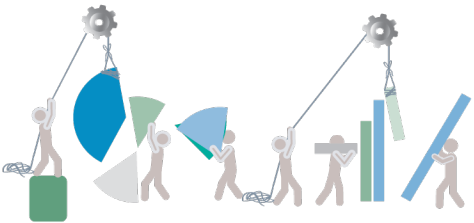
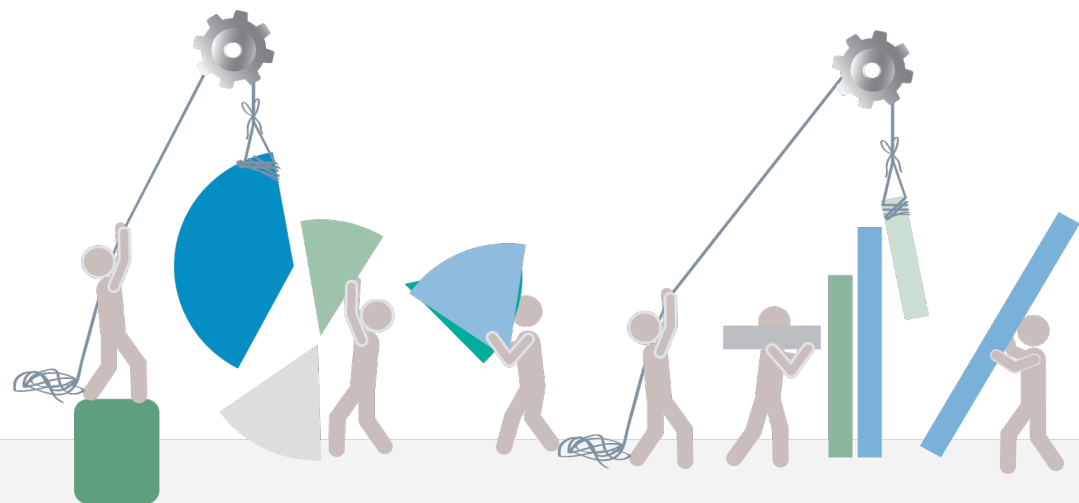


21ST MEETING OF THE COMCEC POVERTY ALLEVIATION WORKING GROUP

October 9-10, 2023
Ankara, Türkiye





Effective VOCATIONAL EDUCATION
AND TRAINING *Strategies*
to **Reduce**
Youth
Unemployment
in the
OIC Member
Countries



Guide

Bekir S. Gür, PhD

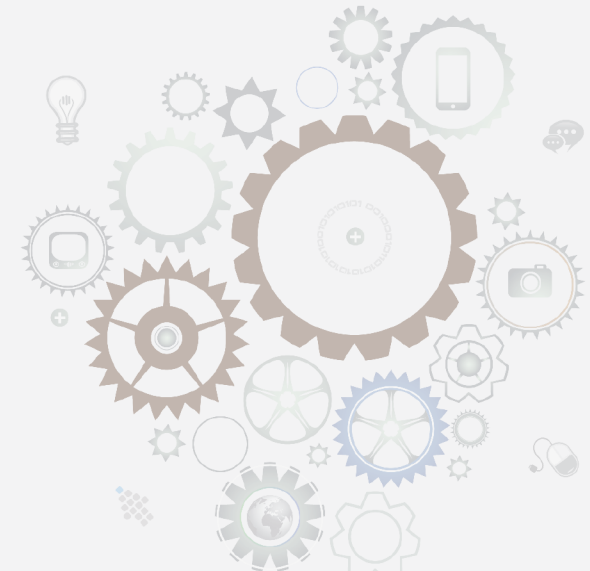
Hacettepe University

Zafer Çelik, PhD

Ankara Yıldırım Beyazıt University



GUIDE FOR ESTABLISHING/IMPROVING VOCATIONAL EDUCATION SYSTEMS AND OTHER RECOMMENDED LABOR MARKET INTERVENTIONS AIMED AT REDUCING YOUTH UNEMPLOYMENT



