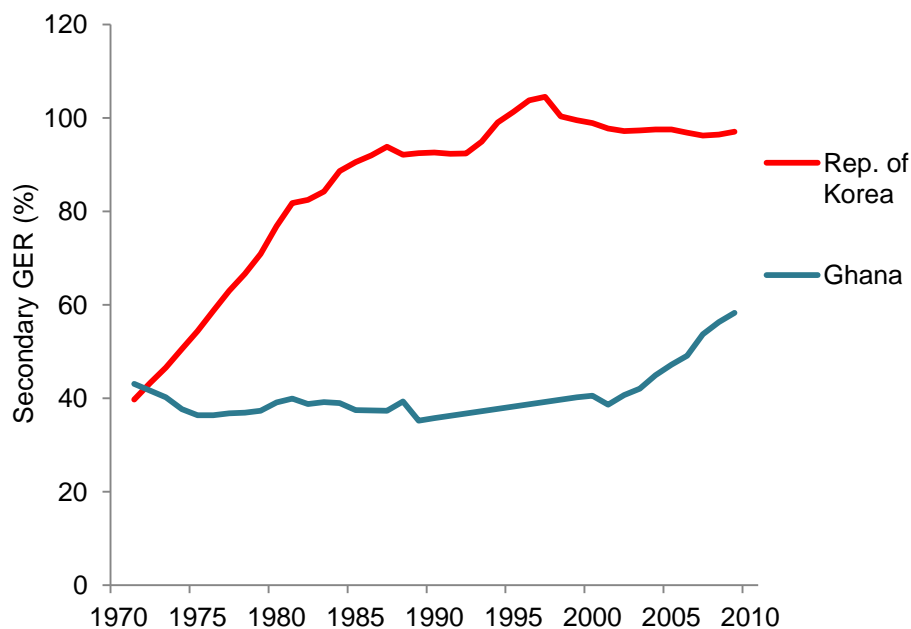




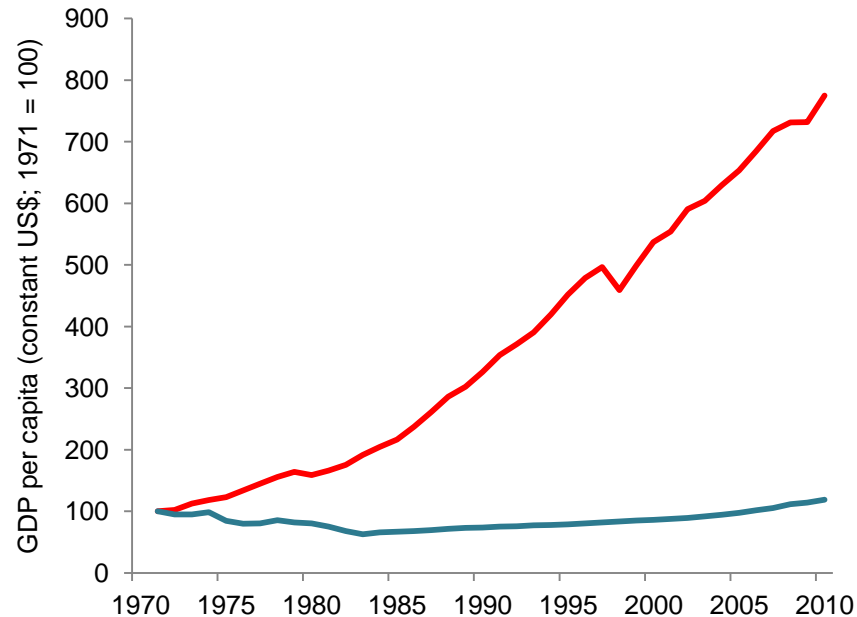
Education and skills contributes to growth

