

ADEA ICQN/TVSD Conference on
“Providing Africa’s Youth with Skills and
Training for Jobs—21-23 July 2014
Abidjan, Côte D’Ivoire

Summary Conclusions on the ICQN/TVSD Country Reports

**Providing Africa’s Youth with Skills and Training
for Jobs: a meta review of the conclusions**



Outline and key messages

1. Background and objectives of the analytical work
2. Youth Employment: a multivariate and multifactorial equation of exclusion
 - Basic Facts on unemployment
 - The Current African Economic Model: a blind avenue for job creation
 - Training and Education: addressing the gaps through TVSD
3. What Role for the ICQN TVSD: inter-country Cooperation and Development plan



Background and Objectives of the analytical work (1)

- 28 country reports submitted: **South Africa, Angola, Benin, Burkina Faso, Burundi, Congo, Côte d'Ivoire, DRC, Cameroon, Cape Verde, Egypt, Ethiopia, Ghana, Guinea, Kenya, Liberia, Mali, Mauritania, Mauritius, Morocco, Niger, Rwanda, Senegal, Tanzania, Togo, Tunisia, Zambia, and Zimbabwe.**
- Work carried out thanks to funding from: The French Agency for Development (AFD), the African Development Bank (AfDB), the International Development Research Center (IDRC), the German Cooperation (GIZ), SDC (Switzerland), Luxemburg's development agency (LuxDev), NORRAG and the International Organization of La Francophonie (OIF); Belgian International Cooperation Agency.



Background and Objectives of the analytical work (2)

- This type of work is unique as this is the **first time such a comprehensive work** is undertaken to:
 - (i) understand the **factors that explain youth exclusion** from the labor market and;
 - (ii) **assess the policies and programs** put in place by African countries to address youth unemployment.



Background and Objectives of the analytical work (3)

Outline and Contents of report:

1. Basic data on youth employment;
2. Basic data about the labor Market/world of work ;
3. TVSD Policies and programs planned or underway;
4. Strategies and programs planned or underway aimed at promoting job creation ;
5. Significant youth training and employment schemes.

Quality Control carried out by ICQN/TVSD experts team (Richard Walther, Ayele Adubra and George Afeti) and the Network for international policies and cooperation in education and training (NORRAG) (Michel Carton) at a seminar on March 31 and April 1, 2014 in Abidjan.

The 28 Reports and the Summary conclusions are on ADEA's Website:
www.adeanet.org



Basic Facts on Youth Exclusion: the hard path to jobs for young people (1)

- Nearly 300 million people in sub-Saharan Africa are aged between 10 and 24, and that number is expected to climb to about 561 million by the middle of this century
- Young people (15-35) account for a disproportionately high percentage (at least 60%) of the total number of unemployed, and there is a high rate of underemployment.
- For a third of young people, the so-called NEETs (“Not in Education, Employment or Training”), this exclusion is generally of an economic, social and professional nature.
- On average 72% of the youth population in Africa live with less than USD 2 per day. The incidence of poverty among young people in Nigeria, Ethiopia, Uganda, Zambia and Burundi is over 80% (World Bank, 2009).
- The highest rates of poverty can be observed **among young women and young people living in rural areas**



Basic Facts on Youth Exclusion: the hard path to jobs for young people (2)

- In most countries, a high proportion of young people (up to 50% in some countries) have either not been to school or are under-educated and thus have a very low chance of doing anything other than a subsistence activity.
- For the vast majority of young people, this exclusion means an almost total lack of access to vocational training.
- TVET plays a minor and even insignificant role to the extent that some of the countries surveyed believe that only a tiny minority of young people (sometimes as few as 5% of any given cohort) have the training required to enter the world of work.
- Lastly, those who have achieved a decent level of education and/or training often have to wait several years before they find a job corresponding to their level of knowledge and skills



One major Conclusion:

- Need for a social contract between public national authorities (governments, political parties, etc.), private stakeholders (civil society, associations, trade unions, NGOs, etc.) and the young people for whom they are responsible.
- QUESTION: what happened to the “African Youth Decade 2009-2018 Plan of Action” launched by the AU??