OIC member countries by income group

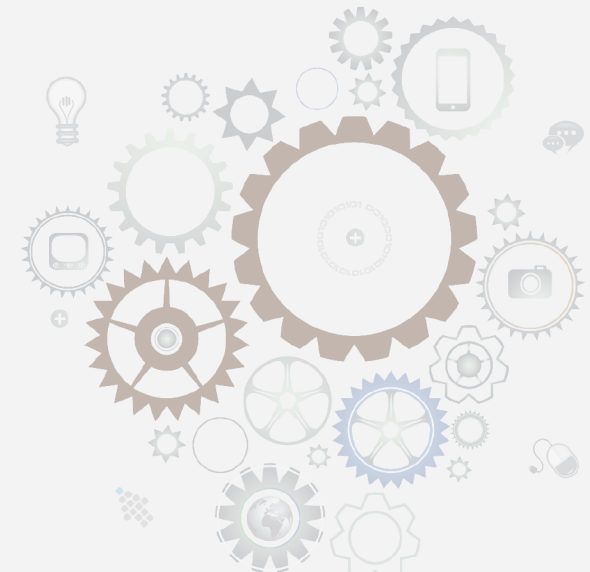
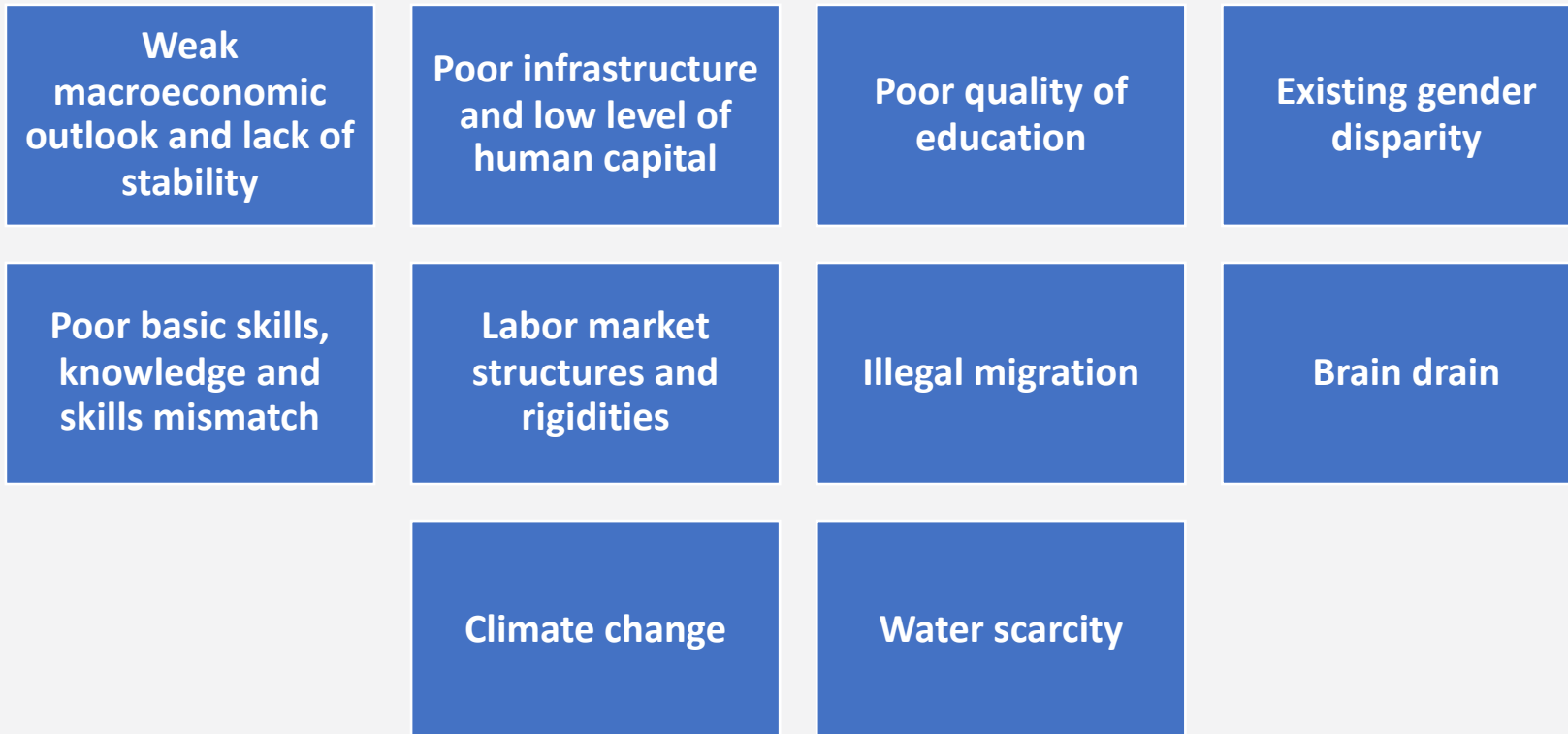


