

Promoting Good Practice and Policies for Young People's Work in APEC Economies

Human Resources Development Working Group
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**Asia-Pacific
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1.0 CONCLUSIONS AND KEY CHALLENGES

APEC's new 'inclusive growth' agenda aims to ensure economic prosperity resulting from free and open trade and investment across and within the Asia-Pacific region reaches all segments of society. Gainful employment, worker training and retraining, investing in education, and building adaptable work forces, will make economies better able to maximise economic growth by helping vulnerable sectors of society – such as young people - to access relevant opportunities. 'Inclusive growth' solutions include active labour market programmes that endeavour to reach out to young people in particular by providing skills training and up-grading services specifically tailored to meet their needs.

Economic and social success, now and into the future, depends on enabling young people to be ready to enter productive and well paying work, with the skills needed by employers. Across the APEC region, youth unemployment remains higher than among other labour market groups. This situation has been exacerbated by the Global Economic Crisis of 2007-2008. Youth labour force participation rates also tend to be lower than among other groups because they are engaged in school and tertiary education. Young people are also likely to change jobs more frequently, and education commitments mean they more often work in part-time jobs.

The over-riding benefit of this APEC Human Resources Development Working Group (HRDWG) project was that it enabled participating APEC economies to learn from the experiences of each other. However, key challenges remain:

Effective collection and use of data and information is required: Data and information about young workers could be more consistent between economies to facilitate cross-economy comparisons and provide a more solid base for the drawing of conclusions about the effectiveness of policies and practices for young people in work. This could mean collecting data along common timeframes, or agreeing what data about young people in work is important. It could consider what work is for young people – usually defined on the basis of age, hours and nature. It could even start with a common approach to the definition of 'youth' and 'young people', taking account of already existing definitions used by the United Nations (Convention on the Rights of the Child) and other international bodies.

Employment matters for young people should be part of wider macro-economic policy-making: The results of the survey and workshop components of the project focussed on the importance of long-term planning, and making sure that employment issues generally (and employment issues for young workers specifically – including skills development and training) are factored into macro-economic policies. The literature scan and survey components of the project both emphasised the link between educational attainment and employability.

Participants agreed the importance of coordination between policy agencies responsible for youth issues is crucial to the success or otherwise of policies for young people in work. The fact that economies have different institutional settings, with different demarcations among ministries, increases the merits of APEC cooperation on these issues. APEC discussion can provide participants with fresh insights as foreign colleagues work in different settings and can take different angles to approaching the cross-cutting aspects of young people in work.

Despite a clear difference in the monetary amounts of stimulus packages and other government investments in responding to the Global Economic Crisis, APEC economies have implemented

proactive policies for young people as a result. Participants in the workshop component of the project noted the importance of cross-agency policy coordination in maximising investments.

Experience, earning and education for young people need to be balanced: Participants in the workshop considered the issue of part-time work while studying, and the tension between experience, earning and education. Is it government or society's view that combining work and education is positive for young people, detrimental to study, or beneficial to employability in later life? Work experience is important to help young people to make work choices and gain a sense of 'real' industry, yet a focus on study and educational achievements impacts upon a young person's future success in work. The workshop talked about pathways and destinations, especially around combining education and training with work. Participants noted the importance of practical training and development of the "right" skills for young people to enter the workforce, and noted the tension between vocational training and academic pathways.

This project has enabled APEC economies to identify and share a variety of policies and initiatives. Going forward, APEC economies could agree on comparing and identifying best practice policies for young people in work – those policies that help prepare young people for the workplace (eg. career advice), those that assist with gaining experience (eg. apprenticeships or vocational training), those that link best with employers' needs, or those that focus on vulnerable youth (eg. NEET: not in employment, education or training). The best practice approach would allow economies to select initiatives that are most relevant to their particular needs and contexts.

Effective communication of policies relating to young people in work is essential: This APEC HRDWG project brought policymakers, young people and employers of young people together at a workshop in New Zealand. It showed that involving and engaging the consumers of policy – young people – is important. Going forward, APEC economies could agree on identifying best practice models that are relevant for each economy by fostering and improving cooperation between policymakers, young people and employers with and across economies.

Some graphic and targeted innovations for marketing policy to young people were demonstrated, especially around workplace health and safety and employment rights and obligations. Participants in the workshop noted that some communication strategies targeted at children and young people that were raised in the "youth engagement" workshop were common across economies.

Evaluation should be improved: This APEC HRDWG project was designed to examine good policies and practices. However, while the survey and workshop component of the project identified policies and practices for young people in work, evaluation and impact information was largely absent. The workshop component of the project agreed the importance of monitoring and evaluating the effectiveness of policies for young people in work. The purpose of any particular policy action needs to be clear from its inception, so that future evaluation can assess the effectiveness of the policy against its stated objectives.

It is important to factor monitoring and evaluation into the development of policies and programmes, so as to be able to determine best practice in the end. For example, APEC economies could explore a common framework for measuring programme outcomes, after young people have participated in training. For example, did they find jobs? Did they improve their incomes? What factors contributed to the success (or lack of success)?

2.0 PROJECT OVERVIEW

This report provides the results of a project completed with the assistance of APEC economies on: "Promoting Good Practice and Policies for Young People's Work in APEC Economies". The project comprised three work streams: a literature review, a survey and a workshop.

This APEC HRDWG project stemmed from an agreement by the Governments of Brunei Darussalam, Chile, New Zealand and Singapore (under the Memorandum of Understanding on Labour Cooperation as part of the Trans-Pacific Strategic Economic Partnership (TPSEP) Agreement) to cooperate on an area of common interest – youth in the labour market.

2.1 Rationale

Policy makers cannot simply treat young workers as they would adult workers. Young people's work patterns and entitlements are often different from those of adults, and they can be a vulnerable demographic group in the labour market.

Due to their lack of experience, young people face challenges in entering work. This is even more the case in conditions of economic downturn, when employers may take on fewer new staff, and favour older candidates with experience. Young people may also be at higher risk of exploitation during times of economic stress.

Young entrants to the workforce may not be aware of their workplace rights and obligations. Furthermore, young workers often combine work with education - and whether or not they get this balance right can affect their wellbeing as well as long-term labour market outcomes. Employers too may not know about the different needs or entitlements of young workers.

As the workforce of the future, it is important that young workers get a good start in the labour market, with suitable workplace conditions and an appropriate balance between work and education that takes into account their age and culture and that meets their needs in the long term.

2.2 Objectives

This project seeks to identify good practice and policies for young people's work in APEC economies. It has two overarching objectives:

1. To describe the current situation of young workers in APEC economies, including how young people are being affected by the global economic crisis.
2. To identify appropriate responses to the current and future labour market challenges affecting young people, with particular reference to employment and working conditions.

The first objective of the project is to describe the current situation regarding young people's work in APEC economies, to ensure that project participants fully understand the challenges and barriers young workers face, and what similarities and differences there are between APEC economies. This has involved:

- Describing young people's work through sharing data on young people's work in APEC economies, including what types of work young people do (how much and at what ages); how young people's work patterns differ for different ethnic groups and by gender; and how young people's work is being affected by the economic downturn (including comparing pre- and post-crisis data).

- Profiling the principles applying to health and safety policies and employment arrangements (e.g. payment, work terms and conditions) for young people in APEC economies.

The second objective builds on the first objective outlined above. Project participants discussed and analysed the data collected, aiming to:

- Identify current and future challenges and changes affecting youth employment and workplace conditions, including barriers faced by young workers seeking work, transition planning and how best to keep young people engaged in the labour market including during times of economic downturn.
- Identify government, employer, and union initiatives to promote good practice and policies in young people's work, taking account of current and future challenges, and any lessons from previous economic downturns.
- Recommend appropriate future activity by APEC in this sphere.

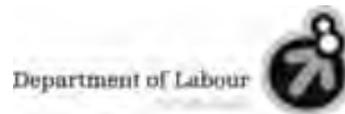
2.3 Work streams

To inform the project, three work streams were undertaken as follows:

1. A short Literature Review to set the scene for the project (completed in July 2009).
2. A Survey of policy makers in APEC economies to collect information about young people in work and policies and programmes aimed at helping them enter the work force and gain sustainable employment (completed by Research New Zealand between 29 October 2009 and 13 January 2010).
3. A Workshop at which the survey results were shared, papers presented and relevant issues discussed in order to identify examples of best practice (completed in Wellington, New Zealand between 20 and 21 May 2010).

The final project output is this report, which contains the literature review, the results of the survey, copies of the papers and presentations given by the workshop participants and recommendations on appropriate future activity by APEC on this or similar topics.

3.0 THE LITERATURE REVIEW



Young People's Employment: A High Level Scan of International Literature

June 2009

Introduction

This paper is a high level environmental scan of international literature from the last decade on the features of young people's employment in the formal economy.

The primary purpose of this review is to inform the Department of Labour's work to develop a survey and workshop material for a potential APEC project on youth employment to be led by the New Zealand Department of Labour's International Services Group. The review will also contribute to domestic policy projects and research related to children's employment.

This paper reviews material primarily provided by the Department of Labour. Some additional overview information has been gathered from other sources.

For the purposes of this paper we have defined young people as individuals between the ages of 15 and 24 years old as is consistent with widely accepted statistical convention. However, some additional information on child labour has been included, given the significance of the issue and for the sake of completeness.

Following the executive summary the literature is set out under the following thematic headings:

- Youth – a global overview
- The current global employment outlook for youth
- Young people's engagement in work
- Terms and conditions of work
- Active engagement in the labour market and managing transitions.

Executive summary

A wide range of ILO, UN and academic literature focuses on reducing youth unemployment, but there is limited information about the specific employment circumstances of youth.

Some critics argue that this focus on unemployment has come at the cost of addressing much deeper problems affecting youth, particularly disadvantaged youth in developing countries.¹ In the last ten years, there has been a wealth of literature exploring dimensions of a growing global youth unemployment crisis - which is likely to be further exacerbated by the current economic crisis.

¹ Kyloh, R. (2004) "Tackling the dilemma of disadvantaged youth: priorities and policies for international action". *Labour Education* 2004/3 No. 136 and also Godfrey, M. (2003) "Youth employment policy in developing and transition countries: prevention as well as cure" *Social Protection Discussion Paper Series No 0320 World Bank: Washington, October*. See also Kolev, S. (2005) "Towards a Better Understanding of the Nature, Causes and Consequences of Youth Labor Market Disadvantage: Evidence for South-East Europe" *Social Protection Discussion Paper Series, World Bank: Washington, June*.

There is limited comparable data about the specific terms and conditions of work relating to youth workers. Even where information does exist, indicators change over time and are not comparable between countries. However, a review of general literature on youth employment suggests there is a significant difference between the employment circumstances of young people in developing countries compared to those in industrialised countries.

There is limited data about minimum wage rates and employment protection legislation across countries and conflicting evidence about the overall benefits of both from an economic perspective. On balance, it appears most research has not found a significant negative effect on youth employment.

While youth workers overall face more disadvantage in the labour market than adults, some sub-groups of young people are much more vulnerable. Young women, young people with disabilities (particularly those affected by HIV AIDS) and ethnic minorities face a wide range of barriers to participation and poorer outcomes across both developed and developing countries.

There is a significant literature on active labour market policies and supporting youth transitions from school to work. Overall this suggests that while there is no “one size fits all” approach to active labour market policies, some types of approaches are more likely to be successful than others. The key to success appears to be in ensuring interventions are chosen based on the specific employment problems or issues that need to be overcome within the particular social and economic context.

Youth – a global overview

According to the ILO:²

- A majority of the world's 15-24 year olds live in developing economies (89%).
- In all regions the youth share of the overall population is declining but youth population growth is still outpacing employment growth.
- The global youth labour force was 602 million in 2007.
- The global youth labour force participation rate is decreasing (down from 55.2% in 1995 to 50.5% in 2007).
- Global youth unemployment is a pressing problem. Global youth unemployment stood at 71 million in 2007 (an unemployment rate of 11.9% compared to 4.2% for adults).
- Young women and men with disabilities, those affected by HIV AIDS, indigenous populations, young migrant workers and other socially disadvantaged groups are more likely to be unemployed or underemployed.
- The trend in declining youth labour force participation is mainly due to more young people staying in education – especially young women.
- The gap between labour force participation of young men and women is closing in all regions and, employment growth among young females is outpacing that of men in six of the nine regions.
- A majority of young people work in the informal economy and are not covered by any labour protections. In 2005, the ILO estimated that in Africa, this amounted to 93% of all new jobs.³
- Enrolment in secondary and tertiary education is increasing with a significant number of countries now reporting increases in enrolments.

² International Labour Office, (2008). *Global Employment Trends for Youth* Geneva: Switzerland, October.

³ International Labour Office (2005) *Youth: pathways to decent work* Geneva: Switzerland.

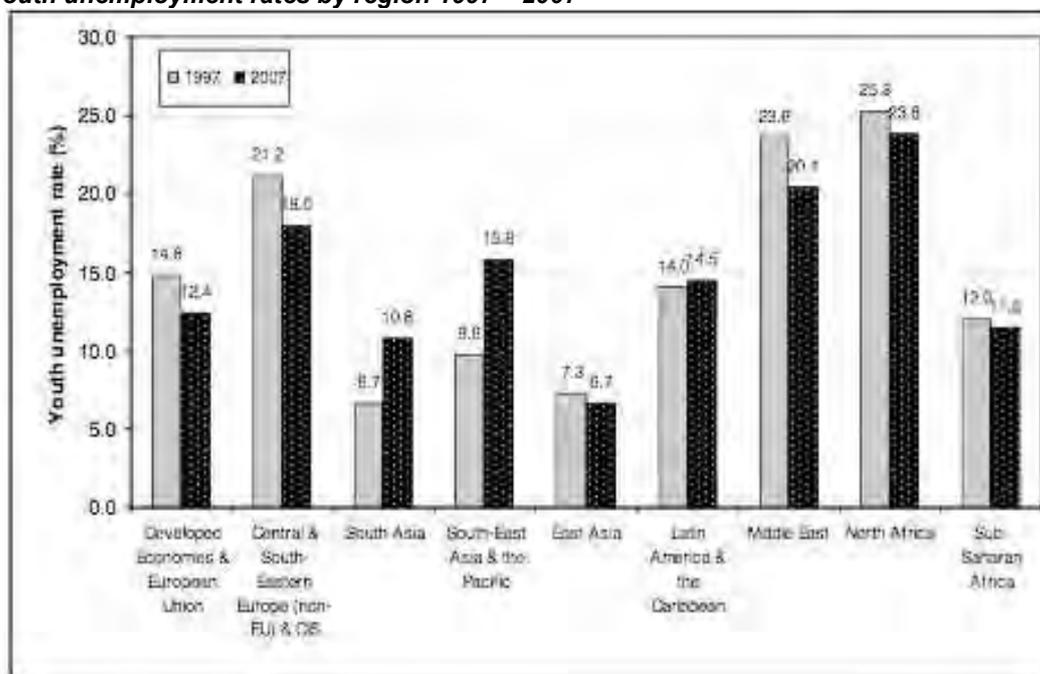
The current global employment outlook for youth

Overview

A range of research by the ILO, World Bank and OECD refers to a growing youth employment crisis across both developing and developed countries with youth workers experiencing much higher rates of unemployment than their adult counterparts. According to the ILO:⁴

- Global youth unemployment continues to increase, rising from 63 million to 71 million between 1997 and 2007 (an increase of 13.6%).
- The global youth unemployment rate was 11.9% in 2007 (compared to 4.2% for the adult unemployment rate).
- Youth are three times more likely to be unemployed with the youth-to-adult unemployment rate rising from 2.6 in 1997 to 2.8 in 2007.

Youth unemployment rates by region 1997 – 2007



Source: ILO (2008) *Global Employment Trends for Youth*

A range of research suggests that youth employment rates are very sensitive to business cycles with youth workers tending to act as a buffer in times of macroeconomic shocks with youth unemployment fluctuating more widely in times where there is weak economic activity.⁵ For example, research by Aaronson found that the labour supply of young men was sensitive to cyclical effects during the recessions of 1973 – 1975 and 1981.⁶ Similarly, a study using data from 19 OECD countries over the 1960 to 1996 period also suggests sensitivity among young

⁴ International Labour Office Geneva, (2008). *Global Employment Trends for Youth* Geneva: Switzerland, October.

⁵ Jimeno J., D Rodriguez-Palenzuela (2002) "Youth Unemployment in the OECD: Demographic Shifts, Labour Market Institutions and Macroeconomic Shocks. Working Paper No. 155, European Central Bank".

⁶ Aaronson, S. (1999) "Looking ahead: young men, wage growth and labor market participation". Federal Reserve: Washington, July.

men.⁷ Several studies refer to employers in difficult economic times, laying off the least experienced workers first, who are also frequently youth.

During the Asian economic crisis in 1998, not only were employment rates for young people affected, but the ILO observed a drop in school enrolment rates among 10 – 14 year olds in the Philippines and increasing labour exploitation of girls in Indonesia and Thailand.⁸ Similarly, the transition to a market economy in the States of the former USSR led to an increased risk of children being trapped in child labour as the role of the State declined.⁹

It is also notable that the ILO has observed that young people are often hardest hit by natural crisis's such as the earthquake and subsequent tsunami in Indonesia, Southern Thailand, Sri Lanka, Myanmar and Malaysia where, children separated from families became vulnerable to abduction and entangled in child labour.¹⁰

The current economic crisis

The rapid deterioration in global economic activity in the last two years as a result of the global economic crisis has had a significant impact on labour markets. In May 2009, the ILO revised its predictions for global unemployment upwards to between 29 million and 59 million between 2007 and 2009. This equates to global unemployment rates of between 6.5% and 7.4%.¹¹ According to the ILO, the current contraction of global economic activity is having a significant impact on youth. Prior to the economic crisis youth were 2.8 times as likely to be unemployed compared to adults.

Using three scenarios to model projected changes in unemployment, the ILO predicts that youth unemployment will increase by between 4.9 million and 17.7 million from 2008 to 2009, with the youth unemployment rate rising from just over 12% in 2008, to as much as 15% in 2009. On the other hand, the projected increase in the unemployment rate for adults is comparatively lower at between 0.5% and just over 1%.

Rises in youth unemployment are largely driven by rises in youth unemployment rates in Central and South Eastern Europe, and developed economies in the European Union.¹² Countries such as Lithuania and Estonia have been particularly hard hit with the youth unemployment rate doubling and tripling respectively during the last year.

The ILO has raised concerns that the current economic crisis could undermine efforts to raise living standards and combat child labour as countries cut education budgets in response to existing economic conditions. This in turn could frustrate efforts to promote participation in

⁷ Jimeno J., D Rodriguez-Palenzuela (2002) "Youth Unemployment in the OECD: Demographic Shifts, Labour Market Institutions and Macroeconomic Shocks. Working Paper No. 155, European Central Bank".

⁸ See for example, OECD (1996), *Employment Outlook*, Paris, July and ILO Regional Office for Asia and the Pacific, Bangkok (2009) *Technical Note: Impacts of the Global Financial and Economic Crisis on Child Labour and Youth Employment*.

⁹ International Labour Office (2006) *The end of child labour within reach* International Labour Conference, 95th Session, Report IB International Labour Organisation: Geneva.

¹⁰ International Labour Office (2006) *The end of child labour within reach* International Labour Conference, 95th Session, Report IB International Labour Organisation: Geneva.

¹¹ International Labour Office Geneva, *Global Employment Trends May 2009 Update* (2009).

¹² International Labour Office Geneva, *Global Employment Trends May 2009 Update* (2009).

education and reduce child labour.¹³ It has warned that while recent global estimates indicate the number of children involved in child labour has been falling, the financial crisis threatens to erode this progress with young girls particularly at risk of exploitation.¹⁴ The World Bank has also warned that young girls in poor households in developing countries are at risk of being withdrawn from schooling as households try and cope with declining income.¹⁵

Responding to the economic crisis was the central theme of the International Labour Conference in June this year. The ILO adopted a Global Jobs Pact that is intended to put employment and labour market issues, together with social protection at the heart of stimulus and other national policies that respond to the crisis. The Pact also includes measures specifically targeting youth.¹⁶

Young People's Engagement in Work

ILO and UN standards provide an overarching framework for the protection of young workers among member states. Labour standards are viewed as not only a matter of productivity and development, but also as basic human rights to equity and dignity in the workplace. An overview of key international initiatives are attached in Appendix 1.

Overall, the ILO reports that a significant number of young workers are working long hours in insecure work arrangements with little or no professional development in low paid, low skilled work that is temporary, seasonal, part-time or casual in nature. In many instances, the circumstances of vulnerable groups including young women, people with disabilities, ethnic minorities and those with lower health status or coming from social deprivation face significant disadvantage.¹⁷

There is limited systematic and comparable data about the quality of young people's employment across countries. There is limited data on the types of work young people do, hours of work, ethnicity, gender, wages and quality of employment protection legislation. The OECD collects some data relating to employment status by age cohort, but not in all statistical categories. Summary tables capturing data on the position of youth in the labour market in selected areas are attached in appendix 2 for reference.

A review of the literature reveals there are significant differences between developing and transition countries compared to industrialised countries. In developing countries, the high number of young people working in the informal economy further limits data. This review has not included an assessment by signatory status of ILO and UN Conventions as these are generally not considered an adequate measure of the quality of employment for young people.

¹³ ILO Regional Office for Asia and the Pacific, Bangkok (2009) *Technical Note: Impacts of the Global Financial and Economic Crisis on Child Labour and Youth Employment*.

¹⁴ International Labour Organisation (2009) "ILO says crisis increases risk of girls becoming child labourers". Press Release, 10 June http://www.ilo.org/global/About_the_ILO/Media_and_public_information/Press_releases/lang--en/WCMS_107801/index.htm

¹⁵ Sabarwal S., Ni Sinha & M Buvinic (2009) "The global financial crisis: assessing vulnerability for women and children" World Bank, March.

¹⁶ International Labour Organisation (2009) *Tackling the global jobs crisis: recovery through decent work* International Labour Conference 98th Session, Report 1A, Geneva: Switzerland.

¹⁷ International Labour Office (2005) "Resolution concerning youth employment" *Resolutions Adopted by the International Labour Conference at its 93rd Session* Geneva: June.

The following section provides an overview of the key trends in youth employment emerging from the literature.

Developed countries

The types of work young people do in industrialised countries can be characterised by the following features:

- An increasing incidence of temporary and part-time work with younger workers disproportionately filling temporary jobs.¹⁸ OCED data attached in appendix 2 suggests a higher percentage of young people in involuntary part-time work.
- A higher likelihood that youth will be “inactive” compared to developing countries. This is largely explained by young people staying in school and tertiary education for longer and delaying formal entry into the labour market.¹⁹
- Decreasing job tenure and high turnover rates.²⁰
- Disproportionate representation in the hotel, and catering sector and wholesale and retail trade. The OECD also reported that young men were disproportionately represented in construction, and young women in personal services. In the EU for example, the highest proportion of young workers worked within hotel and restaurants (27.7%) and trade (16.3%) in 2005 and the hospitality sector was the number one employment sector among 20 of 25 EU members.²¹
- A high incidence of low pay. Australian research found for example, that early school leavers, apprentices and females located in rural areas had relatively high probabilities of holding low paying jobs.²²
- Young women experiencing a relatively weaker labour market position than young men.²³
- A high incidence of antisocial and long working hours, and an overrepresentation in shift and night work.²⁴
 - Increasing disparities between young migrants and local workers, with demand for migrant workers increasing in developed countries. The UN found that migrants often faced poorer working conditions and were more likely to be at risk of exploitation.²⁵

Developing countries

Young people’s employment in developing countries are characterised by the following features:

- Underemployment and poverty, with the ILO estimating that around 125 million young people are working poor.²⁶
- Lower levels of literacy and lower enrolment rates in education. For example, in 2002, in sub-Saharan Africa and South Asia, more than a third of the youth population was illiterate. Both regions also had secondary enrolment rates of well below 50% of the population age

¹⁸ OECD (2002) *OECD Employment Outlook Paris*

¹⁹ International Labour Office (2006) *Global Employment Trends for Youth*. International Labour Office: Geneva.

²⁰ Rosas, G., and G Rossignotti. (2005) “Starting the new millennium right: decent employment for young people”. International Labour Organisation: Geneva.

²¹ European Agency for Safety and Health at Work (2005) “Young Workers – Facts and Figures Youth Employment” No 69, Bilbao: Belgium.

²² Miller, P. (1989) “Low Wage Youth Employment: A Permanent or Transitory State?” *The Economic Record*, June, 126.

²³ Miller, P. (1989) “Low Wage Youth Employment: A Permanent or Transitory State?” *The Economic Record*, June, 126.

²⁴ Rosas, G., and G Rossignotti. (2005) “Starting the new millennium right: decent employment for young people”. International Labour Organisation: Geneva.

²⁵ United Nations (2007) *World Youth Report 2007* UN: New York

²⁶ International Labour Office (2006) *Global Employment Trends for Youth*. International Labour Office: Geneva

group.²⁷ While literacy rates have improved during recent years, there is still a gap between young men and women with young men having a higher rate of literacy than young women.²⁸

- High numbers of young people working in the informal economy without basic labour protections. In developing countries, it has been estimated that jobs in the informal economy could make up as much as 90% of new jobs, but data varies.
- A high number of young people working in agriculture – particularly in sub-Saharan Africa, east Asia, south-east Asia and Oceania. Employment in agriculture accounts for more than 40% of total employment around the world.²⁹
- Persistent gender discrimination with young women more likely to end up in lower paid, low skill employment with limited social protections and a lack of access to training.³⁰ It has also been suggested that many new jobs target young women as they are perceived to be more amenable to control, more nimble fingered and cheaper to hire than males.³¹
- HIV AIDS exacerbates the barriers to work due to stigma and discrimination. This all too often results in young people working in very precarious employment circumstances including prostitution.³² Young people (particularly young women) are much more likely to have HIV AIDS and half of all new infections are among 15 – 24 year olds.³³
- A higher incidence of low wage quality employment. For example, research in South Eastern Europe countries by World Bank found that young workers in transitioning countries such as Albania, Bosnia and Herzegovina, and Bulgaria were more likely to be in low wage quality employment.³⁴ Other research by the ILO identifies large numbers of young workers in South Asia and sub-Saharan Africa earning wages well below the poverty line of less than US\$2 per day.³⁵

Common themes

Across all countries some general themes emerge:

- O'Higgins has noted that across all countries, there are significant differences according to ethnicity - with youth minorities faring worse than majority populations such as, for example in the UK, United States and Hungary.³⁶ Similarly, there are much higher rates of unemployment among Roma minority youths in Bulgaria and Kosovo.³⁷ In a New Zealand context, young Pacific and Maori women and men fare worse than European women and

²⁷ International Labour Office (2006) *Global Employment Trends for Youth*. International Labour Office: Geneva

²⁸ Rosas, G., and G Rossignotti. (2005) "Starting the new millennium right: decent employment for young people". International Labour Organisation: Geneva.

²⁹ International Labour Office (2006) *Global Employment Trends for Youth*. International Labour Office: Geneva

³⁰ International Labour Office (2008) "Youth employment: breaking gender barriers for young women and men". International Labour Office: Geneva. See also Freedman, D (2005) "Youth Employment Promotion: A Review of ILO Work and Lessons Learned". Youth Employment Network Working Paper. ILO: Geneva

³¹ International Labour Office (2008) *Global Employment Trends for Youth*. International Labour Office: Geneva

³² See International Labour Office (2005) *Youth: pathways to decent work* Geneva: Switzerland for further discussion about the impacts of HIV AIDs on the employment of youth and future challenges.

³³ International Labour Office (2005) *Youth: pathways to decent work* Geneva: Switzerland

³⁴ Kolev, S. (2005) "Towards a Better Understanding of the Nature, Causes and Consequences of Youth Labor Market Disadvantage: Evidence for South-East Europe" Social Protection Discussion Paper Series, World Bank: Washington, June.

³⁵ International Labour Office (2006) *Global Employment Trends for Youth*. International Labour Office: Geneva

³⁶ O'Higgins, N. (2001) *Youth Unemployment and Employment Policy: a Global Perspective* Geneva: ILO.

³⁷ Kolev, S. (2005) "Towards a Better Understanding of the Nature, Causes and Consequences of Youth Labor Market Disadvantage: Evidence for South-East Europe" Social Protection Discussion Paper Series, World Bank: Washington, June.

men and have higher rates of unemployment, part-time and casual work, and are concentrated in lower skill occupations and earn lower wages.

- While there is very limited comparative data on young people with disabilities, a similar theme of disadvantage emerges. Young people with disabilities have much higher rates of unemployment for example, in the UK³⁸ and New Zealand as well as South Eastern European Countries.³⁹ As referred to earlier, HIV AIDS is having a significant impact on youth populations in a number of countries.

Terms and conditions of work for young people

It is difficult to draw comparisons between the wages and working conditions of young people across countries as there are significant variations in the collection of labour statistics. There is also a surprising lack of comparative research exploring employment protections, minimum wages and overall labour market demographics of young workers.

Child labour

A significant area of international attention during the last decade led by the ILO has been action to eliminate child labour. ILO Conventions 182 on the Elimination of the Worst Forms of Child Labour and 138, the Minimum Age Convention are central to activities among ILO member states in this area.

A wide range of research over a many years has demonstrated the devastating effects of child labour exploitation on children's wellbeing as well as the detrimental effects on economies from perpetuating a cycle of poverty.⁴⁰ A comprehensive overview of the impact of child labour can be found in a wide range of ILO publications and campaign materials and are not explored in detail in this paper.⁴¹

The impetus for many programmes for the elimination of children labour have been driven by the work of the International Programme on the Elimination of Child Labour (IPEC) which was established in 2002. One example is the work of six APEC economies⁴² that commenced in 2001 to increase public awareness and action in selected APEC economies to move children out of hazardous work and into education using a variety of tools including national taskforces, workshops, high level engagement between government officials and training materials.⁴³ Other country programmes and case studies are explored in detail in the ILO's second report under the Follow-up to the ILO Declaration on Fundamental Principles and Rights at Work.⁴⁴

³⁸ O'Higgins, N. (2001) *Youth Unemployment and Employment Policy: a Global Perspective* Geneva: ILO.

³⁹ Kolev, S. (2005) "Towards a Better Understanding of the Nature, Causes and Consequences of Youth Labor Market Disadvantage: Evidence for South-East Europe" Social Protection Discussion Paper Series, World Bank: Washington, June.

⁴⁰ See International Labour Office (2005) *Youth: pathways to decent work* Geneva: Switzerland for discussion about the self perpetuating cycle of poverty.

⁴¹ See http://www.ilo.org/global/Themes/Child_Labour/lang--en/index.htm

⁴² Indonesia, Mexico, Peru, the Philippines, Thailand and Viet Nam.

⁴³ International Labour Office and APEC (2006) *Out of work and into school*. International Labour Organisation: Bangkok, July

⁴⁴ International Labour Office (2006) *The end of child labour within reach* International Labour Conference, 95th Session, Report IB International Labour Organisation: Geneva

Most significantly the ILO's 2006 report, referred to above, suggests there has been a significant decline in hazardous work among the 5 – 14 age group (dropping by one third).⁴⁵ However, as referred to earlier, the ILO has warned that the economic crisis threatens to undermine progress to eliminate child labour.

Minimum wages

The question of whether minimum wages help or hinder youth employment has been widely debated for a number of years. In a number of countries, lower youth minimum wages are aimed at improving the employment prospects of young people. The ILO argues that there is no clear evidence to support this proposition, and in fact, in many cases minimum wages are so low they do not support their economic and non-economic function.⁴⁶ The ILO also argues that to the contrary, the minimum can act as an incentive work, improve productivity and encourage employers to invest in human resource development.⁴⁷

Recent research has found in the case of developing countries there is either, no material relationship between the two⁴⁸ or a very weak effect⁴⁹ leading to the suggestion that efforts for lower minimum wages for youth in developing countries is misplaced.⁵⁰ Research by Kolev speculates that any negative effect might be explained by how effective the minimum wage fixing policy is, rather than the minimum wage itself.⁵¹

In the case of industrialised countries, a review by Godfrey suggests that where studies have found a relationship between the minimum wage and employment effects, the link is also very weak.⁵² Similarly, a 1998 OECD country study found that minimum wage legislation had a statistically significant, but very small negative relationship with youth employment rates. Belchamber argues that minimum wages are an essential component of active labour market policies and contribute to raising living standards and reducing poverty.⁵³

Looking at the broader impacts of minimum wages, a review of a small amount of literature on the impact of the minimum wage on general inequality by Kolev suggests some correlation between the existence of minimum wages and reducing inequalities.⁵⁴

While the evidence tends to be mixed, most literature suggests that if minimum wage rates for youth have any effect on youth employment, the relationship is very weak.

⁴⁵ International Labour Office (2006) *The end of child labour within reach* International Labour Conference, 95th Session, Report IB International Labour Organisation: Geneva.

⁴⁶ International Labour Office (2004) *Improving prospects for young women and men in the world of work* ILO: Spain

⁴⁷ International Labour Office (2004) *Improving prospects for young women and men in the world of work* ILO: Spain

⁴⁸ Kolev, A. and C Saget. (2005) "Understanding youth labour market disadvantage: evidence from South East Europe". *International Labour Review* Vol 144, (2005) No. 2. Geneva: International Labour Organisation.

⁴⁹ O'Higgins, N. (2001) *Youth Unemployment and Employment Policy: a Global Perspective* Geneva: ILO.

⁵⁰ Godfrey, M. (2003) "Youth employment policy in developing and transition countries: prevention as well as cure" *Social Protection Discussion Paper Series No 0320* World Bank: Washington, October.

⁵¹ Kolev, A. and C Saget. (2005) "Understanding youth labour market disadvantage: evidence from South East Europe". *International Labour Review* Vol 144, (2005) No. 2. Geneva: International Labour Organisation.

⁵² Godfrey, M. (2003) "Youth employment policy in developing and transition countries: prevention as well as cure" *Social Protection Discussion Paper Series No 0320* World Bank: Washington, October.

⁵³ Belchamber, G. (2004) "Minimum wages and youth employment". *Labour Education* 2004/3 No. 136

⁵⁴ Kolev, A. and C Saget. (2005) "Understanding youth labour market disadvantage: evidence from South East Europe". *International Labour Review* Vol 144, (2005) No. 2. Geneva: International Labour Organisation.

Employment protection legislation

Like the minimum wage, the impact of general employment protection legislation for young people is also widely debated. Conventional economic theory suggests that employment protection legislation reduces labour market flexibility and increases costs for employers. It is also argued that employment protection legislation also acts as a barrier to entry for youth in the labour market. On the other hand employment protection legislation is viewed as a fundamental human right and is enshrined in ILO and United Nations Conventions to protect fundamental human dignity at work.

Research by Rosas and Rossignotti, concluded that the overall impact of employment protection legislation evaluated primarily in OECD countries do not provide a clear indication of the costs and benefits of employment protection legislation and their impact on youth.⁵⁵

The OECD found evidence that differences in the strictness of employment protection legislation in some countries may explain the rise in temporary work for youth and the low skilled. It concluded that use of temporary contracts, while not changing employment protection legislation for permanent employment may aggravate labour market duality.⁵⁶ Similarly, the ILO has suggested that employment protection legislation favours those already in employment over those who are looking for employment and make it difficult for young people to transition from school to work.⁵⁷

However, a review of other evidence by Rosas and Rossignotti concluded that while the use of fixed term contracts has increased youth employment in OECD countries, no clear conclusions can be drawn about whether these arrangements act as a stepping stone to stable employment or trap young people in short term work throughout their working lives.⁵⁸

Health and Safety

The health and safety of young people in work comes under the general purview of ILO standards relating to health and safety in work, minimum ages for admission into employment and most recently, ILO Convention 182 on the Elimination of the Worst Forms of Child Labour. Generally the ILO defines "child labour" as economic activities carried out by children under 15 years of age (and generally excludes work undertaken in the family home).⁵⁹

A large number of countries have adopted health and safety legislation, and frequently exclude children and youth from working in a range of sectors and economic activities (such as work in underground in mines, manufacturing hazardous materials and under sea work). However, in many cases, national legislation only applies to workers with a contract of employment. This leaves large numbers of young people, such as those in agriculture and self-employment, without any health and safety protections.

⁵⁵ Rosas, G., and G Rossignotti. (2005) "Starting the new millennium right: decent employment for young people". International Labour Organisation: Geneva.

⁵⁶ OECD (2004) Chapter 2 "Employment Protection Regulation and Labour Market Performance" Employment Outlook. Paris.

⁵⁷ International Labour Office (2004) *Improving prospects for young women and men in the world of work* ILO: Spain

⁵⁸ Rosas, G., and G Rossignotti. (2005) "Starting the new millennium right: decent employment for young people". International Labour Organisation: Geneva.

⁵⁹ Except, for example, where such work such work deprives a child of an opportunity to go to school.

A review of children's health and safety in work found that working children in most countries are concentrated in agriculture, small factories, small enterprises, cottage industries, family trades, the service sector (including domestic service in households) and activities within the informal sector.⁶⁰

A significant challenge continues to be the lack of reliable data about the general working conditions and health of young people in work. The most frequently cited research is that of the International Programme on the Elimination of Child Labour (IPEC) which conducted national surveys in 26 countries in 2004. It found a high proportion of children covered by the study were either injured or became ill while working (39%). The proportion of boys injured was considerably higher than girls (72% compared to 28%) and a majority of injuries took place in the rural sector 74%. Overall, agriculture accounted for 70% of all working injuries.⁶¹ Overall, boys continue to be more likely to suffer workplace injuries than girls⁶² suggesting that a gendered division of labour may be responsible.

However, as referred to earlier, recent ILO data suggests there has been significant global decline in hazardous work among the 5 – 14 age group (dropping by one third).⁶³

Active Engagement in the Labour Market and Managing Transitions

Active labour market policies (ALMPs) have been used to improve the employability of young people by dampening the impact of supply and demand mismatches and promote equity and efficiency in labour markets.⁶⁴

ALMPs are a key platform of the Youth Employment Network's work to improve the employment position of young people. It established four key priorities for youth employment: employability, equal opportunities, entrepreneurship and employment creation.

There is a significant amount of literature on the impact of ALMPs across a range of countries and regions. A review of existing literature suggests that there is no one size fits all approach to ALMPs and much will be determined by existing domestic social and economic policy as well as prevailing economic conditions. For this reason it is difficult to make comparisons in various country approaches. Nevertheless, some general themes emerge from the literature and these are explored in more detail below.

A review of research regarding transitions policies reveals the following challenges:

The impact of strict employment protection legislation possibly favouring those already in employment making it more difficult for young people to transition from school into the formal labour market.⁶⁵

⁶⁰ Forastieri, V (2002) *Children at Work: Health and Safety Risks* International Labour Office: Geneva.

⁶¹ Forastieri, V (2002) *Children at Work: Health and Safety Risks* International Labour Office: Geneva.

⁶² International Labour Office (2006) *The end of child labour within reach* International Labour Conference, 95th Session, Report IB International Labour Organisation: Geneva.

⁶³ International Labour Office (2006) *The end of child labour within reach* International Labour Conference, 95th Session, Report IB International Labour Organisation: Geneva.

⁶⁴ Rosas, G., and G Rossignotti. (2005) "Starting the new millennium right: decent employment for young people". International Labour Organisation: Geneva.

⁶⁵ International Labour Office (2004) *Improving prospects for young women and men in the world of work* ILO: Spain

The presence of a large number of employers who are not attracted to hiring young people on the basis that they lack the requisite knowledge and skills for the labour market. Further, a high incidence in a number of countries of employers preferring to hire young men rather than young women.

Deficits in basic literacy in developing countries as referred to earlier in this paper.

Mismatches between “supply” and “demand” in some countries. While the ILO reports that enrolment in secondary and tertiary education is increasing with a significant number of countries reporting increases in enrolments, in developing countries the supply of highly educated youth now outpaces the number of jobs available to accommodate them.⁶⁶ The least qualified youth have the most difficulties getting a foothold in the labour market across OCED countries.⁶⁷

Significant variations in the experiences of different groups, particularly differences arising from ethnicity, disability and gender. The ILO’s School to Work Transitions surveys found that in a number of countries, women had a more difficult transition to work than men with more limited access to information and job search mechanisms.⁶⁸

The literature suggests that ALMPs are more likely to be successful if they:

- Are well targeted and tailored to individual needs (i.e take into account age, gender, disabilities, educational level and social background). The ILO also stresses the significance of focusing on youth who face particular disadvantage in the labour market.⁶⁹ In a major review of government interventions across 84 countries, the World Bank found that where programmes are targeted, they are most likely to target disadvantaged youth with low incomes or low income families. An analysis of these programmes found that the interventions targeting disadvantaged youth were as good, if not better, than programmes that have no particular target group.⁷⁰
- Respond to labour market requirements and are evidence based using labour market information. Research on ILO policy approaches to transitions notes the importance of skills training being geared to market opportunities. For example, in developing countries, recognising the opportunities in the rural sector including for self employment – particularly in agriculture.⁷¹
- Are linked to work experience (such as in company training or work placement) as this increases employment opportunities.⁷²
- Are part of a more comprehensive package of services (such as career guidance, training and job search assistance).⁷³ This is also supported by research by O’Higgins who argues

⁶⁶ International Labour Office (2006) *Global Employment Trends for Youth*. International Labour Office: Geneva

⁶⁷ OECD (2008) *Employment Outlook* OECD Publications: Paris

⁶⁸ International Labour Office (2008) “Youth employment: breaking gender barriers for young women and men”. International Labour Office: Geneva

⁶⁹ Freedman, D (2005) “Youth Employment Promotion: A Review of ILO Work and Lessons Learned”. Youth Employment Network Working Paper. ILO: Geneva

⁷⁰ Betcherman, G (et al) *A Review of Interventions to Support Young Workers: Findings of the Youth Employment Inventory* The World Bank (2007).

⁷¹ Freedman, D (2005) “Youth Employment Promotion: A Review of ILO Work and Lessons Learned”. Youth Employment Network Working Paper. ILO: Geneva

⁷² Rosas, G., and G Rossignotti. (2005) “Starting the new millennium right: decent employment for young people”. International Labour Organisation: Geneva.

that unemployed young workers are more likely to benefit from a broad range of mutually supporting programmes.⁷⁴

- Involve social partners such as employers and unions in the design and implementation of policies and programmes.⁷⁵
- Recognise the critical importance of education to prepare young people for work. A wide range of international research and evidence discusses the significant impact of access to education on long term social and economic outcomes.

Evidence relating to the success of various ALMPs is mixed with some research suggesting programmes in the 1990's in Sweden, the United States and United Kingdom were largely unsuccessful.⁷⁶ However, the World Bank published the most comprehensive research into the success of interventions to support young people's transition into the labour market in 2007. The review took into account 289 studies of interventions in 84 countries. The key themes emerging from the research provide a comprehensive insight into the value of interventions and are set out below:⁷⁷

- The most common form of intervention (39%) was skills training, most commonly comprising multiple service interventions (such as combined vocational and on-the-job training with wage subsidies and public works). These programmes are most common in OECD countries.
- Programme evaluation was weak, particularly in developing countries. Overall, only a quarter of programmes had some evidence regarding their impact and only 10% of programmes included an evaluation measuring both net impact and cost. Overall rigorous evaluation processes outside of the OECD were relatively rare.
- Programmes without comprehensive evaluations tended to lead to programme benefits being overestimated.
- There were no major differences between interventions with regards to their impact or cost-effectiveness. The researchers concluded that this suggests that no particular programmes are more successful than others, and that interventions should be chosen based on the specific employment problems or issues that need to be overcome.

Overall, much of the literature points to the influence of existing domestic social and economic policy as well as prevailing economic conditions in determining the success or otherwise of ALMPs for youth.

