Education and Employability

Cheol Hee Kim

Programme Specialist

UNESCO Asia Pacific Bureau for Education

Contents

UNESCOs general picture on employability in EA/SA region
Regional perspective on relationship btw E&E
UNESCOs initiatives on enhancing employability in the region

Issues and awareness

Provocative Questions:

➢ Education's purpose and employability

  - What is the relation between education and employability?

➢ School to Work transition

  - How to link between school and labor market?

➢ Skills mismatches between supply and demand

  - What is stakeholders role?

➢ Facilitation of work-to-school transitions of adult workers

  - What is the lifelong learning system in higher education?

  - How to exchange of industrial personel and college professors facilitate cooperation of both side?

➢ Characteristics of AP region

  - How does AP region differ from other regions?

Post-2015 Education Targets in UNESCO:

➢ Goal Ensure equitable and inclusive quality education and lifelong learning for all by 2030

➢ Targets Free education, equity and inclusion, gender equality, quality, lifelong learning, GCE & ESD, ICTs

➢ Outcome: ECCE, Basic education, Youth and adult literacy, knowledge and skills for decent work and life, knowledge, skills values and attitudes

- By 2030 increase the percentage of youth and adults with the knowledge, skills and competence to access decent work to at least x% and y% respectively

- By 2030 All learners acquire knowledge, skills, values and attitude for global citizenship and sustainable development

➢ Output: Teacher, financing

The Regional Bureau's Education Support Strategy 2014~2021 (Learning for peace and sustainable for peace and sustainable development) :

➢ Vision Every person in AP learns and contributes to peace and sustainable development

➢ Mission To strengthen UNESCO member states capacities to provide equitable and quality education throughout life

➢ Thematic Priorities

- ➢ Policy and planning for lifelong learning

- ➢ Equality and equity in education

- ➢ Teaching and learning processes

- ➢ Quality and relevance of education

➢ Modalities of Cooperation

- ➢ Knowledge generation and sharing, Policy advocacy and dialogue, Capacity development, Monitoring, Cooperation and partnership building

