

Enhancing Youth Employability: The Role of Education and Skills Development

WEST AFRICA REGIONAL CONFERENCE ON YOUTH EMPLOYMENT

10 November 2012

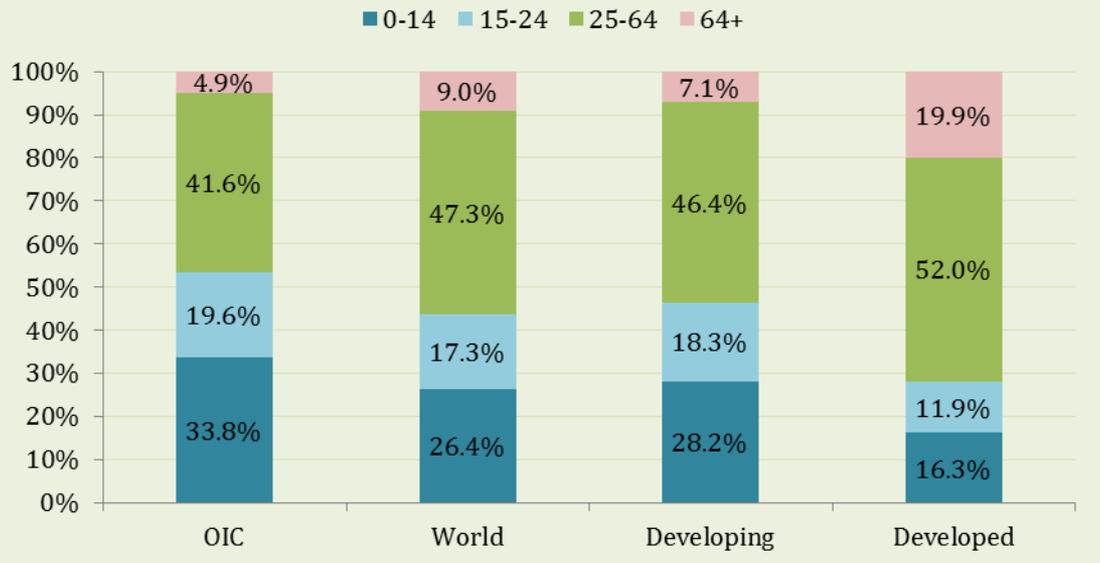
Dakar, Senegal

Outline



- **Background:** Youth and Unemployment in the OIC Member Countries
- **Challenges:** Education and Employment
- **Responses:** Vocational Education and Training
 - **SESRIC Responses:** OIC-VET, SDYE, OIC-ISIP
 - **Turkish Experience:** Skills 10 Project
- **Final Remarks**

