



Thinking in Systems



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Youth employment looks different around the world...

MENA

22% youth unemployment

Urban, with tertiary education

28% live in rural areas

Half of all food is imported

Pov (\$2/day) 3%

SE ASIA

9.5% youth unemployment

53% live in rural areas

25% land is agricultural

Pov (\$2/day) 25%

LAC

12.5% youth unemployment

18% dropout rate prior to completing primary

29% live in rural areas

Pov (\$2/day) 9%

SS AFRICA

15.5% youth unemployment

60% live in rural areas

51% land is agricultural

1/3 never attend or drop out of primary school

Pov (\$2/day) 80%



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What is causing the problem?

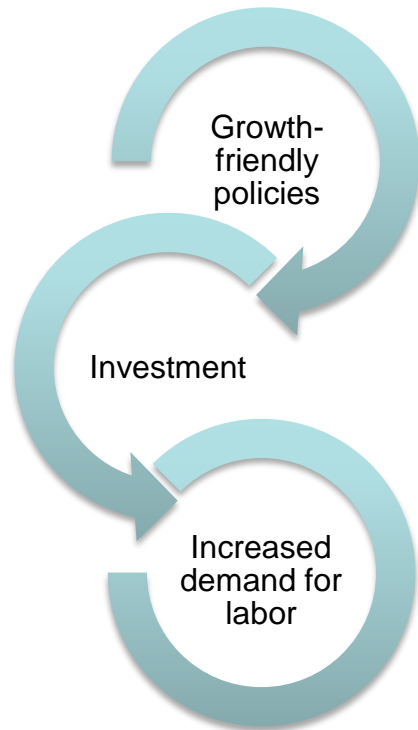
- Simple demographics?
- Growth problem?
- Supply and demand matching problem?
- Legal and regulatory barriers?
- System shocks?



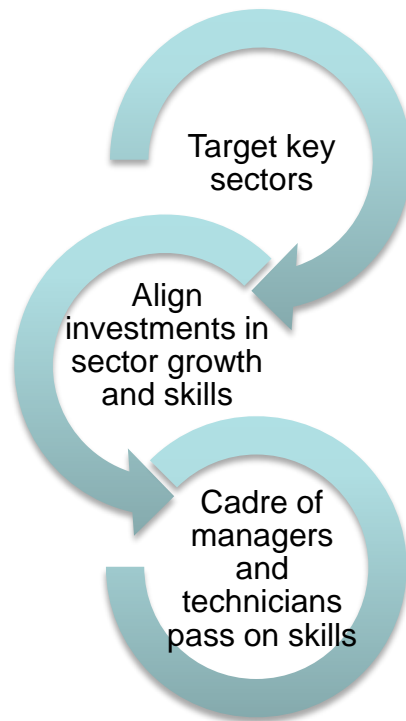
There are several scenarios linking skills, jobs, workers and economic growth; within each there are multiple “storylines”