Low	Lower-middle	Upper-middle	High
Afghanistan	Algeria	Albania	Bahrain
Burkina Faso	Bangladesh	Azerbaijan	Brunei Darussalam
Chad Mali	Benin	Gabon	Kuwait
Gambia	Cameroon	Guyana	Oman
Guinea	Comoros	Iraq	Qatar
Guinea-Bissau	Côte d'Ivoire	Jordan	Saudi Arabia
Mozambique	Djibouti	Kazakhstan	United Arab Emirates
Niger	Egypt	Libya	
Sierra Leone	Indonesia	Malaysia	
Somalia	Iran	Maldives	
Sudan	Kyrgyz Republic	Suriname	
Syria	Lebanon	Türkiye	
Togo	Mauritania	Turkmenistan	
Uganda	Morocco		
Yemen	Nigeria		
	Pakistan		
	Palestine		
	Senegal		
	Tajikistan		
	Tunisia		
	Uzbekistan		





1. IDENTIFY CHALLENGES and RISKS of YOUTH UNEMPLOYMENT, YOUTH INFORMAL EMPLOYMENT, and NEET





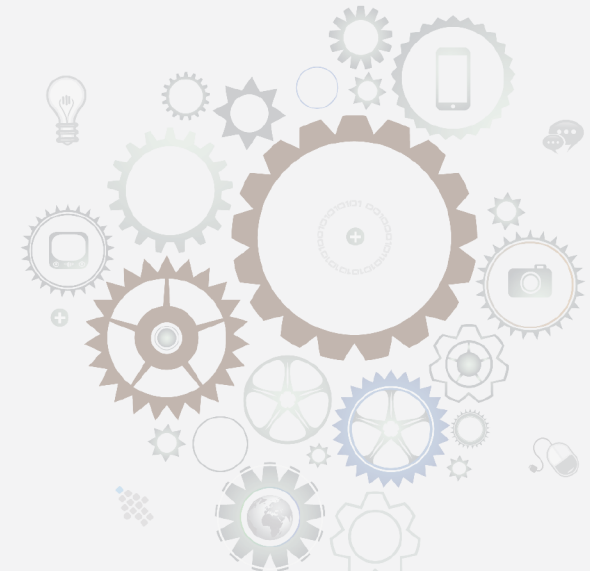
1. IDENTIFY CHALLENGES and RISKS of YOUTH UNEMPLOYMENT, YOUTH INFORMAL EMPLOYMENT, and NEET

For low-income and lower-middle-income countries:

- Focus on identifying challenges and risks, such as the poor quality of education, inadequate basic skills, knowledge and skills mismatches, insufficient infrastructure, and a low level of human capital.
- Pay attention to weak macroeconomic prospects and the absence of stability.
- Recognize the challenges posed by informal economies and the necessity for a gradual process of formalization.
- Cooperate with international organizations to address issues related to illegal migration.
- Develop strategies to leverage the benefits of skilled human resources.

For upper-middle-income and upper-income countries:

- Concentrate on addressing skills mismatches within a rapidly evolving digital economy.
- Consider the challenges posed by climate change and formulate policies to foster a sustainable economy.
- Develop strategies to address concerns related to underemployment and the underutilization of skills.