⁷³ Rosas, G., and G Rossignotti. (2005) "Starting the new millennium right: decent employment for young people". International Labour Organisation: Geneva.

⁷⁴ O'Higgins, N. (2001) *Youth Unemployment and Employment Policy: a Global Perspective* Geneva: ILO.

⁷⁵ O'Higgins, N. (2001) *Youth Unemployment and Employment Policy: a Global Perspective* Geneva: ILO and Kolev, A. and C Saget. (2005) "Understanding youth labour market disadvantage: evidence from South East Europe". *International Labour Review* Vol 144, (2005) No. 2. Geneva: International Labour Organisation.

⁷⁶ Freedman, D (2005) "Youth Employment Promotion: A Review of ILO Work and Lessons Learned". Youth Employment Network Working Paper. ILO: Geneva

⁷⁷ Betcherman, G (et al) *A Review of Interventions to Support Young Workers: Findings of the Youth Employment Inventory* The World Bank (2007).

Appendix 1: International strategies and interventions referred to in this paper

- 1992 Establishment of the International Programme on the Elimination of Child Labour (IPEC) to provide technical cooperation to member States in identifying and implementing solutions to the problem of child labour.
- 1995 Copenhagen World Summit for Social Development. Commitment 3 under actions to achieve full employment calls for special attention to be made to the problems of structure, long term unemployment and underemployment of youth.
- 2000 Millennium Summit and launch of the Millennium Development Goals and Declaration. Under Goal 8 of the Millennium declaration, member states are urged to “develop and implement strategies that give young people everywhere a real chance to find decent and productive work”.⁷⁸
- 2000 UN Youth Employment Policy is presented to the UN General Assembly developed in four areas of policy intervention: employment creation, employability, entrepreneurship and equal opportunities.
- 2001 Launch of the Youth Employment Network (YEN) an interagency initiative of the UN, World Bank and ILO aimed at exploring policy approaches to the challenges of youth employment and implementing the four key priorities set out in the UN Youth Employment Policy.
- 2002 UN General Assembly passes a UN Resolution on Promoting Youth Employment focusing on the magnitude of youth unemployment and underemployment.⁷⁹ It also called on member states to prepare national action plans on youth employment.

Appendix 2: OECD Aggregate Data on Characteristics of Employment

Source: OECD database June 2009

Labour force participation rates: men (percentage)

Age	2000	2001	2002	2003	2004	2005	2006	2007	2008
15 -19	38.9	37.6	36.2	34.5	34.7	34.5	34.7	34.2	34.1
20 -24	75.0	74.1	73.4	73.3	73.4	73.1	73.6	73.4	73.3
25 -54	92.6	92.3	92.2	92.0	92.0	92.1	92.2	92.2	92.2

Labour force participation rates: women (percentage)

Age	2000	2001	2002	2003	2004	2005	2006	2007	2008
15 – 19	31.4	30.4	29.6	28.6	28.4	28.4	28.5	28.1	30.1
20 – 24	60.7	60.5	60.3	59.8	60.1	60.3	60.3	60.4	60.8
25 -54	68.1	68.2	68.5	68.6	69.1	69.3	69.8	70.2	70.2

⁷⁸ United Nations Millennium Declaration, UN Resolution 55/2 adopted by the General Assembly 8 September 2000.

⁷⁹ Promoting Youth Employment -United Nations Resolution 57/165 adopted by the General Assembly on 18 December 2002.

Involuntary Part-time Work (percentage)

15 – 24 Year Olds	2000	2001	2002	2003	2004	2005	2006	2007
Share of involuntary part-timers in total employment	1.2	1.2	1.5	1.6	1.7	2.0	1.9	1.9
Share of involuntary part-timers in labour force	2.3	2.5	3.0	3.3	3.4	3.5	3.4	3.4
Share of involuntary part-timers in population	1.2	1.3	1.6	1.6	1.7	1.7	1.7	1.7
Share of involuntary part-timers as % of part-time employment	5.5	5.6	6.2	6.5	6.5	7.3	6.9	6.8
25 – 54 Year Olds	2000	2001	2002	2003	2004	2005	2006	2007
Share of involuntary part-timers in total employment	0.7	0.7	0.9	0.9	1.0	1.1	1.1	1.1
Share of involuntary part-timers in labour force	1.3	1.4	1.8	1.9	2.0	2.1	2.1	2.1
Share of involuntary part-timers in population	1.1	1.1	1.4	1.5	1.6	1.7	1.7	1.7
Share of involuntary part-timers as % of part-time employment	6.9	6.8	7.5	7.9	8.1	9.3	9.2	9.2

Employment by permanency of job (thousands)

15 – 24 year olds	2000	2001	2002	2003	2004	2005	2006	2007	2008
Permanent employment	45 638	46 293	45 709	45 261	44 751	43 511	43 770	43 818	44 036
Temporary employment	14 867	14 304	14 190	14 083	14 395	14 547	14 874	14 927	14 740
Total declared	60 504	60 597	59 898	59 344	59 146	58 058	58 644	58 745	58 777
25 – 55 year olds	2000	2001	2002	2003	2004	2005	2006	2007	2008
Permanent employment	267 961	273 313	273 533	273 350	273 821	275 520	278 169	279 907	282 746
Temporary employment	26 578	26 590	27 281	27 972	29 552	30 980	31 968	32 530	32 174
Total declared	294 540	299 903	300 814	301 322	303 373	306 500	310 136	312 437	314 921

Average duration of unemployment (months)

Age	2000	2001	2002	2003	2004	2005	2006	2007	2008
15 – 19	4.3	4.1	4.1	4.1	4.2	4.0	4.2	3.9	4.0
20 – 24	8.2	7.7	7.7	8.0	7.8	7.8	7.4	6.7	5.7
25 – 54	13.4	11.4	11.0	11.4	11.5	11.6	11.3	10.4	8.6
55+	13.8	11.6	11.4	11.1	11.7	11.1	10.9	10.3	9.0

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4.0 THE SURVEY OF POLICY MAKERS IN APEC ECONOMIES

The survey of policy makers in 21 APEC economies was completed on-line, between 29 October 2009 and 13 January 2010. The results for eleven responding economies are presented in this section of the report.

4.1 Introduction

When young people (defined here as being aged up to 25) enter the workforce, either on a part-time basis while completing their schooling or on a full-time basis after they have completed their schooling or tertiary education, it is acknowledged that they may face particular challenges due to their lack of experience.

As a result, they are more likely than the working population overall to be unemployed, and tend to be over-represented in low skilled service and sales occupations (particularly in the retail and hospitality industries), and in part-time rather than full-time job roles.

Some of the challenges and issues young people face may become more pronounced during times of economic recession. With a constricting workforce, school leavers and graduates may experience a reduction in job opportunities. In addition, the low skilled service and sales occupations in which youth are over-represented are more susceptible to economic pressures during a recession and, therefore, more susceptible to job losses.

With greater barriers to both job entry and retention, the unemployment rate in New Zealand is predicted to be three times higher for those aged 15-19 compared to the working age population overall, by the end of 2010. Unemployment rates are expected to be even higher for Māori and Pacific youth.

Similar issues are relevant in international job markets. For example, recent Australian research indicates that, while teenagers and young adults may be less likely than adults to be feeling the effects of the current economic recession, they are nevertheless concerned about the current economy. This is particularly evident for young adults, who are more concerned than older adults about job security and how this may impact on, among other things, their economic independence. In the United Kingdom, an increase in youth unemployment has already been measured. Contributing to this, the recession is having an impact on graduate recruitment, with many organisations reducing or halting their employment of new graduates.

4.2 Objectives

Against this background, the International division of the New Zealand Department of Labour's Legal and International Group organised an international workshop for participants from 21 APEC economies to identify best practice and related policies for young people in work. The workshop was informed by a survey completed by policy makers from these economies.

The survey and workshop were primarily designed to:

- Describe and profile the current employment conditions of young workers in APEC economies, and in particular how the current global recession is affecting young workers.
- Identify best practice policies and initiatives in response to job market conditions for young people, particularly as these impact on youth employment and workplace conditions, currently and in the future.

4.3 Overview of the survey results

The survey was completed between October 2009 and January 2010. All 21 APEC economies were invited to participate and five responded on-line and six submitted paper copies of the survey questionnaire. A copy of the survey questionnaire, and associated materials, is attached to this report as Appendix A.

In terms of the major themes emerging from the analysis of these returns, the following are of particular note:

1. All responding economies place high value on children and young people being well educated. Many state there is a direct relationship between educational attainment and employability. However, many also state that education is not to be compromised for work.
2. Work, as it relates to youth, is typically defined in terms of the age at which children can work, the hours that youth may work, and the nature or type of work they may do (i.e. is not physically arduous, or hazardous to their moral health).
3. All economies identify themselves as having youth employment issues; some more so than others. Youth employment issues are typically either one of three types:
 - Youth unemployment and underemployment generally. The rates of unemployment and underemployment are always at higher levels than the general working population.
 - Youth not transitioning well from school to work.
 - Youth in at risk work situations, either compromising their physical or moral health, and/or their intellectual development.
4. For most economies, these problems existed before the Recession in 2008-2009. However, for most, they have been exacerbated by the Recession.
5. In response to their youth employment issues, most economies have identified 'at risk' groups of children/young people, although the groups identified are 'at risk' generally. They are typically defined on the basis of age, socio-economic status (of their family) and/or educational attainment (or lack of attainment). Some, but fewer economies, have also identified 'at risk' groups on the basis of their gender and geographical location (i.e. rural versus urban, or specific regional areas of their economies).
6. Most economies have laws and regulations specifying the following:
 - At what age children may work (minimum working age).
 - At what age children should remain in schooling (minimum school leaving age).
 - The maximum hours to be worked by children.
 - The nature of the work they may or may not do.
7. However, many have also identified situations in which exceptions can be granted. It is not clear how economies monitor these laws and regulations and although many report having authorities and 'inspectorates', it is also not clear how rigorous these are.
8. All economies have population statistics (detailed and current) on children/young people aged 15-24, but the quality of employment related information for this demographic appears to vary or not exist.
9. Many economies have specific policies and programmes aimed at assisting young people:
 - Successfully prepare for and enter the work force.
 - Gain worthwhile and appropriate employment.
10. For the most part, these policies and programmes are in response to the historical problems they have had with the unemployment and under-employment of young people, and young people entering the workforce, although some note that funding has increased and/or new programmes introduced as a result of the Recession.
 - These programmes are varied in their aims:

- Help prepare young people for employment, including the provision of career advice, assistance to apply for positions, etc.
 - Provide for employment experience.
 - Are vocationally-focused rather than academically-oriented.
 - Link youth with prospective employers.
 - Often focus on disadvantaged or at risk groups, who typically are NEET, although many programmes also provide assistance to the well-educated and schooled (e.g. graduates).
11. In addition to these programmes benefiting young people themselves, many economies specifically acknowledge providing these programmes for the benefit of their economic growth and development.
12. These employment-related programmes are in addition to policies and programmes aimed at protecting young people in general (e.g. programmes aimed at eradicating child labour and the abuse of children).

4.4 Survey methodology

Questionnaire design

Following a number of planning meetings between the Department of Labour and Research New Zealand, the broad information requirements of the survey were established. The information that was identified as being of importance included:

- The current employment status of youth in each of the APEC economies.
- Statistics relating to the employment of children and young people.
- The social and cultural norms in relation to the employment of children and young people.
- Information regarding the statistics that are collected around youth employment/unemployment.
- Any specific policies or procedures that are in place for young people in work.
- The laws and regulations in place in relation to young people in work.
- The effect of the global economic crisis on young people in work in each of the APEC economies.

Given that the questions could be divided into two main question types, namely statistical questions and general questions, two questionnaires were initially designed. Once the design of these questionnaires was completed by Research New Zealand and approved by the Department, they were pre-tested as outlined below.

Pre-testing the survey questionnaire

The draft versions of the P4/APEC survey forms were pre-tested with respondents from a number of APEC economies. Economies were deliberately selected for the pre-testing to reflect the range of economies who would be invited to participate in the final survey. Specifically, this included respondents from:

- The domestic (New Zealand) context.
- Australia and the United States (overseas English-speaking economies).
- Singapore and Chile (overseas economies where English is not the first language).

All respondents were emailed the draft versions of both the “Official Statistics” survey, and the “General Survey”. A face-to-face interview was conducted with the New Zealand respondent. Overseas respondents were emailed feedback forms to elicit their reactions and responses to each of the surveys.

Feedback on the draft questionnaires was received from three of the APEC economies. After receipt of this feedback and consultation with the Department of Labour, a number of changes were made to the survey questionnaires. The most significant of these changes was that the “Official Statistics” survey and the “General Survey” were combined into one single questionnaire that could be distributed to all respondents. Changes aimed at simplifying the questionnaire, and reducing its length were also made.

A copy of the final questionnaire is included in Appendix A.

Recruitment of respondents

Initially, all of the HRDWG contacts in each of the APEC economies were contacted by the Department of Labour and were informed about the purpose of the survey. Each economy was then asked to nominate a person or persons within their economy who would be in a position to answer on behalf of that economy.

Additionally, each economy was asked to nominate a person to provide the official statistics for that economy. In most cases, the same person was nominated to provide response to both question types, but some economies chose to have a separate respondent respond to the “Official Statistics” section of the survey.

The Department of Labour was responsible for liaising with the APEC economies and collating the list of contacts. Once they had a list of contacts these were passed along to Research New Zealand.

Fieldwork

Upon receipt of the list of nominees, Research New Zealand sent each nominee an e-mail containing a unique survey link. This ensured that respondents could complete the survey only once. The respondents were, however, able to use their link to log onto their unique survey record as many times as they required in order to complete the survey. Additionally, respondents were able to download a copy of the questionnaire in advance so that they could gather all of the information that was required prior to completing the survey.

The initial e-mail inviting all respondents to participate was sent on 29 October 2009. Further reminder e-mails were sent by Research New Zealand periodically throughout November and December. Furthermore, the Department of Labour was in constant contact with the nominees within the economies to ensure that they were progressing with their survey response. The online survey remained open until 13 January 2010.

Response rates

In all, 21 APEC economies were invited to participate in the survey. Of these, five economies completed the survey online (Australia, Canada, Chinese Taipei, New Zealand and Thailand) and a further six returned paper copies of the survey to Research New Zealand (Brunei, Chile, China, Philippines, Singapore and the USA).

Approach to the reporting of results

Given the unique characteristics of the responding economies, the survey results have been reported at two levels:

1. Where the survey question asked the respondent to confirm whether or not, for example, their economy collected statistics on young people in the workforce and if so, what

proportion were in paid employment, these results have been reported on an aggregated basis.

2. Where the survey question asked the respondent to provide an explanation, the answer has been presented for each responding economy.

4.5 Results – Social and cultural norms relating to the employment of young people

In order to place the findings of the survey in context, respondents were first asked about the social and cultural norms in their economy in relation to the employment of children and young people.

Summaries of each economy's response (those 11 economies who participated) are provided below in 4.11.

Importance of a formal education

All respondents were asked to comment on the importance that their society placed on young people completing a formal education. Overall, economies who answered the question gave a general response as opposed to providing specific comment, although all emphasised that their economy placed significant importance on education.

In this context, many specifically drew a link, at an individual level, between educational attainment and future employability. Others emphasised that their economy's future economic growth and development was dependent on the intellectual and vocational capabilities/skills of their young people.

Against this background, the majority of the countries who participated in the survey reported that education was compulsory for youth in their economy to a certain age. Education was typically compulsory up to and including the age of 15.

In addition, some economies specifically noted that young people were encouraged to further their education beyond the minimum compulsory age of schooling and provided free education to as high as those aged 18 (e.g. Australia, Canada and New Zealand). In the case of Singapore, the Government also provides each child up to the age of 16 with a Edusave account, for "enrichment programmes".

Reflecting the importance their economies placed on education, many economies (e.g. Chile and the Philippines) reported that the right to education was enshrined in their economy's constitution.

"It is important to create conditions that maximise the number of young people who remain in, or return to, education or training" – Australia

"The Ministry of Education provides affordable education and a place in the national schools for every child of school-going age" – Singapore

"The Government of Brunei Darussalam places the formal education of young people of the utmost importance. ... The National Education System requires that students complete a mandatory formal education." – Brunei Darussalam

Acceptable circumstances for youth employment

Respondents were asked to detail the circumstances in which it was acceptable for young people of different ages to be employed in work for pay. Against this background, many of the economies reported that it is not uncommon for youth under 19 years of age to be employed in work for pay.

“Although education is the main focus for many young New Zealanders over 16 and under 19 years of age, New Zealand society also supports this age group being employed in work for pay through various regulatory and funding mechanisms” – New Zealand

“Whether by necessity, desire to make more money or to gain work experience, a significant number of young Canadians have a job in the school year while still full-time students” – Canada

A number of economies emphasised that work experience was important to young people as this helped them prepare for employment in later life, while also recognising the importance of this for the more holistic development of the young persons concerned.

However, when asked specifically about the employment of young people under the age of 15, a number of differences between the economies became evident. Some of the economies reported that it was not acceptable for children under 15 to work in paid employment in any circumstances, while others reported that certain types of work were considered suitable for these young people as long as their work did not compromise/interfere with their schooling.

“...work shall not adversely affect their regular attendance and participation in educational or training programs.” – Chile

“...it is not generally considered acceptable for young people aged 15 or under to be engaged in paid work that interferes with their achievement at school, or with their development more generally, or exposes them to the likelihood of work-related injury, or because it is necessary for the economic well being of their family unit.” – New Zealand

“The employment of children and young persons subject to compulsory school attendance is severely limited during school hours” – Canada

“Thus, in China, any kinds of circumstance that allows minors under the age of 16 to be recruited for payable work are forbidden” – China

A common theme across all economies that reported that young people under the age of 15 could work was that they should not work in industrial or particularly physical occupations and they should not work between the hours of 8.00 or 9.00 PM and 6.00 AM.

A number of the economies emphasised the importance of achieving balance between the time spent working and the time spent in education. In this regard, a number of economies were able to supply specific figures to demonstrate the situation in their economy in terms of the number of hours per week that youth of school going age were allowed to work.

“The balance of time spent in education and in employment is not over than 8 hrs per day and not more than 48 hrs per week in terms of part-time job and during study period.” – Thailand

“The maximum weekly working time shall not exceed 30 hours. In turn, the minimum allowed for school work is 38 hours per week” – Chile

Groups identified as being disadvantaged

Respondents were asked to identify which groups of children and young people, if any, had been identified in their economy as being disadvantaged. It would appear that most respondents responded to this question from a general perspective, rather than one that was employment-related.

However, from the responses that were provided, a number of similar groups were frequently identified. In particular, children from lower socio-economic backgrounds and those with relatively lower levels of education were consistently mentioned, as were the very young (i.e. under 15 years of age).

In addition, some economies also identified ‘at risk’ groups on the basis of their gender and their geographical location (i.e. rural versus urban, or specific regional areas of their economies). Fewer still mentioned those with disabilities and those who had been incarcerated as being ‘at risk’.

Problems for young people in work

Notwithstanding the importance placed on education, and the importance of achieving balance between education and work, most economies acknowledged that they had employment-related problems specifically relating to young people. These were typically of three types:

1. Youth unemployment and underemployment generally, with the rates of unemployment and underemployment being at higher levels than the general working population.
2. Youth not transitioning well from school to work.
3. Youth in ‘at risk’ work situations, either compromising their physical or moral health, and/or their intellectual development.

Often it was reported that young people and their economies had these problems because they were not as skilled and/or experienced as older workers, they were unaware of and/or inexperienced in workplace practises (including how to apply for positions and negotiate conditions of employment), and a general laissez-faire attitude.

It was also reported that these were historical problems and issues, which had become exacerbated by the Recession.

4.6 Results – Collecting information and statistics on the employment status of young people

In order to be able to understand the situation regarding young people in employment, at a detailed level, each economy was asked to provide information about some of the different statistics that are collected in their economy.

In the first instance, all respondents reported that their economies collected population statistics, and that these were available (broken down by age within gender) for 15-24 year olds. Furthermore, this information was current, with the ‘oldest’ reported information being collected in 2007.

Respondents were also asked to identify what statistics were collected in relation to the workforce, for all people. As shown in Table 1 the majority of economies collect information on the following statistics:

- The number of hours per week spent in lawful paid work (Eight out of the nine economies that answered the question reported that they collect statistics on this)
- How much people are paid for the work that they do (Eight out of nine)
- The occupations that people mostly work in (Seven out of nine).

Table 1: Statistics collected on all people

Q21 In which of the following areas are statistics and other information collected in your economy, for people overall?

	Total	Yes	No	No response
The number of hours per week spent in lawful paid work	11	8	1	2
How much people are paid for the work that they do	11	8	1	2
What occupations people mostly work in	11	7	2	2
Accidents and injuries to people that occur in the workplace	11	6	3	2
Number of people involved in work-based learning and training	11	5	4	2

Respondents were also asked to identify what specific statistics are collected in relation to children and young people in employment. As shown in Table 2 a number of economies reported collecting some of these statistics in relation to young people in their economy. For example:

- Eight out of the ten economies that answered the question reported that they collect statistics on the occupations that young people mostly work in
- Seven out of ten economies reported that they collect statistics about how much young people are paid for the work they do.

On the other hand, fewer economies reported collecting the following statistics:

- The average number of hours spent in school by young people who are both working and in school (two out of the ten responding economies reported collecting information on this)
- The number of young people that are involved in work-based learning and training (two out of the ten responding economies).

Table 2: Statistics collected on young people

Q22 And in which of these areas are statistics and other information also separately identified and available for children and young people?

	Total	Yes	No	No response
What occupations young people mostly work in	11	8	2	1
How much young people are paid for the work that they do	11	7	3	1
The average number of hours per week worked by all young people in lawful paid work	11	6	4	1
The average number of hours spent working by young people who are both working and in school	11	4	6	1
Accidents and injuries to young people that occur in the workplace	11	3	7	1
The average number of hours spent in school by young people who are both working and in school	11	2	8	1
The number of young people that are involved in work-based learning and training	11	2	8	1

4.7 Results – Issues with the information that is collected

As outlined in Table 3, most economies reported that have very few specific issues in relation to the information collected about the employment of children and young people in their economy, with accuracy and coverage being the main issues identified.

However, an examination of the information that was provided suggests that economies may have over-estimated this matter, as there were often inconsistencies in the statistics provided as well as missing information. This was often with regard to providing statistics in relation to the numbers of young people employed, but also attending school or some other educational/training institution; those employed, but not attending school or some other educational/training institution; and those not employed or not attending school or some other educational/training institution (i.e. NEET).

Table 3: Issues with the information that is collected

Q29 What particular issues, if any, does your economy experience in relation to information about the employment of children and young people in your economy?

	Total	Yes	No	No response
The accuracy of data or statistics	11	3	7	1
How comprehensive this information is	11	2	8	1
The groups or subgroups of youth that are covered	11	2	8	1
Accessing data or information	11	1	9	1
How current this information is	11	1	9	1
Other issues or comments	11	4	6	1

4.8 Results – The employment status of young people

In order to better understand the working situation of young people in each of the economies, respondents were asked to provide, where available, official population, schooling and employment statistics. Table 4 shows the number of young people that reside in each economy.

Population statistics were provided by seven of the 10 ten responding economies, as show in Table 4.

Table 4: Number of young people

Q15 How many children and young people are there in each of the following age groups?

	Males up to and including 14 years (000)	Males 15-19 (000)	Males 20-24 (000)	Females up to and including 14 years (000)	Females 15-19 (000)	Females 20-24 (000)
Canada	2,870	1,160	1,170	2,720	1,100	1,110
New Zealand	458	166	157	435	158	151
Chinese Taipei	3,950	840	820	3,620	770	770
Australia	2,150	770	810	2,040	730	770
China	115,780	52,436	38,520	96,696	46,481	40,081
Chile	1,961	783	724	1,891	640	670
The Philippines	15,653	5,193	3,816	14,982	5,133	3,660

Respondents were asked to provide the official counts for a number of categories; namely the number of young people who are working, those who are seeking work and those who are not in the labour force.

As shown in Table 5, for the six economies who answered the question, the proportion of youth (aged 15-24) who are employed ranges from 24 percent to 61 percent, while the proportion of youth who are seeking work ranges from four to 10 percent.

Australia, Canada and New Zealand reported the highest levels of employment amongst youth (61 percent, 60 percent and 53 percent respectively).

Table 5: Number of all young people in employment

Q16 How many children and young people are there in each of the following categories? – All youth

	Total	% of all youth (15-24) Employed	% of all youth (15-24) Seeking work	% of all youth (15-24) Not in labour force
Canada	100	60	8	32
New Zealand	100	53	10	37
Chinese Taipei	100	24	4	71
Australia	100	61	8	31
Chile	100	25	7	67
The Philippines	100	37	8	55

When the proportions of youth that are employed are compared by gender (Table 6 and Table 7), there are very few differences to be seen. However, the numbers do seem to indicate that in some countries (Chile and the Philippines), young males are more likely to be in employment than their female counterparts.

Table 6: Number of young males in employment

Q16 How many children and young people are there in each of the following categories? – Males

	Total	% of all Males (15-24) Employed	% of all Males (15-24) Seeking work	% of all Males (15-24) Not in labour force
Canada	100	59	9	32
New Zealand	100	55	10	35
Chinese Taipei	100	21	4	75
Australia	100	60	9	30
Chile	100	30	8	62
The Philippines	100	47	9	44

Table 7: Number of young females in employment

Q16 How many children and young people are there in each of the following categories? – Females

	Total	% of all Females (15-24) Employed	% of all Females (15-24) Seeking work	% of all Females (15-24) Not in labour force
Canada	100	60	7	33
New Zealand	100	52	10	39
Chinese Taipei	100	27	5	68
Australia	100	61	7	32
Chile	100	20	6	74
The Philippines	100	28	7	66

4.9 Results – Laws and regulations relating to the employment of young people

All respondents were asked whether there are laws and regulations in place in their economy that govern the age at which young people can leave education and can begin working for pay.

In terms of the laws and regulations that relate to the young people in education and in the workplace, all economies reported a minimum schooling age:

- Most of the economies who answered the question also reported there is a 'legal minimum working age' in place in their economy, although this could be an informal level. This is typically 15 years, although this can be lower (e.g. 14 years in the case of Brunei).
- Additionally, many economies reported conditions applied relating to the type of work that older children up to the age of 18 years could do, and/or the number of hours they could work, and/or when they could work.
- For example, Taipei states that, those aged 15-16 years of age, can not do hazardous or industrial work, or work more than eight hours a day, or work between 8.00 PM and 6.00 AM. Similarly, the Philippines state that whilst young people, 15-18 years of age, can be employed, they may not work more than 8 hours per day or 40 hours per week.
- However, many economies mentioned exceptions were allowed. For example:
- Taipei also reported that "work is permissible for under 15's, ... if they have graduated from junior high school and a 'competent authority' has approved that the nature of the (intended) work is not injurious to the child".
- Singapore also reports that children under 15 may enter employment, providing it is not in an industrial occupation (unless the firm is owned by a parent) and providing it is approved and supervised by the Ministry of Education.
- Chile reports that children under 12/15 may only be employed in "exceptional and qualified cases and for artistic activities and entertainment".

Table 8: Laws and regulations

Q10 In which of the following areas are there laws and regulations that relate to children and young people working in your economy?

	Total	Yes	No	No response
Minimum school leaving age	11	7	2	2
Minimum working age	11	8	1	2

Table 9: Minimum school leaving age

Q10 - Minimum school leaving age

	Yes	No	No response
Australia	Yes		
Brunei	Yes		
Canada	Yes		
Chile	Yes		
China			No response
Chinese Taipei		No	
New Zealand	Yes		
Singapore	Yes		
Thailand	Yes		
The Philippines		No	
USA			No response

Table 10: Minimum working age

Q10 - Minimum working age

	Yes	No	No response
Australia	Yes		
Brunei	Yes		
Canada	Yes		
Chile	Yes		
China			No response
Chinese Taipei	Yes		
New Zealand		No	
Singapore	Yes		
Thailand	Yes		
The Philippines	Yes		
USA			No response

Respondents were asked to identify if laws and regulations that apply to young people in employment differ from those that apply to older workers.

As shown in

Table 11, seven of the economies who answered the question reported that the regulations relating to the type of work that young people can do differ from the regulations that relate to the work that adults can do.

Additionally, six out of the eight economies reported that the laws and regulations regarding rates of pay differed for adults and young people, while only one economy reported that there were different laws and regulations relating to the rates of taxation for adults and young people.

Table 11: Laws and regulations for young people

Q11 And in which of the following areas are there laws and regulations that relate specifically to children and young people working in your economy, which differ from the laws and regulations applying to older workers?

	Total	Yes	No	No response
Regulations relating to the type of work that young people can do	11	7	1	3
Rates of pay	11	6	2	3
Other laws or regulations relating to young people	11	6	2	3
Regulations relating to the number of hours per week that young people can work	11	5	3	3
Health and safety standards	11	5	3	3
Rates of taxation	11	1	7	3
Other benefits for young people	11	1	7	3
Participation in superannuation and other savings schemes	11	0	8	3

Table 12 to Table 19 outline the responses for each of the responding economies.

Table 12: Rates of pay*Q11 - Rates of pay*

	Yes	No	No response
Australia	Yes		
Brunei		No	
Canada	Yes		
Chile	Yes		
China			No response
Chinese Taipei	Yes		
New Zealand	Yes		
Singapore			No response
Thailand	Yes		
The Philippines		No	
USA			No response

Table 13: Regulations relating to the type of work that young people can do*Q11 - Regulations relating to the type of work that young people can do*

	Yes	No	No response
Australia	Yes		
Brunei		No	
Canada	Yes		
Chile	Yes		
China			No response
Chinese Taipei	Yes		
New Zealand	Yes		
Singapore			No response
Thailand	Yes		
The Philippines	Yes		
USA			No response

Table 14: Regulations relating to the number of hours per week that young people can work*Q11 - Regulations relating to the number of hours per week that young people can work*

	Yes	No	No response
Australia	Yes		
Brunei		No	
Canada	Yes		
Chile		No	
China			No response
Chinese Taipei	Yes		
New Zealand		No	
Singapore			No response
Thailand	Yes		
The Philippines	Yes		
USA			No response

Table 15: Health and safety standards*Q11 - Health and safety standards*

	Yes	No	No response
Australia	Yes		
Brunei		No	
Canada	Yes		
Chile		No	
China			No response
Chinese Taipei	Yes		
New Zealand	Yes		
Singapore			No response
Thailand			
The Philippines	Yes	No	
USA			No response

Table 16: Rates of taxation*Q11 - Rates of taxation*

	Yes	No	No response
Australia		No	
Brunei		No	
Canada		No	
Chile		No	
China			No response
Chinese Taipei		No	
New Zealand	Yes		
Singapore			No response
Thailand		No	
The Philippines		No	
USA			No response

Table 17: Participation in superannuation and other savings schemes*Q11 - Participation in superannuation and other savings schemes*

	Yes	No	No response
Australia		No	
Brunei		No	
Canada		No	
Chile		No	
China			No response
Chinese Taipei		No	
New Zealand		No	
Singapore			No response
Thailand		No	
The Philippines		No	
USA			No response

Table 18: Other benefits for young people*Q11 - Other benefits for young people*

	Yes	No	No response
Australia		No	
Brunei		No	
Canada		No	
Chile		No	
China			No response
Chinese Taipei		No	
New Zealand	Yes		
Singapore			No response
Thailand		No	
The Philippines		No	
USA			No response

Table 19: Other laws or regulations relating to young people*Q11 - Other laws or regulations relating to young people*

	Yes	No	No response
Australia		No	
Brunei		No	
Canada	Yes		
Chile	Yes		
China			No response
Chinese Taipei	Yes		
New Zealand	Yes		
Singapore			No response
Thailand	Yes		
The Philippines	Yes		
USA			No response

4.10 Results – Policies and initiatives relating to the employment of young people

All respondents were asked to identify whether particular policies and programmes had been introduced in their economy in relation to the employment of young people, and specifically with regard to:

- The connection between or combining of education and work, for young people in both education and work
- NEET youth (not in employment, education or training).

As shown in

Table **20**, seven out of eight responding economies reported that they have introduced some policies or programmes in relation to the connection between or combining of education and work.

Additionally, six out of eight economies reported that they have some specific policies or programmes in place that relate to those who are NEET.

These policies and programmes included the following types:

- Policies and programmes that provide training and employment services, specifically designed for ‘at risk’ youth (e.g. those that have not achieved basic educational standards, those who have been incarcerated), in addition to those NEET.
- Policies and programmes that are designed to connect youth with employers. Some of these programmes are for work-ready youth (e.g. apprentices), while others are aimed at giving other young people work experiences. Employers are provided subsidies to employ these youth (e.g. the Dual System Training Model in Taipei).
- Policies and programmes that are designed to encourage young people to attend higher secondary and tertiary studies, or to gain higher qualification (e.g. the Apprentice Kickstart Package in Australia).

Many economies also report having ‘service centres’ which provide career information and advice to young people and their families (often located in secondary schools), and websites (e.g. EJob in Taipei, Te Orienta in Chile) and ‘career fairs’ meeting a similar information objective.

In some cases, economies also report other initiatives such as:

- Providing seed money to young graduates who wish to establish their own business.
- Encouraging young people to enter the military (although this is compulsory in some economies), on the basis that this provides a valuable experience/perspective that helps prepare them for employment.

More details of the specific policies and programmes that have been introduced can be found in the summaries of the economies responses in the next section. It should also be noted that, in many cases, these or similar policies and programmes existed prior to the Recession. However, with the Recession, funding has been increased and/or new programmes that are similar have been implemented. For example, this is the case in Canada in relation to the Summer Work Experience Programme (SWE) and in the USA in relation to Obama’s Recovery Act.

Furthermore, it should also be noted that whilst these policies and programmes are of particular benefit to the young people concerned, a number of respondents make the explicit link between having a well-employed and productive youth force and the future economic growth and development of their economies. In this regard, many are based and, therefore, linked to a strategy or framework specifically conceived for young people (e.g. the Compact with Young Australians in Australia, and Bicentennial Youth in Chile).

Table 20: Policies and initiatives relating to the employment of young people

Q30 Have any policies or programmes been introduced in your economy in relation to each of the following? - The connection between or combining of education and work, for young people in both education and work

	Total	Yes	No	No response	Not sure
The connection between or combining of education and work	11	7	1	3	0
NEET youth	11	6	1	3	1

Table 21 and **Table 22** outline the responses for each of the responding economies.

Table 21: Combining of education and work

Q30 - The connection between or combining of education and work, for young people in both education and work

	Yes	No	No response
Australia	Yes		
Brunei			No response
Canada	Yes		
Chile			No response
China			No response
Chinese Taipei	Yes		
New Zealand	Yes		
Singapore		No	
Thailand	Yes		
The Philippines	Yes		
USA	Yes		

Table 22: NEET youth

Q30- NEET youth

	Yes	No	No response	Not sure
Australia	Yes			
Brunei			No response	
Canada	Yes			
Chile			No response	
China			No response	
Chinese Taipei	Yes			
New Zealand	Yes			
Singapore	Yes			
Thailand				Not sure
The Philippines		No		
USA	Yes			

4.11 Summary based on each responding economy

On the following pages, there is a summary based on the information contained in the survey questionnaire from each responding economy.

ECONOMY: Australia

Does the economy define 'work'?

No.

Does the economy have social mores relating to work and education as it relates to youth?

Yes, see below. These ensure youth are appropriately educated, and receive work experience. These are recognised as being the 2 foundation stones for a young person's future working life.

Schooling is considered important, and there is a minimum school leaving age given this.

Young people are encouraged to combine study and work, and this is encouraged as it helps to improve transition to full-time work.

Young people not in education or training are encouraged to be employed. Part-time work is encouraged for those who are unable to obtain full-time employment.

Young people are encouraged to achieve post-school qualifications to improve employability/minimise the risk of unemployment.

It is also acknowledged that the transition from study to work is not linear, and Government programs take this into account.

Does the economy acknowledge they have youth-related employment issues (e.g. unemployment, child labour)?

They note that youth unemployment has declined over the last decade, and while they acknowledge it increase rapidly between September 2008 and March 2009 (as a result of the Global Recession), they also note that this had flattened out by September 2009 and declined in October 2009.

They attribute this to the growth in education and training participation, noting the importance of a highly-skilled (educated) workforce. In this regard, they have a programme or series of programmes called "Compact with Young Australians":

- A National Participation Requirement, to be introduced in Jan 2010 – participate full-time in schooling until Y10, then participate full-time in education, training or employment until they reach the age of 17 (full-time = 25 hours +).
- Y12 or equivalent attainment rate to be lifted to 90% by 2015.
- Education and attainment entitlement for 15-24.
- Strengthened conditions for income support eligibility – if a person under 21 has not attained Y12 or equivalent qual, they are required to undertake full time education or training (full-time = 25 hours +).

There is reference to an Australian Government Parliamentary Inquiry, into combining school and work, and supporting successful youth transitions report on the Inquiry was finalised in Nov 2009).

Does the economy identify any specific groups of youth as being particularly vulnerable or at risk?

Yes, they refer to at risk young people, who have barriers to participating in education or training, and the support they receive through the provisions of the Youth Connections Program. They specifically identify disengaged youth (not attaining a Y12 or equivalent qualification) as a 'focus' and define these as early leavers, indigenous youth and those from low SES backgrounds.

Also that there are a number of organisation (via Job Services Australia) that specialise in helping young people at risk obtain suitable vocation.

Does the economy have any regulations relating to youth in employment (e.g. relating to rates of pay, age, hours, health & safety, parental permission, industry type)?

Yes, labour issues are governed by a new national workplace relations system, established under the Fair Work Act 2009.

Specific laws and regulations relate to young workers (cf. older workers) for the type of work that can be done, the number of hours per week that young people can work, rates of pay and H&S standards. For example, light duties are permissible for children from 11 years (e.g. delivering newspapers) and other duties from 13 years.

Specific laws and regulations do not exist for rates of taxation, superannuation schemes, and other benefits.

Additionally, individual states have laws and regulations relating to young people, primarily focused on child welfare and educational issues. For example, a number of states have approach child employment regulation from a welfare perspective and have been prescriptive in stipulating minimum conditions for young workers such as the number of hours worked, restrictions on working during school hours, minimum working ages and prohibitions on certain worked performed by children.

In terms of monitoring and enforcing these laws and regulations, the Office of the Fair Work Ombudsman has been established as an independent agency to educate employers and employees, and as necessary, to commence proceedings against employers, employees and/or their representatives who breach the Fair Work Act.

Also, individual states have adopted administrative processes, including a “permit” or “license”, where to be eligible, employers must demonstrate they have certain basic employment conditions in place. This is supported by an Inspectorate.

Does the economy have official statistics relating to youth in employment?

Yes, they do. They collect a comprehensive array of statistics including average hours worked/average hours at school by young people at work and school, how much they are paid, the occupations they are in, the number involved in work-based learning and training, and injuries and accidents.

They have accurate and recent population/labour force statistics (as at June/October 2009). For example, of the 3 million young people aged 15-24, 1.8 million are in employment, 240,000 are seeking work and are not employed, and 950,000 are not in the labour force (presumably in education). Data is available by gender and age group.

Also, 870,000 are employed, but also attending school or educational institution, 940,000 are employed, but not attending school or an educational institution, and 300,000 are neither employed nor attending school/educational institution (NEET). This data is available by age group, but not gender.

Statistics are not available for under 15 year olds.

Does the economy have any issues relating to the collection of these statistics?

They specifically state they have no issues.

Does the economy have any specific programmes to address youth-related employment issues, including transitional issues?

They have invested significantly in many programmes, including Compact with Young Australians, Youth Careers and Transition Programme (\$618 million), Youth Allowance (assistance to young people who are studying full-time), Apprentice Kickstart Package, research (including Longitudinal Surveys of Australian Youth, and Trade Training Centres (\$2.5 billion investment). The latter are Trade Training Centres in secondary schools, to help increase the proportion of students achieving Year 12 or equivalent qualifications.

What is the focus of these programmes (e.g. work readiness/transitional issues, income support)?

The focus is not only on increasing qualification levels, but also on assisting with transitional issues: "The Government recognises that for many young Australians it is not as simple as just walking into a training course or a job. That is why the Government is strengthening the safety net for at-risk youth."

It has a number of policies and programmes focused on these at risk youth, including the National Green Job Corps, Youth Connections.

ECONOMY: Chile

Does the economy define 'work'?

They do in terms of hours to be worked and in reverse, work that should not be performed by children on the basis that it harms or exploits them.

Does the economy have social mores relating to work and education as it relates to youth?

The importance of education is enshrined in the Chilean Constitution and this manifests itself in a government-funded primary and secondary education system.

Children under 18 are not encouraged to work in hazardous work or work requiring excessive force (industrial occupations). They are forbidden to work at night.

They only condone children under 12/15 working in exceptional and qualified cases and for "artistic activities and entertainment". These children must not work more than 30 hours per week, and their work must not interfere with their education, or their health. Parents' permission is required.

Does the economy acknowledge they have youth-related employment issues (e.g. unemployment, child labour)?

They do, and describe it generally as "child labour" and "a high unemployment rate" of 28%. The latter has been exacerbated by the Recession.

In terms of the "child labour" issue, they have a registry system to record "worst forms of child labour" (WFCL). This is an inter-sector initiative. Between 2003 and 2009, there were 2919 such cases.

In terms of their "unemployment" issue, a plan has been developed and implemented (The Plan for the Prevention and Eradication of Child Labour, 2006-10). The first goal is address children under 15 and who are at risk of dropping out of education from not doing so.

They also identify an issue with young people in employment in that most are employed “informally” resulting in them earning 56% of the adult wage for comparable positions, as well as not having social security benefits and other benefits.

Does the economy identify any specific groups of youth as being particularly vulnerable or at risk?

No.

Does the economy have any regulations relating to youth in employment (e.g. relating to rates of pay, age, hours, health & safety, parental permission, industry type)?

The balance between education and schooling does not appear to be specifically regulated, although they specify that the maximum number of hours that children can work is 30 hours per week, and they specify that children must attend a minimum of 38 hours schooling.

They have laws and regulations for children relating to rates of pay and the type of work that they may do. They do not have laws and regulations for children relating to number of hours per week that they can do, H&S, rates of taxation, superannuation schemes.

They have inspectorates to monitor the employment of young people.

Does the economy have official statistics relating to youth in employment?

They have population statistics, by gender and age group, and they appear to have them for the educational and employment status of the demographic in question (from the National Employment Survey). They know, for example, the occupational categories young people are involved in, and the hours per week they work.

However, they do not have statistics based on a combination of education and employment status.

Information is not available, or known of, from non-government sources.

Does the economy have any issues relating to the collection of these statistics?

Despite this, they report they have no issues relating to the collection or availability of information relating to young people in employment.

Does the economy have any specific programmes to address youth-related employment issues, including transitional issues?

They have awareness and information programmes to prevent child labour occurring in various sectors and communities.

They also have awareness and information programmes with school communities directly. They have a programme called, “Bicentennial Youth”, aimed at improving the employability of youth.

They also have educational “trajectory” programmes, run by the Ministry of Education, which are support and reintegration programmes for at risk youth.

They also have Learning Plans, Bonus Programmes and Employment Subsidies, which subsidise firms hiring 15 to 25 year olds.

They have various projects as well, e.g. “Te Orienta” , which provide free information and services to young people and their parents via groups of professionals and a website.

They do not have NEET programmes.

What is the focus of these programmes (e.g. work readiness/transitional issues, income support)?

The goal of their programmes is to reduce the school drop-out rate and open alternative channels for those in need of training/transition into the workforce. The goal, constitutionally enshrined, is for each young person to receive 12 years schooling/training.

ECONOMY: China

Does the economy define ‘work’?

No.

Does the economy have social mores relating to work and education as it relates to youth?

