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Country Syntheses

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Synthesis - Angola

The independence of Angola from the Portuguese domain reached in November 11, 1975 after a long war of liberation. After independence, Angola was the scene of intense civil war from 1975 to 2002, mainly between the Government and the National Union for the Total Independence of Angola (UNITA).

In the year 2000 was signed a peace agreement with the Front for the Liberation of the Enclave of Cabinda (FLEC), a front of the guerrillas to fight for the secession of Cabinda and which is still active. Is the region of Cabinda which comes out to about 65% Angola oil.

On April 4, 2002 was signed the peace agreement between the Angolan Government and UNITA. In 2008, it was the second parliamentary elections in Angola. In 2010 approved the fourth Constitution of Angola and the latter as a democratic State. In 2012, the Angolans are returned to the polls to elect the President and the Party.

Angola is potentially one of the richest in Africa, because of the natural resources, primarily its oil reserves, water resources, minerals, forests and vast tracts of land for farming.

With the April 2002 peace agreement, which put an end to an armed conflict almost of three decades, Angola has implemented administrative measures to stimulate economic growth and social well-being of all.

In Angola the economic growth and sustainability of public finances are still too dependent on oil revenues. However the oil sector employs less than 1% of the active population. This fact limits economic diversification and prevents the need for job creation. The unemployment rate is estimated at about 26%. However, young people with technical qualifications are always the worst part of the population in this regard. The rational is that the bulk of the skilled labour does not match the requirements of the Angolan economy.

The Vocational Training

The Government of Angola, under the leadership **José Eduardo dos Santos**, President of the Republic, has determined on 1995 the relocation of attributions and competences within the Vocational Training field (Basic Level) to the **Ministry of Public Administration, Labour and Social Security** (MPALSS). This responsibility was carried out by the Ministry of Education since 1975, the year of our National Independence proclamation.

The institutional choice made in 1996 represented a true milestone in changing the conception and effective assumption of vocational training goals and missions.

Indeed the binomial job-training has become a key strategic goal of the Government's public policies with tangible results, despite the odds, weaknesses and limitations that the war which ravaged the country has placed the economy, human resources and basic infrastructure everywhere nationwide.

The National Institute of Employment and Professional Training (NIEPT) organize the levels and modules that are part of courses, the training and qualification units, offers courses that conform to the following organization:

Level I – Pavilions of Arts and Crafts

- Entry Profile
 - Read and write up to 6th grade;

Level II – Rural Schools of Crafts Training; Professional Training Centers; Integrated Training Centers Professional

- Entry Profile
 - 6th grade to 9th grade;
 - Candidates with a good improvement at the level and considered to be qualified on the aptitude test.

Professions (short duration): Agriculture; Handicraft; AutoCAD; Panel-beating; Plumbing; Carpentry; Accounting; Tailoring-sewing; Cookery; Decoration; Project Designer; Electrician; Low Voltage Electrician; Electronics; Hardware; Computer; English; Mechanical-auto; Civil Constructor; Baking and Pastry; Mason; Mason Plasterer; Refrigeration; Civil Locksmith; and Welding.

The Technical Vocational, Education and Training (TVET)

Secondary technical and vocational education under the responsibility of the Ministry of Education (MoE) is the subsystem of vocational technical education, but also professional and technical schools aims to the training of skilled workers and technicians of intermediate level that the country needs for its economic and social development.

High school coach is aimed at the training of technicians at the intermediate level (intermediate between the technical professional diploma and skilled workers) for the following sectors: Science Engineering and Technology; Social Science and Communication of Policies; Science and Administration of the Authority; Exact Sciences; Natural Sciences and Environmental; Medical and Health Sciences; Agricultural Sciences and Fisheries; Hospitality and Tourism; Humanities and Arts, for a period of 4 years.

To characterize the specific youth employment challenges and support policy-makers in designing the adequate policies and programmes to support the transition of young people into employment, this report pin points strategic and innovative measures and draws attention to the path and length that young people's transition from school to work takes and characteristics or experiences that makes for a smooth transition.

Synthesis - Benin

Unemployment is reaching appalling levels in all countries of the world. This is particularly the case in developing nations. The government of Benin is making an enormous effort to bring it down, even just partially. Below is a summary of the issues faced and possible solutions.

The employment outlook is worrying for young people

Benin achieved an economic growth rate of 5.4% in 2012, which was higher than its population growth rate (3.2%). Nevertheless, young people are finding it even harder to get work. As in many developing countries, unemployment is an urban phenomenon. A social policy encouraging young people to remain in rural areas should therefore be pursued.

In 2011, 1 in 4 young people are neither in education, training or employment. This is a worrying proportion and considerable efforts need to be made. Research needs to be undertaken in order to understand why children are not at school or in training establishments so that appropriate solutions can be identified.

Traditional apprenticeship is the best form of training for getting people into work. It needs to be adapted to new target groups in order to reduce unemployment.

Young people continue to find it hard to enter the world of work despite existing schemes

Young people have great difficulty accessing the labour market despite the many programmes and schemes that exist. This is mainly due to the fact that their skills are unsuitable for the world of work and have low levels of qualification, lack of entrepreneurial skills and are unfamiliar with the labour market. The lack of any system for monitoring and supporting young people looking for a job also hampers their efforts. Each of these problems needs to be examined in detail and dealt with. However, the “*Emploi pour tous*” (jobs for all) project developed by the Benin employers’ federation (CNPB) is helping young jobseekers to get in touch with job providers. This project merits special attention and should be rolled out as widely as possible.

TVSD should be supported financially to ensure that a large number of young people acquire the skills they need for employment

The reform currently in the pipeline to promote TVSD in Benin as well as existing schemes are very relevant and will help ensure that the system makes an effective and efficient contribution to the fight against unemployment. However, the system faces two main problems:

- It is underfunded: although TVSD has been declared to be the government’s second priority, it receives little attention from the country’s leaders in terms of financial resources. It needs to be granted a significant budget.
- It is poorly supported by Continuing Vocational Training and Apprenticeship Development Fund (FODEFCA): this body, which comes under the responsibility of a ministry that has no remit for training, needs to be restructured and renamed as a Technical and Vocational Skills Development Fund (FoDeCTP), under the responsibility of the TVSD ministry.

Furthermore, it would be appropriate to consider developing an effective public/private partnership to top up the government's financing of the system.

Given young people's lack of interest in creating their own business as a means of getting work, a paradigm shift is needed: **entrepreneurial culture should be introduced into all levels of the curriculum, from elementary school to higher education.**

Benin has introduced very few measures to help businesses create more jobs

Several tax measures have been adopted to promote the creation of new businesses. By contrast, no specific schemes exist in Benin to help existing businesses recruit more young people, despite the creation of the National SME Agency (ANPME). This body has some well-thought out strategies for this purpose, but it needs the resources to implement them.

To help young people create their own business, it will also be necessary to relaunch the National Youth Enterprise and Job Fund (FNPEEJ), which has the powers to act effectively in this area.

As for the business incubation centres established under the PPEA project to promote entrepreneurship in agriculture, they fail to offer agricultural enterprises any opportunities to recruit workers. The system needs to be reformed by giving the young entrepreneurs supported a possibility to recruit other young people.

The particularly significant CEJEDRAO scheme should be rolled out to create jobs and reduce unemployment

The Skills Development Scheme to Promote Youth Employment and Rural Development in Africa (CEJEDRAO) was launched to help create jobs for young people, to improve apprenticeship systems and to develop capacity building for institutional stakeholders.

The project, which has nearly come to an end, has hitherto achieved the following results:

- 5 938 jobs have been created in rural areas;
- 2 315 apprentices have been trained;
- 1 761 craftsmen have developed new skills;
- 2 760 partners have been trained.

To ensure that the project has a wider impact by creating numerous jobs and encouraging young people to stay in rural areas, it has been necessary to use the ILO's TREE method (training for rural economic empowerment).

Synthesis - Burkina Faso

In Burkina Faso, unemployment is primarily an urban phenomenon that above all affects young people. According to the results of Comprehensive Survey on the Living Conditions of Households (EICVM 2009/2010), 11.5% of young people living in urban areas are unemployed, compared with the national average of 2.2%. Furthermore, young people of working age suffer from a severe lack of skills, with about 58% of young people aged 16 to 24 and 71% of those aged 25 to 35 years not having been educated or taught to read and write. Only 12.1% of young people aged 25 to 35 and 20.4% of young people aged 16 to 24 have at least completed secondary school. Just under 2% of young people aged 25 to 35 have been through higher education. Approximately 72% of young women aged 16 to 35 years have not been educated or taught to read and write, compared with 54% of men.

A mere 5% of the population aged 16 to 64 has had some form of technical and vocational education and training (TVET), with figure being 6.3% for men and 3.1% for women. The EICVM 2009/2010 data also notes that the unemployment rate as defined by the ILO is 8.5% in urban areas, compared with 2.2% nationally. About 9.5% of women and 11.5% of young people are unemployed in urban areas. 54% of unemployed people are women, 82% are young people and 43% are under 25. Urban unemployment among young people increases with their level of education. For example, over a third of young people (34.4%) who have been through higher education are unemployed, compared with 17.2% for those who have just completed secondary school, and 11.3% who have just completed primary school. Only 5.4% of young people who have received no education are unemployed. Youth unemployment is thus partly due to low the employability of young people trained in the national education system.

To meet the challenges of providing decent work and alleviating poverty, over the last decade Burkina Faso has been **strengthening its institutional and policy framework for the promotion of employment and the establishment of specific skills development and job creation projects and programmes for young people.**

At the institutional level, the creation of a Ministry for Employment and Youth has been instrumental in developing a system to coordinate government action to promote youth employment.

At the political and regulatory level, the government has adopted a number of youth employment measures have been adopted. These include the adoption of a **National Employment Policy (PNE)**, a **National Technical and Vocational Education and Training Policy (PN/TVET)** and a **National Youth Policy (NPC)**, and the establishment of a **national volunteer corps** and a **National Council for Employment and Vocational Training (CNEFP)**.

In addition to strengthening and improving the institutional and political framework for dealing with employment and training issues, the government has continued to develop job creation initiatives. These are part of a drive to **promote self-employment by strengthening support for the creation of micro and small enterprises.** They entail technical and financial support to help young entrepreneurs develop and implement their self-employment plans.

Examples of these initiatives include a financing mechanism which consists of **an Informal Sector Support Fund (FASI), a Job Creation Support Fund (FAPE), and a Support Fund for Youth Initiatives (FAIJ)**. The mechanism is helping to create and consolidate employment for young people by making it easier to find work and repay loans that reflect the social and economic circumstances of young people.

To improve the employability of young people, a whole raft of specific measures of both a short-term and structural nature have been introduced. These take into account the need to develop skills that match the needs of the labour market. Examples of such measures include the Vocational Training Development Programme (PRFP) and the TVET Sectoral Policy Support Programme (PAPS/EFTP).

To boost the job creation process, in 2012 the government launched a special programme to create jobs for young people and women (the PSCE/JF) for an annual cost of more than 11 billion FCFA. It is entirely funded by the national budget. The main objective is to help reduce unemployment and underemployment among young people and women. This comprehensive programme reflects the political authorities' commitment to bringing down unemployment and curbing underemployment among vulnerable groups through a holistic approach targeting all social categories of young people and women.

Another government initiative in 2014 to boost the job creation process is a project aimed at promoting employment and skills development among women and young people (PEJDC). Bearing in mind the need to ensure training is tailored to the needs of the economy, a strategy to develop vocational training across the country will be implemented with the extensive involvement of local authorities in the context of decentralisation. Among other things, local authorities, with help from the state, will support job creation, vocational training and literacy schemes.

Given the persistence of youth unemployment, it is vital to ensure that job creation measures are structural in nature and not just short-term, as is the case in most countries. To do this, skills development for young people should take account of economic opportunities and the establishment of strategic inter-country strategic partnerships based on each country's comparative advantages.

The inclusive and sustainable development of African states will only come about by creating greater job opportunities, especially for young people. Every effort should thus be made to do so.

Synthesis - Burundi

As one of the poorest countries in the world, Burundi is having difficulty financing key social sectors such as education, health and agriculture. In the education field, several reforms have been undertaken at all levels, but **the results clearly show that a high number of young people continue to have no access to education.**

Since the end of Burundi's long social and political crisis in 2004, the country has gradually started to develop and the economic growth rate has been increasing, up to 5.2% in 2012 compared to 4.2% in 2011. This Sectoral Development Plan for Education and Training (PSDEF) is a key aspect of economic growth and poverty reduction through the creation of decent jobs.

Various different training schemes currently exist for young to help them adapt to the different situations they face in everyday life. **The social and professional integration of young people is at the heart of the Burundi Government's policy concerns.**

Various initiatives exist to facilitate access to training and employment for young people, notably through the CFPP, CFA and CFP schemes and business incubation centres in all provinces.

Burundi's Sectoral Education Policy and Second Strategic Framework for the Fight against Poverty (CSLP) set out the measures required to enable young people to acquire the skills they need to enter the labour market.

Education is organised into the following different levels:

- Elementary school, until the ninth grade
- General/vocational secondary school
- University and non-university (vocational) higher education

The first group of measures concern the first level, namely rural youth. **Burundi is preparing a wide-ranging programme to create at least 20,000 jobs for young people in rural areas over the next four years.** This programme is supported by IFAD, the UNDP, AfDB, etc.

The second group concerns intermediate level vocational certificates (A3, A2, A1 level).

The labour market analysis undertaken by the Burundi Government will enable young people to access more varied jobs.

The Burundi Government is therefore seeking to develop an entrepreneur- and business-friendly environment. It is also seeking to introduce a first job placement scheme. This will be organised by the Burundian Youth Employment Agency (ABJ) as part of a strategic plan for setting up TVET centres and schools across in all provinces.

The Government and financial partners are starting to support TVSD financially, with a view to helping a large number of young people to acquire the skills they need for employment.

Burundi has also introduced measures to help businesses create more jobs, in particular in newly-built factories in the north of the country (Ngozi) factories, in the capital Bujumbura, and in the Province of Gitega, etc.

Finally, as far as objectively verifiable indicators (OVIs) are concerned, the Public Works and Job Creation Project (**PTPCE**) is a most important job creation initiative project which can be replicated and rolled out across all provinces in the country in order to reduce unemployment.

Synthesis - Cameroon

The National Employment Conference organised in 2005 by the Ministry of Employment and Vocational Training (MINEFOP) and the work of the National Institute of Statistics (INS) have shed light on the employment situation in Cameroon and a national policy paper on employment and vocational training was adopted in 2007.

According to the second survey on employment in the informal sector (EESI 2) carried out in 2010, young people aged 15 to 34 account for 34.3% of the overall population. They account for a bigger proportion of the population in urban areas (41.6%) than in rural areas (29.7%). 32.9% of the male population are unemployed, compared with 35.6% of the female population. The proportion of young people who have had some form of technical and vocational education and training (TVET) is very low compared to those who have been through general education, irrespective of level, place of residence or gender. In addition, just over seven in ten young people are outside the education system, even though they are seeking to enter the labour market. The proportion of young jobseekers in rural areas is far higher than in urban areas (77.1% compared with 64.5%). 69.8% of young people have work, with the rate being higher among men (76.2%) than among women (64.1%), irrespective of the region surveyed or area of residence.