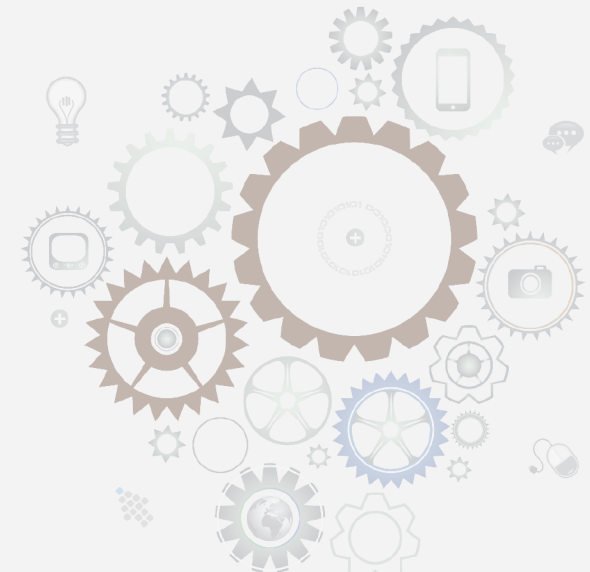
2. LEARN FROM FAILURE and DEVELOP STRATEGIES FOR REPLICATING SUCCESS STORIES

For low-income and lower-middle-income countries:

- Prioritize scalable solutions and local success stories that can be adapted with minimal infrastructure and limited resources.
- Emphasize the importance of academic and vocational education equally.

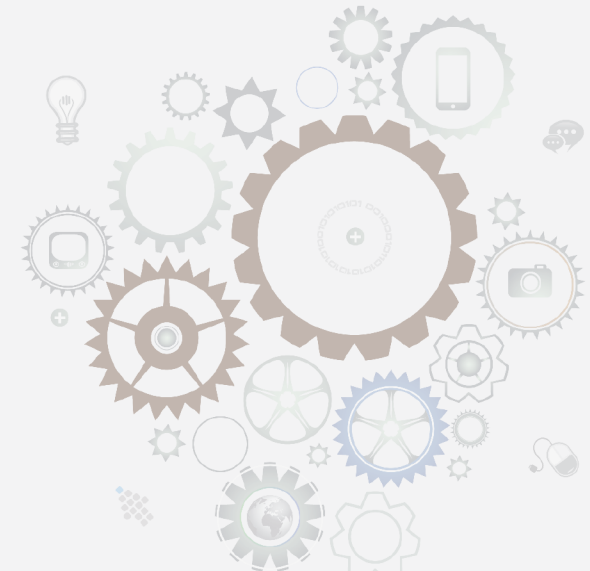
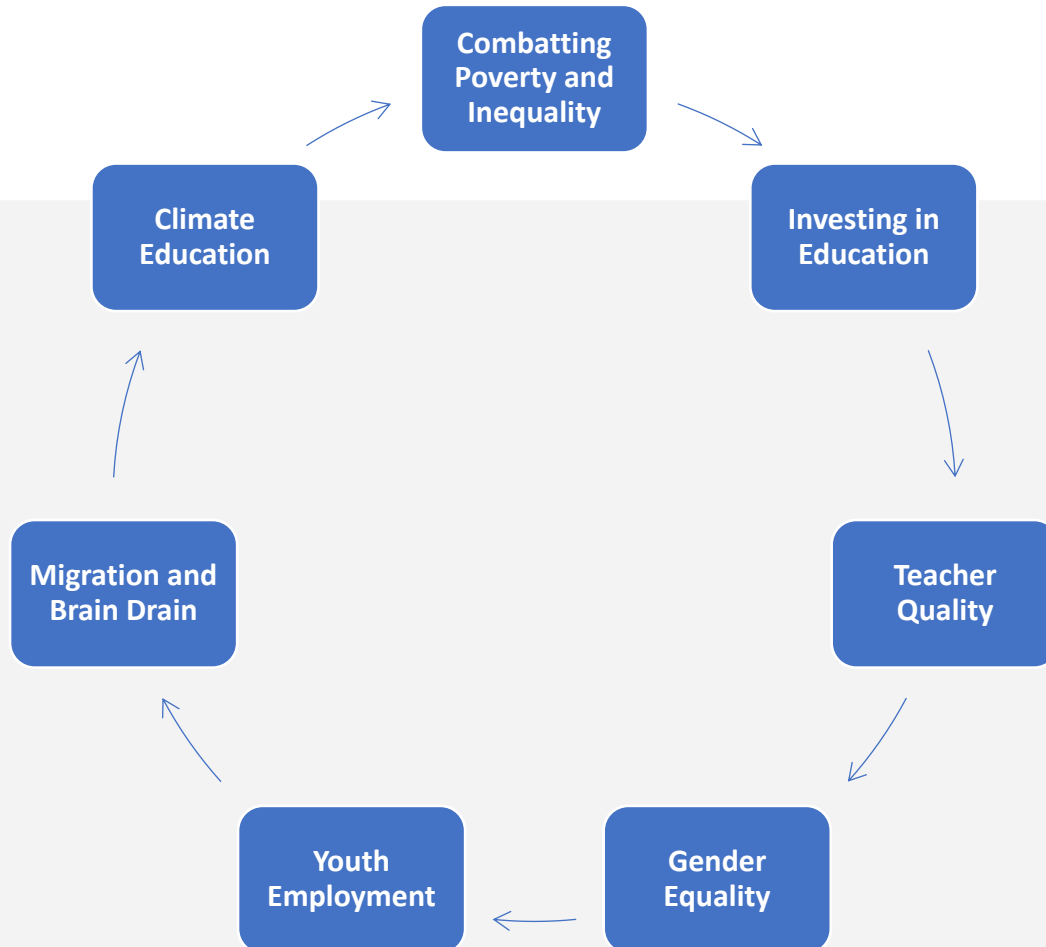
For upper-middle-income and upper-income countries:

