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Strategies for Youth Skills Development for Better Jobs in a Changing and Increasingly Digital World : SEAMEO VOCTECH's Perspective

Hj. Md. Sharifuddin Hj. Md. Salleh and Dr. Paryono
Southeast Asian Ministers of Education Organisation-Regional Centre for Vocational and Technical Education and Training (SEAMEO VOCTECH)

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Overview

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SEAMEO VOCTECH's roles

- To assist in strengthening the TVET systems of SEAMEO member countries (Brunei, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor Leste, and Vietnam) by enhancing their capabilities through networks and partnerships in the areas of training, research and development, and information services.
- SEAMEO is a chartered regional intergovernmental organization established in 1965 to promote regional cooperation in education, science and culture.
- SEAMEO has associate member countries (Australia, Canada, French, Germany, Netherlands, New Zealand, Spain and UK) and affiliate members (ICDE, University of Tsukuba Japan, and British Council)

21 SEAMEO Centres and Networks

1. **SEAMEO BIOTROP** (Tropical Biology), Bogor Indonesia (1968)
2. **SEAMEO CHAT** (History and Tradition), Myanmar (2000)
3. **SEAMEO INNOTECH** (Educational Innovation and Technology), Philippines (1970)
4. **SEAMEO QITEP Science**, Bandung, Indonesia (2009)
5. **SEAMEO QITEP Mathematics**, Yogyakarta, Indonesia (2009)
6. **SEAMEO QITEP Language**, Jakarta, Indonesia (2009)
7. **SEAMEO RECFON** (Food and Nutrition), Indonesia (2010)
8. **SEAMEO RECSAM** (Education in Science and Mathematics), Penang, Malaysia (1967)
9. **SEAMEO RELC** (Regional Language Centre), Singapore (1968)
10. **SEAMEO RETRAC** (Training Centre), Ho Chi Minh City, Vietnam (1996)
11. **SEAMEO RIHED** (Higher Education and Development), Thailand (1993)
12. **SEAMEO SEAMOLEC** (Open Learning Centre), Indonesia (1997)
13. **SEAMEO SEARCA** (Graduate Study and Research in Agriculture), Philippines (1966)
14. **SEAMEO SELLL** (Lifelong Learning), Vietnam (2011)
15. **SEAMEO SEN** (Special Education), Malaysia (2009
16. **SEAMEO SPAFA** (Archaeology and Fine Arts), Thailand (1978)
17. **SEAMEO TROPMED Network** (Tropical Medicine and Public Health Network) (1966)
18. **SEAMEO TROPMED Malaysia** (Microbiology, Parasitology and Entomology) (1967)
19. **SEAMEO TROPMED Philippines** (Public Health, Hospital Administration, Environmental and Occupational Health) (1967)
20. **SEAMEO TROPMED Thailand** (Tropical Medicine) (1967)
21. **SEAMEO VOCTECH** (Vocational and Technical Education and Training) Brunei Darussalam (1990)

SEAMEO Services

- Training and Human Resource Development:
  - Regional
  - In-country
  - Customised
  - Special training programmes
- Research and consultancy
- Information Dissemination and Networking
- Forum for Policy Dialogue and Regional Cooperation

To create higher impacts, SEAMEO VOCTECH focuses more on training the trainers and administrators than training the trainees directly.