Yes, education is clearly valued, for both the benefit of individuals and society. As a result, the People’s Republic of China Compulsory Education Act provides for compulsory education, fees are waived and allowances and scholarships are available for those who are socio-economically disadvantaged.

That said, work is also recognised (for those 16+) as enriching the whole person and is encouraged, although at the same time, laws and regulations govern the hours they are permitted to work, their working conditions and occupations.

There are no circumstances in which a young person under 16 is allowed to work.

There is a clear message that work must not compromise study.

Does the economy acknowledge they have youth-related employment issues (e.g. unemployment, child labour)?

They acknowledge the effect of the Recession.

Does the economy identify any specific groups of youth as being particularly vulnerable or at risk?

Handicapped and disabled, and those from poor families are identified as being at risk from an educational perspective. There may be some regional issues and some gender issues, although the latter have not been officially measured.

Does the economy have any regulations relating to youth in employment (e.g. relating to rates of pay, age, hours, health & safety, parental permission, industry type)?

They do relating to the maximum hours to be worked, the occupations in which they may be employed. Employers are required to undertake physical examinations, pre- and during employment, for “juvenile” workers, although they are not defined by age.

Does the economy have official statistics relating to youth in employment?

They have population statistics, broken down by gender and age, which were collected in 2007. They provide no employment related statistics, although clearly collect these for the population in general.

Does the economy have any issues relating to the collection of these statistics?

They specifically say they do not collect statistics for the demographic in question, but then go on to say they do not have any issues with respect to the collection of such statistics, although in an answer to another question, they say they have issues with coverage, currency and the extent to which “researchers” complete the required analyses.

Does the economy have any specific programmes to address youth-related employment issues, including transitional issues?

Young people are “encouraged” to join the army and policies exist that affect the employment of young graduates in SMEs. Subsidies, seed money and free information and advice is also offered to those young graduates who wish to establish their own business.

Programmes are also focused on addressing regional disparities and disparities between urban and rural regions.

What is the focus of these programmes (e.g. work readiness/transitional issues, income support)?

Overall, these programmes are designed to achieve a better match between the educational and skill level of young people and those required for the country’s continued economic development.

The SME programme is designed to enhance the skill and expertise base of SMEs with graduate students.

NEET focused programmes are in place, providing for subsidised training and job placement (internship).

ECONOMY: Chinese Taipei

Does the economy define ‘work’?

Not specifically answered.

Does the economy have social mores relating to work and education as it relates to youth?

Considerable importance appears to be placed on formal education in order to “cultivate well-educated citizens”. Reference is drawn to the Civil Education Law which regulates “norms”, and education policy being placed on five principles: “holistic education, life education, lifelong learning, mastery learning and health campus”.

Laws and regulations appear to exist to protect mandated 9-years compulsory education, with the minimum employment age being 15 years. As well as this minimum, work conditions are regulated for “child workers” (those aged 15-16), governing the industries they can work in (no heavy or hazardous work), how much they can work per day (8 hours), when they can work (not between 8.00 PM and 6.00 AM) and that they must have a regular day off work.

Work is permissible for under 15’s only if they have graduated from junior high school and a “competent authority” has approved the nature of the work is not injurious to the child (the later also applies to children under 12 years of age).

Does the economy acknowledge they have youth-related employment issues (e.g. unemployment, child labour)?

Not specifically recognised, although they refer to the need to protect children so that they receive their 9-years compulsory education, and the employment of “youth workers”. They do however acknowledge that the unemployment rate for youth increased between 2008 and 2009 as a result of the Recession.

The Government has introduced a “Dual System Training Model” to promote the employment of youth. Provides for on the job training and allows the firms concerned to “cultivate needed professionals”.

Does the economy identify any specific groups of youth as being particularly vulnerable or at risk?

Groups at risk identified on a general basis and not necessarily in relation to employment. They include those from low income families (provided living support and subsidies); women in hardship who have children under 6 (provide child living allowance); children under 3 (provide medical allowance and national health insurance subsidies); youth in difficulties (provided educational scholarships).

Does the economy have any regulations relating to youth in employment (e.g. relating to rates of pay, age, hours, health & safety, parental permission, industry type)?

Yes, they have laws and regulations covering rates of pay, type of work that can be done, when they can work (not at night), hours per week that can be worked, H&S. Their laws and regulations do not cover taxation rates, superannuation or benefits. See also above.

These are regulated by providing forms “Labour Standard Act orientations”, labour inspections.

Does the economy have official statistics relating to youth in employment?

They have current and apparently accurate statistics (November 2009). Of a total 3 million 15-24, they have provided statistics by age group and gender and employment/educational status: 750,000 are employed, 130,000 are seeking work and not employed, and 2.2 million are not in the workforce (i.e. at school).

They do not appear to collect statistics that indicate the number of hours spent in school and work by young people in school and working, however, they collect occupational statistics, hours worked, etc.

Does the economy have any issues relating to the collection of these statistics?

They report having no issues collecting these statistics, excepting for being able to collect the data for specific sub-groups.

Does the economy have any specific programmes to address youth-related employment issues, including transitional issues?

They report having policies relating to education and work, for young people in both education and work, and NEET (“Dual System Training Model”). This was introduced to promote the employment of youth.

They refer to the “Employment Dream Realisation Programme for Youth” in the context of NEET.

Additionally, the following are noted:

- Special area developed on EJob (website?) to provide employment information for youth.
- EJob and a 0800 service combined to provide services 24/7.
- Employment preparation subsidies are provided, which cover workplace visits, career psychological testing.
- Youth employment programs are provided to assist obtaining employment skills.
- A programme sponsored by the Ministry of Education connecting schools with industries.

What is the focus of these programmes (e.g. work readiness/transitional issues, income support)?

Three points of focus are provided:

- Programmes that prepare youth – career identification and planning, job interview skills, job seeking traps, labour rights, including consultation assistance while learning in the workplace.
- Programmes to provide experience – via workplace visits.
- Programmes to provide employment opportunity information – including liaisons between youth and potential employers.

ECONOMY: New Zealand

Does the economy define 'work'?

No, but see below.

Does the economy have social mores relating to work and education as it relates to youth?

Their response states that: "Formal education in NZ is held in high regard in the value systems of most New Zealanders, and this is reflected in the regulation and funding support provided by successive Governments".

The Education Act 1989 requires all 6-16 year olds to be enrolled at a registered school at all times. Primary and secondary school is free at state schools for those aged 5-19

There is no minimum wage for employees under 16 (in order to encourage young people to complete their education).

Children are not able to work at night (10.00 PM to 6.00 AM) or during school hours.

There is a range of support mechanisms to encourage young people to complete tertiary education (student allowance system, student loan scheme, and apprenticeship schemes).

Although education is valued, government funding and regulatory regimes support positive transitions to adult working life (by enabling positive experiences in part-time work while gaining qualifications, and recognising training needs of this demographic while in full-time work).

Various laws, policies and initiatives include:

- The new entrants minimum wage (16-17 year olds must be paid the minimum adult wage of \$12.50 if they have completed 200 hours of work).
- Modern apprenticeships are available for 18-21 year olds.
- The Community Max programme provides subsidies paid at the minimum wage of \$12.50 for unemployed people to work on community/environmental projects.
- Local government initiatives (e.g. Mayors Taskforce for jobs).
- Ministry of Youth Development funded programmes (12-24 year olds get practical work and life skills).

- Job Ops programme (wage subsidy for 6 months for employers to create entry level positions for unemployed 16-24 year olds).
- Youth Training by the Ministry of Education for youth disengaged from secondary school.
- Industry partnerships.

Most New Zealanders support children under 15 working as long as it does not interfere with their schooling, and is reinforced by:

- Income support for low income families
- Education Act requires children under 16 to attend school.
- Provisions of the H&S in Employment regulations.
- No minimum wage for people under 16.
- The child protection framework.

Does the economy acknowledge they have youth-related employment issues (e.g. unemployment, child labour)?

Yes, young people leaving school with qualifications, and/or not completing qualifications they start or taking up training on leaving.

The Recession has exacerbated these problems.

Does the economy identify any specific groups of youth as being particularly vulnerable or at risk?

Yes, they include:

- The disabled.
- Children from low socio-economic families.
- Teenage parents.
- Young offenders.
- Children and young people who have been in foster care.

Does the economy have any regulations relating to youth in employment (e.g. relating to rates of pay, age, hours, health & safety, parental permission, industry type)?

Yes, the Education Act requires children to attend school until the age of 16, and prohibits employers from employing young people under 16 during school hours.

Laws and regulations cover rates of pay, health and safety, rates of taxation, and the type of work that young people can do, but not the number of hours to be worked.

Laws and regulations are monitored by the agency concerned.

Does the economy have official statistics relating to youth in employment?

Detailed and current population statistics are available by gender within age for the demographic in question (2009). Employment data is also available on the same basis (2009).

Of a total 620,000 15-24 year olds, 330,000 are employed, 60,000 seeking work and not employed (NEET), and 230,000 are not in the labour force (at school).

Statistics are also available for young people on the hours worked for those both working and at school, how much they are paid, what occupations they are doing, the number that are involved in work-based training, and the number of accidents/injuries they experience.

Does the economy have any issues relating to the collection of these statistics?

Despite the statistics available, issues are identified as relating to the accessing of data, its currency, comprehensiveness, accuracy and its ability to relate to sub-groups.

Does the economy have any specific programmes to address youth-related employment issues, including transitional issues?

Yes and for NEET, including:

- The establishment of Trade Academies, available from 2011.
- Gateway programme.
- Modern apprenticeships.

What is the focus of these programmes (e.g. work readiness/transitional issues, income support)?

To tackle the youth related problems identified earlier, the Government is seeking to strengthen and diversify transitions and pathways between secondary schooling, tertiary education and the workplace.

For example, the goals of the Trade Academies are to:

- Provide a recognised pathway into a trade.
- Increase the relevance of schooling as a foundational path to vocational education.
- Attract those who seek to move rapidly into vocational education after success at school, as well as those disengaged.
- Facilitate the development of partnerships between schools, tertiary providers and employers.

ECONOMY: Philippines

Does the economy define 'work'?

No.

Does the economy have social mores relating to work and education as it relates to youth?

Youth are defined as being aged 15 to 30, and the minimum age of employment is 15.

The only exception is when the child (under 15) works under the sole responsibility of its parents or legal guardians.

Conditions apply for young people, 15-18, to be employed. These relate to the number of hours worked per week (no more than 40 per week and no more than 8 per day) and the hours they may work (not between 10.00 PM and 6.00 AM).

Also other conditions are provided for in legislation, including:

- The work does not put their health at risk or their normal development.
- The work does not conflict their basic education.
- The work does not involve promoting certain products (alcohol, tobacco).
- Employers are required to have a written contract that is approved by DOLE (Department of Labour and Employment).

Employers are specifically required to protect the physical and moral health and safety of their young employees, and to have a continuous programme for training and skills acquisition.

They specifically say that in terms of the balance between employment and education:

- Employment should not be a hindering factor.
- Children under 15 are not allowed to be employed more than 20 hours per week and 4 hours per day, and not to be working between 8.00 PM and 6.00 AM.

Does the economy acknowledge they have youth-related employment issues (e.g. unemployment, child labour)?

One million young people become eligible to join the workforce each year. This is described as “the tip of the youth unemployment/underemployment problem”. Youth compared to adults are generally regarded as a disadvantaged group because they’re less employable (lower qualifications), limited social networks, low awareness of the issues affecting them, passive participation in government programmes.

In 2007, DOLE conducted the DOLE Strategic Youth Development & Employment Agenda Conference Workshop in order to design a youth development and employment framework. The objective of the framework is to create a productive and competitive youth by 2010. There are 4 objectives/goals:

- Increased self-worth.
- Increased employability, mobility and competence.
- Reduced mismatch of youth skills supply and demand.
- Increased youth engaged in profitable and sustained enterprises.

Does the economy identify any specific groups of youth as being particularly vulnerable or at risk?

Specifically, the groups identified as disadvantaged are:

- Those engaged in (the worst forms of) child labour.
- Out of school youth.
- From indigenous cultural communities.
- Youth with disabilities
- Street children.
- Children with HIV-AIDS.

Does the economy have any regulations relating to youth in employment (e.g. relating to rates of pay, age, hours, health & safety, parental permission, industry type)?

Regulations cover the type of work and the number of hours per week that they can work.

Regulations do not exist that cover pay rates, H&S standards, taxation, or superannuation and other benefits.

Laws and regulations appear, for the most part, to protect young people from neglect and abuse.

DOLE appears to have labour inspectors policing these laws and regulations.

Does the economy have official statistics relating to youth in employment?

They have population statistics broken down by gender within age for this demographic, which are reasonably current (2008). They also appear to have employment statistics, also broken down by age and gender. Of the 18 million 15-24 year olds, 6.5 million are in employment, 1.4

million are seeking work and 9.5 million are not in the labour force (presumably mostly in education).

Data is also available by number of hours worked (including for those in schooling), how much they are paid and the nature of the work they do. For example, the average number of hours per week worked for those in school is 26.1.

Does the economy have any issues relating to the collection of these statistics?

Employment statistics are derived and not “off the shelf” (i.e. official). They acknowledge they have coverage and accuracy issues.

Does the economy have any specific programmes to address youth-related employment issues, including transitional issues?

They have specific programmes addressing young people that are also working:

- A Special Programme for the Employment of Students (SPESS) aims to help poor but deserving students pursue their education.
- Project on Youth Entrepreneurial Support (YES) aims to ensure young college and technical-vocational graduating students.
- Project on Youth Education – Youth Employability (YEYE) aims to address the education to employment needs of youth.

This is in addition to programmes that aim to eliminate child labour and abuse. They do not have NEET programmes.

What is the focus of these programmes (e.g. work readiness/transitional issues, income support)?

See above.

ECONOMY: Singapore

Does the economy define ‘work’?

No.

Does the economy have social mores relating to work and education as it relates to youth?

They explicitly state that Singapore families value education, and that the “Singapore Government continues to believe in and invest heavily in education for the whole person development of young Singaporeans” and refer to their Compulsory Education Act (2003) which provides for compulsory education to the age of 15.

The Government also provides each child up to the age of 16 with an Edusave account, which can be used for enrichment programmes. They also state that it is common for young people to continue their studies via polytechnics and universities.

Youth under 15 may enter employment, providing it is not industrial (unless owned by a parent) and providing it is approved and supervised by the Ministry of Education. Generally, youth under 12 are not allowed to be employed.

The right balance between work and education is up to the parent of a child, but because education is valued, the clear implication is that work is not at the expense of education.

Does the economy acknowledge they have youth-related employment issues (e.g. unemployment, child labour)?

No. All males are also conscripted into the armed forces when they are 18, as a result of all the above, unemployment of this demographic is low.

Does the economy identify any specific groups of youth as being particularly vulnerable or at risk?

Only those who are disabled.

Does the economy have any regulations relating to youth in employment (e.g. relating to rates of pay, age, hours, health & safety, parental permission, industry type)?

No response provided, although in answering other questions, it is clear that they regulate the occupations in which children may work, and the law allows for minimum wage rates to be applied if they are found to be insufficient.

The laws and regulations are enforced by inspectors.

Does the economy have official statistics relating to youth in employment?

Reasonably recent population statistics are available (2008), as are employment statistics by gender and age. Of the 500,000 15-24 year olds, 165,000 are employed, 17,000 seeking work and 300,000 not in the labour force (i.e. in schooling, the army). Statistics are also available in terms of the occupations worked, hours worked and income earned.

Does the economy have any issues relating to the collection of these statistics?

They do not believe they have any issues relating to the collection of these statistics.

Does the economy have any specific programmes to address youth-related employment issues, including transitional issues?

They explicitly say they do not have specific policies or programmes combining work and education, but they do for NEET (although the number this applies to is very small (17,000). These programmes are aimed at “preventing students leaving school prematurely and permanently before they have learnt the requisite core skills”. The programmes appear to be school and community based.

What is the focus of these programmes (e.g. work readiness/transitional issues, income support)?

They have Career Compass which appears to be an information website.

ECONOMY: Thailand

Does the economy define ‘work’?

No.

Does the economy have social mores relating to work and education as it relates to youth?

Thailand has a minimum age of 15 years for young workers. They also say they protect the interests of young workers by insisting young workers have a contract and that particular attention is given to their working conditions meeting minimum standards (Labour Protection Act). They require young people in education spend no more than 8 hours per day in part-time work!

They have these laws and regulations to provide for the quality of life of young children, and in order for them to develop their skills and knowledge, in order to “compete in the globalisation situation”.

Does the economy acknowledge they have youth-related employment issues (e.g. unemployment, child labour)?

They do not list any particular issues, but they imply them in some of their other responses.

Does the economy identify any specific groups of youth as being particularly vulnerable or at risk?

Those that are of “unidentified nationality” and the victims of abuse.

Does the economy have any regulations relating to youth in employment (e.g. relating to rates of pay, age, hours, health & safety, parental permission, industry type)?

They have youth-specific laws and regulations that cover their rates of pay, the type of work they can do (e.g. they are not allowed to work in industries that involve hazardous substances, particular aspects of the entertainment business, or businesses in which they could be exposed to infectious diseases), the number of hours per week that they can work and H&S standards. They do not have laws and regulations that cover rates of taxation, superannuation and other benefits.

These laws and regulations are administered by the Department of Employment, the Department of Skill Development, the Department of Labour Protection and the Welfare and Social Security Office.

Does the economy have official statistics relating to youth in employment?

They do not appear to have population statistics for young people, even broken down by gender and age, and similarly, for their involvement in the workforce, particularly while they are still studying.

However, they appear to be able to provide statistics (2008) based on the numbers of 15-24 year olds that are employed in various occupations and industries.

Does the economy have any issues relating to the collection of these statistics?

They do.

Does the economy have any specific programmes to address youth-related employment issues, including transitional issues?

Yes, they so they have a pre-employment programme that aims to develop skills amongst those who are under 15 years of age. This enhances their employability and also means that they can command a higher rate of pay.

They also have information and guidance programmes via career fairs and job services centres. They do not have NEET programmes.

What is the focus of these programmes (e.g. work readiness/transitional issues, income support)?

They specifically say that the Education Ministry has a specific objective aimed at getting more students involved in vocational training than the “regular” education system.

ECONOMY: United States

Does the economy define 'work'?

Not specifically answered..

Does the economy have social mores relating to work and education as it relates to youth?

Not specifically answered.

Does the economy acknowledge they have youth-related employment issues (e.g. unemployment, child labour)?

They acknowledge that the Recession has impacted employment for youth.

Does the economy identify any specific groups of youth as being particularly vulnerable or at risk?

See below – economically disadvantaged youth.

Does the economy have any regulations relating to youth in employment (e.g. relating to rates of pay, age, hours, health & safety, parental permission, industry type)?

Not specifically answered.

Does the economy have official statistics relating to youth in employment?

Not specifically answered.

Does the economy have any issues relating to the collection of these statistics?

Not specifically answered.

Does the economy have any specific programmes to address youth-related employment issues, including transitional issues?

A number are listed, including NEET programmes:

- A programme administered by Employment & Training Administration (ETA), a state-wide, programme, that delivers training and employment services to low-income youth, 14-21, who face barriers to employment.
- A programme for registered apprentices, connects apprentices and employers looking for qualified employees.
- YouthBuild, an alternative education programme assisting youth who are significantly behind in basic skills. The programme provides for teaching aimed at achieving a high school diploma while receiving occupational training in the construction industry.
- Job Corps is an intensive educational and vocational training programme for economically disadvantaged youth aged 16-24 who face multiple barriers to employment.

Additionally, the US has One-stop Career Centres and programmes to reintegrate those who have been in prison.

And, in response to the Recession, there is the Recovery Act. While this relates to all US citizens, funding has provided subsidised job opportunities for young Americans.

What is the focus of these programmes (e.g. work readiness/transitional issues, income support)?

In general, the focus is on assisting those who are disadvantaged, while the Registered Apprenticeships programme is designed to develop the skill pool.

5.0 THE WORKSHOP

The workshop was held between 20 and 21 May 2010 in Wellington, New Zealand. It was facilitated by Dr Scott Fargher (Auckland University of Technology, Auckland, New Zealand) and Emily Fabling (Acting Director, International, Department of Labour, New Zealand).

5.1 Workshop delegates

Representatives from the following APEC economies attended the workshop: Australia, Brunei Darussalam, China, New Zealand, Malaysia, Peru, The Philippines, Russia, Singapore, Chinese Taipei, Thailand and Viet Nam:

- Kua Abun, Human Resources Policy Division, Malaysia.
- Ideni Ahmad, Department of Labour, Brunei Darussalam.
- Ana Dione, Department of Labour and Employment, The Philippines.
- Steve Gosbell, Worksafe Victoria, Australia.
- Hsu Hsiao-Min, Council for Economic Planning & Development, Chinese Taipei.
- Hong Huat Lim, Department of Economic Planning & Development – Prime Minister’s Office, Brunei Darussalam.
- Luke Hou, TOMTOM, Chinese Taipei.
- Habib Wan Junaidi, Ministry of Education, Brunei Darussalam.
- Jing Li, Centre for International Exchanges – Ministry of Human Resources & Social Security, China.
- Natalia Luneva, Federal Service on Labour and Employment, Russian Federation.
- Magno Mendoza, Ministry of Labour & Employment Services, Peru.
- Dr Alexius Anthony Pereira, Ministry of Manpower, Singapore.
- Hoa Phan Van, Ministry of Planning and Investment, Viet Nam.
- Ian Robinson, Department of Education, Employment & Workplace Relations, Australia.
- Norshah Rosli, Department of Economic Planning & Development – Prime Minister’s Office, Brunei Darussalam
- Kanokkarn Saksuntichai, Ministry of Labour, Thailand.
- Gloria Tango, Department of Labour & Employment, The Philippines.
- Aysa Zodbinova, Federal Service on Labour and Employment, Russian Federation.

The following delegates attended and participated in the workshop from New Zealand:

- Jeremy Baker, Industry Training Federation, New Zealand.
- Steve Benson, Ministry of Education, New Zealand.
- Craig Carey, Youth representative, New Zealand.
- Kathy Drysdale, Department of Labour, New Zealand.
- Gareth Edwards, Work and Income, New Zealand.
- Emily Fabling, Department of Labour, New Zealand.
- Kate Gainsford, Post Primary Teachers’ Association, New Zealand.
- Dairne Grant, Department of Labour, New Zealand.
- Maria Guerra, Department of Labour, New Zealand.
- Jonathon Jones, Department of labour, New Zealand.
- Emanuel Kalafatelis, Research New Zealand, New Zealand.
- Paul Mackay, Business New Zealand, New Zealand.
- Georgina McLeod, NZ Council of Trade Unions, New Zealand.
- Carrie Murdoch, Business New Zealand, New Zealand.
- Damian O’Neill, Department of Labour, New Zealand.

- Jo-Ann Pugh, Department of Labour, New Zealand.
- Bruce Robertson, Hospitality Association of New Zealand, New Zealand.
- Jon Saunders, Ministry of Social Development, New Zealand.
- Alistair Shelton, Department of Labour, New Zealand.
- James Sleep, Youth representative, New Zealand.
- Ram SriRamaratnam, Department of Labour, New Zealand.
- Tessa Thompson, Department of Labour, New Zealand.
- Sen Thong, Ministry of Youth Development, New Zealand.
- Andrei Zubkov, Department of Labour, New Zealand.

5.2 Official group photo



Hon Kate Wilkinson, New Zealand Minister of Labour with APEC workshop participants.



Some of the APEC workshop participants at the Powhiri welcome.

5.3 Workshop programme

THURSDAY 20 MAY (DAY 1)	
09:15 – 09:30	Delegates assemble in Department of Labour Foyer - (Unisys House, 56 The Terrace)
09:30 – 10:00	Powhiri Welcome - Opening Address: Hon Kate Wilkinson, New Zealand Minister of Labour
10:00 – 10:05	Photo – Group photo to be taken
10:05 – 10:30	Morning tea
10:30 – 10:45	Introduction to the Workshop
10:45 – 12:00	Youth engagement – ‘How to effectively engage young people in policy’
12:00 – 13:00	Presentation on survey findings: ‘Promoting Good Practice & Policies for Young People’s Work in APEC Economies’ - Emanuel Kalafatelis (Research New Zealand)
13:00 – 13:45	Lunch
13:45 – 14:30	Evidence & Research– School children and work
14:30 – 15:40	Combining Education and Work
15:40 – 16:00	Tea/Coffee Break
16:00 – 17:30	‘Work Readiness’
17:30 – 18:30	Welcome Function - Networking opportunity
FRIDAY 21 MAY (DAY 2)	
09:30 – 10:00	Lessons from Day 1
10:00 – 11:00	New Zealand Youth Perspective: Panel Discussion
11:00 – 11:30	Morning tea
11:30 – 12:00	New Zealand Educator’s Perspective on young people in work
13:00 – 14:00	Lunch
14:00 – 15:00	Vulnerable Young People/Target Groups
13:00 – 14:00	Lunch
14:00 – 15:00	Vulnerable Young People/Target Groups
15:00 – 16:00	Young People and the Global Economic Recession
16:00 – 16:15	Tea and Coffee Break
16:15 – 16:45	Discussion - Ways forward for APEC economies
16:45 – 17:00	Closing Address: Christopher Blake - New Zealand Secretary of Labour

5.4 Workshop papers and presentations – Day 1

Opening address by the Hon Kate Wilkinson, Minister of Labour, New Zealand

Tena koutou nga Rangatira. E nga mate, o tena, o tena o koutou whenua. Haere, haere, haere, e moe!

It is a pleasure to be here today to open the APEC Young People in Work Policymakers' workshop.

A special welcome to the APEC delegates who have travelled from around the Asia-Pacific region to be here at the workshop - welcome to New Zealand, welcome to Wellington. It is great to see APEC economies working together on an issue that is common to us all. Young people face many challenges both in the workplace and entering work. This workshop provides an opportunity for our economies to share knowledge and best practice and to forge new ways to support young people to make a positive contribution within our economies.

As the workforce of the future, it is critical that young workers get a good start in the labour market. Due to their lack of experience, young people often face challenges entering the workforce or become more vulnerable once in the workplace. They often lack awareness of their rights and obligations.

Furthermore, young workers often combine work with education - and whether or not they get this balance right can affect their wellbeing as well as long-term labour market outcomes. This workshop is part of a wider project the New Zealand Department of Labour is leading, which seeks to share good policies across the APEC region for young people in work.

Thank you to the economies that participated in the survey component of this project. I am sure the survey will provide a useful tool for the discussions that will take place over the next two days. I know that the team from Research New Zealand is keen to share the results with you all and compare the situations in different APEC economies, specifically in relation to youth. We must respond to the challenges that young workers face. One of my priorities as Minister of Labour is to raise the value and quality of work, by promoting good practice and positive change in workplace cultures and practices. At the time of our last census in New Zealand (2006), youth made up 14 percent of the population.

The New Zealand unemployment rate for youth was 17.2 percent in the year to March 2010, which was five percentage points above its 2009 level. This compares with 6.4 percent in March 2010 for all people. As you can see, the youth rate is noticeably higher.

Young people have different employment patterns from the rest of the workforce, with higher rates of part-time work. Youth tend to work mostly in low-skilled industries, like the retail trade and accommodation, cafes and restaurants.

These are issues we share across our economies and ones that I am sure will be discussed here today.

At a regional and international level, New Zealand values being part of APEC. The New Zealand Department of Labour's longstanding involvement in the Human Resources Development Working Group enables us to connect labour, employment and education policies and practices with the trade and economic growth agenda for the region.

I am sure over the next two days you will have many discussions about the current and future challenges facing young people in work and I look forward to the outcomes of the workshop. Once again, it is a pleasure to welcome you all to New Zealand for this workshop, I wish you well for the next two days.



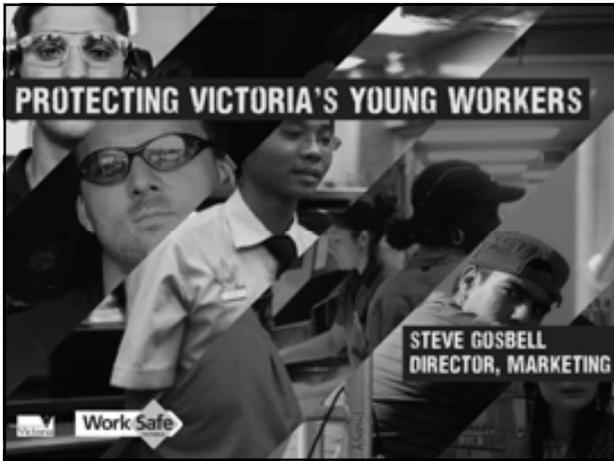
Hon Kate Wilkinson, New Zealand Minister of Labour delivering the opening address.

WorkSafe’s confronting ‘Young Workers’ campaign

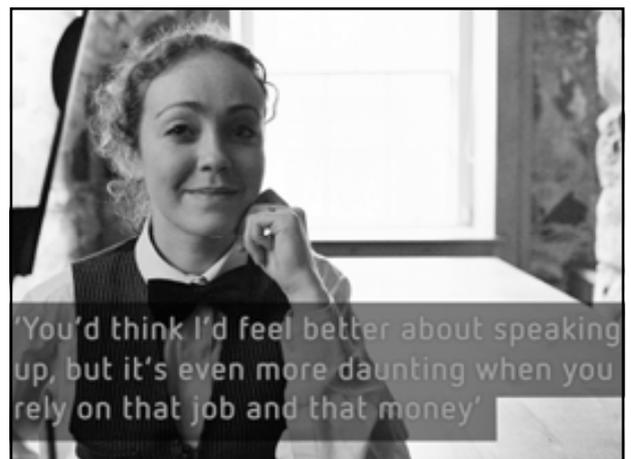
Steve Gosbell, Worksafe Victoria (Australia)

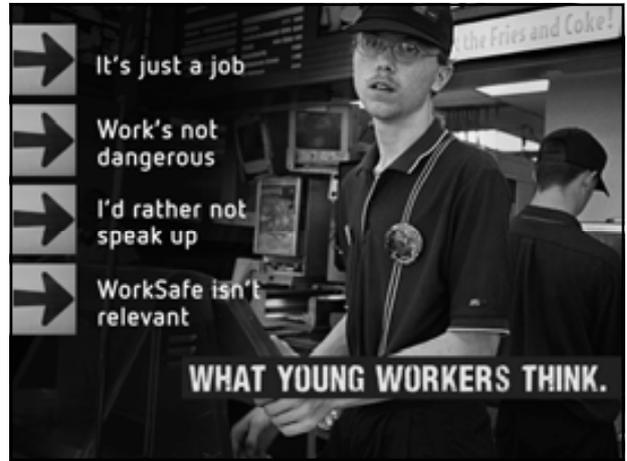
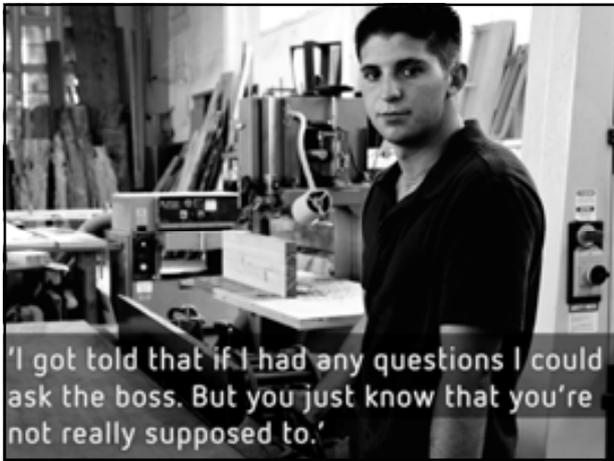
Abstract

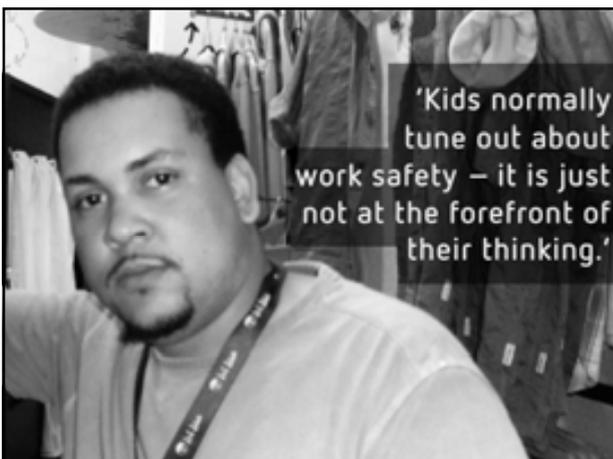
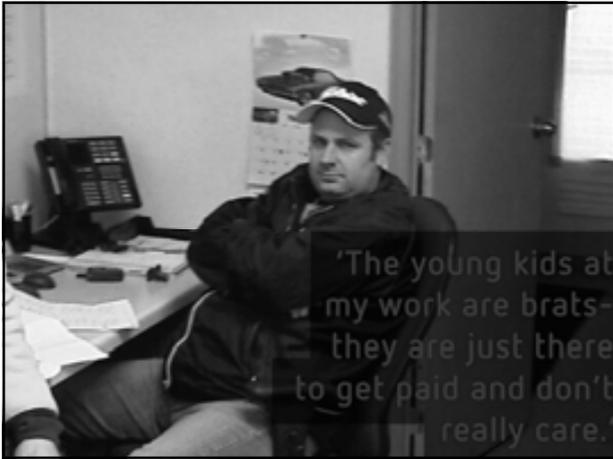
WorkSafe Victoria is one of Australia's state based health & safety regulators. Beyond law enforcement, WorkSafe seeks to change behaviour and improve workplace safety through social marketing. Young workers comprise a disproportionately high segment of workplace injuries. This group is vulnerable because they have a relatively low understanding of their rights, often do not know how to go about their tasks safely and are reluctant to speak up. Conversely, older workers and employers fail to appreciate that young workers require intensive supervision. WorkSafe’s confronting ‘Young Worker’ campaign helped bridge the generation gap and significantly improve this situation.

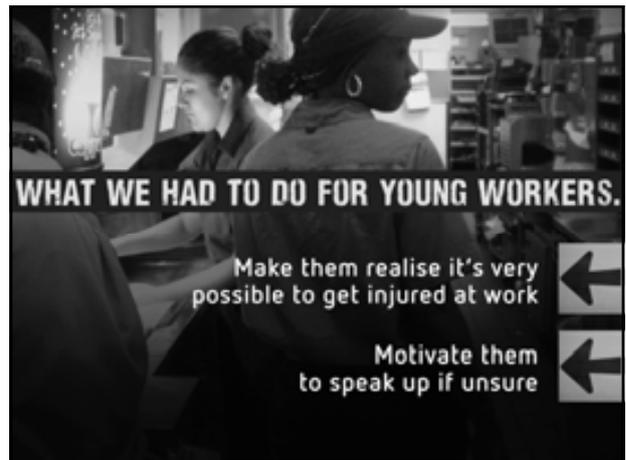
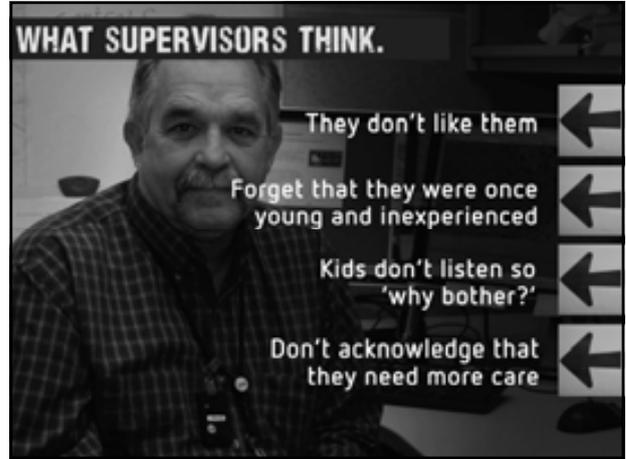




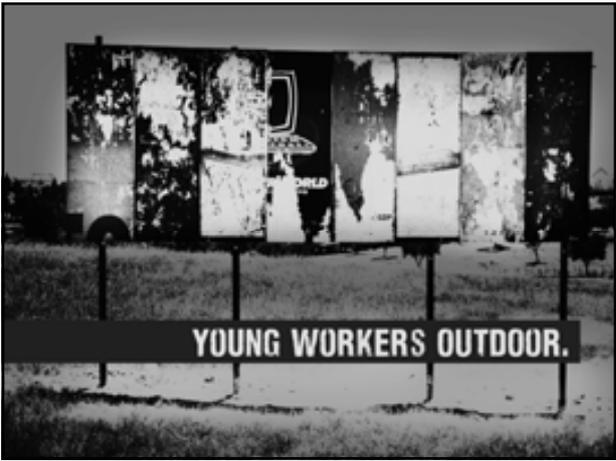


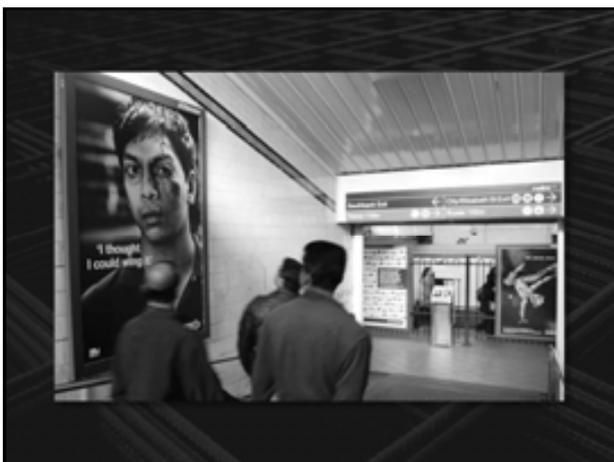


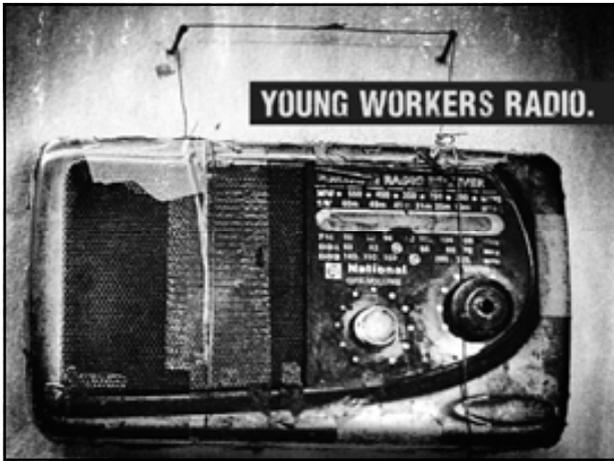














IT MADE SUPERVISORS CARE MORE.

- 93% awareness
- 93% thought the ads were effective
- 82% said it would get employers to ensure the safety of young workers



IT MADE SUPERVISORS CARE MORE.

- ← 47% reported the campaign influenced changes to supervision
- ← 36% reported the campaign influenced changes in training



↓ 29% reduction in claims



KEY LEARNINGS.

- ← Always keep an open mind
- ← Invest in research
- ← Listen to the target audience
- ← Manage stakeholders with objective evidence
- ← Be bold

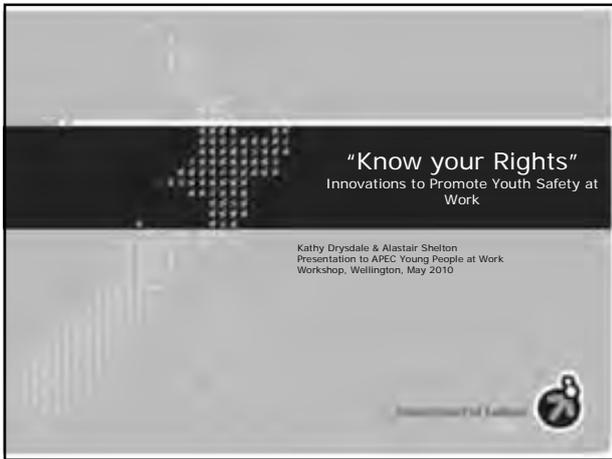


Innovations to Promote Youth Safety

Kathy Drysdale, Department of Labour (New Zealand)

Abstract

The New Zealand Department of Labour will provide an overview of its 2007-2008 focus on raising young people's awareness of their rights at work. This used campaigns, networking with youth publications, and innovative ways of engaging young people, including a "clock" heralding the introduction of minimum wage changes, a comic-style health and safety fact-sheet, a radio health and safety song competition, health and safety fact sheets in Maori and Pacific languages, and an interactive forum on a youth magazine website.



Introduction

- NZ has a long history of protecting young people's safety at work
 - 1890s legislation
 - Workplace Health and Safety Strategy to 2015 priority areas include children and young people as vulnerable workers
 - International work programmes – UNCROC 2004-2008
- Promotion 2007-08 focused on health and safety
 - *“Know Your Rights”*
- And we're still focusing on young people

Problem!

Young people don't know their rights at work ...

- Injury rates
- Research

Further Problem ...

How do regulators reach young people?

- Young people are bombarded with information
- Proliferation of new technologies/media
- We took strategic advice

What we did ...

- We used a range of coordinated & innovative approaches
- A theme ...

Theme



A comic

- Key information in a format to "hook" young readers



"If a situation looks or feels dodgy then STOP. THINK about your options and DO act in the safest way."



Using the Right Language

Nga Motika Taitamariki iti Rawa ka Whakaaetia – Nga Korero Matua e pa ana ki te Mahi Haumaruru me nga Motika Whakawhiwhi Mahi

Youth Minimum Rights – Key Points about Work Safety & Employment Rights



Using the WWW/

- Stories in Teen education magazine
- An interactive web forum
- Passports to Safety



Teen Magazine



Passports to Safety – P2Safety

<http://www.safecommunities.org.nz/p2s/gen>



And, a radio song competition

You got to know your rights
If you wanna be safe
Coz you have the right to be safe
In your work place
Now our youth are struggling
Just trying to make a stand
Getting a job is hard
And they don't understand they perform the greater part of
our structure
Without them our economy would rupture
You have rights as much as the rest of us
But think smart there is so much you can't trust!
So learn more from the Department of Labour
Coz what you discover might just save yah



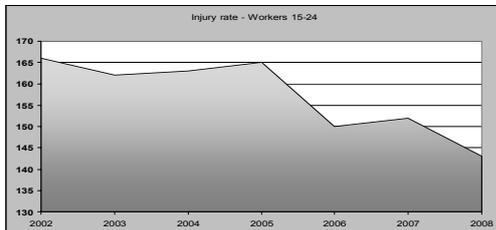
Did we make a difference?

- More calls to our call centre at time of our promotions



Youth Injury Rates

Reducing, but we don't really know why



Where to now?

- Feedback that we need one site for all the youth information
- Song says it all - "You got to know your rights ..."



Employment Toolkit

Andrei Zubkov, Department of Labour (New Zealand)

Abstract

The New Zealand position in relation to children and young people in employment stems from the idea that 'light work' for children is good for society and can be beneficial to their development. This is from longstanding societal norms, such as young people helping their parents on farms or at the family store.

While acknowledging that light work can be beneficial for young workers, the Department of Labour also acknowledges there are information gaps regarding the employment of children and young persons in New Zealand.

The strategy therefore has been two-fold:

- The development of an online information resource for all issues relating to children and young persons in employment, including the provision of information designed to raise awareness of employment rights, entitlements and obligations for young workers; and
- Research activities to paint a fuller picture of the employment of children and young persons.