The rate of youth unemployment according to the ILO definition is higher (6.0%) than for the general population (3.8%). In urban areas, the unemployment rate is higher among people who had general academic education than those who have done a technical or vocational course. This is the case both for young males and females. Analysis of underemployment in Cameroon shows that invisible underemployment, which concerns employed people who earn less than the minimum wage, accounts for 64.8% of the labour force. 11% are affected by visible underemployment, which includes those who are reluctantly working less than the number of legal weekly working hours (40 hours per week).

The lack of regular data collection on the labour market makes it difficult to monitor the situation on the ground and leads to the production of disparate and incomparable data. The absence of any specific coordination of the labour market information system (LMIS) means that non-harmonised concepts and methodologies are used. In the field of vocational training, there has been no proper survey of skills and training (current situation and labour market requirements), which would enable training establishments and universities to adapt their training provision to match needs.

In its declaration on National Employment Policy, the Government has therefore now decided to put job creation at the centre of its development policy. It was listed as one of three strategic priorities in the Strategy for Growth and Employment Paper (DSCE).¹ Employment is thus considered not only as an outcome of economic growth, but also and above all as a factor that encourages growth and alleviates poverty. In the DSCE, the Government is tackling employment

¹ The DSCE (2009) covers the first phase of a very long-term strategy. It is a comprehensive overall strategy document, which underpins all action taken over the next 10 years.

in three main ways: (i) by increasing the number of decent jobs available, (ii) by matching job requirements and (iii) by improving labour market efficiency.

The EESI 2 survey, which was published in October 2011, and the results of the general business survey showed that the Cameroon economy is primarily made up of micro and very small enterprises, the informal sector is much bigger than the modern sector, and under-employment is a major feature of the labour market. So it is necessary to achieve economic and social stability.

Also, analysis shows that there is a major mismatch between the level of the people coming out of the education and training system and available jobs. Closer analysis of the sub-sector of vocational training in Cameroon highlights many qualitative, quantitative and organisational shortcomings and an inability to meet the real needs of the economy. This major problem reduces its ability to regulate the flows of individuals arriving on the labour market and hampers its contribution to economic growth and poverty reduction. The main reasons for this are as follows:

- the limited supply of vocational training,
- the weakness of the system for developing vocational training courses,
- the out-dated legislative and regulatory system for vocational training,
- the lack of partnership with socio-professional stakeholders,
- weaknesses in the system for managing vocational training,
- the lack of vocational guidance,
- the difficult staff working conditions,
- the low proportion of leavers getting jobs, which harms the image of vocational training.

In view of the difficulties inherent in helping young people find jobs in the productive sector, various options are currently being explored and commitments made with a view to improving and diversifying the supply of vocational training, apprenticeships, vocational guidance and public-private partnership. Measures have been adopted to encourage companies investing in Cameroon to take an active part in the development of the Cameroon labour force, to systematically provide continuing training for their staff and to transfer new technologies. Partnerships with several European, Asian and African countries will, by 2017, increase the involvement of professional organisations in the running of vocational training establishments, course development, initial work experience, dual schemes combining classroom learning with work experience, internships and training evaluation. Several privately-managed public vocational training establishments will open and eight Centres for Educational, Vocational and

University Guidance (COSUPs)² will be built and fitted out in Cameroon's various regions to meet the need for information on the labour market and education and training provision.

The informal sector is a driver of the economy and it will be necessary to continue developing programmes that are specifically tailored to its needs. As from next year, there will be a focus on efforts to help traditional apprenticeships evolve into a modern, reformed and structured national apprenticeship system organised by small production units and Professional Apprenticeship Centres (CAPs).

All of the programmes, projects and measures mentioned above are helping to implement the shared vision for Cameroon's development by 2035, as expressed by the Head of State, **His Excellency Paul Biya: "Cameroon is an emerging, democratic country that is united in its diversity."**

² Two COSUPs have been opened, one in Yaoundé in 2010 and the other in Douala in 2012. These have been supported through a cooperation arrangement with the Canton of Geneva.

Synthesis - Congo

Congo Brazzaville in figures

Geography

Capital: Brazzaville; Landmass: 342,000 km²; Population (2013): 4,492,689; Population density 14.6 people per km²;

Population

Population under the age of 15 (2012): 45.3%; population over 64 % (2012): 2.8%; urban population (2012): 64%; rate of natural increase (2014): 2.64%

Infant mortality (2013): 72.45 per 1000; maternal mortality rate: 560 deaths per 100,000;

Economy

GDP (2011): 15,100 million USD; per capita GDP (2012) 4700 USD; Rate of inflation (2012): 3.9%; Growth rate (2012): 3.8%; Industrial production growth rate (2010): 12%

Energy

Electricity consumption (kwh/per capita in 2011): 172

Indicators

% of the population is undernourished (2011): 37%; Democracy Index (2010): 2.15; Press Freedom Index (2014): 29.44; Human Development Index (2011): 0.533; Civil Liberty Index (2011): 5.5

Education

Education expenditure as a % of GDP (2010): 6.2%

Analysis of the employment situation gives cause for pessimism about the future of young people.

National unemployment rate: 16%; youth unemployment (15-29 year-olds): 25%;
Unemployment rate when discouraged workers are taken into account: 42%;

Public and semi-public employment: 33.2%; formal private sector: 5%; agricultural informal sector: 7.2%; non-agricultural informal sector: 54.6% (CNSEE)

Young people find it hard to get work in spite of existing schemes

The Graduate Employment Programme (PED); 650 young people helped into work in 2009 and 98 in 2010, from a total of 1,546 young trainees

The "e-emploi" programme: employment of 70 young people in 2010.

The Rural Employment Support Programme (PADER): 250 young people have benefited, on the basis of projects submitted for funding, out of a total of 2998 applicants (2009).

TVSD needs to be supported financially in order to help a large number of young people acquire the necessary skills for employment.

Education expenditure as a percentage of GDP (2010): 6.2%; 5 education and training centres (CEFA) are being built (specialising in services, industrial maintenance, rural crafts and construction); All training curricula are being reviewed and new ones are being devised for vocational colleges, the CEFA centres, and the engineering, logistics and shipping schools (about 100 curricula are thus being devised using the competence-based approach); business networks are being set up to provide work experience placements.

The flagship scheme “New Villages” run by the Ministry of Agriculture and Livestock should be rolled out across the country in order to create jobs and reduce unemployment.

160 young farmers (80 pairs) in the modern farming village responsible for producing table eggs and vegetables (Nkouo Village).

160 young farmers (80 couples) in the modern farming village responsible for producing broiler chickens and vegetables (Village Imvouba).

The creation of agricultural villages will gradually be extended to all regions, taking into account local potential.

Initial results achieved:

Initial results achieved per village and per specialisation:

1st village:

1st year of production 2011	= 6 million eggs
2012	= 6,841,000 eggs
2013	= 7,401,000 eggs

2nd village:

1st year of production 2012	= 204,500 chickens sold
2013	= 240,000 chickens sold

Synthesis - Congo DRC

In the Democratic Republic of Congo, a post-conflict country renowned for being a “geological” scandal but paradoxically poor, the employment situation and particularly youth employment has continued to get worse over the years. It is now considered to be a vital issue on the country's modernisation and economic growth agenda.

The country has a population growth of 3.1% due to decreasing infant mortality over the past twenty years and constant fertility rates over the period with 6 children per woman. With this demographic trend, 50% of the active population in the 15 to 64 age range are young, which makes the situation in the labour market more difficult.³

Data collected in the 1-2-3 survey of 2005 shows that there is a direct causal link between poverty and employment. The survey shows that about 70% of the poor are unemployed or underemployed. Wage inequality is also very high (65.3). The high number of working children (4 to 14% depending on the survey), most of whom are outside the school system, is equally worrying.⁴

The same survey shows that the 15-35 age group accounts for more than 25% of the population. 28% are unemployed, compared with the estimated national average of 6%. Bearing this in mind, and given the population growth, an active policy is necessary to have a positive effect on the labour market policy and youth unemployment in order to avoid reaching more alarming levels and an explosive situation by creating opportunities for young people to undertake income-generating activities. Furthermore, young women are more likely to be unemployed as a result of their undereducation and socio-cultural barriers. The Congolese population is characterised by a high activity rate, which hides a phenomenon of underemployment and extensive poverty. The participation rate was about 61% at the national level, or 60.8% for men and 59.99% for women. It is estimated to be 68% in rural areas but only 51% in urban areas. The high national activity rate at the national level hides huge disparities at provincial level. Analysis of the situation by age group structure shows that, irrespective of gender and area, the activity rate for the 39-49 age group is 91.7%, or 95.7% for men and 87.6 % for women. The inactive population consists mainly of young people in education, housewives and retired people.

Furthermore, concerning both the urban and rural labour market, the phenomenon of urbanisation has led to a mass exodus creating an informal economy and insecure production jobs on the outskirts of major towns and cities. The urban population rose from 22% in 1960 to 33% in 2007, and as the trend is expected to continue in coming years, particularly between 2011 and 2015, this will require a new approach to the labour market management.

The average national unemployment rate is 6.5%, although this indicator is not very significant given that a majority of the population depends on subsistence agriculture, so there is almost no unemployment in rural areas. However, the rate of urban unemployment in 2005 was 17.8%.

³ Strategy paper on growth and poverty reduction

⁴ 1-2-3 Survey 2004-2005

There is a difference between formal employment (less than 10% in total, of which two-thirds is in the public sector) and informal employment (underemployment or disguised unemployment, estimated to be 75% in urban areas and 95% in rural areas) .

Young people constitute more than half of the workforce and are most affected by unemployment, especially in urban areas. Thus the unemployment rate for 15-24 year olds (32.2%) is about twice the national average for urban areas (17.8%).

The vocational training of young people and their entry into the labour market is a key feature of the Democratic Republic of Congo's social and economic development and it will help to establish a lasting peace.

Factors such as discrimination, economic hardship and barriers to employment have an impact on the ability of some young people to find decent work.

The DRC currently has several challenges concerning TVSD for young people, mainly due to:

- the poor quality of several training programmes, despite the reform to introduce a competency-based approach in training since 2008;
- the lack of initial and continuing training for teachers;
- the lack any quality guarantee for training;
- the lack of any effective system to help learners at the end of the training access employment or self-employment;
- the poor/lack of communication between central government and provincial authorities regarding the development of a coherent strategy in line with development needs;
- poor training infrastructure and equipment training;
- the lack of long-term financial support for training;
- the mismatch between training provision and the training needs of the private sector.

To develop training and improve links with the world of work, the DRC launched a major reform of vocational training, although its implementation has not been smooth. The shift to technical and vocational skills development has not yet taken place, and there is still a considerable mismatch between training provision and the labour market.

Bringing the training sector closer to the labour market is the best way of increasing the employability of young people and therefore helping them into the labor market.

Following several strategy and policy papers, the DRC has launched a number of schemes to ensure that TVSD helps young people enter the labour market. However, the strategic direction is not yet reflected by the reality on the ground.

With support from the technical and financial partners in the field of TVSD and youth employment, a number of schemes have been implemented. These initiatives are far from being rolled out on a larger scale, because of their geographic and thematic limitations. A truly national strategy should be developed to streamline and enhance the process of creating jobs for young people. The example of the partnership between the Government and the International Organization for Migration (IOM) can be cited.

Lastly, the report describes two youth employment schemes run by the Ministry of Employment, Labour and Social Welfare: firstly the Framework Programme for Creation of Jobs and Income (PROCER) and the National Programme for Youth Employment (PRO-YEN/YEN- DRC). Analysis of these two schemes suggest that, in the RDC's case, much still needs to be done to develop TVSD and youth employment, despite the commitment of the Government, the development partners and the private sector.

Synthesis - Côte d'Ivoire

Youth employment in Côte d'Ivoire

According to a survey carried out in 2012, the unemployment rate is 9.4%. More detailed analysis of the data from this survey using disaggregated indicators provides a clearer picture of the employment situation.

Most people in work are employed in the informal sector (91%), where productivity and wages are low and there is little job security. 13.8% of young workers (aged 14-35) are unemployed, of whom 36.1% are discouraged from finding employment.

Despite the 12.33% increase in the number of learners in vocational training recorded between 2010 and 2013, few young people in education show any interest in it: out of an estimated 5,182,514 schoolchildren and young people, only 0.53% were in vocational training in 2012.

Agriculture and trade account for 66.3% of job opportunities.

The economic recovery that began in 2011 has enabled the country to achieve significant economic progress and major improvements in the business environment. While the data on employees contributing to public and private social security funds shows that greater numbers of formal/modern jobs are being created, there are still a number of obstacles and difficulties preventing young people from finding employment. These include:

i) the business environment ii) the level of education; iii) the considerable mismatch between the demand for and supply of labour; iv) lack of coordination between employment schemes; v) the need to strengthen entrepreneurial culture; vi) problems related to guidance and information; vii) insufficient investment in promising sectors; viii) difficulties in access to finance for project promoters.

Ultimately, 6.5 million people – most of whom are young – are in a situation of unemployment, underemployment or inadequate employment with an income below the minimum wage. The Government is developing active measures for them in the field of vocational training and employment.

Corrective measures taken

A reform of vocational training is underway, with the close involvement of the private sector. The purpose is *“to develop an effective technical and vocational training system which provides skills to help Côte d'Ivoire become an emerging country in the next ten years.”*

The objective is to increase capacity in order to take in at least 30% of primary school leavers and 30% of secondary school leavers and to provide them with training that meets the quantitative and qualitative needs of the labour market.

The Medium-Term Operational Plan (POMT) for 2012-2015 adopted to this end has six priorities, namely to:

- *facilitate access to training;*
- *tailor training provision to demand;*
- *develop school-business partnerships;*
- *improve work schemes;*
- *develop the certification of skills;*
- *adapt the vocational training's governance system.*

The reform will include a review of the range of vocational training courses offered and increased capacity through the renovation and building of new training centres.

As regards current or planned measures to promote the creation of jobs, the Government has adopted a Jobs Strategy to strengthen promote Government action to create employment. This strategy includes:

- *General measures:*
 - action to improve the business environment;
 - the continuation of more major infrastructure projects with high job creation potential
- *Specific measures:*
 - support for first job placements;
 - better and faster delivery of existing programmes (simplification of procedures, faster payments);
 - creation of a employment support and guarantee fund;
 - regional jobs strategies;
 - better access to public procurement for SMEs.
- *Measures to support employment in the long term:*
 - faster reform of vocational training;
 - more tax breaks for to promote job creation;
 - better information about the labour market.

The PEJEDEC project: an experience that deserves to be shared

This project aims to improve access to employment and the development of vocational skills among young men and women of all skills levels, who are aged between 14 to 30 and are unemployed or underemployed.