Growth paradigms

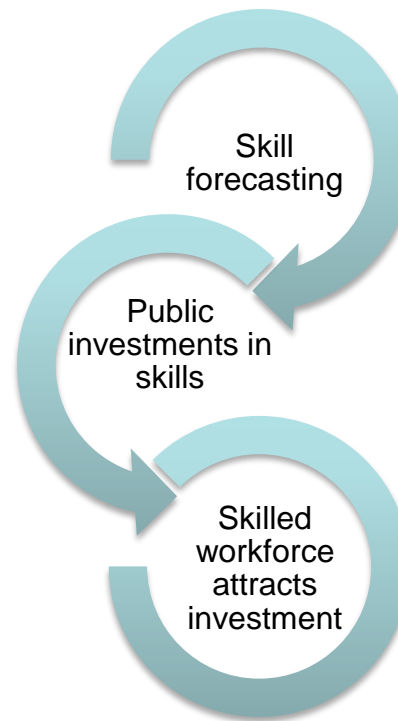
Growth first



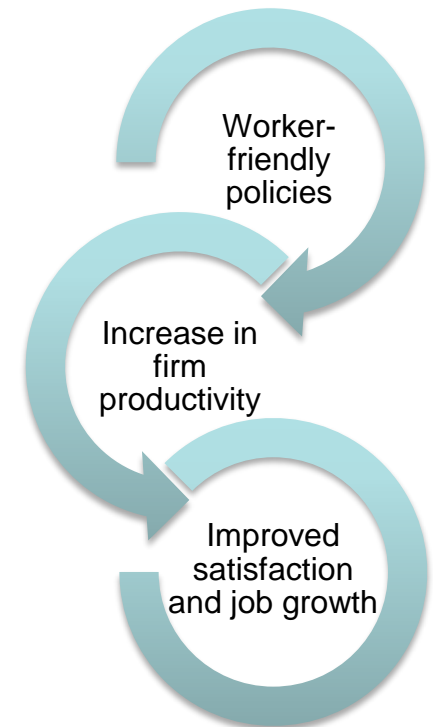
Jobs first



Skills first



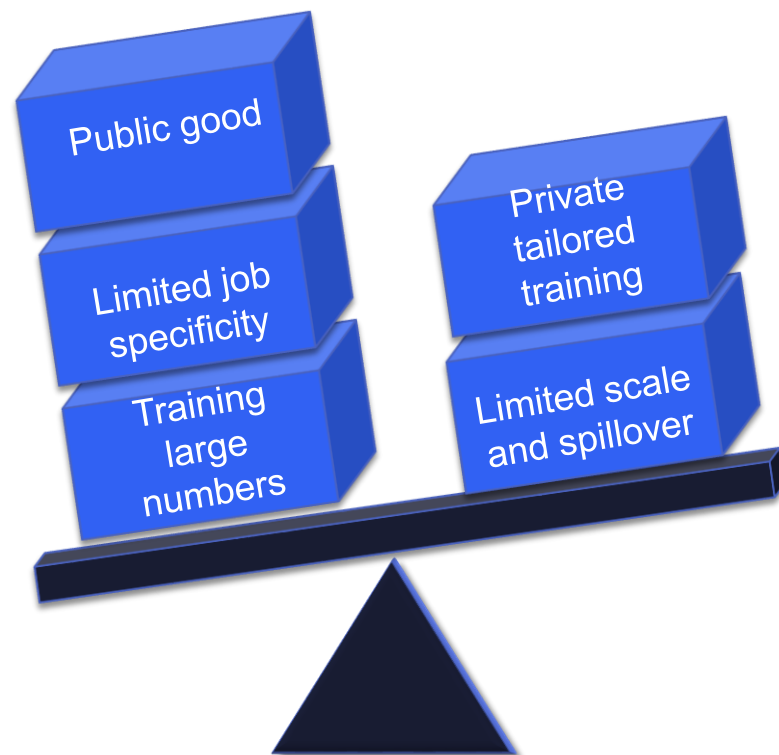
Workers first



What is workforce development?

- Enabling individuals to acquire knowledge, skills and attitudes for gainful employment or improved work performance; and providing employers with an effective means to communicate and meet their demand for skills

Without a broad definition, WFD can get “stuck” at one or the other end of the spectrum, leading to less effective outcomes



Tan, Jee-Peng, Robert McGough and Alexandria Valerio. Workforce Development in Developing Countries: A Framework for Benchmarking. Washington, D.C.: The World Bank, January 10, 2010.

