

SESSION 2.

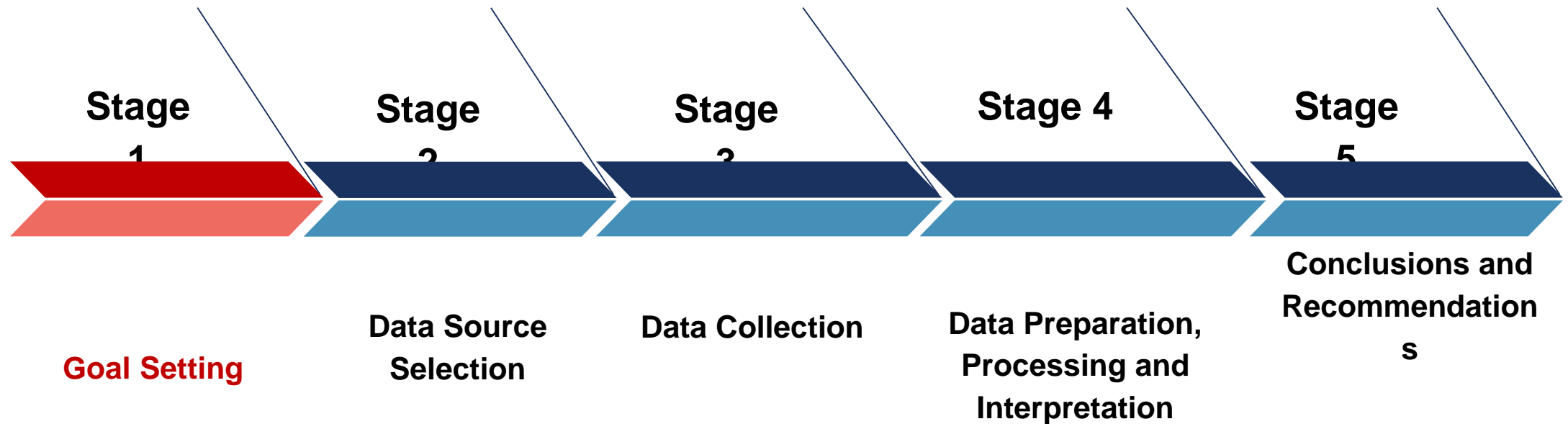
A STUDY OF THE PROBLEMS OF YOUTH EMPLOYMENT AND UNEMPLOYMENT – REGIONAL LEVEL

Research project, 2015-2017

Preventing Youth Unemployment in the Cross-Border Territories of Latvia and Belarus amid Crisis Recovery, with financial support from the BRFFR

Actors: The team at Vitebsk State Technological University, Belarus, in contact with the Institute of Humanities and Social Sciences at Daugavpils University, Latvia; supervised by Elena Vankevich

RESEARCH MODEL



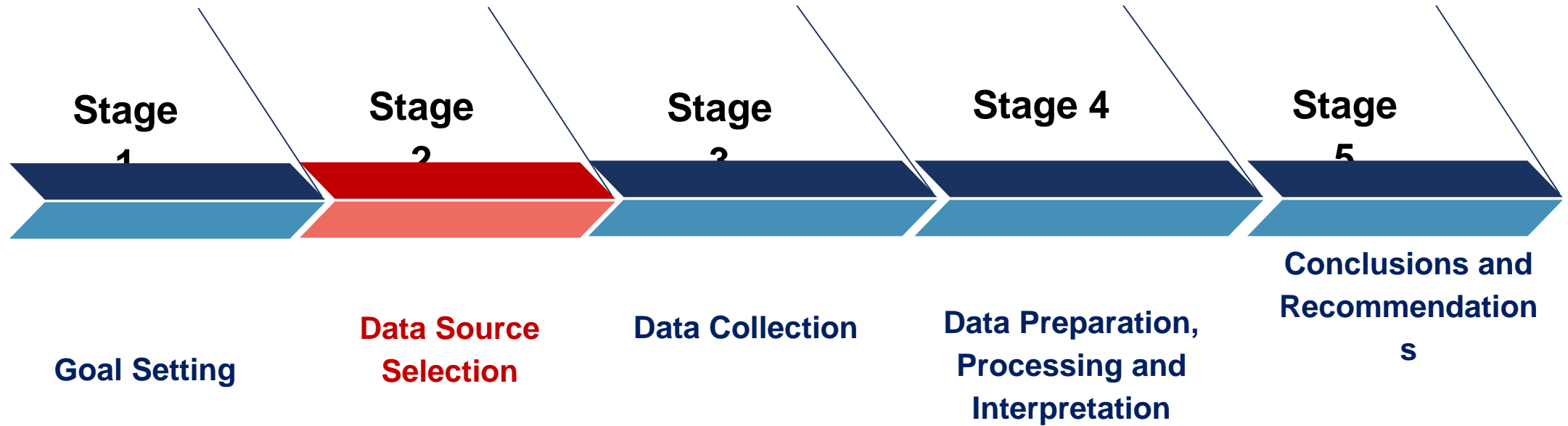
GOALS OF RESEARCH:

- Diagnose the problems of youth employment and unemployment in the cross-border regions of Belarus and Latvia;
- Identify the causes of youth unemployment, intentions and readiness to be employed, individual characteristics of young people conducive to successful employment (mobility, level of education, competence, growth ability, etc.), and necessary youth employment support measures by regional job market institutions.

