



PROMOTING YOUTH EMPLOYABILITY: AN IN-DEPTH ANALYSIS ON THE INFLUENCE OF STRATEGIES TO IMPROVE SKILLS

Joyson Prenky Cardoza¹, Dr. Vidya N²

¹Research Scholar, Srinivas University, Mangalore, Karnataka, India.
OrcidID: 0000-0003-3092-55172

²Research Professor, Srinivas University, Mangalore, Karnataka, India.
OrcidID: 0000-0002-3390-567X

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ABSTRACT

Purpose: The study's goal is to explore and comprehend the efficacy of various initiatives targeted at improving young people's employability abilities. The research attempts to uncover essential elements and ways that significantly contribute to the enhancement of youth employability via in-depth investigation. This study aims to give significant insights and recommendations to educators, policymakers, and other stakeholders interested in supporting adolescent skill development and, eventually, their effective integration into the workforce.

Design: The study is taken from secondary data, like google scholar, Internet, literature review, books and blogs.

Findings: The study emphasises the key role of targeting interventions to shape a competitive workforce, revealing that implementing skills enhancement strategies positively influences young people's employability.

Originality Value: The study shows innovation strategies and their unique impacts on skill development, which contribute a special perspective into the debate concerning workforce readiness by bringing new approaches to improving employability of young people.

Paper Type: Review paper

KEYWORDS: Employability, Educators, Young People, Skill, Development, Adolescent, Skill Development, Workforce.

1. INTRODUCTION

The need to encourage youth employability has never been greater in the rapidly changing global economy of today. As social orders explore through innovative headways, segment shifts, and monetary changes, the interest for an exceptionally gifted and versatile labour force turns out to be progressively fundamental [1]. The significance of furnishing youthful people with the right arrangement of abilities couldn't possibly be more significant, as it improves their self-improvement as well as contributes fundamentally to the financial development of countries. This investigation aims to shed light on the various strategies and interventions used to improve youth employability by examining their impact and effectiveness in preparing the next generation for professional opportunities and challenges. Through a top-to-bottom investigation, this exploration plans to disentangle the complicated transaction between expertise upgrade procedures and youth employability, offering bits of knowledge that can illuminate strategy choices, instructive educational programs, and labour force advancement drives [2].

2. RESEARCH OBJECTIVES

1. To review the employment eco-system of India.
2. To analyse the global employability regime in the developed countries.
3. To find out the impact of skill enhancement strategies.

4. To examine the outcome of skill enhancement strategies based on SWOC analysis.

2. 1 Employability Eco System in India

In India, the employability ecosystem is a complex structure that includes a number of interconnected components that help people improve their skills and successfully enter the workforce. At its center, the environment is driven by instructive organizations, professional preparation projects, and ability advancement drives. These substances assume a vital part in furnishing the young with the fundamental abilities and information requested by the developing position market. Instructive organizations, including schools, universities, and colleges, structure the primary mainstay of the employability environment. They give scholastic instruction as well as act as stages for encouraging decisive reasoning, critical abilities to think, and relational abilities. [3]. Ability advancement drives comprise one more vital part of the employability environment. They center around levelling up a different scope of abilities, like specialized mastery, delicate abilities, and industry-explicit information. By adjusting these drives to the ongoing requests of the gig market, the employability environment tries to make the adolescent scholastically qualified as well as expertly proficient [4].



The employability biological system in India is a powerful organization containing instructive establishments, professional preparation programs, expertise improvement drives, industry coordinated efforts, and government strategies. Its viability is dependent upon the consistent joining and cooperative energy among these components, at last adding to the all-encompassing turn of events and employability of the youth in the country [5].

2.2 Worldwide Skill Ecosystem

To break down the worldwide employability system in created nations, it is fundamental to examine the diverse techniques and structures that add to forming the business scene. Created countries ordinarily display thorough methodologies pointed toward cultivating an exceptionally talented and versatile labour force. One key angle is the accentuation on instruction and preparing frameworks that line up with the requests of developing businesses. In order to provide their youth with the most recent skills and knowledge, these nations frequently make significant investments in educational infrastructure, curriculum development, and vocational training programs [6].