Examples of WFD systems and frameworks

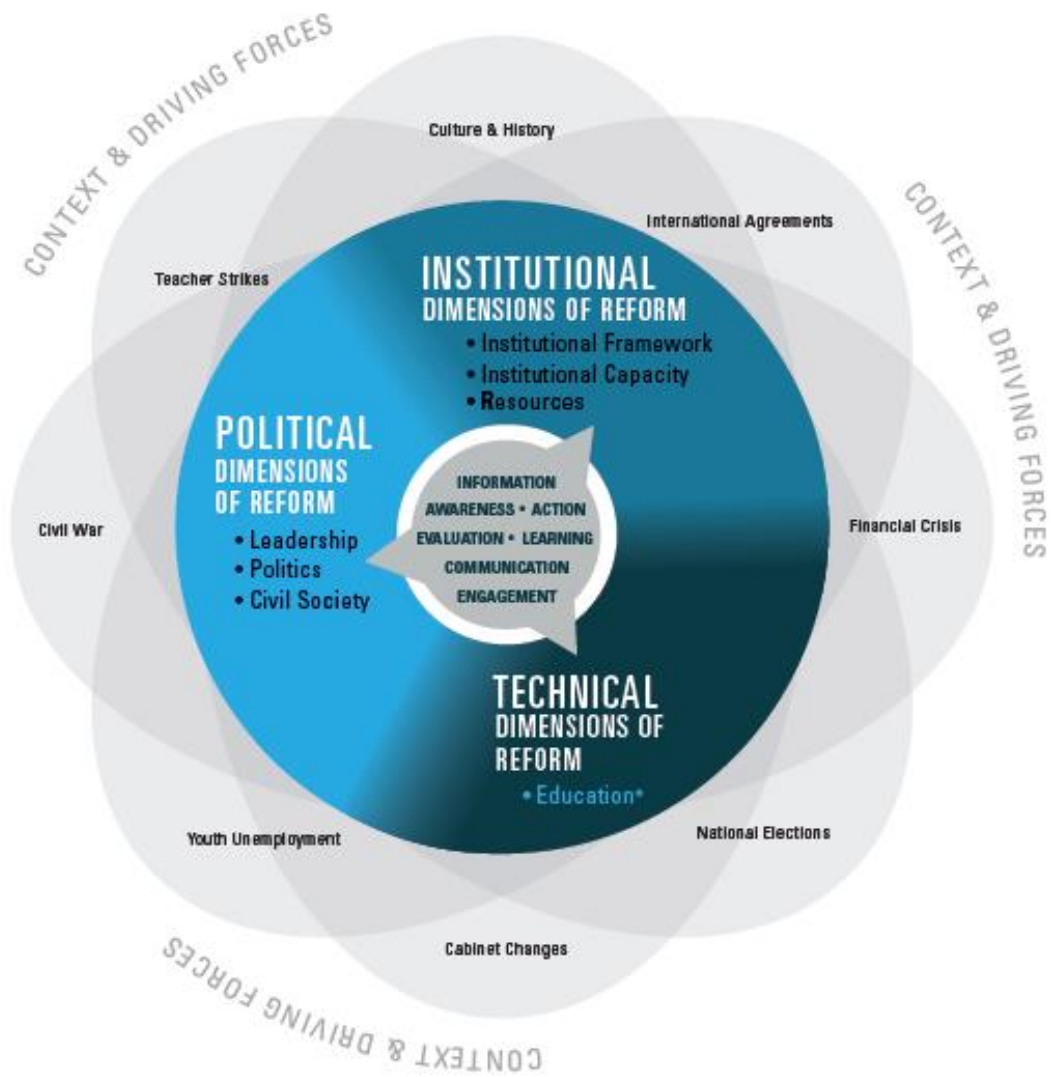


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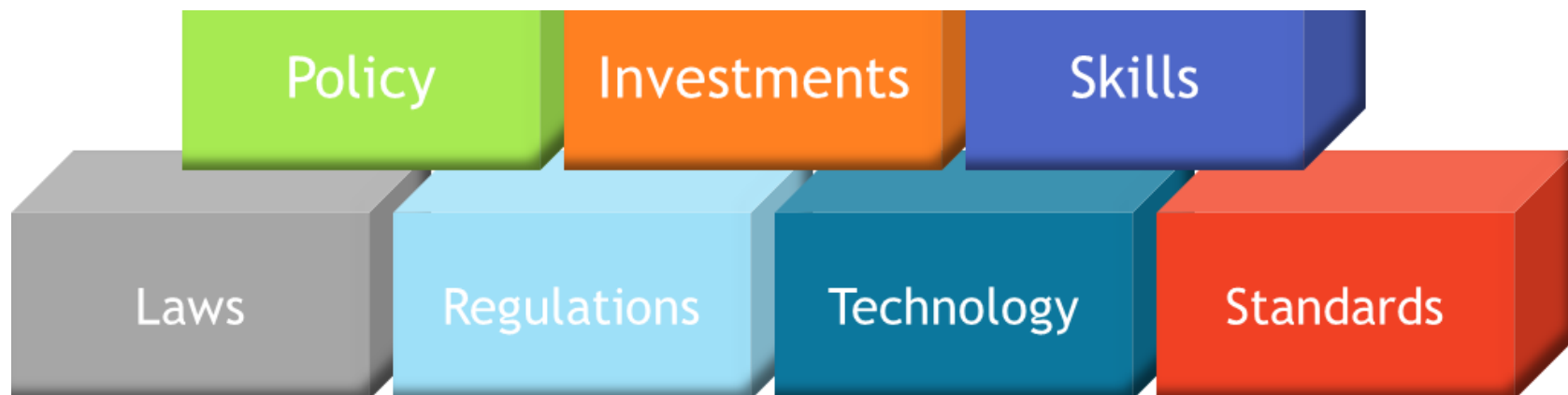
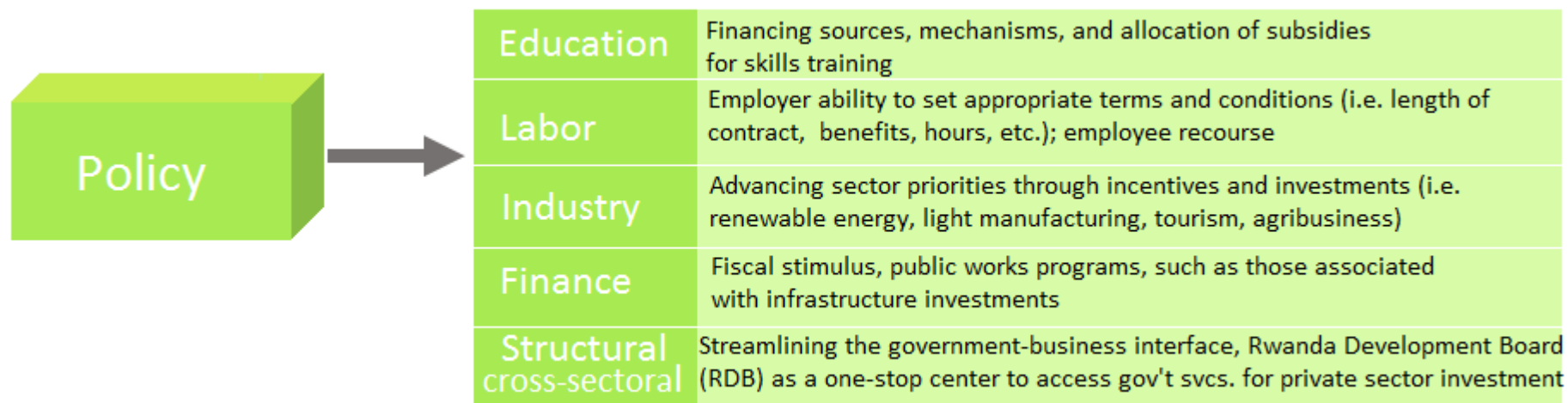
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Skills delivery systems internal processes







What is a system?