HYPOTHESIS:

Information asymmetry in the regional youth job market and young people's reduced competitive ability in the job market serve as the cause of a higher level of youth unemployment.

RESEARCH MODEL



DATA SOURCES (3 DATABASES)

Data and sources used

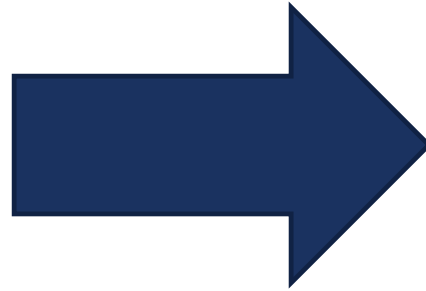
1. Statistical data on the growth of the border areas of Latvia and Belarus (Vitebsk Region and Latgalia)
2. Results of surveys of youth, aged 15-29 and residing in the cross-border regions of Belarus and Latvia
3. Results of surveys of experts on the job market, employment, cross-border and international cooperation, and youth policy

DATA

1. STATISTICAL DATA

2. YOUTH SURVEY

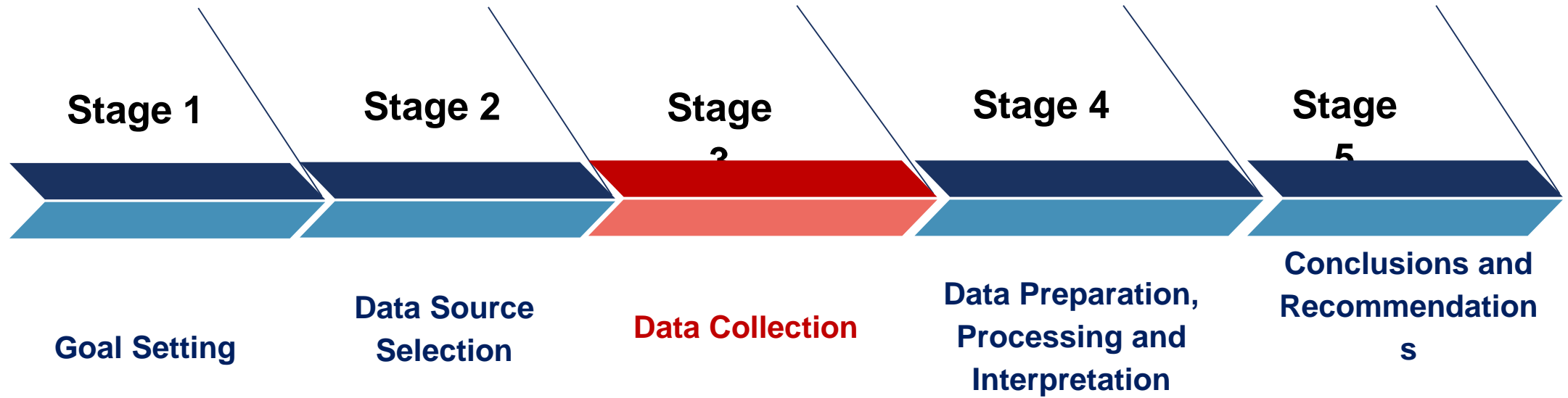
3. EXPERT SURVEY



RESULTS

A comprehensive picture of
the problems of youth
unemployment and ways to
reduce it

RESEARCH MODEL



YOUTH SURVEY FORM

Basis:

ILO household survey methodology, World Bank economy and public health monitoring methodology, key methodological assumptions of labor economics and John Urry's theory of mobility.

7 question pools (59 questions):

Pool 1: respondent details

Pools 2-5: employment and unemployment (employment status, job search, skills and qualifications, distance employment)

Pool 6: the cross-border situation of the region and employment

Pool 7: attitude to mobility abroad

YOUTH SURVEY

- **Population:** individuals aged 15-29 and residing in the cross-border territories of Belarus (Vitebsk Region) and Latvia (Latgalia)
- **Population size:** 282.4 thousand, including 226.7 thousand in Vitebsk Region, Belarus and 55.6 thousand in Latgalia, Latvia
- The sampling population was formed through random sampling without replacement. Its **size** in Vitebsk Region, Belarus is 307 respondents and in Latgalia, Latvia, 107 respondents. The confidence level of the calculations is 95% and the margin or error is $\pm 5\%$.