With the extensive involvement of the private sector, it is working to increase the capacity of national establishments. The system of governance and transparent process for selecting young people is helping to help restore their confidence in public employment support schemes. There is strong enthusiasm for the project among young people: it still has a year to run, but 63,66% of the target number of beneficiaries have already been trained.

Negotiations are underway between the Government and the World Bank for additional funding to reach a target of 100,000 young people. There are plans to further develop the initiative by supporting the **reform** of vocational training, the **reorganisation of apprenticeship** and improved national measures to facilitate **access to bank loans**.

Synthesis - Egypt

Egypt's young population and labour force, with 60% of its 86.6 million citizen under the age of 30 years, comprises both an opportunity and a challenge for Egypt's future growth; the opportunity in having a young human capital that can become a significant factor of Egypt's growth and development, while the challenge lies in the country's ability, as a whole, to develop a skilled population that is capable of generating income and of lowering the dependency rates.

However, Egypt faces a number of challenges, which constraints its ability to efficiently insert this young labour force in the labour market. Some of the main challenges are; the demographic structure (young population with large flows of new entrants to the labor market), lack of decent work opportunities where only, an estimate of 10% of the labour force are employed in the modern formal sector, absence of efficient job-matching services and transparent labour market information systems, inefficient transition from education to work (on average requiring seven years to complete the transition from school to work), mismatch between the output of the education system and the Labour Markets needs, limitations in the business environment, and inability of the formal sector to compensate for the decline of public employment.

To overcome these challenges, since the late 50's, the GoE adopted a number of initiatives to address inefficiencies in the transition from school to work institutions and mechanisms, as well as improving the quality of skills provision in an attempt to make it more relevant to the needs of the labour market.

In the area of improving process of transition from school to work transition, a number of measures were undertaken; establishment of formal apprenticeship programmes, establishment of a wide network of employment offices extending employment services to job seekers, initiating and funding National Training for Employment programmes, encouraging involvement of the employer and employer organisations in the education and training systems decision making and reform.

In the areas skills development, education and training have become among the highest priorities of the Egyptian government, adopting reform with initiatives at the policy level; initiatives to enhance quality and relevance of education and training; and initiatives to improve labour market efficiencies.

At the Governance and Policy level, the GoE established the Supreme Council for Human Resources Development (a ministerial committee), The establishment of A "National Authority for Quality Assurance and Accreditation in Education, initiating and leading **a decentralization program, the creation of a Training Fund**, establishment of Sectoral training councils For enhancing Quality and Relevance of Education and Training a number of initiatives were undertaken; Implemented **the National Skills Standard Project** (developing standards, catering for workers' certification as per their abilities and competencies), Enhancing Teachers' Professionalism (Teachers' Cadre and the establishment of the Professional Academy for Teachers (PAT)).

Encourage **PPP mechanism to support a demand driven reform in education and training**, Pilot with school-based reform, Inclusion of local community in school management, Setting the concept for a National Qualification Framework, and launching implementation in 2010.

In addition, the GoE, through its Social Fund for Development, has adopted a number of measures for job creation, including **support to small enterprises and support to micro-finance, public works programmes, community development programmes**, integrated rural development programme aiming at providing job opportunities to the rural unemployed, financial and technical support to small and micro enterprises through **business and technology incubators, and measure to supporting pathways into work for women**.

In spite of the above, Egypt is still suffering from high rates of unemployment especially among the highly educated job seekers, low rates of return on education, increasing trends of informality in the labour market, low-levels of labour productivity and scarcity of skilled workers who match the needs of a more competitive and globalised economy.

Egypt needs to introduce access to employment as a leading priority to the Egyptian education and training systems, through promoting entrepreneurship and self-employment in the very early stages of education, developing a National Qualification System integrating all levels, allowing recognition and transparency of qualifications, adopting career guidance and counseling systems at the national level, enhancing the quality of education and training and bridging the gap between skills provision and the needs of the labour market: developing a labour market forecasting system, and improving the social and professional image of VET, by creating attractiveness, quality, and clear career paths.

Synthesis - Ethiopia

Education and training being at the center of the government's policies and its main objective focusing of poverty eradication and improving the well-being of people, these, in turn, require an adjustment as an additional engine of growth. Moreover, Ethiopia is making progress on three related important fronts: enhancing competitiveness in world market in general, resolving the bottlenecks of producing competent workforce in particular and improving the training system in assuring youth employment creation.

This report, therefore, provides basic information on the employment situation at different levels of the economy, the labor market, and access to employment, planned and implemented measures, highly significant experience and conclusion. Furthermore, this report should form the beginning of most significant knowledge sharing among African countries that aims to understand efficient success mechanisms implemented. And the end goal is to initiate a process of sharing and pooling of these experiences so as to give each country and all participating countries a better idea of which pathways enable young people to acquire the competency they need to meet the demand of their country's labor markets and industries, and pursue wage or self-employment opportunities. Additionally, a table outlining major sources of information is established after the concluding chapter.

Chapter 1 discusses and highlights information (quantitative data) on young people employment situation, unemployed and discouraged not in education or training. It further notifies capacity-building dimensions, a strong expansion of public investment in TVET, and its enrollees. Moreover, it supplements evidences on linkages to employment and number of young people in traditional or modern apprenticeship and how the amalgamation of competent workforce to the formal or informal economy is realized.

Chapter 2 draws CSA and WB surveys, which dominantly track the labor market in Ethiopia and emphasis is given on distribution of employment by economic sector (primary, secondary, and tertiary). It further elucidates distribution of employment by urban/ rural sector, by formal/ informal sector (urban plus rural) and by category (wage-employment, free-lance, self-employment, household workers, etc.).

Difficulties experienced by young people in gaining access to employment in Ethiopia are well elaborated in **Chapter 3**. Subsequently, though the level of surveyed data slightly differs from organization to organization, diagnosis of the youth employment situation, and particularly the difficulties faced by young people in finding employment is pointed out in ILO's study that in Ethiopia the demand side often display sentiments of prejudice against youth in general, leading to additional disadvantages in the labor market. On the supply side, youth are highly unaware on their potential prospects in the labor market or of opportunities and benefits offered by the TVET system. The chapter further elaborates, what proportion of these difficulties are due to problems relating. Examining various components, it expounds details on the inappropriate nature of young people's skills. It particularly explains the lack of connection between the training sector and the working world, poor information on the labor market, lack of investment in sectors that generate jobs, absence of mechanisms for monitoring young job seekers

facilitating their access to employment and absence of other means and resources. Particularizing problems of the school to work transition for young people, it explains how lack of systematic approach to understand the employment challenge and lack of accurate and reliable disaggregated data affects the transition.

In **Chapter 4**, the report examines in more detail the TVET growth in general and it additionally elaborates the whole TVET supply in particular, and then inspects its development of planned and implemented measures concerning TVSD into six components adequately. It inspects plans or progresses to modernize existing training systems and pathways to align them with the skills required by the economy and it tries to find out planned or in progress training systems to train young people in the trades and jobs required by strategic or growth sectors. What measures have been taken to build the skills of informal sector entrepreneurs and apprenticeship managers so that they can better train the young people under their responsibility is also discussed in the same chapter. The chapter investigates also what category of partnerships exist or are planned to involve economic agents more closely in the design, implementation and operation of training tracks targeting the skills required by the labor market. At the end of the chapter, the report illustrates on how the TVET paradigm shift is defined to make access to employment being the leading priority of education and training systems and what other measures are being prepared.

Chapter 5 recognizes present state of affairs of GTP on employment creation by shading some light on the current situation in the TVET sector, which is helpful to understand its role in employment creation in the country. Underscoring the National Employment Policy and Strategy, the chapter discusses the government's commitment to address youth as a crosscutting issue and making youth employment central to the national development plans with the involvement of different stakeholders. In line to the development plans, the chapter pronounces six core issues. These are measures taken to build occupational qualification of economic agents in order to help them expand their activities and thus create more employments, planned or in place incentives to encourage businesses to hire young people and, if necessary, to train them. Furthermore, targeted investments on the development of occupations and jobs in sectors that are considered strategic and mobilized resources to train young people in these occupations are also highlighted in the chapter. Financial or human support provided to help young people start up or develop an activity, and whether the country is implementing clustering to efficient utilization of resources for such business incubators for young people and/ or management and coaching centers for businesses created by or employing young people is qualitatively discussed in the chapter. It is also elaborated whether highly labor-intensive construction projects are taking place in the country specifically concerned with jobs for young people, and how extensive these measures are.

Chapter 6 systematically explains the country focused best experience involving youth employment. It describes how the cobblestone project started, implemented and generated opportunities of employment nationwide. In qualitative terms, the model has created a viable path for thousands of youth workers, who would otherwise probably be unemployed. Through the TVET system, the workers are assessed and have been encouraged to create their own MSEs, enabling chiselers and pavers to get contracts not only from cities and universities but also from

the private sector, in reality functioning as contractors. Furthermore, target group, objective of training, dedicated resources, concerned stakeholders, mechanisms of implementation, results achieved and further potential to scaling up regionally are all discussed topics in the chapter. NOTE: In relation to this thematic area, a fact sheet document is attached to this report briefly explaining the core parameters on how to plan, start and implement the cobblestone project nationwide.

Chapter 7 briefly explains whether the country has cooperation experience with other countries though partnership so far is very limited. Additionally based on distinctive thematic areas, it states how cooperation and pooling of experience with other countries could possibly look like.

Synthesis - Ghana

Ghana's economic growth performance has been easily one of the better known in sub-Saharan Africa over the last three decades. The good growth performance has, however, not been reflected in the generation of productive, decent, and sustainable employment. It is estimated that the employment elasticity of output dropped from an average of 0.64 in 1992-2000 to 0.52 and 0.4 in 2001-04 and 2005-08, respectively (ILO, 2008).

Total labor force in Ghana comprises of people who meet the International Labour Organization (ILO) definition of the economically active population: **all people who supply labor for the production of goods and services during a specified period. It includes both the employed and the unemployed.** For that definition and according to the 2010 Population and Housing Census of Ghana of which the results were in release in 2012, the total labor force in Ghana is 9,802,989 out of 24.658million people. Again the ILO defines unemployment as the share of the labor force that is without work but available for and seeking employment. In line with this, the World Development Database in 2012 puts the unemployment rate in Ghana as 8.2%⁵.

The ILO refers to youth unemployment as the share of the labor force ages 15-24 without work but available for and seeking employment. As an alternative to the conventional or traditional definition of unemployment, African Development Bank (AfDB) et al. (2012) suggest NEET, which counts all those who are 'Not in Employment, Education, or Training' as a proportion of the total youth population. With these definitions the World Development Database in 2012 puts Ghana's youth unemployment rate at 15.9%.

According to the 2010 Population and Housing Census, the private sector is the largest employer in the country, accounting for 93 percent of the economically active persons (private informal, 86.1% and private formal, 7.0%). The public sector, which is the second largest employer, accounts for only 6.3 percent. The private informal sector remains the largest employer of the working population irrespective of sex and region of residence.

The 2010 Population and Housing Census indicated that of the total population of 15,308,425 aged 15 years and older, 71.5 percent is economically active (employed and unemployed) while the economically inactive population (not employed, not seeking nor available for work) constitutes 28.5 percent. Of the economically active population, 94.2 percent are employed while the unemployed (that is, those without work but are seeking and available for work) make up 5.8 percent. Of those who are unemployed, majority (83.8%) of them are first time job seekers. The proportion of males who are economically active (52.2%) is slightly higher than females (50.8%). Females, on the other hand, are more likely to be unemployed (7.3%) than males (6.5%). Data on employment status from the 2010 population census indicates that majority (64.8%) of the economically active population are self-employed. Employees constitute 18.2 percent while contributing family workers make up 11.6 percent. Apprentices form only 2.7 percent of the economically active population. The census also shows relatively large proportion of males (25.3%) compared to females (11.4%) are employees. Also, females are slightly more

⁵ World Development Indicator Database (2012)

likely to be self-employed (69.3%) than males (60.0%). In addition, more females (14.3%) than males (8.7%) are engaged as contributing family workers.

Ghana's population has a youthful structure with the youth in this case aged 15 –24 years constituting about one out of every four of the population between 1960 and 1984 and one out of five of the population between 2000 and 2010⁶. Over the past fifty years, the number of the youth in the total population of Ghana has increased from 1.1 million in 1960 to 3.5 million in 2000 and 4.93 million in 2010⁷. The latter constitutes about 22.6 percent of the economically active population.

According to the Ministry of Employment and Labour Relations some of the causes of youth unemployment in Ghana include the following;

- the introduction of the Junior High School (JHS) and Senior High School (SHS) systems without adequate planning for integration into the trades/vocations and job placement;
- education and training that have no link to the skills and competencies needed in the important sectors of the economy;

Youth unemployment rate is established to be an urban phenomenon particularly among the youth. The unemployment rate (based on the ILO definition) among the youth aged 15-24 is about six times higher in Accra, the national capital, and at least three times higher in other urban areas than in rural areas. Similarly, the rate among the youth aged 25-35 years is found to be more than eight times higher in Accra and seven times higher in urban areas than in rural areas.

As part of government effort involving the school-to-work transition or youth employment a program was started in 2010 to give opportunities for graduates from Junior High School (JHS) who could not get access to Senior High School (SHS) either to get employable skills in specific trade areas of their choices or continue their professional progression within the TVET Qualification Framework under the Ghana's Council for TVET.

The Government of Ghana and the German Development Cooperation are implementing an initiative to improve the quality of the traditional apprenticeship system in selected trades through capacity building. The project is linking the informal sector to training institutes and other providers are being supported to offer complementary needs-based training to Master Craftspersons and apprentices. Other initiatives include the National Youth Employment Program, Rural Enterprises Project, Local Enterprises and Skills Development Program.

Ghana is working with Association for the Development of Education in Africa (ADEA) and the Economic Community of West African States to promote youth employment and job creation. ADEA is leading the regional referencing of regional qualifications framework in Africa involving about 20 countries of which Ghana is part. Upon the recommendation of ADEA, (paradigm shift from TVET to TVSD) Ghana has passed a Legislative Instrument (COTVET LI 2195 of 2012) for

⁶ Ghana Statistical Service

⁷ 2010 Population and Housing Census (Statistical Service of Ghana)

the establishment of National TVET Qualifications Framework including a policy on Recognition of Prior Learning to support the informal sector skills delivery. ECOWAS is also supporting member countries to develop policies and strategies to strengthen their TVET institutions and skills training programmes of which Ghana is also part.

Synthesis - Guinea

Employment is largely dependent upon the quality and success of economic and social policies and thus a country's economic, political and social circumstances.

Skills development for young people and the development of schemes to help them enter the world of work is one of the most effective ways to make economic investment profitable in the long term.

In the late 1990s and 2000s, governments did little to meet the demand for jobs, as they were first preoccupied with the management of macro-economic problems and then with conflict resolution.

Young people, who are the biggest category of the Guinea's population (accounting for 54% of the total), are the cheapest group in the labour market, and are most affected by unemployment (20%).