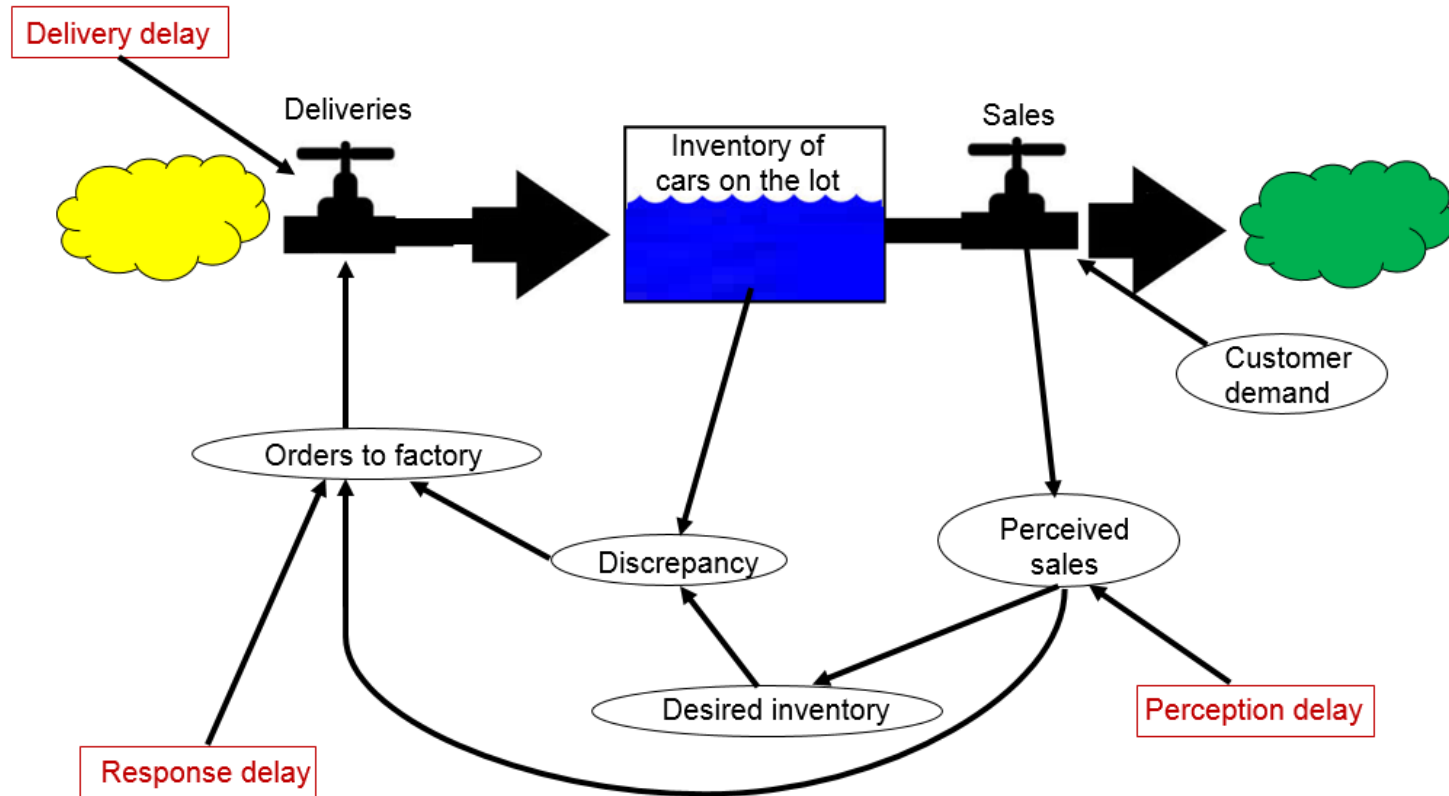
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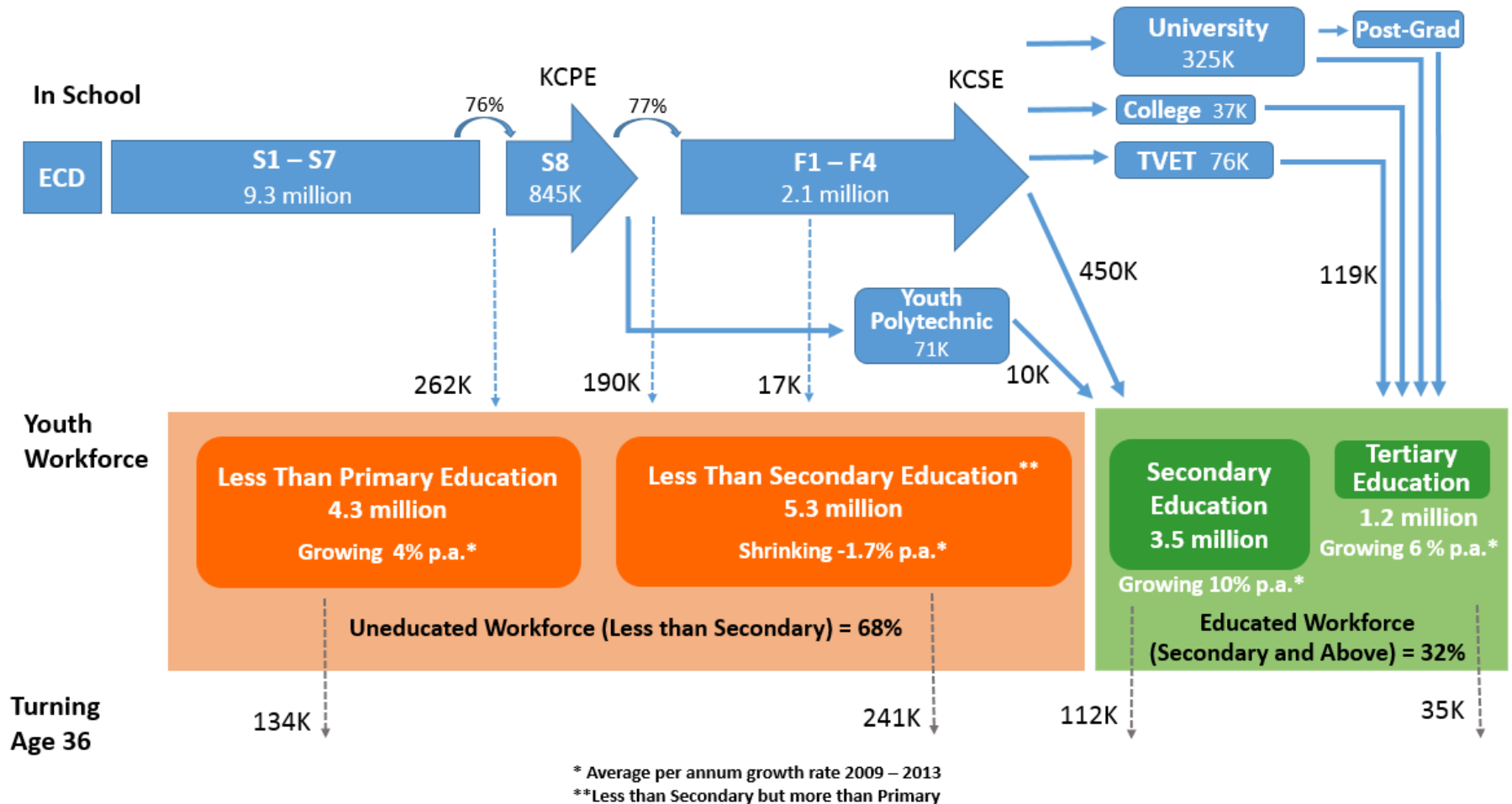
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Youth are not used cars

