



## **THE CONAKRY - RABAT COMMITMENT** **- A ROAD MAP TO FULL YOUTH EMPLOYMENT BY 2030 -**

### **AIMS**

- To provide a sample roadmap of the policies, procedures, investments and milestones that can deliver full youth employment\* by 2030;
- To prioritise job creation for young people in educational and economic policy-making;
- To develop new metrics to measure the effectiveness of youth job creation programmes.

### **INTRODUCTION**

According to the World Bank, youth unemployment loses the global economy of \$3 to \$5 trillion a year. The World Bank has launched S4YE (Solutions for Youth Employment), as youth employment is one of the best ways to eliminate poverty. Though the youth unemployment issue comes up at UN and government meetings, policies to address the problem remain un-implemented. There is an apparent lack of urgency and almost no awareness of the problem's scale: we need to create 6 million new jobs every month for the next decade to achieve full youth employment. In Africa alone, a million jobs a month will be needed. Most programmes create only a handful of jobs, so as one World Bank official observed, 'the problem we have is in the millions but the solutions we offer are in the thousands.'

For young people, unemployment results in hopelessness, frustration, despair and social exclusion amongst young people. Many young people are taught that if they work hard and pass their exams, they will secure a job. This is rarely the case, which schools as well as young people must realise. Employability skills are vital though a vast majority of youth will have to create their own jobs rather than apply for them. In sub-Saharan Africa, 83% of jobs in are in farm and non-farm household enterprises for which entrepreneurial skills are vital.

Gender equality is an obvious pre-requisite to the achievement of full youth employment by 2030. In many less-developed economies, the legal and cultural constraints to women working are crippling to the extent that the World Bank calculates that, were those constraints to be lifted, GDP would rise by 35% in each of those countries. This Commitment assumes that all governments and aid agencies will swiftly and effectively embrace gender equality in the youth employment field.

Every young person has potential to increase national wealth and pride. Though global issues from climate change to conflict threaten their future, [polls](#) suggest that youth remain optimistic about their future. This Commitment reflects that optimism. It has been drafted by a task force of 100 young people to demonstrate to governments and donor agencies that they are part of the solution. Youth and government, working together, can eliminate youth unemployment and create spectacular opportunities for young people everywhere.

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\* We use the Keynes/Beveridge definition of Full Youth Employment: "When the number of job vacancies equals the number of job-seekers," which is about 3-5% unemployment

# THE POLICY PRIORITIES

Each roadmap in each region or nation will need to prioritise its own policies; the policies below may not be appropriate in every locale. The list is in the following format:

- **Basis for Action:** What is the problem you are addressing with this Policy
- **Objectives:** What are your goals? What do you hope to achieve?
- **Actions:** What actions do you propose to take to achieve your objectives?
- **Calendar:** Where, on the roadmap, does this action fall? What is the timeline?
- **Cost:** What is the likely cost of these actions?
- **Evidence:** Policy and practice examples are in Annex C and E

The [World Bank's Internal Evaluation Group](#) divides youth employment policies into supply side, shaping the 'push' of youth to the labour market; and demand side, increasing the 'pull' from the labour market for more employees (see annex B).

## Supply Side Policies

### 1. Include Entrepreneurship Training in School Curricula

- **Basis for Action:** Students are not required to learn the business skills that employees and entrepreneurs need. These young people are unable to find work or make their own jobs when they leave school, and economies suffer from the lack of growth and diversification young entrepreneurs provide.
- **Objectives:** To embed practical entrepreneurship education (i.e. book-keeping, budgeting, market research, business management, business plan creation) into national education provisions.
- **Actions:** Governments must legislate that entrepreneurship training become a core part of every child's education at all grade levels.
- **Calendar:** Legislation must be accomplished immediately. Training teachers and recruiting successful businessmen and women to lecture will take a year or two.
- **Cost:** Costs should be included in existing education budgets.
- **Evidence:** Philippines K-12 program; Peace Child International's (PCI) Be the Change Academies.

### 2. Teach & Invest in Green Enterprise

- **Basis for Action:** The generational challenge for today's young people is to replace the fossil fuel-based economy with a 'green' resource-efficient one. Their challenge is to learn how to build a sustainable human society.
- **Objective:** To put in place policies, curricula, teaching materials and trained teachers capable of delivering effective education on the challenge of building the green economy, inspiring young people to build new energy sources, like wind, solar and hydroelectric power and make buildings, transportation and products more energy efficient.
- **Actions:** A green economy and green business plan creation curriculum must be developed and teachers must be trained to deliver it.
- **Calendar:** The 1992 UN Agenda 21 called for education to be 're-oriented towards sustainability', and UNESCO's Decade of Education for Sustainability was to accelerate that process. Governments must legislate for green economy construction teaching.

- **Cost:** This will be costly, but considering the fossil fuel bubble will burst in the coming decades, it is worth the investment.
- **Evidence:** Kenya Agricultural Carbon Project (KACP) in collaboration with World Bank engage youth in sustainable agriculture for carbon credits accumulation; Umoja Sustainability – DRC (see Annex C).

### 3. Provide Lifeskills, Work Experience, Employability Training & Skills Matching

- **Basis for Action:** Soft skills, such communication, teamwork and problem-solving, are not taught in schools are critical to employers who drive economic growth. [Forbes magazine](#) reported that “when new hires fail, 89% of the time it is for lack of soft skills – coachability, attitude, motivation. Only 11% are fired for their technical short-comings.” Narayana Murthy, head of InfoSys, said, ‘Only a meagre 13% of university graduates are employable.’ (Annex E)
- **Objectives:** To ensure that every young person graduating from public and private schools has had relevant work experience and achieved a level of competence in employability and lifeskills, and to engage with employers to ensure that these new programmes effectively meet their workforce needs.
- **Action:** The curriculum must include employability and lifeskills training and evaluation. A public inventory of required skills by sector and region should be maintained, available on a website and updated every quarter in consultation with a consortium of HR managers and academic advisors in the region.
- **Calendar:** This is a simple change and should be done immediately.
- **Cost:** The cost is little to none, as this is a simple addition to school curricula.
- **Evidence:** Work the Change; Entra 21; World Bank and Kenya government’s Kazi Kwa Vijana (Jobs for Youth) programme; Tukoworks, a Kenyan online portal providing information on available job opportunities and tools for skills development.