Children and Young People in Employment

- Total population approximately 4.3 million
- Labour market around 2.1 million
- 321,000 aged 15-19
 - 120,000 working
 - 40,000 actively looking for work

New Zealand's approach to young people at work

- 'Light work' is seen as good for development
- Part time jobs while at school is common
- Long tradition of children helping parents in family stores or on farms

Legal protections for young people at work

- Same 'minimum code' entitlements as all other employees (minimum wage from 16)
- Work must not interfere with schooling
- Additional measures to protect young people from harm – restricted industries, operating machinery

What we know

- Evidence suggests that economic exploitation and hazardous work environments are not the norm
- Research literature suggests that awareness of employment rights is low

Current initiatives

- My First Job online information resource
 - Audience-specific content following user profile exercise
 - Simplified language for young workers
 - Whole of Department, whole of Government approach
 - Public consultation in March-April
- Research Summary: school children in paid employment:
 - Review of existing sources of information to identify any gaps and further research opportunities
 - Help inform future policy development in this area



Youth Voices in Government

Sen Thong, Ministry of Youth Development (New Zealand)

Abstract

The Ministry of Youth Development supports young people 12-24 years of age to have their say in their communities and to government. Young people receive training, leadership and consultation opportunities through our different youth networks and forums. We offer a broad range of ways for young people to have their say to government and other agencies. We do this because we want to make sure young people have their voices heard on important topics.

MINISTRY OF YOUTH DEVELOPMENT
Te Kaitiaki Takekiriama

APEC WORKSHOP 2010

An Introduction to Youth Participation in Decision-Making

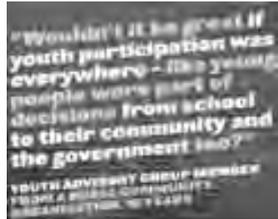
www.myd.govt.nz

MINISTRY OF YOUTH DEVELOPMENT
Te Kaitiaki Takekiriama

Plan for the workshop

Setting the Scene:
What is youth participation?
What are the benefits of doing youth participation in your decision-making?

Consultations
How can we ensure young people's voices are heard by Government?



MINISTRY OF YOUTH DEVELOPMENT
Te Kaitiaki Takekiriama

What is youth participation in decision-making?

"Youth participation is an **ongoing process** of young people's **active involvement** in decision making in **matters that concern them.**"
Save the Children (2003)

"Letting young people **have a voice** and making sure that the opinions of everyone **are heard** and not just ignored, but **taken into account** when **decisions are made** about our future."
Young people in Youth Development Strategy Aotearoa Consultation



MINISTRY OF YOUTH DEVELOPMENT
Te Kaitiaki Takekiriama

Why Do Youth Participation?

Youth participation:

- means better decisions
- strengthens communities
- improves outcomes for young people
- contributes to positive youth development
- improves your credibility
- enhances your relationship with young people
- is a right.



Supporting Better Decisions

Youth participation supports better decisions

- Young people are valuable members of the community and have a wide range of experiences, viewpoints and ideas to contribute alongside other citizens.
- Government policies have a significant impact on young people and their lives. Policies that affect the whole community and specifically impact on young people's lives benefit from youth participation.
- By including youth participation in public decision-making processes, research shows there can be a marked improvement in the quality of programmes and services received by young people.



The Aotearoa Youth Voices Network

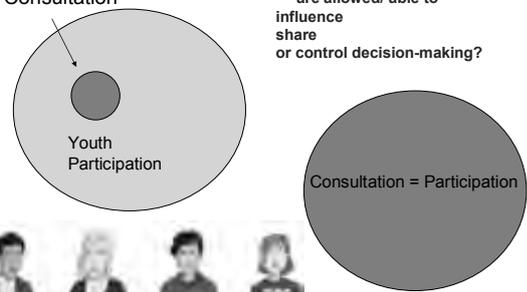
The Aotearoa Youth Voices Network is for young people aged between 12 and 24 years living in New Zealand. Being a member of the Aotearoa Youth Voices Network offers young people the opportunity to:

- get their views to government decision-makers
- network with other young people
- find out about youth opportunities (e.g. youth conferences, youth advisory groups, international events and scholarships for young people)
- find out about youth workshops.



Consultation or Participation?

KEY QUESTION:
To what extent are those involved are allowed/ able to influence share or control decision-making?



Consultations?

A way of getting young people's views and opinions in government decision-making, such as:

- reviews of current law, regulation and policy
- proposals for new law or policy
- the development of government strategies and action plans
- exploratory projects.



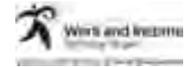
Why do Consultations?

- Youth consultations support better decision-making
- It allows those who cannot vote to have a say
- It improves outcomes for young people and communities.



How we do it – case study one

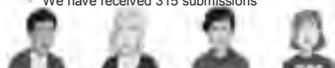
- Project explored youth perspectives on the kinds of skill set and support young people need to find employment.
- Developed a youth-friendly survey and focus group questions – peer-ed by CSRE.
- Worked with W&I Contracts Managers to identify the right young people to talk to (ie, young people on courses helping them to find employment/skills)
- Six focus groups throughout Auckland – 73 participants who were all connected with Work and Income.
- Findings from the survey and focus group discussions were analysed and informed the final report for the Regional Commissioner.




How we do it – case study two

- Met with Activate before consultation planning stage.
- Development of a youth-friendly version of *Safer Journeys*
- Online submission sent to a range of networks.
- Ten structured group discussions held with young people around NZ.
- Youth voices were analysed and reported back to transport officials and young people themselves.
- We have received 315 submissions





How we do it – case study two

“...I was glad to see that someone wanted to see what the local youth thought about topics that affected our generation. I was happy to participate and I left with a sense of accomplishment. Overall I think the [consultation] went very well all thanks to you guys! Cheers”

Young person on the Transport Safety Strategy Consultation, August 2009

“Some of the proposed actions for improving road safety for young drivers are controversial, so it is particularly important for the youth of New Zealand to make their voices heard...To achieve this kind of reach to young people is exciting for the Ministry of Transport”

Manager of Road Safety Management, Ministry of Transport, on the Transport Safety Strategy Consultation, August 2009




Consultation principles

Youth consultations are based on the following principles to ensure effective youth participation:

- Young people have been targeted who have knowledge and experience on the consultation issue
- Young people's cultural beliefs and values are acknowledged
- A diverse range of young people are invited to participate
- Participation opportunities are accessible (e.g. paper based surveys if no computers)
- Young people informed about opportunities and are under no obligation to participate
- Young people get something out of their involvement
- Young people provided with information about the issue and decision-making process
- Young people provided with timely feedback about the decision-making process and how their input was used.



www.myd.govt.nz

www.youthvoices.govt.nz

mydinfo@myd.govt.nz



Presentation on survey findings: 'Promoting Good Practice & Policies for Young People's Work in APEC Economies'

Emanuel Kalafatelis, Research New Zealand (New Zealand)

Promoting Good Practice & Policies for Young People's Work in APEC Economies

The results of a survey conducted October 2009-January 2010

research
NEW ZEALAND

DISCOVER TRUTH | INSPIRE ACTION

Objective & method

- **Sharing and learning about best practice and related policies** for addressing problems relating to **young people in work**:
 - Young people are defined as those aged 12-24
 - By 'employment', we mean lawful work of at least one hour per week for pay
- Between November 2009 and January 2010, Research New Zealand conducted an on-line survey of policy makers in APEC economies. The survey obtained information about:
 - Social and cultural norms about young people working in paid employment
 - How many young people are in school; working; in school and working; and those not in school or working
 - Laws and regulations
 - Problems
 - Policies and programmes.

Research New Zealand | May 2010

2

Who were our respondents?

- All 21 economies were invited to complete the survey
- Eleven responded:
 - Australia, Brunei, Canada, Chile, Chinese Taipei, New Zealand, The Philippines, The Peoples' Republic of China, Singapore, Thailand and The United States of America
- A report will be available, based on the results of the survey and this workshop.

Research New Zealand | May 2010

3

Highlights

- **High value** is placed on children and young people being well educated
- There is a **direct relationship** between educational attainment and employability
- Work as it relates to youth, is usually defined in terms of their **age**, the **hours they can work** and the **nature of the work** they can do
- The main **problems with young people successfully moving into work** are moving from school; working in 'at risk' jobs; unemployment and/or under-employment
- Particular **'at risk' groups** of children/young people usually have these problems
- These problems **existed before** the Recession (2008-2009), but have been made worse by the Recession
- Specific **policies or programmes** are in place to assist young people gain appropriate work.

Research New Zealand | May 2010

4

Social & cultural norms – Children & young people in paid employment

Education is highly-valued

- Many said there is:
 - A **direct relationship** between educational attainment and future employability (e.g. Australia)
 - An economy's future economic growth and development **is dependent** on the intellectual and vocational capabilities/skills of their young people (e.g. Singapore, The Peoples' Republic of China)
- As a result, all economies said they had a **compulsory school leaving age** which was typically 15:
 - Some encouraged further education beyond the compulsory school leaving age by providing free education to 18 (e.g. Canada), or financial grants/scholarships (e.g. Brunei, Singapore).

Although education is highly-valued, all economies said that it was **not unusual** for young people to be employed ...

- Including while they were at school:
 - Many said that this helped young people by giving them 'experience' and 'preparing' them for their later working life
 - However, many also talked about the importance of 'balance' and specified a maximum number of hours per week that could be worked.

Work, as it relates to young people, was usually defined in terms of ...

- The **age** at which they could work
- The **hours** that they could work
- The **nature** of the work that they may do.

The biggest differences in opinions were in relation to young people under 15 working

- Some economies said that it was not acceptable for young people under 15 to work:
 - ◆ However, others gave a 'conditional' response providing their schooling was not compromised (e.g. The Peoples' Republic of China)
 - ◆ A common theme was that young people under 15 should not work in industrial or particularly physical occupations, or work between the hours of 8.00 PM or 9.00 PM and 6.00 AM.

Collecting information & statistics on the employment status of young people

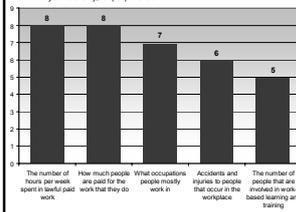
The quality of employment-related information for young people varies or does not exist

- All economies said they had detailed and current population statistics relating to young people aged 15-24, but the quality of employment-related information for young people varied or did not exist:
 - ◆ Accuracy, coverage, currency were the main issues.

The quality of employment-related information for young people varied or did not exist (continued)

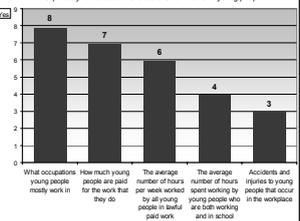
Graph 1: Statistics collected on all people

Q21: In which of the following areas are statistics and other information collected in your economy, for people overall?



Graph 2: Statistics collected on young people

Q22: And in which of these areas are statistics and other information also separately identified and available for children and young people?



The employment status of young people

There are big differences between the economies

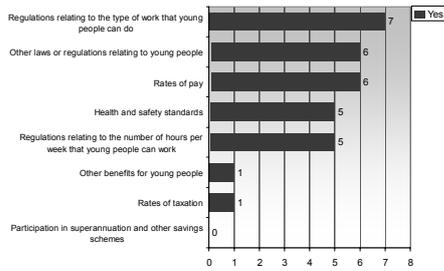
- The proportion of young people aged 15-24 in employment varies, from 25 percent (e.g. Chile, Chinese Taipei) to 61 percent (Australia, Canada):
 - ◆ The proportion seeking work also varied from four to 10 percent
- There were also some gender differences between Western and non-Western economies, with young women generally less likely to be in employment (e.g. Chile, Chinese Taipei).

Laws & regulations relating to the employment of young people

All economies have laws & regulations specifically relating to young people in work

- In terms of youth employment, most, if not all economies said they have laws and regulations that specify:
 - ◆ At what age children can work (i.e. a minimum working age)
 - ◆ At what age children should remain in schooling (i.e. a compulsory school leaving age)
 - ◆ The maximum hours to be worked by children
 - ◆ The nature of the work they may or may not do
- These laws and regulations usually differed from those that applied to adults.

All economies have laws & regulations specifically relating to young people in work (continued)



All economies have laws & regulations specifically relating to young people in work (continued)

- ✎ Despite having laws and regulations relating to young people in work, many economies stated that **exceptions** were made:
 - ◆ Usually if the young person concerned was going to be employed in a business owned by a parent (e.g. Chinese Taipei, Philippines)
 - ◆ Or they had a unique skill or talent (e.g. Chile)
- ✎ However, It is **unclear** how these laws and regulations are monitored, although many economies report doing this via a complaints process (e.g. Canada) or by having 'inspectorates' (e.g. Chile, Thailand).

Policies & initiatives relating to the employment of young people

All economies said they had problems relating to young people in work

- ✎ These problems are usually either one of 3 types:
 - ◆ Youth **not moving well** from school to work
 - ◆ Youth in **'at risk' work situations**
 - ◆ Youth unemployment and under-employment in general.

All economies said they had problems relating to young people in work (continued)

- Often these problems were considered to exist because:
 - ◆ Young people were **not** as skilled and/or experienced as adults
 - ◆ They were **unaware** of and/or **inexperienced** in workplace practices (including how to apply for positions and negotiate conditions of employment)
 - ◆ And a general laissez-faire attitude
- For most economies, these problems **existed before** the Recession (2008-2009), but have been exacerbated by the Recession (e.g. Chinese Taipei).

These problems apply to some groups of young people in particular

- In relation to these problems, most economies said they had identified '**at risk**' groups of children/young people. These are typically defined on the basis of their:
 - ◆ Age
 - ◆ Socio-economic status (of their family)
 - ◆ Educational attainment (or lack of attainment)
- Some, but fewer economies, also said they had identified 'at risk' groups based on indigenous/cultural background (e.g. Australia, Philippines), gender and geographic location (e.g. rural versus urban located youth) (e.g. The Peoples' Republic of China).

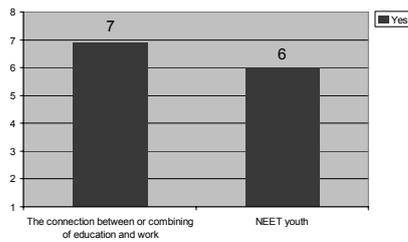
All economies have specific policies or programmes aimed at assisting young people in work

- These policies and programmes are in response to **historical** problems relating to young people, although some economies said that funding had increased and/or new programmes introduced as a result of the Recession (e.g. United States of America).

These programmes vary in nature

- The aim of these programmes is to:
 - ◆ Help **prepare** young people for employment
 - ◆ Provide for employment **experience**
 - ◆ Are **vocationally-focused** rather than academically-oriented
 - ◆ Provide for **higher** educational learning
 - ◆ **Link** youth with prospective employers
 - ◆ Often **target** specific 'at risk' groups, but also provide assistance to the well-educated and schooled.

These programmes vary in nature (continued)



These programmes vary in nature (continued)

- These programmes usually also include **information** components:
 - ◆ These are usually information or 'service centres' (often located in schools), websites and 'career fairs' which provide career information and advice to young people and their families (e.g. Chinese Taipei, Singapore)
- Some economies also said they:
 - ◆ Provided 'seed money' to young graduates wishing to establish their own businesses (e.g. The Peoples' Republic of China)
 - ◆ Encouraged young people to enter the military (if not compulsory), given that this provided them a valuable experience/perspective which helped to prepare them for employment (e.g. Canada, Singapore, The Peoples' Republic of China).

The highlights revisited

The highlights revisited ...

- **High value** is placed on children and young people being well educated
- There is a **direct relationship** between educational attainment and employability
- Work as it relates to youth, is typically defined in terms of their **age**, the **hours they can work** and the **nature of the work** they can do
- The main **problems with young people successfully moving into work** are moving from school; working in 'at risk' jobs; unemployment and/or under-employment
- Particular **'at risk' groups** of children/young people usually have these problems
- These problems **existed before** the Recession (2008-2009), but have been made worse by the Recession
- Specific **policies or programmes** are in place to assist young people gain appropriate work.

Questions & Comments?



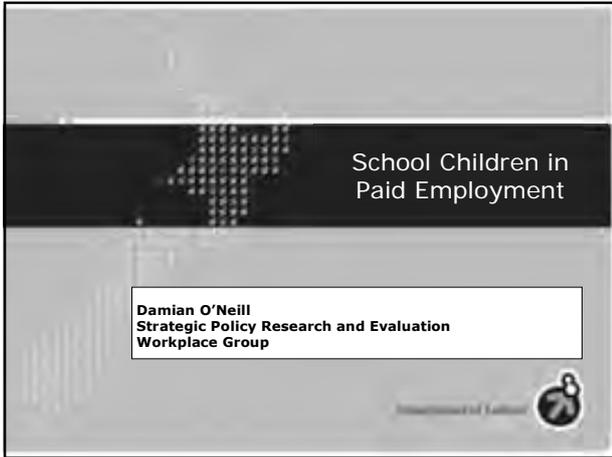
DISCOVER TRUTH | INSPIRE ACTION

School Children in Employment in New Zealand

Damian O’Neill, Department of Labour (New Zealand)

Abstract

This presentation will provide an brief overview of some of the main findings from research review of New Zealand school children’s (aged 17 years and under) employment, as documented in the summary report associated with the new youth focused toolkit. Topics covered include (i) Employment Participation, (ii) Employment Conditions and (iii) Impacts on Education and Employment Outcomes.

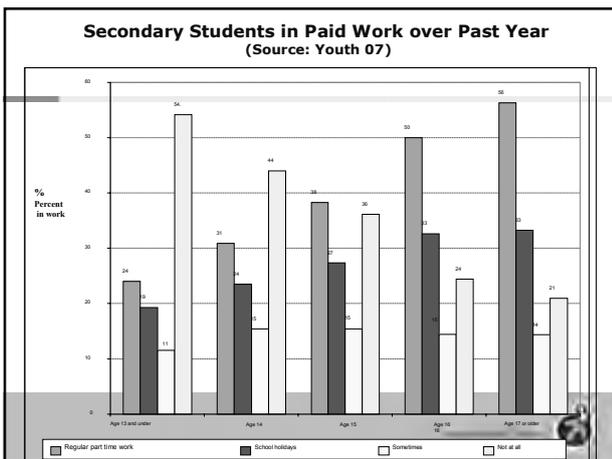


Project Specifications

Purpose
To summarise the state of knowledge surrounding NZ school children in work, to identify gaps and establish research priorities

Focus

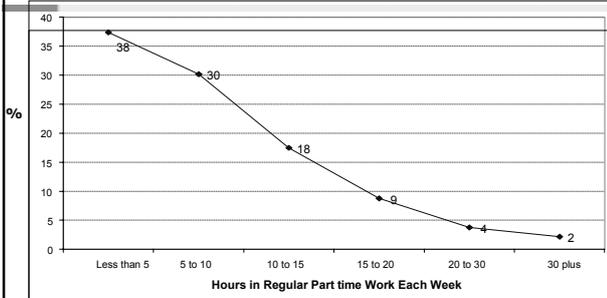
- Participation
- Employment conditions
- Impacts on educational and later employment outcomes



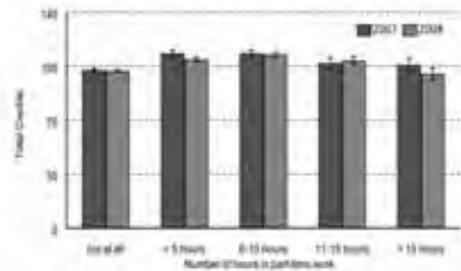
Main Types of Part Time Work for Secondary Students (Youth 07 Survey)

Type of work	TOTAL %
Shop-work / retail	29
Restaurant/ takeaway / cafes	20
Baby sitting / childcare	19
Cleaning (including houses, businesses)	17
Outside work (incl gardening, fruit picking or newspaper delivery)	14

**Part Time Workers:
Proportion by Hours Worked Last Week**
(Source: Youth 07)



**Impacts on Educational Outcomes:
Total NCEA credits achieved by Time in Part Time Work
(Year 10 and Year 11 students)**



Issues identified in the School Children in Employment review

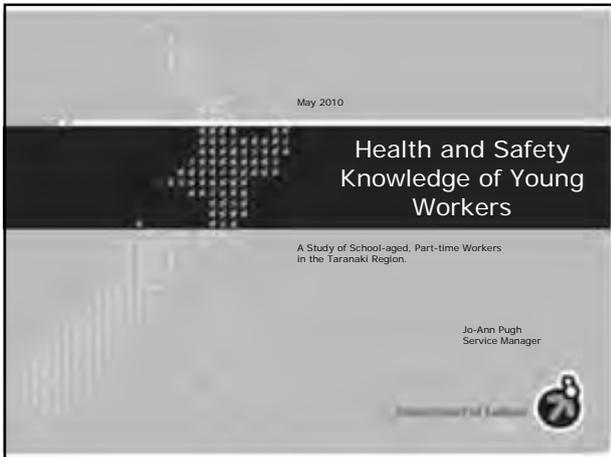
- Data limitations
- Employment agreements
- Health and safety concerns
- Incidences of low pay

Health and Safety Knowledge of Young Workers

Jo-Ann Pugh, Department of Labour (New Zealand)

Abstract

This paper will present the findings of a survey undertaken in 2007, which explored the health and safety knowledge of school students in years 9-13. The results have given valuable insight into a number of issues relating to our young workers by exploring several questions including, what knowledge they have of their fundamental H&S rights and responsibilities and where they learnt this, how they are being treated at work and what their attitudes are to reporting incidents. The findings of the survey will be discussed from a perspective that it is the attitudes of our young workers and our ability to shape them positively, that will impact on our success in developing positive workplace cultures in future years.



Introduction

- Graduate Diploma In OSH (Massey)
- Vulnerable Workers Priority Area Plan
- Passport to Safety Programme (Pilot)
- Taranaki Cases

Objectives

- How many secondary school students work part-time and in what industries?
- What do young workers know about Health and Safety?
- Where do school aged workers primarily learn about Health and Safety?
- Do young workers feel pressure to perform unsafe tasks?
- Do school-aged workers report injuries, incidents or near misses to their employer? If not why not?

Methodology

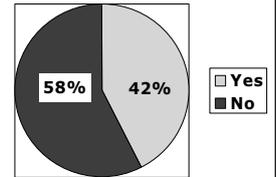
- Survey questionnaire
- Administered by teachers to students
- Validity issues

Population Sample

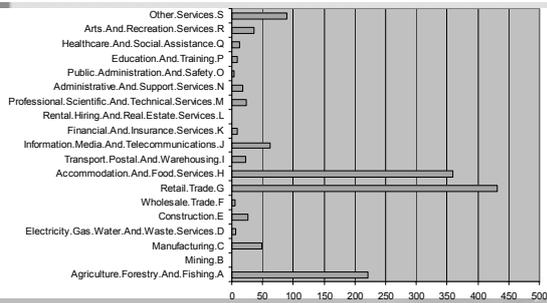
- All 13 Secondary Schools participated
- 6933 students enrolled Year 9 - 13
- 3214 participated
- Represents 46% of all secondary students in Taranaki.

How many young people work?

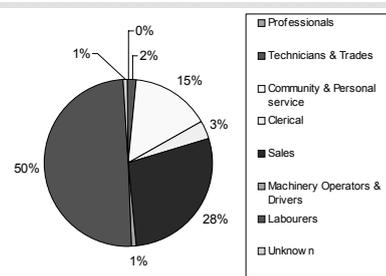
- 42% of students were working
- 5% had two jobs
- 59% 16+ year olds were working
- 52% of females were working compared to 36% of Males



Where do young people work?



Occupation of Young People



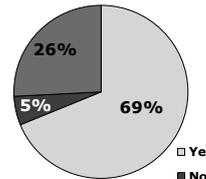
What do young workers know about Health and Safety?

- 13 – 26% of young workers believed training, supervision, personal protective equipment, emergency information and reporting procedures were not applicable to them.
- Less than half knew their rights and responsibilities as an employee.

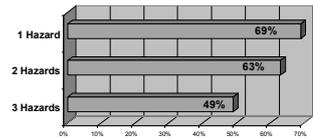


What do young workers know about Health and Safety?

Appropriateness of Hazards Listed



Number of Hazards Listed



Yes
 No
 Unanswered

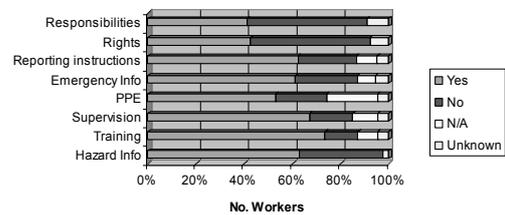


Where do young workers primarily learn about health and safety?

- 79% had not studied it at school at all
- 21% believed they had
- Mostly in:
 - Health Class
 - Work placement/Careers
 - Physical Education
 - Hard Materials
 - Food Tech



Health & Safety Info from Employer



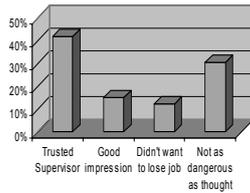
Yes
 No
 N/A
 Unknown



Do young workers feel pressure to perform unsafe tasks?

- 19% were asked to do something they considered unsafe
- 88% did it anyway

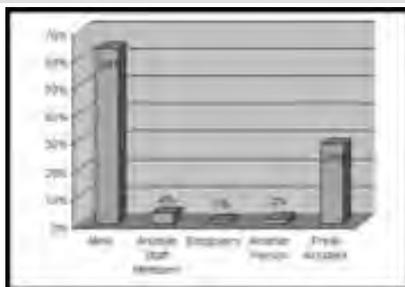
Why Young Workers did Unsafe Tasks



Do young workers report injuries, incidents or near misses to their employer?

- 20% said they suffered a workplace injury or illness
- 57% reported their incident

Who's fault was it?



Reporting Behaviour

- More likely to report if they believed it was their employers fault or a freak accident.
- Generally more likely to report if their employer had informed them of the procedures.

Do young workers report injuries, incidents or near misses to their employer?

- Common reasons for not reporting:
 - Only a minor injury
 - No big deal
 - Happens everyday
 - None of their business
 - It comes and goes
 - Didn't want to get into trouble
 - No point, nothing will change



Other Findings

- Only 49% had a written employment contract.
- A quarter reported working for less than minimum wage.
- Young workers work on average 6 hours a week after school, 7 hours each weekend.



Conclusion

- Working rate of 53.6% comparable with National Labour force rate of 54%.
- A third of young workers are unaware of the hazards of their work.
- Most young people learn nothing about workplace health and safety at school.
- Many young people are not given health and safety information by their employer.



Conclusion

- Less than half of young workers know their rights and responsibilities as employees.
- Most young workers will do unsafe tasks if asked to do so because they trust their supervisors.
- Just under half of young workers fail to report their workplace injuries.



Health & Safety Knowledge of Young People

- **Workers of the present**
- **Employers of the future**

“But no one told me...”



National Education System For the 21st Century) - Dealing with the future now

Habib Junaidi, Department of Labour, (Brunei)

SPN21 – Dealing with the future now

Habib Mohamad H Wan Junaidi

Department of Technical Education

Ministry of Education

Brunei Darussalam

Abstract

SPN21 is intended to better align the educational system to the future by providing more pathways to upper secondary education for students, and moving away from total reliance on end-of-year exam as mode of assessment. With the impact of SPN21 expected in 2012, TVET is coming up with a revised framework that accommodates the imminent changes.

Brunei Darussalam has always made employability a very big feature in TVET by including occupational components and common skills and where the assessment incorporates demonstration of competencies and written examination. In the soon-to-be introduced new TVET structure, pedagogy and assessment would be further improved and entrepreneurship education made compulsory.

1 Introduction

SPN21, an acronym for Sistem Pendidikan Negara Abad Ke-21 (The National Education System for the 21st Century) launched in 2009 has been designed and developed to propel Brunei Darussalam into the future by incorporating features and elements that has been identified as integral part of world of tomorrow. Although the previous school curriculum and school education has served the country well, rising expectations and global challenges of the 21st century had exerted great pressure on the need to equip students with 21st century skills.

Among issues that need to be addressed are:

- Societal expectation towards whole-person development.
- Education in Brunei Darussalam is seen as an on-going effort towards developing the potential of the individual in a holistic manner.
- Learners should be equipped with the relevant 21st century skills.
- Educational planners and policy makers regard subjects such as Science, Mathematics, Languages and ICT essential in the development of scientific and technical literacy within the work force that is essential to economic and industrial development of the country.
- There is a need to move away from terminal examinations to more school based assessments. In the current education system, the national curriculum is basically examination oriented.

2 The Evolution of Education in Brunei Darussalam

Formal education in Brunei Darussalam officially began in 1912. Since the very beginning, formal education has developed steadily and has gone through numerous transformations in effort to be relevant to prevailing circumstances.

In 1954 Brunei embarked on a five year Development Plan for education. The Plan created the infrastructure for what eventually became the MoE. In August 1969, the Brunei Youth Council organised a seminar on education which centred on the needs and importance of having a national education policy. This led directly to the establishment of an Education Commission in 1970. The subsequent Report of the Brunei Education Commission was submitted to the Government in 1972. The Government adopted and implemented parts of the Report in 1974 and this formed the basis for the present Ministry of Education (MoE) organisation and hierarchy.

Relentless effort by the MoE to provide education for all through the provision of formal and non-formal education have made it possible for Brunei Darussalam to achieve the literacy rate of 92.5% in 2001. Through various systematic and planned reformations that takes into account educational policies, structure, curriculum, assessment and qualifications as well as professional development, Brunei Darussalam wish to change the educational landscape to support the country's aspirations and help realize Brunei Vision 2035. It is therefore not a coincidence that the stated vision of the MoE is 'Quality Education Towards a Developed, Peaceful and Prosperous Nation' while the mission is 'Provide Holistic Education to Achieve Fullest Potential for All'. In 1993, Brunei Darussalam adopted twelve years education policy where all students receive twelve years of education (7+3+2) by the state. Under the Compulsory Education Order 2007, Brunei Darussalam is committed to providing a nine-year compulsory education for a child of compulsory age (between 6 and 15 years of age) with primary and secondary education in Brunei Darussalam.

3 Education Strategy

As an integral part of Brunei Vision 2035, the education strategy of the country focuses on the following policy directions:

1. Investing in early childhood education
2. Adopting international best practices in teaching and learning
3. Having first class secondary and tertiary education including vocational schools, that produce experts, professional and technicians required in commerce and industry
4. Strengthening the competency in info-communications technology for students, teachers and educational administrators including the integration of ICT in school curriculum
5. Devising programmes that promote life-long learning and widen access to higher education
6. Promoting research, development and innovation both in government-funded institutions and through public-funded and international partnerships
7. Adopting cost-effective methods of educating our people through the use of technology
8. Improving the management of all our educational institutions

4 SPN21

SPN 21 makes provision for several major educational changes. Its main aims are to meet the social and economic challenges of the 21st century; realize the MoE's vision and mission; equip students with 21st century skills; and fulfil the Strategic Themes outlined in the MoE's Strategic Plan (2007-2011).

Main features

Preschool	Reception/ foundation stage; Socio-emotional development; personality development; preparation for primary education
Y1-Y3	Emphasis on reading, writing and numeracy, socio-emotional development, personality development.

- Y4-Y6 Application of reading, writing and numeracy and complex skills; development of personality, attitudes and values
- Y7-Y8 General education, consolidation of skills, development of aptitude and interests, personality, attitudes and values.
- Y9-Y10/11 Consolidation of skills; development of aptitude and interests, personality, attitudes and values; prevocational, specialization and higher education



5 How is it different?

Since education is dynamic in nature, the MoE has designed SPN21 to be responsive in order to keep up with inevitable changes. The new system places greater emphasis on character building and it provides multiple pathways to higher education based on students' interest, needs and abilities. There is continuous and seamless curriculum from year 7 to year 10/11. Though continuous and seamless in nature, SPN21 allows the acquisition of useful and marketable basic technical, vocational and business skills that is useful for self-employment and other career opportunities or to pursue technical and vocational education in higher institutions.

SPN21 was designed to ensure that it will bring the best out of students in and out of the school system, and in the world of work. It is designed with the intention to fit the system to students rather than the other way around.

Pre-school and Primary Education

All students will have a common curriculum and at the end of Year 6 they will sit for the Primary School Assessment (PSR) Students who obtained five As will be channelled to the science schools

Secondary Education

It is at this level that SPN21 differs markedly from the previous system. Based on assessment, students will be channelled into a 4-year programme or a 5-year programme. All students will follow a common curriculum for the first two years of their secondary education.

- **General Secondary Education Programme**
This programme is meant for students showing inclination towards academic subjects.
- **Applied Secondary Education Programme**

Students in this programme will take up mostly technology-oriented subject combinations that adopt a more practical and hands-on teaching and learning approaches. Work appreciation attachment will be a feature of this programme.

- **Specialised Education Programme**
This programme is for the gifted and talented students who by virtue of outstanding abilities are capable of exceptional performance in general or specific ability areas.
- **Special Educational Needs Programme**
Students with special needs who have been identified with intellectual, physical, visual, hearing, speech/language impairments and inappropriate behaviour, as well as those with learning difficulties will be placed in this programme.

Learning Focus

Under SPN21 learning will focus on developing essential skills, knowledge and understanding with the right attitudes and values to ensure holistic development of the students. These skills, deemed essential for the 21st century, would be most useful for further studies, personal development as well as for employment. These include:

- **Knowledge and understanding**
Knowledge and understanding covers the content-based subject and disciplines to ensure students have a good foundation in content across different areas of studies
- **Essential skills**
These essential skills have been identified as the skills for the 21st century which, when combined with relevant knowledge and the inculcation of proper attitudes and values, will provide the basis for lifelong learning and employability in a progressive and challenging world
 - Communication skills
 - Numeracy skills
 - ICT skills
 - Thinking skills and problem solving
 - Self-management and competitive skills
 - Study and work skills
 - Social skills
 - Physical skills
 - Aesthetic skills
- **Attitudes and values**
SPN21 aims to inculcate in students the correct attitudes and values by embedding the following values throughout the learning area:
 - Self confidence and self-esteem
 - Empathy and appreciativeness
 - Self-reliance and independence
 - Tolerance and mutual respect
 - Caring, concerns and sensitivity
 - Integrity
 - National patriotism
 - Piety
 - Competitiveness
 - Commitment

6 What are the subjects offered in SPN 21?

Year 1 to Year 3: All students are required to learn all compulsory core subjects and compulsory complementary subjects as listed below:

A. Compulsory core subjects	B. Compulsory complementary subjects
Malay Language	Islamic Religious Knowledge
English Language	Physical Education
Mathematics	Co-curriculum
Science	Fine Arts and Technology <ul style="list-style-type: none"> • Module 1: ICT • Module 2: Art and Design • Module 3: Music and Drama

Year 4 to Year 6: All students are required to learn all compulsory core subjects and compulsory complementary subjects as listed below:

A. Compulsory core subjects	B. Compulsory complementary subjects
Malay Language	Islamic Religious Knowledge
English Language	Physical Education
Mathematics	Co-curriculum
Science	Social Studies <ul style="list-style-type: none"> • Module 1: ICT • Module 2 : Art and Design • Module 3 : Music and Drama

Year 7 to Year 8: All students are required to learn all compulsory core subjects and compulsory complementary subjects as well as one from elective subjects as listed below:

A. Compulsory core subjects	B. Compulsory complementary subjects	C. Elective subjects
Malay Language	Islamic Religious Knowledge	Arabic
English Language	Malay Islamic Monarchy	French
Mathematics	Physical Education	Mandarin
Science	Co-curriculum	
	Social Studies	
	Business and Technology <ul style="list-style-type: none"> • Module 1 : Science and Technology (Design and Technology, Home Economics, Agriculture) • Module 2 : ICT • Module 3 : Commercial Studies • Module 4 : Music & Art 	

Year 9 to Year 10/Year 9 to Year 11 (General Education Programme): All students are required to learn 4 compulsory core subjects, 3 compulsory complementary subjects and at least 2 elective subjects as listed below:

A. Compulsory core subjects	Type of assessment
Malay Language	BC GCE 'O' LEVEL
English Language	

Mathematics	
Science*	
Physics / Chemistry / Biology/ Combined Science	
B. Compulsory complementary subjects	Type of assessment
Malay Islamic Monarchy	SCHOOL-BASED ASSESSMENT (SBA)
Physical Education	
Co-curriculum	
C. Elective subjects	Type of assessment
Malay Literature	BC GCE 'O' LEVEL
English Literature	
Arabic	
French	
Mandarin	
Additional Mathematics	
Physics	
Chemistry	
Biology	
Islamic Religious Knowledge	
Geography	
History	
Economics	
Principles of Accounts	
Art & Craft	
Music	
Design and Technology	
Computer Studies / ICT	
Food and Nutrition	

Year 9 to Year 11 (Applied Education Programme): All students are required to learn 4 compulsory core subjects, 4 compulsory complementary subjects and at least 2 or more elective subjects as listed below:

A. Compulsory core subjects	Type of assessment
Malay Language	BC GCE 'O' Level
English as A Second Language (E2L)	IGCSE
Mathematics (0580)	IGCSE
Combined Science	BC GCE 'O' Level
B. Compulsory complementary subjects	Type of assessment
Islamic Religious Knowledge	SCHOOL-BASED ASSESSMENT (SBA)
Malay Islamic Monarchy	
Physical Education	
Co-curriculum	
C. Elective subjects	Type of assessment
Geography	BC GCE 'O' Level
Travel and Tourism	IGCSE
Commercial Studies	BC GCE 'O' Level
Development Studies (0453)	IGCSE
Commerce	BC GCE 'O' Level
Accounting	IGCSE

Food & Nutrition	IGCSE
Business Studies	IGCSE
Art and Design	IGCSE
Art (6010)	BC GCE 'O' Level
Drama	IGCSE
Music	IGCSE
Design and Technology	IGCSE
Computer Studies	BC GCE 'O' Level
Information Technology	IGCSE
Woodwork	IGCSE
Fashion and Fabrics	BC GCE 'O' Level
Agriculture	BC GCE 'O' Level
Physical Education	IGCSE

Pedagogical Approach

For the new system to be successful, SPN21 curriculum has identified curriculum approaches which are considered appropriate for the primary and secondary levels of schooling. At the primary level, the curriculum will be integrated across subject areas using themes and topics that are based on understanding, experience and the surrounding environment. Students will experience connectivity across the learning areas, learning with understanding and are made aware that ideas do not exist in isolation but connected. At the secondary level, the school curriculum will be geared more towards specialisation.

At both levels, the teaching and the learning process will be student-centred with students being actively engaged in learning both individually and in group. The teacher's role will change from being transmitter of facts and information to that of facilitator of learning.

The SPN21 curriculum recognises the different learning abilities and learning styles of students. It encourages the school to create effective learning environments. The differentiated syllabus of each learning area will consider the students' ability and capability with the content organised into: Core (Must do), Intermediate (Should do), and Extended (Could do). A variety of appropriate teaching and delivery methods should be used such as:

Experiential e.g. group work, pair work, simulation, interactive video, field day, game, role play, analysis of data or results

Reinforcement e.g. poster, leaflet, magazine article, newsletter

Integrative e.g. conference, forum, seminar

Teachers are encouraged to make full use of ICT and use a variety of seating arrangements, concrete materials, diagrams and charts, newspaper clippings and other educational/teaching resources to make lessons more interesting. Practical activities could include the use of educational games, role play, the construction and use of models and experiments to demonstrate concepts. Group discussions are encouraged to promote active students' participation and interaction.

The Preschool and Lower Primary (Year 1 to Year 3) curriculum focuses on laying the foundations of literacy and numeracy (3Rs), ICT and the acquisition of social and personal skills. As children move to the Upper Primary level of schooling (Year 4 to Year 6), they will learn the content areas in greater breadth and depth.

Schools will be required to conduct a “measure of proficiency” of all students annually with special emphasis on reading/language and mathematics in Year 3 to Year 6. It is recommended that schools provide easy access to high-quality reading materials that includes tutoring and family literacy programmes. The ‘Fun, Play and Learn More’ approach to learning should be adopted. Early intervention through individualised tutoring and reading recovery should be implemented. Classroom management such as setting up of learning corners and spaces, and parental/PTA involvement in organising activities should also be emphasized.

At secondary level the main focus will be on enhancing and reinforcing the skills acquired during the primary years of schooling. There will be a move towards a more discipline-based curriculum which among others includes basic pre vocational, work related courses and the development of values and attitudes.

7 Technical and Vocational Education and Training

In anticipation of the effect of SPN21, the technical and vocational education and training (TVET) sector will, in 2012, put in place a revised system and framework required to accommodate the imminent change that will filter through to TVET after upper secondary education. All of the TVET programmes under DTE are awarded by the Brunei Darussalam Technical and Vocational Education Council (BDTVEC). Being a sector that provides education and training for students embarking on a career, TVET has always been aware of the need to incorporate into the TVET programmes occupational elements and features that have been identified with the help of practitioners from industries. Such collaborations are normally done through job analysis such as DACUM (Developing A Curriculum).

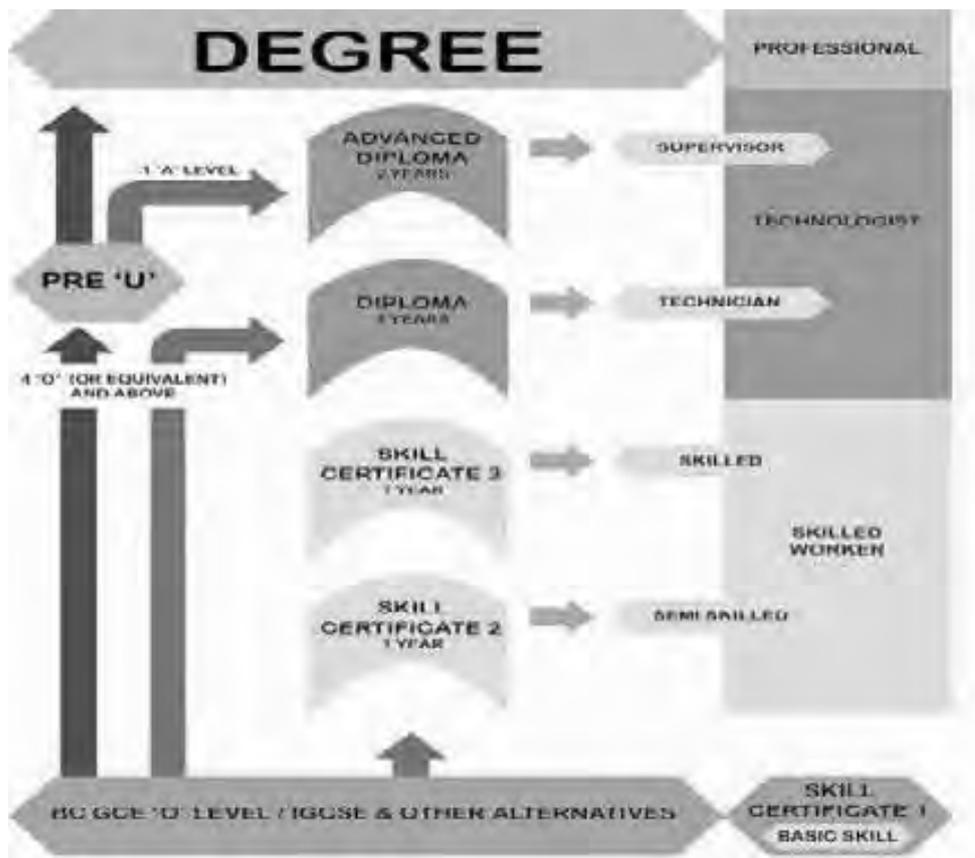
TVET programmes have and will continue to be developed based on inputs from industry. The formation of the National Programme Advisory Committee (NPACs) in various trade areas provide the forum for useful information to be shared. These NPACs include a big number of representatives from industry. To further enhance TVET qualifications, BDTVEC also include representative from the private sector.

Brunei Darussalam has made it clear its intention to diversify the economy and to expand the small and medium-sized enterprises (SMEs) in an effort to reduce reliance on the oil and gas industry. BEDB is facilitating in this process by encouraging foreign direct investment in Brunei Darussalam. TVET will continue to focus on sectors of industries that have been identified to be prominent in the country. The sector expected to be big on the agenda of TVET are those identified by the Monitor Group Study undertaken by the Brunei Darussalam Economic Development Board (BEDB) in 2004. Those sectors are ‘Business Services’, ‘Financial Services’, ‘Hospitality and Tourism’, and ‘Transport and Logistics’.