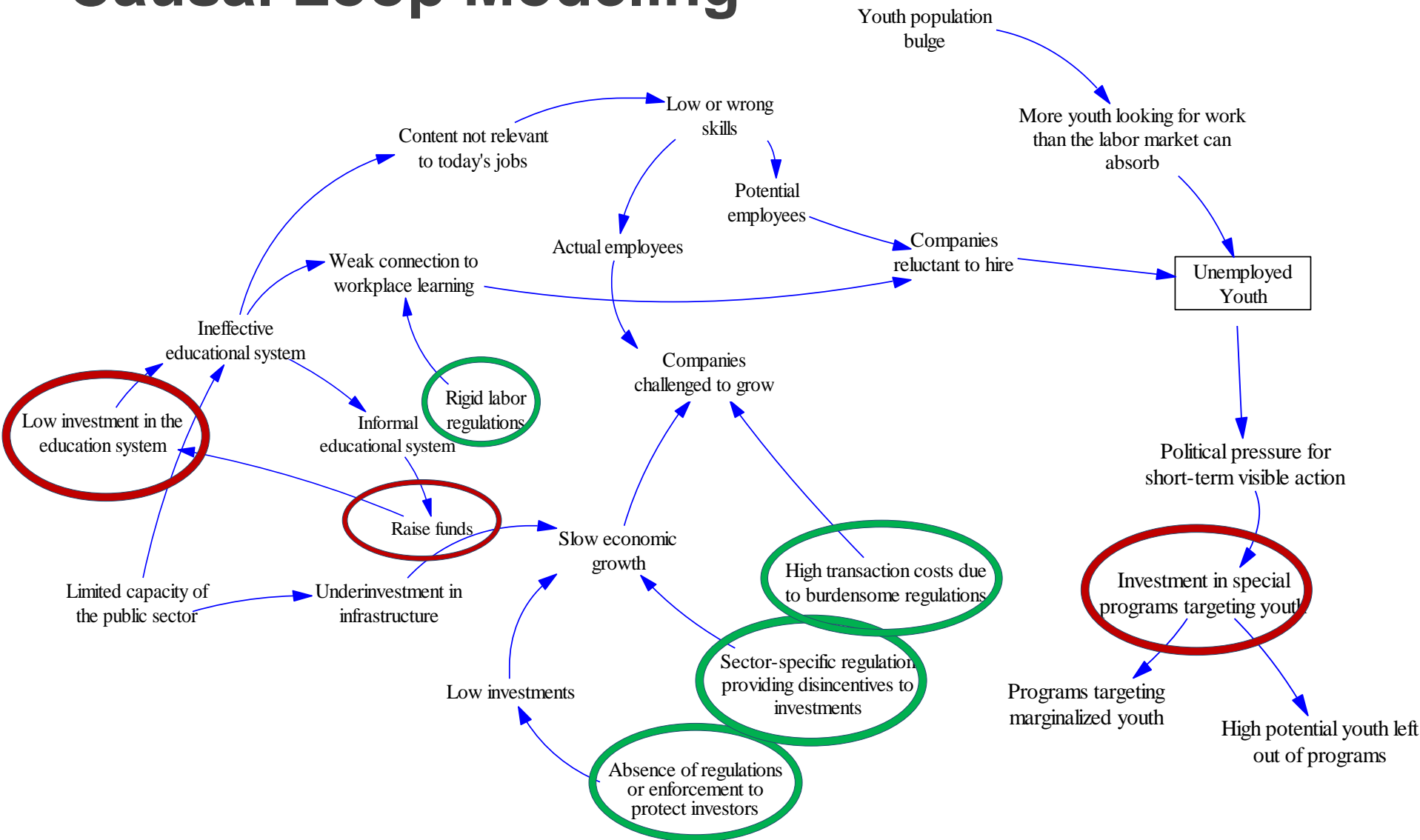


Stocks and flows in the Kenyan education system

Youth Labor Supply 2013 (Ages 15 – 35)