A Radical and Interesting Solution to the youth unemployment plight





The employment equation

- The variables:
 - Choice of an Economic Model
 - Political will, culture and transformative leadership
 - The relevance and quality of training and education systems

- The factors (mostly contextual):
 - World, sub-regional and regional economic contexts (Competitiveness and crises beyond Africa's control)
 - Political strife (conflicts)
 - Demographics (youth bulge: a hindrance or an opportunity)



The economic causes of the generational divide: a short-sighted perception of development processes (1)

- Characteristics of African Economies
 - **High growth without jobs.** The number of young people entering the labour market is three, four or in some cases 10 times higher than the number of jobs available because:
 - the overwhelming development model in Africa produces growth that depends almost exclusively on the ever-greater presence of global/multinational companies that work in extractive industries without any value addition: characteristic of Rentier states (Yates, 1996)
 - **the “third industrial revolution” has been ignored**; meaning that other types of production unit (particularly in the informal economy) will play in the future as a source of innovation and new types of jobs and activities. **This sector exists in all countries of the continent.**



The economic causes of the generational divide: a short-sighted perception of development processes (2)

- Characteristics of African Economies
 - **the “third industrial revolution” has been ignored;** meaning that other types of production unit (particularly in **the informal economy**) will play in the future as a source of innovation and new types of jobs and activities. **This sector exists in all countries of the continent and contributes significantly to the GDP.**
 - The data also shows that at least three out of four jobs are created by the self-employed and micro/small business entrepreneurs, who are the principal drivers of the local, national, and sub-regional economy- But little is invested in them by government and
 - Key economic sectors with potential reservoirs of jobs such as Agriculture and manufacturing have been neglected: substitution industries are few and underdeveloped



The economic causes of the generational divide: Solutions and good news (3)

- Africa must therefore rise to the challenge by setting up investment programs that create added value and stimulate the informal economy at the heart of socio-economic development strategies and policies.
- Governments are making efforts to **upgrade the skills of micro/small business entrepreneurs in both urban and agricultural/rural areas** but these have to be coordinated with **the tax and productive investment policies that only a few countries have started to develop.**
- African Governments are also formulating **visions for emergence** in the coming decades. But what specific role is assigned to education and training



Training and Education: addressing the gaps through TVSD (1)

The institutional and cultural causes of the generational divide

- An **under-valued and poorly-funded** skills development system
 - **The African Paradox:** ways of acquiring skills that lead directly to the world of work **are held in low esteem.**
 - **Contradiction:** universal **lack of public and private investment** in youth training, despite the existence of national strategies aimed at developing vocational training.
 - Formal training systems (TVET) **cater for only a very small minority:** between 1% and 6% of the young people in secondary education. They have **obsolete contents and facilities.**



Training and Education: addressing the gaps through TVSD: the institutional and cultural causes of the generational divide (2)



- the **disconnect between training institutions and the world of work**
- lack of any real **apprenticeship schemes or training courses combining training and work experience**
- **poor state of information systems and knowledge management** on the labour market

The transition from TVET to TVSD: a prerequisite for effective training and job creation policies (1)



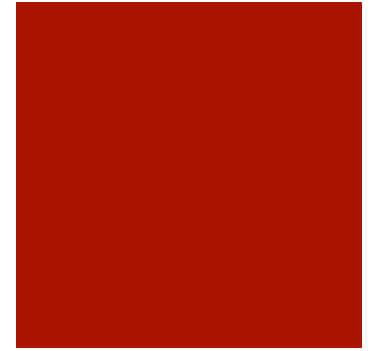
Two key paradigm shifts are needed:

1. From TVET to TVSD (structural and strategic)
2. From residential to workplace training

What is TVSD? a system that recognizes the value of all forms of technical and vocational skills acquired in **different settings** (informal , non-formal and formal).