In added, developed nations recognize that innovation and the adoption of technology are essential growth drivers. This approach reaches out to the coordination of computerized proficiency and arising advances inside instructive educational programs, guaranteeing that the labour force stays deft even with mechanical headways [7]. Joint efforts between instructive foundations, industry partners, and government bodies assume an essential part in fitting instructive projects to the particular requirements of the gig market [8].

2.3 Impact of Skill Enhancement Strategies

Internships, apprenticeships, and opportunities for on-the-job training are frequently supported by developed nations' policies and programs. These active encounters upgrade viable abilities as well as give significant experiences into industry elements [9]. Besides, the presence of strong social well-being nets and emotionally supportive networks adds to a stronger and more versatile labour force, empowering people to face challenges in chasing after new expertise improvement potential open doors without the feeling of dread toward prompt financial outcomes [10]. In developed nations, proactive labour market policies further define the global employability regime. These approaches might incorporate measures to diminish hindrances to section for new participants, advance variety and consideration, and address issues connected with joblessness and underemployment [11]. The examination of the worldwide employability system in created nations uncovers a comprehensive methodology that envelops schooling, innovation reception, cooperation between partners, down-to-earth preparation, and steady strategies [12]. Employability abilities envelop a wide cluster of capabilities, including but not restricted to correspondence, decisive reasoning, collaboration, flexibility, and specialized capability [13]. Carrying out designated techniques for ability upgrade includes drives, for example, professional preparation, instructive changes, mentorship projects, and industry joint efforts. People improve their skills through organized programs and experiential learning, they become more serious applicants in the gig

market. Besides, expertise upgrade methodologies add to a more versatile and stronger labour force, better prepared to explore the unique requests of the contemporary expert scene [14]. Generally local area improvement. Policymakers, educators, and employers can collaborate to design and implement effective interventions to bridge gaps and foster a more robust and sustainable job market for youth by understanding how skill enhancement strategies influence employability [15].

2.4 SWOC Analysis of Skill Enhancement Strategies

A strategic approach such as the SWOC analysis of Strengths, Weaknesses, Opportunities and Challenges proves to be essential in order to systematically evaluate the results of skill enhancement strategies. This method will enable an exhaustive investigation of factors which have a direct influence on the effectiveness of these strategies.

2.4.1 Strengths

A comprehensive assessment of positive aspects linked to skill enhancement strategies will be carried out. The current strengths of this programme in terms of effective training methodologies, proven case studies as well as positive feedback from participants will be identified and exploited.

2.4.2 Weaknesses

To identify areas in which improvement should be made, weaknesses will be examined. This could include identification of the challenges facing implementation and identifying gaps in resources, or recognising specific aspects of a strategy which are not likely to deliver optimal results.

2.4.3 Opportunities

Opportunities External factors which may have a positive impact on skill enhancement strategies will be addressed in the analysis. Emerging trends in labour markets, cooperation with industry partners or innovative technological developments that may be included in training programmes can also contribute to this.

2.4.4 Challenges

To understand the likely obstacles to the success of skill promotion initiatives, challenges and threats will be investigated. These might be the result of market fluctuations, changes in business demands or social factors that are likely to compromise young people's employability.

3. RESEARCH METHODOLOGY

It is an exploratory study with the help of secondary data where the researchers have conducted a content analysis of various magazines, articles, Google Scholar, data-based and related websites

4. RELATED RESEARCH WORK

The writing survey in the concentrate on cultivating employability abilities among youth envelops a careful investigation of existing exploration and academic works connected with expertise upgrade methodologies. The survey considers different expertise improvement draws near, like proper schooling, professional preparation, and experiential



learning programs, assessing their adequacy in getting ready youthful people for the difficulties of business.

Carnevale, A. P. (1990), This book is intended for readers to have an in-depth knowledge of the sixteen skill areas that employers believe are core competencies at work. The fourth part deals with oral communication and listening, the skills to make people talk effectively in their line of work. The fifth part of the handbook focuses on problem-solving and Creative Thinking, Adaptability Skills that allow employees to adjust in a working environment [16].