### 4. Invest in Dual Systems (apprenticeships, work experience, self-financing schools)<sup>†</sup>

- **Basis for Action:** The countries that have the lowest youth unemployment rates – Germany, Austria, Switzerland – use the ‘dual system’ of education, incorporating apprenticeships and work experience into each student’s education.
- **Objectives:** To get every nation’s network of schools operating on the dual system, ensuring that apprenticeships, internships and/or courses that provide hands-on work experience are available to all students. This experience can also come from self-financing schools, which enable students plan, finance and run for-profit businesses to earn money for their school while learning vital business skills. Similarly, every school and training establishment should be equipped with credit, mentorship and business incubation facilities, so that every student who wishes, can devise, plan and secure loan finance for a start-up enterprise while still at school.
- **Action:** Students, businesses, community leaders, parents and legislators must unite to establish apprenticeships and work experience programmes or self-financing schools. Banks should be incentivised by the governments to provide credit. This will require key policy changes and a strong monitoring mechanism.

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<sup>†</sup> Governments need to stop the discrimination against technical college graduates in terms of pay, which creates workplace inequality and discourages people from embracing apprenticeships. With such stigmas persisting, dual system education is unlikely ever to become the norm.

- **Calendar:** These actions must begin immediately. We recommend starting with 20 pilot programmes and plan a nationwide rollout within 5 years.
- **Cost:** Self-financing schools would require start up costs, but by nature would come to pay for themselves. Likewise, adding credit and mentorship facilities is a start-up cost that could also ultimately pay for itself. Engaging youth and young entrepreneurs in peer-to-peer training as modelled by PCI's BTCAs, would reduce costs still further.
- **Evidence:** PCI's BTCAs; Teach A Man to Fish and Fundacion Paraguaya; Studio Schools Trust, UK; Timiakatemia, Finland; Imdaj Morocco; Centre for Innovation, Incubation & Entrepreneurship at Indian Institute of Management, Ahmedabad; (see Annex C).

## Demand Side Policies<sup>‡</sup>

### 5. Ease Youth Access to Capital

- **Basis for Action:** Inability to secure start-up funds is a major barrier to aspiring young entrepreneurs. The doors of mainstream banks are almost always closed to them, and usually they lack the collateral to obtain any loan. Microfinance institutions (MFIs) charge high, often monthly, interest rates which preclude long-term repayment schemes. Unable to get loans to launch their business ideas, hopeful entrepreneurs often give up, causing the cycle of poverty and local and national economies to spiral downwards.
- **Objectives:** To enable every young person with a viable business plan to get a loan and to allow every youth with such a plan access to business incubation and mentorship through the first year of the operation of their business. Youth Business International has proved that mentorship can be better than physical collateral to ensure repayment of loans by youth-led business start-ups. More governments, donors and NGOs should follow their example.
- **Action:** Governments, the private sector and NGOs need to pursue policies that -
  - i. Establish nationwide networks of business mentorship programmes,
  - ii. Instal loan funds or MFIs in schools and communities to extend low-cost, non-collateralised loans to youth-led start-ups supported by registered mentors,
  - iii. Expand online venture capital and crowdsource loan funds,
  - iv. Provide collateral and bank guarantees to support mainstream banks to lend to youth who require larger loans to expand promising businesses,
  - v. Provide a range of financial services such as insurance against various risks and investment in financial products.
- **Calendar:** This policy has to be built after, or in parallel with, supply side policies that expand the number of viable business plans seeking funding. This should be in place within one or two years of the commencement of the roadmap.
- **Cost:** If governments engage wisely with private bank and crowdfunding sources, this could be a negligible cost to public sector and donors. With Grameen, Kiva and others experiencing 95 - 98% repayment rates, easing youth access to capital should be self-financing within a few years. These policy ideas are neither grants nor hand-outs but rather enable young people to become effective business leaders and build their credit history in order to qualify for larger loans as their businesses expand.

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<sup>‡</sup> Youth, selected from all walks of life, should make up 60% of the policy formulation on job creation from top to bottom. This must be done with transparency at all levels.

- **Evidence:** Youth enterprise fund in Kenya (1.25% of the national budget); Action Aid International in East Africa; Youth Business International; Kiva.org; Lendwithcare.org; PIASSI Cameroon; YSEF Nepal (see Annex C).

## 6. Invest in Digital & New Technology Training & Start-ups

- **Basis for Action:** According to the World Bank, of the 7.1 billion people on earth, over 6.8 billion have access to mobile phones and 35% have access to internet. Millions of jobs have been created in OECD countries in the IT sector, but in areas where electricity, much less a laptop, is difficult to come by, IT start-ups are impossible. This is also a training problem, as schools cannot afford the machinery or qualified teachers to teach these skills.
- **Objectives:** To digitize the world's poorest communities and to make Africa a 'silicon continent', bristling with sustainable and technological industries and innovations. Africa pioneered mobile phone banking, so our objective is for Africa to pioneer and lead its own digital revolution, geared towards the needs of its people and rural communities.
- **Action:** Providing computers in classrooms of schools and colleges in the world's most disadvantaged communities so that IT is learned alongside literacy and numeracy, and increasing investment in IT technologies to spread internet accessibility is the first step. By introducing 'lease-to-buy' laptop purchase schemes for all students and creating discreet venture capital funds to enable IT start-ups to gain immediate access to capital, a new generation of netpreneurs and e-lancers can flourish. *Note: New technology is not just computers: micro-generation, electric cars, bio-chemistry and new agricultural techniques must be the focus of New Technology action, too.*
- **Calendar:** Immediate action is required.
- **Cost:** The cost will be high, but Public Private Partnerships could bolster government and concessional funding. Government investment can digitize Africa. Countries like [India](#) have developed tablets with a market price of as low as \$50. Instead of buying expensive gadgets, youth led enterprises should invest in cost-effective technologies to reduce cost. National governments should partner with Governments in India and China, buy these already cheaper products at a concessional rate and provide them to youth for as less as \$25 for a tablet.
- **Evidence:** M-PESA; the digital villages project by the communication commission of Kenya; Digital Africa (Rockefeller Foundation's initiative to bridge the digital divide); Computers 4 Africa (supplying old laptops to schools in poor areas); Digital Jobs Africa (providing IT training); Microsoft Student Partners' YUVA Unstoppable, creating Microsoft learning centres in more than 30 cities of India serving 30,000 students from marginalized communities; RIJ Benin (Annex C); the online E-lancers Platform [qordoba.com](http://qordoba.com) (Annex E); Jatropha Microfinance's 'Lease-to-buy' laptop programme.