SURVEY OF EXPERTS ON YOUTH UNEMPLOYMENT PREVENTION IN CROSS-BORDER REGIONS

EXPERTS:

employees of public administration and local government bodies in the cross-border regions of Belarus and Latvia, concerned with matters of the job market, employment, cross-border and international cooperation, and youth policy

ФОРМА АНКЕТЫ 2

для опроса эксперта по проблемам занятости молодежи
в приграничных регионах

Уважаемый респондент!

Витебский государственный технологический университет и Даугавпилсский университет (Латвия) совместно реализуют проект «Предупреждение молодежной безработицы приграничных территорий Латвии и Белоруссии в условиях выхода из кризиса». Сообщенная Вами информация является конфиденциальной и будет использована только для анализа проблем занятости и безработицы молодежи (лиц в возрасте 15-29 лет) приграничных территорий Латвии и Республики Беларусь.

1) Какой орган управления в регионе Вы представляете?

государственные органы управления	орган самоуправления
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2) Какое направление в управлении регионом Вы представляете?

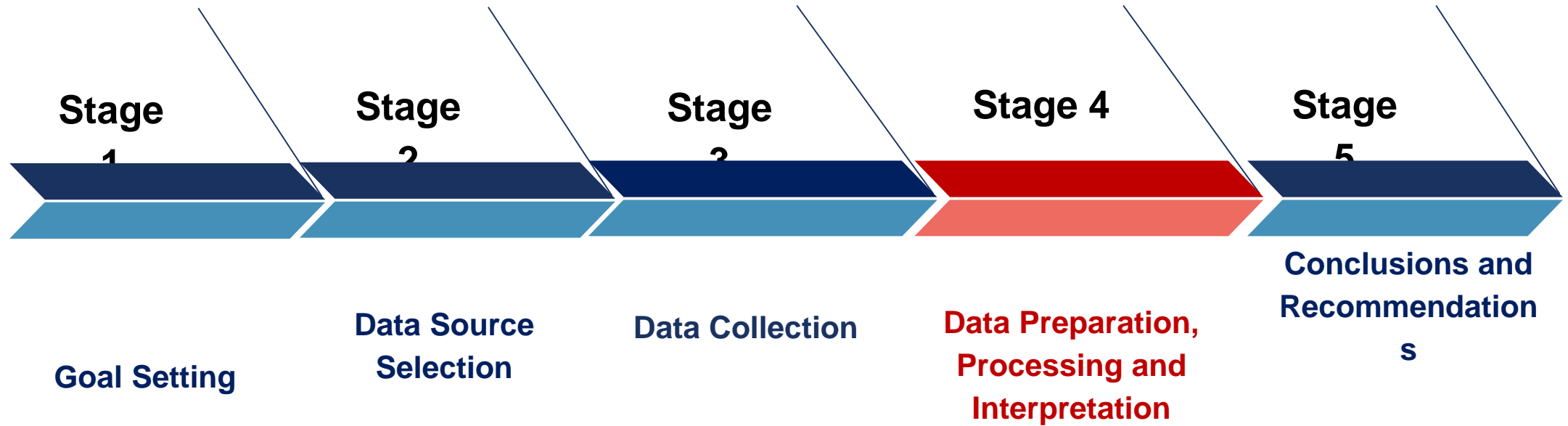
1	политика занятости
2	международное сотрудничество, в том числе приграничное
3	социально-экономическое развитие региона
4	молодежная политика
5	самостоятельный ответ – укажите:

3) Считаете ли Вы, что приграничное положение региона оказывает влияние на состояние занятости (безработицы) молодежи в нем?