Education

Transition

Labour Market
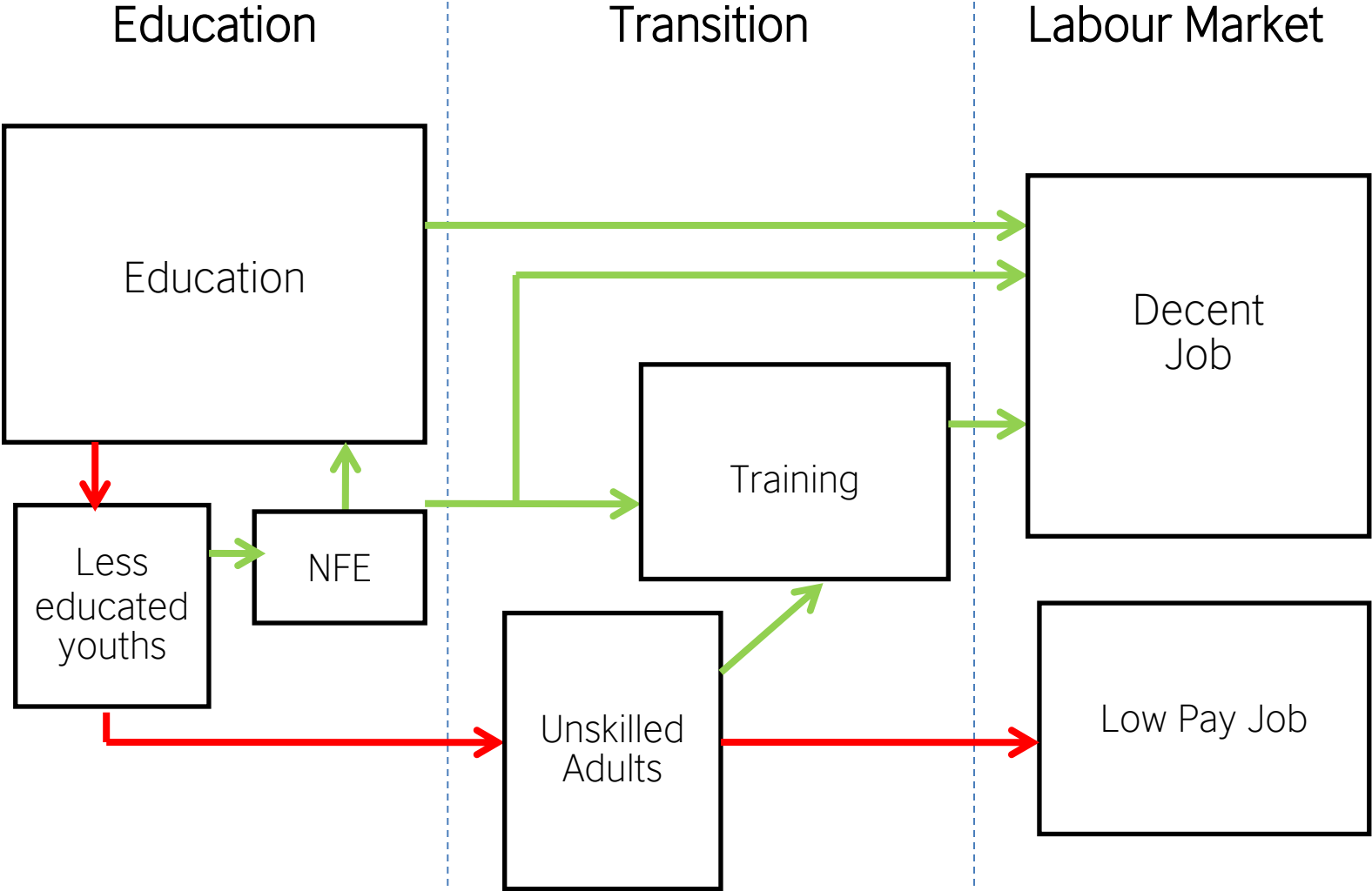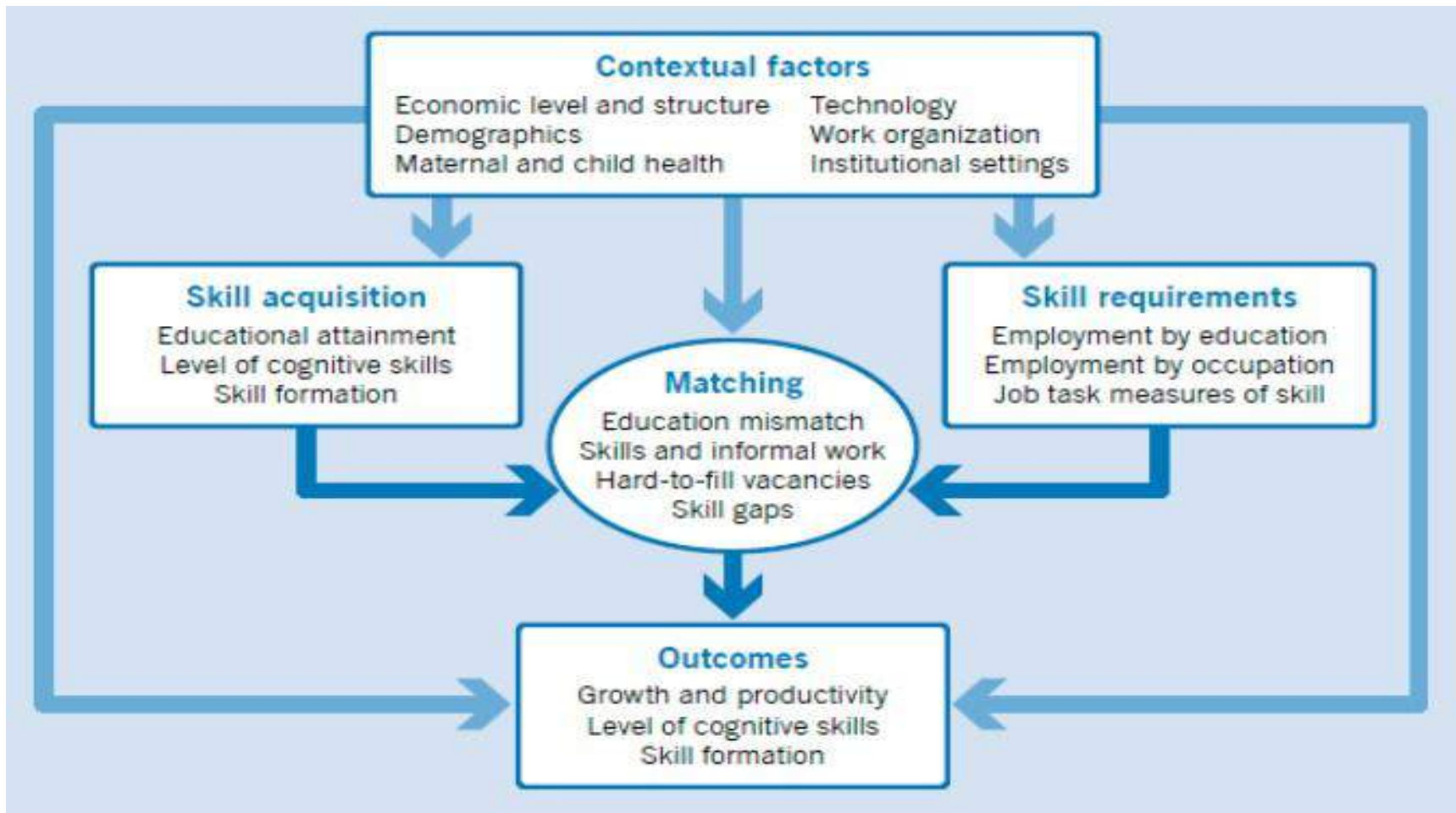
Source: G20 working group on HRD (2012) by the ILO, World Bank, OECD, UNESCO; GJ(2015) recite