Skills development and economic growth in the Republic of Korea and Ghana

Secondary education gross enrolment ratio



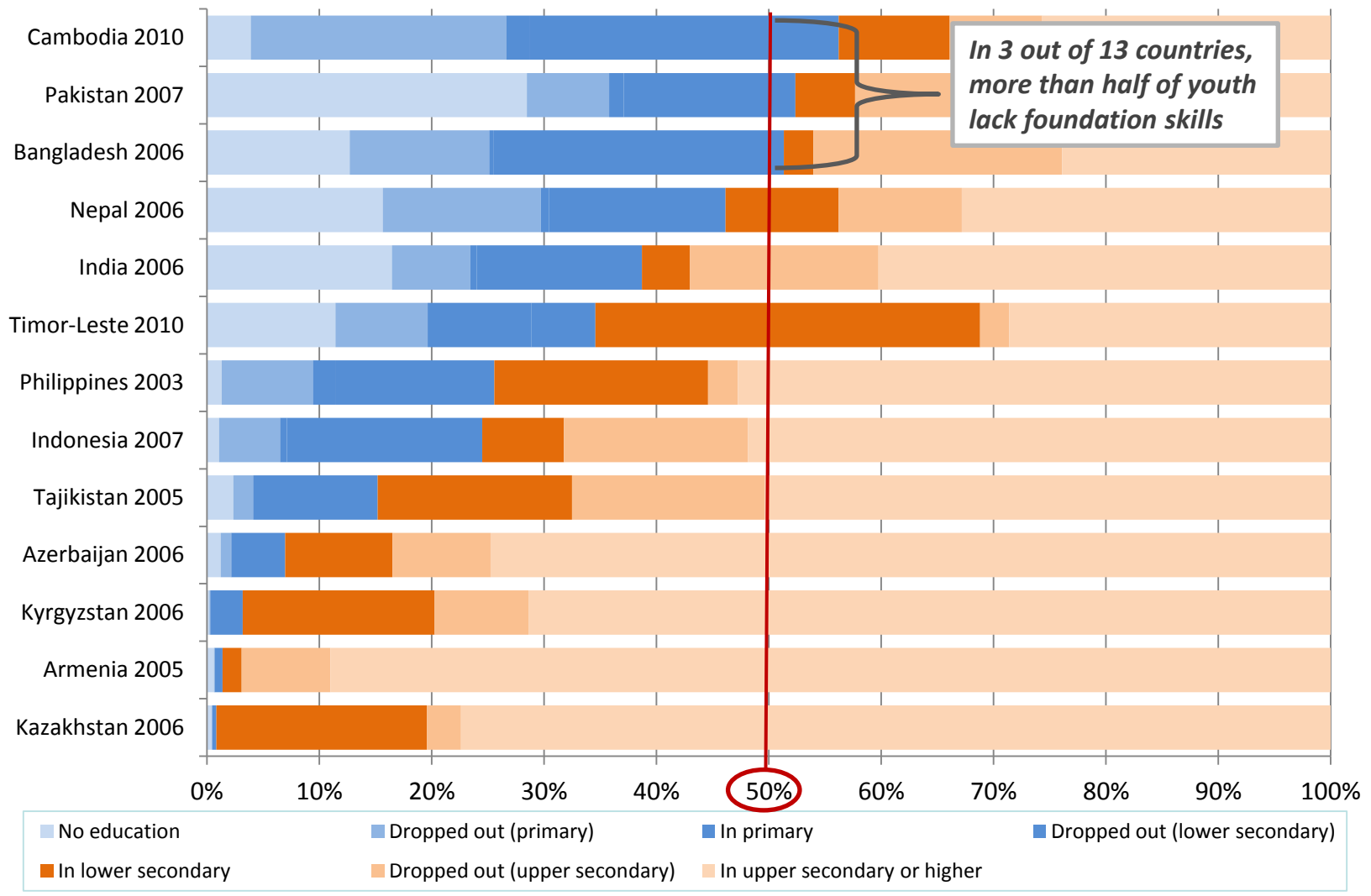
Economic growth



Many young people lack foundation skills



Education status of 15- to 19-year-olds, by country, latest available year



Source: GMR team analysis based on UIS (2012).