At the same time, the TVET system, which plays a strategic role in meeting the need for skilled labour in the national economy, has also been neglected.

The failure to address youth training and employment issues for many years is a very real threat to peace, security and national development.

Bearing this situation in mind, since 2011 the new Government has been striving to establish a viable macroeconomic framework that actively promotes development, including employment and training.

This is why corrective measures have been developed to tackle extensive youth unemployment through projects on:

- a) capacity building (additional training, practical work experience, retraining, apprenticeship);
- b) direct job creation (employment-intensive growth, social networks, large-scale projects);
- c) financing micro and small enterprises set up by young people. Efforts are being made to consolidate public finances, clear arrears and resume negotiations with the IMF, the World Bank and the European Union.

Given the importance of micro and small enterprises in the Guinea economy in terms of both production and employment, various social policies are used to promote their role in the job creation process and in training course development.

The efforts to support employment are illustrated by the "First Chance Programme", which aims to improve the practical skills of young people. The training programme originally involved 500 youngsters in Conakry, but it has now been extended to young people from other regional capitals.

As of 3/30/2014,

- 2147 young people (including 866 girls) were trained in computer technology, which is an essential jobseeking and social development tool;
- 300 young people have been on work experience in public services.

In the field of TVET, various innovative reforms have been launched concerning training programmes, provision, infrastructure and equipment, etc.. The target groups include adolescents and young people with little or no education. Gender and disabilities are fully taken into account.

One of the innovations of the TVET policy has been the establishment of seven new National Arts and Crafts Colleges with tailor their training provision to local needs (agro-pastoral activities, mining, etc.). The creation of mobile training units linked to large-scale projects are part of this process.

Synthesis - Guinea-Bissau

This consultation was requested by the African Development Bank, which was created in 1964 for the purpose of promoting economic development in Africa. Economic development is understood as the process that gives rise to a positive variation in **quantitative variables**, reflected primarily in economic growth (i.e. an increase in an economy's production capacity as measured by variables such as the GDP or GNP), accompanied by positive variations in **qualitative variables** (improvements in standard of living, education, health and infrastructure, with far-reaching change in the social and economic structure of a region and/or a country, as measured by social indicators such as the IHD, IHP, Gini coefficient and GDI).

The aim of the African Development Bank is to have real indicators concerning the employment problem in Africa, in order to combat youth employment and, consequently, facilitate job creation and the integration of young people into the job market in each of the target countries – the 32 countries covered by this study, one of which is Guinea-Bissau.

The production of this study will make it possible not only to compile and analyze all existing legislation, policies and initiatives in Guinea-Bissau but also to create a policy instrument in line with the approach used, in all its systemic complexity, describing all those who work on policy and concrete actions regarding the problem of employment in Guinea-Bissau generally and of vocational training in particular, in accordance with the profile of this study.

It is therefore necessary from the outset to define the scope of the concept of “youth employment” adopted in this study, referring of course to international doctrines on this subject, especially those with the largest followings.

The youth issue is one of the fundamental concerns of the government of Guinea-Bissau, so much so that the latter has established a direct relationship between education and the “new man”, and determined, at the constitutional level, that education should remain closely linked to productive labor, ensuring that citizens acquire the qualifications, knowledge and values they need to become integrated in the community and to contribute to its continual progress. But such progress is impossible without efforts to reduce illiteracy (Art. 16 of the Constitution of the Republic of Guinea-Bissau).

A simple, literal interpretation of this indicates that the state of Guinea-Bissau, from its very inception, considered the development of vocational skills in young people as a direct factor of productivity, without however ignoring the need to establish linkages between traditional general education and vocational education.

Neither the Constitution of the Republic nor any other document specifies the age or the concept of a “youth”, but this term undoubtedly applies to “those who have reached the age of 18 years under the terms of the Civil Code in force in the country and of Act no. 05/1976, dated May 3, 1976, and are no older than 40”. It may also apply to those aged 14 to 18 years, who, according

to the general labor law (Act no. 02/1986, dated April 5, 1986), can be admitted to the labor market under certain conditions.

For the purposes of the **2009 Census**, however, individuals were considered to be of working age at **6 years of age**, which clears all doubts as far as our research is concerned, although we are aware that this consideration has merely a statistical effect.

For this study, we tried from the outset to reflect the context of the Republic of Guinea-Bissau, the country being analyzed. Like the other country studies, it will describe a country devastated by poverty, with an increasingly poor human development index.

We then present the main organizations involved in vocational training, as well as their respective functions. It was also considered essential to present measures taken by these organizations that have had some influence on vocational training and employment, as well as current measures that have the potential to improve the environment of vocational training, on condition that they are duly articulated.

We naturally present cases from experience (even transitory and isolated cases) regarding the integration of young people into the labor market.

Lastly, we present our conclusions, taking into consideration our contacts with the various reference instruments.

We should mention the tremendous difficulties we faced in producing this study: the scarcity of data constitutes a serious obstacle for work of this kind.

Synthesis - Kenya

Introduction

This report presents policies and mechanisms targeting youth employment in Kenya. The drafting of this report has been commissioned by the Association for Development of Education in Africa (ADEA) as an input into the forth coming conference of African Ministers responsible for skills development and youth employment set to take place in Ivory Coast this July 2014. The conference is being organized by the Inter-Country Quality Node for Technical and Vocational Skills Development (ICQN/TVSD) secretariat for its member states.

Youth demographics

Youth (15 – 34 year olds), who form 35% of the Kenyan population, have the highest unemployment rate of 67%. Over one million young people enter into the labour market annually without any skills some having either dropped out of school or completed school and not enrolled in any college. A further 155,000 join the labour market annually after completing training in TVET or at the university. A total of over 1.3 million new employment places have to be created annually to meet this demand. It is also noted that, the skills acquired by the college and university graduates often do not meet the expectation of employers. There is therefore urgent need for the Government to strengthen and scale up successful measures targeting quality skill development and employment creation for the youth.

Youth and labour market in Kenya

The Kenyan labour market is one that is characterized by inadequate employment opportunities against a large and growing population of unemployed people especially the youth. It is dual in nature, presenting a small formal sector alongside a large informal sector. Over the 30% of those on wage employment are casuals. Youth with primary education are in formal employment (4%), informal employment (54%), students (14%) and unemployed (14%). Those with secondary education are in: formal employment (12%), informal employment (40%), students (26%), and unemployed (15%). While those with tertiary education are in: formal employment (31%), informal employment (9%), and unemployed (8%).

Difficulties contributing to youth unemployment

Youth face many challenges while seeking for employment. These include few available employment opportunities against a fast growing pool of employment seekers; lack of requisite skills sought by industry due to mismatch of TVET acquired skills and industry expectation; and poor access to information on available opportunities. Other measures are: gender and cultural biases; ethnicity and corruption; unfavorable geographical distribution of jobs; and limited

career guidance. Job seekers cite limited financial resources, lack of relevant skills and experience as major obstacles.

Measures for TVSD and Employment Development

The GOK has put in place measures for TVSD aimed at enabling young people access employment. These include an investment of KES 30 B in expansion and modernization of TVET and a further KES 10 B in expansion and modernization of universities over the last five years. Major reforms in TVET are currently underway including a new policy and legal framework that will create a TVET Authority to oversee curriculum reforms to CBET and strengthened role of industry in TVET. In the long-term the Government is investing in Science, Technology and Innovation (STI) and refocusing the universities to undertake targeted Research, Development and Innovation (RDI) in strategic sectors.

Measures for job creation

The Government of Kenya has put in place measures to create jobs for youth. In the long-term the Government is putting massive investment in infrastructure development to lower cost of business, attract investors, grow the economy and create jobs in the formal sector. In the short- and medium-term the GOK in partnership with the private sector has invested in enhancing internships for college leavers. Other measures are integration of ICT in TVET; programmes for employing youth in the labour-intensive construction industry; and provision of low cost credit to youth.

Experiences with potential for sharing with other countries

The Youth Enterprise Development Fund is perhaps the major short-term measure taken by Kenya to create jobs for the youth. Under this programme youth are provided with low cost credit from a revolving fund standing now at about KES 6 Billion (USD 70 Million). The funds are channeled through commercial Financial Intermediaries. The initial results are very encouraging: Over the period 2007 to 2012, over 157,000 enterprises received funding, 200,000 youth were trained, and over 300,000 jobs were created. This project has great potential for scaling up. However, the lessons learnt in managing of credit specifically for unemployed youth need to be observed.

Conclusion

Kenya has developed and implemented programmes aimed at developing skills and creating employment for young people. The GOK, with the support of development partners, has invested over KES 30 billion in the expansion and modernization of TVET over the last ten years. University education has witnessed major expansion in the last five years, with a corresponding large growth in enrolment. Measures for job creation in the formal sector have concentrated on massive investment in transport, communication and electricity infrastructure. The aim of this intervention is to lower the cost of doing business, attract investors, spur economic growth and generate new jobs for the youth. The Government has also invested in generating employment in the MSEs and informal sector. The focus of this measure is to provide youth with low cost credit to enable them start enterprises and generate employment. The KYEDP and the recently launched UWEZO fund are examples that may be replicated in other African countries. Indeed several countries have send delegations to Kenya to learn from these experiences. Kenya has also benefitted from the experiences that these countries have shared.

In conclusion, the challenge posed by youth unemployment is common to all African countries. It therefore important that governments share their experiences and define what works and what doesn't. This will guide the development of programmes that support cross border mobility of skills' development and jobs.

Synthesis - Liberia

Liberia is a post conflict country. One third of the population is between the ages of 15 and 35. It is also a country where poverty continues to constrain the number of people who can stay in education. Far too many Liberians still face a future of struggling against a precarious existence, earning money through occasional informal employment. Youth unemployment and underemployment represent a major cost to Liberia in economic, political and social terms. One in every three young persons in the labour force is unemployed in the country. The quality of employment is often low, which does not allow young people and their families to make the most of their economic potentials. The high share of labour underutilization means a loss of investment in education and training, a reduced potential tax base, high costs for social assistance and bottleneck in fuelling the economic transformation of the country. Furthermore, high levels of unemployment and underemployment among young people can be a source of social instability.

Examination of the TVET sector in the country reveals both strengths and weaknesses. The strengths include the existence of a thriving informal economy and a newly drafted National TVET Policy structured for formal skills development programs, the availability of indigenous master craftsmen and artisans with varying levels of skills competence, the existence of a variety of TVET training institutions both in the rural and urban areas, and a strong political commitment to the revitalization of TVET as a response to the challenge of unemployment.

To characterize the specific youth employment challenges and support policy-makers in designing the adequate policies and programmes to support the transition of young people into employment, this report pin points strategic and innovative measures and draws attention to the path and length that young people's transition from school to work takes and characteristics or experiences that makes for a smooth transition.

The report looks at six key areas and provides strategic and innovative measures:

- Basic information on the employment situation of young people (quantitative data)
- Basic information on the labour market (quantitative data)
- Difficulties experienced by young people in gaining access to employment
- Planned or implemented measures concerning TVSD
- Measured planned or in progress to promote job creation
- A highly significant experience involving the school-to-work transition or youth employment.

Basic information on the employment situation of young people

A Labour Force Assessment conducted by the International Labour Organization (ILO) in 2010 found that formal employment remains extremely low, with 68 per cent involved in the informal economy and 77.9 per cent in 'vulnerable employment'. More than half of the employed are without any form of education, they are self-employed and live in rural areas. The percentage of people in wage employment is 16.5 and that in non-wage employment is 83.5. The goal of the

human development pillar of the Agenda for Transformation is to improve the quality of life by investing in quality free and compulsory basic education and a variety of post-basic education and training opportunities that lead to an improved livelihood and/or tertiary education.

The Liberia Labour Force Survey of 2010 estimates that 68% of the persons employed work in the informal sector without regular wages. The quality of the workforce is low, with more than half of those employed described as “uneducated”.

This has implications for productivity and innovation at the workplace. Vocational schools or vocational tracks should be modernized and complemented with phases of practical work experience through internships or passing the final year with an employer. Employers should also be consulted regarding the design of vocational schooling curricula. This requires a systematic coordination with networks or associations of employers. Furthermore, in order to avoid a negative perception of vocational education as a dead-end option, transition to further education, including tertiary education, should be facilitated. Informal apprenticeships are dominant, but mainly confined to traditional crafts; these apprenticeships should be articulated better with the schooling system and the formal sector. Special efforts should be made to develop and utilize the human resource potential of persons with disabilities. These efforts should include early identification and assessment prior to occupational training, ensuring access to basic education, incorporation of the needs of people with disabilities into architectural design of TVET facilities, development of curriculum, and the publication of guidelines and manuals for special needs populations.

School to work Transition

Policy makers should aim at providing basic skills to every young person by compulsory participation in support classes and intensified personal support. This implies stronger emphasis on individualized, tailored support to young people at risk, educational guidance and job search assistance. To minimize dropout rates, this should be done taking into account differences in motivation, ability and opportunity costs of schooling. Education and training are hence considered a core factor in determining the chance of a successful transition into work. Also, Policies should be designed to create more enterprises in the formal sector which offer formal jobs. This can be addressed by economic policy reforms such as the abolition of bureaucratic business registration procedures, tax reforms, stimulating investment in the private sector and creation of formal companies start-up support.

Furthermore, my personal experience shows that ensuring skills recognition outside the local community by some sort of official skills testing open to informal apprenticeship graduates raises the attractiveness of these training courses and enhances mobility on the job market. Transition to further education, including tertiary education, should be facilitated. Reducing vocational education fees can help boost enrolment. Also, some elements of dual vocational training can be implemented in a simple form starting with existing sectorial or regional clusters of firms with a shared interest in a specifically skilled labour force in particularly relevant occupations.

Disparities in education regarding gender, access and quality, urban and rural differences are serious problems. While the gender gap in education has improved, as more girls are enrolling in the early grades, the gap increases at successive levels, especially at lower secondary. More girls than boys drop out of school, amongst other reasons because of pregnancy. Advocacy and policy support to institutionalize gender-sensitive life skills and education, in and out of school, is essential to improve the educational opportunities for girls.

A major step of the government in addressing these youth related problems is the promotion of productive employment ensuring the wellbeing of the youth through strengthening of labour policy and administration, creation of job opportunities in the private sector and setting up a labour market information system. These measures are on-going with some tangible results, especially community-based job creation through labour-intensive public works.

The report argues in favour of promoting vocational education and training tailored to labour market needs, but taking into account peculiar conditions found in a given national or local context. While good education and training can contribute to economic productivity and social cohesion, vocational education and on-the-job-training with young workers and companies also need to involve governments, social partners or other societal actors to be stable and effective.

Synthesis - Mali

Mali is a landlocked country covering an area of 1,241,238 km². The total population counted during the 2009 population census was 14,528,662 inhabitants, of whom 50.4% are female. The population is growing at a rate of 3.6%. 65% are under 25.