School to work transition information base (2013):

➢ Common challenges a lack or limited advocacy / long-term strategy / funding and expertise in collecting and utilizing data and information

  ➢ Skills needs: Dominance of informal sector and small business, low participation of employers in completing skills needs surveys

  ➢ Labor market situation: limited of awareness and commitment of concerned stakeholders, shortage of funding and expertise

  ➢ Employer engagement: Insufficient empowerment to private sector, Absence or ineffective implementation of relevant legislation
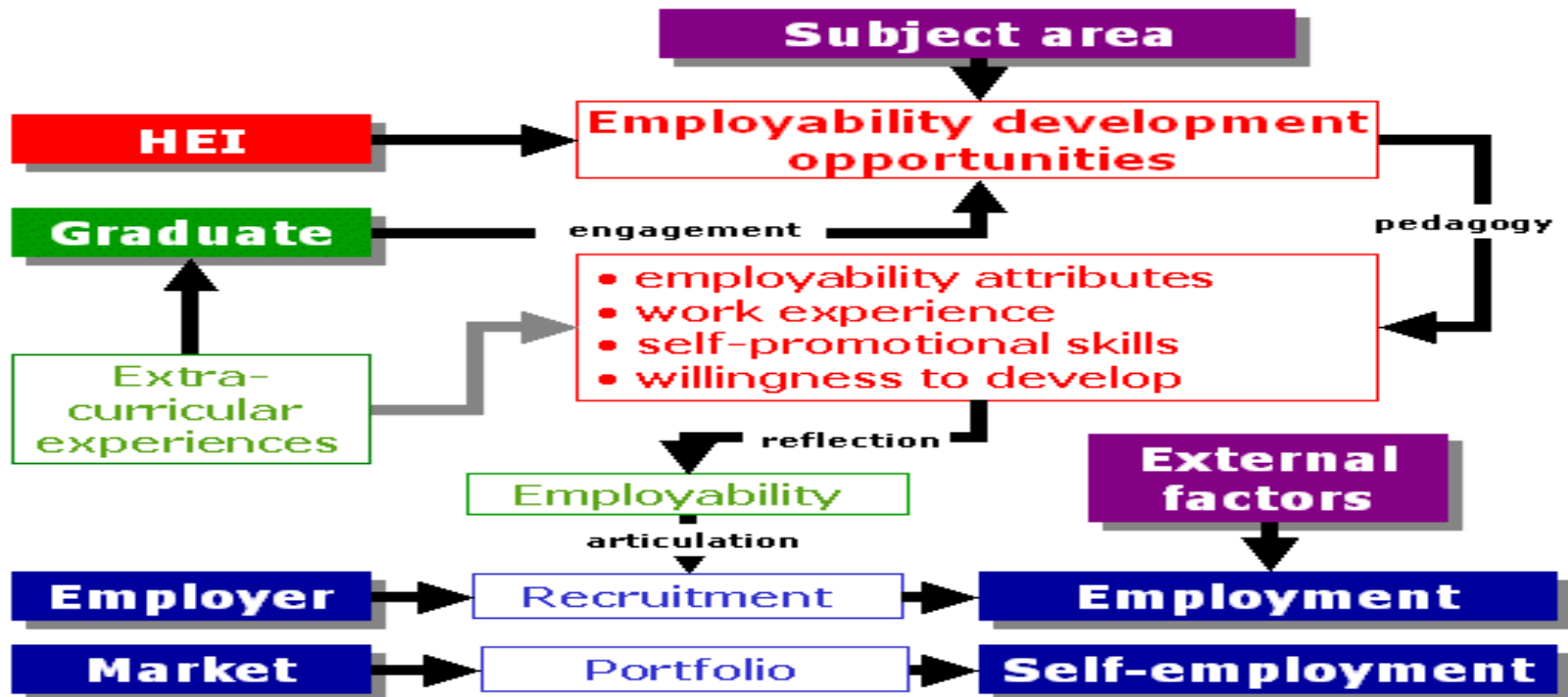
Recommendations:

➢ General Strong advocacy to key policy makers on the crucial role of improved information / Development of comprehensive and long term strategy covering various sub components Activation of policy analysis and capacity enhancement at national / provincial level

➢ Specific Implementation of regular LFS, employer skills survey / institutionalization of tracer studies at school and nation wide labor market survey / active policy to cultivate a culture of cooperation btw industry and education / Strengthening the collective participation of employers at round tables
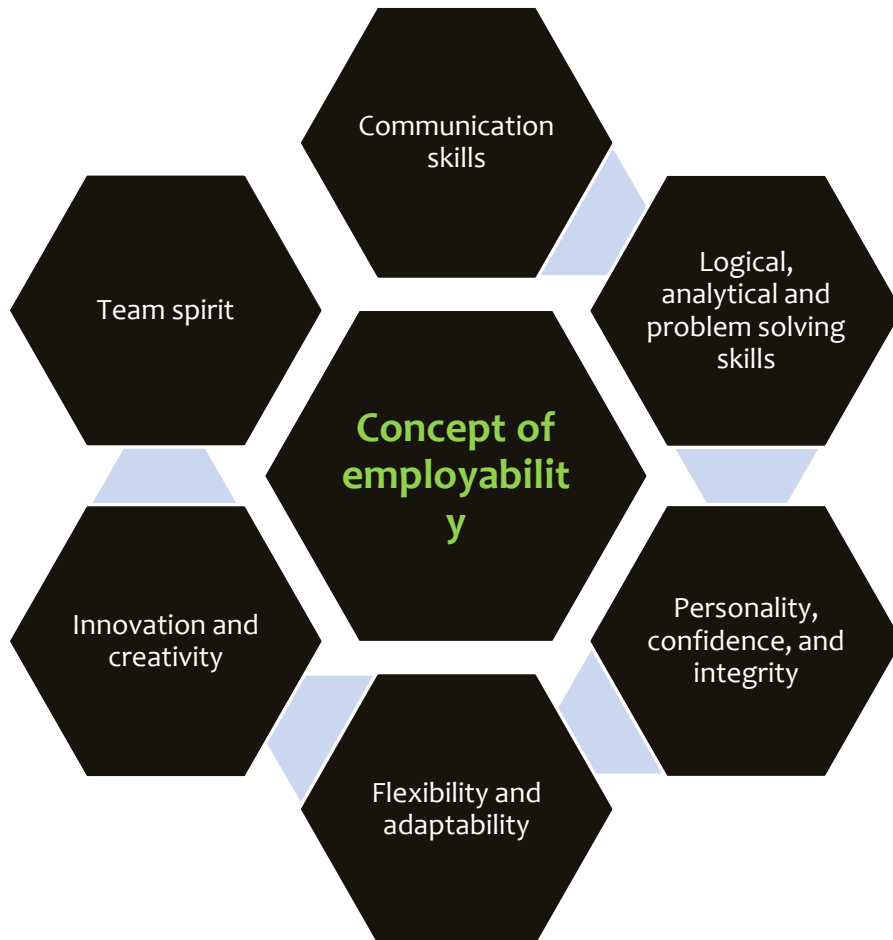
Case study graduate employability (2012):