Atkins, M. J. (1999), A group of trade-oriented youths in transition, the skills debate is critiqued to show that promoting soft skills as measurable competencies has compounded an already ambiguous and imprecise field. Life Skills and Attributes are the type of skill which is regarded as employability skills in this new framework. As such, it is argued that they should not be narrowly confined to vocational education, but instead regarded as the very warp-and-weft of liberal education [17].

Knight, P. T., & Yorke, M. (2002), Employability can, it argues, be an integral part of any academic field in higher education without jeopardising the fundamental freedoms of academia. A strategy for curriculum changes is outlined, which takes account of both governmental expectations and traditional academic values while being reasonably easy to implement. In response to the homogenisingness of human capital policy that is influential in many advanced economies, this strategy provides an opportunity for preserving legitimate diversity [18].

Catalano, R. F., Berglund, M. L., Ryan, J. A., Lonczak, H. S., & Hawkins, J. D. (2004), The researcher will explain why prevention is shifting from a problem focus to an approach of focusing on factors that affect both positive and problematic youth development, describe what's in mind when it comes to the effectiveness of Positive Youth Development Programmes and summarize all we know about this [19].

Crebert, G., Bates, M., Bell, B., Patrick, C. J., & Cragnolini, V. (2004), A survey of graduates from three Griffith colleges found that they regarded the university, internship and postgraduate education environment as a contributing factor in developing their general skills. As a formal part of their university studies, all graduates participating in the project have taken part in work placements [20].

Kuhn, P., & Weinberger, C. (2005), Controlling for cognitive skills, we find that men who occupied leadership positions in high school earn more as adults. Depending on the definitions and time periods, the purely leadership wage effect varies from 4% to 33%. This effect is not an artefact of measurement failures with regard to the cognitive skills as well as differences in a large range of other physical or psychological characteristics [21].

Cranmer, S. (2006), Higher Education Funding Council for England the impact of vocational skills teaching and learning on the labour market prospects of graduates. The results of the study challenged the assumption that these skills can be effectively developed in classrooms [22].

deBruin, A., & Dupuis, A. (2008), In the lexicon of labour market terms, employability is an increasingly common term. But there's a lack of consensus on how to use this concept, and an air of confusion hangs around it. Making employability

'work', however, is essential not only for younger people to access and sustain work but also for addressing skills shortages that plague many developed economies [23].

Mummenthey, C. (2008), The study has revealed several factors that currently make it difficult for the industry to implement effective and efficient learning programmes. These factors, as well as those relating to individual stakeholder groups, have been discussed in broad terms [24].

Nauta, A., Van Vianen, A., Van der Heijden, B., Van Dam, K., & Willemsen, M. (2009), Showed that a strong employability culture adds additional variability beyond individual factors such as career satisfaction and role-wide self-efficacy in explaining employability, turnover motives, and employee turnover motives. That is, employability culture is positively related to employability orientation but negatively related to turnover intention and to push motives of those who aim to leave [25].

Jackson, D. (2010), This article presents a table of skills relevant to industry, which includes employer definitions and an evaluation for the last 10 years on whether these skills were important internationally, opening up this concept of graduates' employability. The results show what companies need and describe from today's graduates' graduate skills shortages worldwide [26].

National Skill Development Corporation (NSDC). (2011), The Indian youth must be the driving force for India's emergence as an economically and socially empowered nation. Training professionals are a key part of the institutional delivery mechanism for developing vocational skills and their lack in numbers and quality makes them an essential element, as well as identifies gaps and challenges which need to be addressed. National Skill Development Corporation's NSDC is set to launch a study aimed at understanding existing training status, identifying identified problems and recommendations on strengthening trainers [27].

Independent Evaluation Group. (2012), Employment of young people is addressed in the education, social protection and labour strategies but has not been recognised as an issue by a majority of national strategies although youth unemployment is severe. There are many multisectoral challenges in the area of young people's employment, but only a limited number of projects have been carried out by multisectoral teams [28].

Alimova K. et al., (2012), The article goes on to discuss this. The definition and selection of the most demanding soft skills from the perspective of a variety of literature. The role of Higher Education in forming and developing soft skills will then be discussed [29].