1	да
2	в небольшой степени
3	нет
4	затрудняюсь ответить

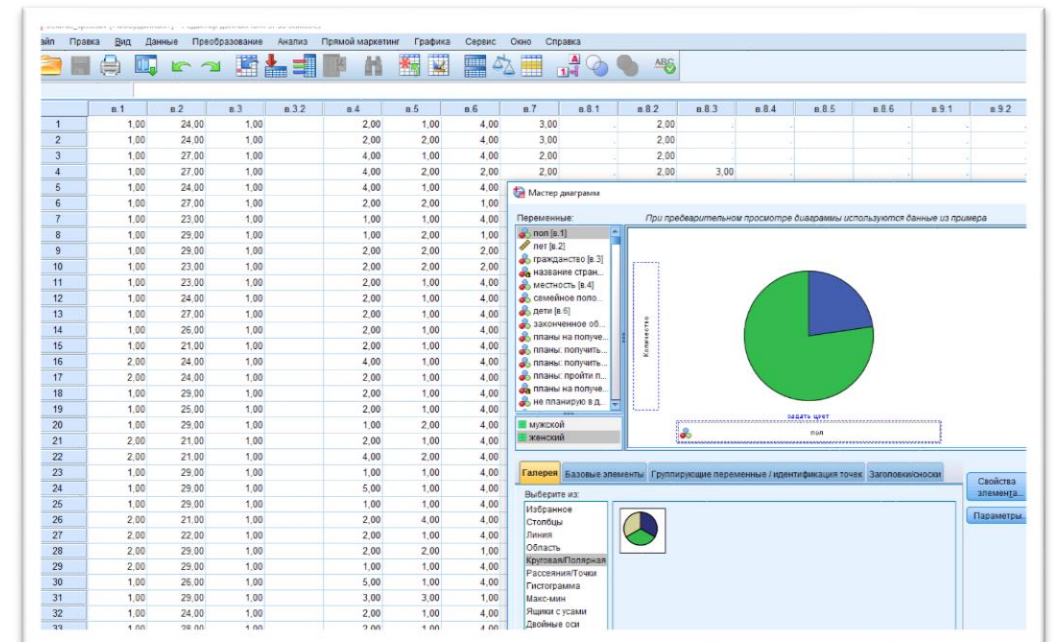
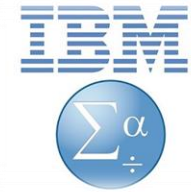
4) Как Вы оцениваете фактическое состояние молодежной безработицы в Вашем

RESEARCH MODEL



4. DATA PROCESSING

- SPSS Statistics (questionnaire data entry, processing and visualization)
- R-studio (econometric assessment of individual youth unemployment risk factors)



RESULTS

The survey placed the **level of youth employment** in Vitebsk Region at **36.8%** and **unemployment level** at **10.3%**, with **6.3%** among young people aged 15-24.

Among full-time students in Vitebsk Region, 43.3% had a steady job, 7.8% had occasional jobs and 8.5% only worked during their vacations.

Thus, we can note a fairly high level of youth labor participation.

Respondent distribution by employment status	
Employed in the economy	36.8%
Including: employed by organizations	34.2%
entrepreneurs	2.3%
engaged in subsistence farming	0.3%
economically inactive population of these:	43.4%
full-time students of all levels	43.3%
engaged in household activities or childcare	4.6%
neither students nor employed, of these:	6.2%
temporarily out of work, looking for a job and ready to start	5.5%
not looking for a job and not willing to work	0.7%

INDIVIDUAL UNEMPLOYMENT RISKS

Linear regression model (logit model)

$$z = 0.01 + 0.004x_1 + 0.002x_2 - 0.004x_3 + 0.002x_4 + 0.003x_5 - 0.001x_6 - 0.077x_7 + 0.002x_8 - 0.007x_9 + 0.004x_{10}$$

CONCLUSIONS

1. A woman is 0.4% more likely to become unemployed than a man.
2. Individuals with a vocational training are at a lower risk of unemployment than those with a higher education, by 7.7%.
3. A secondary vocational education reduces the risk by 0.1% as compared to a higher education, and a secondary education increases the risk by 0.2%.
4. An academic, economic or engineering degree increases the risk of unemployment by 0.2% to 0.3%, and a diploma in a scientific subject reduces the risk by 0.4%.
5. The likelihood of becoming unemployed is lower for young urban dwellers, by 0.7%.

Evaluations of marginal effects for the two alternative employment states

Independent variables	Coefficient β_i	Error	t-value	p-value
(Intercept)	0.001	0.360	0.003	0.998
x_1	0.004	1.690	0.003	0.998
x_2	0.002	0.718	0.003	0.998
x_3	-0.004	1.402	-0.003	0.998
x_4	0.002	0.967	0.003	0.998
x_5	0.003	1.126	0.003	0.998
x_6	-0.001	0.453	-0.003	0.998
x_7	-0.077	5.765	-0.013	0.989
x_8	0.002	0.614	0.003	0.998
x_9	-0.007	2.609	-0.003	0.998
x_{10}	0.004	1.645	0.003	0.998