Youth as a Strength in OIC Countries



The share of young population accounted for

53.5

PER CENT

of the OIC total population in 2010

1,586

MILLION PEOPLE

Population of the OIC Countries in 2011

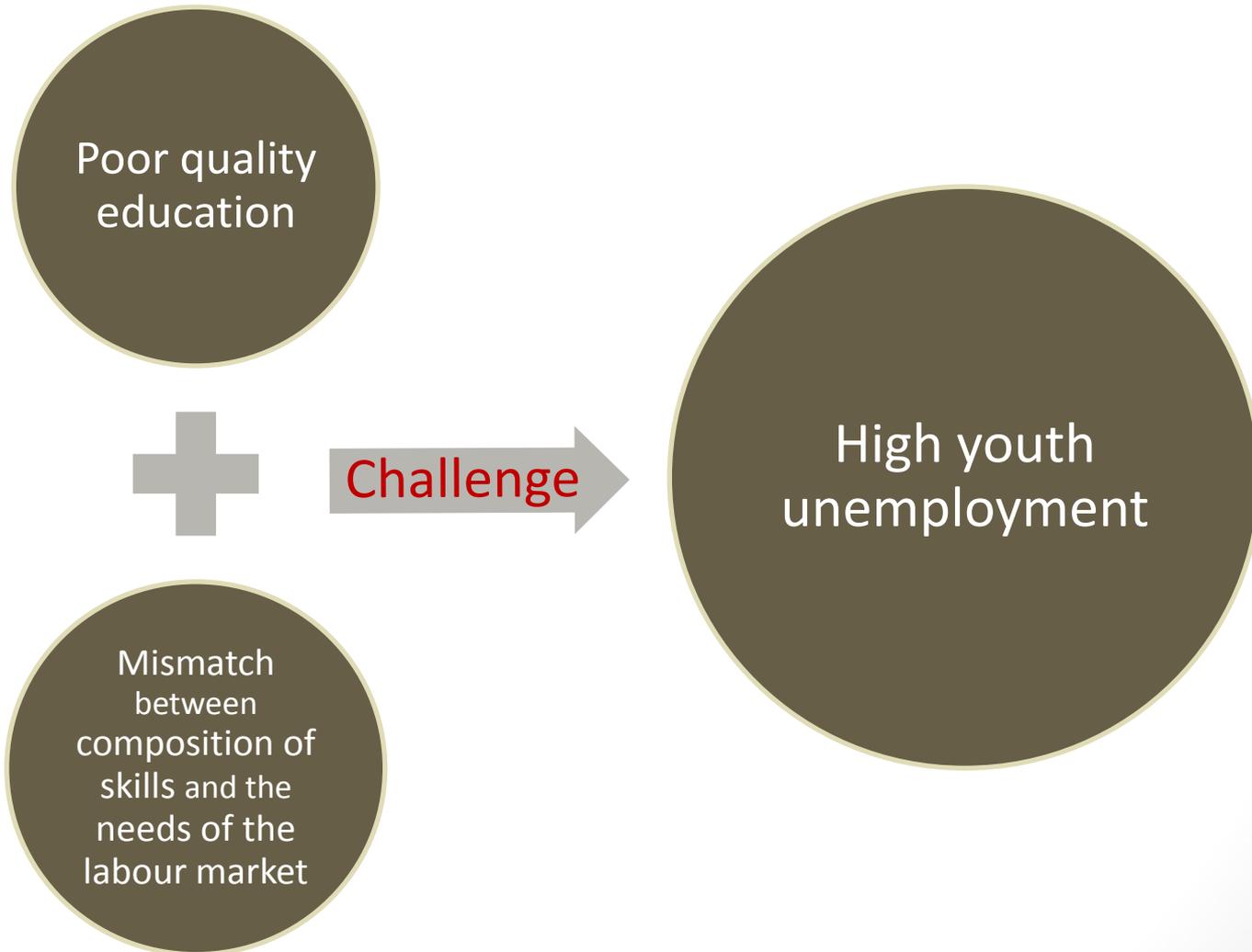
With 1.59 billion people in 2011, the OIC countries accounted for almost 23 per cent of the world total population.

The share of the young population (age group 0-24) in the total population of the OIC countries reached 53.5 per cent in 2010; the highest share compared to all other groups of countries in the world.

