



International
Labour
Organization

Is stable and satisfactory employment the impossible dream for today's young people?

**Preliminary results from the ILO School-to-work
Transition Surveys**

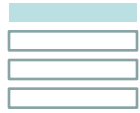
Sara Elder

Ideas4Work: Youth Employability and
Entrepreneurship in Africa

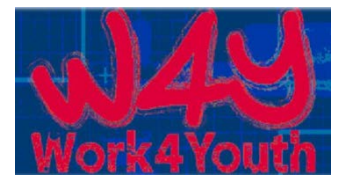
Dakar, Senegal

23-25 January 2013

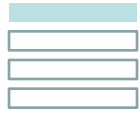
The logo for 'Work4Youth' (W4Y). It features the letters 'W4Y' in a large, stylized, red font with a white outline, set against a dark blue background. Below 'W4Y', the words 'Work4Youth' are written in a smaller, red, sans-serif font. The background of the logo area shows a blurred image of a building with windows.



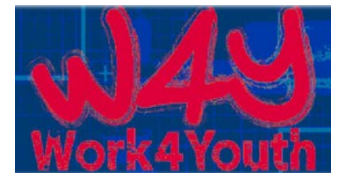
Outline



1. What is the W4Y?
2. SWTS framework
3. Research questions
 1. Is stable and satisfactory employment the impossible dream?
 2. What does a 'normal' transition look like?
 3. Assumptions of a school-to-work transition: Real or myth
4. Are there any surprises in the data?
5. Future research questions



What is W4Y?



- Data is generated through the **ILO school-to-work transition survey (SWTS)**
 - ✓ Household survey, nationally-representative sample of 3,000 to 5,000 youth aged 15 to 29 years
 - ✓ Standardized questionnaire but nationally-adapted with focus on household characteristics, aspirations and perceptions of youth, extensive details on conditions of work and self-employment, means of job search, history of economic activities
 - ✓ Not just school graduates

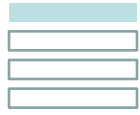


What is W4Y?

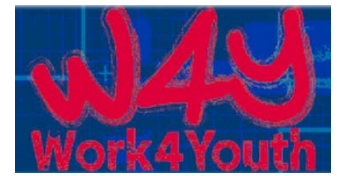


► W4Y implements SWTS in the following **28 target countries** twice over a five year period:

Asia and the Pacific	Eastern Europe and Central Asia	Latin America and the Caribbean	Middle East and North Africa	Sub-Saharan Africa
Bangladesh	Armenia	Brazil	Egypt	Benin
Cambodia	FYR Macedonia	Colombia	Jordan	Liberia
Nepal	Kyrgyzstan	El Salvador	Saudi Arabia	Madagascar
Samoa	Moldova, Republic of	Jamaica	Tunisia	Malawi
Vietnam	Russian Federation	Peru		Tanzania
	Ukraine			Togo
				Uganda
				Zambia

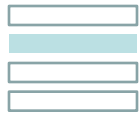


What is W4Y?



Expected outputs

- **School-to-work transition surveys (SWTS):**
 - ✓ **2 rounds** conducted in 28 countries in 2012/13 and 2014/15;
- **Global databases:**
 - ✓ A database with **data and indicators** of the surveys;
 - ✓ A database on **youth employment policies**;
- **Publications:**
 - ✓ **10 regional reports** synthesizing regional transition trends for youth;
 - ✓ **2 Global Employment Trends for Youth**
 - ✓ **5 thematic global reports**;
 - ✓ **A report on MDGs** and decent work for youth