Youth unemployment

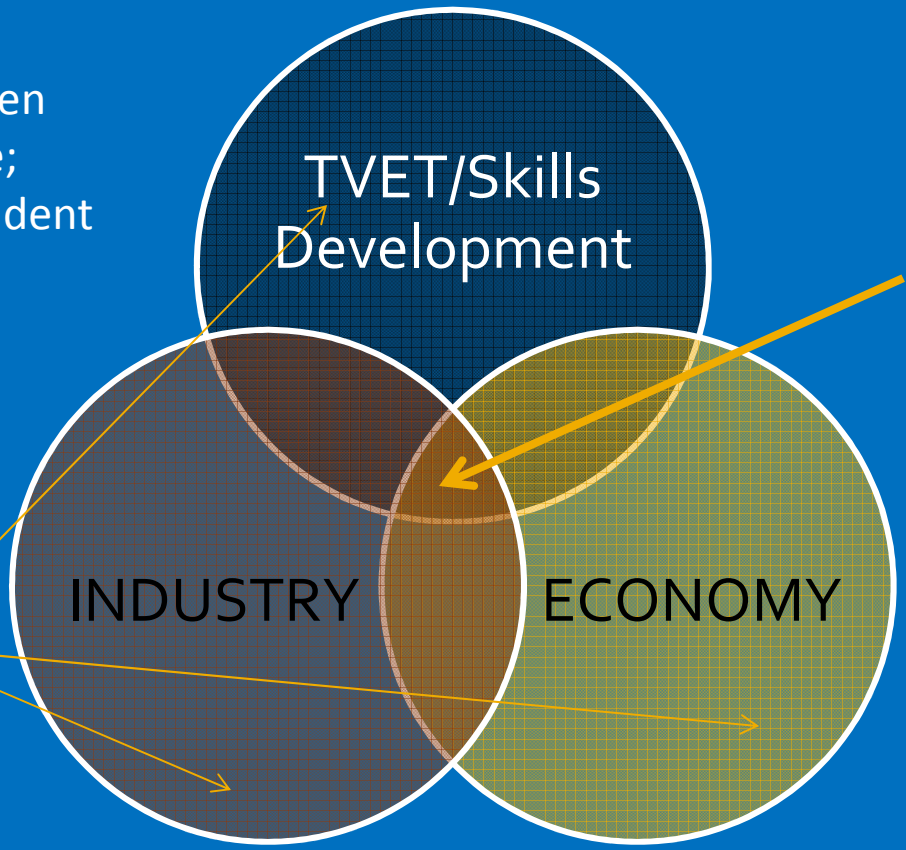
- ILO (2012) reported that 74.8 million youth between 15 and 24 years were unemployed in 2011, an increase of more than 4 million since 2007. Globally, the youth unemployment rate is almost 13%, and youth are nearly three times as likely as adults to be unemployed.
- The youth unemployment in Southeast Asia and the Pacific in 2012 was 13.1% (ILO, 2012).

Possible causes

- There are no jobs. The economy doesn't offer enough employment.
- Skills mismatch: level and the area of occupations.
- Lacking of employability skills.
- Lacking of job market information.
- Unsupportive hiring and firing mechanism and regulations.

The links between Workforce Education, including TVET, industry (employment) and economy

We should strengthen the link of the three; they are interdependent



STRONG LINK:

- Strong industry and economic growth
- High employment
- Efficient and effective VTET system

WEAK LINK:

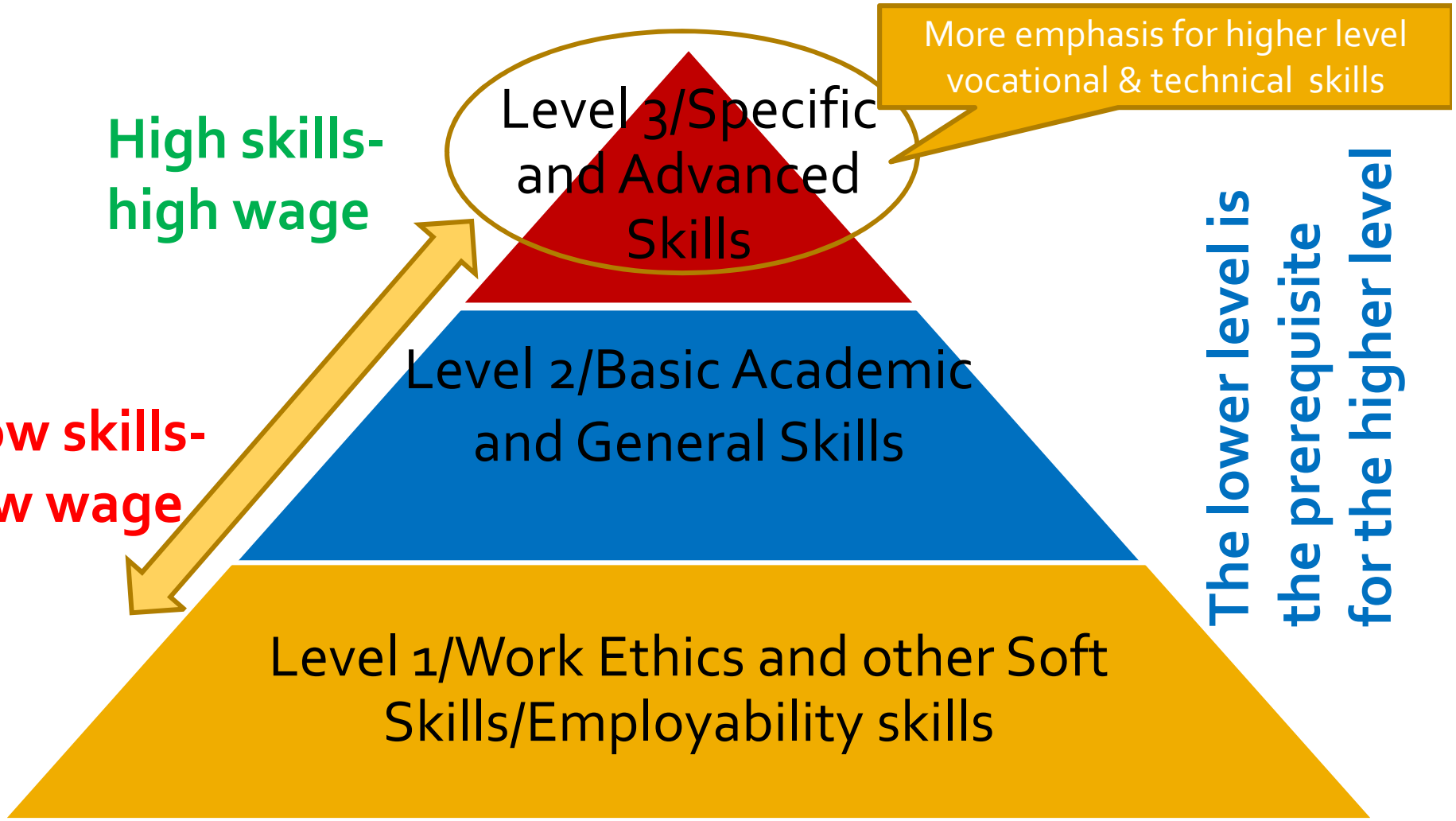
- Weak growth
- High unemployment
- Inefficient
- Brain drain