3-Tier Qualification Framework

This framework, which differs from the current one with regards to the types of students expected, still focuses on the needs of the students in terms of employment readiness as well as preparedness for further study. In doing so, the framework will allow students to progress further in their chosen career.

The first tier will be the ‘Skilled Worker’ level which will be catered to by the National Skill Certificate 1 and 2 qualifications; the second tier will be the ‘Technologist’ level catered to by the Diploma and Advanced Diploma qualifications; and the third tier will be the ‘Professional’ level catered to by the Degree qualification.



By level definition, the Skilled Worker is ‘competent in the specialised trade skills, is able to perform complex and non-routine tasks; able to work with minimal supervision; capable of assuming responsibility for the supervision and guidance of the others; has sufficient knowledge, skills and abilities to carry out the respective work so that the corresponding trade standard are achieved; and is prepared essentially for employment’.

The Technologist is “competent in a broad range of complex and non-routine work activities and in the skills/knowledge/understanding required for employment and further study; has the knowledge, skills and abilities to carry out the respective work independently and to assume some responsibility in a range of employment roles in the specialisation; is prepared for both employment and further education and training”.

The Professional is “competent in a broad range of complex and non-routine work activities; has in-depth knowledge, skills and abilities to work independently and to assume full responsibility in a range of employment roles in the specialisation; is prepared for both employment and further education and training”.

Features of TVET

TVET in Brunei Darussalam is administered by the Department of Technical Education (DTE), Ministry of Education. DTE’s vision is “Excellence in Technical Education and Training” while the mission is “Committed to Develop a Competitive, Dynamic and Quality Workforce Through Technical Education and Training In Line With National Aspirations”.

TVET will continue to rely upon the demonstration of competence as a big component in assessment complemented by scheduled tests and/or examinations. Common skills (also often referred to as Key Skills or Generic Skills) are also developed and assessed towards the final qualification. Common skills are general life and work skills applicable to and transferable between all vocational and social environments (BDTVEC Guide Common Skills Implementation and General Practices).

The five common skills incorporated in all TVET programmes are Developing Personal Performance; Working With Others; Communicating; Managing Tasks and Solving Problems; and Applying Numeracy, Design and Information Technology Skills. These skills should be independently applied in a wide range of life and work situations. It is therefore important that the learning goes well beyond the simple assimilation and reproduction of facts and knowledge and that assessment goes well beyond the traditional written knowledge test.

A period spent in industry, known as 'Industrial Attachment' is another integral feature of all TVET qualifications. This component provides the students with valuable and genuine working experiences in real industry that help them develop their knowledge, skills and attitudes in the chosen programme of study. On numerous instances, such period also provides the host employers to assess the suitability of the students for employment with the employer.

Some features from TVET in Brunei Darussalam that have been noticeably useful have been adopted into the primary and secondary education level. These include learning by doing, continuous assessment, some of the essential skills, as well as the period spent on work attachment. Such features have been clearly useful in developing students following TVET that such components are assessed and given the status 'essential' requiring all students to pass them before being awarded their certificates or diplomas.

An added feature of the new TVET framework is the decision to make entrepreneurship education and training compulsory regardless of specialization. This will help expose the students to the possibility of self-employment. Currently entrepreneurship education and training is given the status of elective which means it could be absent from certain programmes. By making them compulsory, students will be able to learn entrepreneurship which will be flavoured according to the specialization being pursued, thus making the learning materials easier to comprehend. Furthermore such move will make it possible for the learning to be made contextualized instead conceptualized, greatly helping those students with no prior knowledge in business related subjects,

8 Conclusion

SPN21 has been planned and designed with the intention of making Brunei Darussalam able to develop its biggest asset, the people. Learning from weaknesses from the past, the new system has incorporated value-added features that will benefit the students so that they will be in a better position to face tomorrow. They will develop skills that will help them develop into more independent learners, able to pursue their higher or further studies and/or career, able to offer employability skills, and eventually become useful and productive citizens.

Being a small nation in terms of area and population, Brunei Darussalam is keen to develop its people in the best way possible, by developing them in terms of education and training. This is a shrewd investment that will bear fruit for years to come as the students of today will be the leaders of tomorrow. Though considered ambitious by some, this may represent the best investment venture for Brunei Darussalam in a long time.

References:

- Brunei Vision 2035
- The Ministry of Education Strategic Plan 2007-2011
- The Department of Technical Education Strategic Plan 2008-2017
- Brunei Darussalam Technical and Vocational Education Council – Certification and Assessment Policy Guidelines for Trade and Technician Level Programmes July 2007 (CAG/7/2007)
- Brunei Darussalam Technical and Vocational Education Council – BDTVEC Guide Common Skills Implementation and General Practices
- SPN21, MoE, Brunei Darussalam

**SPN21 – DEALING WITH
THE FUTURE NOW**

**Habib Mohamad Hj Wan Junaidi
Department of Technical Education
Ministry of Education
Brunei Darussalam**

SPN21

**The National Education
System for the 21st Century**

**Ministry of Education
Brunei Darussalam**

Vision

***Quality Education Towards a
Developed, Peaceful and
Prosperous Nation***

Mission

***Provide Holistic Education to
Achieve Fullest Potential
for All***

The Evolution of Education in BD

- Formal education officially began in 1912
- In 1954 BD embarked on a five year Development Plan for education
- Education Commission established in 1970
- Report of the Education Commission was submitted in 1972
- The Government adopted and implemented parts of the Report in 1974 and this formed the basis for the present Ministry of Education organisation and hierarchy
- In 1993, Brunei Darussalam adopted twelve years education policy where all students receive twelve years of education (7+3+2) by the state
- Brunei Darussalam achieved literacy rate of 94.7% in 2001
- Compulsory Education Order 2007, Brunei Darussalam is committed to providing a nine-year compulsory education for a child of compulsory age (6 to 15 years old)

Education Strategy

- ▣ Investing in early childhood education
- ▣ Adopting international best practices in teaching and learning
- ▣ Having first class secondary and tertiary education including vocational schools, that produce experts, professional and technicians required in commerce and industry
- ▣ Strengthening the competency in info-communications technology for students, teachers and educational administrators including the integration of ICT in school curriculum
- ▣ Devising programmes that promote life-long learning and widen access to higher education
- ▣ Promoting research, development and innovation both in government-funded institutions and through public-funded and international partnerships
- ▣ Adopting cost-effective methods of educating our people through the use of technology
- ▣ Improving the management of all our educational institutions

Rising expectations and global challenges of the 21st century

- ▣ Societal expectation towards whole-person development.
- ▣ Education in Brunei Darussalam is seen as an on-going effort towards developing the potential of the individual in a holistic manner
- ▣ Learners should be equipped with the relevant 21st century skills
- ▣ Educational planners and policy makers regard subjects such as Science, Mathematics, Languages and ICT essential in the development of scientific and technical literacy within the work force that is essential to economic and industrial development of the country
- ▣ There is a need to move away from terminal examinations to more school based assessments. In the current education system, the national curriculum is basically examination oriented

SPN21 – Main Features

- ▣ **Preschool - Reception / foundation stage; socio-emotional development; personality development; preparation for primary education**

Primary Education

- ▣ **Y1-Y3 - Emphasis on reading, writing and numeracy, socio-emotional development, personality development**
- ▣ **Y4-Y6 - Application of reading, writing and numeracy and complex skills; development of personality, attitudes and values**

Secondary Education

- ▣ **Y7-Y8 - General education, consolidation of skills, development of aptitude and interests, personality, attitudes and values**
- ▣ **Y9-Y10/11 - Consolidation of skills; development of aptitude and interests, personality, attitudes and values; prevocational, specialization and higher education**

SPN21 Coverage

- ▣ Pre-school and Primary Education (Y0 & Y1 – Y6)
- ▣ Secondary Education (Y7 – Y10/Y11)
 - General Secondary Education Programme
 - Applied Secondary Education Programme
 - Specialised Education Programme
 - Special Educational Needs Programme
- ▣ **Higher Education* (Y12 – Y13) / Tertiary Education****

* Higher Education – Pre-U, follows UK based 'A' Levels

** Tertiary Education – 3-Tier TVET or overseas study

Learning Focus

- ▣ **Knowledge and understanding**
- ▣ **Essential skills**
- ▣ **Attitudes and values**

Knowledge and understanding

Knowledge and understanding covers the content-based subject and disciplines to ensure students have a good foundation in content across different areas of studies

Essential skills

These essential skills, when combined with relevant knowledge and the inculcation of proper attitudes and values, will provide the basis for lifelong learning and employability in a progressive and challenging world

- Communication skills
- Numeracy skills
- ICT skills
- Thinking skills and problem solving
- Self-management and competitive skills
- Study and work skills
- Social skills
- Physical skills
- Aesthetic skills

Attitudes and values

SPN21 aims to inculcate in students the following attitudes and values by embedding them throughout the learning area:

- ▣ Self confidence and self-esteem
- ▣ Empathy and appreciativeness
- ▣ Self-reliance and independence
- ▣ Tolerance and mutual respect
- ▣ Caring, concerns and sensitivity
- ▣ Integrity
- ▣ National patriotism
- ▣ Piety
- ▣ Competitiveness
- ▣ Commitment

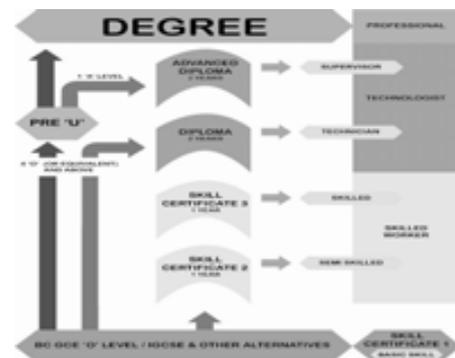
Pedagogical Approach

- ▣ At the primary level, the curriculum will be integrated across subject areas using themes and topics that are based on understanding, experience and the surrounding environment
- ▣ At the secondary level, the school curriculum will be geared more towards specialisation
- ▣ The teaching and the learning process will be student-centred with students being actively engaged in learning both individually and in group
- ▣ Students will experience connectivity across the learning areas, learning with understanding and are made aware that ideas do not exist in isolation but connected
- ▣ The teacher's role will change from being transmitter of facts and information to that of facilitator of learning

Technical and Vocational Education and Training (TVET)

- ▣ Formal TVET started in 1970
- ▣ Training programmes from BTEC, C&G, LCCI
- ▣ Brunei Darussalam Technical and Vocational Education Council established in 1991
- ▣ Department of Technical Education established in 1993
- ▣ Currently BD has 7 VTIs
- ▣ Programmes derived from / based on local industries needs
- ▣ Close links with local industries maintained
- ▣ Assessment on acquisition of competencies, tests and/or examinations, common skills
- ▣ Programmes comprise of learning outcomes (industries oriented)
- ▣ TVET very much aligned with national development
- ▣ Focus on *Business Service, Financial Services, Hospitality and Tourism, and Transport and Logistics*

3-Tier TVET Qualification 2012



3-Tier Qualification

- ▣ **Skilled Worker**
- ▣ **Technologist**
- ▣ **Professional**

Skilled worker...

is 'competent in the specialised trade skills, is able to perform complex and non-routine tasks; able to work with minimal supervision; capable of assuming responsibility for the supervision and guidance of the others; has sufficient knowledge, skills and abilities to carry out the respective work so that the corresponding trade standard are achieved; and is prepared essentially for employment'.

Technologist ...

is "competent in a broad range of complex and non-routine work activities and in the skills/knowledge/understanding required for employment and further study; has the knowledge, skills and abilities to carry out the respective work independently and to assume some responsibility in a range of employment roles in the specialisation; is prepared for both employment and further education and training".

Professional ...

is "competent in a broad range of complex and non-routine work activities; has in-depth knowledge, skills and abilities to work independently and to assume full responsibility in a range of employment roles in the specialisation; is prepared for both employment and further education and training".

Department of Technical Education

Vision

“Excellence in Technical Education and Training”

Mission

“Committed to Develop a Competitive, Dynamic and Quality Workforce Through Technical Education and Training In Line With National Aspirations”

Features of TVET

- ▣ Programmes based on occupational needs
- ▣ Reliance on the demonstration of competence as a big component in assessment, complemented by scheduled tests and/or examinations
- ▣ Common skills are also developed and assessed towards the final qualification
- ▣ A period spent in industry (Industrial Attachment) is another integral feature of all TVET qualifications
- ▣ External moderation in place to ensure international standard
- ▣ New feature of TVET (3-Tier) is entrepreneurship training is made compulsory to expose the students to the idea of self-employment
- ▣ Business Incubator Programme (BIP) is available to TVET graduates. BIP offered with incubation facilities
- ▣ Apprenticeship programmes available

Programmes based on occupational needs

- ▣ Dialogues with practitioners through job analyses (e.g. DACUM)
- ▣ Occupational tasks translated into performance objectives (POs) of programmes
- ▣ POs (competencies) are stated with verbs that reflect what the trainee will be able to do on the job (*observable, measurable, verifiable and reliable*)
- ▣ Occupational standards adopted into programmes, as much as possible
- ▣ National Programme Advisory Committees (NPACs) formed (involving practitioners / employers and educators)

Assessment in TVET

- ▣ Continuous assessments based on
 - Assignments
 - Practical or laboratory tests
 - Written tests / phase tests
 - Oral tests / presentation
- ▣ The system places less emphasis on examinations
- ▣ Components reflect ‘occupational’ focus

Common Skills

- ▣ Common skills are general life and work skills applicable to and transferable between all vocational and social environments
- ▣ The five common skills incorporated in all TVET programmes are
 - *Developing Personal Performance*
 - *Working With Others*
 - *Communicating*
 - *Managing Tasks and Solving Problems*
 - *Applying Numeracy, Design and Information Technology Skills*
- ▣ These skills should be independently applied in a wide range of life and work situations

Industrial Attachment

- ▣ 'Industrial Attachment' (IA) is another integral feature of all TVET qualifications
- ▣ It provides the students with valuable and genuine working experiences in real industry that help them develop their knowledge, skills and attitudes in the chosen programme of study.
- ▣ On numerous instances, such period also provides the host employers to assess the suitability of the students for employment with the employer after graduation

Issues in TVET Sector

- ▣ Image problem - continuously seen as education for school drop-outs
- ▣ Limited capacity of VTIs (oversubscribed by 4:1)
- ▣ Aging facilities – need to keep current and relevant
- ▣ High cost proving to be stumbling block to improvement efforts
- ▣ Instructors need to keep current with technology
- ▣ More proactive involvement of the private sector needed (in curriculum development; providing OJT; IA opportunities for students / instructors)
- ▣ Complacent attitudes of students (TVET provided free / students paid allowance)

Thank you

Programs and Development for Young People Seeking Employment in Brunei Darussalam

Ideni Ahmad (Brunei)

Abstract

The paper will outline the roles and functions of the Local Employment & Workforce Development Agency, which includes the managing and handling of the skills development needs among jobseekers across Brunei Darussalam. The paper will also briefly explain the many initiatives carried out by the Government of Brunei Darussalam in improving and adding to the skills among young people seeking employment through various schemes and programs such as public-private partnerships in organising short term courses.



**PROGRAMS AND DEVELOPMENT FOR
YOUNG PEOPLE SEEKING
EMPLOYMENT IN BRUNEI
DARUSSALAM**

Wellington, New Zealand

IDENI AHMAD
20 – 21 May 2010



Contents

1. Introduction to Local Employment and Workforce Development Agency
2. Brunei Darussalam's Young People Seeking Employment Skills Development Program
3. Local Employment and Workforce Development Agency Initiatives
4. Skills Development and Training
5. Private Public Partnership in Skills Development
6. Career Carnival
7. Issues Pertaining to sustainability
8. Career Fair



Introduction – Local Employment and Workforce Development Agency

- ✓ Once known as Local Employment Services Section, Labour Department
- ✓ Due to development in its roles and functions, in August 2008 Local Employment Service Section has moved from Department of Labour to its new office to cater the growing needs
- ✓ In April 2009, renamed to Job Centre
- ✓ In April 2010, the Job Center has been upgraded and replaced by Local Employment And Workforce Development Agency and reported to Ministry of Home Affairs



Roles and Functions

- ✓ Register job seekers
- ✓ Create and provide trainings for specific local job seekers in preparing them for the job market needs
- ✓ Manage trainings and courses in collaboration with private sectors to local job seekers to enhance their skills and ability to establish employability and market value
- ✓ Advertise job vacancies and employment opportunities offered by the private sector
- ✓ Manage and the Secretariat to two specialised programs under the Human Resource Fund.



- ✓ Organise and participate in Job Fairs in the private and Government sectors
- ✓ Assist complaints and grievances from employers and local employees in the private sectors
- ✓ Provide counseling service to local jobseekers and employers
- ✓ Carry out workplace inspection in the private sector where locals work



.Young People Seeking Employment Skills Development Programs

- Various initiatives has been taken to tackle skill development in order to:
 - ✓ Cater job requirement in the private sector employment market
 - ✓ To reduce 'mismatch' between formal education qualification and skill requirements
- The initiatives are:
 - ✓ Introducing Special Schemes for Jobseekers
 - ✓ Organising various forms of short term training



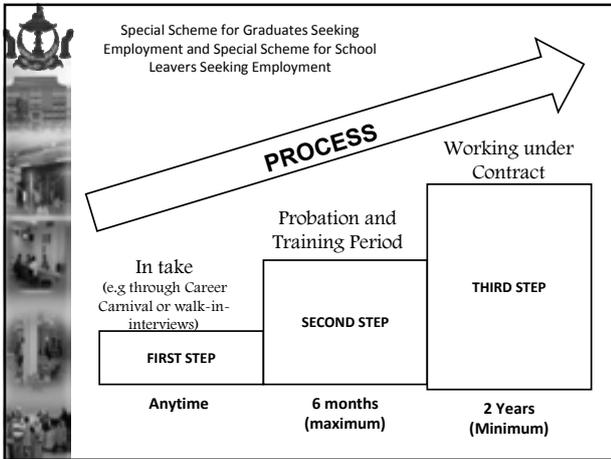
Skills development and Training

- A. Government sponsored programs and schemes
- B. Collaboration and partnership with private sector



1. Special Scheme for Graduates Seeking Employment
2. Special Scheme for School Leavers Seeking Employment

- ✓ Sponsored by Human Resources Development Fund
- ✓ The Scheme requires the participants to undergo 3 stages of development



Skill Development during the 2nd Stage of the program

- During the 2nd stage, the participants will be undergoing a working placements in the private enterprises for a period of 6 months
- During the 6 months placement, the participants will be called for a training organized by LEWDA which is conducted by private training providers
- The training is designed to give the participants basic employment and soft skills

PRIVATE – PUBLIC PARTNERSHIP IN SKILL DEVELOPMENT

- ### Objectives
- ✓ To increase the cooperation between LEWDA and private sector in helping local jobseekers to participate and work in the private sector
 - ✓ To establish understanding between the LEWDA and private sector in developing skills and knowledge transfer in through various courses and trainings from time to time



- ✓ To encourage private sector employers to prioritize local jobseekers in their selection and recruitment process
- ✓ To give additional comparative advantage to local job seekers so that will increase their employability, competency, competitiveness and at the same time will also increase their potential, boost their confidence
- ✓ To provide local job seekers exposure regarding the job opportunities before they enter the real working environment
- ✓ To equip local jobseekers with multi skills



Public Private Partnership (PPP)

Features:

- ✓ Voluntary basis
- ✓ Organizer to provide resource person, speaker and trainer while LEWDA to arrange the participants and venue
- ✓ Held annually
- ✓ Both organizer and Department of Labour / LEWDA jointly produced certificates



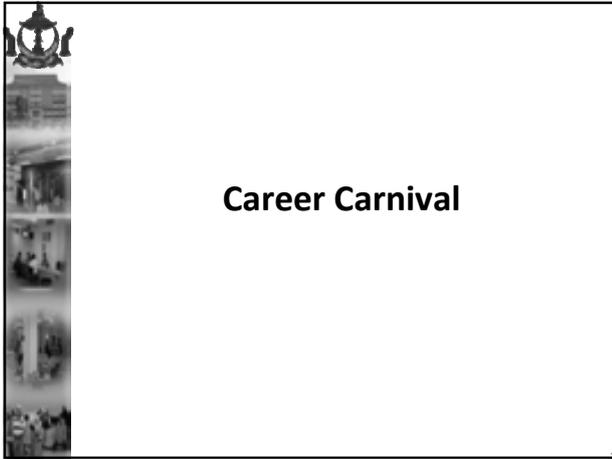
PPP in Skills Development in Brunei in 2009

- ✓ Department of Labour and Borneo United Private Limited Company – Cleaning and Maintenance Industry
- ✓ Department of Labour and Deloitte and Touché – Accounting and Auditing Sector
- ✓ Department of Labour and Great Eastern Life Assurance – Insurance Agency
- ✓ Department of Labour and Fm Brunei Consultancy – Pre-Employment Preparation Course

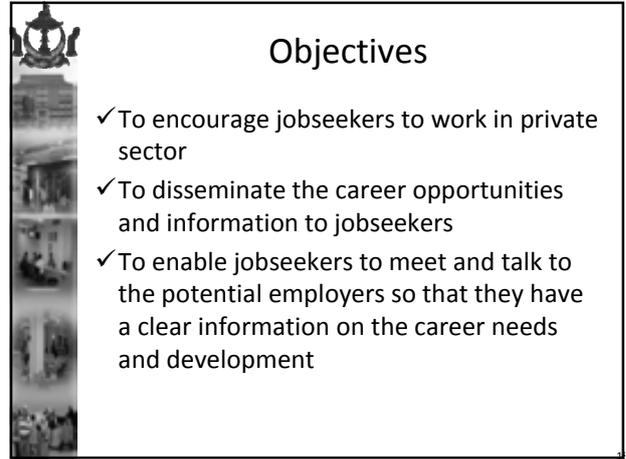


Issues pertaining to sustainability

- ✓ Only selective private companies willing to work with LEWDA
- ✓ Turnover during the course
- ✓ Certification – issued by the organizing companies
- ✓ Participants attending the courses are only to get a certificate
- ✓ Participants are not ready to work where they are trained, they are still unemployed

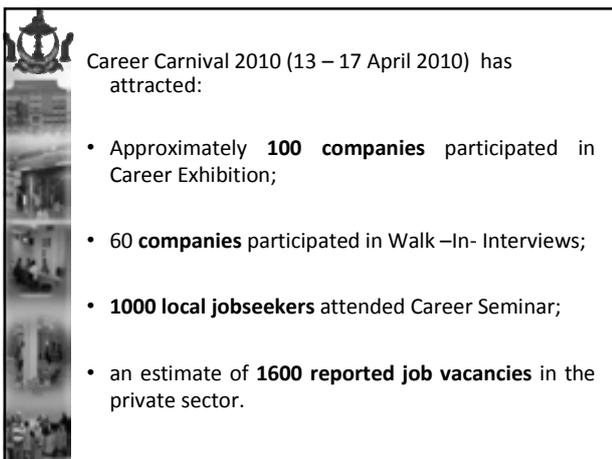


Career Carnival



Objectives

- ✓ To encourage jobseekers to work in private sector
- ✓ To disseminate the career opportunities and information to jobseekers
- ✓ To enable jobseekers to meet and talk to the potential employers so that they have a clear information on the career needs and development



Career Carnival 2010 (13 – 17 April 2010) has attracted:

- Approximately **100 companies** participated in Career Exhibition;
- **60 companies** participated in Walk-In- Interviews;
- **1000 local jobseekers** attended Career Seminar;
- an estimate of **1600 reported job vacancies** in the private sector.



Activities in 2010



Career Carnival 2010





School Visits

Sultan Omar Ali Saifuddien School (SOAS)



Business School



Services Available For Job Seekers



Job seekers perusing the advertisements at the Job Center



Job seekers filling out application forms



Job seekers lining up to sign up for interviews



Interview being held at Job Center



**THANK YOU FOR YOUR
ATTENTION**

Secondary-tertiary-work transitions, and the role of Sectoral VET qualifications

Jeremy Baker, Industry Training Federation (New Zealand)

Abstract

A major issue for many APEC economies is the transition of young people from senior secondary education, through further education, and into work. Many APEC economies, including New Zealand, have fragmented systems for vocational education and training, without sufficiently clear pathways and connections.

Industry Training Organisations (ITOs) in New Zealand are exploring ways of bridging the gaps between senior secondary education, tertiary education, and the world of work through broad, sectoral, vocational education and training (VET) qualifications. This presentation will describe the current challenges, and explore some of the proposed solutions.

PATHWAYS TO REAL AND PRACTICAL VOCATIONS

We don't accept that a university education is a prerequisite for a good job, and we don't think our school system should function as if it is.

-John Key, Prime Minister, 4 February 2010

...BUT THERE IS ONLY ONE WELL-DEFINED PATHWAY

"42 credits at level 3 from the approved subject list including minimum literacy and numeracy requirements"

Every student and teacher and school knows this – it is the recipe for university entrance....

...but only 29 percent of students followed that recipe in 2009.



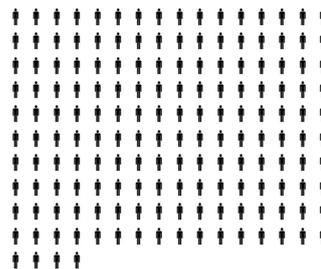
OUR SYSTEM SUPPORTS MULTIPLE PATHWAYS...

The National Certificate of Educational Achievement (NCEA) is the main school qualification.

NCEA is part of the National Qualifications Framework (NQF)

All NQF standards can contribute to NCEA.

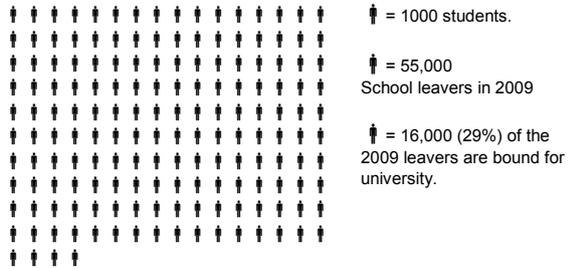
WHAT ARE NZ STUDENTS DOING?



♀ = 1000 students.

♂ = 57,093 senior secondary students achieved industry standards in 2009 (35%)

WHERE ARE NZ STUDENTS GOING?



A NEW SOLUTION:

To develop a set of vocationally-oriented qualifications that schools can see and understand.

These would be “sectoral” qualifications containing basic skillsets in related industries

They would interact seamlessly with NCEA to contribute to the main schools qualification while also delivering an entry level sectoral qualification.

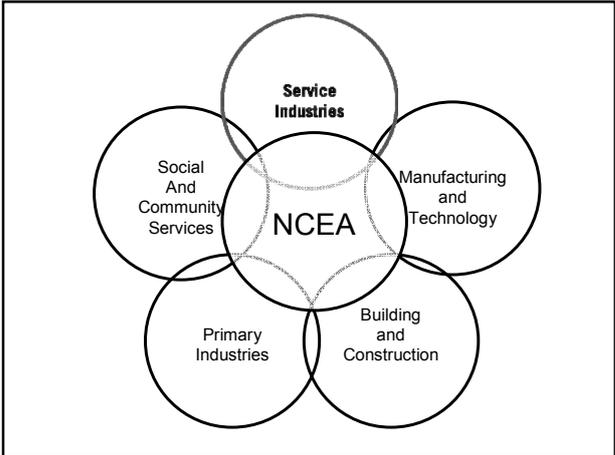
THE CHALLENGE:

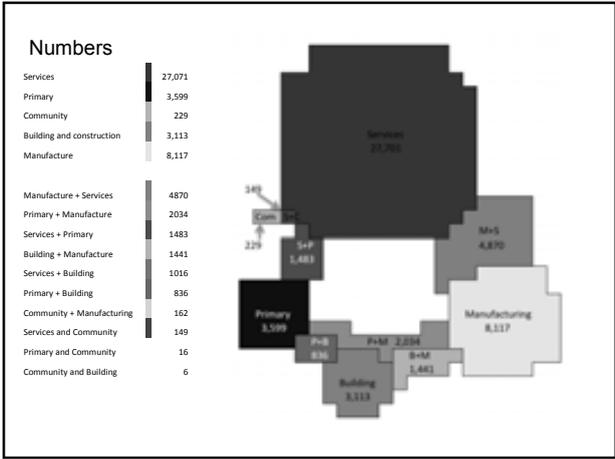
We need to use the potential of NCEA and the qualifications framework to actively support achievement in VET.

We need to move beyond “university or not” and raise the value of real and practical vocational pathways.

The first step is to develop and communicate the pathways to train and work in industry sectors, as clearly as the universities.

We need to use the qualifications system to support transition from curriculum-based learning to tertiary education and workplace learning.





Combining Education and Work

Ana Dione, Department of Labour and Employment (Philippines)

Abstract

The concept of part-time work:

Definitions in relation to the topic: Education – refers to completed four (4) years degree/course; Part-time work – refers to workers who work at jobs which provide less than the working time normal to the establishments. Young workers – refers to persons aged 15 to 24 years old.

Demographics of the Philippine Labor Force: The number of persons in the labor force based on the January 2010 labor force survey was estimated at 38,820 million. Of this, a total of 35,992 million or 92.72 % were employed yielding a 7.3% unemployment rate. Part time employment was at 34.20% or 12,307 million workers. More than half (51.5% or 1.457 million) of the total unemployed workforce are young workers. About two in every three unemployed were men (1.828 million or 64.6%). Men unemployment rate was at 7.8% compared to women unemployment rate at 6.5%) Majority (46.7% or 1.321 million) were high school graduates or undergraduates.

Policies affecting work and education of Young People: The concern is: “Is it possible to combine work and education without sacrificing the requirements of the establishment, the worker himself and the quality of education?” Definitely! Our view is on the positive note. The key word is BALANCE or MANAGE the relationships of the stakeholders in the world of work and education. That is the reason the Philippine economy has policies, various programs and projects all geared towards providing a conducive environment to balance or manage the relationships of the stakeholders.

Programs and Projects affecting Young People: Various programs and projects affecting the youth, its objectives and results (data) will be shared.

Examples of combining work and education: Examples of the combination work and education being practiced in the manufacturing sector, education sector, Philippine Economic Zone Authority and Service Sector drawn from existing conditions in one of the regions of the Philippine economy will be shared.

Work Challenges affecting young people: Challenges confronting the young people brought about by opportunities of their generation as it relates to existing policies, Philippine culture and developing work requirements will likewise be shared.

Definitions in relation to the topic

- Education – refers to completed four (4) years degree/course
- Part-time work – refers to workers who work at jobs which provide less than the working time normal to the establishments.
- Young workers – refers to persons aged 15 to 34 years old
- Labor Force – population 15 years old and over, whether employed or unemployed, who contribute to the production of goods and services in the country.
- Employed – persons in the labor force who are reported either at work or with a job or business although not at work during the reference week.

- Unemployed – persons in the labor force who had no work or had no job/business during the reference week and were reported looking and available for work
- Underemployed – employed persons who desire to have additional hours of work in their present job or in an additional job, or to have a new job with longer working hours.

Demographics of the Philippine Labor Force

Labor Force

The number of persons in the labor force in the January 2010 survey rounds stand at an estimated 38,820 million of which 92.70% were employed, 19.70% were underemployed and 7.30% were unemployed. (Table 1).

Indicator	Number	%
Household Population 15 years old and over	60,208	100%
Labor Force	38,820	64.50%
Employed Persons	35,992	92.70%
Underemployed	7,102	19.70%
Unemployed	2,829	7.30%

January 2010 figures are preliminary
Source of data: National Statistics Office: Labor Force Survey

Employed

Most of the employed persons (52.43%) were working in the services sector. Majority or 55.76% were wage and salary workers but a significant number (29.38%) were self-employed. About 64.58% were working full time and a noteworthy percentage of 34.20% were part time workers. The employed labor force was dominantly male (60.22%) and young workers (45.02%) belonging to the 15-34 years of age while 23.28% belongs to the 35-44 years old. Important to note too was the highest educational attainment of the employed. About 39.25% are high school and 31.55% are elementary or a total of 70.8% never reached college level of education. (Table 2)

Indicator	Number	%
Employed Persons	35,992	100%
Agriculture, Fishery & Forestry	11,799	32.78%
Industry	5,320	14.78%
Services	18,872	52.43%
Status of Employment		
Wages and Salary Workers	20,068	55.76%
Self-employed Workers	10,576	29.38%
Employers	1,526	4.24%
Unpaid Family Workers	3,822	10.62%
Hours of Work		
Less than 40 hrs. (Part-time workers)	12,307	34.20%
40hrs & over (full-time workers)	23,245	64.58%
Did not work	439	1.22%
Gender		
Male	21,675	60.22%
Female	14,316	39.78%
Age Group		
15 - 24 years	6,721	18.67%
25 - 34 years	9,483	26.35%
35 - 44 years	8,380	23.28%
45 - 54 years	6,419	17.83%
55 - 64 years	3,464	9.62%
65 years and over	1,524	4.23%
Highest Education Completed *		
No grade completed	671	1.90%
Elementary	11,201	31.55%
High School	13,936	39.25%
College	9,700	27.32%

* data is based on the July 2009 Labor Survey round with total employment of 35,508
January 2010 data is preliminary
Source of data: National Statistics Office: Labor Force Survey

Underemployed

Underemployed may be seen as very close to part-time workers in relation to time spent at work. Most (46.68%) were found working in the agriculture, fishery and forestry sector and still about 58.74% worked part-time.

Unemployed

It would also help to see the highlights of the unemployed labor force because it impacts on what appropriate policies and programs to develop. About 64.62% of the unemployed were dominantly male and young persons. About 80.63% belong to the 15-34 years old. The highest education reached is high school at 46.69% and elementary at 14.85% or a total of 61.54% of the unemployed never reached college level. (Table 3)

Table 3 Summary of Statistics on Unemployment Philippines: January 2010 (In thousands except rates)		
Indicator	Number	%
Total unemployed	2,829	7.30%
Gender		
Male	1,828	64.62%
Female	1,000	35.35%
Age Groups		
15 - 24 years	1,457	51.50%
25 - 34 years	824	29.13%
35 - 44 years	250	8.84%
45 - 54 years	182	6.43%
55 - 64 years	93	3.29%
65 years and over	24	0.85%
Highest Grade Completed		
No grade completed	19	0.67%
Elementary	420	14.85%
High School	1,321	46.69%
College	1,069	37.79%

January 2010 data is preliminary

Source of data: National Statistics Office: Labor Force Survey

Policies, Programs and Projects affecting work and education of Young Workers

In the quest for human resource development especially for the young workers, perhaps the concern is: "Is it possible to combine work and education without sacrificing the requirements of the establishment, the worker himself and the quality of education?" Definitely! Our view is on the positive note. The key word is balance or manage the relationships of the stakeholders in the world of work and education. That is the reason the Philippine economy has policies, various programs and projects all geared towards providing an empowering environment to balance or manage the relationships of the stakeholders.

Policies and Programs on education

On the Philippine education system we have elementary level of six (6) years, then high school level of four (4) years and followed by a college level for a minimum of four (4) years depending on the course. There are college courses of more than four (4) years for example that of medicine. But on the minimum a person finishes a college degree in four (4) years. Before the elementary level, children may go to pre-school and after college persons may go to graduate school for mastery of a subject matter. At about the age of six or seven people go to elementary school and normally will finish college at the age of 19 or 20, then people search for jobs. We cannot also discount the fact that while in college at age 15, some start working.

After elementary there are many who cannot go to college immediately mostly due to lack of financial resources. They have to find work first. Some would continue college while working. Also, after elementary, those who cannot go to college for some reasons would enrol in what we call vocational schools and finish hard skills in six (6) months to maximum of two (2) years. Armed with skills, they start searching for jobs requiring the skills they acquired. While at work, they may continue attending college school.

There are national government departments whose mandate include attending to the various facet of youth development such as employment, skills training, community and political involvements, sports development, etc. These government offices are the Department of Labor and Employment, National Youth Commission, Technical Education and Skills Development Authority and Department of Education, Culture and Sports.

The following policy programs are all geared and designed towards enhancing the education of young workers and making education accessible even when they are working.

1. Lateralized Education System (LES).

This policy program encourages young person to enrol and finish vocational courses the purpose of which is to acquire hard skills needed by the industry in the shortest possible period of time, say a year or two years and would be able to land a job immediately. Then, while at work the young worker may opt to continue his college education. This policy program provides that all the units taken at the vocational level shall be creditable in college. As a consequence, the young person would be able to finish college at a shorter period of time and at the same time continue working.

2. Alternative Learning System (ALS)

This policy program offers opportunity to young workers who were not able to finish high school education finish the same to qualify for college. The program provides a six (6) month intensive review after which an examination will be conducted. Those who pass the examination is considered a regular high school graduate and thereby qualifies to enrol in college.

3. Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)

This policy program offers opportunity to young workers who were not able to finish four (4) year college course to finish the same. The program evaluates the kind of work experience or what is the worker's nature of work. After which the experience or nature of work will be given corresponding credited against a subject of the course the young worker wants to enrol in.

Example: The highest educational attainment of a young worker is second year commerce. He/she wants to finish commerce. For example further that he/she works as a marketing person in their company. Then her/his being a marketing person will be credited as marketing 101. Therefore, he/she needs not enrol the subject marketing 101.

4. Special Program for Employment of Students (SPES).

This program allows fourth year high school and college students to work in companies or offices during summer where salaries are cost shared by the company and the government on a 60%-40% ratio respectively. It is aimed at giving students work experience while still at school and make them a better full time worker.

5. Youth Entrepreneurship Support (YES)

This program aims to encourage new graduates and/or young workers develop their ability to start a small business. A simple business proposal is submitted, evaluated and if found viable the government will provide small tools, jigs and capital to start up the business. A partner from the private sector or school is tap to provide initial supervision of the activity.

6. Youth Education Youth Employability (YEYE).

The strength of this program is the public-private partnership. Government encourages the participation of schools and establishments whereby the schools screen participating students and participating establishments accept the screened students to work with them on a part-time basis and pay the student's tuition fees. The program provides opportunity for students to work part-time and go to school at the same time.

7. Youth, Employment and Migration (YEM).

This program aims to increase access to decent work for young workers through public-private partnerships, more inclusive basic education and life skills, career guidance including safe migration, vocational training and entrepreneurships.

8. Working Youth Club (WYC).

This program aims to provide opportunity to discover and develop the leadership skills of young people so that it may propel them to become young worker leaders in whatever endeavor they choose.

Policy on part time workers

In the Philippines, part-time workers are accorded the same protection under the Philippine Labor Code as with full-time workers with respect to security of tenure, payment of statutory benefits and retirements.

It is just that most workers are employees of establishments/companies for which they carry out their assignments and have an established schedule for reporting for work and payment of wages. There always have been exceptions, however, such as part-time workers whose work schedule deviates from the standard full-time (eight hours a day) regular wage and salary employment. It is this exception that allows part-time workers able to combine work and education.

Examples of combining work and education drawn from the experiences in one of the northern region of the Philippines called Cordillera Administrative Region.

Some examples of combining work and education drawn from the practices of one of the regions in the northern part of the Philippines called Cordillera Administrative Region

The heart of the Region is Baguio City known as the Summer Capital of the Philippines because of its cool weather throughout the year compared to the other parts of the country. It is also a tourist destination and an educational center. It hosts the most prestigious Philippine Military Academy(PMA), a Philippine military school.

- **Manufacturing Sector: Good Shepherd Convent**

This company produces food preserves known for its good taste and quality out of raw materials from the region such as strawberry, other berries, peanuts and vegetables. It employs about 250 part-time workers who are all finishing college education. These part-time workers are in addition to their full time workers.

- **Education Sector: University of the Cordilleras, University of Baguio and Saint Louis University.**

These three (3) are the biggest Universities in the Region. Each employs about 300 working students every semester. The students work in the different offices and departments of the schools.

- **Baguio Philippine Economic Zone Authority (BPEZA)**

The BPEZA provides administrative services to multi-national companies operating in the region. Companies located at the Economic Zone employ a total of about 10,000 direct and indirect employees. It hosts two (2) big multinational companies: the Texas Instruments, Philippines and Moog Controls. These companies are in the electronic business and employ young workers not necessarily college graduates but with engineering backgrounds.

About 40% of their young employees are availing of the expanded tertiary education equivalency and accreditation Program (ETEEAP)

- **Hotels and Restaurant**

The region is a tourist destination and so most of the workers in the hotel and restaurant industry are young workers. Baguio Country Club and Manor Hotel have about 70% of employees belonging to the 20-34 years old who continue college education.

Work Challenges affecting young people

The effect of the fast changing information technology in the world of work poses a great challenge to young workers. Completion of college education while working is also a challenge to young workers. Landing a decent work for young workers is also a challenge. How to assist the young workers in terms of policies able to cope with the challenges within the context of Philippine culture is a great challenge in itself

Conclusion

The Philippine economy has an estimated 45.02 employed young workers, 70.8% were not able to finish college education. In a culture where education is so close to our hearts and that we strive to finish a college degree, the enabling and accessible policies on work and education on which to respond to the educational needs of our young workers is much appreciated. The young workers just have to learn the skills of combining or managing work and education given their various circumstances and challenges.

**APEC YOUNG PEOPLE IN WORK
POLICYMAKERS' WORKSHOP**
Wellington, New Zealand
May 20-21, 2010

**COMBINING EDUCATION
AND WORK**
(The Concept of Part-time Work)

Ana Dione
Department of Labor and Employment
PHILIPPINES

Demographics of the Philippine Labor Force

LABOR FORCE = 38,820,000

Category	Percentage
Unemployed	7.80%
Under-Employed	19.70%
Employed	72.50%

PHILIPPINES

Demographics of the Philippine Labor Force

Most people are employed in the services sector and are wage and salary workers at 55.76%. A significant number (29.38%) are self-employed.

64.58% are working full time. A significant number (34.20%) are part-time workers.

Dominantly male workers (60.22%) and young.

Young workers (45.02%) belong to the 15 – 34 years old while there are 23.28% relatively young workers age 35 – 44 year old comprises the LF.

As for Highest educational attainment, 39.25% are High School and 31.55% are Elementary or a total of 70.8% below College education.

PHILIPPINES

Demographics of the Philippine Labor Force

UNDEREMPLOYED 19.70%

Most (46.68%) are in the Agriculture, Fishery & Forestry Sector.

58.74% worked part-time.

PHILIPPINES

Demographics of the Philippine Labor Force



Dominantly male at 64.62% and young people 15 – 34 years old at 80.63%.

Highest education reached is High School at 46.69% and Elementary at 14.85% or a total of 61.54% below College level.

Policies, Programs and Projects

“IS IT POSSIBLE TO COMBINE
WORK AND EDUCATION?
HOW AND WHY?”

EDUCATION SYSTEM

- PRE-SCHOOL

- › ELEMENTARY LEVEL
- › HIGH SCHOOL LEVEL
- › COLLEGE LEVEL

- GRADUATE SCHOOL



GOVERNMENT
DEPARTMENTS



PROGRAMS, PROJECTS

- LADDERIZED EDUCATION SYSTEM (LES)
- ALTERNATIVE LEARNING SYSTEM (ALS)
- EXPANDED TERTIARY EDUCATION EQUIVALENCY AND ACCREDITATION PROGRAM (ETEEAP)
- SPECIAL PROGRAM FOR EMPLOYMENT OF STUDENTS (SPES)



PROGRAMS, PROJECTS

- YOUTH ENTREPRENEURSHIP SUPPORT (YES)
- YOUTH EDUCATION YOUTH EMPLOYABILITY (YEYE)
- YOUTH EMPLOYMENT AND MIGRATION (YEM)
- WORKING YOUTH CLUB (WYC)



Policy on part-time workers

Same protection under the Philippine Labor Code as with full time workers



Examples Combining Work and Education





Work Challenges affecting young workers

- Effects at work of a fast changing information technology
- Challenge of completing college education
- Search for decent work
- Dynamic policies, programs and projects to cope with the challenges



CONCLUSION

Culturally, education is close to our heart, we strive to complete it;

We are work loving people, hence, the SKILL of managing the demand of work and education remains a challenge



Work Readiness among Technical and Vocational Graduates in Malaysia

Kua Abun, Ministry of Human Resources (Malaysia)

Abstract

The main objective of this presentation is to share Malaysia's experiences in producing skilled workforces via a technical and vocational training system. In pursuing the nation's aspiration to become a high income economy by 2020, Malaysia needs a pool of highly skilled workers to meet the industry's requirements.