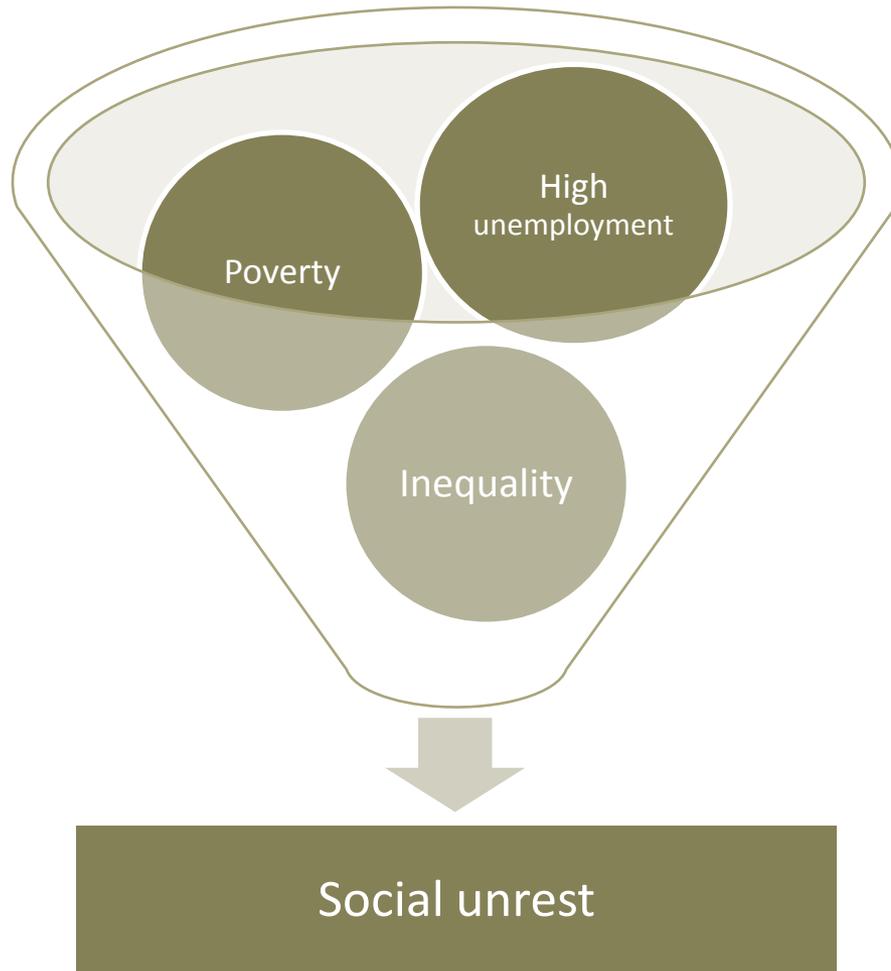


Higher percentage of young population will be the key driver of economic development

Youth as a Challenge



Youth as a Challenge





Enhancing Youth Employability

UNEMPLOYMENT

Unemployment in the World and OIC Countries



Adult average unemployment rate of OIC countries decreased from a level of 9.9% in 2006 to 9% in 2008. Yet, after the crisis, it reached 9.4% in 2010, a rate which is significantly higher than the world average and the average of the other country groups.

Youth Unemployment – OIC Countries



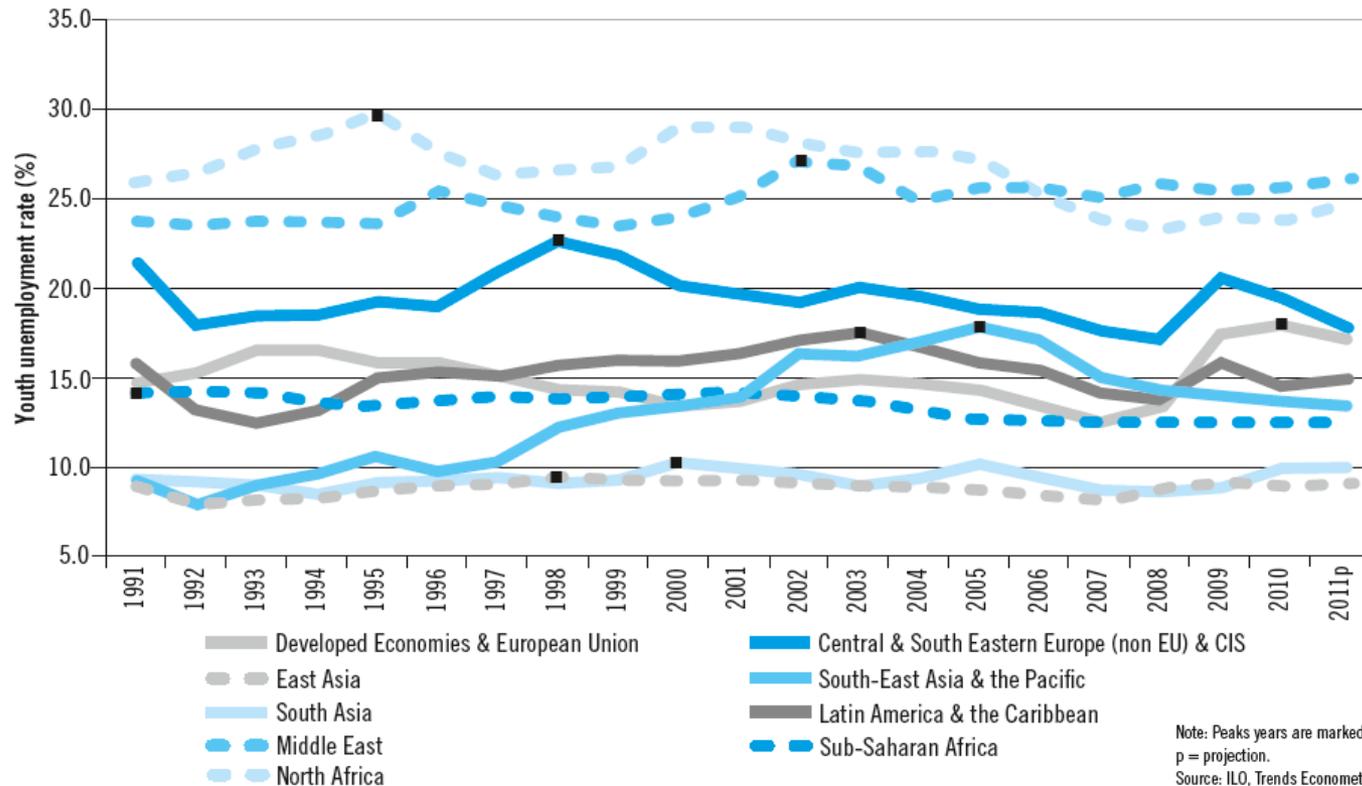
Unemployment, youth total (% of total labor force ages 15-24)