- Invest in vocational training and collaborate with businesses will help ensure that OIC countries' youth possess skills aligned with current and future labor market demands.
- Encourage international partnerships in replicating success stories.





3. DEVELOP A LEGAL FRAMEWORK AND POLICIES TO OVERCOME THE RISKS AND CHALLENGES





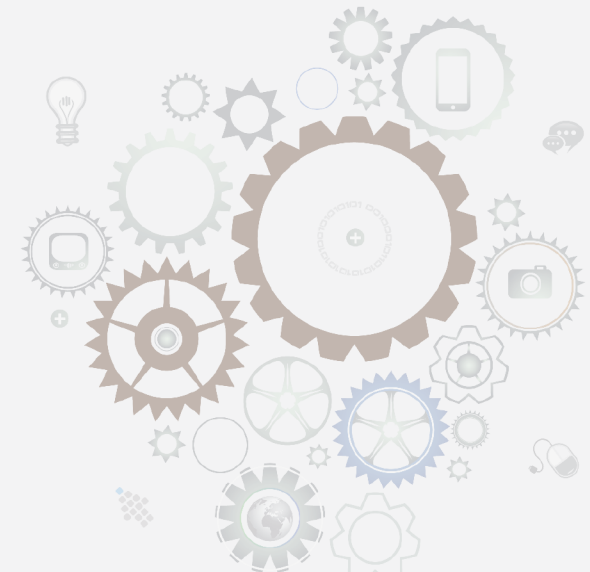
3. DEVELOP A LEGAL FRAMEWORK AND POLICIES TO OVERCOME THE RISKS AND CHALLENGES

For low-income and lower-middle-income countries:

- Develop regulations and enforce policies to restrict informal employment.
- Encourage micro and small business growth.
- Develop inclusive policies that reduce discrimination, promote social inclusion, and cater to the needs of vulnerable groups.
- Request support from OIC and member countries with successful VET systems for human and financial resources in developing VET programs.

For upper-middle-income and upper-income countries:

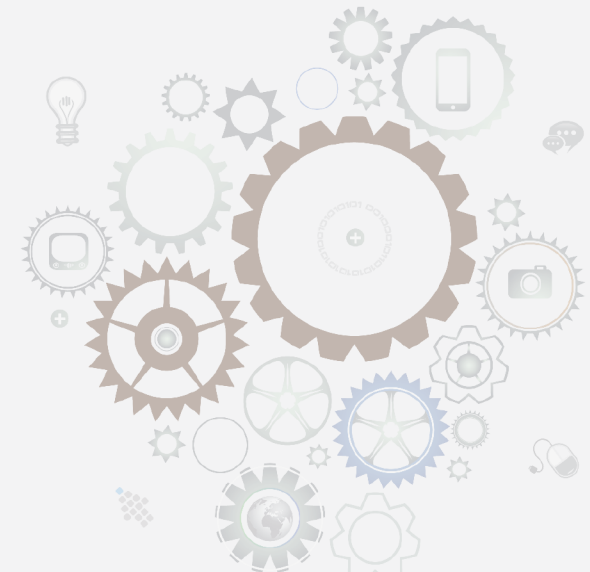
- Address challenges related to skills development in emerging fields and digital labor platforms.
- Support young entrepreneurs with tax and social security incentives.