However, the industry argues that there are gaps between what the industry needs of Malaysian technical and vocational graduates and what the training system produces. This presentation offers insights on the problem and touches on strategies adopted by the government to increase the proportion of skilled workers, particularly among the youth.

WORK READINESS AMONG TECHNICAL AND VOCATIONAL GRADUATES IN MALAYSIA

By Kua Abun
Ministry of Human Resources
Malaysia



PRESENTATION OUTLINE

- **Introduction**
 - Malaysia in Brief
 - Statistics of Malaysia's Workforce and Employment
- **Issues and challenges**
 - Challenges in Developing Skilled Workers
 - Factors Leading to Changes
- **Government Human Resource Initiatives**
 - Skilled Workforce Development Mechanism
 - Programmes initiated by MoHR
- **The Way Forward**
 - The New Economic Model
 - Mainstreaming Skills Development and Training

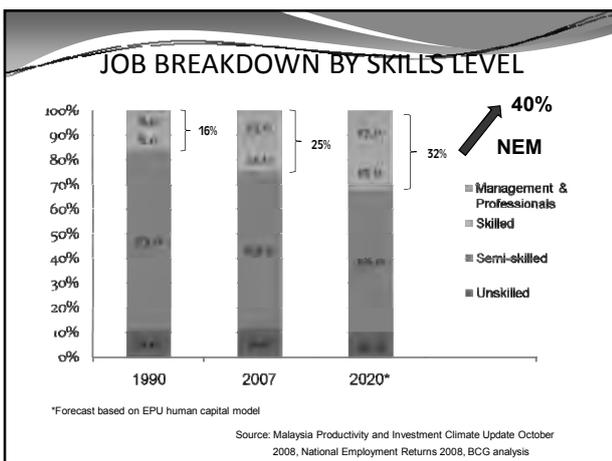
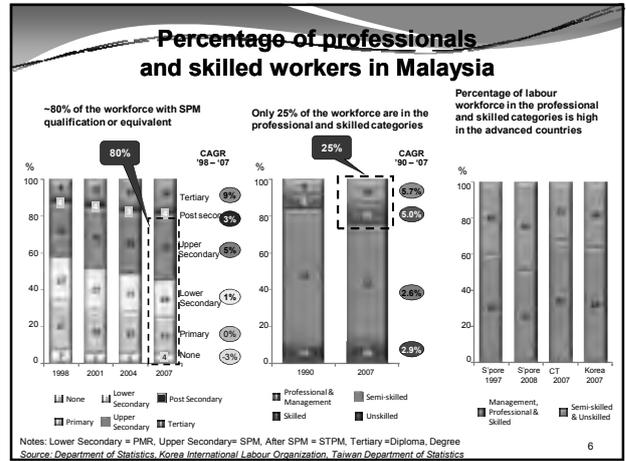
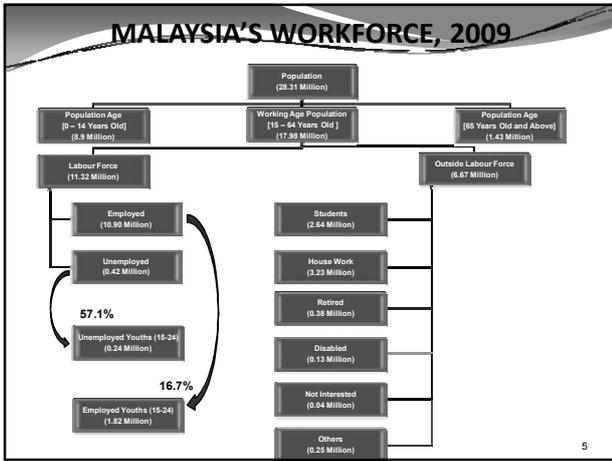
INTRODUCTION



MALAYSIA

329,847 km²
28.3 mil population
5.2 mil pop age 15-24
12.0 mil labour force
3.7% unemployment rate





EDUCATION IN MALAYSIA

	2004	2005	2006	2007	2008
Primary School Enrolment Rate (%)	94.2	94.5	94.4	94.2	94.0
Secondary School Enrolment Rate (%)	80.2	80.9	81.0	80.6	82.0
Public University Enrolment	293,978	307,121	331,025	382,997	419,354
Pupils per teacher:					
Primary Schools	17.2	16.5	16.1	15.7	15.0
Secondary Schools	16.3	16.2	16.1	15.5	14.5
Literacy Rate (%)	95.1	95.0	95.0	92.5	92.1

Source: Ministry of Education, Ministry of Higher Education, Department of Statistics Malaysia

EMPLOYMENT BY AGE GROUP AND EDUCATIONAL LEVEL, 2009 ('000)

Age Group	Total	Without Formal Education	Primary	Secondary	Tertiary
Total	10,897.3	426.0	1,922.2	6,001.2	2,548.0
15 - 19	370.2	18.3	57.8	282.0	12.1
20 - 24	1,451.1	17.0	118.4	949.3	366.4
25 - 29	1,841.8	22.7	156.9	1,039.4	622.8
30 - 34	1,604.1	32.5	213.1	898.8	459.7
35 - 39	1,445.7	43.5	215.6	828.4	358.2
40 - 44	1,353.0	57.2	236.4	764.5	294.9
45 - 49	1,137.9	62.8	275.8	590.6	208.6
50 - 54	913.8	65.3	296.0	399.9	152.6
55 - 59	521.7	55.0	218.0	193.4	55.2
60 - 64	258.0	51.7	134.1	54.9	17.4

Source: Department of Statistics, Malaysia

LABOUR FORCE PARTICIPATION RATE BY AGE GROUP AND SEX, 2009

Age Group	Total	Male	Female
	Total (%)	62.9	78.9
15 - 19	17.2	21.7	12.5
20 - 24	64.0	74.0	53.6
25 - 29	81.9	95.8	67.5
30 - 34	79.5	97.7	60.8
35 - 39	77.1	97.9	55.9
40 - 44	76.2	97.6	54.2
45 - 49	72.5	96.6	47.7
50 - 54	68.4	92.4	43.4
55 - 59	49.5	70.4	27.9
60 - 64	35.7	52.0	18.7

Source: Department of Statistics, Malaysia

DROP-OUT STUDENTS

Form	Enrolment 2005	Enrolment 2006	Drop out 2006	Enrolment 2007	Drop out 2007
1	463,250	467,324	36,521	468,433	36,887
2	438,480	454,960	8,290	459,738	7,586
3	424,911	429,401	9,079	444,549	10,411
4	391,120	412,983	11,928	414,540	14,861
5	394,039	377,756	13,364	399,425	13,558
Total	2,111,800	2,142,424	79,182	2,186,685	83,303

Drop Out Rate (%)

3.70

3.81

Source: Department of Statistics, Malaysia

YOUTHS NOT IN EDUCATION AND NOT IN EMPLOYMENT (15-24 YEARS OLD)

Sex	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	232.9	251.8	256.0	274.6	298.3	300.4	309.8	300.4	307.7
Female	500.0	516.5	501.2	501.1	503.0	523.3	526.7	528.6	542.8
Total	732.8	768.3	757.2	775.7	801.2	823.7	836.5	829.0	850.5

CAGR = 1.9%

Source: Labour Force Survey, Department of Statistics, Malaysia

Note: The sum of individual figures may not always equal to the totals shown in related tables because of independent rounding to one decimal place. Differences however are insignificant.

ISSUES AND CHALLENGES



CHALLENGES IDENTIFIED IN DEVELOPING SKILLED WORKERS

- Government perspective
- Industry perspective
- Training providers' perspective
- Trainees' perspective
- Society perception

Government Perspective

- Holistic human capital development – knowledge, skills and attitudes
- More highly skilled workforce to meet knowledge - based economy
- Career path & employability for youth
- Need to develop a comprehensive national labour market information system

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Industry Perspective

- Skills mismatch
- Incompetent workers
- Lack of emphasis of core work skills, team work, problem solving, understanding of the business and ability to *learn-how-to-learn*

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Training Providers' Perspective

- Expensive investment – training equipment and materials
- Lack of financial support
- Lack of competent trainers
- Need for up-to-date curriculum, demand-driven approach that respond to real needs
- Need for design of new learning environments

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Trainees' Perspective

- Lack of financial support
- Incompetent instructors & assessors
- Lack of training facilities
- Skills obsolete
- Need for continuous learning, self-directed learning

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Society Perception

- Societal stigma for student pursuing career in VET career-path - for the 'drop-out, under-achievers
- Need to recognise skills training as part of mainstream education
- Irresponsible training providers - abuse of government funding at the expense of students
- Need for partnerships to enhance skills training

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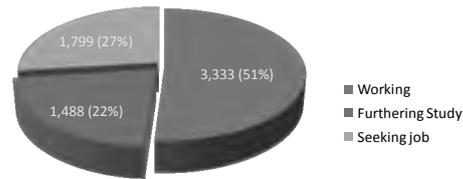
FORCING FACTORS THAT LEAD TO CHANGES

- The development of the global market followed by intense international competition
- Rapid emergence of the services industry and knowledge-based industries as important source of jobs
- Job opportunities that change according to geographical and territorial distribution
- The impact of information and communication technologies on companies and the general public of Malaysia
- A change in the way work is done as a result of rapid technological change
- Ongoing need to reduce unemployment
- The need to reduce dependency on foreign workers
- Increased customer expectations that are becoming sophisticated

TRACER STUDY ON EMPLOYABILITY

The Manpower Department, MoHR has conducted tracer study to track and measure the level of employability among the ILJTM students, 6 months after completion of studies.

Employability level of ILJTM Graduates, 2009



Source: Manpower Department, MoHR

Graduates Supply More Than Jobs Market Demand

Working Group	Existence of Jobs		
	2006 000'	2007 000'	2008 000'
Senior Officials and Managers	57.93	37.2	30.0
Professionals	12.57	15.8	26.6
Technicians and Associate Professionals	46.25	66.3	35.0
(a) Total	116.8	119.3	91.6
(b) Universities Graduates	155.09	146.89	176.75
Diploma	63.01	53.60	76.19
Advanced Diploma	0.40	0.17	3.68
Degree	82.70	83.10	86.43
Master	8.30	9.30	9.61
PHD	0.68	0.72	0.84
(+/-) Supply (b - a)	(38.34)	(27.61)	(85.15)

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Unemployment Among Graduates

Only 52.8 percent of the local graduates are employed 6 months after completion of studies..

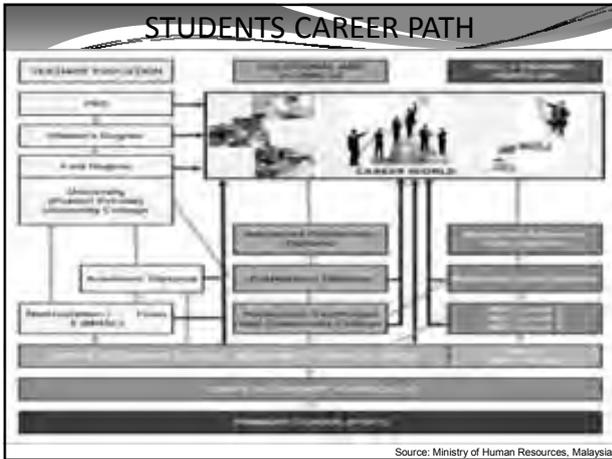
Jobs Status	Universities								Total	
	Public Universities		Private Universities		Polytechnic		Community College		No.	%
	No.	%	No.	%	No.	%	No.	%		
Working	44,525	50.47	13,053	62.80	13,517	53.35	1,797	48.55	72,892	52.80
Further Study	15,584	17.66	2,888	13.89	2,201	8.69	348	9.40	21,021	15.23
Developing Skills	1,179	1.34	121	0.58	358	1.41	23	0.62	1,681	1.22
Waiting for job placement	7,764	8.80	633	3.05	785	3.10	102	2.76	9,284	6.73
Not Working	19,168	21.73	4,091	19.68	8,474	33.45	1,431	38.67	33,164	24.02
Total	88,220	100	20,786	100	25,335	100	3,701	100	138,042	100

Source: Tracer's Study, Ministry of Higher Education Malaysia, 2008

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GOVERNMENT HUMAN RESOURCE INITIATIVES





SKILLS DEVELOPMENT FUND

- RM 300 million is allocated to establish funds to implement skills training programmes geared towards meeting the needs of employers and industries, particularly in the development corridors.
- Distribution of funds is coordinated with respective development corridors authorities, state's skills development centres and other related bodies.
- Emphasis is given on tourism, health and construction sector as well as business process outsourcing.

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YOUTH SKILLS TRAINING PROGRAMMES

- RM200 million (USD60.6 mil) is allocated to build human capital through training programmes managed by the relevant ministries.
- The allocation is intended to finance the training programmes undertaken by private training institutions and participants are youth from multi ethnic groups.

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EARLY EDUCATION PROGRAMMES

- To produce future generations of better quality, the government has allocated RM200 million (USD60.6 mil) for early education programmes for children of age 1 to 6 years old.
- These include programmes such as PERMATA child care center, KEMAS kindergarten, unity kindergarten and pre-school classes.

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EMPOWERING YOUTH

- RM100 million (USD30.3 mil) is allocated to empower youths by conducting new programmes such as '*Rakan Muda Sekolah*,' '*Rakan Muda Sektoral*' involving new Chinese villages, Indian in estates, Aborigine villages and *Bumiputra* in Sabah and Sarawak.

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ALLOCATION FOR SCHOOLS

- To further stimulate the country's education and take into account the needs of all people regardless of race, the government has allocated RM200 million to four school groups as follows:
 - i. government-assisted religious schools (RM 50 million);
 - ii. mission schools (RM50 million);
 - iii. SJK Cina (RM 50 million); and
 - iv. SJK Tamil (RM 50 million).

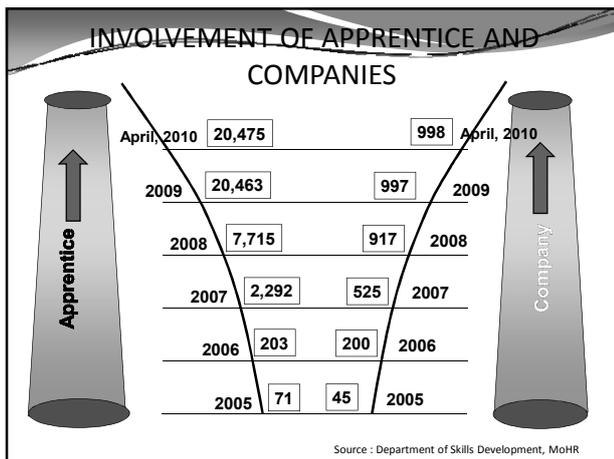
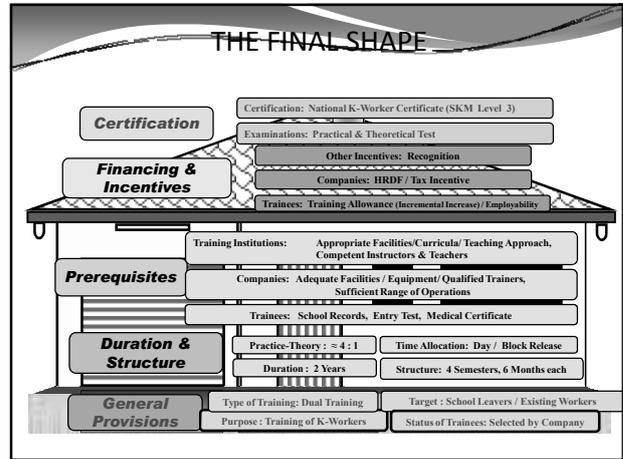
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NATIONAL DUAL TRAINING SYSTEM (NDTS)

- National Dual Training System (NDTS) aimed at providing skilled manpower (k-workers) through a comprehensive and up-to-date training methods that meet the needs of industries.
- NDTS approaches reduce the likelihood of mismatch between what industry needs and what skilled manpower have to offer as NDTS provides training in real work situation to its trainees.
- NDTS under the Stimulus Package allocation consists of the following training programmes:
 - i. Apprenticeship
 - ii. Training of Trainers
 - iii. Accreditation of Prior Achievement

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TRAINING PROGRAMME	SCOPE
1. Apprenticeship	<ul style="list-style-type: none"> To improve and enhance the skill level of the target group i.e. existing employees, retrenched workers, graduates and youth. Duration 3 to 5 months. 70% of training in the workplace, 30% at the training institute. Training allowance of RM500 per month for apprentice while the company / employer will be given intensive RM200 per month. A total of 15,000 apprentices are trained under this programme.
2. Training of Trainers (TOT)	<ul style="list-style-type: none"> To improve and enhance skills of industrial coaches. Carried out for 80 hours and involves modules such as <i>introduction to NDTs, planning company-based training, conducting company-based training, completing dual training (assessment) and micro-teaching as well as social values and social skills in technical and vocational training</i> A total of 1,800 companies' coaches and instructors of training centres involved in the implementation of SLDN has joined the programme.
3. Accreditation of Prior Achievement	<ul style="list-style-type: none"> To award Level 1 – 3 of Malaysian Skills Certificate (MSC) in a single tier for 3,000 instructors of public and private training institutes and 7,000 industrial workers. Verification process to award a certificate is conducted by accredited officers appointed by the Department of Skills Development (DSD).



MALAYSIAN SKILLS CERTIFICATE

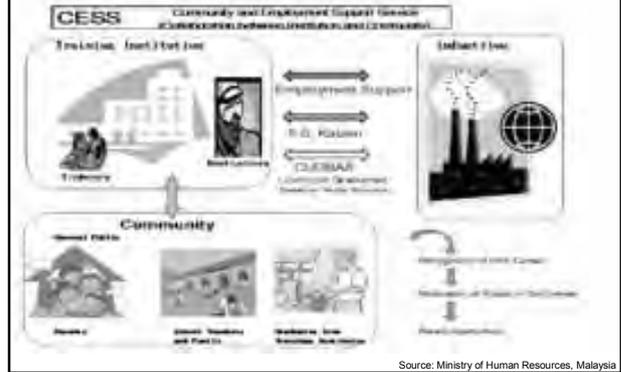
- Decision of Cabinet Committee on Training in 1991, implemented as the accreditation system in 1993.
- Flexible training, taking into consideration:
 - Explore of new technologies;
 - Expand to include higher levels of skills; and
 - Upgrade the level of skilled workers to technicians and higher level jobs.

CERTIFICATE ISSUANCE BY THE LEVELS AND METHOD OF CERTIFICATION, 2009

Method of Certification	Accreditation	APA	NDTS	Total
MSC Level 1	40,571	1,487	204	42,262
MSC Level 2	33,003	1,643	452	35,098
MSC Level 3	10,519	1,486	717	12,722
MSD	1,325	51	-	1,376
MASD	57	11	-	68
Total of MSC, DMS & ADMS	85,475	4,678	1,373	91,526
AS Level 1	84	7	-	91
AS Level 2	4	-	-	4
AS Level 3	1,202	11	-	1,213
Total AC	1,290	18	-	1,308
Total	86,765	4,696	1,373	92,834

Source : Department of Skills Development, MOHR

COMMUNITY EMPLOYMENT SUPPORT SERVICE (CESS)



Source: Ministry of Human Resources, Malaysia

THE WAY FORWARD



THE NEW ECONOMIC MODEL (NEM)

Aspiration of a united and advanced nation in line with the 1Malaysia concept



Source: National Economic Advisory Council, Malaysia

NEM : ENABLERS AND STRATEGIC REFORM INITIATIVES



Source: National Economic Advisory Council, Malaysia

INSPIRING THE WORKFORCE TO DRAW OUT THEIR BEST

Policy Purpose	Possible Policy Measures
<p>Between local labour force gaps</p>	<ul style="list-style-type: none"> Review the education system – shift educational approach from rote learning to 'creative and critical thinking' Increase emphasis on retooling technical and vocational training colleges Identify and nurture talent through a demand-driven process Improve autonomy and accountability of educational institutions Encourage R&D collaboration between institutes of higher learning and industry Enhance English language proficiency Deliver high quality education within reach of all incomes
<p>Re-kill the existing labour force</p>	<ul style="list-style-type: none"> Upgrade skills of the labour segment of the Malaysian labour force through continuing education and training Establish a labour safety-net for displaced workers Industry in-partner with government to encourage 'Continuous Employment Training' (CET) Furnish international quality standards and certification of skills Allow wage levels to be reflective of the skill level

INSPIRING THE WORKFORCE TO DRAW OUT THEIR BEST cont.

Policy Purpose	Possible Policy Measures
<p>Attract and Access global labour</p>	<ul style="list-style-type: none"> Business entry agreement to attract highly skilled Malaysian income to return home Offer permanent residence to all Malaysians and their families Control the coverage of foreign talents and expatriates to enable efficient growth Build up critical mass of skilled professionals through complex work permit and immigration procedures Facilitate professional services through mutual recognition arrangements
<p>Remove labour market distortions curbing wage-growth</p>	<ul style="list-style-type: none"> Protect workers, not jobs, through a stronger safety net, while encouraging labour market flexibility Forming legal and institutional framework to facilitate hiring and firing Reduce pay through productivity gains and expansion of wages
<p>Reduce reliance on foreign labour</p>	<ul style="list-style-type: none"> Enforce equal MNC standards for local and foreign labour Use a levy system to achieve targets for certified foreign talents in low and sectoral courts

Source: National Economic Advisory Council, Malaysia

Mainstreaming Skills Development and Training

Objectives	Strategies
To gain recognition for skills qualifications	Increasing public's acceptance towards skills development and training
To introduce dual certification with international and local recognized bodies	Adding value to Malaysian Skills Certification in selected programmes
To provide services and manufacturing products at the training centres	Intensifying private sectors participation in skills development and training
To create new skill areas in selected high-impact and new growth sectors	Developing new and emerging skills focusing on higher level

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**GOVERNMENT'S ASPIRATIONS FOR
THE MALAYSIAN WORKFORCE**



Stabilising national
unemployment rate at below
3.5%



40% of national workforce are
skilled



Mainstreaming latent workforce
(housewives, disabled, retirees,
students)

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THANK YOU



Vocational training and creating jobs for young people in Viet Nam

Phan Van Hoa, Ministry of Planning and Investment (Viet Nam)

Abstract

The Viet Nameese Government had approved the Program “Supporting young people in vocational training and creating jobs in the period 2008-2015” with the target of creating favorable conditions and supporting young people in vocational training, creating jobs and seeking overseas jobs. The Viet Nameese Youth Union is the main executive agency in cooperation with relevant Government agencies. By 2015, 100 % of young people who have demand in creating entrepreneurs will be provided background knowledge, 75 % of young people can access to information of job consultancy and introduction. The main information of the program priorities, supporting activities from the Government and the achieved results are introduced in order to share and get opinions with participants from other countries.

Background

To achieve the goal of becoming industrialized country by 2020, Viet Nam has to prepare for more high-quality skilled workers, especially for key and advantage industries. The Viet Nam Government has paying attention to the education and training system. More and more budgets, funds are located for education sector (By 2008, 20 % of national expenditure is spent for education).

Recognizing the role of young people in human resources, in July 2008, the Viet Nam Prime Minister approved the Program of supporting young people in vocational training and job creating in the period 2008-2020.

This report introduces briefly this program for sharing with and having commends from other delegates in order to make it more effective in the implementation.

1. The state of vocational training and job creation in Viet Nam

1.1 Achievements:

Scale of vocational training has been growing strongly since 2001. For the period 2001-2006, about 6.6 million people had been trained, mainly youths, average annual increase of 6.5%. The long-term vocational training to reach 1.14 million, an average increase of 15% per year to raise the percentage of trained workers from 13.4% in 2000 to around 20% in 2006. The more attention has been paid to training for highly qualified industrial zones, economic zones and policies to support short-term vocational training for rural workers, ethnic minority youth, and demobilized soldiers. Quality of vocational training has been growing gradually, the annual rate of students who found jobs after graduating were 95% and 70% of total graduated students.

For the period 2001-2006, over 9.1 million jobs had been created, mainly for new youth people, increased by 25% in comparison with the period 1996-2000 – annual average employment growth of 2.5% per year. Among these, over 75% of new jobs created annually by economic - social development programs and by 25% the targeted program. The unemployment rate in urban areas has decreased every year (from 6.28% in 2001 to 5.1 % in 2006). Moreover, labor export has become an important issue to create jobs with high incomes. In the period 2001-2006, nearly 400 thousand employees (mainly young people) found jobs abroad, increasing the total number of abroad employees to 500 thousand people, sending money to family about US\$ 1.6 billion.

The Youth Union has been actively participating in training activities and job creation for youth in different forms such as counselling and organizing job fairs, job exchanges forum, professional clubs, youth villages, youth economic zones, farms for young people, development of youth volunteer force, the young intelligent volunteers to undertake economic - social development programs and projects. Through these activities, the Youth Union promoted the role and its strength in job orientation and consultancy, vocational training, introduction and solving job creation for youth.

In five years 2001-2005, the Youth Union has trained for nearly 1 million young people, carried out courses about technology transfer for over 300 thousand young people, introducing more than 2 million jobs for youth. At 33 vocational training centers of the Youth Union had counseled jobs for 430,450 young people, carried out vocational training for 165,928 people, and introduced jobs for 251,734 young people.

1.2. Weaknesses, difficulties and limitations in vocational training and job creation for young people

There is limitation in awareness of the majority of youth and society about vocational training and job creation, limitation in job orientation to administrative jobs, limitation of information dissemination, advocacy, counseling for students and youths. The Youth Union does not have much research activities and consultancy to the Government and local authorities about programs and projects of vocational training and job creation for youth. Thus, the Youth Union does not promote its role of vanguard organizations in vocational training and establishment of youth enterprises.

Low attractiveness to economic components to invest in vocational training due to cost/expensive investment but low study/training fees. On the other hand, the incentive policies from the Government, especially in credit, land, taxes are not strong enough and complicated implementation that leads to limitation in mobilizing investment resources to develop vocational training institutions, especially the non-public vocational training institutions. The country has 90 vocational colleges, 228 vocational training schools, 616 vocational training centers. However, most of these training schools are generally small scale. In 2007, the total enrolment students in vocational training schools were 1.4 million students, from which 305 thousand students in long-term training courses (21.7%) that meet about 70% demand of the labor market.

Limitation of budget located for vocational training: the Government budget can cover only 50% of long-term vocational training demand, 25 % of demand for short-term training for rural workers, demobilized soldiers, ethnic minority youth. Although vocational training fees are low, the children of low-income households, ethnic minorities still find hard to enroll in vocational training and job creation.

Labor structure is obsolete and slow-change: By 2006 the value of agriculture in GDP has fallen to 19% but still accounted 54.7% of labor force with low income (about 20 % of industrial workers). The capital needed to create new high-income jobs in industry and services sectors is 10-50 times higher than creation new job in household economy. Thus, in the coming years, it needs to combine investments to create jobs in the household economy together with creation of jobs in the industries and services.

Employment is still urgent social issues nowadays and in the future, especially for young people. The unemployment rate of urban youth is very high (8.5% in 2007 among age 15-34) and it tends to increase due to less agricultural land use and less labor technology. The unemployment is the main reason of high law violations, drug abuse, prostitution, HIV/AIDS among young people that have no professional job.

2. Forecast of labor supply and demand by 2015

2.1 Labor supply to 2015

Viet Nam population at 01/4/2009 was 85.79 million and forecasted to be about 95 million in 2015.

Labor force in 2007 is estimated about 46.85 million, of which 13.87 million in urban area (29.60%) and 33 million in rural area (70.40%), among which young labor aged 15-34 years is about 20.8 million (44.37%). By the year 2015, labor force is estimated approximately about 52.5 million people, including 19.38 million (36.91%) in urban area and 33.1 million (63.09%) in rural area, of which group of young workers (15-34 years) is estimated about 22.3 million people (42.48%). From this figure, it can be said that the workforce concentrates mainly in rural areas and young people. Thus, strategy for vocational training and work creation must give priority to rural areas, and to youth and young workers.

2.2 Labor demand by 2015

The labor demand for Viet Nam estimated about 45.76 million in 2007, 48.443 million in 2010 and forecasted to 51.423 million in 2015.

The structure of labor by sectors as following:

Sectors	Agriculture	Industry and construction	Services
2007	24,672,976 (53.92 %)	9,083,060 (19.85 %)	12,002,451 (26.23 %)
2010	24,037,199 (49.62 %)	11,112,724 (22.94 %)	13,287,795 (27.43 %)
2015	21,295,052 (41.41 %)	14,567,516 (28.33 %)	14,589,791 (28.37 %)

By 2015, the percentage of workers in the construction, industry and services will be quickly increased that require to expand scale and to adjust restructure of vocational training in order to shift labor force from agricultural sector.

2.3 The structure of labor in vocational training by 2015

Proportion of trained workers in general by 2015:

Year	2007	2010	2015
Rate (%)	23	32	45

Estimation of enrolment students by 2015:

Year	2010	2015
Student	1,700,000	2,232,000

Based on current situation and forecasted demand, it requires continuing innovation of mechanisms, policies and applying complex, comprehensive measures for labor force, especially to change vocational training system in the direction to market economy mechanism. Initially, to promote the role of the Youth Union in career orientation, vocational training, establishment of enterprises.

3. The program of vocational training for young people

3.1 Objectives

1. The overall objective

- 1.1 To strengthen awareness of youth and whole society about vocational education and business establishment.
- 1.2 To create a breakthrough change in quantity and improvement of the quality of vocational training and employment for youth in order to promote and use efficiently labor resources, especially young people, to meet the requirements of industrialization, modernization and international economic integration.
- 1.3 To enhance unity, to gather young people, to build up youth union.

2. The detailed objectives

- 2.1 To meet 70% of the fund demand for vocational training, job creation and working abroad under contracts of young people in 2010 and 100% in 2015.
- 2.2 To expand scale and strengthen capacity of vocational training units and to diversify forms of vocational training to meet 100% demand in vocational training for young people by 2015.
- 2.3 To provide knowledge on starting a business for at least 50% of young people who want to establish businesses.
- 2.4 To reduce unemployment rate of young people to below 6% in 2010 and about 5% by 2015.

4. Implementation measures

1. To carry out information dissemination and propaganda about objectives, content and policies of the Program to the Youth Union units and organizations, agencies and related organizations, young people to participate in supervision, inspection during the implementation and to ensure public transparency and efficiency.
2. To build and promulgate documents guiding the implementation to provide legal conditions for institutions, organizations, individuals to implement in the accordance with the provisions of the State.
3. Assignment of specific duties for each agency or unit to proactively build up action plan. To strongly decentralize and to clarify the responsibilities of each agency, unit or individuals under their assigned tasks; to simplify administrative procedures and provide favorable conditions for young people, vocational training units to implement the policies and carry out activities.
4. To form a credit fund to provide loans for vocational training and employment for youth. To integrate policies and activities of the program with other on-going programs and projects in order to mobilize resources and concentrate on achieving the highest efficiency and avoiding duplication and waste in the implementation.
5. To encourage and promote other forms of vocational training, especially vocational training inside enterprises, considering it an important channel for training integrating into practice. To link vocational schools with enterprises, vocational professional for the practice for

students; to train and certify vocational training certificates for employees working in enterprises and professional villages.

6. To expand forms of link between vocational training institutions with enterprises and organizations to strengthen information about vocational training and about labor demand – supply in order to improve the effectiveness of the program.
7. To strengthen and promote the role of the Youth Union in mobilizing and attracting young people, in enhancing awareness about vocational training, business build-up among young people.

5. Policies

5.1. Incentive credits for young people in vocational training

- Target: young people who need a loan to participate in vocational training.
- Mechanism: incentives in the loan form, terms, amount, loan conditions and interest rate, repayment period, moving and handling overdue implementation of risk Decision on 157/QD-TTg 27/09/2007 of the Prime Minister credit for undergraduate students.

5.2. Credit incentives to create jobs

- Loan targets: to meet young people's demand for loans to create jobs and build up production facilities or to expand their business to attract more youth work.
- Mechanism: in accordance with the National Fund for Employment Support of the National Target Program on Employment 2006-2010.

5.3. Credit incentives for youth to work overseas under contracts

- Loan target: for young people who have demand for loans to work overseas under contract.
- The loan: by contributing to expenses and prescribed deposit (if any), must not exceed 100 million; interest rate of 0.65% per month, the loan term by term contracts work abroad but not exceeding 3 years.
- Mechanism: under the guidance of the Bank social policies in Viet Nam.

5.4 Concession credit for vocational training institutions and enterprises to expand and improve vocational training for youth

- Target: vocational training units, enterprises of all economic sectors (which have are licensed in vocational training activities) need loans to expand and improve vocational training for young people.
- Mechanism: vocational training institutions and enterprises need to expand the training scale to set up investment projects under the current regulations on management of construction investment. Viet Nam Development Bank, Bank of Social Policy to carry out appraisal and to lend.

5.5 Investment policy for the Youth Union job centers

- Target: 10 job centers belong to the Youth Union.

6. The implementation.

6.1 Activities undertaken by the Youth Union

1. Information, advocacy, raising awareness of young people and society about vocational training and setting up enterprises
 - Objective: To change the perception of youth and society about vocational training and business establishment.
 - Agency to: Central Ho Chi Minh Communist Youth Union.

- The coordinating agencies: Ministry of Labor - War Invalids and Social Affairs, Ministry of Education and Training, Ministry of Information and Communications, Viet Nam Television, the news agencies and other related agencies.
2. To support young start-up businesses and enterprises
 - Objective: to provide knowledge on starting a business for young people.
 - Agency to: Central Ho Chi Minh Communist Youth Union
 - The coordinating agencies: Viet Nam Chamber of Commerce and Industry (VCCI), other relevant agencies.
 3. To develop, manage and operate 10 centers of the Youth Union to become model schools in vocational training.
 - Agency: The Central Ho Chi Minh Communist Youth Union
 - Coordinating agencies shall: Ministry of Labor, Invalids and Social Affairs, Ministry of Planning and Investment, Ministry of Finance, People's Committees of provinces, cities and agencies involved.

6.2 Coordinating agencies in the implementation

- Ministry of Labor - War Invalids and Social Affairs
- Ministry of Finance, Ministry of Planning and Investment are responsible for:
 - Ensure the State budget annually to implement the program in accordance with the Law on State Budget
- The State Bank of Viet Nam:
- Direct Investment and Development Bank Viet Nam Bank for Social Policy of Viet Nam to implement the government's preferential credit scheme.
- The Social Policy Bank of Viet Nam, Bank for Investment and Development of Viet Nam capital management and lending institutions for the project, as stipulated in the loan under the scheme, government policies.
- The ministries, ministerial-level agencies, Government agencies responsible for guiding mechanisms and policies relevant plans and direct implementation of the project content and functional competence .
- People's Committees of provinces and other organizations:
 - People's Committees of provinces shall conduct the functional agencies to implement the program on the basis of instructions issued by the ministries, branches and the Central Communist Youth Union Ho Chi Minh.
 - To guide the political organizations - social, civil society organizations to implement the program within the functions and related tasks.

7. Effectiveness of the program

- To contribute to change perceptions of young people and society on vocational training, employment, vocational training streaming, and creating opportunities for young people to access to vocational training, to establish the business, confirming the role, position and responsibility of youth in the country's development.
- To contribute to improving quality of young labor, increasing labor productivity, improving product quality, increasing competitiveness of enterprises and whole economy, to increasing incomes for workers and economic growth.
- To contribute to reducing unemployment and underemployment among the youth, reduction of social evils and promote the human perception, especially in the younger generation.

- To contribute to building and strengthening the organization and operation of the Youth Union in youth mobilization, to empower the role of youth organizations and the Youth Union within the society.




PHAN VAN HOA - VIETNAM

VOCATIONAL TRAINING FOR YOUNG PEOPLE IN VIETNAM



Contents

- Introduction
- The state of vocational training and job creation in Vietnam
- Labour demand and supply by 2015
- Program on vocational training for young people
- Effectiveness of the program



Introduction

- Youth Law 2005
- Law on Vocational training
- The concern of the Government about education and jobs of young people
- Demand of labour for country's development
- The role of young people in country's development



Situation

- Vocational training:
 - 6.6 mill people trained for 2001-2006;
 - Trained labour: increase from 13.4 % in 2000 to 20 % in 2006
- Job creation:
 - 9.1 mill jobs for 2001-2006, 400 thousand jobs abroad
 - Unemployment: 2001 - 6.28 %; 2006 - 5.1 %



Situation: weaknesses

- Attitude
- Training facilities
- Investment
- Labour structure
- Job creation
- Unemployment



Labour supply by 2015

- Population:
 - 2009: 85.8 mill
 - 2015: 95 mill
- Labour force:
 - 2007: 46.8 mill;
 - 2015: 52.5 mill,
 - 19.4 mill in urban area
 - 33.1 in rural area
 - **Young labour: 22.3 mill**



Labour demand by 2015

- Total demand: 51.4 mill
- By sectors:
 - Agriculture: 21.3 mill;
 - Ind. & cont.: 14.6 mill.
 - Services: 14.6 mill.
- Scale of vocational training:
 - 2010: 1.7 mill.
 - 2015: 2.32 mill



VT program for young people

- Goal:
- To strengthen awareness of youth and whole society
 - To create a breakthrough change in quantity of vocational training and employment for youth
 - To enhance unity, to gather young people, to build up youth union.



VT program for young people

Detailed objectives:

- To meet 70% of the fund demand for vocational training, job creation
- To expand scale and strengthen capacity of vocational training units and to diversify forms of vocational training to meet 100% demand in vocational training for young people by 2015.
- To provide knowledge on starting a business for at least 50% of young people who want to establish businesses.
- To reduce unemployment rate of young people to below 6% in 2010 and about 5% by 2015.



VT program for young people

Measures:

- To carry out information dissemination and propaganda
- To build and promulgate legal documents
- Assignment of specific duties for each agency
- To form a credit fund to provide loans for vocational training and employment for youth.
- To encourage and promote other forms of vocational training,
- To expand forms of link between vocational training institutions with enterprises and organizations
- To strengthen and promote the role of the Youth Union



VT program for young people

Policies:

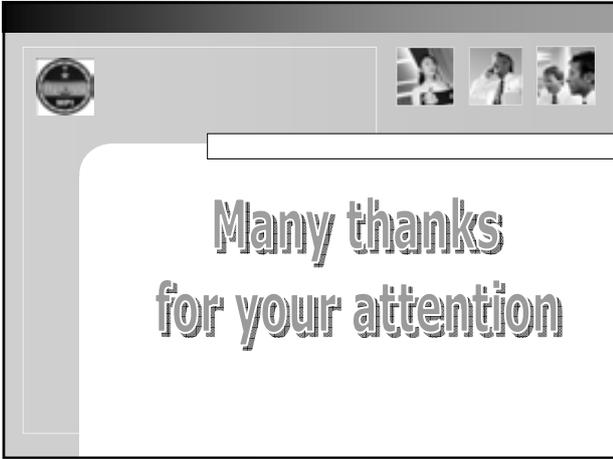
- Incentive credits for young people in vocational training
- Credit incentives for job creation
- Credit incentives for youth to work overseas
- Concession credit for vocational training institutions and enterprises
- Investment policy for the Youth Union job centers



VT program for young people

Conclusion (effectiveness of the program):

- To contribute to change perceptions of young people and society
- To contribute to improving quality of young labor, increasing labor productivity,
- To contribute to reducing unemployment and underemployment among the youth
- To strengthen the Youth Union



Work Readiness and Vulnerable Youth

Ian Robinson, Department Education, Employment and Workplace Rights (Australia)

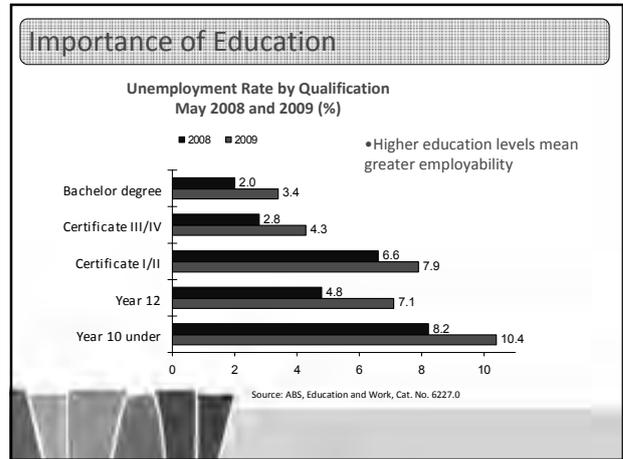
Abstract

This presentation will discuss the issues and policy measures around increasing young people's work readiness and in particular targeting vulnerable youth. A quick overview of youth unemployment in Australia will highlight the importance of education and training in enhancing employability. Vulnerable groups such as early school leavers and disengaged youth require special attention to increase their work readiness. The presentation will also outline some features of the Government's Compact with Young Australians, including the principle of 'earn or learn'. Finally, a brief discussion of several programs that assist youth into employment will be explored.



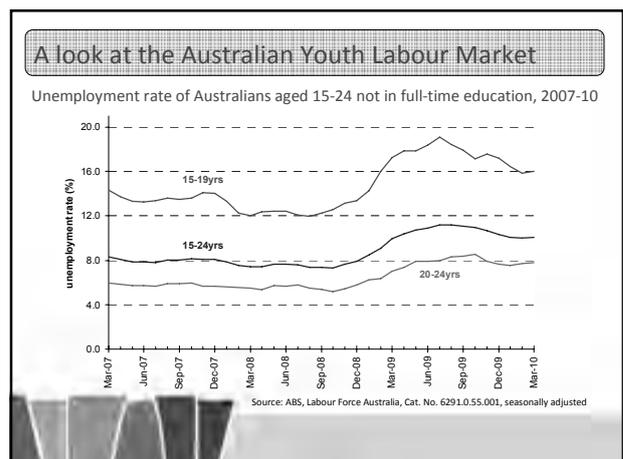
Work Readiness and Vulnerable Youth

Ian Robinson
Jobs Strategies Group
DEEWR



Council of Australian Governments targets

- Year 12 or equivalent attainment rate of 90% for people aged 20-24 by 2015 (previously 2020)
- Halve the proportion of Australians aged 20 to 64 without a qualification at the Certificate III level by 2020
- Double the number of higher qualification completions (diplomas and advanced diplomas) by 2020
- 40% of people aged 25 to 34 years will be qualified to bachelor degree or higher by 2025



Early School Leavers and disengaged youth

- Groups less likely to complete Year 12:
 - Low socio-economic status
 - Indigenous
 - Remote areas
- Disengaged youth (those aged 15-24 who are not in any study or work) are at risk of long term social exclusion
- Vulnerability increases during periods of economic downturn
- Churning can occur if youth are placed in unskilled or low-skilled jobs

Compact with Young Australians

- Promotes participation in education and training
- Supports Council of Australian Governments (COAG) targets
- All Australians must complete Year 10, those under 17 years must be in full-time education, employment or training
- Entitlement to training places for 15-24 year olds

"Earn or Learn"

- New participation requirements for some income support recipients aged 15-20
- Only affects those who do not have Year 12 or equivalent qualification
- Full-time (25 hours per week) education and training is a precondition to receiving Youth Allowance

Improving employability of youth

- Language, Literacy and Numeracy Program
- Youth Connections
- Australian Apprenticeships Access Program

Assisting youth into employment

- Job Services Australia
 - Paid outcome for placing Early School Leavers back into school
- National Green Jobs Corps
- Apprentice Kickstart Bonus

Conclusion

- Education a critical factor in increasing employability
- Early school leavers and vulnerable youth should be engaged in education and training to prevent churning
- Role of employment service providers



Youths in the Labour Market

Dr Alexius Anthony Pereira (Singapore)

Abstract

Between 1999 and 2009, despite an increasing youth population, fewer youths were participating in the labour force. While many youths are postponing entry to the labour force due to full-time education, there were many others who were combining studying and working part-time. Youths also experienced a higher unemployment rate compared to other groups, but this was transitory, as most would eventually find employment. Only a very small group of vulnerable youths were not in education, employment or training (NEET) for a protracted period of time. Therefore, even though the economy has recovered and jobs are increasing, the Singapore government will continue its pre- and continuing-education training (PET/CET) programmes to ensure that youths will be prepared in the ever-changing global economy.