## 7. Develop Engagement, Advocacy & Promotion

- **Basis for Action:** Though the youth unemployment crisis is widely acknowledged, aggressive forms of advocacy are needed to elevate its place on the policy agenda.
- **Objectives:** To get youth employment and youth job creation to the top of every national government and international development agency's policy priorities.
- **Action:** The World Bank's S4YE: Solutions for Youth Employment is a promising start. Many other actions should be taken:
  - i. Youth of every nation must create a roadmap to full youth employment to use as a lobbying tool – where possible in partnership with donors and governments;

- ii. Youth should engage their teachers and school leaders to get their unions help them raise the youth unemployment issue to the top of government policy agendas
  - iii. Youth, schools and Unions must start action projects that need no government approval
  - iv. Lobbying campaigns should encourage thousands to write to their MPs using a form letter that explains the importance of job creation to economic growth;
  - v. OXFAM, UN Development Program, International Finance Corporation, UNESCO, UN Industrial Development Organisation, the World Bank, International Finance Corporation and other ODA and international third sector agencies should be encouraged to finance youth job creation initiatives and assess their effectiveness.
- **Calendar:** The roadmap begins with advocacy.
  - **Cost:** Youth lobbying costs more time than money. After these initial steps, governments and donors should set aside at least 10% of their job creation budgets to promote and publicise their activities and results effectively.
  - **Evidence:** Global Entrepreneurship Week (every November); Kenya grassroots national youth alliance Bunge la Mwananchi, which works for social change (see Annex C);

## 8. Create Preferential Procurement Programmes

- **Basis for Action:** Youth-led business start-ups often find it difficult to break into established markets with entrenched supply chain due to old networks and personal relationships between comfortable, mutually-enriching business partners.
- **Objective:** To help youth-led business start-ups get business deals to launch and grow their businesses especially with long-term, repeat deals.
- **Action:** Governments are often the biggest single consumer in the market place. Policies to source even 10% of their purchases from youth-led business start-ups can help achieve this objective.
- **Calendar:** Some thought and research needs to be given to where and how these policies should be implemented. They should also be considered as something of a last resort should youth-led business start-ups not be able to get business by other means;
- **Cost:** Negligible, as the government would have spent the money anyway;
- **Evidence:** The Kenya government preferential procurement policy reserved 30% of its 11.7 million expenses to enterprises owned by youth.

## 9. Government Subsidies for Youth Employment

- **Basis for Action:** Governments may need to subsidise youth jobs to prevent social exclusion and harmful behaviours.
- **Objectives:** To reduce the number of NEETs (Not in Education, Employment or Training), to reduce the number of youth scarred by chronic unemployment and to reduce the risk of threats to social stability, crime, risky behaviour, etc.
- **Action:** The policy actions can take several forms:
  - i. Wage Subsidies;
  - ii. Job Guarantee schemes;
  - iii. Employer of Last Resort schemes;
  - iv. Public Sector Infrastructure Projects;
  - v. Conditional Cash Transfers;
  - vi. Decreasing taxes and taxes for young entrepreneurs.

- **Calendar:** These policy options should be kept in reserve and brought out only when all other options have proved ineffective.
- **Cost:** These policies often require concessional or taxpayer finance.
- **Evidence:** Kenya government partnership with Kenya Private Sector Alliance (KEPSA) for tax subsidies to improve youth employment rate; Wage Subsidies & Infrastructure Projects – Slovakia, Senegal, Mali & Sierra Leone (see Annex C)

## THE CALENDAR

To create 55 million new jobs a year, action must be taken immediately with new strides being made each year to achieve the 2030 goal of full employment.

**2015: Preparation/Advocacy:** Each government must develop their own National Youth Employment Road Map to Full Youth Employment by 2030, incorporating the policy recommendations laid out above. At a minimum, each must agree on an initiative, such as the creation of a Ministry for Youth Employment or reforming education to put entrepreneurship or digital skills in the curriculum. Youth and others must argue, lobby and hold jobs summits to exert pressure on their governments to deliver a suite of policies to feature in 2016. Donors, the ILO, OECD and other international institutions must run pilots and analyses to advise their members on what works best in their field. **[Target: 40 million new jobs]**

**2016: UN Year of Entrepreneurship & Youth Job Creation:** Several national announcements regarding new policies and implementation should be highlighted each month. Youth events should analyse the effectiveness of national programmes and highlight the new ideas, the scale of investments and the ambition of different UN member states. Indicators, like the NEET, Idle and Youth Unemployment rates, are measured and verified independently. League tables honour those nations and initiatives that have reduced unemployment. **[Target: 50 million new jobs]**

**2017: New Technology:** A year to host discussions on how new technology can provide new jobs for this generation and to focus donor attention on investments in IT so that, even in disadvantaged rural areas of LDCs, youth can be embedded in a digital culture. **[Target: 55 million new jobs]**

**2018: UN Human Development Report on Youth & Youth Job Creation:** The S4YE: Solutions for Youth Employment initiative must inform and contribute to the UN's flagship policy advice document, encouraging a review and re-shaping of policy priorities by the world's top economists and development professionals. **[Target: 55 million new jobs]**

**2019: Skills Matching:** A year to re-assess and forecast the needs of the demand side/labour market and how the supply side/training providers are going to meet those needs. Research to be followed up by implementation of new training provisions, including initiatives that have proven effective. **[Target: 55 million new jobs]**