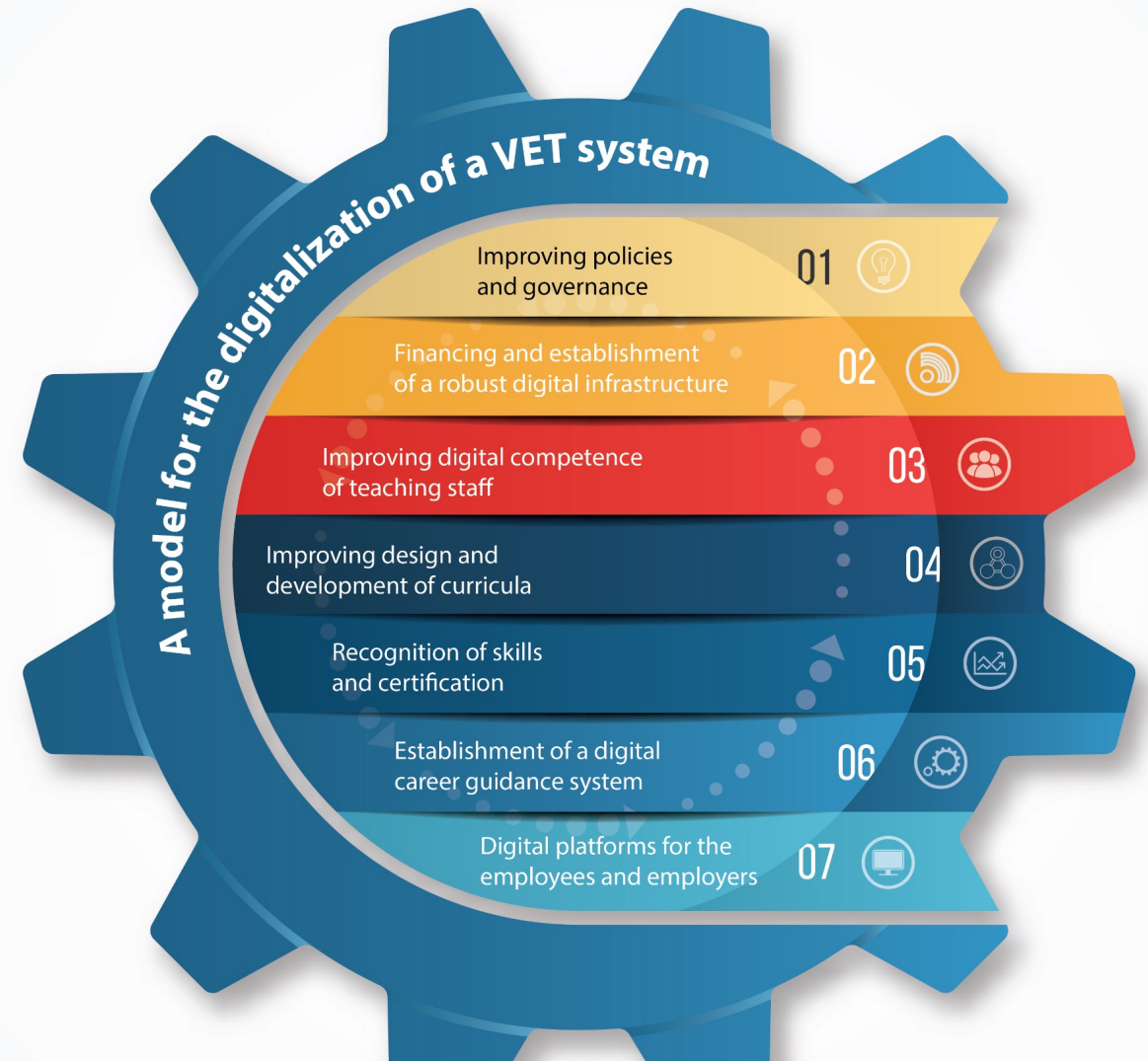
4. DEVELOP A GUIDELINE for DIGITAL TRANSFORMATION of NATIONAL VET SYSTEMS

- Recognizing significant changes in workplaces and the labor market structure.
- Ensuring that education processes remain uninterrupted, allowing individuals to acquire skills even during crisis situations like a pandemic.
- Addressing the significant risks and challenges caused by digitalization.
- Overcoming challenges that impede digitalization efforts in MENA regions.
- Ensuring that the process of digitalization of skills and the VET system does not lead to new inequalities.





4. DEVELOP A GUIDELINE for DIGITAL TRANSFORMATION of NATIONAL VET SYSTEMS





4. DEVELOP A GUIDELINE for DIGITAL TRANSFORMATION of NATIONAL VET SYSTEMS

For low-income
and lower-middle-
income countries:

- Prioritize affordable and realistic solutions for setting digital infrastructure.
- Build partnerships with tech companies for online learning.

For upper-middle-
income and upper-
income countries:

- Provide opportunities for employee upskilling training to enhance productivity and to adapt automation.
- Undertake the pilot projects related to digital transformation of VET and share your lessons with other OIC member countries.





5. ESTABLISH CLEAR ROLES AND RESPONSIBILITIES FOR NGOs, INTERNATIONAL ORGANIZATIONS, AND DONORS





6. SECURE FINANCE TO INITIATE VOCATIONAL TRAINING and ACTIVE LABOR MARKET PROGRAMS

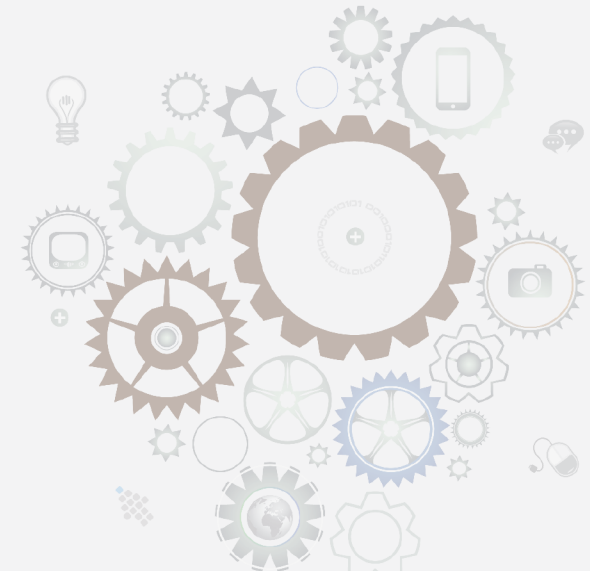
For low-income and lower-middle-income countries:

Enhance international cooperation and mobilize domestic resources from a variety of sources including microfinance.

Prioritize cost-effective solutions due to limited resources.

For upper-middle-income and upper-income countries:

Encourage corporate social responsibility initiatives and public-private partnerships for skills development.





7. DEVELOP MONITORING INDICATORS TO FOLLOW UP PROGRESS.

Unemployment rate of graduates by field of study, region, and sex.

The number of new apprenticeship and traineeship registrations.

The number of work placements for transition year.

Participation of population aged 25-64 in lifelong learning programs.

Challenges of employers in filling vacancies.

Challenges of students in finding jobs and their career progression following their graduation.

Level of collaboration between employers and educational institutions.

Top skills demanded by employers and skills shortages.



7. DEVELOP MONITORING INDICATORS TO FOLLOW UP PROGRESS.

For low-income
and lower-
middle-income
countries:

Prioritize simple data
collection methods that
require minimal
infrastructure and limited
resources.

Highlight key
development indicators
such as Sustainable
Development Goals.

For upper-
middle-income
and upper-
income countries:

Consider real-time data
collection and machine
learning for trend
analysis related to skills
shortages in a rapidly
changing job market.



Thank You!