Youth Unemployment – Global and Regional



Figure 2. Youth unemployment rate by region, 1991–2011



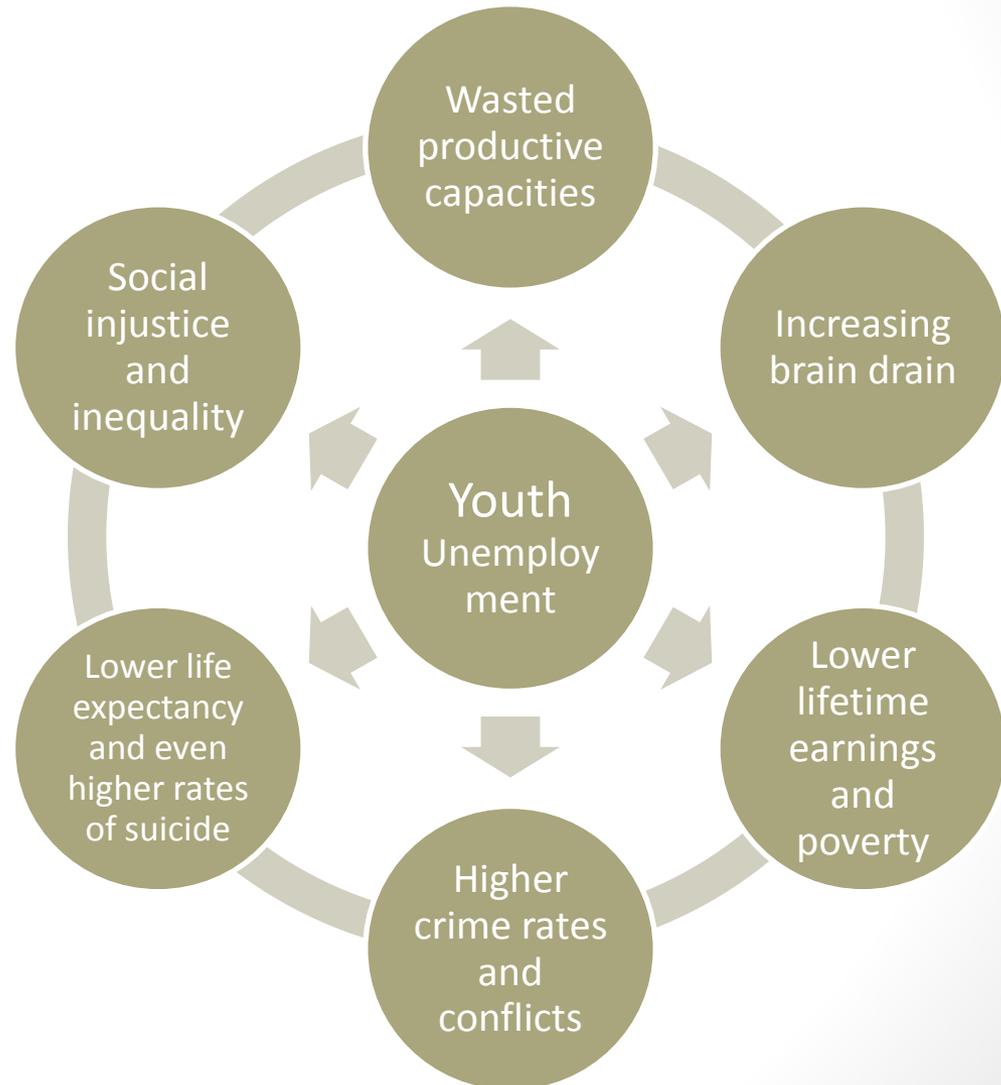
In Sub-saharan Africa, youth unemployment is around 13%.

In the Middle East and North Africa regions, youth are around four times as likely as adults to be unemployed, with youth unemployment rates well in excess of 25 per cent in both regions (ILO, Global Employment Trends 2012).

The increase in social unrest in many countries and regions around the world is of little surprise.