**2020: 5-Year Review – Focus on Failures:** A concerted effort to identify those policies and practices that have not worked and to assess what we can learn from those failures. **[Target: 55 million new jobs]**

**2021: Youth Access to Capital:** For youth in LDCs, access to capital is the top-stated concern of those seeking self-employment and/or enterprise creation. By 2021, new shadow-banking initiatives

should have eased youth access to capital, and this year will be an opportunity to assess which are the most effective. **[Target: 60 million new jobs]**

**2022: Education for Entrepreneurship:** All UN Member states will be reviewed by youth research teams to assess what changes have been made in the national education provision and how effective those changes have been in creating new businesses, and easing the school-to-work transition. **[Target: 60 million new jobs]**

**2023: Aligning Youth Job Creation with the Post-2015 Development Agenda:** This year will look for synergies between youth job creation and the other priorities emerging from the Post-2015 Development agenda, especially those making traction with government and the public. **[Target: 60 million new jobs]**

**2024: Jobs in the Green Economy:** A year to assess how the transitioning to the green economy has created new jobs for young people and exploring how it might create more. **[Target: 60 million new jobs]**

**2025: 10-Year Review – Celebration of Successes:** Ideally, successful policies and practice will have driven a third of all UN Member States to full, or close-to-full, youth employment. This year will encourage youth and governments to follow their example. **[Target: 60 million new jobs]**

**2026: Lifeskills & Apprenticeships:** Clearly, these are two of the most effective policy tools to get young people into work and practicing the habits that make for a productive work force. This year will assess progress by governments on these key policy priorities. **[Target: 65 million new jobs]**

**2027: 20th Anniversary World Development Report on Youth:** The 2007 WDR was a landmark document which raised many issues about how ‘development’ can better serve the ‘next generation.’ This will be a year to re-visit that report’s conclusions and check progress on its key recommendations. **[Target: 65 million new jobs]**

**2028: Jobs in Building the Green Economy:** A year to assess progress on achieving the Sustainable Development Goals and how they have impacted youth job creation. **[Target: 65 million new jobs]**

**2029: Preparation:** A year to prepare for Conakry II. Youth and analysts must work together to see what has worked, why and how it can be replicated in different situations. Youth of 2029 discuss, analyse and address the employment concerns of that time. **[Target: 65 million new jobs]**

**2030: Global Review: Conakry-Rabat Commitment II:** Another gathering to review reports and youth recommendations in a high level panel. This will decide the content of a new Conakry-Rabat Commitment that builds on the successes of the first, and learns from its shortcomings. **[Target: 70 million new jobs]**

## THE METRICS

Better monitoring and evaluation must be conducted for the effectiveness of Youth Job Creation Policies. The authors of the 2007 World Development Report on ‘[Development and the Next Generation](#)’ noted that ‘one of the biggest challenges in writing this report was that there are very few rigorous evaluations of youth programmes.’ The suggested approach below identifies the number of jobs a policy or project creates for young people, the duration and permanence of that job and the salary level of those jobs it creates.

All this information could be put together in a table that would allow policy-makers and others to analyse different interventions:

<b>TITLE of Program</b>	<b>Date Started</b>	<b>Ave. length of Jobs created</b>	<b>Av. Salary of Jobs created</b>	<b>No. of Jobs created</b>	<b>Cost of Program</b>	<b>Cost per job created</b>
<b>OECD Countries</b>						
<b>Middle Income Countries</b>						
<b>Less-Developed Countries</b>						
<b>Agriculture</b>						
• Fundacion Paraguaya						
• Plan International Village Project						
• World Bank YESP						
<b>Retail &amp; Service</b>						
<b>Self-Employment</b>						
• PCI’s BTCA						
• Restless Dev.						
<b>Business Start-up</b>						
• YBI						
• SPARK						
• TVET / MFIs						
<b>Legal, Accounts, Professional</b>						
<b>IT &amp; Electronics</b>						
<b>Mining &amp; Engineering</b>						
<b>Medical &amp; Science</b>						
<b>Government &amp; International Agencies</b>						

## THE CONAKRY-RABAT FINANCIAL COMMITMENT

Financial Commitments from governments and donor agencies are essential to achieving full youth employment by 2030. It is impossible to assess each LEDC country's specific needs but, given the promise of good financial as well as human returns on every investment, youth job creation initiatives like those proposed by this Commitment should be prioritised.

[UNESCO states](#) that for every \$1 invested in skills education, a country's economy receives \$15 in return. Based on the research and recommendations of the nearly 100 young people involved in this report, this Commitment holds that for every \$1 invested in youth job creation and enterprise training, national economies would receive approximately \$30 to \$50 in return.

With [Global Aid Budgets](#) around \$160 billion a year, delegates to the Morocco World Youth Congress in 2003 requested that 0.7% could be invested in creating opportunities for the young people that comprise 51% of the world's population. The [Global Partnership for Education received pledges](#) in June 2014 of \$28.1 billion to fund basic education, but now governments and donors must invest a similar amount in education for self-employment and entrepreneurship so that youth who learn basic skills can create a decent job.

The [World Bank](#) reminds us that 65% of the citizens in Africa earn their livelihoods from agriculture, which delivers 32% of their Gross Domestic Product. Governments should, therefore, dedicate a portion of their agriculture budget to job creation in agriculture, which is at the heart of job creation and development efforts in the continent.

Annex A of this document is dedicated to metrics, an area poorly served in the youth job creation field. Governments must commit financial and the academic resources to discover what works in the field of youth job creation in order to make more intelligent investments in the future. The [World Bank Inventory of Youth Employment Interventions](#) found that less than 5% measured for cost-effectiveness. To achieve full youth employment by 2030, measuring progress must be improved.