MAIN YOUTH EMPLOYMENT CHANNELS, PERCENT OF THE TOTAL NUMBER OF RESPONDENTS WITH A GAINFUL ACTIVITY

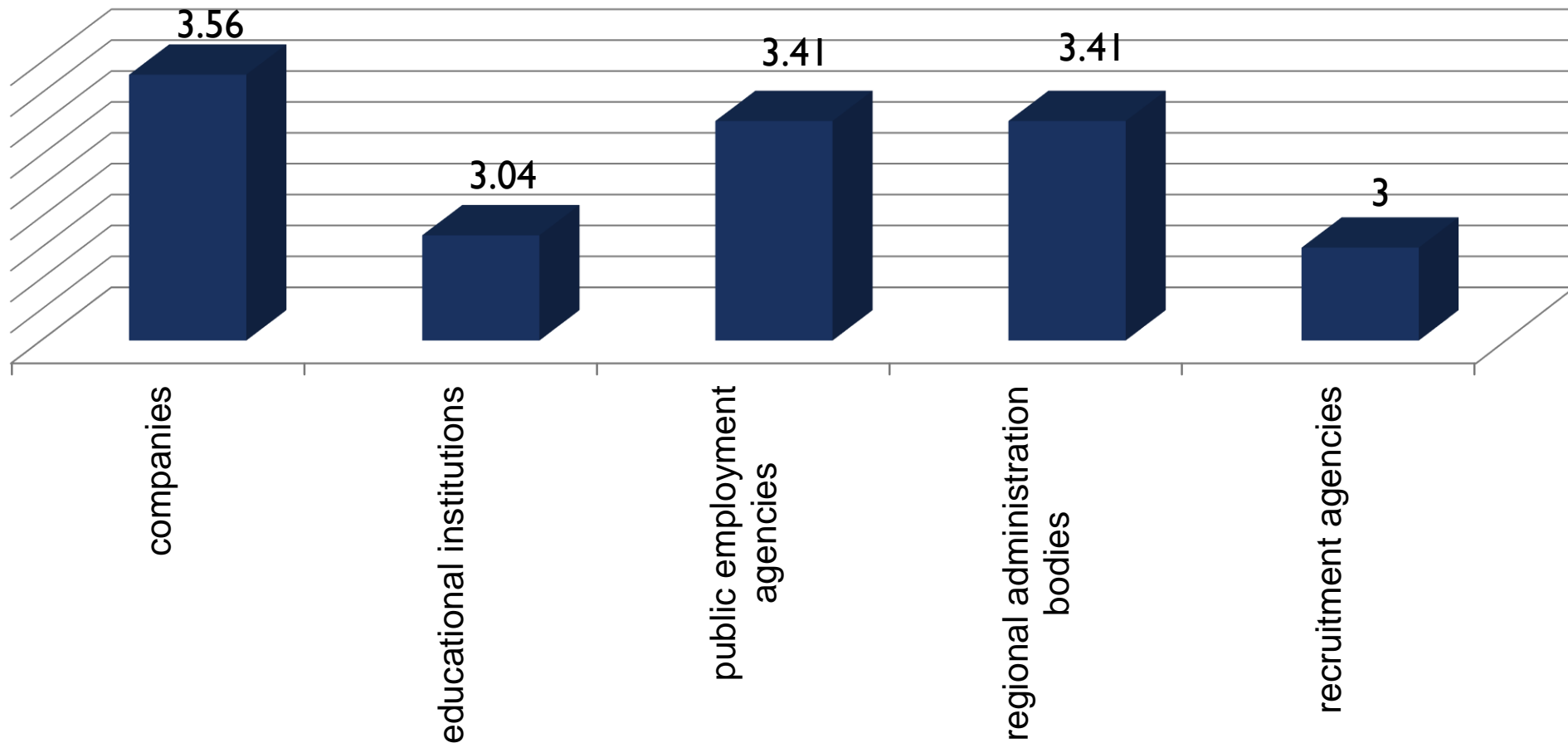
	Percent of total responses (n = 146 people)
Post-school job placement	17.81
Help from relatives, fiends, acquaintances	26.03
Independent efforts (via Internet, own business, direct application to a company's or organization's human resources department)	35.62
Invitation from the company's management or employees	8.22
Assistance from a public employment service or placement service	2.06
Assistance from non-governmental employment organizations	0

Respondents' assessment of challenges when looking for a job, percent

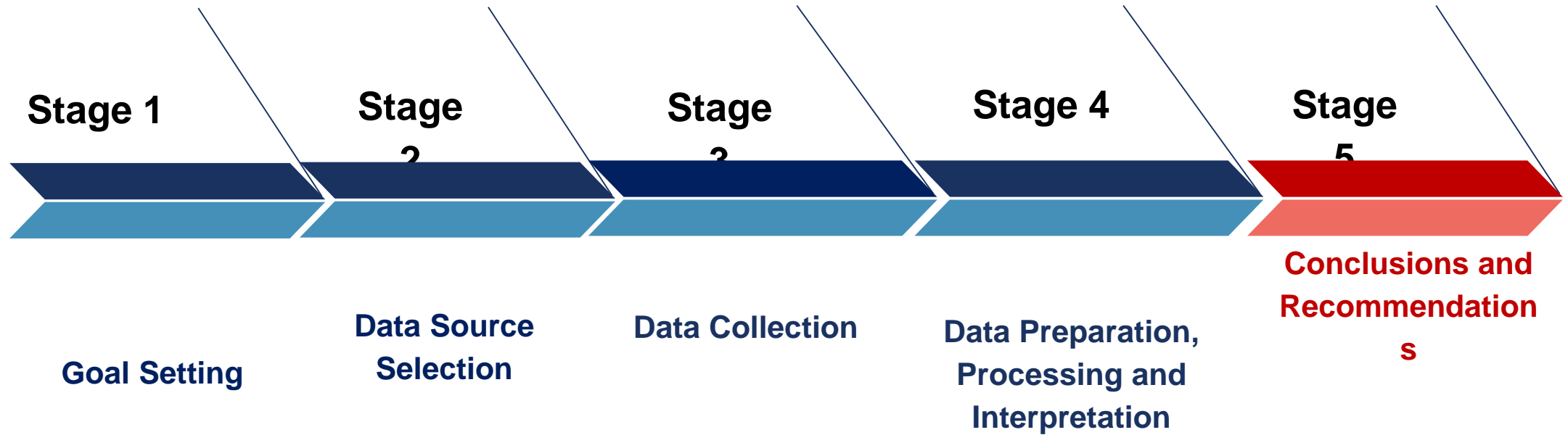
Challenges when looking for a job	% (n =251 people)
Lack of prior experience in the field	37.45
Gender-based discrimination	2.0
Age-based discrimination	14.35
Lack of relevant local openings	21.92
Employers' reluctance to commit to providing guarantees and safeguarding the rights of a young professional	5.98
Inadequacy of competences and skills acquired in the educational institution to employers' real-life requirements	6.38
Employers' reluctance to invest in a young professional to build the right competences	5.58
No difficulties experienced	0.4
Other	3.59