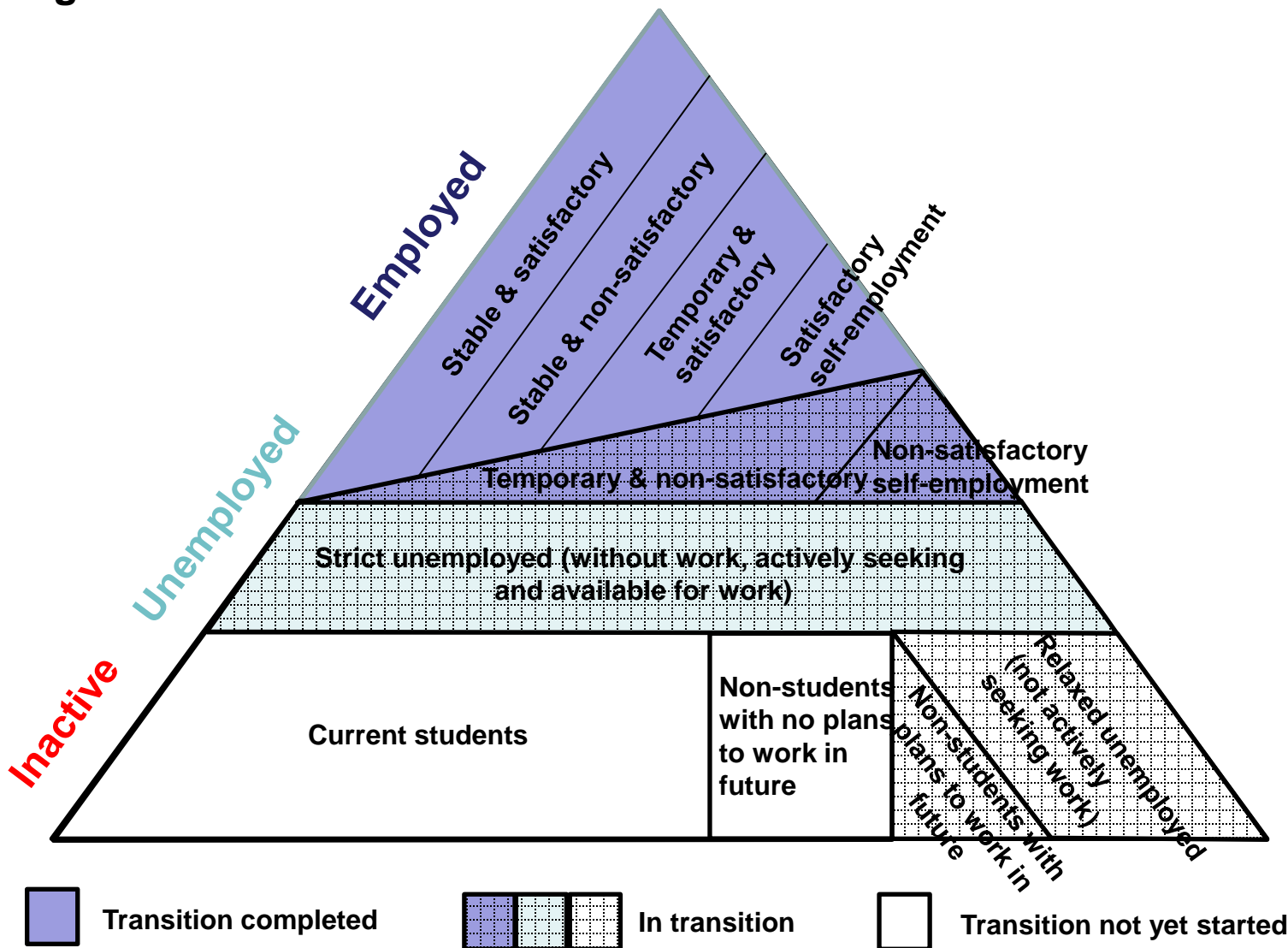


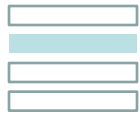
- ILO defines the school to work transition as:

*‘The passage of a young person from the end of schooling to the first **stable** and/or **satisfactory** employment’*