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# THE CONAKRY - RABAT COMMITMENT

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## A ROADMAP TO FULL YOUTH EMPLOYMENT BY 2030

### ANNEX A

#### Youth Job Creation Policy Experience & Literature

Professor Michael Grimm wrote an OECD Evaluation Insight paper ‘[Do We Know how to create Youth Jobs?](#)’ and answers, ‘No. First and foremost, our review underlines how little we actually know about how to create jobs which stands in sharp contrast to the high number of programmes and projects that claim to know.’ It is a high number indeed: in their World Bank Report, [Evidence on Youth Employment](#), Puerto et al. reviewed 32,117 initiatives. They noted that there is an ‘over-supply of small initiatives,’ but few are rigorously evaluated. The World Bank’s [inventory](#) on more than 750 youth employment interventions finds that less than 3% measured for cost-effectiveness, and many had no evaluations at all.

The authors of the 2007 World Development Report (WDR) on ‘[Development and the Next Generation](#)’ noted ‘one of the biggest challenges in writing this Report was that there are very few rigorous evaluations of youth programmes.’ In Annex B, we propose a simple approach that measures the cost per job created. It identifies the number of jobs the policy or project creates for young people, the duration and permanence of that job and the salary level of those jobs it creates.

There are thousands of NGO and 3<sup>rd</sup> Sector initiatives, many with decades of experience, such as [Youth Business International](#) and the [International Youth Foundation](#). It is the [World Bank](#) that makes the biggest investments in the job creation field, investing \$2.85 billion over the past decade. Its Internal Evaluation Group (IEG) published a [Report on Youth Employment](#) in 2012, reviewing what works well. Much of this document and PCI’s own [Youth Job Creation Policy Primer](#) is drawn from this evaluation and the World Bank’s 2014 [Solutions4Work Conference Report](#). In 2013, the World Bank published the [World Development Report on Jobs](#), which concluded:

- Jobs drive growth – not vice versa.
- Some jobs have bigger development impacts than others
- No one size fits all
- Informal is normal: many jobs in developing countries are on farms or in small businesses

The International Labour Organisation (ILO) has a dedicated [Youth Employment Division](#) that publishes [Youth Employment Trends](#) annually, which is the [statistical bible](#) for this field. ILO also held a Youth Employment Summit in 2012 and presented a [detailed report](#) to its 101<sup>st</sup> International Labour Conference, resulting in a [Call for Action on Youth Employment](#).

A study of [Youth Employment in Sub-Saharan Africa](#) points out that 83% of new jobs will be created in household enterprises (family or individually-run micro-enterprises), 9% in government and public services and 8% in formal private sector waged employment.

All the literature agrees that failure to address the youth unemployment issue causes not just a loss of tax revenues and a lost generation of youth, scarred by chronic unemployment or working poverty, but also security risks, as recent events in countries like [Nigeria](#) have shown. The Zambian Minister of Finance [Alexander Chikwanda](#) called youth unemployment ‘a ticking time bomb for all of us.’

# ANNEX B

## World Bank's Toolbox of Job Creation Policy Instruments

The World Bank's study of youth employment interventions listed a toolbox of policy instruments available to governments to boost youth employment, separated into 'Demand Side' and 'Supply Side'. In addition to the World Bank's list, we included some third sector providers' initiatives, listed in a different font. \* indicates those tools that we believe can be deployed by youth themselves.

### Demand side – fostering job creation:

- Improve the Business & Investment climate
- Set regulations to encourage the hiring of youth
- Foster self-employment and entrepreneurship
- \* Train in entrepreneurship and business management
- Provide support to start businesses or farms (legislate to ease Youth Access to Capital)
- Provide Wage subsidies
- Public Works Programmes (Employer of last resort schemes, Youth Guarantees etc.)
- \* Business Incubation & Mentoring services
- Revolving Loan funds – expand online Venture Capital and Crowd source loan Funds
- Preferential procurement strategies that require governments to purchase an agreed percentage of goods from youth-led business start-ups;
- Subsidised collateral and bank guarantees – to support banks to lend to youth
- \* National / Regional / Local Business Plan Competitions
- Green Jobs – and targeted support for youth green business start-ups

### Supply side – smoothing School to Work Transitions & Job Mobility:

- \* Counselling
- \* Teaching Job Search Skills
- \* Placements
- \* Improve labour market Vacancies information distribution
- Provide mobility support for transportation and change of residence
- \* New forms of certification
- \* Improved skills-matching
- \* National searchable jobs register + databases of what new jobs are in the pipeline
- Greater focus on Youth Job Creation in Schools
- Teach Green / Resource Efficient Enterprise Creation in Business Schools

### Supply side – fostering development of labour market relevant skills:

- Improve TVET (Technical & Vocational Education & Training)
- \* Expand Work-based learning
- \* Certification of Skills
- \* Provide remedial education & 2<sup>nd</sup> chance education
- \* Employment Services: providing information on Training
- Expanded & simplified program of overseas training and/or work experience for young people
- \* Lifeskills, work experience & Employability training for all youth;
- Entrepreneurship training to be a core part of every child's education
- \* Encourage a change in youth attitudes from: 'How do I get a job?' to 'How do I create 10 jobs?'

# ANNEX C

## Policies and Practice

*- individual initiatives submitted by task force members -*

### Policies:

To define 'youth job creation' through example, we have put together a number of current policies and practices in which governments should invest between now and 2030.