ASSESSMENT OF KEY JOB MARKET ACTORS' SIGNIFICANCE IN TERMS OF EMPLOYMENT SUPPORT

significance score on a scale of 5



RESEARCH MODEL



ASSESSMENT OF NECESSARY FORMS OF EMPLOYMENT SUPPORT

Educational institutions

1. Advanced training and retraining courses (3.64)
2. Career and occupation counseling (3.46)
3. Meetings with potential employers (3.25)

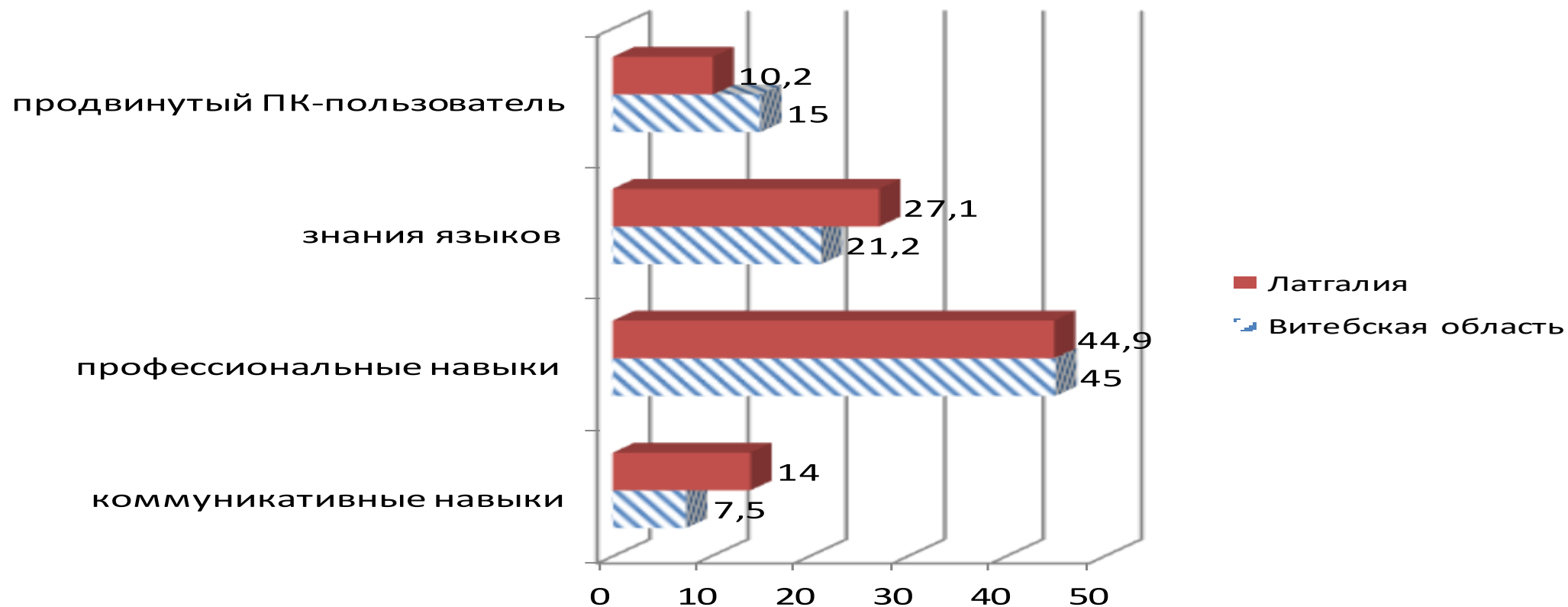
Companies

1. Offline and online advertising, online job data bank (4.09)
2. More interest in student trainees (3.73)
3. Individual selection of employees for certain roles (3.62)
4. Partnerships with colleges, openness to students (3.59)