There are 4,696,429⁸ people in the labour force, of whom 1,903,889 are women. More than half (3,613,609) live in rural areas. 67.37% are under 40. Youth unemployment is a serious and very real concern. The overall unemployment rate in Mali is 8.22%,⁹ while youth unemployment is 10.7%.¹⁰

✓ Key data on the young people's employment situation:

- a. The unemployment rate of young people aged 15 to 24: Male: 7.91%, Female: 14.06%;
- b. The percentage of young people neither in education, training or employment: male: 16.87%, female: 46.56%;
- c. Number of young people in traditional or new apprenticeships: 3824;
- d. Proportion of young people going to work in the formal economy: 6.85%;
- e. Proportion of young people going to work in the informal economy: 92.77%.

✓ Key data on the world of work:

- a. Employment by sector: Primary - 63.71%; Secondary - 9.86%; Tertiary - 26.43%;
- b. Employment by location: urban areas - 20%; rural areas - 80%;
- c. Employment by economic sector: formal sector - 11.7%; informal sector - 88.3%;
- d. Employment by employee category: salaried employees - 10.05%, independent - 56.11%; self-employed - 1.86%; domestic workers - 16.40%.

✓ Factors limiting young people's access to the world of work:

- **Young people do not have the right skills: there is a disconnect between the world of education and the world of work.** There is a marked mismatch between educational provision and the jobs available in the economy. This makes it difficult for young people to find work and available skills are underused.
- **Ignorance of the labour market:** many young people, especially graduates, have little or no information about public and private job centres and the advice they can provide, the

⁸ EPAM 2010

⁹ EPAM 2010

¹⁰ EPAM 2010.

basic training they can offer (job search techniques, basic accounting and business management) and funding and investment. Opportunities.

- **The lack of investment in growing job sectors:** in 2012, funds for public job centres and vocational training in these areas only amounted to 1.5 billion CFA francs for 10,000 young people.
- **The lack of any system for monitoring and supporting young people looking for a job:** a major shortcoming of job creation schemes for young people in Mali is the lack of follow up and support.

✓ **Planned or current schemes aimed at improving young people's access to the world of work:**

- **Youth employment programmes** aim to contribute to economic and social development by providing 15 to 40 year-olds with job opportunities both in salaried employment and self-employment.
- **The Mali Youth Support Programme (PAJM)** is an entrepreneurship scheme for young people aged 21 to 35 who are capable of taking the initiative. The aim is to help them draw up and submit plans to create or develop a micro-enterprise, and then to implement key parts of these plans. They must commit to receiving support for the process over a given period of time. The programme covers all regions of the country.
- **The Support Project for Training and Jobs** aims to promote economic growth in order to reduce poverty in the area covered by the programme. More specifically, it aims to improve young people's and women's access to employment through vocational training and the qualitative and quantitative development of financial products tailored to the needs of small-scale business.
- **The Support for Young Entrepreneurs Project (PAJE Nieta)** aims to develop the skills of young people to enable them to become economically-productive and civically-involved citizens for the benefit of themselves, their families and their communities.
- **The Ten-Year Programme for the Development of Vocational Training for Employment (PRODEFPE)** aims to contribute to the achievement of growth through the development of professional qualifications and skills of human resources.
- **The Enterprise Support Project to Promote Competitiveness through Vocational Training (ACEFOR)** aims to improve the competitiveness of agricultural enterprises in the formal and informal sector by tailoring vocational training to their skills needs.

✓ **Measures planned or underway in the TVSD field of DCTP:**

- a. **Current or planned reforms to update training courses and schemes to meet the needs of businesses and the economy:**

- The establishment of a qualifications framework and a system for accrediting prior experience;
 - Review of legislation establishing vocational training placements;
- b. *Current or planned training schemes to train young people for careers and jobs required by strategic sectors and growth industries:***
- Training through dual apprenticeship combining classroom learning and work experience;
 - Apprenticeship training for uneducated people and leavers from Development Education Centres (CEDs);
 - Skills training provided by Mobile Training Units;
 - Continuing vocational training;
 - Traditional apprenticeship:
 - Training of local trainers;
 - Skills training.
- ✓ **Planned and current measures to promote job creation:**
- a. *Measures to strengthen the professional skills of businesspeople to help them expand their businesses and thereby create more jobs***
- Review of employment law;
 - The establishment of cost-sharing fund.
- b. *Existing or planned incentives to encourage businesses to hire young people and if necessary train them:***
- Creation of financing schemes to support the projects of young graduates;
 - Tax measures to promote youth employment (100% exemption for their first year in work, 50% for their second year and 25% for their third year).
- c. *Targeted investment to develop occupations and jobs in sectors that are considered to be strategic, and the means used to train young people for such occupations:***
- The Enterprise Support Project to Promote Competitiveness through Vocational Training (ACEFOR);
 - The Vocational Training, Jobs and Entrepreneurship Scheme for Rural Youth (FIER)
 - The Skills Development and Youth Employment Project (PROCEJ)

d. Financial or advisory support to help young people create or run their business:

- The Vocational Training Tax;
- The National Youth Employment Fund;
- The Youth Employment Tax.

Synthesis - Morocco

Key data

With a population of 33 million (57% in urban areas) and a working population (aged 15 and over) estimated at 11,706,000 people, or 35% of the total population, Morocco is faced with the problem of unemployment in the same way as many other countries. This is especially the case regarding young people, for whom the participation rate among 15 to 64 year-olds was 51.6% in 2012 (compared to the MENA region average of 50.2%).

Unemployment was 9.2% in late 2013, with 14% in urban areas and 3.7% in rural areas. The highest unemployment rates were registered among those aged 15-24 (19, 3%) and graduates (16.5%). Among women, the rate was 38%.

The number of unemployed in 2013 was estimated to be 1,081,000, half of whom are first job seekers.

While the unemployment rate among people with no qualification is usually under 5%, it is high among those with qualifications:

- 18.8% of people of higher education level, in particular university graduates (22.1%) and technical college graduates (25.1%);
- 15.1% of people of medium level, in particular those with a vocational qualification (21.4%) and graduates of specialised vocational courses (22.1%).

Among urban young people aged 15 to 24, the unemployment rate is 33.2% for males and 44.9% for females.

The total school population in 2013 was 7 million, or 21% of the total population.

Approximately 370,000 people are enrolled in vocational and technical training, including 70,000 in the technical colleges under the responsibility of the National Education Ministry. 35,000 are doing formal apprenticeships at CFA apprenticeship centres.

For those leaving vocational training college with a qualification, the employment rate was estimated at 61% for the 2009 cohort (measured in March 2010), of whom 87% were in salaried employment, 6% were domestic helpers and 7% had created their own business.

The number of jobs created annually in Morocco is estimated at 120,000 (average over the last 5 years), while the number of jobseekers arriving on the labour market each year is estimated at 180,000. GDP has been growing at an average rate of 4.1% over the past 5 years, which has resulted in the creation of 580,000 jobs over the same period. It is estimated that each percentage point of growth leads to the creation of nearly 30,000 jobs.

As for the different sectors of the economy, the primary sector accounts for 39.8% of jobs, the secondary sector (manufacturing, mining, construction, etc.) accounts for 21.8% of jobs and the tertiary sector (trade, tourism, transport, etc.) accounts for 38.4% of jobs.¹¹

The informal sector accounts for 37% of non-agricultural employment (HCP, informal sector survey, 2007).

The difficulties preventing young people from entering the labour market include:

- the low proportion of young people doing technological and vocational training courses in comparison to the total number in education,
- the absence or inadequacy of counselling and guidance in general education, higher education and vocational training establishments,
- the lack of support to help graduates find work, particularly in higher education,
- the general mismatch between the profiles of graduates and the requirements of the labour market, a lack of “softs skills”¹² and a lack of support to help young people enter the labour market.

Policies and measures taken by the Government to promote job creation

Faced with these difficulties and aware that only productive investment creates sustainable employment, the Moroccan Government has adopted a number of policies and taken measures to promote economic development and job creation. These measures entail both economic aspects as well as social aspects, including education and training:

1. Major infrastructure projects to create an investment-friendly environment (roads and motorways, high-speed railway, dams, ports and airports, telecommunications, housing, etc.). These projects create jobs and create an environment that attracts investment,
2. Several sectoral development plans with investment incentives, to improve the business environment and develop job creation measures in the framework of contracts between the State and companies represented by their sectoral trade associations:
 - a. in 2011, adoption of the 2020 Vision for Tourism (after the 2010 Vision, which had been adopted in 2001) with a view to attracting 20 million tourists and creating 470,000 jobs and to put Morocco among the top 20 global tourist destinations;
 - b. in 2006, launch of the Rawaj Plan for the development and modernisation of trade and commerce, with a view to creating 450,000 jobs by 2020;
 - c. in 2006, launch of the 2015 Vision for the Crafts Sector with a view to creating 115,000 jobs by 2015 and training 60,000 young people through apprenticeship;

¹¹ Bank Al Maghrib Report, 2012

¹² Soft skills cover communication, teamwork, problem-solving, initiative, etc.

- d. in 2008, launch of the Green Morocco Plan, to develop and increase productivity in the agricultural sector in two areas: in “modern” agriculture for export, and in “social” agriculture to promote job creation in rural areas;
 - e. in 2009, launch of the National Industrial Development Plan (EINP), with a view to creating 220,000 jobs by 2015 and promoting exports in the Morocco’s global business sectors (offshoring, automotive, aerospace, electronics, textile and clothing and food). By the end of 2012, 110,000 jobs had been created through the EINP, of which half were in the automotive and offshoring sectors.¹³ This plan has been “revamped” recently (in April 2014) and it will become the **Industrial Acceleration Strategy** with a view to creating 500,000 jobs by 2020 and increasing the share of industry in GDP from 14% to 23%.
3. It should be noted that, in addition to these political and economic measures, the Government has launched projects directly affecting higher education and vocational training, including:
- a. the introduction of a **competency-based approach** in vocational training to ensure training meets business requirements;
 - b. **the significant increase in students enrolled in vocational training** (9% increase per year over the past decade);
 - c. the creation of **business-led apprenticeship centres (CFAs)** to develop apprenticeship and get businesses more involved in training young people;
 - d. Government contracting of the management of some training institutions directly to sector associations under management agreements (in the automotive, aerospace, textiles and clothing sectors, etc.);
 - e. The launch of **specialised vocational bachelors’ and masters’ degrees** in colleges and universities to ensure curricula are more focused on career skills – these are very popular among young people and businesses;
4. Finally, in order to organise and modernise labour market support and better manage active measures to promote employment, in 2000 the Government created the **National Agency for the Promotion of Employment and Skills (ANAPEC)** which now has 77 local branches across the country and 420 employment counsellors. Under contracts with the State, it manages programmes launched by the Government to promote the employment of young people who are difficult to get into work. These include:
- a. **IDMAJ** (integration) to help jobseekers into work;
 - b. **TAEHIL** (qualification), which aims to improve the employability of jobseekers;
 - c. **MOUKAOUALITI** (my company), for the creation of SMEs/SMIs by young people;

¹³ Source : rapport Bank Al Maghrib sus cité.

- d. **MOUBADARA** (initiative) and **TAETIR** (coaching), to promote the integration of graduates and improve the management of NGOs involved in income generating activities (IGAs) and socio-professional inclusion activities (literacy, care for the disabled and vulnerable people, etc.).

These programmes are accompanied by government schemes and incentives for companies that hire young people, for example exemptions from social security charges and taxes over a specified period, a recruitment bonus for taking on people who are difficult to take on, support for further training and coaching for entrepreneurs.

Despite some difficulties, these programmes have yielded satisfactory results and are subject to regular reviews to improve efficiency and make the necessary adjustments to their management and operation.

In conclusion, it should be emphasised that creating and promoting jobs for young people requires a multifaceted and multisectoral approach entailing both investment and entrepreneurship by improving the business environment (doing business) and the development of basic infrastructure, and the organisation, proper management and monitoring of the labour market. It is also necessary to take decisive action to reform education and vocational training systems to ensure they meet the needs of businesses. Businesses themselves should be encouraged and motivated to get more involved in the management and oversight of technical and vocational training systems.

Synthesis - Mauritius

The Republic of Mauritius is an island situated in the South West of the Indian Ocean and covers a surface area of 2,040 Km² and has the right over an Exclusive Economic Zone of 2 million Km². The country has a population size of around 1.3 million, of which 16.2 % are youth aged between 15 to 24 years.

The Mauritian economy is primarily export-oriented and rests on five pillars, namely sugar, tourism, textile, financial services and ICT. Due to the recent global financial and economic crises the economic growth rate has declined from 5.5% in 2008 to 3.3% in 2012.

In Mauritius, education is free from pre-primary up to tertiary level and compulsory up to the age of 16 years. The country has a literacy rate of 89.9% among the population aged 12 years and above.

The Mauritian labour force was estimated at 593,100 (368,400 males and 224,700 females) in 2012. A total of 24,000 foreign workers were also employed, mainly at operator's level in the manufacturing sector.

Unemployment has increased slightly from 7.2% in 2008 and reached 8.1% in 2012. The female unemployment rate is higher than male unemployment rate, i.e. 12.7% compared to 5.3% respectively.

The youth of working age between 16 years and 24 years represent about 40% of the total number of unemployed. The youth unemployment rate was 24.4% in 2012 compared to the overall unemployment rate (youth + adults) which stood at 8.1%.

Statistics by educational attainment reveal that the number of unemployed youth not holding a School Certificate (SC) has increased slightly by 3% during the period 2006 to 2012. The number of unemployed youth who have attained tertiary education level has increased significantly from 1,300 in 2006 to 5,000 in 2012. The statistics confirm that most graduates are finding it difficult to obtain a job during the past few years. The employment rate of TVET graduates for the 2012 cohort of trainees was 65.5% and the percentage pursuing further training was 18.2%.

According to a report prepared by the MEF, one of the main causes of youth unemployment is the lack of adequate education, training and employable skills.

Measures taken to enhance youth employment

- Training under Apprenticeship System introduced by the IVTB in the TVET sector yielded relatively high employment rate among TVET graduates. The Dual Apprenticeship System is also being extended to include Diploma and Degree programmes as from 2014

- The Second Chance Programme has been set up in 2009, to provide basic numeracy & literacy skills to youngsters aged between 16-21 years, who are not in education, employment and Training (NEET) and orient these young people to a vocational training programme.
- This Youth Employment Programme programme, was launched in year 2013 to assist the unemployed youth between the ages of 16 and 30 years, with different educational backgrounds, to obtain employment through work placement and training over a period of one year.
- The Services to Mauritius Programme launched in 2008, is targeted towards the educated youth, i.e. the young professionals who have completed the tertiary level studies. The aim of the programme is to build capacity in the public sector.
- The Training and Placement Scheme, has been introduced in 2009 with the objective to provide the unemployed with an in-company placement coupled with a work-related formal training so as to make them employable
- Government, through the NEF is facilitating circular migration of Mauritian workers to secure employment opportunities abroad for a fixed term and in specific sectors
- Placement of Lower VI students in enterprises for a period of 2 weeks during the school holidays. The objective is to complement a students' academic studies with on-the-job practical work experience and to bridge the gap between school and the world of work
- Labour Shortage Surveys are conducted in different sectors to help develop strategies and policies to reduce the mismatch between demand and supply of labour in the country.
- Job fairs are organized to facilitate contact between employers and graduates/trainees
- Diversification of economic sectors such as green and ocean economy leading to new jobs creation
- The Employment Service deals with the management of Employment Information Centres, registration, counselling, placement of jobseekers in employment, processing of work permits, collection and publication of statistics on the labour market, including employment and unemployment.
- The Training and Work Placement Scheme in the ICT/BPO sector aimed at providing work placements to unemployed youth having an SC, HSC, Diploma and/or Degree for a maximum period of 12 months
- The Work-Based Learning for University Students scheme enables employers to identify talents before graduation among Tertiary Level Students through a 'Work-Based Learning' concept.