1. **K to 12 - Philippines:** The K to12 Program is the flagship program of the government of the Philippines under the leadership of President Aquino III, with the help and supervision of the Department of Education. The key purpose is to produce globally competitive youth graduates through a curriculum embedded with nationalism, employability, sustainability and new technology. Graduates are assured of employment that can provide sustainable wage and benefits. (Alecxa Callao, Philippines)
2. **PIASSI Cameroon:** The low interest in entrepreneurship ventures by many youth in Cameroon is exacerbated by limited lending and borrowing opportunities available to the youth for investments. Since most youth have little or no usable collateral and little experience with financial services, the government implemented a scheme entitled Integrated Support Project to Actors of the Informal Sector (PIIASI). The programme aims at financing youth and civil society organisations who work in the informal sector in Cameroon. (Jude Fuhwi, Cameroon)
3. **PSCE Burkina Faso:** To solve the problem of unemployment and underemployment of youth and women in both urban and rural areas, the government developed the Special Program for job creation. It is implemented through five operational components for each category of youth (urban, rural, graduates, dropouts and unschooled) and for women. Just one year after its implementation, the program has created 58,771 jobs, including 27,493 direct jobs and 31,218 indirect jobs in 2012. (Guel Cyrille, Burkina Faso)
4. **STARTUP Gambia:** A STARTUP program introduced by the government of The Gambia is designed to give youth the important requisites to get them employed, trained and equipped, have produced young people who are capable of contributing their quota towards building a stronger, fairer and stable Gambia, Africa and the world. Beneficiaries included, but were not limited to, small scale businesses, agriculturalist, advocates, entrepreneurs and students who are pursuing the STEM subjects. (Jimmy Hendry Nzally, Gambia)
5. **Youth Civil Service - Cameroon:** Cameroon's president announced the recruitment of 25,000 youths into the civil service. Many young people are retained after their youth service, but in my opinion I think more youth service after graduation from universities should be allowed by central governments. Many African countries spend huge amount of money on training without carrying out a need analysis to plan their educational systems well. Even when programs are designed, employers may not need the skills that most state universities offer. (John Yukonchong Mbeng, Cameroon)
6. **YSEF - Nepal:** Nepal started many policy initiatives to attract youth people to entrepreneurship, one of which was the Youth Self Employment Fund (YSEF) to provide fundings and trainings to young people to start their own enterprises. (Niraj Koirala, Nepal)
7. **New Zealand & Canada Youth Employment Strategy:** The New Zealand government's youth guarantee scheme provides fees-free tertiary places for eligible students between the ages of 16 and 19, when they're most vulnerable to chronic unemployment. The free practical training eliminates the financial burden on unskilled young people and avoids the debt trap later on.

Canada's Youth Employment Strategy offers funding to employers to offer skills training and education to young people facing barriers to employment. It also funds employers who offer summer jobs to young people looking for workforce experience. (Fale Andrew Lesa, Samoa)

8. **IDMAJ - Morocco:** One of the programs the government of Morocco has established to increase employment but also to improve the employability of youth is Idmaj (which can be translated into Integration). This program increases the employability of degree-holding job seekers by the acquisition of new professional skills, particularly through a first experience within an enterprise, and it develops human resources of the company and improves its management. It has helped thousands of youths find a job. (Zakaria Hasim, Morocco)
9. **National Student Financial Aid 'Learnerships' - South Africa:** With the National Student Financial Aid Scheme, more and more students have been given opportunities for success. As South Africa has a major shortage of civil servants, many are encouraged to join these fields in particular. Learnerships have therefore also been put in place for those that might not be able to repay loans. (Marlene Sauls, South Africa)
10. **FNJ – Cote D'Ivoire:** The government of Cote d'Ivoire set up on October 2012 a fund called 'Fonds National de la jeunesse' (FNJ), which aims to support any initiative that can help young people with their socio economic integration. It funds and refunds investment loans and cash for young entrepreneurs, offers finance mentoring programs for youth, and includes non-formal education programs for youth. (Pelegnansinan Coulibaly, Côte d'Ivoire)
11. **VET - Greece:** The Ministry of Education recently announced 7,000 internship positions for the graduates of VET to help young graduates get hands-on work experience. The main activities of the project are to design appropriate educational materials, 80-hour training programs for beneficiaries, six-month internship in affiliated companies and individualized counseling. 60% of the budget is given towards the benefit of the participants, one of the highest percentages dedicated in similar programs. (Katerina Boutsia, Greece)
12. **Apprenticeships, France:** The French Department for Education has been encouraging schools and education centres to integrate internships and practical cases in their programmes. Since school is compulsory for children in France, two main options have existed for young people to reach employment:
  - the apprenticeship path as young as possible
  - the long path theory based studies,In the first, young people early train to a practical job and can enter a company as a trainee from age 14. In the second one, they only enter a company once graduated, generally around 25 years old.(Anne-Cécile Antalik, France)
13. **Wage Subsidies & Infrastructure Projects – Slovakia, Senegal, Mali & Sierra Leone:** In Slovakia, as in Bulgaria, a 'System of Diploma Practice' subsidizes employers' recruitment of young graduates. In Mali, the National Agency for the Promotion of Youth Employment (APYE) has trained more than 3,000 young people for professional internships partially subsidized by APYE and the training company. In Sierra Leone, an initiative of the World Bank and GTZ has created an association of 750 young people for the treatment of urban waste. In Senegal, the Synapse Centre is an NGO that is dedicated through its initiative to help young people by providing advice for entrepreneurship and mentoring. (Hachimou Boukary, Tunisia)
14. **Strategy for Growth & Employment, Cameroon:** The framework of the employment policy in Cameroon is the Strategy document for Growth and Employment, which focuses on:
  - Vocational training

- Increasing the supply of decent jobs through the development of small and medium enterprises (SMEs) and decent wage employment;
- Promotion of self-employment through tax exemptions and administrative facilities. (Loïc Kwapnang, Cameroon)