Adapted and modified from: Ezzine. M. (World Bank) (2012)

Current and future jobs

- Emerging jobs: environmental, renewable energy, advanced manufacturing, augmented reality, robots and artificial intelligence, business, nanotech and biotech, social services, education, and food industry. (Wylie, 2010, The Guardian).
- High Tech, High Touch, High Growth
- Green jobs
- Different concept of workplace/office (Time Lists, 2013).

Contents: Skills pyramid



(Gray & Herr, 2002)

Level 1

- Among others, professionalism or work ethic, oral and written communication, teamwork and collaboration skills, critical thinking or problem-solving skills.

Level 2

- Basic academic skills, includes among others Mathematics, Science, Language, History, Physics, Basic Engineering or Economic Courses are the basic vocational and technical skills that prepare individual to adapt easily and to learn faster in any job situations. ICT should be integrated in all courses.
- These are prerequisites to move to next level, the more specific and advanced vocational and technical skills.

Level 3

- Specific or advanced occupational skills, are the skills needed to perform specific tasks in the occupation. These are the prerequisites to compete for higher salary level skills.
- Some argue whether these specific skills should be taught at the secondary level or should be taught at tertiary or learned from outside of schools.

Important skills needed (contd.)

- General vs. specific skills
  - Education, especially the one provided by educational institution must offer more general skills (TVE for employability).Government plays important roles.
  - Training, especially provided by training centres and companies may offer specific skills to meet industry requirements (TVT for emplyment).

How to impart essential skills

- Formal
- Non-formal, and
- Informal education and training

Recognition of Prior Learning: inclusion of all skills acquired from various processes (breaking the barriers of the three types of education and training)

Various approaches

- Adopting constructivism but at the same time also focusing on the learning outcomes.
- Authentic teaching: student-centred process, contents that are closely linked to real life situation and meaning experience, and environment that emulates real working environment.
- Active learning, problem-based, project-based, or experiential learning.

Skills Standards, Assessment and Recognition

- *Skills standards:*
  - *Top-down :* developed at the national level (National Skills Standard)
  - *Bottom up approaches:* developed by businesses or industries or training certification company
- *Assessment of Skills: from partial to holistic.* Holistic assessment that counts various competencies not only based on exams but also performances reflected in students' portfolios, the project they produced, and the learning process that they have engaged in.

Certification and Recognition (contd.)

- Certification that reflects trainee's competencies, issued by reputable agencies, and recognized by employers.
- Certification and recognition that promote lifelong learning

Concluding remarks

- Youths are usually the most vulnerable group considering that they are entering the transition period from school to work.
- Realizing their strengths and weaknesses, TVET should provides tools for youths with required skills that help them have smoother transition from school to the workplace.
- ICT is one of the important skills they have and highly needed for the current and future jobs. TVET must integrate the use of ICT in teaching-learning process.

Concluding remarks (cont.)

- *Youth and technology are like a hand and glove—a natural fit.* One of the greatest challenges educators face is not how to teach basic technology skills but rather how to use technology to develop thoughtful learning experiences for young people. A more difficult task is promoting technology-infused experiences that take youth beyond access and simple application of tools to creative experimentation and innovation. *(Harvard Family Research Project, 2004).*
- Appropriate skills development to prepare well-trained workforce is necessary so that they are better equipped to effectively and quickly adjust to shifting labor markets, changing technologies and new business practices.