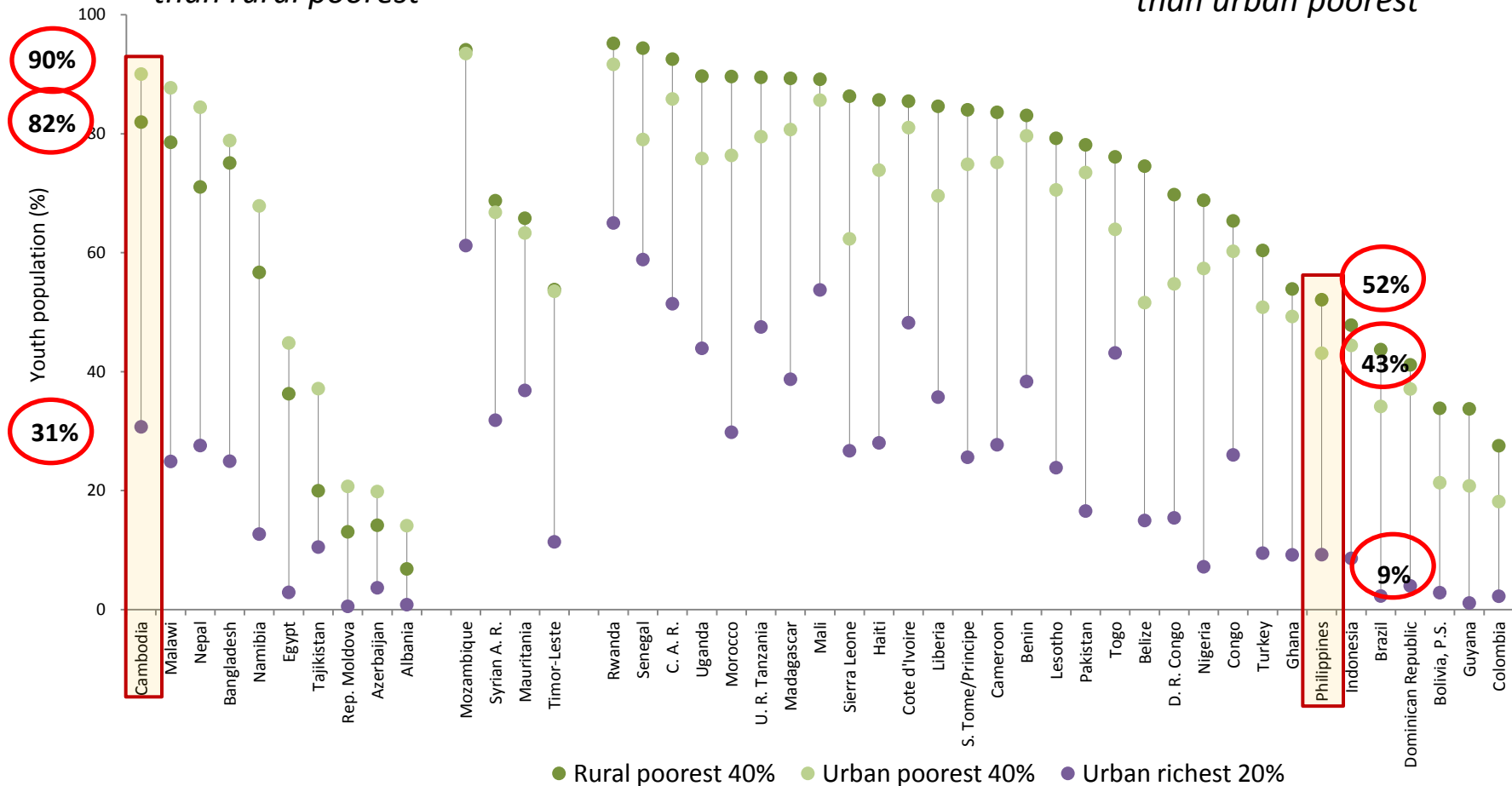


Urban poverty reduces chances of acquiring skills

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

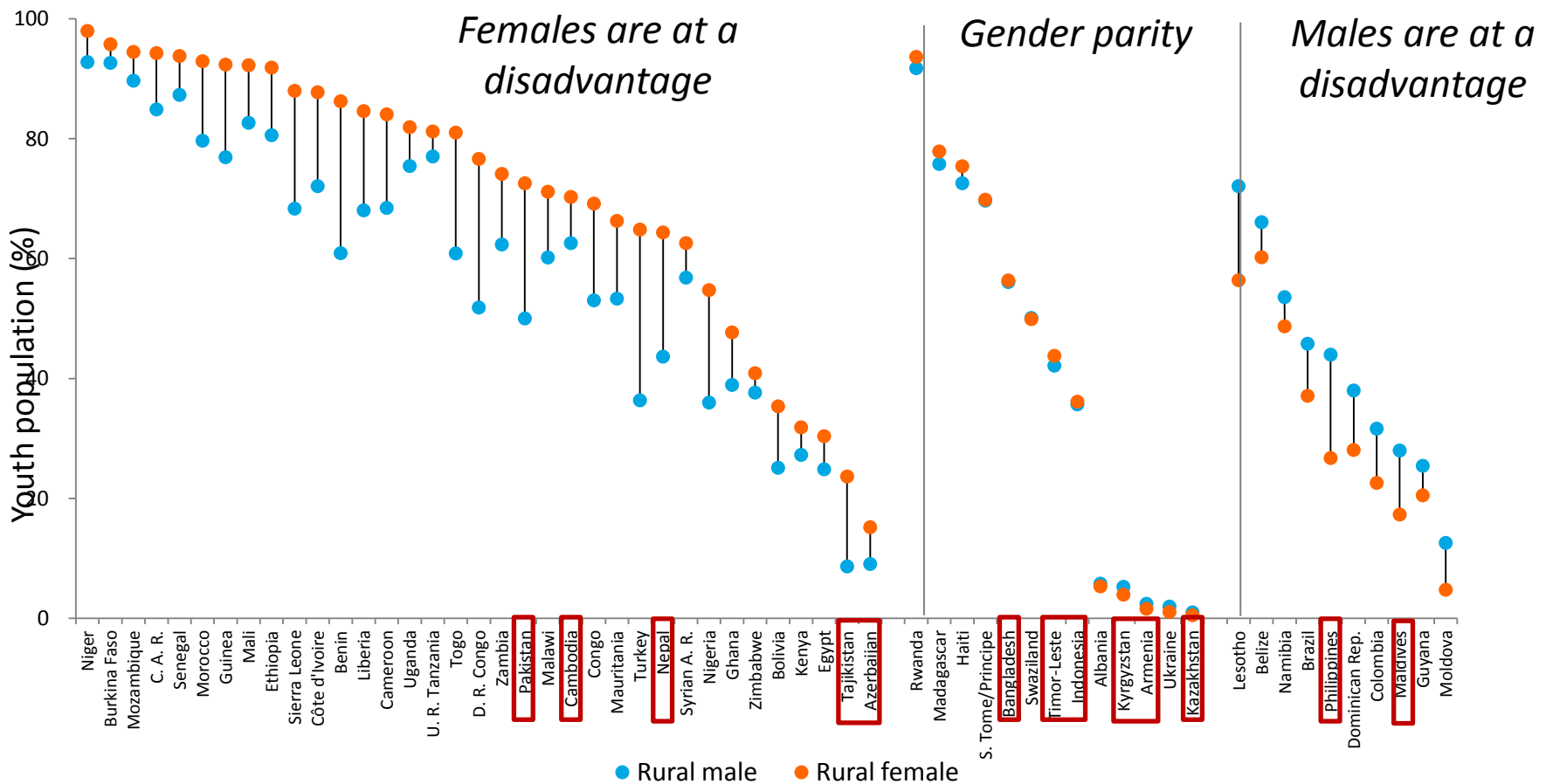


Source: GMR team analysis based on UIS (2012).

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



Source: GMR team analysis based on UIS (2012).



Delivering skills through secondary schooling

Remove barriers to secondary education

- In Bangladesh, providing stipends for secondary school girls has **dramatically increased enrolment**.

Make secondary school relevant to world of work

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

Provide alternative routes to early school leavers

- 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 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 programmes 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.**



What stakeholders should do

Governments

- Prioritize second-chance programmes in national plans
- Ensure education gives youth relevant skills for work
- Target youth in poor rural and urban areas, especially women

Private sector

- Expand their own skills development programmes to reach disadvantaged young people
- Align support with national government priorities, including through training funds

Aid donors

- Increase aid for lower secondary and second chance education
- Reallocate aid spent on those studying in their own countries



Policy implications for countries in the region

Whole-system approach to skills development

- Promote skills acquisition in both general and vocational education
 - consider increasing blurred “demarcation” between general and vocational education (emerging trend toward the ‘vocationalisation’ of general education and the ‘generalisation’ of vocational education)
 - strengthen foundation and transferable skills acquisition in vocational education, given rapid changes of the labour market
- Extend basic education to include secondary where possible
 - primary schooling is not enough to acquire foundation skills
- Address knowledge gaps on skills needs and development
 - labour market information are the requirements for demand-driven skills development
 - collect more data to analyse and build evidence (e.g. national employer surveys on skills needs, graduate tracer studies)



Policy implications for countries in the region

Strengthen skills development through alternative programmes

- Expand second-chance education programmes for those who missed out on formal schooling
 - various experiences can be tapped on
 - providing a mix of foundation, transferable and vocational skills as relevant
- 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

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