Causal Loop Modeling



The AET System

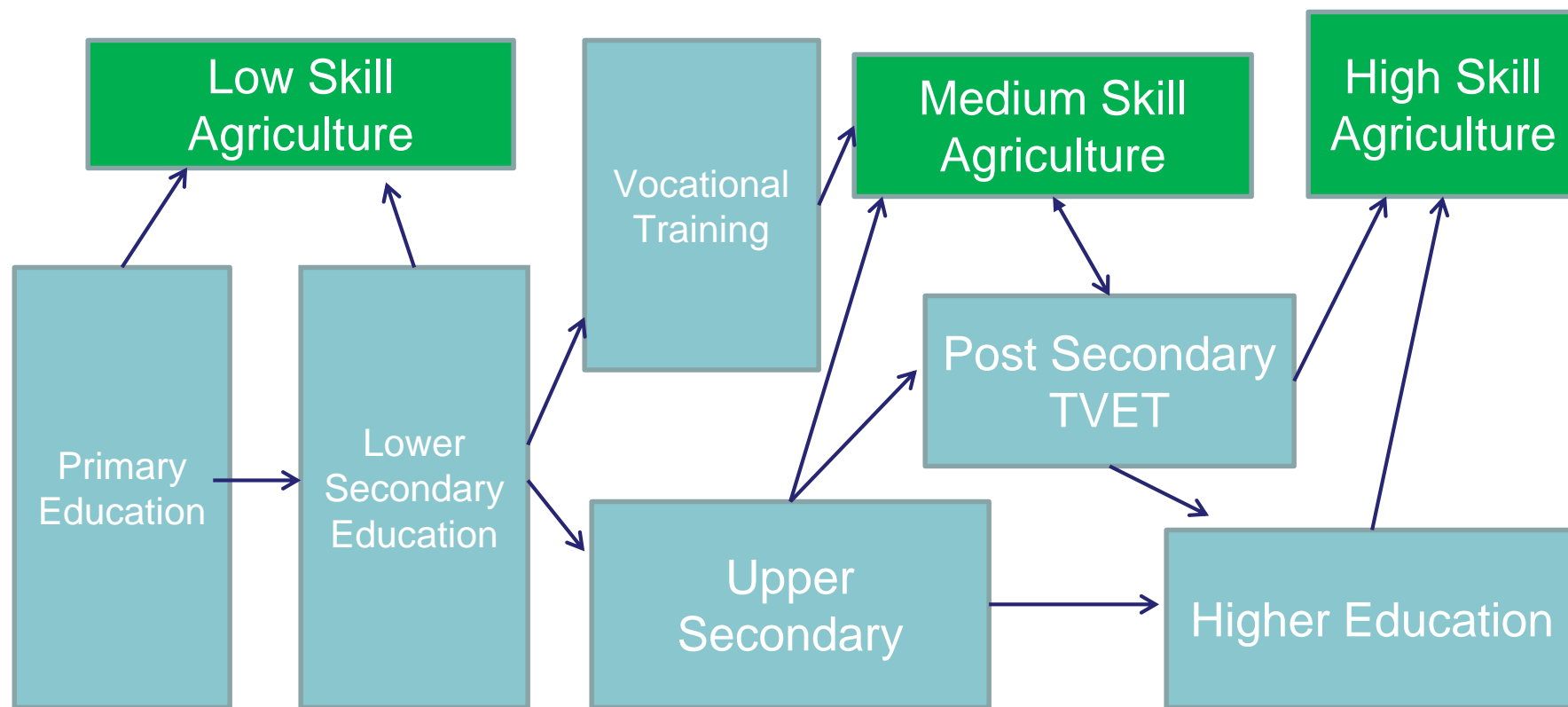


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Modeled formal AET system



What are the elements of an AET system

Formal

- Elementary
- Secondary
- TVET
- University

Informal

- Neighbors
- Business training
- On the job training

Things to keep in mind with AET systems

- Remedial education can be a constraint
- Technical and Vocational Education is vital to AET
- There is strong overlap between AET and agriculture extension
- Both the formal and informal economic systems are supplied by the AET system



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Transferring the land grant mission around the world

