

youth

PARTNERSHIPS » EMPLOYABILITY
FROM INNOVATION TO SCALE

lessons learned from *entra21* and *Obra*

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MAIN FINDINGS OF THE STUDY ON THE USE OF ICTs IN JOB TRAINING AND PLACEMENT FOR YOUTH

Javier Lasida

Question /Objectives of Study

How do innovative uses of ICT impact job training and placement for disadvantaged youth?

Three case studies of innovative uses of ICTs were selected:

FUP – Colombia

E.dúcate – Ecuador

Fundación Chile

Methodology

- Review of training tools and implementation records
- Focus groups
- Interviews
- wiki
- Collaboration with projects to identify main learning areas

Starting Points

Low income youth, many of whom did not complete middle school.

Differences among countries (particularly in the use of ICT in the school system) and areas (connectivity)

- Some of the youth (including those with a high school education) do not have previous ICT experience and they even showed rejection.
- Others used ICT just for recreational and social purposes.
- Another group of youth used it frequently and were competent self-learners.

Three Main Findings

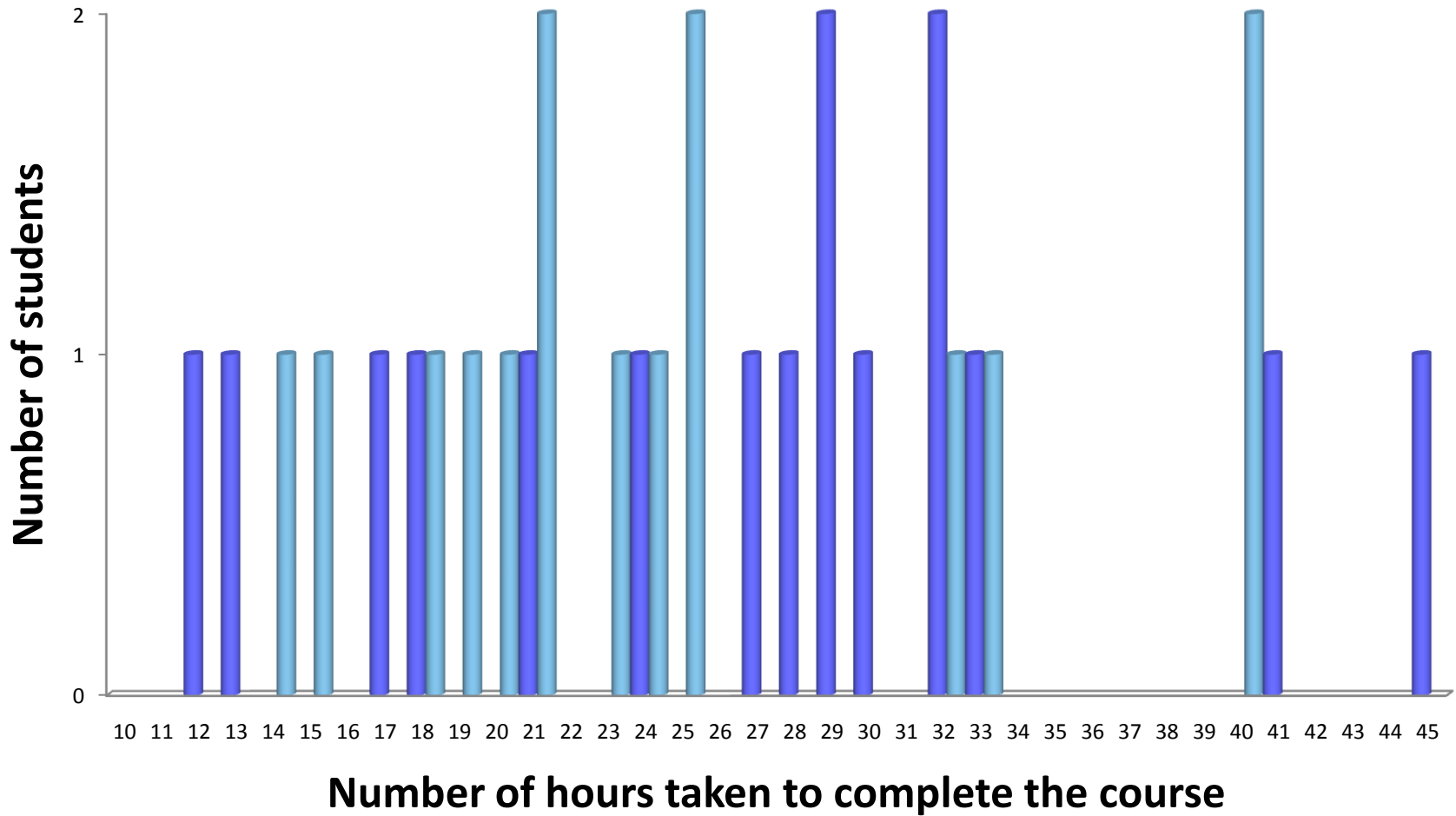
1. Social Networks' Contribution to Job Training and Placement

- Strengthen the communication between trainers and youth, especially during the internship and job placement process
- Facilitate relationship-building: trainers-youth-employers
- Require team to systematically manage them

2. Self-Learning Allows for Adaptation to Each Individual's Pace

- “Purchased” software combining information, exercises and self-evaluation
- Each youth follows the program at his/her own pace: significant time differences; worked for a wide range of people working at different paces.
- Trouble-free, well-designed software is required
- Does it have potential to contribute to pertinence or training program?

Frequency of number of hours students took to complete the Excel course



3. Virtual Portfolio

- Specially designed user friendly tool, which allows for additions to CV
- Facilitates preparation for job search, improves information provided to the employer
- Requires training of teacher and fast software

Utilization: Provide Motivation, Cross-Cutting Skills, Relevance

- ICTs motivates youth
- They become acquainted with computer science, contributing to basic computer literacy - important in itself and for employment purposes
- Provides them with tool increasingly used in job market
- Reinforces peer relationships, a key factor in training
- Individual use but in group setting; resistance to working independently.

Conditions for ICT Use

- Close linkages to “conventional”, face-to-face and group modalities
- Team approach of trainers
- ICT requires teachers familiar with ICTs, who have included them into their work strategies – redefinition of teacher’s role
- Use of computer should not affect relationship with trainers nor practical lessons
- Hardware and software quality; defective hardware or software may interfere with learning

Final Comments

- Innovations required great deal of preparation and institutional background; they were implemented with caution.
- Great potential to face policy-related challenges
 - Improvement of communication and follow-up, particularly during internship and job placement.
 - Individualize time management; a group may take several courses.