Unemployment – Socio-economic Consequences

Major impacts of unemployment on economic growth due to the **loss or degradation of human capital**.
There are other impacts:



Labour Market Challenges in the OIC Countries

Concerns & Challenges

A significant portion of the jobs available are either low-quality informal jobs or formal jobs in the public sector

Weak linkages between education institutions, enterprises and employment offices

Lack and low quality of vocational education and training trap the poor workers in low-skilled, low-productive and low-wage jobs

Mismatch between composition of skills and capabilities and the needs of the labour market

Difficulties for workers to move between jobs prevent them finding jobs suitable to their skills

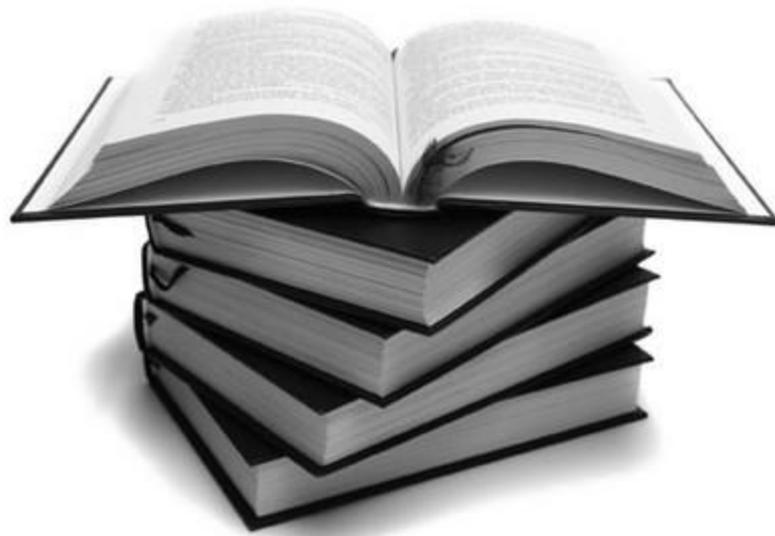
Indonesia vs. Nigeria: Policy Matters

Indonesia

- In 1980, Nigeria's GDP per capita was slightly higher than that of Indonesia, but today it is only half of that.
- Indonesia used much of its oil revenue to educate its youth.
- It successfully absorbed its young people into productive employment and elevated their standard of living.

Nigeria

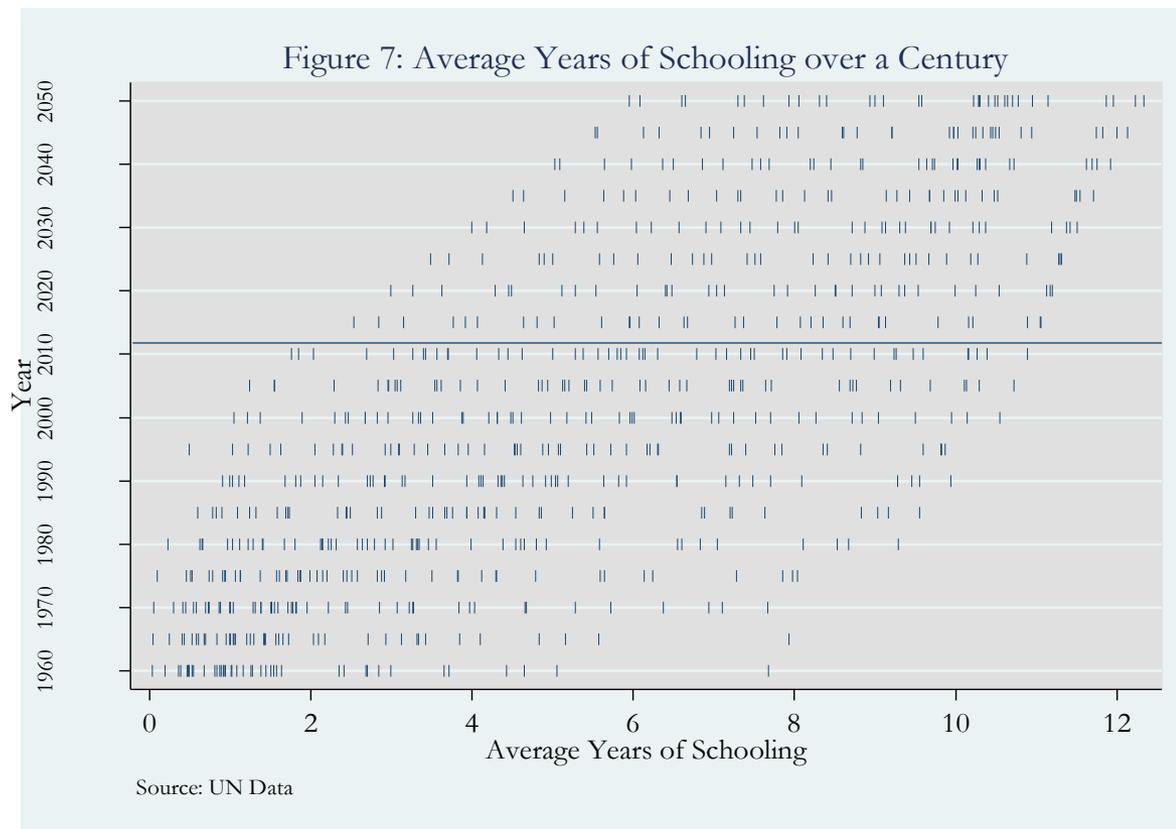
- There are currently 32 million Nigerians ages 15 to 24, and more than double that number under the age of 15.
- Investments in their skills and health, and in the physical capital, infrastructure, and institutions that will make them productive, will help determine Nigeria's development success.
- Failure to satisfy the desire of youth for productive engagement could further undermine political legitimacy, promote frustration and conflict, and deter investment.