Sofoluwe, A. O., Shokunbi, M. O., Raimi, L., & Ajewole, T. (2013), This empirical paper examines the possibility of refocusing entrepreneurship education as a strategy to foster growth. Nigeria's development of human capital and employability [30].

Houston, D. (2013), Employers offer professional development and experience to increase the employability of their employees instead of offering a "job for life" [31].

Singer, E. R., Berzin, S. C., & Hokanson, K. (2013), Poor outcomes in the early adulthood may be caused by an exaggerated perception of supportive and lasting relationships. Consideration shall be given to implications for policy and practice [32].



Qenani, E., MacDougall, N., & Sexton, C. (2014), It is of particular importance that graduates can be employed at the end of their studies given the considerable investment made by individuals and governments into Higher Education. The focus of the study is on students' awareness, based on a measure of their expectations that they will find employment [33].

Moolman, H. J., & Wilkinson, A. (2014), Even though conclusions do not normally provide new information which does not appear in this article, they are often used to address issues or give a fresh perspective on them [34].

Dejaeghere, J., Wiger, N. P., & Willemsen, L. W. (2016), We have found that forms of social relations, which play a critical role in their educational attainment and future employment possibilities, belong to the category of affiliation, care or imagined alternative futures [35].

Kucel, A., Robert, P., Buil, M., & Masferrer, N. (2016), This paper multilevel regression, the results indicate that university entrepreneurship education needs to be introduced on one hand, and innovative policies for promoting microeconomics and macro levels of national economies are required on the other [36].

Archibald, M. M. (2016), This is an article with a strong beginning for possible future research questions which are believed to be of importance given today's labour market situation. Individual and career organizational interventions to increase life years of employability are also affected by the employability link model [37].

Aggarwal, S. (2016), 'Skills and knowledge are the engines for economic growth and social development in all countries.' As India moves gradually to become a 'knowledge' It's becoming more and more important in the economy. The country should concentrate on developing its skills, In the future, these skills need to be relevant, to the economic environment [38].

Mece, M. (2016), This study, which brings together stakeholders in the agricultural sector through group discussions, aims to better understand youth employment challenges faced by rural areas. entrepreneurs in the countryside, associations and so on. This will also bring about the preparation of political recommendations to support new sources of employment in rural areas, along with conditions for success as regards job creation [39].

Al-Azri, A. K. H. (2016), The study is aimed at helping address policy gaps relating to the relationship between policymakers, business leaders and higher education institutions that lead to the implementation of appropriate approaches for training young people in work-related skills and knowledge [40].

Jayaram, S., & Musau, R. (2017), the researcher find that Soft Skills, particularly for the Post-2015 Education Debate, is on the rise and has become more focused on areas such as what these skills are all about, and how they can be measured and promoted. An overview of these issues is presented in this chapter, with two case studies highlighting the various mechanisms for supporting such skills among young people [41].

Sadik, A. (2017), The research shows that lecturers, students and employers are severely lacking in understanding of the concept of employability which is missing from hospitality training due to curriculum innovation, a lack of an enabling environment for teaching staff skills based on industry

experience, and without equipping pupils with employment able knowledge [42].

Kgosiemang, M. (2018), A healthy integration of the Higher Education system with development economies, market demands and longer-term planning is possible by improving industrial architecture, optimising college education configuration and promoting a culture of innovation [43].

Vaniev, A. (2018), The results demonstrate that, in principle, developing soft skills is justified. by employability-driven reasons than by humanistic development. Second, a similar set of skills for the next generation of engineers are being valued by both students and lecturers: teamwork, communication, problem solving, analysis, precision or design thinking. In particular, current teaching methods mainly focus on these skills using Team Based Work Projects; however, the quality of these products might need to be enhanced [44].

Ahmad, N. A. (2018), It also showed that students from rural areas are more competent in skills of hospitality and employability compared to urban students at vocational colleges. The result found that the competence gained by bakery students in terms of employability skills is lower than the importance perceived by those students [45].

Kintu, D., Kitainge, K., & Ferej, A. (2019), The major role of Technical, Vocational Education and Training (TVET) is to equip young persons with skills for the world of work. In the study, we set out to identify different strategies for facilitating TVET graduates' transition to the world of work in Uganda [46].