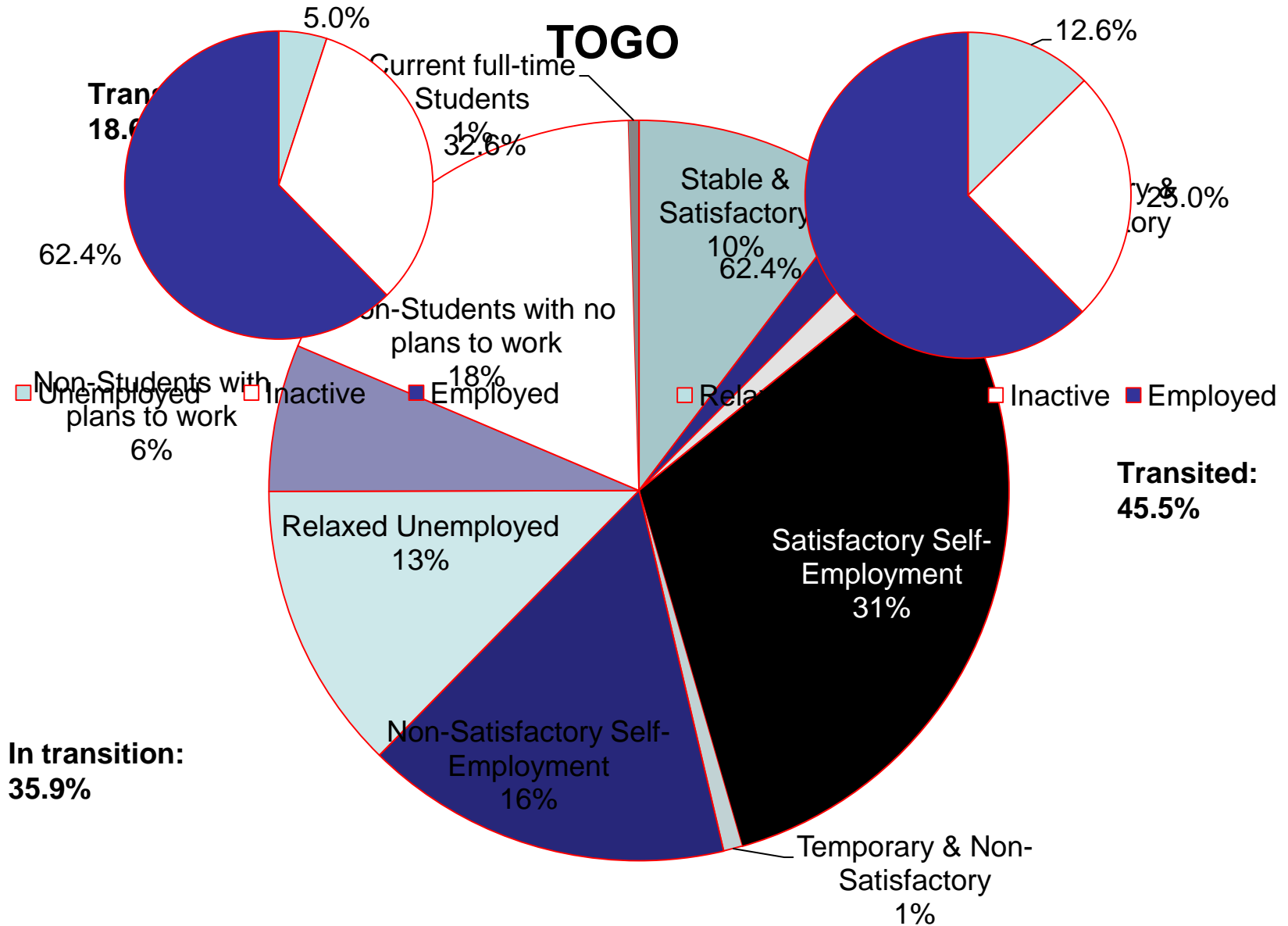
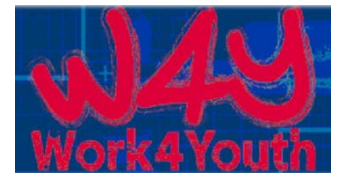


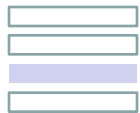
Stages of transition cut across the boundaries of economic activities





Research question 1





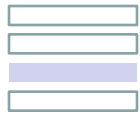
Research question 1



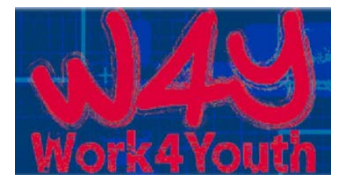
- Is stable employment the impossible dream?
- Is satisfactory employment easier to attain?
- What about informality?

(Share of youth population - %)	TOGO	LIBERIA	CAMBODIA	ARMENIA
Stable employment*	15.3	4.6	22.5	32.6
Satisfactory employment	43.4	33.7	66.7	23.9
Satisfactory self-employment	31.4	30.1	43.7	4.3
Employment in informal sector	84.3	87.7	66.0	33.1
Informal empl in the formal sector	15.7	12.3	34.0	66.9