Objectives UNESCO Bangkok with support of Japan Funds-in-Trust and UNESCO Jakarta coordinated a study on the employability of university graduates in selected countries in Asia

Source: Lee Harvey (2006), *Employability and Diversity*; GJ(2015) recite

Main findings:

- Communication skills
- Logical, analytical and problem solving skills
- Team spirit
- **Concept of employability**
- Personality, confidence, and integrity
- Innovation and creativity
- Flexibility and adaptability

Conclusions:

- Universities are expected to nurture their students to become responsible, productive and innovative citizens and by doing so
- Education institutions at all levels share the same responsibility in developing current and future generations of young people, as do governments, employers, NGO, civil society
- With the imminent establishment of AEC(ASEAN Economic Community), there will be greater integration, competition and unemployment situation in Asia may ease

UNESCO BKK
(Education Programmes)

Asia-Pacific Programme of Education for All (APPEAL)

promotes literacy, early childhood care and education, primary education and lifelong education

Asia-Pacific Programme of Educational Innovation for Development (APEID)

works on educational innovations for sustainable and human development with focus on the areas of higher education and ICT in Education

Education Policy and Reform (EPR)

supports national policies and reforms in the Education sector and covers the secondary education sector and **the technical and vocational education and training**

Education for Sustainable Development (ESD)

supports Education stakeholders to face the issues of Climate change and post-conflict and post-disaster situations

HIV Prevention and Health Promotion Unit (HP2)

manages HIV policies and school health programmes for adolescents in-school and outside

Assessment, Information Systems, Monitoring and Statistics (AIMS)

is the Asia-Pacific Regional Office of the UNESCO Institute for Statistics (UIS) that provides advisory services and technical assistance in information systems and statistics across all sectors of the UNESCO mandate

Three functional domains:

➢ Upstream policy support to strengthen relevance of TVET systems

  ➢ TVET Policy Review in Lao PDR and Cambodia

  ➢ Malaysia Education Policy Review

➢ Policy dialogue to share regional experiences in TVET;

  ➢ Asia-Pacific Conference on Education and Training (3-5 August 2015, Kuala Lumpur, Malaysia)

➢ Collaborative regional research to strength the knowledge base on TVET in the Asia-Pacific region.