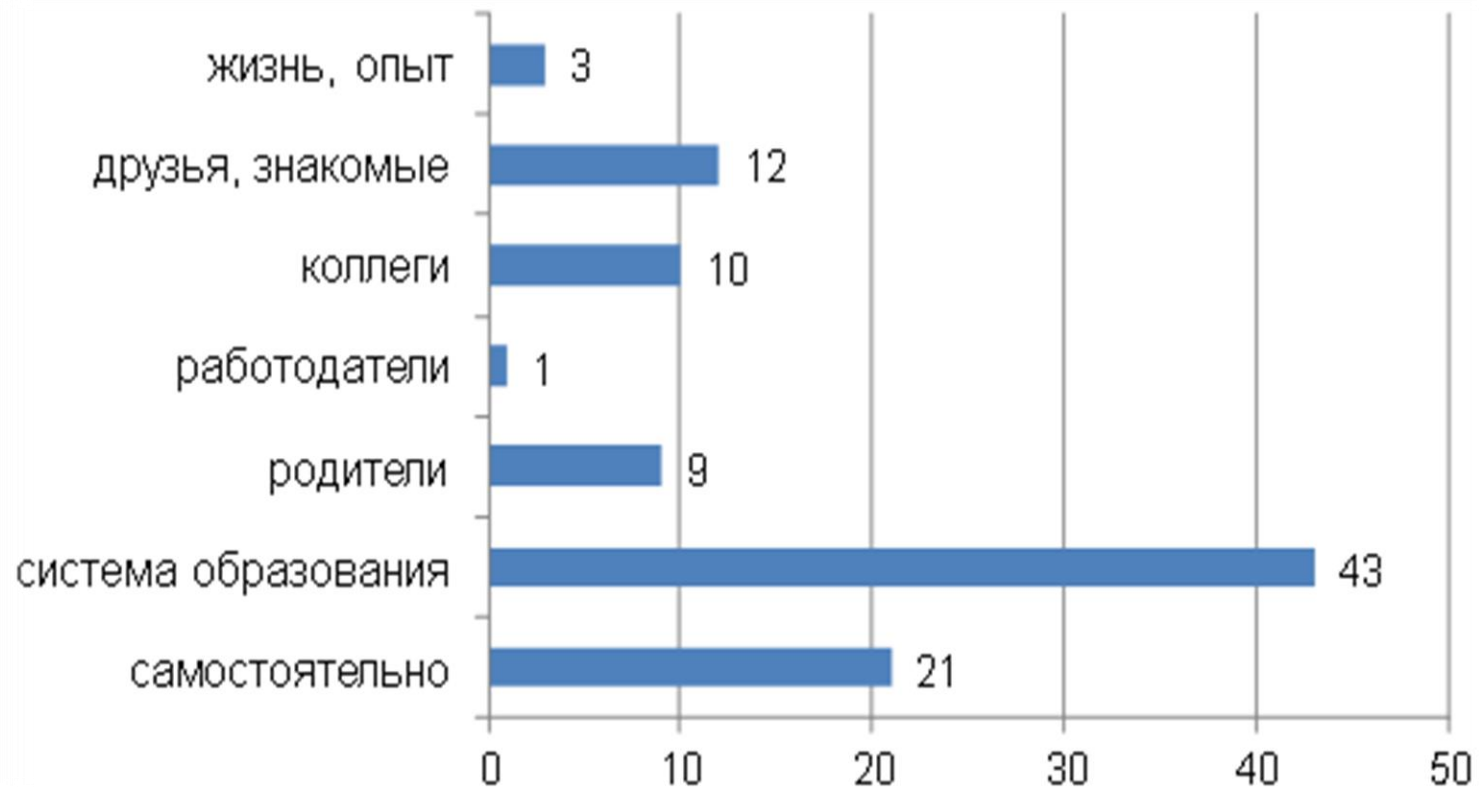
**RESPONDENTS' ASSESSMENT OF THE MOST IMPORTANT QUALITIES FOR SUCCESSFUL
EMPLOYMENT, AND LACKING SKILLS, PERCENT**

Qualities	Qualities necessary for successful employment (n = 307, multiple choices allowed)	Lacking skills (n = 307, multiple choices allowed)
Soft skills (hard work, perseverance, diligence, responsibility, motivation, etc.)	23.5	3.6* (others)
Language skills	9.3	21.2
Interpersonal skills	24	7.5
Professional competence, professionalism, solid knowledge, experience, education	22.1	45
Advanced computer skills	6.2	15

RESPONDENTS' ASSESSMENT OF SKILLS LACKING FOR SUCCESSFUL EMPLOYMENT, PERCENT OF RESPONDENTS



**ASSESSMENT OF SOURCES OF NECESSARY SKILLS FOR SUCCESSFUL
EMPLOYMENT, PERCENT OF THE TOTAL RESPONSES (N=307)**



EXPERT ASSESSMENT OF YOUTH UNEMPLOYMENT FACTORS IN THE REGION, PERCENT



THE STUDY IDENTIFIED THE FOLLOWING CHARACTERISTICS OF YOUTH EMPLOYMENT AND UNEMPLOYMENT IN BELARUS.