MINISTRY OF MANPOWER

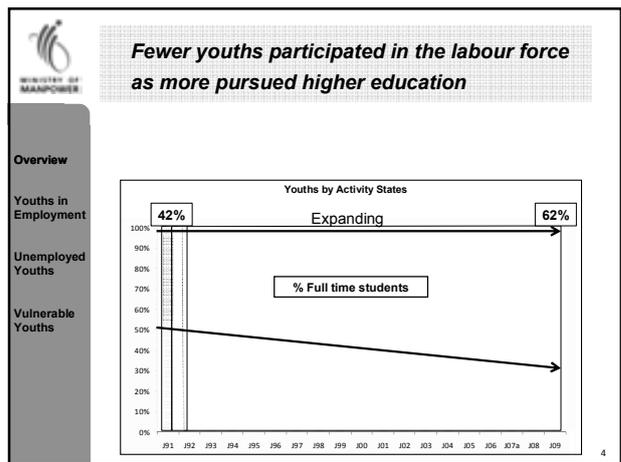
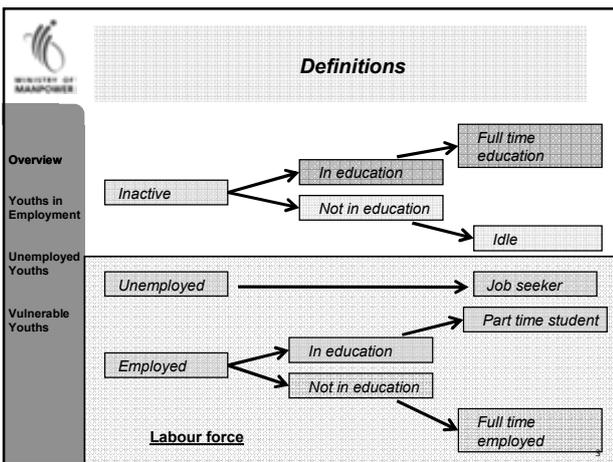
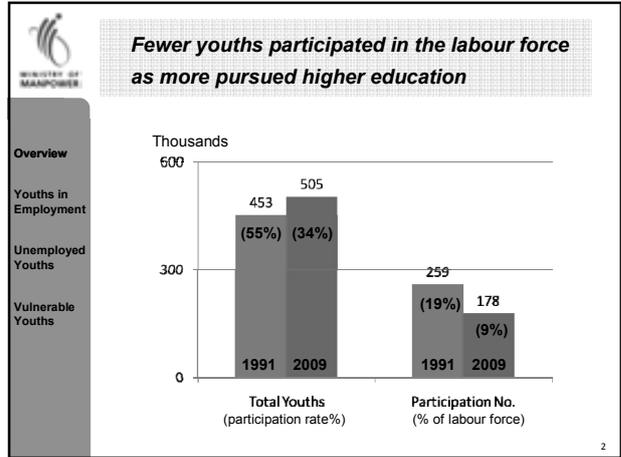
Youths in the Labour Market

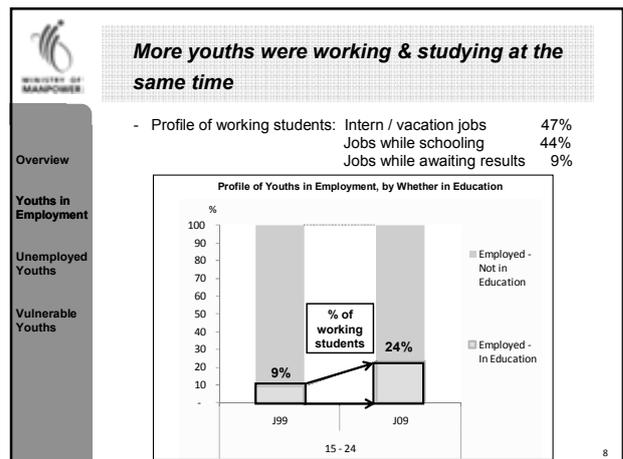
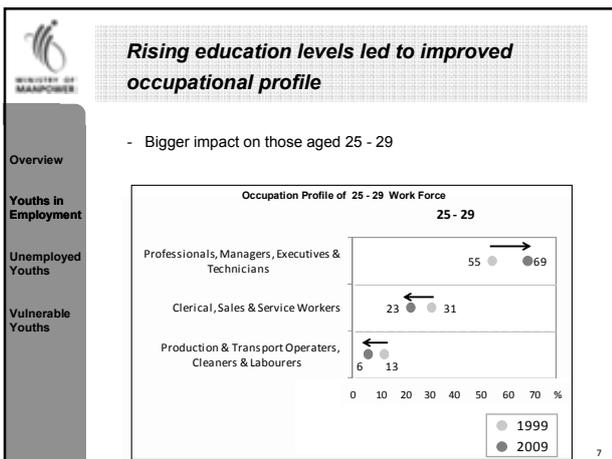
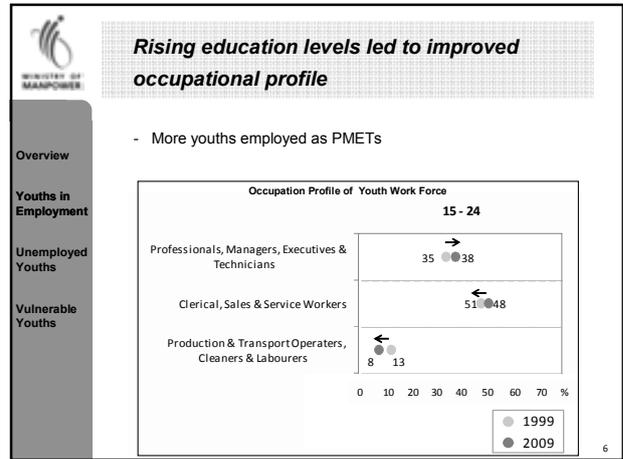
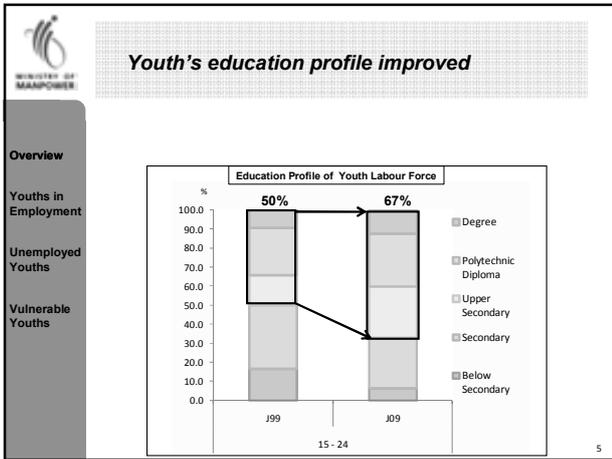
(Singapore)

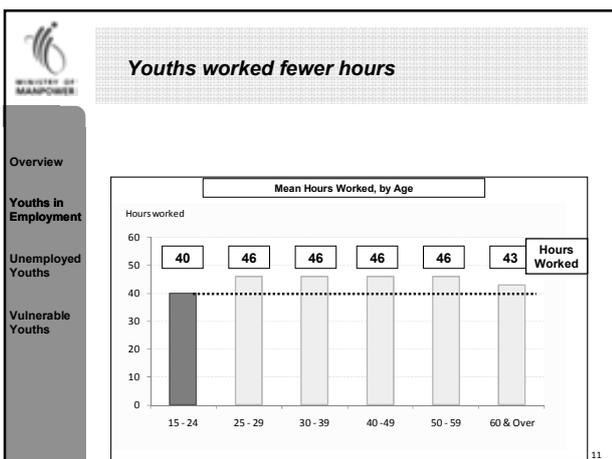
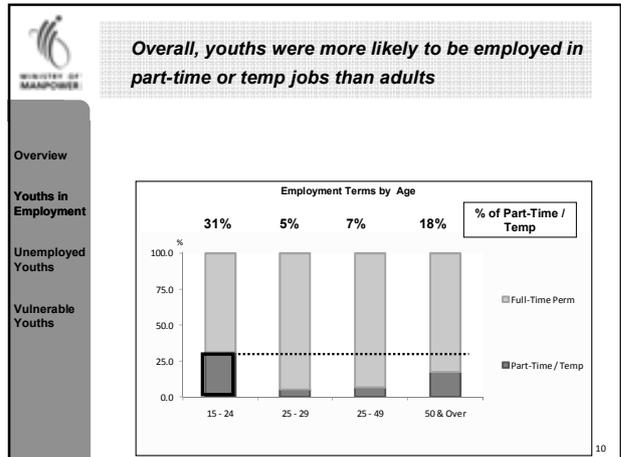
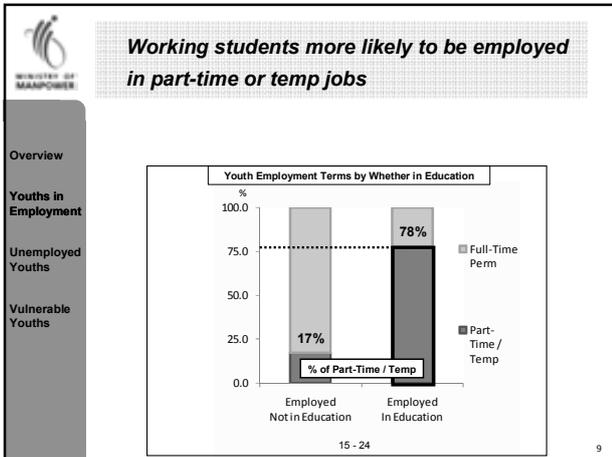
May 2010

Research and Statistics Department
With inputs from Policy and Planning Department

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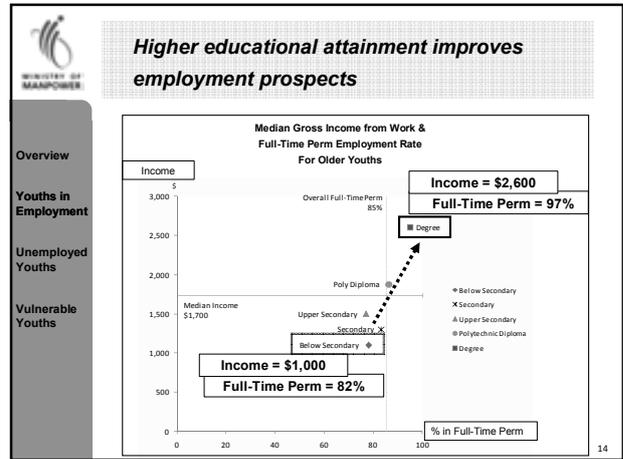
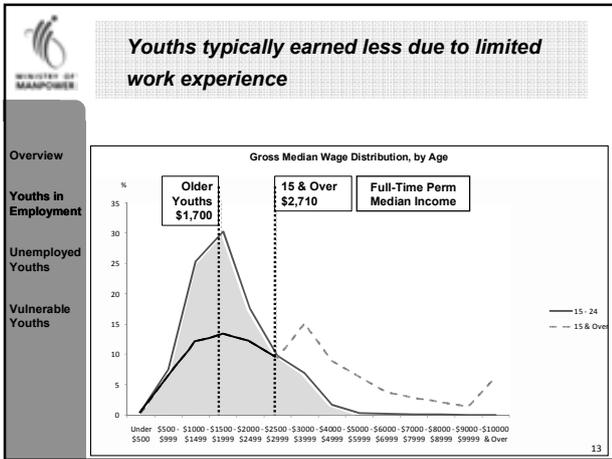




Youths were mainly hired in hotel, F&B and the social service sector

- Similar to the overall workforce, most youths were employed in services

Industry	J09	
	Incidence (%)	Distribution (%)
TOTAL	6	100
MANUFACTURING	3	7
CONSTRUCTION	2	2
SERVICES	7	90
Community, Social & Personal Services	9	30
Wholesale & Retail Trade	6	16
Hotels & Restaurants	10	12
Financial & Insurance Services	6	7
Professional, Scientific & Technical Services	7	7
Other Services	5	19
OTHERS	3	1



Ministry of Manpower

Youths less affected by the recent recession

Overview

Youths in Employment

Unemployed Youths

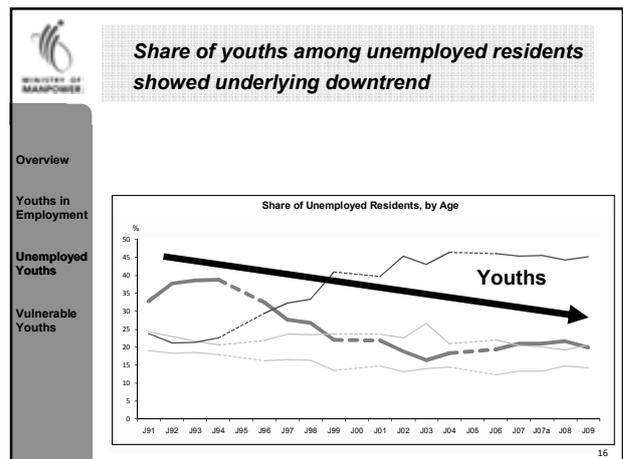
Vulnerable Youths

- Youth unemployed rose at a slower pace than other age groups

Unemployment Rate by Age

Ages	Rate (%)		Change	
	2008	2009	%-points	%
15 & Over	3.2	4.3	1.1	34.4
15 - 24	7.0	8.8	1.8	25.7
25 - 29	3.7	5.0	1.3	35.1
30 - 39	2.6	3.6	1.0	38.5
40 & Over	2.8	3.8	1.0	35.7

15



More youths with sec & upp-sec education were unemployed

- Upp-Sec: a) Also above average rise in ur
b) 2-fold rise in unemployment no. & doubling of share
ur LTU share
NITEC: 10.4% 8.5%
A-Lev: 4.7% 1.0%

Education	Unemployment Rate by Age					
	Rate (%)		Number		Share (%)	
	1999	2009	1999	2009	1999	2009
Total	6.8	8.8	11,800	15,800	100.0	100.0
Below Secondary	11.7	15.0	3,600	1,900	31.4	12.9
Secondary	6.0	11.3	3,500	5,400	29.6	34.9
Upper Secondary	4.6	7.5	1,100	3,800	10.3	24.5
Polytechnic Diploma	4.0	5.2	1,700	2,500	13.3	14.5
Degree	11.9	10.4	1,800	2,200	15.5	13.3

More youths with sec & upp-sec education were unemployed

- Upp-Sec educated youths were more likely to be employed on temp basis of < 1yr contracts

Education	Permanent (%)	Temporary (%)
Below Secondary	74	26
Secondary	73	27
Upper Secondary	59	41
Polytechnic Diploma	82	18
Degree	92	8

Youth unemployment here is less severe than in many 5 D97 YWt bca JYg UbX other countries

International Comparison of Youth Unemployment Rate, June 2009

APEC Economy/Country	Unemployment Rate (%)		Ratio of Youth Unemployment Rate Relative to Total Unemployment Rate
	15 yrs & over	15-24 yrs	
	Singapore	4.1 (5.9)	6.1 (13.0)
Germany	7.7	10.9	1.42
Japan	5.2	8.7	1.67
Denmark	6.1	11.4	1.87
US	9.5	17.8	1.87
Ireland	12.2	26.9	2.20
Hong Kong	5.5	12.6	2.29
UK	7.8	19.3	2.47
France	9.5	23.9	2.52
Chinese Taipei	5.9	14.9	2.53
Finland	8.5	22.1	2.60
Korea	3.9	10.8	2.77
Norway	3.0	9.0	3.00
Sweden	8.8	26.5	3.01
Luxembourg	6.4	22.0	3.44

Youth unemployment here is less severe than in many 5 D97 YWt bca JYg UbX other countries

International Comparison of Incidence of LTU, 2008

APEC Economy/Country	Share of Unemployed Who are Long-Term Unemployed (%)	
	15 yrs & over	15-24 yrs
	Singapore	15.4 (15.8)
Norway	18.4	7.2
Korea	9.7	8.1
Finland	31.5	9.6
Denmark	26.5	10.8
Sweden	25.9	11.2
Hong Kong	20.9	11.8
US	19.7	13.9
# 'u	33.0	24.4
UK	43.0	35.5
Japan	46.9	35.7
France	55.6	41.8
Ireland	48.2	43.3
Germany	68.9	53.4
Luxembourg	63.3	64.2

Ministry of Manpower

Youths not likely to be economically 'idle'

- Not in Employment, Education or Training (NEET)

Standard NEET & NEET Proxy Comparison

	NEET	NEET Proxy
Unemployed while Not in Education / Training In Education / Training	v	v
Inactive while Not in Education / Training In Education / Training	v	v

21

Ministry of Manpower

Low level of 'idle' youths

Youth Labour States by Age & Education, Annual Average 2009

By Education	Total Population	NEET							
		NEET Total	Unemployed	Inactive - Not in Education					Others
				Inactive - Not in Education	Homemaker	Poor Health	Discouraged	Taking a Break	
Total	100.0	5.2	3.1	2.1	0.8	0.4	0.1	0.5	0.4
Below Secondary	24.6	1.3	0.4	0.9	0.3	0.3	-	0.1	0.2
Secondary	35.7	1.6	1.1	0.6	0.3	-	0.1	0.1	0.1
Upper Secondary	21.6	1.1	0.8	0.3	0.1	-	-	0.1	0.1
Polytechnic Diploma	13.1	0.6	0.5	0.1	-	-	-	0.1	-
Degree	5.0	0.7	0.4	0.2	0.1	-	-	0.1	-

22

Ministry of Manpower

Youths here experience a lower NEET (proxy) rate than in 5 D97 'W6bca JYg UbX'cH Yf' countries

International Comparison of Youth NEET Rate, 2007

Economy/Country	15 - 19	20 - 24
Singapore	2.2 (2.4)	7.9 (8.6)
Denmark	3.9	8.2
Switzerland	8.2	10.4
Australia	6.5	10.7
Ireland	5.1	12.1
Sweden	5.5	13.1
Finland	3.6	13.3
New Zealand	9.3	13.7
Canada	7.3	13.8
France	5.8	15.1
Germany	4.2	15.3
United States	6.3	16.3
United Kingdom	10.7	18.1

23

Ministry of Manpower

Recap

- Higher education attainment has led to better employment prospects
- Youths were not severely affected in the 2009 downturn
- Youth unemployment tends to be short-term
- Youth NEET rate was low

24

MINISTRY OF MANPOWER

Policy Perspectives

- Youths fall within broader manpower policies
- “Globally competitive workforce”
 - Pre-employment training
 - Continuing education and training



(www.careercompass.gov.sg)

25/35

MINISTRY OF MANPOWER

Pre-employment training



- Publicly-funded Post-Secondary Education Institutions
 - Autonomous Universities (NUS, NTU, SMU)
 - 5 Polytechnics
 - Institute of Technical Education (ITE)
 - 2 Arts Institutions (NAFA, LASALLE)
- Pre-Employment Training (PET) cluster intake targets are set annually, in consultation with MOE and economic agencies
- Increase university cohort participation rate to 30% by 2015

26/35

MINISTRY OF MANPOWER

Finale

- End
- Thank you
- Q&A

27/35

5.5 Workshop papers and presentations – Day 2

New Zealand Youth Perspective: Panel Discussion

Facilitator: Georgina McLeod (New Zealand Council of Trade Unions)

Panellists:

- James Sleep (New Zealand Council of Trade Unions New Zealand)
- Daniel Friar (Youth Advisory Group, Ministry of Youth Development New Zealand)
- Craig Carey

Summary of the Discussion

- NZCTU (Georgina McLeod) – spoke about the ‘Young Workers’ Resource Centre’ in Hamilton, New Zealand which provides information to young workers. One of the most commonly asked questions asked by young workers is “are you entitled to birthday leave?”
- The recession has meant that young people are worried about losing their jobs.
- One of the panellist mentioned that he, as a young worker, often did not feel confident to raise issues with his employer and was concerned about job security.
- Another panellist also talked about the power imbalance between young worker and the employer, and the vulnerability of young workers. He also mentioned the need for flexible hours for young people.
- The final panellist talked about the culture of workplaces in relation to young people. He mentioned how he had felt less confident and vulnerable. But he noted that when he was given opportunities he welcomed these and he mentioned that young people often want to be given opportunities to ‘step up’ (for example into supervisory roles), and that young workers should be encouraged to reach their potential. He mentioned that young people often work under casual contracts.

Outline from the Facilitator (Georgina McLeod)

The CTU represents 40 affiliated unions with a membership of over 350,000 workers. The CTU has four representative structures; ‘Stand Up’ is the CTU’s youth representative wing. Stand Up is a network of young workers across New Zealand. The purpose of Stand-Up is to:

- increase awareness of unions and worker’s rights amongst young New Zealanders
- advocate and campaign on issues important to young people.

The main aims of Stand Up are:

- To promote unionism to young people
- Educate young workers on their rights as workers
- Engage young workers in campaigns and issues
- Build alliances with community and student organisations with a focus on young people
- Focus on industrial and other issues important to young people.

The primary concern young people have in work appears to be the awareness of rights in the workplace.

Approximately half of the young workers said they do not have a written employment contract. Young people are less likely to have a written contract when in a small workplace and more likely to with a large workplace.

Up to 10 percent of young people are paid less than the minimum wage, which at the time of the study included a youth rate. Health and safety of young workers is also a big concern! A New Zealand Department of Labour report suggests that one in six young workers have been injured at work in the previous year and one in five have been hurt at some stage at work. While this doesn't compare directly, the figure for work injuries of all workers is more in the ball park of one in nine or ten.

Fortunately, around half of these injuries were minor cuts, burns or sprains and strains. One fifth of the injuries were serious enough to need a trip to a medical specialist though.

One third of young workers had not been given information about workplace hazards, and one quarter of the young employees felt training, supervision, emergency procedures and reporting of incident instructions, were not applicable to them. Most young people report that they would do tasks even if they considered unsafe, and most blamed either themselves or a freak accident for their injury.

One of the biggest issues of importance to young people at the moment is undoubtedly the disproportionately high unemployment rate for young people. More than 66,000 young people under the age of 24 are out of work in New Zealand. The overall unemployment rate is six percent, that of 16 – 19 year olds who are seeking work is up to 25 percent (in 1993 it was 23 percent) Pacific and Maori boys its up to 39 percent.

The enduring recession has meant an increasing pressure being put on low income families. There has been for some young people a shift from working for "pocket money" to almost having to work to help support themselves or the family.

When it comes to the impact of working on education, Stand Up thinks that where there is an expectation that a young person has to work it puts that young person in a difficult dilemma at times. There can be added pressure on participation in school or other education. Interesting questions for further research include who works, and importantly, why they work.

New Zealand Educator's perspective on young people in work

New Zealand Educator's perspective on young people in work

Kate Gainsford (New Zealand)



Young people in work policymakers' workshop

NZPPTA President Kate Gainsford

May 2010



The goal of NCEA was to reconstruct the senior secondary school so that:

- Students were assessed on what they could do not on what their cohort could do (standards based assessment); and
- Academic and vocational pathways were equally valid.

**Almost twenty years on we are still
working towards these goals**

May 2010



Transition to Work Programmes

Schools have used the flexibility provided to develop various programmes:

- STAR
- Gateway
- Academies

May 2010



What they offer:

- Supported experience of workplace/tertiary institution.
- Very high level of pastoral care.
- Confidence, social skills, self-esteem, motivation.
- Development of specific job skills.
- Qualifications.
- School/business/community links.

May 2010



Government programmes:

- Trade academies.
- Service academies.
- Boot camps.
- Youth guarantee.



May 2010



Students in part-time work

- **Concur with the literature:**
 - Not more than twenty hours
 - Flexibility around assignment deadlines
 - Employers should not require students to compromise their education in any way
 - Employment must be **appropriate** i.e. not working with alcohol or hazardous materials or late at night or in unsafe environments including emotionally unsafe. For example students hate being humiliated in front of customers and other employees.
- **All employment rights must be recognised. We commend the work of the Unite Union for focussing on this area.**
- **Franchise Industries seem particularly unpleasant places for young people to work – perhaps because of inexperience of owners and pressure to make a return?**



May 2010



It is of great benefit for students to undertake part-time work in satisfactory circumstances:

- Experience the world of work (including those who may follow an academic path).
- May lead to permanent employment.
- Supports independence/managing their own money.
- Develops social networks, confidence and work readiness.

May 2010



Less Satisfactory:

- Students working to support the family or pay for school expenses.
- Work demands that compromise learning.
- Physically and emotionally unsafe environments.
- Job shortages.



May 2010



New Zealand Employers' Perspective: Panel Discussion

Panellists:

- Bruce Robertson, Chief Executive of Hospitality Association of New Zealand
- Paul Mackay, Manager of Employment Relations Policy, Business New Zealand
- Carrie Murdoch, Manager of Education, Skills and Trade, Business New Zealand.

Summary of employers' concerns

- Skills gap
- Literacy and numeracy issues are prevalent
- Risk aversion on the side of government – need to make it easy for employers to employ young people.
- There is a growing need to make vocational programmes more valued
- Linking schools to the reality – should get schools more connected to local business (the businesses that will most likely employ those students in the future). Noted that there is often a disconnect between teachers and industry (teachers come from school to university, then back to school – they don't often have a wide experience in the labour market).
- Business requires that young workers have a seamless entry into the workplace. However, (as noted in the hospitality sector) young workers often lack discipline and structure, employers often employ based on peoples attitudes and general outlook – as a good worker can be taught the necessary skills they need for the job.

Outline of Discussion

Overview of Business New Zealand

- New Zealand's largest business advocacy organisation
- Represent business over a wide range of issues – tax, Accident Compensation Corporation (ACC), employment law, research, science & technology
- 4 regional members, 76 industry associations, 52 major companies
- Represents the interests of over 80,000 firms, employing 80% of private sector workforce

Context – Key Challenges

- GDP per capita
- Productivity
- Changing face of the New Zealand workforce

Context – key Challenges (2)

- Coping with job loss in a weak labour market
- 15-24 year olds make up a considerable proportion of the labour market
- Disadvantaged youth under even greater stress

Youth employment

- Reducing youth unemployment & underemployment
- Maori and Pasifika youth (vulnerable youth)
- Not in Employment Education or Training (NEET)
- Key priorities for business!

Why youth employment matters to us

- Young workers are future employers, employees, entrepreneurs, taxpayers, parents....

- Schools play a critical role in preparing young people for life
- There's a lot to be proud of in our education system BUT...
- We could do better

Some of the issues

- Literacy and numeracy – recent international surveys show some gaps
- In New Zealand specifically retention rates are low by OECD standards and dropped over 1990s, despite increase in leaving age
- Marked differences by ethnicity
- Ongoing issues with work-readiness of school leavers
- Expectation mismatch

Characteristics employers seek from employees?

- Well trained in ways that allow him or her to enter the workforce prepared to work
- Educated sufficiently well in language, literacy and numeracy, critical analytical capacity to be able to:
- Work and communicate with others
 - Conceive and ask the unstructured question
 - Determine a response
 - Communicate either the problem or the solution to a supervisor or co-workers as necessary
 - Learn new skills frequently and quickly
- From a New Zealand perspective we are big fans of the flexibility of National Certificate of Educational Achievement (NCEA) and the new curriculum

What kind of education will be most effective in creating the new employee?

- Greater relevance, quality options, targeted support and encouraging youth to set goals & take responsibility on all matters
- Closer relationships between schools & wider community (including business)
- Clear division of labour in the education system with common touch points
- Raising aspirations and expectations
- Multiple pathways & seamless transitions
- Quality and relevant careers information, advice and guidance
- Mentoring and pastoral care support
- Blurring the lines - creating stickiness

What Business NZ is doing?

- Points of influence
 - Governance
 - Qualifications development
 - Industry training
- Partnering with education providers & schools

What does Government need to do?

- Flexible labour market
- Important not to destroy job opportunities for young people
- Need to work with industry & employers to design training pathways that suit them & young people

- Focus the education & training system on knowledge & competencies that create value for enterprise

What are your views?

- Business NZ is committed to youth skills policies that are ambitious, but which will also work on the ground
- We are interested in hearing from policy makers, educators & stakeholders what their priorities are
- What works best in your Economy?

Vulnerable Young People/Target Groups

Future trend: Young Workers in the perspective of Thailand

Kanokkarn Suksuntichai (Thailand)

Abstract

Since Thailand adopted the 11th National Economic Development Master Plan year 2012-2016, the government authority shall undertake and apply into the Ministry Policy and Plan. The same as Ministry of Labour, the competency agency will prioritize and implement the master policy into the local level. The strategy challenge of labour issue is also in terms of maintaining an expansion and reducing economical fluctuation.

In this paper, my study demonstrates the young workers in the current situation in Thailand as well as the constraints of this vulnerable group. Within the next decade, Thailand is one of the economies to be faced with the aging society phenomena also. This leads to the impact of working conditions for young workers and also lifestyle.

The fact findings are concluded that the skilled labour shortage in various sectors being concerned to the policy maker in general. For instance, the projections of demographical population are shown that the extensive of job openings but only a small number of job seekers come. In addition, the labour productivity for the people who will be working in the next 20-25 years is already working. The other factors such as foreign workers are the component of population change. This is the dynamic dimension which is two- side coin.

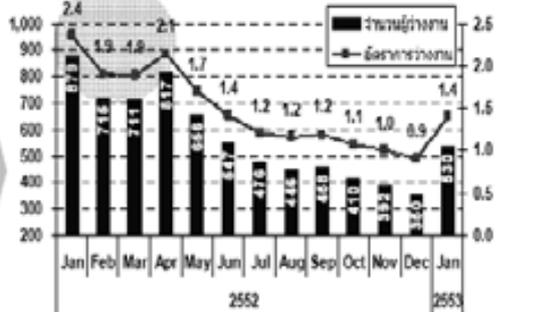
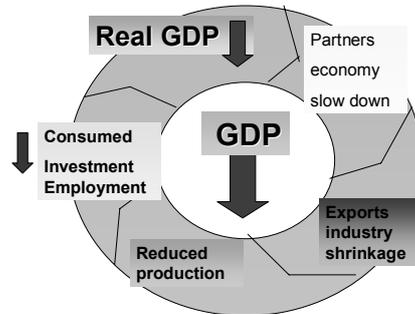
Therefore, the challenges of young workers are currently anticipated shortages in various sectors, especially the services sector in specific technical and vocational training.

Future trend: Young Workers in the perspective of Thailand

APEC Young People Workshop
20-21 May 2010
Wellington, New Zealand

Presented by: Ms. Kanokkarn SUKSUNTICHAJ
Office of the Permanent Secretary
Ministry of Labour, Thailand

Crisis



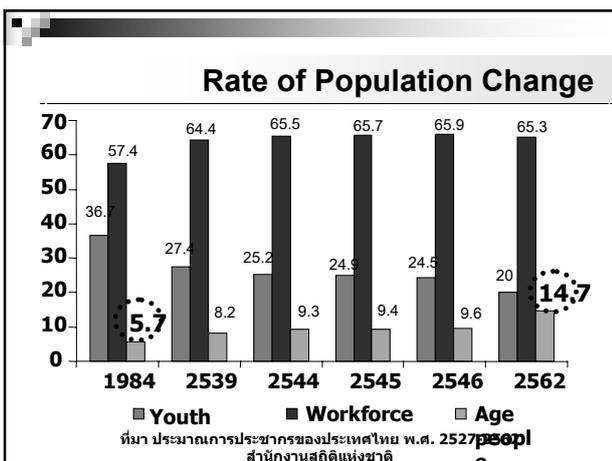
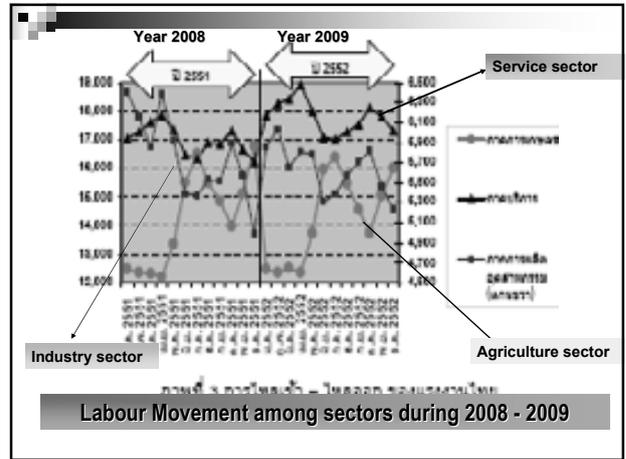
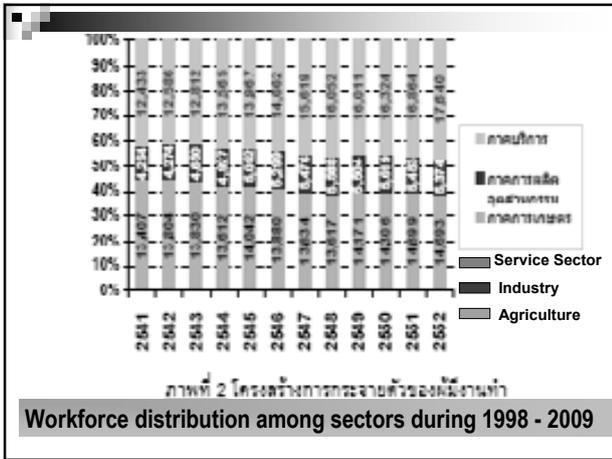
■ Unemployment — Rate of unemployment
Year 2009 – Jan 2010

Causes

Labour Shortage

Fact findings:

1. Fluidity Labour Movement from one sector to another
2. Demographic profile changed (decreased)
3. Imbalanced labour supply
4. Higher education enrollment rate



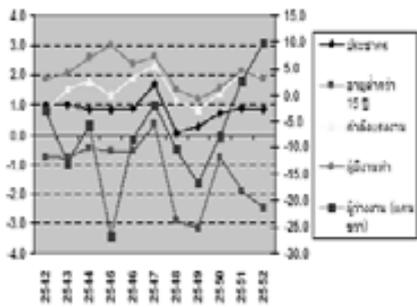
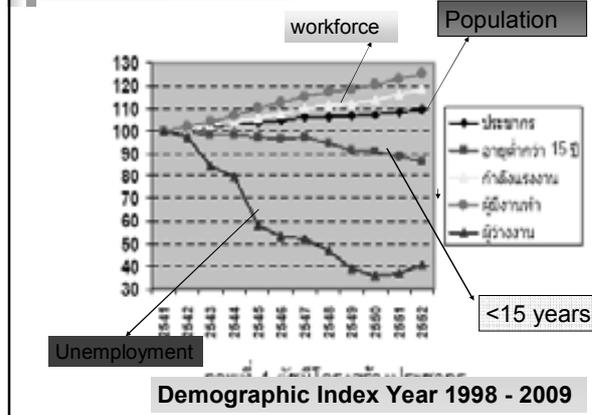
Ratio of workforce / age people

Year	Workforce (person)	Age people (person)
2000	100	13
2005	100	16
2020	100	23
2025	100	31
2052	100	50

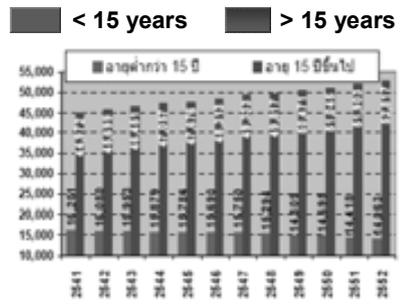
Rate of age people(>60 yrs) /Total Population

Year	Percentage (%)
19	4.8
60	5.2
80	9.3
00	10.
05	14.
15	19.
20	28.

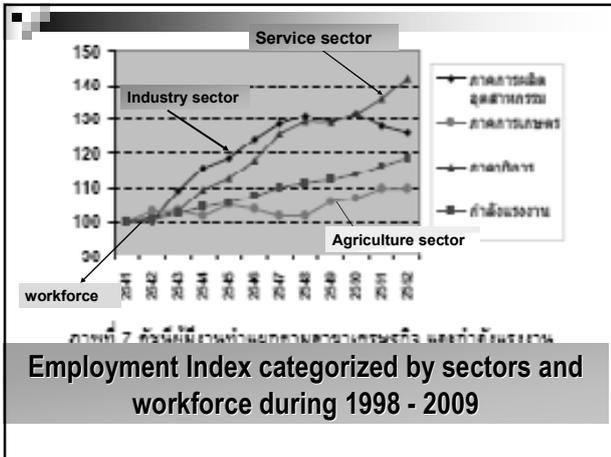
หากมีประชากรอายุต่ำกว่า 60 ปี เกิน 8 และ 10 ของประชากรทั้งหมดต้องเป็นปร...
 โดย ผศ.ร.ฉ.หญิง ดร.ศิริพันธ์ุ สวัสดิ์ดี คณะพยาบาลศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย โดย
 การสนับสนุนของมูลนิธิสาธารณสุขแห่งชาติ (มสช.)



ภาพที่ 5 อัตราการขยายตัวของประชากร
Population expansion rate



ภาพที่ 6 จำนวนประชากรที่มีอายุต่ำกว่า 15 ปี ลดลงต่อเนื่อง
Population < 15 Yrs. Continued dropped



- ### Challenges
- Sectors focus on services
- Highly increased: health business, hotels, real estate
- Moderate: whole sale and retail, construction
- Fair: logistics, education, banking

Conclusion

It's about 10.6 million youth (year 2007) compared with labour workforce 14 million

The need of human development is an urgency to address and integrated sustainable development beyond the national government policy.

Young people as a target group of additional measures aimed at labour market stabilization

Ms. Zodbinova Aysa, Federal Service on Labour and Employment (Russian Federation)

Abstract

The economic crisis has affected almost all sectors of the Russian Federation and triggered the growth of both general and registered unemployment. Due to additional measures taken timely by the Russian Government in order to ease labour market strains there was no rapid increase in youth unemployment. Job cuts, lack of work experience and skills don't let young people be competitive in the labour market. Young people usually compensate this by having a high potential for professional training and quick adaptation to changing job requirements.

**YOUTH AS A TARGET GROUP
OF ADDITIONAL MEASURES
AIMED AT LABOUR MARKET
STABILIZATION**



Labour and Employment in Russia

2

74,6
mln.

Economically
active
population

68,2
mln.

Number of
employed
persons

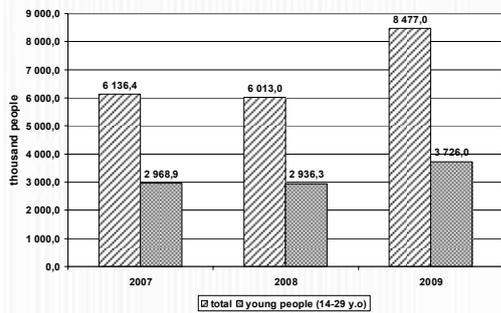
6,4
mln.

Number of
unemployed
persons

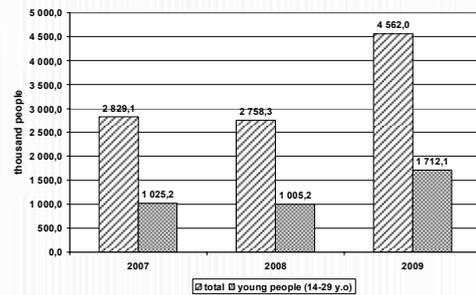
8,6%

Unemployment
rate

**Number of people applied to PES
for a job search**



**Number of people registered
as unemployed**



Russian Government's Anti-Crisis Programme in Labour and Employment

5

- Maximum amount of unemployment benefit was doubled
- The unemployment benefit for those resigned by choice increased 3,5 times as much
- Financing of state guarantees in the field of employment promotion increased 2,2 times as much
- Employment centers' staff increased by 20%
- Information portal "Job in Russia" was launched. It contains data from 82 regions and 2138 employment centers

Regional Employment Programs

key tools to ease labor market strains

6

- Public works, temporary jobs, internships
- Pre-dismissal professional training
- Targeted support for employed when moving for a work to a different region
- Self-employment promotion for unemployed

The results of additional measures aimed at labour market stabilization in 2009

No	Type of measure	Participants among youth, thousand ppl	Gained employment, thousand ppl	% of youth of total participants number
1	Pre-dismissal professional training of employees facing the risk of dismissal	114,5	111	58,5
2	Public works	643	623,7	74,4
3	Temporary jobs	503	488,8	23
4	Internships for graduates	60,4	36,5	100
5	Self-employment promotion	47,9	46,4	37,5

THANK YOU FOR ATTENTION !



China's Initiative on Building Youth Employability

Li Jing (China), CIE, MoHRSS, P.R. China

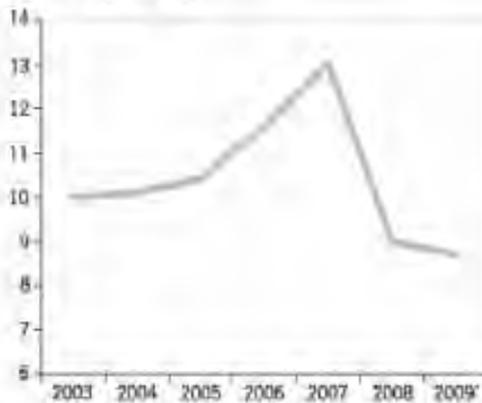
Abstract

China has presented to the world a unique picture of labour force supply and demand whilst it has also exhibited a common phenomenon of high youth unemployment. This presentation will start with an overall introduction of China's current labour market situation against the backdrop of world economic downturn, focusing on those hardest-hit groups of young graduates and rural migrant workers. It will then be followed by China's measures and actions to rein in the downward jobless trajectory of young people and efforts for building their employability as well as motivating aspiration for a promising career and integration into social life. Moreover, the presentation intends to share some suggestions in relation to youth employability with participating colleagues.

1. Overview of China's Employment Situation

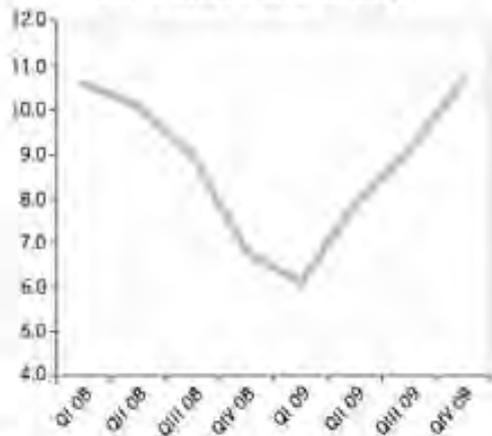
As of the end of 2007, China has a total population of 1.32 billion, 55.06% are living in rural areas while 44.94% in urban cities and towns. 770 million people are in employment status, among which, 40% are in the primary sector, 26.8% in the secondary, and 32.4% in the tertiary. In 2009, the urban registered unemployment rate was 4.6%, rising from 4.2% before the crisis. It is fair to say that Chinese government is managing the largest labour force of three quarters of a billion, which is anything but an easy task. Global financial crisis has only rendered the job even more challenging and formidable.

