Meeting youth and women’s employment challenges through economic diversification and sectoral strategies: Examples from ILO’s global programmes

Drew Gardiner, Youth Employment Specialist, ILO
Bolormaa Tumurchudur Klok, Technical Specialist, ILO
The Global Initiative on Decent Jobs for Youth

DECENT JOBS FOR YOUTH
THE GLOBAL INITIATIVE FOR ACTION

When young women and men have access to decent, productive work, everyone benefits, and our future is more prosperous.

PRIORITIES FOR ACTION

To make a difference in the lives of young people, Decent Jobs for Youth focuses on eight thematic priorities that respond to today’s most pressing challenges.

- Green Jobs for Youth
- Digital Skills for Youth
- Quality Apprenticeships
- Youth in Fragile Situations
- Youth transitioning to the Formal Economy
- Youth in the Rural Economy
- Youth Entrepreneurship and Self-Employment
- Young Workers in Hazardous Occupations
Youth unemployment rate and trends varies much at the regional level

<table>
<thead>
<tr>
<th>Region</th>
<th>2016</th>
<th>2018 (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Africa</td>
<td>29.6</td>
<td>29.4</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>11.6</td>
<td>11.8</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>17.6</td>
<td>18.1</td>
</tr>
<tr>
<td>Arab States</td>
<td>24.6</td>
<td>24.7</td>
</tr>
<tr>
<td>Eastern Asia and the Pacific</td>
<td>10.6</td>
<td>10.4</td>
</tr>
<tr>
<td>South-Eastern Asia and the Pacific</td>
<td>9.4</td>
<td>11.5</td>
</tr>
<tr>
<td>Southern Asia</td>
<td>10.7</td>
<td>10.8</td>
</tr>
<tr>
<td>Central and Western Asia</td>
<td>16.1</td>
<td>16.4</td>
</tr>
<tr>
<td>Eastern Europe</td>
<td>16.8</td>
<td>15.4</td>
</tr>
<tr>
<td>Northern, Southern and Western Europe</td>
<td>19.0</td>
<td>16.9</td>
</tr>
<tr>
<td>Northern America</td>
<td>10.7</td>
<td>9.6</td>
</tr>
</tbody>
</table>
The NEET rate: (SDG indicator) – predominantly affects young women

- The proportion of young people neither in employment nor in education (NEET) has reached 22% worldwide.
- Three-quarters of young NEETs are women.

![Bar chart showing NEET rates in different economies and gender categories.]

- Developed economies: 55.7% (Youth (Women))
- Emerging economies: 80.3% (Youth (Women))
- Developing economies: 66.1% (Youth (Women))
- World: 76.9% (Youth (Women))
Employment and economic policies for youth

• Youth employment at the centre of national employment policies (Employment Policy Convention No. 122, 1964)

• Economic policy:
  • Extent of (youth) unemployment first and foremost depends on the demand for (young) workers
  • Macro-economic policies that increase aggregate demand and improve access to finance.
  • Sectoral policies can play a useful role – in combination with targeted interventions, but no golden bullet.
  • Labour-intensive public investment, e.g. in large infrastructure.
TAQEEM: M&E for rural youth and women’s empowerment in MENA
Understanding future skills demand in the times of disruption: high expectations vs the challenge

Which jobs? Which tasks? Which skills and qualifications?

Technological change

Demographic change

Climate change

Work organization

Globalisation

Core work and transferrable skills

Foundation skills

Incentivise Lifelong Learning through different entry points

Relevance and quality of initial education and training

Lifelong Learning through different entry points

Relevance and quality of initial education and training
ILO’s sectoral STED approach

- STED – Skills for Trade and Economic Diversification
- ILO’s Sector-based methodology to provide strategic guidance on integrating skills development into policies to strengthen traded sectors
- Essentially, a combination of strategic analysis & social dialogue
  - Skills sector studies for traded sectors,
  - With strong social partner and stakeholder involvement, and engagement
Aim for systemic change to make Skills Development systems more responsive to current and emerging skills needs.

We try to identify what most needs to be done on skills to have a significant impact along this chain, and to stimulate action to achieve this.

RBM and M&E framework for STED focuses on intermediate impacts.
STED programme overview

- STED Capacity Building
- STED Analytic phase
- STED Implementation phase
- Mainstream STED-based approaches
STED Technical assistance so far

Ukraine
Year: 2010
- Metal Industry
- Tourism

Macedonia
Year: 2011
- Tourism
- Food Processing

Tunisia
- Metallurgy
- Food Processing

Egypt
- Furniture
- Food Processing

Malawi
- Oilseeds
- Horticulture
- Dairy

Bangladesh
Year: 2011
- Agro Processing
- Pharmaceuticals

Viet Nam
- Tourism
- Livestock (pigmeat)

Cambodia
- Food Processing
- Light Manufacturing

Myanmar
- Tourism
- Vegetable & fruits

Jordan
- Pharmaceuticals
- Food processing

Additional sectors in progress in Jordan
Additional countries in Africa at planning stage, including Tanzania, Ethiopia, Ghana, Senegal
1. Building women farmers’ skills
   - Agronomy, disease and pest control
   - Literacy and business management

2. Business linkages and market access
   - Partnership with medium sized farm
   - Introduce “outgrower scheme”

3. Gender empowerment
   - Training on gender
   - With community leaders and spouses

Women in Bvumbwe Chinkwende village

**Sustainability:**
- Replication of training through Agriculture Research Stations
- Replication of “outgrower” scheme with new lead firms

**Women empowered economically in a short period of time, leading to:**
- Construction of houses
- Purchase of dairy cows
- Managing to pay school fees and access to private health care
STED in Malawi: Work Integrated Learning WIL for Youth

Classroom-based (MoLYSMD, TEVETA)

- national study on skills for trade and economic
- skills needs analysis
- curriculum and training materials
- pilot training of trainers
- pilot training of young trainees

Workplace-based (ECAM)

- INFORMAL ROUTE: Integration of curriculum as is to Informal Sector Programme of TEVETA
- FORMAL ROUTE: Development of fully fledged, formal curriculum

Assessment

Horticulture - Oilseeds

Pilot (Horticulture)

Institutionalization
Lessons learned

- National and sectoral development strategies (MGDS, NES, NAP)
- Strong ownership and involvement
- Cross-ministerial collaboration
- Social dialogue
- Build on existing systems and reform processes
- Make better use of existing resources and better targeting
- Targeted interventions: Example of Empowering women farmers
- Sustainability
  - Clearly defined Theory of Change
  - Capacity building
  - Building institutional mechanisms
  - Mainstreaming & scaling up pilot projects
  - Implementation by national, sectoral partners and development partners