Ongoing research includes:

  ➢ Progress review: Focus on relevance of TVET in Asia-Pacific

  ➢ Review of the implementation of the Pacific Regional Technical and Vocational Education Framework (2012-2015)

  ➢ Study of transversal skills in TVET: Focus on pedagogies and assessment

  ➢ Study of innovative pedagogies through ICT in TVET

Background:

➤ Findings of EFA GMR 2013 Report

➤ Young people need to learn transversal skills

Title:

➤ Proposed joint regional study on transversal skills in TVET: Focus on pedagogies and assessment

Justification:

➤ The skills development needs are changing rapidly, with more focus being given to transversal skills

➤ Such changes should also be reflected development of TVET

Proposed activities:

➤ Mapping of how countries in the Asia-Pacific region integrate the concept of transversal skills in TVET

➤ Identify emerging trends, good practices and challenges

Classification of Transversal Skills in the Regional Research on TVET:

➢ One possible categorization of some common terms used to refer to transversal skills

➢ Several terms used to refer to non-academic skills

➢ Terms used interchangeably but their respective focus tends to differ
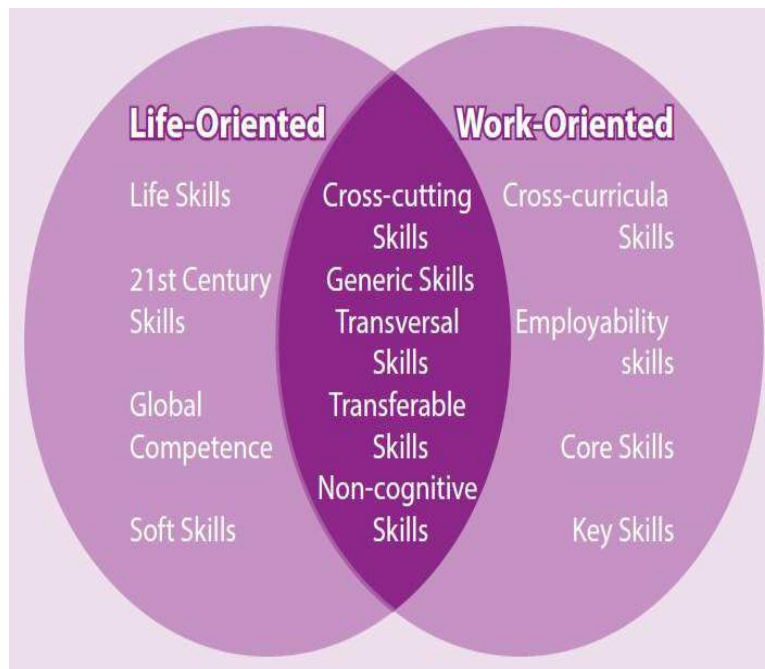
Domains	Examples of Key Characteristics
Critical and innovative thinking	Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making
Inter-personal skills	Presentation and communication skills, leadership, organizational skills, teamwork, collaboration, initiative, sociability, collegiality
Intra-personal skills	Self-discipline, enthusiasm, perseverance, self-motivation, compassion, integrity, commitment
Global citizenship	Awareness, tolerance, openness, respect for diversity, intercultural understanding, ability to resolve conflicts, civic/political participation, conflict resolution, respect for the environment
Optional domain: (Example) Physical and psychological health	Healthy lifestyle, healthy feeding, physical fitness, empathy, self-respect

High-level expert meetings

- Future education systems
- Learning processes and outcomes

Learning to Live Together

- Culture of peace and respect for diversity
- Revisiting Delors report

Transversal Skills

- Through Education Research Institutes Network (ERI-Net) and other related research

Assessment Issues

- Learning Matrix Task Force (UIS/Brookings)
- Network on Education Quality Monitoring in Asia-Pacific (NEQMAP)

ICT in Education

- ICT pedagogy interpretation
- Teacher Education for project based learning and tele-collaboration
- Ministerial forums

Arts Education & Physical Education/Sports

- Research on how these areas contribute to acquisition of both cognitive and non-cognitive outcomes

Conclusion

Suggestion & Recommendations:

➢ Cooperation

- It needs cooperation and collaboration from related organization to get any forward in E&E

- Linkage is also necessary among each stakeholders

➢ Expansion

- Need to spread out into Education-Employment-Welfare-Industry etc.

- Policy-mix is well worth considering

➢ Solution

- Searching for solutions to overcome the obstacles to mismatch in skills and manpower

- Establish to education and labor market information systems

➢ Networking

- Sharing best practices

- Continuous complementary

Thank you for your attention!

ch.kim@unesco.org