*Does not include students or inactive young people who do not want to work

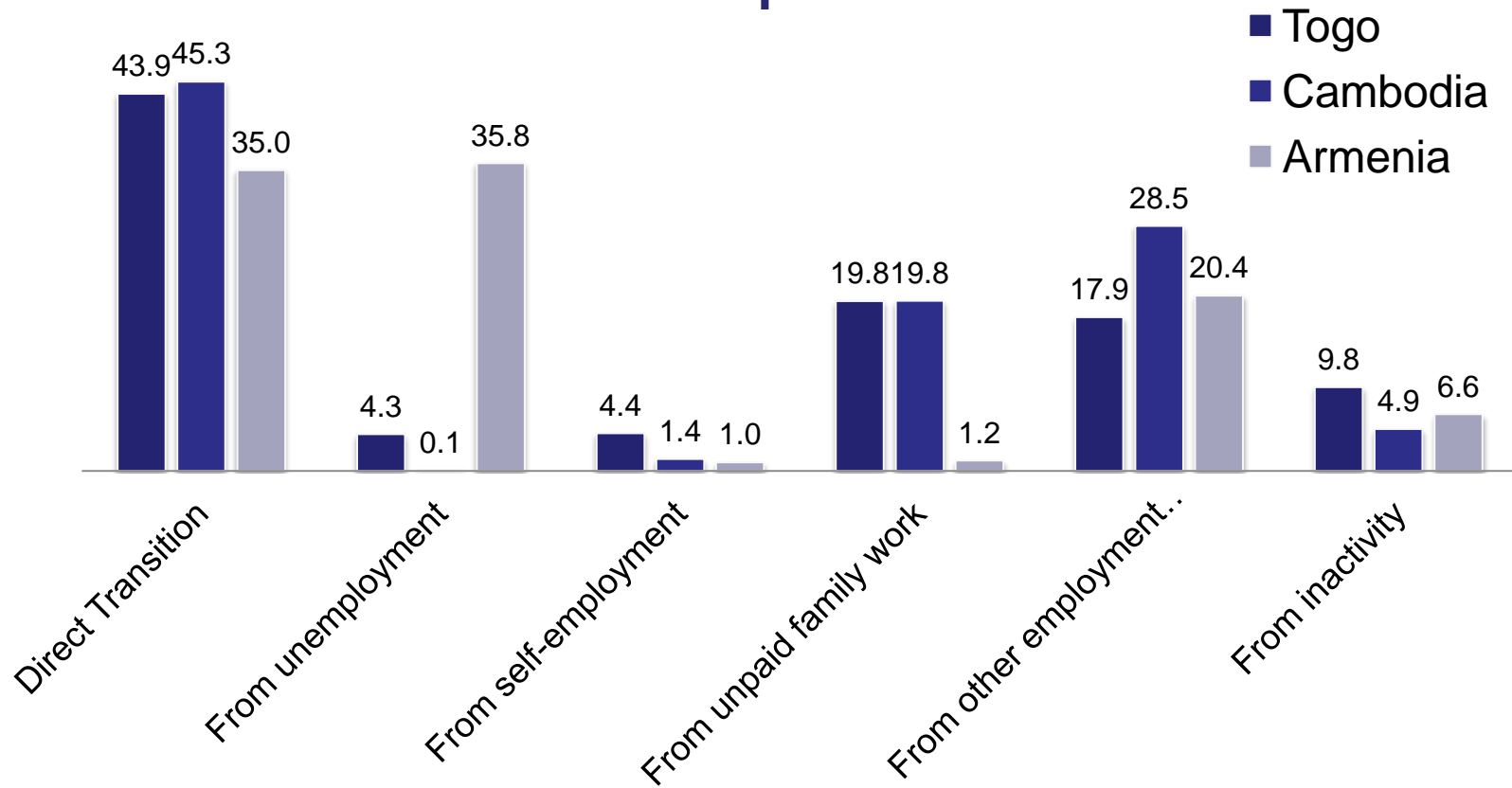


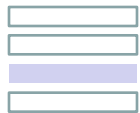
Research question 2



- What does a 'normal' transition look like?