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EDUCATION

Education – Average Years of Schooling



In OIC member countries, average years of schooling have substantially increased over the last 40 years.

The number of countries with average years of schooling more than 6 years was only 4 in 1970. This number increased to 26 in 2010.



Education – Quality and Productivity

Figure 18: Schooling and Productivity Growth



Source: SESRIC staff estimation and World Bank

One year increase in average schooling is associated with 0.1% increase in productivity (GDP per worker) and this is a relatively poor improvement.

Skill Mismatch

Skill Mismatch

- An adequate basic education may not be enough to find work because they do not provide the skills needed by employers.
 - Despite persistent joblessness among young people, employers usually complain that they can't find enough workers with the skills they need to grow their businesses.

Broadening learning opportunities for the young, especially by improving quality

- Better learning outcomes take more than investment in school buildings and classrooms, trained teachers and professors, and textbooks.
- Special programs should be developed to teach young people to make good decisions when investing in their human capital, by giving them information, resources, and second-chance opportunities.

Importance of Skills Development

Improvement of the vocational education system:

- improves human capital and productivity
- reduces skills mismatches in the labor market
- increases competitiveness of the economy
- reduces unemployment and poverty
- promotes **economic growth**



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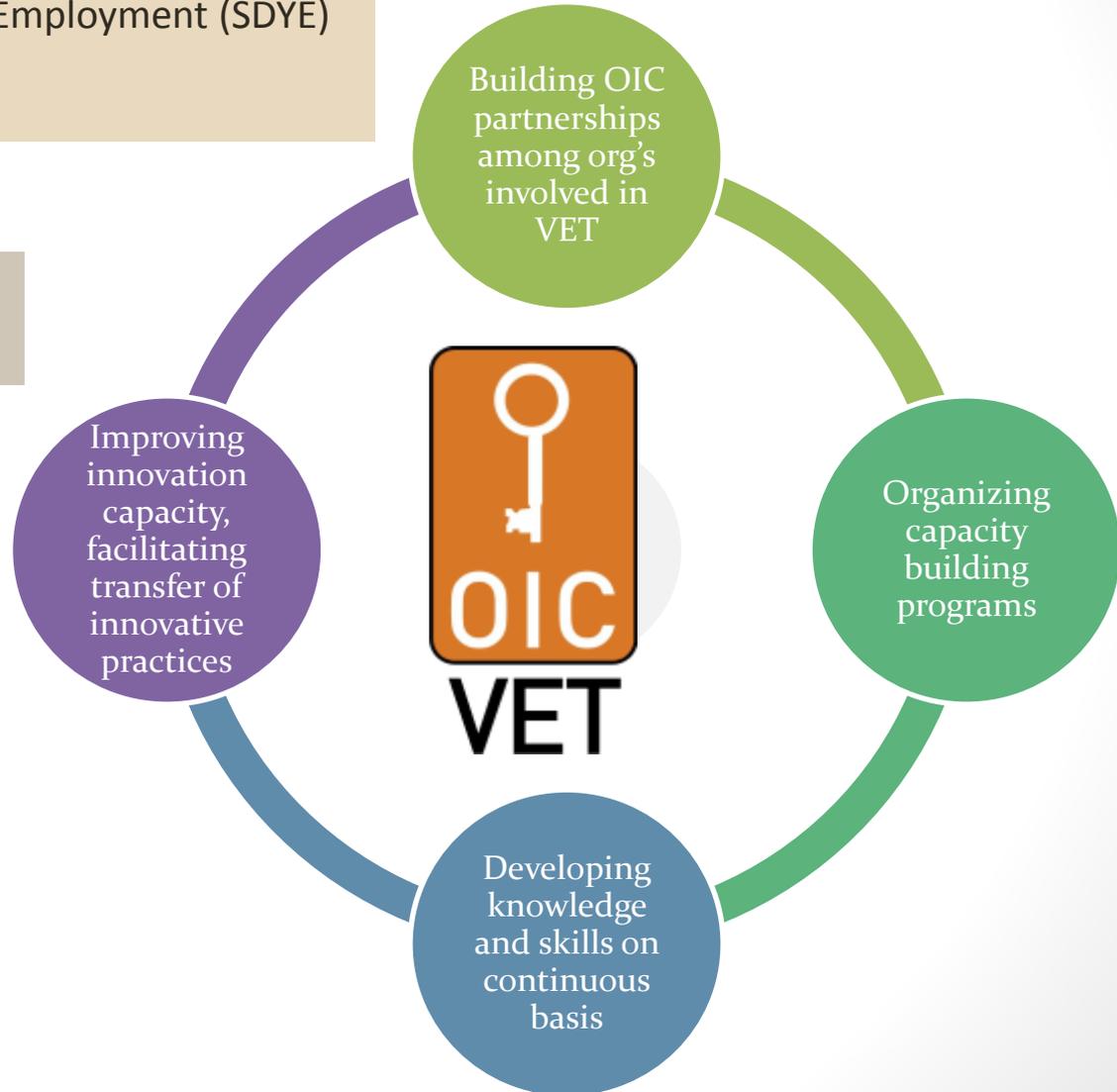
RESPONSES