## Practice:

1. **RIJ – Benin:** In Benin, the Conversion Program and Youth Integration (RIJ) educates youth about growth sectors such as agriculture, tourism, livestock, computers, mechanics and tries to install them in these fields through grant funding. (Albéric Darius Sèdjro Dagan, Benin)
2. **3 x Initiatives – Malawi:** The World Bank Malawi approved the initialisation of a Youth Forum which incorporated youth mentorship activities in both primary and secondary schools. The Malawi government has also opened up of more technical schools so that youth can start businesses. Finally, some organizations have started self-help groups of young people where young people contribute money and these funds are available for lending amongst the members at a low interest rate. (Ruth Makwakwa, Malawi)
3. **ACED – Benin:** The non-profit organization ACED implemented in 2013 in Benin a project of youth capacity building in agricultural entrepreneurship. These young people were first trained in agricultural production and farms management, then they were technically and financially supported in the development and implementation of their business plans. (Donald Houessou, Benin)
4. **Building Young Futures – UNICEF:** The Building Young Futures initiative, developed by UNICEF and working alongside Barclays bank, allows young people to develop an understanding of business through mentorship, working with professionals, and on the ground experience in their role. From my experience, I have witnessed the success of many such programmes which offer a variety of skillsets to support children into formal education and subsequent employment. (Jennifer Wood, UK)
5. **Three Initiatives – Haiti:** The Haitian State and the Haitian civil society took initiatives to promote entrepreneurship among youths:
  - Business plan contest: MEMA ('My company, My future' in English) trains young people in global business practices and receive money for the implementation of their business.
  - Young Innovative Entrepreneurs contest is launched by the Haitian Ministry of Trade and Industries to identify and train promising projects by young researchers or developers of innovative firms.
    - Entrepreneurial development program by the Foundation Etre Ayisyen has recruited and trained youths in entrepreneurship and established a venture capital fund contest. (Alexandra Vanessa Destin Pierre, Haiti)
6. **School to Work Transitions – Jordan:** Jordan endeavors to mitigate its high unemployment rate through collaboration between the government and the private sector through a Private Public Partnership (PPP) project, which employs civilians by designing and implementing varied practical training programs. This is in addition to a World Bank project that focuses on the transition from education to work by training students with a view to prepare them for the labor market. (Raneem Qasaymeh, Jordan)
7. **VC4 Africa - Nigeria:** The VC4 Africa provides training programmes, mentorship initiatives, and projects that make it easier for young entrepreneurs to access finance and loans and/or business plan competitions to get a job or get their own businesses started. It also provides an interactive online community of entrepreneurs and investors in the African continent to interact, network, capital and exchange business ideas and initiatives. (Olanrewaju Daodu, Nigeria)

8. **YouWin - Nigeria:** The Youth Enterprise with Innovation in Nigeria (YouWiN) trains 6,000 aspiring young entrepreneurs annually on marketing, operations management, and business decision analysis, and awards grants to 1,200 young entrepreneurs selected from the six geo-political zones of the country. (Safriat Yussuff, Nigeria)
9. **Jewelry Design & Manufacturing - Botswana:** The government of Botswana created a Certificate in Jewellery Design and Manufacturing, which has an aspect of sustainability - if resources are manufactured locally and exported, it creates job and increases the Gross domestic product of the country. Botswana also seeks to diversify the economy and develop the diamond industry beyond mining. (John Yukonchong Mbeng, Cameroon)
10. **Kazi Kwa Vijana (Jobs for Youth) - Kenya:** The World Bank has established partnerships with African governments to promote labor intensive projects that directly provide youth employment opportunities, such as the Kazi Kwa Vijana (Jobs for Youth) programme in Kenya. Through a partnership with private sector, this programme has provided internships and training to boost youth employability by developing skills and job experience. (Kenneth Waliaula, Kenya)
11. **ASSITEJ – South Africa:** In South Africa, there is an NPO called ASSITEJ South Africa which gets theatre makers and community theatre participants together and mentors them and helps them manage their productions. They also assist these community theatre groups in getting theatre into schools. (Imameleng Masitha, South Africa)
12. **Joint Response to Youth Employment – Sierra Leone:** The Joint Response to Youth Employment was as a response to tackle the youth unemployment in the country after its protracted civil war that destroyed most of the country's social, economic and physical structure. The programme involved: Labour Intensive Public Works; Private Sector and Agro-Business Works; Skills Development and Employment Support; Youth Empowerment; Research on the Situation of Youth; and Sector Planning and Coordination. (Cosmos Nike Nwedu, Nigeria)
13. **Youth in Action - Europe:** The European Commission has been effectively active for the last decade to improve youth employability through the Youth in Action programme (now Erasmus Plus). By offering a large range of opportunities to young European people, this programme develops youth empowerment and strengthens transnational partnerships and connections between participant countries. (Anne-Cécile Antalik, France)
14. **Umoja Sustainability - DRC:** Umoja Sustainability is an NGO created under Congolese law with the purpose of promoting sustainable development in the DRC through entrepreneurship. Through its initiative to support young people to develop entrepreneurial projects by environmental value, Umoja Sustainability guarantees a series of high-level training. (Maximilien Kungana, DRC)
15. **TREE Programme - Zimbabwe:** The ILO working with the Government of Zimbabwe recently introduced the Training for Rural Economic Empowerment, the TREE Programme, which is focusing on improving the sustainability and quality of jobs as well as income in selected economically viable sectors. Nine thousand youths have so far been trained under this initiative against a total youth population of close to eight million. (Nyaradzo Mashayamombe, Zimbabwe)
16. **National Rural Youth Service Corps - South Africa:** The National Rural Youth Service Corps is a youth skills development and employment programme that mainly targets rural youth. It is a government initiative but carried out in partnership with the private sector. It aims to help transform young people in the rural areas from being job seekers to being job creators while reducing their dependency on social grants. (Ruth Aine, Uganda)

# ANNEX D

## Youth Solutions to Youth Unemployment

A useful summary of the best youth solutions to youth unemployment emerges from the winning essays of an essay competition run by the International Finance Corporation and World Economic Forum to answer the question: “*What can I and the global community do to create jobs for my generation?*” Many of these solutions mirror the tools in the Policy Toolbox. :