- Major US LGUs trained “mentored” institutions in the developing world
 - The Ohio State University with Punjab Agricultural University
- Curriculum was transferred
- Syllabi were translated
- Books were shipped
- Faculty were educated in the US



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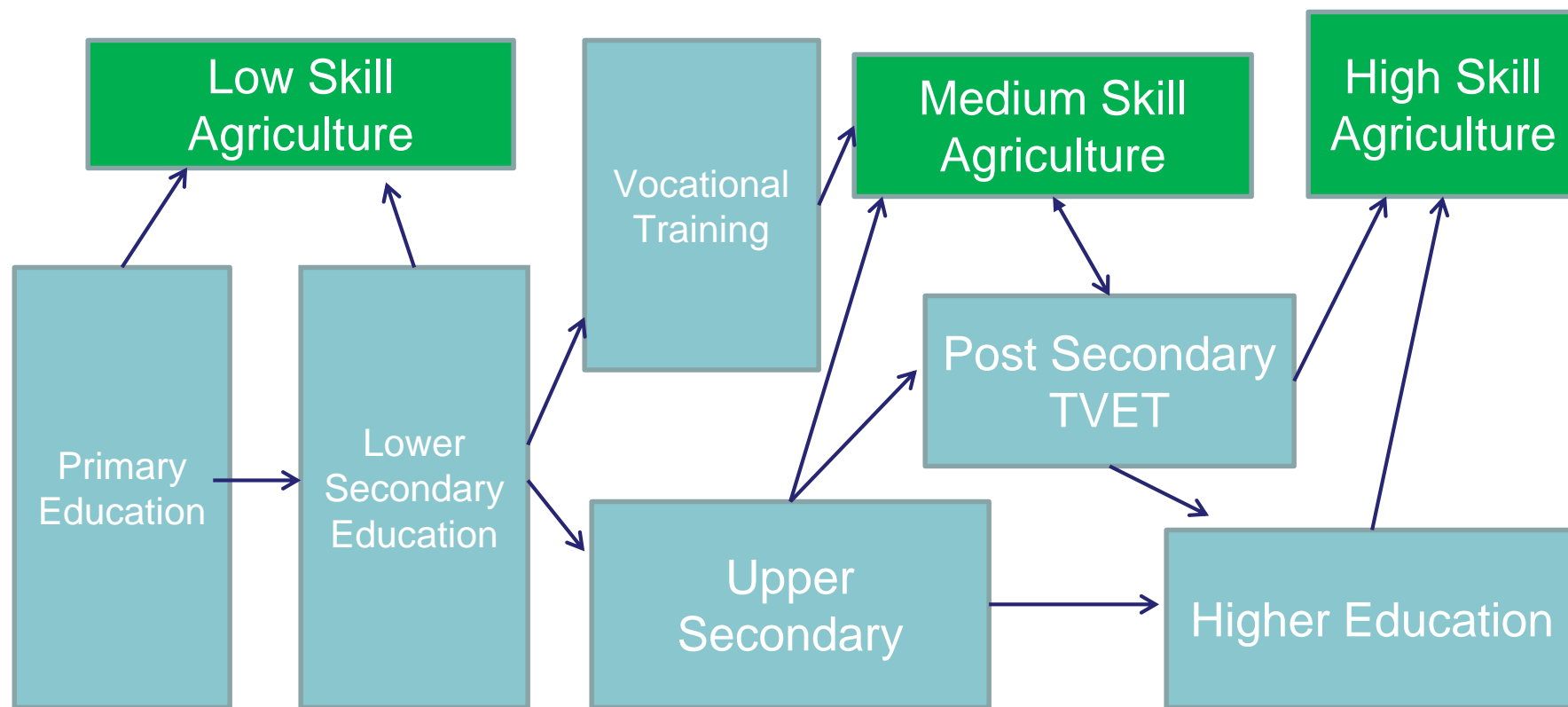
Secrets to AET success

- Relevant – Must train/teach skills that are needed
- Responsive – Must be able to adapt to changing demand for skills
- Present – Must be “connected” to the training recipients
- Funded – Must have the financial resources to fulfil their mission

What is the goal for the AET system?