SESRIC Responses to the Challenge

- **OIC-VET**
- Skill Development for Youth Employment (SDYE)
- OIC-ISIP

Aims and Objectives of OIC-VET Program

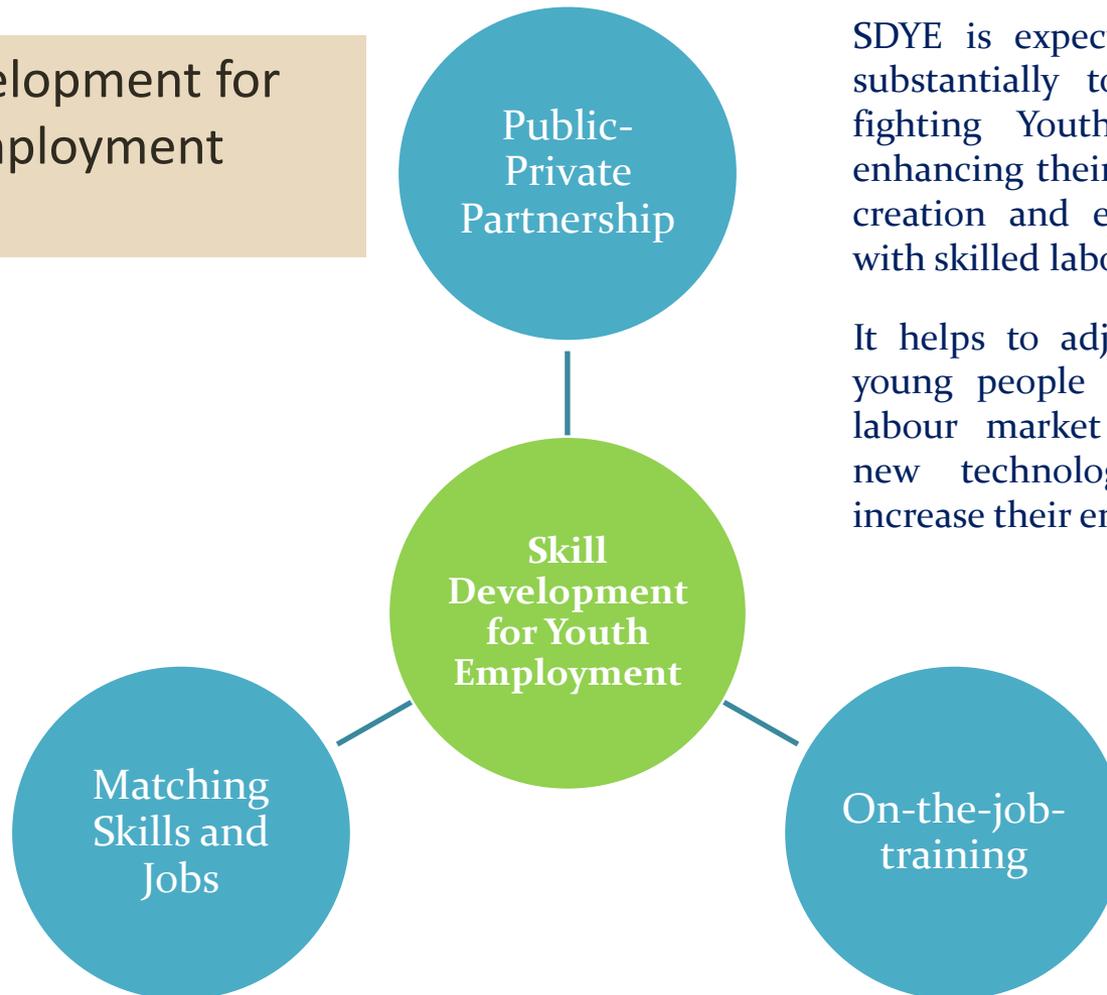


SESRIC Responses to the Challenge

Skill Development for Youth Employment (SDYE)



➤ Skill Development for Youth Employment (SDYE)



SDYE is expected to contribute substantially to OIC efforts in fighting Youth unemployment, enhancing their capability for job creation and empowering SMEs with skilled labour force.

It helps to adjust the skills of young people to the changing labour market conditions and new technologies, and thus increase their employability.

Skill Development for Youth Employment



UMEM BECERİ'10
Uzmanlaşmış Meslek Edindirme Merkezleri Projesi
(Specialized Vocational Training Centers Project)



The study visit included 8 selected OIC Member Countries, namely Cameroon, Egypt, Indonesia, **Kyrgyzstan**, Morocco, Palestine, Senegal, and Tunisia.



11-13 January 2012, ANKARA / TURKEY
Study Visit on Skill Development for Youth Employment

OIC International Student Internship Programme (OIC-ISIP)



A special programme developed under the OIC-VET Programme and operated under the International Business Forum (IBF) hosted by Independent Industrialists and Businessmen's Association (MÜSİAD). It basically aims at increasing knowledge and skills of university students about to enter into the labour market.

6 OCTOBER 2010, ISTANBUL / TURKEY
Certificate Ceremony of OIC-ISIP Pilot Application of
Summer 2010

10 students from 7 Member Countries, namely
Afghanistan, Yemen, Albania, Senegal, Indonesia, Guinea,
and Uzbekistan



Turkish Response to the Challenge



Specialized Vocational Training Centers Project (Skills'10 Project)

Why Skills'10 is Different?

- A unique example of **Public-Private-University Partnership**
- Local Labor Market Analyses are being conducted for the first time in Turkey