IMPLICATIONS: A partnership-based system of governance is a prerequisite for the development of TVSD: involve business and professional stakeholders at all stages of design, implementation and evaluation.

The transition from TVET to TVSD: a prerequisite for effective training and job creation policies (2)



Good news: Transition from TVET to TVSD is being made in national training systems (in formal and non-formal training settings) and in micro and small enterprises.

The country Reports contain many good practices of transition towards TVSD

The transition from TVET to TVSD: a prerequisite for effective training and job creation policies (2)



Main Conclusion:

Investment in **training in the workplace** has a leverage effect in that it offers a powerful means for **increasing the skills levels of a very large number of young people**. It is thus necessary to allocate human and financial resources differently by giving joint priority to efforts to support those concerned with skills development, without which young Africans will have little chance of learning a trade that will enable them to make a living and prosper both economically and socially.

The creation of an education/training continuum is urgent and long overdue: a growing trend (1)



- The development of effective pathways between education and training systems, and from basic education into updated traditional apprenticeship **helps to reduce the periods of exclusion which have such a negative human, social and economic impact on young people.**
- It also offers a unique opportunity to **ensure there are no obstacles along the path from education and training into work** directing those with basic education into “traditional” apprenticeships with a stronger skills and training dimension (Benin, Egypt, Ghana, Kenya, Liberia and Tanzania);

The creation of an education/training continuum is urgent and long overdue: a growing trend (2)



- creating local training and learning schemes as close as possible to where young school leavers live, particularly in rural areas (Benin, Cameroon, Zimbabwe and Burundi);
- the gradual integration of traditional “apprenticeship” into vocational training systems by validating the prior experience of apprentices and upgrading the skills of master craftsmen (Senegal);

Towards TVSD focused on adaptation and anticipation as opposed to remedial training



Findings:

- **While remedial schemes are necessary**, given the fact that thousands and sometimes millions of young people are trying to find work, **they are also expensive, inefficient and often only get young people into jobs that do not last.**
- The **unit cost for getting a youngster into work can be as much as € 15 000**, which is equivalent to the cost of three years of education in most developed countries.
- Compared with estimates for the annual unit costs of apprenticeships in Africa, **such expenditure is equivalent to taking on 10 apprentices for a training period of three years**

What Role for the ICQN TVSD: inter-country Cooperation and Development plan (1)



- Initially created to: **“foster cross-country sharing of experience concerning their vocational training systems and streams”** and to “initiate effective cooperation between countries, at the sub-regional and continental levels, to enable the working population, particularly the young, to acquire the knowledge, skills and qualifications that they need as efficiently as possible.”

What Role for the ICQN TVSD: inter-country Cooperation and Development plan (2)



Key Questions:

1. How should ICQN/TVSD move from conferences and seminars to effective inter-country cooperation?
2. Does ICQN/TVSD have stronger institutional foundations to become the reference point for the development of technical and vocational skills across the African continent?

The need to design and implement inter-country schemes facilitating young people's access to employment (1)



- agree on instruments and incentives to encourage the private sector and socio-professional organisations to take on young people;
- identify and implement collaborative strategies and schemes that have a real impact on young people's access to the world of work;
- jointly develop an environment conducive to self-employment, entrepreneurship and entrepreneurial culture;

The need to design and implement inter-country schemes facilitating young people's access to employment (2)



- develop, within the ICQN/TVSD, a framework for the systemic analysis of vocational and technical training development which covers a broader range of skills;
- foster, within the ICQN/TVSD, the institutional and financial conditions for the production of studies and research on the development of TVSD, and create a bank of knowledge in this area;
- sign inter-country agreements to enable young jobseekers to enrol on courses in recognized, high-quality institutions outside their country of origin

THE END