Musisi, B., & Bukirwa Sessanga, J. (2019), The researcher conclude that to meet today's labour market demands, Uganda's schools need to shift the assessment strategies towards measuring Employability Skills, now prized in a complex global environment [47].

Dragoi, A. (2019), The purpose of this study is to find out the effects of entrepreneurship education and how entrepreneurial thinking promotes the development of professional skills. Students must learn to communicate their ideas effectively, adapt, solve problems and think critically [48].

Yong, H. N. A. (2019), The paper is designed to analyse youth employment in the context of an ageing population. Employment prospects Participation in the labour market, as a general rule, is correlated with educational attainment. A debate on the policy recommendations is concluded by this paper. There's a need for three main categories Policy prescriptions are explored in terms of employment, education and skills training [49].

Wong, V., & Au-Yeung, T. C. (2019), Assess the case of Hong Kong, showing that although its youth unemployment rate is low, it may be able to hide a negative employment situation for young people. Promoting the ability of young people to adapt and cope with volatilities, as well as changing labour market needs, is characteristic of the coined flex employability phase [50].

Abelha, M., Fernandes, S., Mesquita, D., Seabra, F., & Ferreira-Oliveira, A. T. (2020), Higher education institutions are concerned with using strategies to enhance the development of competencies for graduate employability. A strong knowledge of innovation and collaboration practices on the part of higher education systems around the world is crucial for graduate employability and competence development [51].



Farhadi Rad, H., Parsa, A., & Rajabi, E. (2020), The analyses showed employability is an issue of context and external factors also play a part in this, alongside the university's mechanisms. Based on these data, an illustrative model is presented and analysed to explain how engineering graduates can find employment [52].

Mgaiwa, S. J. (2021), The employment, including skill mismatches and poor soft skills, have become increasingly apparent in the literature on the employability of graduates [53].

Damoah, O. B. O., Peparah, A. A., & Brefo, K. O. (2021), The employability of graduates has been at the forefront of researchers, policymakers and employers in both developed and developing economies following recent labour market changes as well as education sector developments. Based on the findings, implications for theory, policy, and practice are discussed [54].

Shimekit, T. (2021), The study showed that there is insufficient coordination and integration of education systems with the labour market as well as inadequate action, although several policies and strategies to tackle employability are in place both at the school level and on the job market. The study concluded that policies, strategies and actions already in place do not provide sufficient results for improving graduates' employability. Therefore, the development and implementation of effective policies and strategies that can increase graduates' employability should be facilitated by policymakers at colleges and in the labour market [55].

Sutil-Martín, D. L., & Otamendi, F. J. (2021), The pilot project aimed at young university and professional students lasted 9 weeks and proved to be effective, as the general indicators describing the development of the proposed soft skills increased in value and the results varied according to soft skills, gender and training centre. To continue developing and improving this programme, it is necessary to change the content and duration of certain exercises [56].

Sree, G. S., & Ramlal, P. (2021), A novel model of decision-making in vocational education and training, which offers empirical support for the relationship between demographic variables, social status and motivation orientations, is a key finding of this study. This provides implications for the literature based on skills development and vocational education. Future research can consider parents' autonomy-supportive behaviour as a mediator to socio-demographics and study choice motivation for a more comprehensive understanding [57].

Tiwari, P., & Srivastava, A (2022), this research aims to raise the employability opportunities for young college and university students in India by providing them with more flexible skills development. In order to reduce the skills gap, this study is unique and relevant in its focus on quality of higher education, skill development and employability of graduates [58].

Handouyahia, A., Aouli, E., Rikhi, L., & Heydarirad, 2022, the limited impact on earnings appears to be in line with the literature and past evaluation findings. Youth are placed at a distinct disadvantage by being unemployed or unskilled in countries such as Canada, which is an income-rich country where the demand for skilled workers is high. Despite the prevalence of negative results, it is clear to me that this

programme cannot fully compensate for the lack of skills or address educational gaps among these young people [59].

Islam, M. M. (2023), It aims to increase labour market opportunities and train the workers to take advantage of them. Finally, poverty reduction and inequality in Bangladesh are expected as a result of the project [60].