- In its design, private sector is located at the center of the Vocational Training system through the Chambers of Industry and Commerce
- Courses for the unemployed are designed according to the requirements of the private sector, to increase their employment opportunities.

Skills'10: A Flexible Project

- Firms get involved in the creation of the course curriculum
- Firms can choose the trainees they want to employ
- Firms' own foremen can act as trainers in the courses
- Firms can observe trainees during the whole process
- Firms can provide in-house trainings

Incentives to Promote the Project

Theoretical and practical training period

- Daily allowances
- Public health insurance

When successful trainees are employed

- employer's insurance contribution is paid by government for up to 4.5 years

Achievements of Skills'10

- In all 81 cities, app. 57 million USD is invested on the infrastructure of 140 vocational high schools.
- Local Course Administration councils were established
- The instructors of these schools have been trained to train the unemployed.
- In 19 provinces that constitute 80% of the work force, Labor Market Needs Analyses are performed.
- 5,000 firms are surveyed, their requirements concerning their employees and vacant positions are detected.
- In 5,000 firms, the demand for intern positions are also identified.
- Analysis results were shared with public by meetings in 19 provinces. Problems of labor market were discussed with industrial employers of 19 provinces.
- Central Information System studies have been completed. The labor demands are collected through this system. (www.beceri.org.tr)
- Advertisement activities (posters, brochures, TV programmes, etc.)
- A 7/24 call center was established in order to respond to informational inquiries.

Result: Successful trainees are getting their certificates.



Enhancing Youth Employability

DISCUSSIONS