



Influence of technical vocational skills development on unemployment

L Yang*

Department of Vocational Education, Tianjin University of Technology and Education, Tianjin, China

*Corresponding author. E-mail: ling@yan.edu.cn

Received: 18-Jul-2022, Manuscript no: GJVTE-22-72921, **Editor assigned:** 21-Jul-2022, PreQC no: GJVTE-22-72921 (PQ), **Reviewed:** 04-Aug-2022, QC no: GJVTE-22-72921, **Revised:** 11-Aug-2022, Manuscript no: GJVTE-22-72921 (R), **Published:** 18-Aug-2022, DOI: 10.15651/2437-1890.22.10.009.

ABOUT THE STUDY

The Technical vocational skills development (TVSD) can help solve problems of unemployment, poverty reduction and growth among others, almost regardless of the quality and relevance of the skills provided or the state of the socio-economic environment in which individuals attempt to use their skills may be a contributing factor in the renewed interest of many governments in Technical and Vocational Skills Development (TVSD). These presumptions require qualification. Since poverty and unemployment are closely related, it is frequently expected that the development of technical and vocational skills will lower both.

A person with "employable talents" is believed to find job, which will result in earned income and an improved standard of living. In other words, the skills-for-poverty assumption is closely related to the skills-for-employment assumption since both imply that employment is the primary means of escaping poverty and that having certain talents must inevitably lead to employment.

Skills for The Underprivileged and Women

Individuals' capacity to profit from economic progress depends critically on their availability to full and productive employment as well as acceptable work. Access may be made better, especially for underprivileged and impoverished groups, "first through technical vocational education and training and labour market policy measures and secondly by creating new jobs. The development of technical and vocational skills can promote access to full and productive employment and decent work, it follows that access to such skills development is crucial.

The degree to which poor, excluded and vulnerable groups integrate into mainstream institutions should be of particular concern to planners trying to promote social

cohesion through their educational and TVSD systems. Examples of such groups include (former) child labourers, children and youth in rural communities, unemployed youth in the informal economy, girls who are not given equal access to education and ethnic minorities, school dropouts, illiterates, former child soldiers, individuals with impairments and marginalized adolescents are among the training opportunities. However, it is well known that poor, vulnerable and marginalized groups generally have limited access to all kinds of post basic education and training including TVSD, despite the fact that many extremely low-income families make significant sacrifices to gain access to institutions of higher learning and to training programs. With the exception of a few non-profit NGO programed, evidence reveals that the poor and marginalized are not included in the bulk of pathways to TVSD.

However, a large percentage of the unemployed and underemployed do learn skills in systems like those in South Asia, where most firms prefer to hire casual or unskilled labour than graduates of industrial or vocational training institutions. Policies fostering more equitable access to traditional training programed, such as scholarships and merit-based career pathways for young people, especially women, from underprivileged and marginalized households are required. There is a need for programs specifically targeted at these populations, assisting them to maintain their way of life and create money in the lack of growth, in addition to improved access to mainstream programs. In other words, even though mainstreaming is essential, specialized programs are still required to ensure that the most vulnerable groups have quicker access to education and jobs.

Some effective micro-level TVSD strategies have been able to successfully target the underprivileged. Gender inequality makes poverty more difficult for poor women. Women have significantly less control over home

finances than males do making it harder for them to invest in their own abilities for business or professional advancement. Women are typically denied access to informal apprenticeship programs in more lucrative male trades and if they do enroll in a VTI, they tend to concentrate in traditionally female skill sets.

The majority of international organizations including UNESCO, the World Bank and DFID now stress the significance of TVSD as a tool in the fight against poverty, particularly for the informal economy. The

interest in TVSD has increased in the year 2000 among both international organizations and national governments particularly in SSA and South Asia.

While some nations have a stronger history of offering training to the poor most nations especially those in SSA and South Asia do not have as many such programs and the idea of reaching out to new target groups has been deemed much more problematic. As a result in most nations, poverty targeting and the impact of programs on poverty have been limited.