- A fairly high level of student employment: 60.6% of young students in Vitebsk Region have full-time jobs or occasional jobs during their vacations or otherwise.
 - There is a group of NEET young people whose structure and causes are yet to be studied in Belarus.
 - The study confirmed the hypothesis about an information asymmetry in the youth job market due to an underdeveloped infrastructure of the market. Only a very insignificant percentage of young people in the cross-border regions look for and find work with the help of public employment agencies or recruitment agencies. Independent searching and help from parents or relatives prevail as key job-hunting paths, while other job market actors, such as public employment agencies or recruitment agencies, are not popular.
 - The hypothesis that youth has reduced competitive ability in the job market has been confirmed as well. A lack of prior experience, a lack of local job openings and age-based discrimination were named as the biggest challenges when changing jobs or finding employment. Employers' reluctance to assume obligations when hiring young people and inadequacy of the knowledge and skills acquired in educational institutions to employers' requirements were named by respondents as the fourth most significant challenge.
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- **A need to build panel databases for analysis**

PLANNED STUDY: INCREASING GRADUATE EMPLOYABILITY ON THE BASIS OF IDENTIFIED IN-DEMAND SKILLS AND CHARACTERISTICS

Goal of the study

- design guidelines on increasing graduate employability on the basis of identified in-demand skills and characteristics, using an analysis of the employability of graduates from VSTU, Belarus as an example

Project idea:

- track graduate employability using full-time graduates from Vitebsk State Technological University
- build a database on graduate employment results, their careers and career progressions, adequacy of skills and competences formed while at school to employers' requirements, and the most successful ways of finding their first jobs and getting hired
- prepare analytical materials on employment of the University's students, the most in-demand skills and competences, employers' requirements, and successful ways of finding a job and getting hired
- designing recommendations for the school and its graduates on increasing student employability, enhancing the career guidance efforts and adjusting syllabuses and curricula with graduates' and employers' opinions in mind
- methodological and information support of the Career Advancement Center

PROSPECTS FOR USING BIG DATA IN STUDYING PROBLEMS OF YOUTH JOB PLACEMENT AND EMPLOYMENT

Available data

- University (dean's offices') data
 - student list
 - individual characteristics: sex, age, marital status
 - grade-point average
 - graduate placement destinations
 - type of attendance: full-time or part-time
 - tuition financing
 - college location, etc.
 - resumes
- Data from online job portals

Future data

- Data on the graduate's first job
 - level of compensation
 - adequacy of the job role to the level of education received
 - job relevant to the degree field
 - job search duration
 - etc.

VSTU CAREER ADVANCEMENT CENTER, ITS INFORMATION AND METHODOLOGICAL SUPPORT

<http://vstu.by/ru/studentu/career/>

The Center's goal is to promote the employment and successful placement of graduates and students.

In 2018, 226 out of 1180 graduates in 18 fields, or 67.3% of the total full-time graduates, were subject to obligatory job placement, and all of them were successfully placed and employed.

According to the 2018 data, requests for student placement were received from 49 base and 150 other organizations and companies. The University has entered into partnership agreements with 220 leading companies and organizations in Belarus.

The screenshot displays the website for the VSTU Career Advancement Center. At the top, a navigation bar includes a hamburger menu icon and four service icons: 'Площадки вакансий' (Vacancy platforms), 'Консультационные советы' (Consultation advice), 'График распределения' (Distribution schedule), and 'Образцы резюме' (Resume samples). Below this, a section titled 'Наши выпускники' (Our graduates) features three portraits of alumni: Alexey Andrey Stanislavovich, Belasaya Lyudmila Petrovna, and Betenya Sergey Konstantinovich. To the right, a 'ДЕНЬ КАРЬЕРЫ' (Career Day) section shows a group of students. Further down, a 'Нормативные документы' (Normative documents) section lists 'Постановления совета министров Республики Беларусь' and 'Образцы заявлений'. A 'Ведущие базы стажировок и практик' (Leading internship and practice bases) section is also visible. On the far right, a sidebar contains a search bar, a 'новости УО «ВГТУ»' (VSTU news) section with recent articles, and a 'контакты' (contacts) section listing the Sector of Contract Work and its head, Alla Vasilyevna Kryukovskaya.



THANK YOU FOR YOUR ATTENTION!