- To recreate or replicate another system?
- To create an entirely new system?
- To support value chains?
- To maximize literacy rates?

Modeled formal AET system





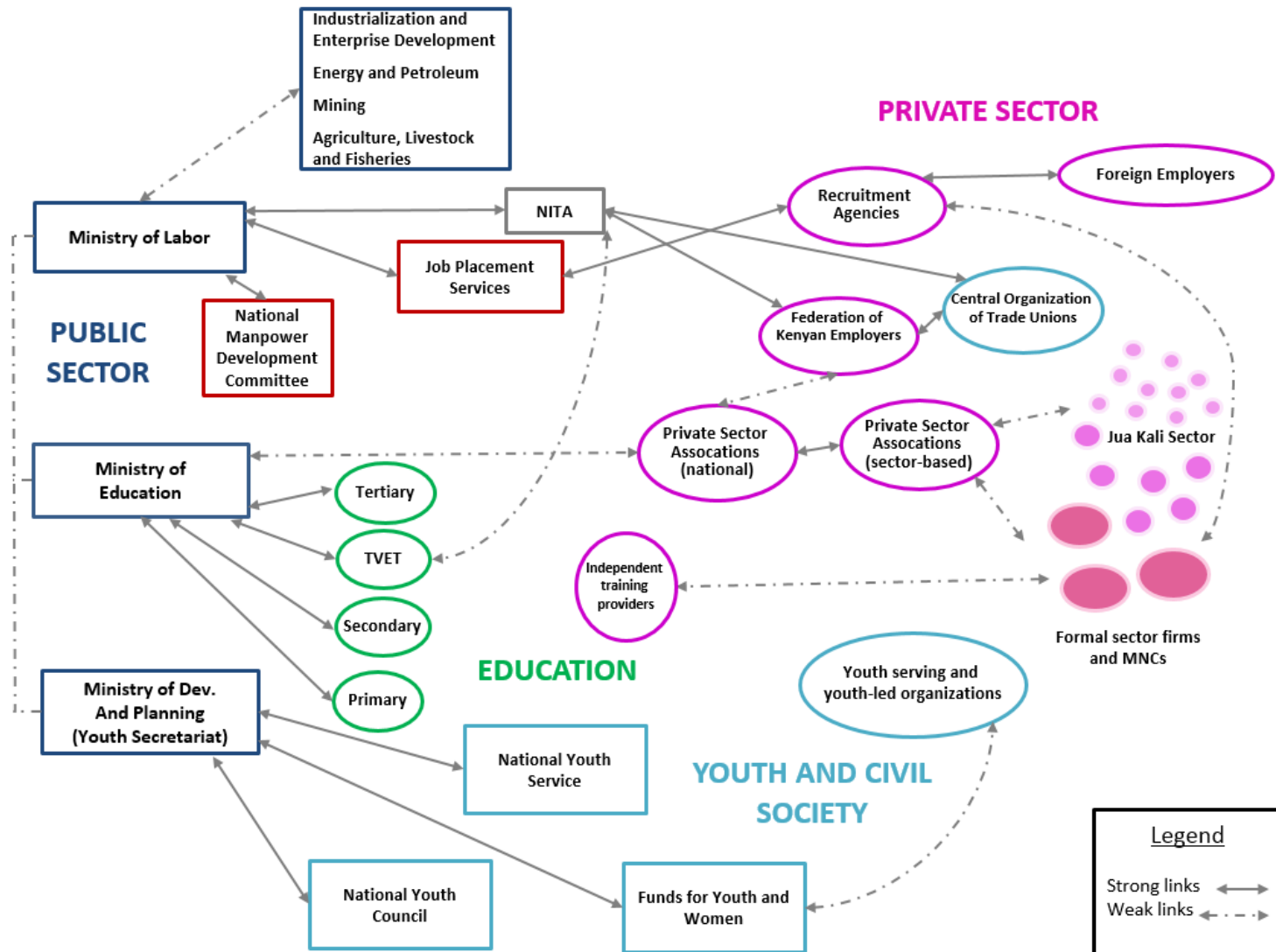
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Stakeholders in the Kenyan WFD system (current)



Examples of best practice countries & experiences

- **Singapore** - Alignment of economic strategy and investments with education, skills development and training. Interventions are continually updated.
- **Ireland** – Development of public sector policies to promote private sector investment. Education and training is adjusted to meet private sector demand.
- **Germany** - Partnership between public sector education and private sector training. Mixed system supported by a levy.