- The Accelerator Project meant to facilitate the creation of technology-based companies for young developers who have the potential but not the necessary tools to engage in entrepreneurship
- implementation of the HSC Professional (HSC Pro) to offer to students an alternative course of study geared towards the world of work

Synthesis - Mauritania

Like in most African countries, the Mauritanian economy is heavily dominated by the informal sector. Over the past three years there has been an average annual growth rate of 5.3%. However, there is no clear idea of the extent to which the informal sector's contributes to GDP.

Once dominated by the rural sector (agriculture, livestock and fisheries), the Mauritanian economy has undergone structural changes for a number of reasons, including the expansion of mining, telecommunications activities and related factors. The secondary and tertiary sectors are the biggest.

The impact of economic growth on employment has been measured by surveys conducted by the National Office of Statistics. According to the Household Living Conditions Survey (EPVC), the overall level of unemployment was 31.2% in 2008. According to the National Survey on Employment and the Informal Sector (ENRI-SI), it was 10.1% in January 2014. However, it should be noted that these two rates of unemployment are incomparable, as they do not use from the definition of unemployment.

Various aggregated data provide an insight into employment levels using the following indicators:

1. Youth unemployment and discouragement rates:

Among young people aged 15 to 35, 32.8% are neither employed nor in the education system. This group is at risk and it is important to be aware of it and monitor the situation. Many young people are unemployed for reasons other than their education and they live in both urban and rural areas. They are mostly under 30.

- ✓ **Percentage of young people in vocational training or TVET:** less than 1% of the total population of working age;
- ✓ **Percentage of young people leaving vocational training or TVET who find a job:** 61.5%.
- ✓ **Percentage of young people finding work in the formal economy:** 28.2% (for the under-30s);
- ✓ **Percentage of young people finding work in the informal economy:** informal sector employees are mostly young (on average 20-30 years old), accounting for 57.5% of employment in the informal sector.

2. Key data on the labour market

37.3% of people in employment work in agriculture, livestock and fisheries, and 38.9% work in the commercial sector. The remainder work in various different sectors, including telecommunications and other services (13.8% in education and health, 7.2% in administration and 2.8% in mining).

The table below gives an overview of employment by sector and area.

Area/sector	% of the population employed
Rural	43,3%
Urban	56,7%
Formal	13,56%
Informal	86,44%

Employment in Mauritania is strongly affected by (i) the lack of any integrated national labour market information system, (ii) the failure of the educational and vocational training system to meet economic needs and, (iii) above all, the absence of any clear strategic vision based on a national policy in this field.

3. The technical and vocational training system

The national technical and vocational training system is organised under the responsibility of the Department for Training and includes 18 establishments with a total capacity of 5,200 doing skills training courses in 2013-2014. Six qualifications are issued, including a certificate of competence (CC) three secondary level diplomas (CAP, BT and BAC) and two higher-level diplomas (BTS and engineering).

Despite significant progress made by the technical and vocational training system in recent years, it is still small in view of the economic and social demand, training is of poor quality and there is a lack of efficiency. This situation persists because an estimated 40,000-50,000 new jobseekers, most of whom are unskilled (including 10,000 secondary school dropouts) join the number of potential applicants to the system, which in any case was small in the first place (it offered no more than 4% of secondary level places and accounted for less than 1% of the total population of working age).

4. A particularly significant employment scheme: *CAP Insertion Mauritania*

With support from the technical and financial partners, Mauritania has established a youth employment scheme entitled "*CAP Insertion*".

The objective of this programme is to significantly improve the numbers of people finding work and to facilitate access to employment for young people by creating a public job service in Mauritania.

CAP Insertion currently targets young people aged 15 to 35 on the outskirts of Nouakchott, where there is a significant concentration of poverty. There are currently three offices in Nouakchott, and the aim is to expand nationally starting around the region of Nouakchott, and then moving out into other districts.

Synthesis - Niger

Niger is a vast landlocked country in West Africa. According to the General Census of Population and Housing 2012 (RGPH, 2012), the population is approximately 17,138,707 and growing at a rate of about 3.6% per year. 49.7% of the population are male, and 50.3% are women. People mainly live in rural areas (86%). The population is very young, with three-quarters under the age of 30.

The fact that there are so many young people places strong pressure on the education, training and employment system.

Job creation and vocational training are priorities for the Government. In its National Renewal Programme pledged to create 250,000 jobs over the five years, at a rate of 50,000 jobs per year.

The country has to address the issue of how to improve young people's skills in order to get them into salaried jobs in businesses (there are 6500 very small companies, which is very few) or train them to set up their own businesses as entrepreneurs. Young people face many barriers to their entry into the world of work. This is due to:

- the mismatch between the training given and the real needs of the labour market,
- the poor quality of vocational guidance,
- the lack of information on available jobs or potential areas of job growth
- the lack of curricula,
- the scarcity of work placements in businesses or with craftsmen,
- the lack of investment in job growth sectors

According to the information collected from the National Institute of Statistics, the population of working age is 7,566,492 people, with a population of 3,416,920 people actually working.

The unemployment rate for young people aged 15 to 24 is estimated to be 2.3%. It is higher in urban areas (9.1%) than in rural areas (3.3%). 31.7% of young people aged 15 to 24 are neither in employment nor in education or training in urban areas. In rural areas the proportion is 51.3% according to the 2008 National Survey on Household Income and Expenditure. These statistics show the extent of the problems young people face.

Employment has become a major concern for all countries, as the various summits of Heads of State have noted (Ouagadougou 2004 and Malabo 2011). Niger is no exception. During these summits, the African Union put job creation, especially for young people, at the heart of poverty reduction strategies.

On the basis of these commitments, the Government has undertaken several reforms:

- **institutional** reform, through the creation of a specific department responsible for employment in accordance with Decree No. 2013-427/PM of 9 October 2013 specifying the responsibilities of Members of Government, as amended and supplemented by Decree 2013-560/PM of December 19 2013, the Ministry of Employment, Labour and Social Security has responsibility for the design, development, implementation, control, monitoring and evaluation of national employment and social security policies, in accordance with the guidelines set by the Government. In this respect, it must:

- create an environment conducive to the social dialogue and the promotion of employment and decent work, and tackle unemployment, underemployment, child labour and illegal work;
 - ensure the conditions necessary for the implementation of legislation and regulations on labour and social security, as well as the welfare of public employees, workers and independent professions.
 - From 2011 to 2013, the following were achieved:¹⁴
 - the creation of 470,226 jobs, including 65,641 in 2011; 185,506 in 2012; 206,546 in 2013, divided into permanent jobs (18.34%), temporary jobs (81.55%) and self-employment (0.11%) in the public sector and the private sector;
 - the creation, within the framework of the implementation of the Labour Market Information System, of eleven information and vocational guidance centres for young people including: two in Niamey, two in Dosso, one in Maradi, one in Tahoua, one in Tillabéry, one in Agadez, one in Arlit, one in Diffa and one in Zinder;
 - three studies including one on employment and the informal sector, another on the youth employment development strategy and the third on employment guidance, identifying promising priority occupations which should be invested in, and which attract investors, developers, operators in the informal sector, and those setting themselves up in self-employment;
 - training and guidance for 1,000 young people in growing sectors and help to obtain work placements, 108 young people in entrepreneurship and 379 young people in job search techniques;
 - strengthen the employability and operational capabilities of graduates from vocational training centres through training in entrepreneurship and job search techniques;
 - the setting up of a National Employment and Training Monitoring Centre;
- **legal** reform, through the adoption of a new employment legislation that will encourage job creation;

¹⁴ Ministry of Employment, Labour and Social Security, Report on the measures taken by the end of the three-year term of the President of the Republic (March 2014).

This has led the Government to adopt a number of policies to curb unemployment. There is a national youth policy (201) a vocational and technical education policy, and a national employment policy.

Currently several ministries are involved directly or indirectly with the issue of integration of young people, primarily the Ministry of Employment, Labour and Social Security, the Ministry of Youth and Sports, the Ministry of Culture, the Ministry of Trade and Private Sector Promotion, and the Ministry of Vocational and Technical Education.

To develop the skills necessary for socio-economic integration, several technical and financial partners are contributing, including the ILO, the UNDP, the World Bank, the AfDB, the Luxembourg Cooperation Agency, UNICEF, CONFEGES and the UNFPA.

An example of a youth employment scheme is a state-sponsored project for young people and women with a budget of 850 million per year over three years. It will start in April with the aim of creating jobs in the poorest rural and urban communities, in particular for young people and women in agriculture, livestock and labour-intensive projects.

This project is noteworthy in that it is for young people and women in the poorest districts and it helps to keep young people in their areas. The dissemination of this scheme within the ADEA group would be of benefit to other countries.

Synthesis - Senegal

1. The numbers of young people who are unemployed or discouraged from working

Senegal's population is estimated at 12.5 million (ANSD, 2013).

Young people (under the age of 20) account for 52.7% of the population (ANSD, 2013).

Between 2005 and 2011, the proportion of young people in the population grew by 8% to 4.5 million. The overall unemployment rate in Senegal is 10.2%. **The youth unemployment rate is 12.7% (ESPS, 2011).**

Analysis of the different sectors reveals those that are creating new jobs. For example, the primary sector provides more employment in Senegal, accounting for 48.5% of the workforce. The services and manufacturing sectors account for 26.3% and 12.1% of people in work respectively.

Analysis by place of residence shows a notable difference between urban and rural youth employment. The participation rate of young people in rural areas is higher than for young people in urban areas (34% in urban areas and 50% in rural areas).

The unemployment rate for college graduates is particularly high, having increased from 16% in 2005 to 31% in 2011. Among other things, this is due to the fact that higher education curricula are not adapted to market needs.

2. The numbers of young people in vocational training or TVET

Overall, the number of students doing vocational training courses is as follows: 67% at tertiary level, 32% at secondary level and 1% at primary level.

II. Factors hampering young people's entry into the world of work

Several factors make it difficult for young people find work, including the poor performance of the economy; the mismatch between skills produced and market needs, the lack of reliable information on the labour market, the lack of knowledge about bodies promoting youth employment and the private sector's low capacity for job creation.

III. Job creation measures, policies and projects

To facilitate the funding of viable projects and to promote job creation, the government has established some new instruments for financing and promoting investment. Besides these, various long-term projects are underway to tackle the issue of youth unemployment.

A. Instruments for funding youth employment schemes

1. The Investment Priority Guarantee Fund (FONGIP) is a support tool to promote the recovery of the national economy and is a dedicated guarantee fund for SMEs, youth associations

and women with viable projects. The fund seeks to create 30,000 jobs by 2017 with a budget of 50 billion CFA francs.

2. The Sovereign Strategic Investment Fund (FONSIS) is an innovative tool for investment promotion. It has public assets, which can take the form of investments in companies such as Sonatel and other stakes that the state takes in other companies. Funds are allocated to the most profitable projects that provide added value in terms of job creation for young people.

3. The National Economic Development Bank (BNDE) funds SMEs by providing relevant and sustainable solutions to the issue of funding, including for their creation, restructuring and expansion. This is vital for economic growth, the fight against unemployment and poverty reduction in Senegal.

B. A youth employment agency

The National Agency for the Promotion of Youth Employment (ANPEJ) was created on 9 January 2014 following the dismantling of four agencies that had previously been involved in promoting youth employment (FNPJ, ANEJ, ANAMA, AJEB). The ANPEJ is responsible for:

- establishing an integrated system for informing and monitoring target groups in the labour market;
- facilitating access to employment for young people and target groups;
- enhancing the employability of young people and target groups;
- establishing an effective information system on the labour market;
- facilitating access for young people and target groups to project funding;
- supporting and assisting young people in the development and implementation of projects;
- developing any activities aimed at promoting youth employment.

IV. Projects and policies

A. Support Project to Provide Jobs for Young People and Women (PAPEJF)

The Government, through the Ministry for Employment, has set the PAPEJF project up in partnership with the African Development Bank (AfDB), for a total cost of 18.8 billion CFA francs. It will create at least 15,000 sustainable and decent jobs in rural and peri-urban areas, 60% of which will be for young men and women, and 40% for older women.

Eventually, 156 farms will be established to provide jobs for young people and 17,000 young entrepreneurs will be trained to improve their managerial skills.

B. The Training Ministry has launched several schemes to improve the employability of young people in order to help them into labour market. These include:

- schemes to introduce a more vocational element in courses;
- the introduction of competency-based approach;
- a project to establish vocational colleges with courses offering work experience placements.

For its part, the Employment Ministry has conducted a review of the National Agreement between the Public Authorities and Employers, which is a tool to improve the employability of young people. A workshop to validate the findings of the review brought together all of the stakeholders (public authorities and the private sector) involved in this agreement.

The final conclusions will be presented to the Head of State and a third Agreement will then be signed. This new scheme will create 39,000 jobs.

Synthesis - South Africa

South Africa is a youthful country where almost 67% of the population is made up of young people and a third of the working age population is made up of youth. However this youth today faces enormous difficulties in penetrating the labour market, a situation much different from the one 25 years ago. There are many reasons for this status quo, but the most important explanation has to do with the nature of the South African economy and the skills that the young people have acquired when they enter the labour market.

South Africa's unemployment rate is high for both youth and adults, however, the unemployment rate among the young people aged 15-34 was 35,8% in 2012 implying that one in every three young people in the labour force did not have a job. The burden of unemployment is also concentrated amongst these young people as they account for 70, 9% of the total number of unemployed persons. It is even more concerning to note that one in 12 young people have given up looking for work, and that they account for seven out of ten discouraged work-seekers in the South African labour market.

When young people are employed in the South African labour market the intensity is the highest in the Trade, Agriculture, and Finance and other business services industries. Low and semi-skilled youth employment is concentrated in the Trade industry, while high-skilled youth employment is in the Community and Finance and other business services industries. In terms of access opportunities for TVSD in the country are not adequate and so is the information available to the young people on the labour market and about their own capabilities.

There are various schools of thoughts about the causes of youth unemployment in the country. Some attribute this problem to the crisis in education where the public schooling system is seen as being weak to provide for a good foundation in education. Some see the problem as being caused by the high cost of labour, where employers find themselves trapped in an inflexible labour relations regiment. Others view the South African economy as being part of a global structural capitalist economy which makes unemployment inevitable.