Flows to a completed transition

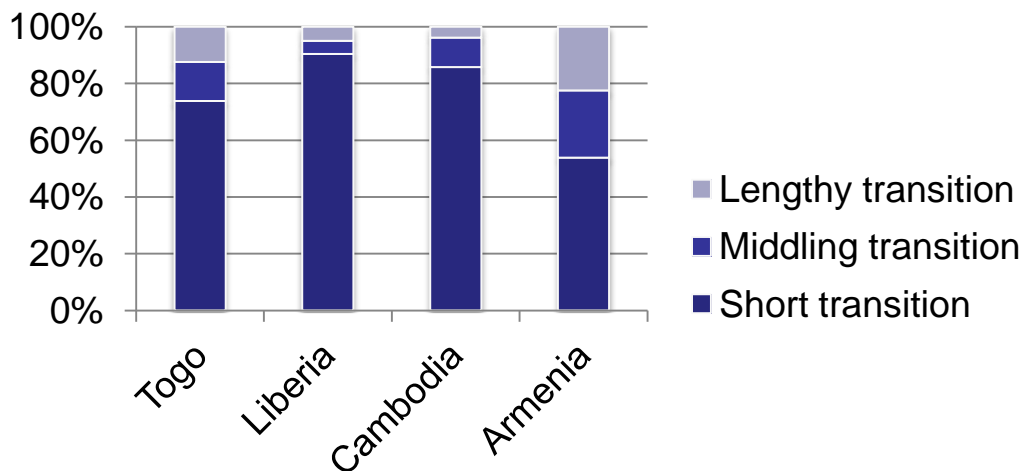




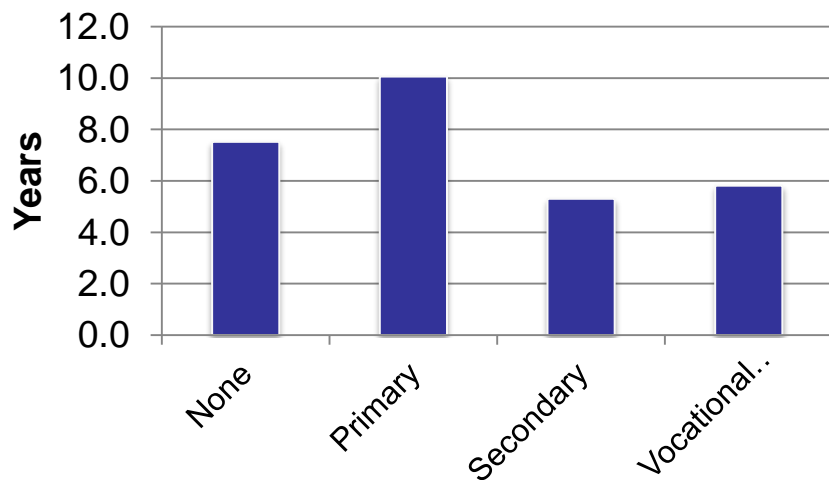
Research question 2



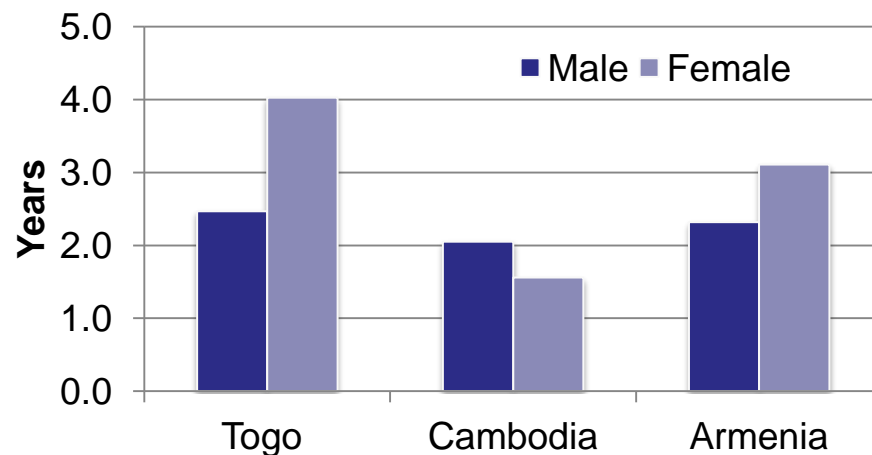
Average length of transition (transited youth)