1. May Habib – [www.qordoba.com](http://www.qordoba.com): an **online Net-preneurs platform** to enable young people to learn how to use the internet to make money by securing e-lancing commissions. Create the conditions in the developing world for increased web-based self employment.’ \*
2. Ravi Supramamiam – Target **skills training** for youth; eg: training mobile phone repairers\*
3. Vidyadhar Prabhudesai – **Karnataka Renaissance** - encouraging city-based companies to reach out talented youth in rural areas and offering them skills development. 69% of unemployed Indian youth are well-educated but lack professional skills. NR Narayana Murthy, head of InfoSys, said: ‘*Only a meagre 13% of university graduates are employable*’
4. Mariam Ortiz – **Annual National Jobs Summits**\* with National Entrepreneur Contests, Jobs Clubs and practical, experiential entrepreneurial experience; Governments should create loan programmes for start-ups, tax breaks for companies that create jobs and training for young workers.
5. Jocelyn Robinson – launch a **Youth Empowerment System** (YES) – ‘students learning a skillset that employers covet + proper lifeskills.’ \* She asks corporations to submit business problems to youth and challenge them to come up with innovative solutions. YES is designed to ‘equip upcoming leaders for success and restore their hope.’
6. David Poetz & Bianca Marty – Use the **Swiss education model**. Switzerland has the lowest Youth Unemployment rate in the world: 3.5%! It achieves this by incorporating apprenticeships and work experience for all students from age 16. Germany and Austria use a similar model – and achieve correspondingly low youth unemployment rates.
7. Eduardo Vasquez Serna – Make **2016 the UN Year of Youth Entrepreneurship**: to focus attention and deliver action by key players to convince all stake-holders - governments, international organisations, financial institutions, entrepreneurs, NGOs and the public - that entrepreneurship is a means to tackle unemployment and achieve economic growth.
8. Ponce Ernest Samanigo – Carry out **major educational reform** to deliver courageous entrepreneurs, comfortable in working in teams for shared goals. He quotes three examples:
  - Timiakatemia, Finland: <http://www.tiimiakatemia.fi/en/> - where students run cooperative businesses and learn while making real money from real customers.
  - The Studio Schools Trust: <http://www.studioschoolstrust.org/> - a UK government initiative to create schools that offer project-based learning in teams + increasing hours of paid work experience to prepare youth for the job market as well as exams.
  - Organic Farm School, Cerrito, Fundacion Paraguay – where students learn by running model farms, doing food processing and selling their products. The guiding principle is that: ‘Our greatest teacher is the Market...’

*‘The global community’s next decisions will determine if our generation is a ‘lost generation’ or the one whose limitless potential is nurtured and allowed to flourish by new, more effective ways of learning.*

# Annex E

## TASK FORCE MEMBERS

1.	Adebayo Anthony Kehinde	Nigeria
2.	Adelard Kakunze	Burundi
3.	Ahmed Jamal	Egypt
4.	Aimé KAZIKA	DRC
5.	Aissa Traore	Mali
6.	Ajda Z	Slovenia
7.	Albéric Darius Sèdjro Dagan	Benin
8.	Alecxa Callao	Philippines
9.	Alexandra Vanessa Destin Pierre	Haiti
10.	Aliou Boubacar Diarra	Mali
11.	Amanambu Jones	Nigeria
12.	Ambaliou Odountan Olounlade	Nigeria
13.	Anne-Cécile Antalik	France
14.	Anthon Mark Jay Alguno Rivas	Philippines
15.	Archibong Olasubomi	Nigeria
16.	Ashitiva Ghai	Kenya
17.	Atef Cherif	Tunisia
18.	Bassirou Gassama	Senegal
19.	Beyan F. Pewee	Liberia
20.	Cheick Dabo	Mali
21.	Christian Katempa	DRC
22.	Christian Makangara	Burundi
23.	Cosmos Nike Nwedu	Nigeria
24.	Cynthia Wainaina	Kenya
25.	Dehouindji Nestor	Benin
26.	Didier Folahan	Benin
27.	Donald Houessou	Benin
28.	Edem Kodjo Kowouvi	Burkina Faso
29.	Edoh Koungblenou Kwassi	Togo
30.	Emmanuel N B Flomo	Liberia
31.	Erewa Mene	Nigeria
32.	Ezenwa Okoro	Nigeria
33.	Fale Andrew Lesa	Samoa
34.	Guel Cyrille	Burkina Faso
35.	Hachimou Boukary	Tunisia
36.	Hanan Asghar	Saudi Arabia
37.	Hilal Le-slameur	Morocco
38.	Houessinon Sewa	Benin
39.	Imameleng Masitha	South Africa
40.	Jennifer Wood	UK
41.	Jimmy Borgella	Haiti
42.	Jimmy Hendry Nzally	Gambia

43.	John Yukonchong Mbeng	Cameroon
44.	Jude Fuhnwi	Cameroon
45.	Jude Thaddues Njikem	Cameroon
46.	Justin Tanyi	Cameroon
47.	Kabore Assami	Burkina Faso
48.	Katerina Boutsia	Greece
49.	Kenneth Waliaula	Kenya
50.	Koulthoum Ahmed	Comoros
51.	Kunakey Junior	Togo
52.	Lauriane Kindji	Benin
53.	Lionel Kpenou-Chobli	Benin
54.	Liranso Gebreyohannes	Ethiopia
55.	Loïc Kwapnang	Cameroon
56.	Marlene Sauls	South Africa
57.	Maximilien Kungana	DRC
58.	Michael Segun Bolarinwa	Nigeria
59.	Michele Ekedì	Cameroon
60.	Mohamed Manoufali	Sudan
61.	Mxolisi Ndlovu	Zimbabwe
62.	Naim Keruwala	India
63.	Natasha Annie Tonthola	Malawi
64.	Niraj Koirala	Nepal
65.	Nyaradzo Mashayamombe	Zimbabwe
66.	Ogoko Lius	Nigeria
67.	Olanrewaju Daodu	Nigeria
68.	Pelegnansinan Coulibaly	Cote d'Ivoire
69.	Philippe Junior Sibiro	CAR
70.	Rachad Tidjani	Benin
71.	Raneem Qasaymeh	Jordan
72.	Renaud Fiacre Avlessi	Benin
73.	Ruth Aine	Uganda
74.	Ruth Makwakwa	Malawi
75.	Safriat Yussuff	Nigeria
76.	Samrawit Getaneh	Ethiopia
77.	Sasha Ingram	Uganda
78.	Shiraz Yakubu Anass	Ghana
79.	Simon Ssenkaayi	Uganda
80.	Tanankem Voufo Belmondo	Cameroon
81.	Udochukwu Christian	Kenya
82.	Vidyadhar Prabhudesai	India
83.	Wanzala Edmond Martin	Uganda
84.	Xiomara Acevedo	Colombia
85.	Yohannes Ayalew	Ethiopia
86.	Zakaria Hasim	Morocco