In the last twenty years of the democratic government, lots of improvements have been made to the TVSD sector, including recapitalisation of the infrastructure and renewal of curriculum. Currently, government is privileging and focusing on this sector amongst all post-school skills development institutions, and in particular the artisan development programme. However, the size of the sector is still small and needs major expansion. The programmes are biased towards the traditional trades, to the exclusion of the newer forms of occupations. Policy and planning happens at the national level, whilst responsiveness is at the local level. The TVSD sector concentrates largely on developing the skills of the formal economy, which has not been generating many jobs lately whilst the skills for the informal economy are not addressed. On the positive side is the presence of many players and funding for skills development in the country which need better coordinating.

Youth unemployment is receiving a lot of attention by government and various departments have different initiatives in this regard. Youth should benefit from the plethora of skills

development policies and funding. Recently, there is an Employment Tax Incentive Act which targets youth as beneficiaries as it incentivises employers to employ young people. Various attempts are being made to help young people to start their own businesses. Besides, the specific youth accords in place obligate the public and private sector to privilege youth in skills development, employment and general support. The greatest effort for youth employment has been the Expanded Public Works Programme. This is a government driven programme where work opportunities have been created in various sectors by public works, such as Infrastructure; Environment; Social; Community works, etc. As more educated youth subscribe to the Extended Public Works programme, the more the programme moves away from low skills based to sophisticated projects. At the higher level are the new Strategic Integrated Projects focusing on unlocking the potential of South African economy by rebuilding and expanding the existing infrastructure. These projects will need a much higher level of skills and they will privilege youth in their absorption.

Over the years, the South African economy has evolved from a primarily commodity dominated to Services. There is a manufacturing sector that has historically been supporting the mining and agriculture sectors. This manufacturing sector has since expanded, moderately so, and the notable achievements can be seen in the Automotive, Petrochemicals and Steel industries. Tourism and Financial services have also grown to be the backbone of the South African economy. Seemingly, the informal economy is linked and feeding to the formal economy. Young people participating in the informal economy have almost completed high school, are male, African and mostly originate from outside the urban areas where they ply their trade. There is very little support in the form of skills training and capital organised for the informal economy though. It is in the development of small and medium businesses that the country is beginning to awaken to, with a number of organisations and government departments looking at this avenue as a possible saviour for youth without employment.

There are a number of initiatives that can serve as lessons on youth employment, but four different ones have been identified in the report:

- Harambee is a programme that supports disadvantaged young people to gain access to employment, mainly in the private sector. Harambee has developed a model which successfully closes the gap between employers' difficulties in finding, recruiting and retaining the required entry level employees.
- Accelerated artisan development of Acelor- Mittal has developed a system that makes it possible for large companies to shorten the period for training and also allows for large companies to take on more apprenticeships
- Business venture is a school based programme, with the aim of developing an entrepreneurial mindset in both the students and the educators.
- Community Works Programme (CWP) is part of the Extended Public Works programme, but CWP has worked very well with youth and in particular young educated women. Community work areas vary from infrastructure building and repair, health, education and small enterprises.

In conclusion, there is considerable attention paid to the problem of youth skills development and employment in the country. This attention ranges from building the institutions for skills development, focusing on artisan development, and putting resources in initiatives for addressing this problem and starting to coordinate these efforts. However, the problem of youth unemployment is also structural and since the economy has become global, South African cannot change this problem alone in its economy. There is a need to support the informal economy in South Africa where there is still a possibility of jobs being created, as well as small businesses. In addition, there has to be considerable attempt to get young South Africans to complete their high schooling as this makes skills development easier to acquire; expand the skills development infrastructure to make it available to most young people; and support young people in accessing and retaining their first jobs.

Synthesis - Tanzania

ES1. Introduction

The purpose of this paper is to highlight the youth unemployment situation in Tanzania and mechanisms for integrating youth into the workforce and job creation.

According to 2012 census, the total population of Tanzania is 44.9 million. A large proportion of the population (63 %) is younger than 25 years and 19% of the population belongs to the youth category (15-24 years). 64.4% of this youth population lives in the rural area.

ES2. Basic information on the employment situation of young people

Young people form the large portion (68%) of the economically active population which constitute (89.6%) of the total population. However, the youth in the 15-24 years age group are more vulnerable to unemployment than the economically active population from the age of 25 years and above. The percentage of unemployed and discouraged youth (15 -24 years) as per national definition stands at 13.4% against the overall (11.7%). According to standard definition, the youth unemployment rate is almost double the overall unemployment as it stands at 8.8% against 4.7% overall. According to the national definition, the percentage of youth who are not in Education, Employment or Training stands at 13.4% (6.7% male, 11.2% female) of the total unemployed youth and 9.0% (12.3% male, 14.3% female) as per standard definition. Under both definitions female are more affected than the male also the situation is more critical in the urban areas. The proportional of young people who were in Vocational training in 2012 was 1.7% and 46% total enrolment were female. In 2010, 66% (44% male, 22% female) found employment after graduation. The number of young people in the modern apprenticeship is insignificant as the system declined after privatization of the Parastatal organizations in 1990s.

ES3. Basic information on the labor market (quantitative data)

The employees in the economic sector are distributed as follows: 82% are in the primary sector, 7% in secondary while 11% are in the tertiary sector. The employed youth aged 25-34 years (51.1%) are more likely than those in 15 -24 age group (46.8%) to participate in secondary activities. Across the age groups, employed females (56.6%) are more likely than their male counterparts to participate in secondary activities (*ILFS 2006*).

The youth employment ratio for rural areas is higher (77.9%) than the urban (57.3%). Dar es Salaam has the lowest employment ratio, at 39.1%, when compared with other urban areas. In terms of gender, there is no significant difference between female and male in the target group. However, the youth population is hard hit by unemployment in the urban area particularly in the capital city of Tanzania i.e. Dar-es-salaam.

The employment rate of youth in the formal is low. They comprise only 2.5 % of total employees in the formal sector. Male youth have a slightly higher proportion to total employees (1.3 %) compared to female youth who stand at 1.2%.

The distribution of employment by sector is as follows: majority of Tanzanians (81%) engage in agriculture followed by those in the informal sector (8.8%), 4.5% are in the private sector, 3.2% in house work and 2.5% in the public sector. Youth employment rate follows the same pattern as the majority of them (74.3%) are engaged in agriculture and fishery sector the next is the informal sector which employs 18% (19% female, 17%male) of the youth population. Nevertheless, there is insignificant difference in participation of youth in the informal sector between female and male.

ES4. Difficulties experienced by young people in gaining access to employment

Difficulties experienced by young people in gaining access to employment are attributed to poor macroeconomic performance to generate adequate employment opportunities to absorb to the net increase to the labour force. Estimates show that there are 800,000 new entrants into the labour force every year, out of those only 40,000 are employed in the formal sector leaving a total of 760,000 to join the self-employment and unemployed or underemployed reserve; Inadequate investment in sectors that generate employment for example, the agricultural sector is still underdevelopment; lack of work experience. The private sector which creates more jobs than public sector is interested in employing experienced employees leaving inexperienced youth; and lack of access to business networks makes it more difficult for them to become successful entrepreneurs. Other contributors to higher youth unemployment are mismatch between the demand and supply of skills possessed by young workers; low capacity of vocational training centres to adapt to ever- changing technology. In 2010, 15.8% of the VET graduates were unemployed due to skills mismatch; lack adequate information about job opportunities and know how to navigate the labour market to identify and pursue available jobs.

ES5. Measures taken to improve the processes of school-to-work transition for young people

In addressing the problem of youth unemployment, the government of the Tanzania has taken a number of measures which include: Formulating policies on and incorporating employment issues in the National Development Strategy known as National Strategy for Growth and Reduction of Poverty (NSGRP) which are implemented through a National Employment Creation Programme (NECP); Refocusing education and training to prepare youth to face real life in the world of work by mainstreaming entrepreneurship skills in the curriculum in all education levels so as to empower youth and facilitate their entry into business, and the gradual transformation of the informal economy to formal sector activities in order to create more and decent jobs for the youth, vocationalising the primary school curriculum as an attempt to orient the children on career choices, mainstreaming life skills in vocational education and training programmes, with a purpose of improving personal skills of youth and enable them master environment surrounding them; Adopting a demand driven TVET system in order to meet the skills need of the labour market both the formal and informal sectors of the economy through close collaboration with labour market and implement it using a Competence Based Education and Training Approach.

Other measure taken by the government include introduction of a ten (10) level TVET qualification to provide progression pathways for TVET graduates and facilitate their career development. The government formed a Tanzania Employment Services Agency (TaESA) to improve the quality of employment services which was provided by the department of employment in the Ministry of Labour which include among others the collection, analysis and dissemination of Labour Market Information (LMI) stakeholders and the general public. At institutional level, almost all education and training institutions prepare training programmes basing on the labour market information. The government has also formulated investment related laws and policies to promote the private sector and foreign investments. It has also established a Youth Revolving Fund to support youth income generating activities in organized economic production brigades and small entrepreneurs.

Furthermore, the government has put in place various strategic frameworks to improve agriculture sector and make it attractive and provide decent jobs to young people. Amongst them include the Agricultural Sector Development Strategy (ASDS) and Agricultural Sector Development Programme (ASDP).

ES6. Planned or implemented measures concerning Technical Vocation Skills Development (TVSD)

Among the reforms in Technical Vocational Skills Development (TVSD) is the formation of a Vocational Educational and Training Authority (VETA) as an autonomous government agency to oversee vocational education and training in the country to allow effective participation of stakeholders in governing the system and introduction of a pay roll levy to employers with four (4) or more employees to finance vocational education and training.

The training systems adopted for young people in the trades and jobs required by strategic or growth sectors include Institutional Based Vocational Training (Long and short courses also tailor-made courses); formal and informal apprenticeship training; Integrated Training for Entrepreneurship Promotion (INTEP) focusing on the informal Sector; and Skills Enhancement programme (SEP) for updating and upgrading the skills of workers in line with job requirements.

The government through VETA is working on a programme to upgrade informal apprenticeship which among others seeks to improve their technical and pedagogical skills of master craft person to enable them to facilitate the informal apprenticeship training effectively. There are also non- government organisations which develop mentorship programmes for youth in business development ventures.

There are partnerships that exist between education and training institutions and economic agents in skills development required by the labour market, for example, VETA and Mining Companies have partnership agreement in facilitating apprenticeship training and some Gas companies in improving the quality of VET to match with international standard in two (2) VETA centres. The focus is on enhancing the employability of youth through vocational training in oil and gas companies and the allied. Economic agents are involved from financing, designing, implementing, validation and accreditation of training programmes.

The paradigm shift needed in the country is to strengthen linkages with employers in the provision of TVET as the capacity of TVET institutions to acquire modern and adapt to ever-changing technology is limited.

Among the strategic sectors in creating jobs for the young people include the agricultural sector and other labour intensive sectors such tourism and hospitality. The emerging hydrocarbon sector is another strategic sector. Resources are mobilized through encouraging local private and international investors to invest in vocational education and training in these areas. Self-employment is another potential area to contribute to employment to youth. It is facilitated through entrepreneurship training, micro-finance schemes, Business Development Services (BDS), expanded market access, appropriate safety nets, and organization building. There are also government organs and non-government organisations that work with youth clusters and incubators. Among them include Small Industries Development Organisation, Commission of Science and Technology and Vocational Education and Training Authority through the Dar Teknohama Business Incubator (DTBi) which is an autonomous entity.

With regard to promoting a highly labour-intensive construction projects concerned with jobs for young people, the National House Corporation (NHC) is working with VETA to train young people in construction of low cost housing so that they can participate in NHC construction at the same establish their own businesses.

One of the experiences in Tanzania that is worth sharing with other countries is the upgrading Informal Apprenticeship through Recognition of Prior Learning. Tanzania has significant number of youth who acquire skills through the informal apprenticeship training. The current efforts to upgrade informal apprenticeship and reintroduce formal apprenticeship after earlier programmes collapsed are in bid to boost employment and employability of youth and expand economic growth inclusiveness.

ES7. Conclusion

Increasing opportunities for youth to gain employment in meaningful positions that provide a liveable income, would reduce the number of young people engaging in dangerous and immoral practices in order to earn a living. It expected that by pooling together of experiences from various countries will enable the country to adopt effective ways of addressing youth unemployment in terms of skills development and job creation so that the youth are fully integrated in the labour force and contribute to economic

Synthesis - Togo

Introduction

The phenomena of unemployment and underemployment have grown considerably with the long socio-political crisis that has affected the national economy. In recent years the labour market has been characterised by (i) strong growth in demand resulting from population growth (2.8%), (ii) a decrease in the rural population due to the migration of people out of rural areas, and (iii), ill-adapted preparation for employment, with a virtually stagnant modern sector and an informal sector that take in a large proportion of the workforce, especially the young.

According to the Strategy for Accelerated Growth and Employment Promotion (SCAPE), 57.3% of the population across the country live in poverty. The rate is higher in rural areas (73.4%) than in urban areas (44.7%). Given this situation, the need to develop and implement sustainable solutions has become urgent, as noted by the Summits of African Union Heads of State and Government in Ouagadougou in 2004 and Malabo in 2011, which placed job creation, especially for young people, at the heart of poverty reduction strategies.

This summary is divided into three parts, namely: (i) the Government's efforts, (ii) the constraints the Government faces, (iii) future prospects.

I. The Government's efforts

Government efforts to create jobs, particularly for young people, can be divided into two categories: (i) the legal, institutional and organisational level, (ii) and the level of projects and programmes.

❖ The legal, institutional and organisational level:

Legal provisions include the adoption of employment legislation, the law establishing and regulating a national volunteer system in Togo, the ratification of Convention No. 122 of the International Labour Organisation (ILO) on employment policy, the establishment of a framework for partnership between the public and private sectors through the signing of a charter for public-private partnership.

Institutional developments include the creation of the Directorate General for Employment (DGE), the Directorate of Youth Employment (DEJ), the National Agency for Employment (ANPE), the Youth Initiative Support Fund (FAIEJ) and the creation of an Employment and Training Observatory (OEF).

At the **organisational level**, the government has adopted a national employment policy and national strategic plan for youth employment. It has also set up the National Apprenticeship, Training and Vocational Development Fund (FNAFPP), strengthened the capacity of the National SME Promotion and Funding Agency (ANPGF) and launched the National Fund for Inclusive Finance (FNFI).

❖ **Implementation of programmes and projects**

With support from technical and financial partners, the Government has developed and implemented a number of programmes and projects to improve the employability of young people to help them find jobs, including:

- the Programme to Promote Volunteering (PROVONAT) has provided placements for 4,280 youngsters, of whom 706 (16.5%) have been taken on permanently;
- the Programme to support Integration and the Development of Employment (AIDE) has provided placements for 1,672 youth with 351 taken on permanently;
- The Community Development Programme (PDC), in which the labour-intensive projects (HIMO) strand launched in 2010 has led to the creation of nearly 8,864 temporary jobs in 2011;
- the integration of traditional training and new apprenticeships into a dual system under the authority of the State;
- a project to modernise vocational training in partnership with the private sector (PMFP-PSP), which has led to the creation of a training centre for the crafts industry;
- mapping of the job opportunities for women and young people in prefectures and sub-prefectures in Togo enabling young entrepreneurs to identify potential growth industries in the country;
- the design and development of a plan for TVSD.