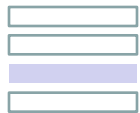


Average length in transition by level of education, Togo

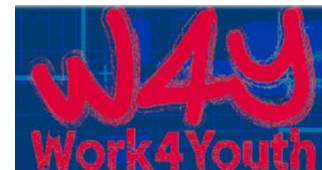


Average length in transition for university graduates, by sex





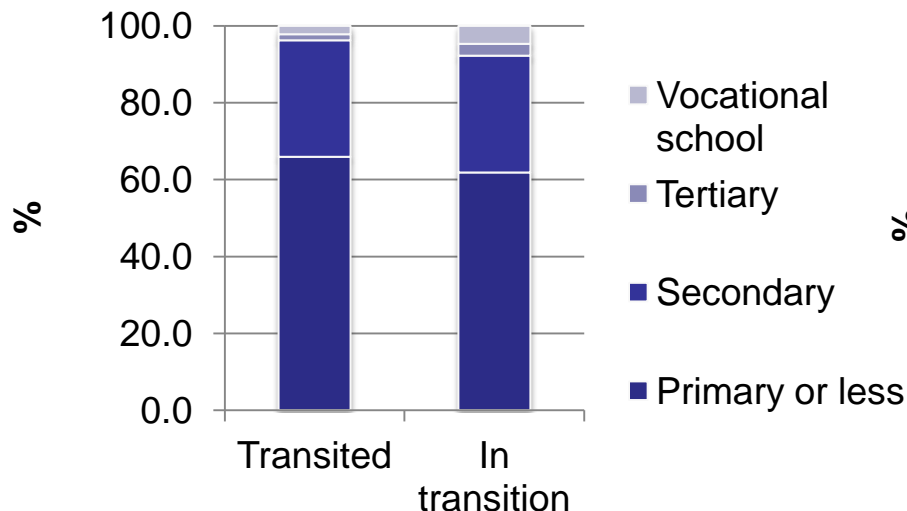
Research question 3



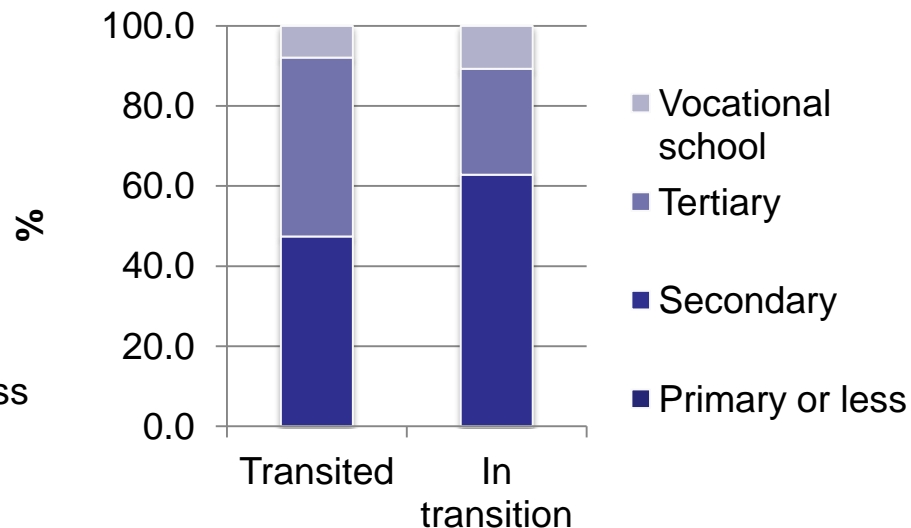
Assumptions of a school-to-work transition: real or myth?

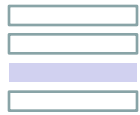
Assumption	Evidence	Myth
1. Education matters	Mixed results. In a country with little opportunity in modern, formal sector, the educated have a slightly harder time completing the transition. Where more opportunities for formal sector jobs exist, education does matter.	Getting a degree is enough.