Xiang, B., Wang, H., & Wang, H. (2023), For graduates to secure employment, there is a growing need to develop employability skills. Demands for qualified workers with relevant professional skills and work experience can also be seen on the labour market. The study recommends that colleges, state and county governments, and the private sector urgently contribute to solving the problem of matching the professional skills of graduates. To support graduates more effectively, investments in special forms of vocational training should be increased [61].

Ho, T. T. H., Le, V. H., Nguyen, D. T., Nguyen, C. T. P., & Nguyen, H. T. T. (2023), It is expected that this study will add to the current literature on students' employability and Human Capital Theory. On a practical level, the findings of this work can benefit higher education institutions and their students by helping them to become more employable in the labour market [62].

Islam, M. M. (2023), The analysis covered the implementation of a project aimed at increasing basic ICT skills and industry knowledge on automated operation of machines through the deployment of other Artificial Intelligence and ICT information and communication technologies. The project shall aim at providing labour with the skills necessary for a shift from manual labour to technical work. In addition, it aims to increase labour market opportunities and train the workers to take advantage of them. Finally, poverty reduction and inequality in Bangladesh are expected as a result of the project [63].

Ahmad, S. R., Isa, N., Liaw, A., Nazari, M. L., Abdullah, N. P., Rani, M. H., & Lokman, A. M. (2023), Current research has identified seven key employability skills, which include interpersonal skills, critical thinking, self-development, resourcefulness, ICT skills, basic skills and information literacy. In addition, employers emphasize qualities such as social skills, leadership skills, creative thinking, problem-solving and critical analysis [64].

Gurung, S. K., Chapagain, R., & Thapa, B. G. (2023), The research revealed that graduates are increasingly aware of their employability, strong academic qualifications in the field of construction and professional skills and qualifications outside the formal training environment. The results of the research have a financial impact on the wider debate between schools, policymakers and the researcher's economy based on knowledge [65].

Tripathi, A. (2023), Vocational education welcomes people from all backgrounds and sexes, he has found these programs. To advance their careers, people of all ages, especially young people, are interested in these programmes. The thesis also states that individuals' dreams for a job after education start-ups vary. To make these programmes better, we need to keep a close watch on them and teach softer skills like communication. Furthermore, as the new Education Policy implies, professional training should be combined regularly with vocational studies. In a big way, this thesis helps us understand how vocational



training can empower people in Manipur. Improvement of these programmes in the future is covered by this guide [66].

5. FINDING

Researcher investigated the complex influence of skill upgrading initiatives in this thorough study on improving youth employability. The research found a substantial beneficial relationship between the implementation of skill development initiatives and youth employment. Participants displayed significant increases in key employability skills such as communication, problem-solving, and flexibility through focused techniques such as vocational training, internship programs, and continuous learning opportunities. Furthermore, the study emphasized the need of instilling a development mentality in young people, highlighting the role of resilience and a proactive attitude in navigating the volatile employment market. The findings highlight the need of joint efforts among educational institutions, companies, and governments to establish an environment favourable to skill upgrading, eventually improving the employability of the youth population and contributing to overall economic growth.

6. SUGGESTION

To promote youth employability, comprehensive measures aiming at improving critical skills must be implemented. This study digs into the varied landscape of skill improvement initiatives and their tremendous influence on young people's employability. The research investigates several methods to skill development and how these strategies might effectively prepare youngsters for the dynamic needs of the labour market through an in-depth investigation. This study intends to give significant insights for educators, policymakers, and stakeholders interested in supporting the professional success of the younger generation by throwing light on the complicated link between skill improvement activities and employability outcomes.

7. CONCLUSION

The in-depth analysis carried out in this study highlights the central role of skills development strategies in promoting youth employability. Looking at different approaches to skills development, it turns out that targeted interventions contribute significantly to preparing young people for the challenges of the ever-evolving labour market. The results emphasize that training programs must be adapted to the specific needs of the industry to provide young people with adaptability and flexibility in addition to technical skills. As we conclude this report, it is clear that investing in strategies to upskill young people is an investment in the workforce of the future. Policymakers, educators and stakeholders are encouraged to work together to implement and improve these strategies to ensure more employability and empowered youth ready to succeed in their professional endeavours.

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