II. The constraints

Despite these achievements, there are still several problems preventing progress, including: (i) the colonial heritage of office automation, which constrains the culture of entrepreneurship, private initiative and self-help (ii) the mismatch between skills and jobs, hence the unsuitable profiles of graduates with regard to the needs of the labour market, (iii) discrimination in the provision of training to the detriment of rural areas (iv) poor knowledge of the labour market and a lack of reliable statistics on employment, (v) inadequate preparation of job applicants, which prevents them from being taken on, (vi) the unsuitability of schemes for funding entrepreneurship and an underdeveloped private sector.

III. Future prospects

To embed progress and remove obstacles, several measures have been planned with the support of technical and financial partners. These include: the implementation of a capacity building programme for the socio-economic integration of the most vulnerable sections of society and the creation of micro and small enterprises in Togo's rural areas (TREE); an enlarged placement programme to adapt youngsters to working life (SAVP); the renovation of vocational training

centres; the design and delivery of a support programme to retrain motorcycle taxi drivers (PARETAM); the design and delivery of a vocational training project to help people into work; the implementation of a programme to support the development of women's entrepreneurship (PADEF); and the continued implementation of the PROVONAT, AIDE and PERREM programmes.

Conclusion

Unemployment is a global issue and a national challenge. It is therefore necessary to pool the efforts of all stakeholders in order to improve the opportunities for job creation, especially for young people.

Synthesis - Tunisia

Tunisia is located in northern Africa on the southern shores of the Mediterranean. The population in 2011 was approximately 10.6 million. The country has been in the process of economic reform and liberalisation since 1986 and has been opened up to global competition further to the entry into force of the free trade agreement signed with the European Union in 1995.

The Tunisian economy has been growing at a rate of about 5% over the last decade, with GDP growth topping 6.3% in 2007. The rate fell from 4.5% in 2008 to 3% in 2010, but recovered slightly in 2012, to 3.6%. It is expected to be 2.8% in 2014.

The economy has been affected by the slowdown of the global economy over the last five years and by the country's poor social and political governance, which led to the popular revolution of 14 January 2011.

The employment situation, which for a number of years has discriminated against women and young people, has got worse. This is particularly the case for higher education graduates. Unemployment reached the very high rate of 18.9% in 2011, compared to lower rates 12.4% and 13.3% in 2006 and 2009 respectively.

Young people aged between 15 and 29 are more likely to be unemployed. They accounted for 72.2% of the unemployed in 2012. The unemployment rate for this category has continued to increase, from 25% in 2007 to 38.2% in 2011.

There are also regional disparities. The regions in the south and the west of the country have the highest unemployment rates, ranging between 20.7% and 25.7%. The north-eastern and east-central regions have a rate of 11.4%.

The imbalance between the overall demand for jobs and the ability of the economy to generate new jobs has been increasing over the years. This has led to an increase in the number of unemployed people.

In addition, the proportion of unemployed people who have been through secondary and higher education has increased from nearly 28% in 1994 to 73% in 2011. This illustrates the fact that education systems are failing produce skills tailored to labour market needs.

The situation among graduates is particularly critical, given that the unemployment rate for this category has increased 19-fold between 1994 and 2011 from 1.6 to 30.9% for the same period.

In addition to the limited supply in terms of the total number of jobs created, only 30,000 jobs are available for college graduates each year, while the number of graduates totals 70,000. A further 34,000 vocational training students graduate from college each year.

Universities continue to provide training based on their own capacity, without adapting (continuing vocational) training courses to market needs. This situation is due to the fact that

the university system has developed independently, without any links to economic policies or interaction with professionals.

Over the last ten years, Tunisia has had relatively high growth rates but this has not reduced unemployment. Long-term economic growth has failed to generate enough jobs, and many of those that have been created are low skilled. Coupled with this, more and more increasingly-educated young people have been coming onto the labour market, which has led to a rise in unemployment, particularly among graduates. Over the last six years, the economy has created an average of 61,000 net jobs each year, while there are nearly 81,000 new jobseekers each year. The number of unemployed higher education graduates reached 174,000 people in 2012 and the unemployment rate rose significantly from 18.7% in 2007 to 33.2% in 2012.

The large informal employment sector, the high numbers of independent and household jobs and emigration opportunities offer young people a way out of the unemployment trap. There were estimated to be about 961,000 employees in the informal sector in 2010, representing 37% of total private sector employment (2,575,000) and 29% of the total labour force (3,277,000). Nearly 75% of young people wanted to emigrate in 2005, compared to 45% in 2000 and 22% in 1996.

Tunisia has devised and implemented an active employment policy aimed at regulating the mismatch between supply and demand in the labour market. This entails a wide range of employment schemes for helping young people into the world of work. These schemes have been reformed on various occasions to adapt them to the economic context and changes in the labour market.

However, these public employment policies and schemes have failed to limit the effects of unemployment. The number of new participants in employment schemes increased on average by 23.5% between 2007 and 2012, from 40,000 to 115,000 signed contracts, but the proportion of young people finding employment after the end of their scheme remains low. For example, 45% of participants in the SIVP scheme (providing introductory work experience placements) were taken on after the first year of work experience, and only 58% were taken on after their placement was extended a further two times. In addition, schemes for university graduates are less affordable and less used in disadvantaged and underdeveloped regions due to the limited number of private companies that can take on young trainees.

There have been reforms of the vocational training system, to move away from the supply-based technical education system towards a demand-led system based on technical and vocational skills that is responsive to labour market needs and involves professionals in the development of higher education courses. New degrees reflect closer links between universities and the world of work, with the three sectors (education, vocational training and higher education) being encouraged to pursue common strategies concerning governance, quality and guidance. This marks a paradigm shift in the development of education systems characterised by a systemic relationship with the world of work and a greater effort to promote employability.

However, this system and the new paradigm is not in itself sufficient to solve the problem of youth employment, which is still dependent upon:

- the education system, the quality of teaching, the failure of curricula to reflect educational realities and the difficulty of ensuring complementarity between the three subsystems, which will take a generation to achieve (there are no pathways between technical secondary education and vocational training or between vocational training and higher education, and higher education is producing too many graduates in relation to the needs of the labour market);
- the productive system, which has failed to develop in spite of incentives and the successive rounds of adjustments and reforms, which means it only has sectors with low added value and low levels of technology, mainly in subcontracting;
- economic policies, which have not done enough to exploit the potential of the national economy and which have focused on the constant level of external demand for raw materials and semi-finished products and failed to promote the gradual integration of technology and upscaling of export products.

Efforts have been made to develop technical and vocational skills, improve enrolment rates and young people's access to higher education and set up youth training and employment schemes in order to adapt them to different contexts and crises. But despite these, youth unemployment in Tunisia continues to be a cause for concern and economic, social and educational policies need to be reformed to ensure the issue of youth employment becomes a key priority.

Synthesis - Zambia

Zambia is a country covering an area of 752,612 square kilometers (*about 2.5 percent of Africa*) located in the Southern African region. It shares borders with eight (8) countries namely: the Democratic Republic of Congo (DRC), Tanzania; Malawi, Mozambique; Zimbabwe, Botswana, Namibia and Angola. Its origins are traced to the late nineteenth century, when the British South Africa Company administered various parts of what was to become Northern Rhodesia. In 1924, the British Colonial Office assumed responsibility for administering the territory. It got political independence from the British Government on October 24th 1964. Its population has grown from just under 4 million at independence to about 14 million in 2012. Age group 15 years and below accounted for 45.4% of the total population in 2010. The Preliminary results for the 2012 Labour Force Survey¹⁵ established an estimated total population of Zambia 14,365,719; out of this, age group 34 years and below accounted for about 81%. The youth population, that is age group 15 to 34 years, accounted for 86% of a Labour force population estimated at 5,845,250; while age group 15 to 24 years only, accounted for **52%** of the total labour force population; about 98% of this population group were not in tertiary education. Based on average annual TEVET enrolment of 32,527 for the period 2008 to 2011, only about 0.6% of the total labour force population were enrolled in TEVET annually¹⁶.

Out of a total estimated population of 1,737,023, for age group 15 to 24 years in 2012, unemployment rates were 13.9% for age group 15 to 19 years and 16.3% for age group 20 to 24 years¹⁷, giving an average of 15.2% for the age range. However, the majority of those employed were in informal employment, whose job quality standards were usually low relative to International Labour Organisation's (ILO) standards for decent work. From available data, the proportion of age group 15 to 24 years not in tertiary education in 2009 was about 98%. The factors which reportedly prevented employers from employing Zambian youths included the following:

- a) Lack of relevant skills and qualifications;
- b) Lack of work experience and the relevance of previous jobs held.
- c) Poor attitudes and behaviors of youths – *especially in construction*;
- d) Cost of in- house training (*ie. high cost*);
- e) Absence of a functional labour market information system;
- f) Access to domestic credit – (*ie. was rather difficult and prevented enterprise expansion which would have in turn opened up employment opportunities for youths;*)

¹⁵ **Preliminary Results 2012 Labour Force Survey** (May 2013) Central Statistical Office, Zambia (pp.4)

¹⁶ **2011 TEVETA Annual Report** (2012), Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA), Zambia (**NB.** *TEVET is a statutory regulator under the Ministry of Education, Science, Vocational Training and Early Education*) (pp.14)

¹⁷ Preliminary Results of the 2012 Labour Force Survey, Central Statistical Office, Zambia (pp. 15)

g) Operational costs – rather high for inputs such as energy resulting in stifled enterprise expansion;

h) Lack of fiscal incentives to support youth employment creation.

With regard to employment distribution, in 2012, Agriculture, forestry and fisheries industries accounted for 56% of persons employed; this was followed by trading at 12.2%, household/domestic workers at 6.8% and manufacturing at 4.1%.

The Technical Education, Vocational and Entrepreneurship Training (TEVET) policy, has been the main instrument for facilitating the school-to-work transition for youths. It has an embedded two career pathway system; namely:

- a) Salaried Worker career pathway;
- b) Entrepreneur/Employer career pathway;

Since inception, the policy has opened the possibilities of flexible entry and exit from TEVET system through introduction and promotion of multiple learning pathways or training systems as well as entrepreneurship training as a means to facilitating and encouraging self-employment. The following initiatives though still at formative stage are building on the broad TEVET Policy to enhance systems for promoting the school-to-work transitions for youths:

- a) Industrialization and Job creation Strategy (***NB.** With a target to create at least 1,000,000 jobs by 2016;*)
- b) Introduction of the vocational training system in the secondary school system whose inception year is 2014;
- c) The Youth Development Fund under the Ministry of Youth and Sport – in which TEVET intervention is one critical input;
- d) My Job + 1 Business Challenge programme launched in 2014; (***NB.** An Entrepreneurship skills competition programme)*

Absence policy implementation harmonization among various stakeholders both public and private has resulted in a deficient entrepreneurship development ecosystem, which is critical for youth employment creation by both youths as well as adults. Key elements of an entrepreneurship development ecosystem includes: economic clusters and business incubation services. Unity of effort has potential to make a difference in ensuring that TEVET delivers on its potential to lead and drive inclusive economic growth and job creation. The newly promulgated policy on Industrialization and Job creation, which among other targets seeks to create at least 1,000,000 jobs by 2016, presents a potential advocacy platform for cultivating and maintains a coherent ecosystem for supporting a youth entrepreneurship and innovation driven job creation programme for Zambia.

The design of the TEVET Policy has had a thread of youth employment promotion running through on account of mainstreaming entrepreneurship in all TEVET curricula. All policy makers and stakeholders should strive to create and sustain a supportive environment.

Going forward, the country will strive to continue to expand the TEVET system to increase access by youths, while at the same time ensuring quality, cost and operational efficiency.

Synthesis - Zimbabwe

According to the Zimbabwe 2012 population census, Zimbabwe has a young population. Of the total population of 13 061 239, 77% consist of children and youth below 35 years of age. Youth aged 15-34 years number 4 702 046 which constitutes 36% of the national population and those aged between 15 -24 years are 20%. The youth aged 15-34 years constitute 56% of the economically active population.

Unemployment is one of the major challenges confronting the young people in Zimbabwe today. Available data indicates that despite being in the majority, the young people are the hardest hit by unemployment. The 2012 Population Census data shows that the youth aged 15-34 years constitute 84% of the unemployed population and those aged 15-24 years constitute 55%. The statistics also indicate that the highest concentration of 31% of the unemployed is between the ages of 20 and 24 years. There is also a gendered dimension to youth unemployment. There are higher levels of unemployment among female youths despite there being more females than males in the population.

The Zimbabwe 2011 Labour Force and Child Labour Survey (LFCLS) indicate that while the overall unemployment rate for youth aged 14-34 years is 15%, the majority, (87%) of the employed youth aged 15-34 years are considered to be in informal employment; 9% in formal employment and 4% in unclassifiable employment.

Despite the expansion of the education and training system at all levels after independence in the public and private sector and NGO sectors, one of the major challenges experienced by young people in gaining access to employment is lack of skills. The 2011 (LFCLS) showed that 91% of the population employed in the informal sector had no skills. The current Technical, Vocational, Education Training (TVET) system is inadequate to meet the skills training and employment needs of the young people. The number of young people currently enrolled in TVET institutions and in apprenticeships is a negligible proportion of the out-of school youth who require skills for employment and industry growth. Other constraining factors include the mismatch between the skills being developed by the training system and what is needed in the labour market, the mismatch between the technology used in institutions of learning and industry and the general economic decline that has affected the labour absorption capacity of industry.

A number of policies and programmes have been developed and implemented by Government in order to address the economic empowerment needs of Zimbabwean youth through skills development and employment creation as well as sustain and build economic growth in the country. These include among others; the drafting of the National Skills Development Policy (still in progress), the review of the National 6 Youth Policy, review of the Vocational Training programme to focus on Training for Enterprise, and the Indigenisation and Economic Empowerment programme.

Other policy measures and programmes that have been developed by Government to promote job creation especially for the youth include among others; the development of the Zimbabwe Youth Employment Network (ZIYEN), the formulation of the National Employment Policy

Framework (ZNEPF), establishment of the Youth Development Fund, establishment of Youth Economic Zones, the Indigenisation and Economic Empowerment programme and the formulation of the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM-ASSET).

As the Government consolidates implementation of the National Employment Policy Framework, and the finalisation of the National Skills Development Policy, in line with the Zimbabwe Youth Employment Network (ZIYEN) and the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM-ASSET), Zimbabwe will benefit immensely from cooperation and pooling of resources, experiences and sharing best practices with other countries. The nation therefore looks forward to establishing as well as strengthening existing partnerships, with other countries in the area of *Skills Development for Youth Employment, Entrepreneurship and Industry Growth*.