Stages of transition by level of educational attainment, TOGO

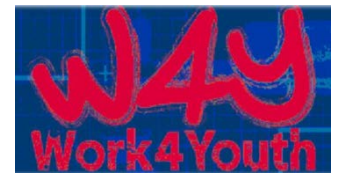


Stages of transition by level of educational attainment, ARMENIA





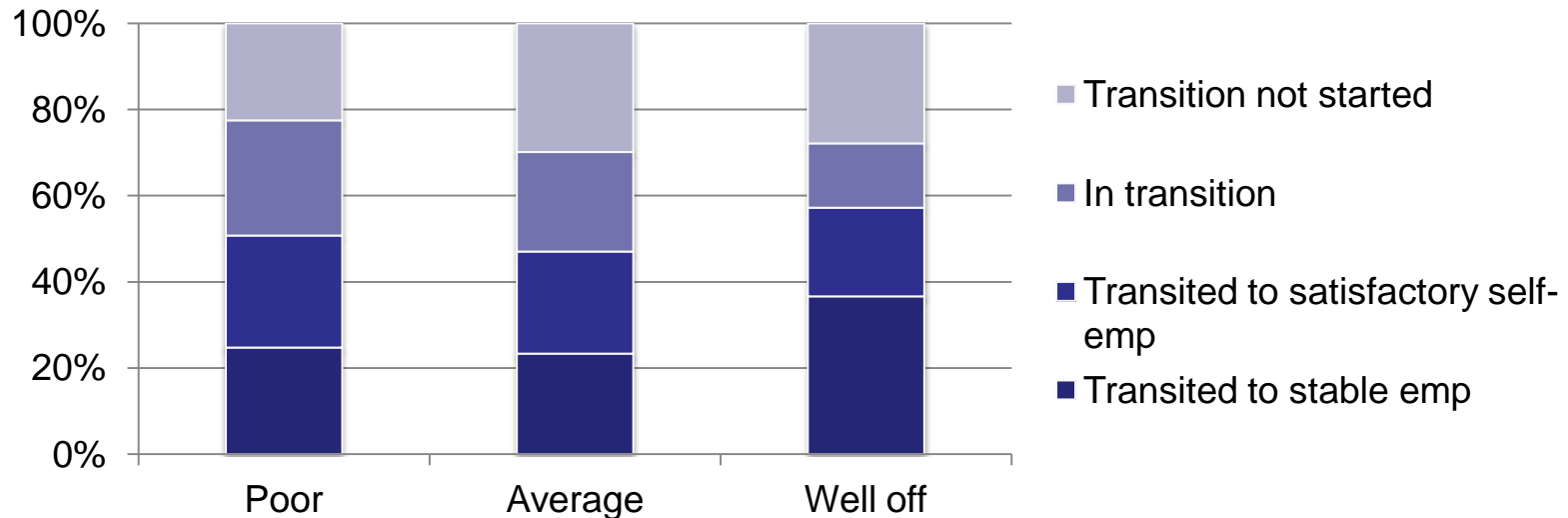
Research question 3

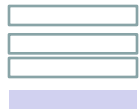


Assumptions of a school-to-work transition: real or myth?

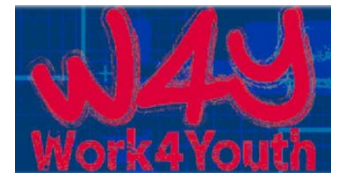
Assumption	Evidence	Myth
2. Wealth matters	Youth from wealthy families are more likely to complete the transition to stable employment. Youth in poverty are more likely to transit to self-employment, satisfactory or not.	Poverty closes all doors.

Stages of transition by household financial situation, Togo

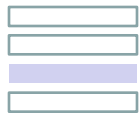




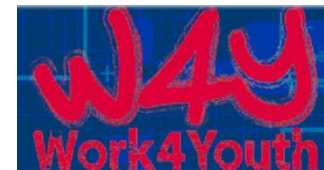
Surprises



- **Stable employment is not the same as formal employment and can be attained at any education level.**
- **Job satisfaction. Are youth really so easily satisfied (eg. Russia, 90% of working youth expressed satisfaction with their job) or is it a matter of adjusting to realities? What does this mean for normative research?**
- **Rural job market is not agriculture alone.**
- **Number of direct transitions (not much job shopping going on in developing economies).**
- **Lack of stronger gender differentials in stages and paths of transition.**



Future research questions



Untested questions on the transition	Research tasks
1. Does what you study matter?	Cross-tabulate transition stages by fields of study
2. Does career training, use of public/private employment services, entrepreneurship training, financial inclusion and/or engaging in apprenticeships/internships make a difference?	Cross-tabulate variables to paths of transition
3. How strong is the phenomenon of under- and over-qualifications of working youth?	Means of educational level of workers by occupation approach
4. How do we best hone in on the issue of skills mismatch?	Run more <i>regular</i> labour demand surveys with focus on vacancies and hard-to-fill vacancies and compare to what young people are studying
5. Does stable employment really mean better quality work?	Cross-tabulate with other quality variables (hours of work, social dialogue, access to training, wages)
6. How does the labour market path of a former child labourer compare to non-child labourer?	Almost all path of transition indicators remain to be seen