Figure 1. Real GDP growth rate, 2003-2009 (percentage)



Source: Statistics from the official website of the State Statistics Bureau and the World Bank.
* 2009: International Monetary Fund (IMF) official estimates.

Figure 2. Real GDP growth rate, by quarter (year-over-year change), 2008 and 2009 (percentage)



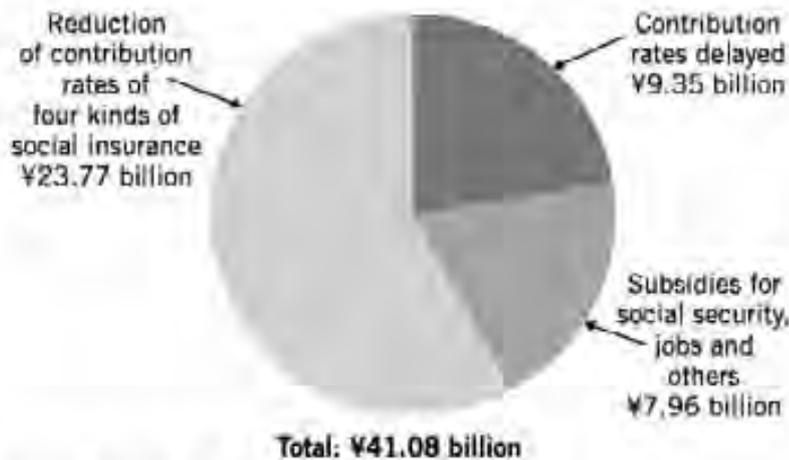
Source: Ministry of Human Resources and Social Security (MoHRSS).

2. China's Response to the Employment Distress

Chinese government has taken active measures to protecting jobs in an comprehensive manner. Job creation has been set as the key target of the stimulus package for boosting domestic demand and economic growth.

First, Chinese government rolled out a 4 trillion RMB two-year investment fund for key projects in low-income housing, infrastructure development such as railways, highways and airports, the development of medical and health services, promotion of culture and education, more eco-balanced construction, facilitating independent innovation and post-earthquake reconstruction.

**Figure 6. Implications of policies and measures to assist enterprises and protect jobs (Jan.–Oct. 2009)
– Reducing burdens for enterprises and increasing subsidies.**



Source: Regular MOHRSS statistics.

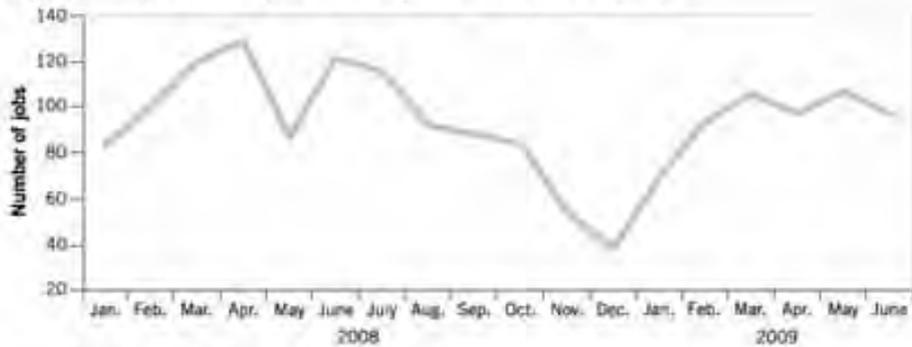
Second, a number of measures have been taken to help the enterprises with difficulties, including allowing eligible enterprises to defer the social insurance contributions to pension, medical, unemployment, work injury and maternity insurance schemes. Enterprises with economic difficulties have been encouraged to consult with employees on increasing flexible employment, on-the-job training, work shifts, and leave, and to reduce wages and even make temporary layoffs in order to minimize permanent unemployment. An unemployment insurance fund has been used to pay subsidies for social insurance and job positions, with special allocations for on-the-job training.

Third, enhancing vocational training to expand employment. To upgrade the skill of workers and address the mismatch between skills and needs, the government launched a special training vocational training programme, providing subsidies to conduct large-scale skills training and business start-up training targeted at workers of enterprise with difficulties, rural migrant workers returned to hometown, the employed and the new entrants to labour market.

Fourth, promoting tripartite cooperation to jointly tackle the crisis through dialogue and consultations.

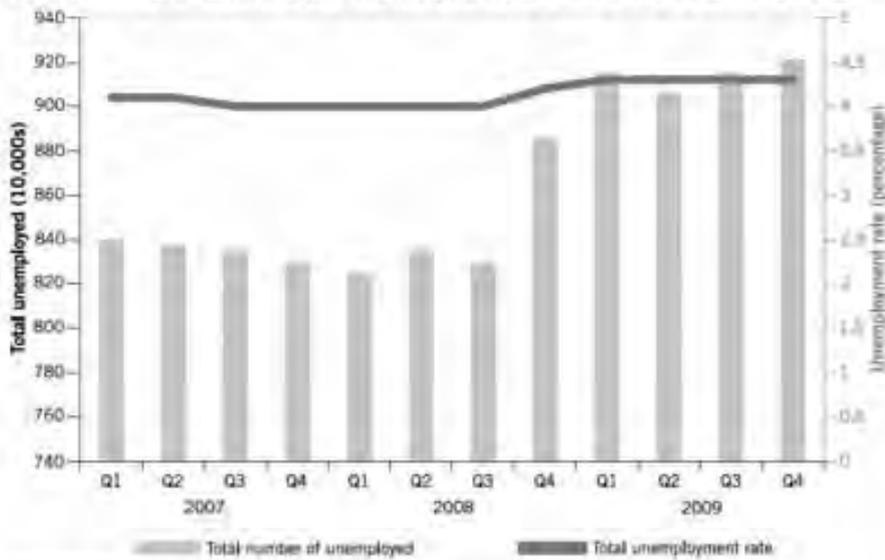
As a result of these policies, by the end of 2009, employment emerged from the downturn, with 11.02million new job created, almost back to the pre-crisis status. Youth employment gain colour with university graduates placement reached 87.4%. The total employment of rural migrant workers increased by 4.92 million over the year 2008. The overall employment situation has become stable.

Figure 3. New jobs created by month, January 2008 – June 2009 (10,000s)



Source: Ministry of Human Resources and Social Security (MOHRSS).

Figure 4. Total registered unemployed and unemployment rate in urban areas, by quarter, 2007-2009



Source: Ministry of Human Resources and Social Security (MOHRSS).

3. Profile of Youth Unemployment in China

The financial crisis has aggravated the youth employment situation in terms of quantitative and structural challenges which has already existed before the crisis.

54% unemployed people are under 35. Unemployment rate for 16-19 year olds is 21.8% and 13.1% for 20-24 year-olds, comparing the average estimated urban unemployment rate of 8.2%.

70% of unemployed young people are because of failure in landing a job after finishing school and young graduates are composed of more than half of new entrants into labour market. This is the key factor that has led the government to put graduates' employment as the highest priority on the employment agenda.

According to Mycos' survey in 2009, the most hard-to-be-employed college and university majors are: law, computer science and technology, English, International economy and trade, business management, Chinese teaching, IT, accounting, Chinese medicine, music

performance, sport training, etc. Contrastingly, the most welcome graduates are from the subjects like, geological engineering, ports and navigation channel, ship-building, marine engineering, petroleum engineering, mining, oil&gas storing and shipping, mineral processing, process instruments and control engineering, hydrology and hydrological engineering, etc.

Table 1. Red card and green card majors (2009)

Red cards	Green cards
law	geological engineering
computer science and technology	ports and navigation channel,
English	ship-building
International economy and trade	marine engineering
business management, Chinese teaching	petroleum engineering
IT	mining
accounting	oil&gas storing and shipping
Chinese medicine	mineral processing
music performance	process instruments and control engineering
sport training	hydrology and hydrological engineering

Moreover, there are a large number of young rural migrants moving into labour market. They are less organized, educated and represented. This group of people have driven the pattern of youth unemployment more complex.

4. Main Causes of Youth Unemployment – Graduates

A. Quantitative over-supply

In 2009, there are 6.31m new graduates from colleges and universities, whereas in 2001, there was only 1.17m. Knowledge-based jobs are generally undersupplied which results in insufficient valid market demand.

Table 2. Number of College and University Graduates, by year (by million)

Year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
No.	1.06	1.01	1.06	1.17	1.45	2.12	2.52	3.38	4.13	4.95	5.59	6.11

B. Structural mismatch

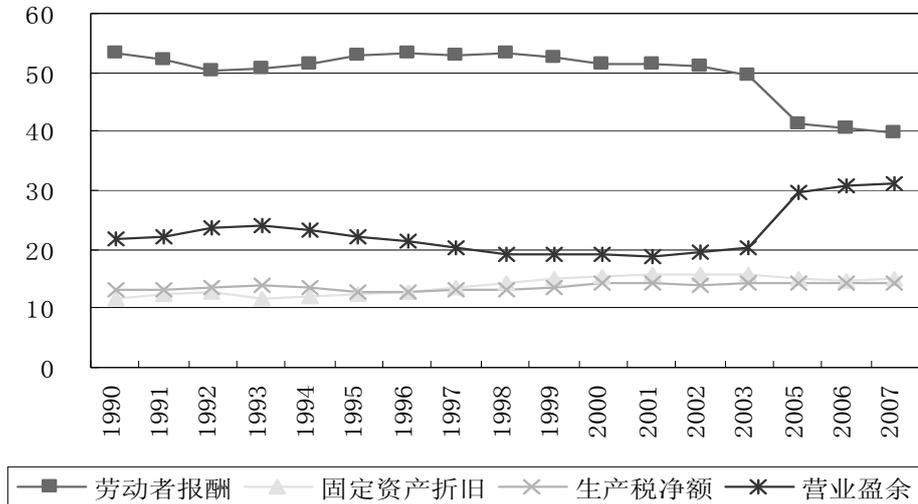
China is still in the process of industrialization which has been demanding a great lot of technical, engineering, professional and highly-skilled workers. Skilled technician and senior skilled technician are needed at a opening-to-application ratio of 2.31, which is in stark contrast with 35.1% unemployment rate of senior high school leavers and 16.7% for college graduates. Most graduates are not equipped with competent skills and technical capability due to failure of education regime to meet market demand to some extent. Furthermore, there is also geographic structural unemployment which means young people studying in big cities are not willing to work back in small towns and cities, not to mention rural areas. There is an insufficient valid supply.

C. Changing economic structure and growth strategy

China has been long reliant on export demand and a bulk of capital investment has been injected into infrastructure, mining, chemical, steel, etc. On the top of that, there are still a number of monopolized industries whose easily earned profit will dissuade them to hire and retain highly competent personnel to boost their competitiveness. Figure shows that over 70% will choose in the first instance, if they are open to options, foreign company, government

agencies or state-owned enterprises. In the same token, 98% rural students feel more comfortable in cities than back to countryside. Moreover, Less than 7% are thinking of taking chance in starting a business of their own and only less than 1% bring it to fruition.

Figure 5. Percentage of Labour Remuneration in GDP(1990-2007)



D. Weak employability

There is a consistent lacking of employability culture throughout the whole society, either teachers or students are not giving attention to accumulation of employability. Government, education authority and teaching institutions are responsible for the cultural weakness and low awareness. The result is that human capital of graduates falls short of the real expectation of market whilst graduates’ expectation is ironically higher than the reality.

E. Inadequate social supporting system

Some regimes and institutions are already in place. Nevertheless they are not practically working to good effects due to stakeholders’ lagging adjustment to changes.

5. Measures to Build Youth Employability

For college and university graduates.

China has promulgated nearly 20 official policy directives, since the advent of the crisis, to guide the work of addressing graduates’ unemployment throughout the whole country. With regard to employability, the measures are as follows:

A national Work Programme of “Employment Services and Assistance”. It includes enhanced career instruction and vocational guidance for graduates, giving them knowledge of employment situation, policy issues, interviewing skills and career planning.

A national Programme of Graduates Internship for vocational skills. Building a coalition of government agencies, trade guilds, enterprises, schools for the purpose of practical training and internship bases. Twin-certificate regime is introduced whereas the component of field practical training is given more importance.

For those graduates who want to be trained for a specific vocational skill, a multi-year Special Vocational Training Programme is established to meet their demand.

For those graduates who elect to start their own businesses, there is a “Business Starting Guidance Programme” which is composed of training courses and expert advice. Portfolio of supporting policies are in place, like tax credits, small loans, incubation gardens, integrating policy support, business-starting training and services with a view of increasing the success rate of business viability and sustainability.

For rural young migrants

Each year, there will be more than 4m young migrants swarming into urban higher productivity posts. China has launched the labour preparation system in 1999 under which secondary school leavers are encouraged to participate in vocational training programmes for 1-3years in order to meet threshold employment requirements, whether in skilled workers school, employment training centres or private training institutions. The training will be subsidized by the public finance.

Also, It is encouraged that the sending area and receiving area work together to provide job-oriented training courses for young migrant workers. By doing so, young migrants are getting more or less organized and cognizant of their destination, skill requirements and future working conditions.

The Ministry of Human Resources and Social Security is currently work with ILO to implement a 3-year programme for the purpose of protecting and promoting the rights of young migrant workers. One of the outcomes will be to improve migrants’ access to non-formal education and vocational training and to strengthen life skills training.

6. Some Suggestions

Macro level

National strategy and long-term prediction and planning, which put the employment in the centre of social and economic policy. Labour market monitoring, effective information dissemination, collecting, analysis and bonding between government, enterprises, schools and social partners should be strengthened. A legislation laying down rights and obligations would underpin the determination and consensus of relevant stakeholders.

Meso level

Active employment policies and mechanisms should be worked out for improving employability of young people. Pursuant to the mission and objective of the long-term planning, by using strategic approaches and being supported by public financial resources, there should be a detailed and comprehensive work programme which will be implemented in a holistic manner. Co-operation of key players is also important. Besides, the programme should draw upon on the experience and lessons from other countries and international organizations.

Micro level

Culture nurturing and awareness raising campaigns could be launched in connection with market-oriented employment perception, the importance of employability education, training and practice, career guidance and mentoring in and out of school, etc.

Education and training serve as the cornerstone for employability building and increased human capital. It is of critical significance to provide young people with the job-searching and job-securing skills – teamwork spirit, psychological readiness for competition, frustration and failure, and knowledge about and adjustability to the society. Internship system is also a well-recognized good practice and should be expanded.

To create and build a favourable start-your-business culture and environment for young people who are lacking in finance, experience and direction. Capacity building, preferential monetary assistance and supporting policy measures are therefore very welcome.

APEC Young People in Work

China's Perspective and Initiative on Youth Employability

CIE, MoHRSS, P.R.China Li Jing

In Newzealand May 20th-21st 2010

APEC Overview of China's Employment Situation

- Total population: 1.32 billion(2007);
- 55% rural, 45% urban; dichotomized structure;
- Employed population: 770 million;
- Primary : secondary : tertiary = 40:27:33;
- 4.2% (URUR) before crisis;
- 4.6% (URUR) now.

APEC Impact of the Crisis

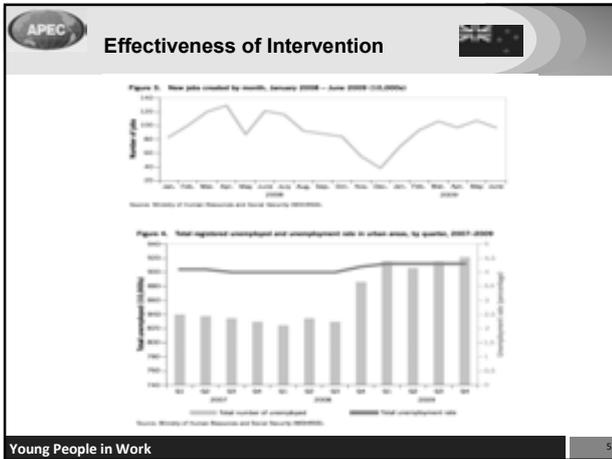
Figure 1. Real GDP growth rate, 2003-2009 (percentage)

Year	Growth Rate (%)
2003	10.0
2004	11.0
2005	12.0
2006	13.0
2007	9.0
2008	6.0
2009	7.0

Figure 2. Real GDP growth rate, by quarter (year-over-year change), 2008 and 2009 (percentage)

Quarter	Growth Rate (%)
Q1 2008	10.0
Q2 2008	9.0
Q3 2008	7.0
Q4 2008	6.0
Q1 2009	7.0
Q2 2009	8.0
Q3 2009	9.0
Q4 2009	10.0

APEC Tackling Employment Distress



- Profile of Youth Employment**
- 54% of the unemployed are under 35;
 - 21.8% for 16-19;
 - 13.1% for 20-24;
 - 8.2% for all age groups (estimated);
 - 70% of young unemployed—no job after finishing school;
 - Over 50% of new entrants are graduates, plus 30% rural young migrants.
- Young People in Work 6

Profile of Youth Employment (red and green card bulletin)

Table 1. Red card and green card disciplines (2009)

Red cards	Green cards
law	geological engineering
computer science and technology	ports and navigation channel,
English	ship-building
International economy and trade	marine engineering
business management, Chinese teaching	petroleum engineering
IT	mining
accounting	oil&gas storing and shipping
Chinese medicine	mineral processing
music performance	process instruments and control engineering
sport training	hydrology and hydrological engineering

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Main Causes of Youth Unemployment (graduates)

- Quantitative over-supply;
- Skill structure mismatch;
- Economic structure and growth strategy;
- Lacking in employability;
- Inadequate social support system.

Table 2. Number of College and University Graduates, by year (million)

Year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
No.	1.06	1.01	1.06	1.17	1.45	2.12	2.52	3.38	4.13	4.95	5.59	6.11

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APEC Policy Measures on Raising Youth Employability (graduates)

- Work Programme of “Employment Service and Assistance”
- Graduate Internship Programme—Dual Certificates;
- Special Vocational Training Programme;
- Business Starting Guidance Programme.

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APEC Policy Measures on Raising Youth Employability (rural migrant youth)

- Labour preparation system launched in 1999; call for vocational training for 1-3 years;
- Collaboration between sending and receiving areas.

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APEC Future Plan

- **Macro-level**
 - ➔ National strategy and long-term planning; centred on employment;
- **Meso-level**
 - ➔ Active employment policy;
 - ➔ Fiscal investment;
 - ➔ Labour market analysis;
 - ➔ Cooperation of key stakeholders;
- **Micro-level**
 - ➔ Market-oriented perception building and awareness raising;
 - ➔ Education and training;
 - ➔ Pro-business-starting culture and environment.

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APEC Young People in Work

Thanks for your attention.

Young People in Work 12

Young People and the Global Economic Recession

Criteria for a more dynamic youth employment in the New Economy

Magno Mendoza Specialist, PROJOVEN (Peru)

Abstract

The hope, on the Peruvian growing process is social integration, and inclusion. The population is 30 million inhabitants. Young people demanding new employments each year (2009) is around 150,000 aged between 15 and 24 years old.

The non-formal economy, that represents a third part of the economy had been regulated progressively; in spite of it, on 2010 seems to recover partially the former tendency, doing difficult to guarantee formal contracts of the youth labor force. Agriculture, mining, textile, and manufacture are special sectors affected for recent financial crisis.

With new funds and capitals in the world, it is expected to stimulate demands for production of goods and services. We must build capacities for young population in order to generate welfare, to keep environment, and rebuild the route expected before 2009. Meanwhile the sub-employment is a problem to solve.

PERU – Economic and Social Overview

The train of growth and development in Peru, even now, seems to be in the right way after two strong social crisis: in 80s the violence carried by radical groups in armed opposition to any governmental policy, also affected to the population that tried to organize themselves to confront poverty.

In 90s, the critical situation of poverty (54% global, and 70% in rural areas) originated in an economy dependent of primary goods production, and the intent of growing with our own small resources and low flows of productive investments. Politically, this included the confrontation to all alternatives to open the economy, and this scenery matched with extern debt wrong policies and crisis.

Socially, a new immigration wave oriented to the coast region, that come from historically abandoned population living in highland, and consequently a strong demand to generate new services of urban character. Also, education and Training for incoming to the labour Market.

How to understand characteristics of a “new economy”?

We name like that, because 60 years later of the great depression, we note that we have received –and a few countries have produced- a lot of new technology, industrial in the beginning or informational and highly productive in the last decade.

The competitiveness was founded on innovation, high productivity, and over-normal speed of credit.

But something wrong was also happening in financial environment in the world, which affected specially to undeveloped economies. The private financial capitals was oriented primarily to confirm and expand the industrial model, then to lend the poor countries under the IMF rules;

after that, a practice of speculative financial operations appeared, and in the last, the subnormal expanding process of consumer credit before the recent crash, under the slogan: “Mr. citizen of modern economy: it is not necessary to save money; more, you don’t need to work more “consume now and pay later”.

In the case of less developed economies like Peru, this produced a direct expropriation of salaries of millions of people through interest rates that in 2000s reached 100% for year, in US\$ currency. (Now it returned to moderate rates, except for low income population).

By 2009, Peruvian president, Alan García, in the role of Host of APEC summit, stated that this crisis surely was different to others, and named it “the crisis of growth”. of adjust to the vertiginous speed of economy coming very soon. And called to governments and companies to invest, and produce, as to ensure employment and welfare for people.

He agree that the credit boom of the 2000s certainly generated some difficulties for all now, but it is also true that never like in such period (of the faster growth of housing credit, in example) our economy was able to produce and sale abroad more mineral, chemistry products, goods, textile, food, to developed economies, and was evident the growth of employment rates in many countries.

The president explained also that interchange and commerce, supported by speed of technology, goes faster than the old models of financial services, or political decisions.

Informal employment: economic refuges for youth

It was the result of concentrate investment in a few cities. Also to organize a consume economy of imported goods, and recently a consumer credit specially oriented to young workers, some, on unfair conditions.

Non formal defense economy reached part of 50% of population that is not integrated to the principal and modern economic circuit (self employment in the street, and living in the streets all day and night). –Where are located, the productive investments that generate employment? In the last 30 years, it was based in a extended micro and small enterprises and self employment. From recycle economy, of parts, mechanical industry, transport based on used and new units, to PC technology based in non-legal copies of software, and also used and recycled TIC.

The scenario for youth employment in 2010

The lesson of crisis: Incentives oriented to productive investments from abroad and linked to local investments. Not only modernization of mining, also the environment protection linked to a sustainable economy. The promotion of organic agriculture, food industry and supply of energy and water, appear like good options for new investments. To expand social infrastructure such us housing, water and sanitation for two hundred of new towns and medium cities product of migration and natural population increase, and promotion for urban services generated by regional and national government. Technology (soft and hard) and many of productive management tools for knowledge, is probably necessary.

Check List of already done: Employment promotion, labor training and young rights.

There are two axes to ensure policy issues in favor of new employment and rights for young people. One provided by the National Secretariat for Youth (SNJ) dependant of Ministry of

Education. A recent study indicate that as a result of Peruvian growth, it is noted a slight improving of welfare in the life of the poorest young people.

An important indicator for measuring the quality of life for young people is the average per capita income and expenditure for population aged from 15 to 24 years old.

2004	2008
Average income: S/. 342.30	Average income: S/. 469.80
Average expending: S/. 293.20	Average spending: S/. 387.30

The National Youth Secretariat (SENAJU) considers important to take into account in the construction of the study the importance of access of young people to basic services. It is noted that the case of young people living in houses without drainage of any public type, in 2004 came to 19.9% while the 2008 was reduced to 16.7%.

In Relation to the young people who live in homes with inadequate living characteristics of 10.6% in 2004 to 9.5% in 2008.

Respect to crowded condition, it reduced from 11.7% in 2004 to 10.4% in 2008. The Youth Population Economically Active (Youth Labour Force) have more participation in the economy. From 42.7% (1993) to 45.9% (2007).

Indicators of population 2009

Aged from 15 a 29 años:	7'500,000
% of total population:	27%
Young men:	49.6%
Young Women:	50.4%
urban:	70,2% (5,200,000)
rural :	29,8% (2,300,000)
Youth labour force:	46 % (5,100,000) (Total labour force: 11,000,000)
Unemployment:	10%
Sub-employment	50% (not adequately employed)

National Youth-employment Program - PROJOVEN

After 13 years of created (first under international lending from KFW, PNUD and IDB) this program will be carried out this year, with national resources.

A more efficient management of funds, lead to an increment during 2007 – 2009 of the beneficiaries up to 31,000. 60% are young woman, with some more success in complete the circle of training in comparison with man. Similar results of beneficiaries were obtained in the past years in double period of time. This indicator seems to be linked to the low evolution of economic growth in initial 2000s.

The program provides mainly of labour training, by contracting of training institutions, public and private (Technical Education suppliers).

Projovent approves the courses or modules of training under a model demand-driven. Under this, the institution in the past years, used to identify certain demand in different sectors and companies, asking for a certain numbers of young workers. Once the young people finish the

first training phase (almost 3 months), they have to be contracted or to complete practices in the second phase inside the company (on job training).

“Fine tuning” in 2010

The Ministry of labour and new executives of PROJOVEN, have given priority to strength capacities of public skills to match with the program mission. It means to join the extended possibilities of public universities and faculties on their social role of educate the community, to generate productive labour training, according the demand of labour market.

This year Projovent is taking an active role in detection of Companies requirement to ensure that once finished the training (approximately 250 hours) these companies and contractors will ensure a first employ in complete formal conditions, of salary and social security (at least 3 months).

In such a manner, PROJOVEN will help to a better role of the universities and other institutions in their additional labour training role, and the companies will be help to reduce the time for adaptation of workers to the position.

The final purpose of PROJOVEN is that the poorest among young people aged 16- 24 years, be engaged into labour market. This population, only by their own forces will delay in reaching a good opportunity to initiate his labour itinerary.

To challenges are critical for success of new policy. First, certain competences are key to ensure success of participation of thousand of youth coming from extreme poverty: social skills, self-esteem and team working habits. All linked to personal growth. And this is a good opportunity for cooperation coming from other institutions and experiences.

The other is referred to the low economical activity in the rural areas, except mining. A few environmental and energy projects, modern food processing and agriculture in the highland and projects to reforest in the Amazonia, could help the need of ensure employment and incomes for youth, in better conditions than the small industrial and agricultural activities in rural cities in the present.

Health and security

According information of Health Ministry (MINSA), one of the most required services by youth is the advisory in sexual and reproductive health, orientation for family planning, IHV/AIDS and also violence. In 2009, 300,000 adolescents attended to the health services centers. One year before (2008) 63,287 births of teenagers women were reported by public health centres.

With respect to social security, population enrolled in security services reached 43% in 2009 in comparison with 23% of 2005.

Big employers must ensure this condition for contracting. In spite of it, a hard work have to be made with small and medium enterprises to guarantee the same condition for young people. If it is a matter of regulation or incentives, is part of continuous policy makers agenda.

Final Conclusions

1. The crisis surely affected the former growing conditions in less developed economies. This could mean also that some rules are necessary to refuse the over-expectation of financial

rent, because instead of help to welfare of many, are the brakes for the social accumulation through people saving.

2. The new technologies are necessary to increase productivity, but also adequate quality employment especially for next generations. They must be also oriented to real problems that confront humanity. This could be the basis for new alliances and partnership in the Asia and Pacific region.
3. High productivity will ensure better employment conditions, but it seems necessary to match low costs of some modern technologies, with resources existing in some less developed countries in some plans of pilot investments of medium terms (3 -10 years).
4. Non Formal economical activity was a result of wrong ways to promote development in economies like Peru, and also migration and poverty. This has affected the possibilities of young people to reach formal employment and better incomes.
5. New programs to promote employment and “fine-tuning” of those that already exists, need the help of developed economies, and is a good opportunity to work together in a cooperation process.

Table 1

MONTHLY EMPLOYMENT IN LIMA - PERU (Years 2007 and 2008, show only December

Lima Metropolitana grow up 2% each Year, due to internal migration. There are 8,500,000 inhab.

The labour force is half. (4.443.000 people)

Unemployment is 8 % of labour force (seems to be a standard)

Adequately employed is 50% of th labour force: 2,387,000 people.

Sub-Employment (this mean Not adequated) represents 48% of the labour Force. 2,349,700 people.

	2007	2008	2009	2,010
	Dic	Dic.	Dic.	Mar.
LABOR FORCE IN LIMA-PERU	4 433 000	4 282 000	4 758 000	4 737 000
UNEMPLOYED LABOR FORCE	308 000	347	425	365
EMPLOYED LABOR FORCE	4 125 000	3 935	4 332	4 372
		- 190	398	
14 a 24 años	965 000	840	1 022	1 035
		- 125	127	
25 a 44 años	2 198 000	2 163	2 297	2 296
45 a más años	962 000	931	1 013	1 041
Independiente	1 332 000	1 276	1 371 000	1 431
Dependiente	2 538 000	2 497	2 688 000	2 705
Trabajador no remunerado	255 000	162	273	237
ADEQUATELY EMPLOYED ^{1/}	1 920 000	1 960	2 400 000	2 387
UNEMPLOYMENT RATE (%)	6.9	8.1	8.9	7.7
Unemployment of Man	6.2	5.8	7.2	6.0
Unemployment of Woman	7.8	11.0	11.0	9.7
By Age groups:				
From 14 to 24 Years	12.4	17.0	16.8	14.3
From 25 to 44 Years	5.0	5.5	6.6	6.2
45 years and more	5.5	4.9	5.2	3.8
<i>Employment Rate /Labour force</i>	64.3	60.2	65.1	65.40
Total Monthly Income- Average	S/. 1,009	S/. 1,138	S/. 1,251	S/. 1,209
In Dollars - U.S.A. :	\$ 354	399	439	424

Table 2**APEC - Young in Work. Policy Makers Workshop 2010 - New Zealand**

Magno Mendoza PROJOVEN-Peru

SALARIES AND WAGES - LIMA PERU

Average in S/. Nuevos Soles

	MINIMUM WAGE	SUELDOS SALARIES ^{4/}	SALARIOS WAGES
Average	S/. (N Soles)	S/. (N Soles)	S/. (N Soles)
2007 ^{5/}	508	2 846	1 012
2008	550	2 919	1 098
2009	550	2 987	1 124
2010	550

SALARIES AND WAGES - LIMA PERU

Average in U.S. \$

	MINIMUM WAGE	SUELDOS SALARIES ^{4/}	SALARIOS WAGES
Year	U.S. -\$	U.S. -\$	U.S. -\$
2007	178	998	337
2008	178	1 024	366
2009	178	1 048	394
2010	178

Fuente: BCR W.R. May 7, 2010 and Ministry of Labour

Table 3**APEC - Young in Work. Policy Makers Workshop 2010 - New Zealand**

Magno Mendoza PROJOVEN-Peru

PERU - TRADE BALANCE (FOB values in millions of US\$) I TRIM. 2010							
	2000	2005	2008	2009	2009	2010 -I Trim.	Var.%
1. EXPORTS	6 955	17 368	31 529	26 885	5 396	7 728	43.2
Traditional products	4 804	12 950	23 796	20 571	3 932	6 099	55.1
Non-traditional products	2 044	4 277	7 543	6 160	1 436	1 571	9.5
Other products	107	141	190	154	28	58	106.9
2. IMPORTS	7 358	12 082	28 439	21 011	4 883	6 321	29.4
Consumer goods	1 494	2 308	4 527	3 963	929	1 126	21.3
Raw materials and intermediate goods	3 611	6 600	14 553	10 077	2 072	3 160	52.5
Capital goods	2 114	3 064	9 239	6 850	1 848	1 969	6.5
Other goods	139	110	120	122	34	66	90.8
3. TRADE BALANCE	- 403	5 286	3 090	5 873	513	1 407	

Weekly Report N° 17 (Central Reserve Bank)

Table 4

PERU - EXPORTS (FOB values in millions of US\$)

	2000		2005		2006		2007		2008		2009		2010		
	4 804	12 950	18 461	21 464	Higher		Higher		23 796	Lower		20 571	6 099	55.1	
					ENE.	DIC.	JUL.	DIC.		ENE.	DIC.				
1. Traditional products															
Fishing															
Agricultural															
Mineral															
Petroleum and derivatives															
2. Non-traditional products	2 044	4 277	5 279	6 303	7 543	6 160							1 436	1 571	9.5
Agriculture and livestock															
Fishing															
Textile															
Timbers and papers, and its manufactures															
Chemical															
Non-metallic minerals															
Basic metal industries and jewelry															
Fabricated metal products and machinery															
Other products 2/															
3. Other products 3/	107	141	91	114	190	154							28	58	106.9
4. TOTAL EXPORTS	6 955	17 368	23 830	27 882	31 529	26 885							5 396	7 728	43.2
Note:															
IN PERCENT OF TOTAL (%)															
Fishing															
Agricultural products															
Mineral products															
Petroleum and derivatives															
TRADITIONAL PRODUCTS															
NON-TRADITIONAL PRODUCTS															
OTHER PRODUCTS															
TOTAL													100.0	100.0	100.0

Youth and the Recession

Maria Guerra, Department of Labour (New Zealand)

Abstract

In the December 2009 quarter Household Labour Force Survey investigation report we will take a closer look at how young people are being affected by the recession. Youth (those aged 15-24 years) are typically one of the most affected groups during labour market downturns and this recession is no different. This group is of particular concern because their long-term labour market outcomes may suffer from not being able to enter the labour market easily given limited job opportunities during a recession. In the last two years there has been a substantial number of job losses for youth. Some young people who have lost their jobs have continued to look for work, causing the youth unemployment rate to increase. Others have decided to leave the labour force altogether, with many of these youth returning to study.



The New Zealand labour market and the recession

- Recession driven by high interest rates, falling house prices, drought, high food and petrol prices
- NZ's recession was prolonged due to internal events in late 2008
- Led to a weakness in the labour market



Youth are vulnerable during recessions

- Youth (15-24 years)
- Low level of skills and experience makes them vulnerable
- Long-term labour market outcomes suffer



Household Labour Force Survey

- Official measure of employment and unemployment in NZ
- Quarterly survey
- 15,000 households or 30,000 individuals



Increase in youth participating in study

- Formal study ↑ 21%
- Informal study ↑ 62%
- Not in labour force, training or education ↑ 42%



Summary

- Youth are vulnerable because they are more likely to get laid off and are employed in industries that have been particularly affected by the recession
- Increase in the number of youth study which will better placed for recovery



Extra slides

Change in youth employment

Industry	% change in youth employment (Jan 07-Jan 08)	% change in youth employment (Jan 08-Jan 09)	% change in youth employment (Jan 09-Jan 10)	% change in youth employment (Jan 10-Jan 11)
Manufacturing	-21%	-10%	-14.8	-10%
Retail Trade	-10%	-18%	-15.8	-10%
Health and Recreation	-22%	-12%	-14	-10%
Communications	-18%	-12%	-13.8	-10%
Construction	-18%	-14%	-14	-11%
Finance and other Services	-12%	-12%	-13.7	-11%
Agriculture	-14%	0%	-11.7	-10%
Manufacturing	-12%	-12%	-13.3	-10%
Education and Recreation	-12%	-10%	-11.3	-10%
Wholesale and Business	-12%	-10%	-11.1	-10%
Manufacturing Trade	-12%	-12%	-13.2	-11%
Transport and Storage	-10%	-12%	-11	-10%
Health	-8%	-10%	-11	-10%
Education	-8%	-10%	-11	-11%
Government	-7%	-10%	-11	-10%



New Zealand's Response to Youth Unemployment in the Recession

Jon Saunders, Ministry of Social Development (New Zealand)

Abstract

The presentation considers the effect of the recession on young New Zealanders. Young people of all ethnic groups have been disproportionately affected by increased unemployment resulting from the recession. During the past year the unemployment rate for young people aged 15-24 years increased 6.4 percentage points, to reach a high of 18.4 percent⁸⁰.

The presentation outlines measures taken by the Ministry of Social Development on behalf of the New Zealand Government in 2009 to mitigate the worst effects of the current economic downturn on young people and tackle the high rate of youth unemployment. Government implemented the Youth Opportunities package (August 2009), which invests \$152 million in a range of initiatives to help young people into employment, education or training. Youth Opportunities programmes to date have had good results in getting young people into work.

The presentation then goes on to consider what might be done to ensure young people are well supported and well placed to take advantage of the resumption of economic growth as the economy climbs out of the recession.

⁸⁰ Statistics New Zealand, 4 February 2010

Young People in Work

MINISTRY OF SOCIAL DEVELOPMENT
Te Kaitiaki Takekōwhiri

Ministry of Social Development

Working Age People's Policy

Young People in Work

MINISTRY OF SOCIAL DEVELOPMENT
Te Kaitiaki Takekōwhiri

Overview

- Impact of the recession on young people in New Zealand
- Actions taken by Government to address effects of the recession
- Update on results of Government's actions
- What next for young people?

Young People in Work

MINISTRY OF SOCIAL DEVELOPMENT
Te Kaitiaki Takekōwhiri

Impact of the recession

- Tougher for young people to find work
- Has resulted in high unemployment levels among young people
 - a) young people are often on short-term contract or casual employment
 - b) have limited experience or skills
 - c) likely to work in the industries that have had many job losses
- Increase in young people taking part in education or training

Young People in Work

MINISTRY OF SOCIAL DEVELOPMENT
Te Kaitiaki Takekōwhiri

Youth Unemployment trend

Number of young people aged 16-24 in receipt of Unemployment related Benefits

Year	Number of clients
2006	12000
2007	6000
2008	4500
2009	12000
2010	20000

Young People in Work
 Government actions

- In August 2009, the government introduced the Youth Opportunities package
 - ❖ Job Ops
 - ❖ Community Max
- Other key initiatives for young people include:
 - ❖ Limited Service Volunteer
 - ❖ Youth Transition Services

• Young people also have access to all other Work and Income services

Young People in Work
 Government actions

Summary of Youth Opportunities Package outcomes

YOUTH OPS PACKAGE			
NUMBERS OF:	Job Ops	Community Max	TOTAL
Employers/sponsors participating	4,923	479*	5,402
Positions listed	5,323	3,280	8,603
Positions filled	4,787	3,280	8,067

What next?
 Number of clients aged 16-24 receiving a main benefit at end of April 2010

BENEFIT TYPES	AGE			Total
	16 - 17	18 - 19	20-24	
Domestic Purpose Benefit related	616	3,686	18,147	22,449
Emergency Benefit	29	116	316	461
Invalid's Benefit	1,031	1,857	4,597	7,485
Independent Youth Benefit	1,545	38	0	1,583
Sickness Benefit	104	2,340	6,805	9,249
Unemployment Benefit related	17	6,763	11,975	18,755
Unemployment Benefit Training	4	2,124	1,815	3,943
Unemployment Benefit Student Hardship	0	14	30	44
Total	3,346	16,938	43,685	63,969

Young People in Work
 What works for youth

Evidence suggests that the following elements are important in delivering effective programmes for young people:

- early and sustained interventions
- combination or a 'package of assistance including:
 - job search assistance
 - placement service
 - case management
- are tailored to meet individual needs and development
- address the needs and conditions of the local labour market

Young People in Work

Budget 2010



- 6,000 extra Job Ops places from 1 July 2010
- \$12.6 million extra for employment assistance in 2011/12

5.6 Facilitators' observations and concluding remarks

New Zealand deliberately did not set a minimum age when talking about 'young people' in work. For some young people, such as those with a "unique skill or talent" (Chile) or child actors, the age of 'work' can be as low as infancy. For Russia, who attended an APEC Human Resources development Working Group workshop for the first time in Wellington, 'young people' are defined as those aged 14 to 29. For many others, they are defined as those aged 15 to 24.

New Zealand invited some 'real live' New Zealand young people with work experiences to present at the workshop. This was seen as beneficial by participants, and some noted that a youth perspective would be beneficial to many other APEC workshops.

The workshop talked about pathways and destinations, especially around combining education and training with work. Participants noted the importance of practical training and development of the 'right' skills for young people to enter the workforce, and noted the tension between vocational training and academic pathways.

The workshop focussed on the importance of long-term planning, and making sure that employment issues generally (and employment issues for young workers specifically – including skills development and training) are factored into macro-economic policies.

Participants agreed the importance of coordination between policy agencies responsible for youth issues is crucial to the success or otherwise of policies for young people in work. For example, Thailand noted it had four ministries, 14 agencies and seven departments responsible for implementation of its Youth Strategy. New Zealand had representatives of its Department of Labour, Ministry of Social Development, Ministry of Youth Development and Ministry of Education at the workshop, all of which take responsibility for policy that impacts on young people in the workforce.

Participants spent some time hearing presentations and discussing the issue of part-time work while studying, and the tension between The Three 'E's – Experience, Earning and Education. Is it government or society's view that combining work and education is positive for young people, detrimental to study, or beneficial to employability in later life? For example, Chinese Taipei noted that the frequent combination of work and education in New Zealand's experience was surprising, and in Chinese Taipei young people focus purely on study, up to 16 to 18 hours a day.

The workshop focussed on effective communication and implementation of policy. Some very graphic and targeted innovations for marketing policy to young people were demonstrated, especially around workplace health and safety and employment rights and obligations. Participants noted that the communication strategies targeted at children and young people that were raised in the workshop were common across all attending economies.

Despite a clear difference in the dollar amounts of stimulus packages and other government investments, all economies have implemented proactive policies for young people as a result of the Global Economic Recession. Again, the participants noted the importance of cross-agency policy co-ordination in maximising investments. Participants noted that there is not only one way

to solve youth unemployment issues, and discussed training needs, social services and the different budgets of different governments.

The workshop agreed the importance of monitoring and evaluating the effectiveness of policies for young people in work. Participants also noted that policymakers need to know the purpose of specific policy action, and what government is trying to achieve with its policy development. It is important to factor monitoring and evaluation into the development of policies and programmes, so as to be able to determine best practice in the end.

5.7 Closing address by Christopher Blake, Secretary of Labour, New Zealand

Introduction

Tena koutou Katoa – Good afternoon. I have the honour of providing some closing remarks to what I understand has been a stimulating and productive workshop.

Officials from my Department, and those of other Government Departments, have greatly valued the time spent over the last two days presenting on and discussing issues with you relating to young people in work. The wealth of perspectives and expertise shared has been invaluable.

My Department's strategic focus is on growing New Zealand's economy and improving the quality of New Zealander's lives through a high performing labour market and immigration system. Over the next three years we are aiming to achieve more productive workplaces and sectors and more people in quality work.

To promote quality work we need the right skills to improve opportunities and create better access to work. We are committed to achieving better work environments and practices.

This strategic focus is the context in which we approach the issues of young people in work. We know, as policymakers, that we cannot simply treat young workers as we might do adult workers. Young people's work patterns and needs are often different, they present special challenges as a group in the labour market.

As you all know, the past year has been a troubling time for the labour markets in our region, and the global economic crisis has had a harsh impact on young people who are often the most vulnerable during times of economic hardship.

As our Minister of Labour, Hon Kate Wilkinson noted yesterday, the unemployment rate for youth in New Zealand was 17.2 percent in the year to March 2010 (which was up from 12 percent in 2009), over three times the general unemployment rate.

This reality emphasises the importance of the various themes we have been discussing over the last two days, and how our governments have been responding.

New Zealand chose to pursue this project because as a Department we identified the need to build our comparative understanding of the situation of young people in the workforce internationally, and to learn from best practice around the APEC region.

The project also provides an opportunity for labour cooperation with some of our trade partners in the region – it originated from a proposal under our labour cooperation agreement with the “Pacific Four” (Brunei Darussalam, Chile and Singapore), and has now been agreed as an area of mutual interest and cooperation with Thailand and China. It is great to see some of you here today.

Reflections on the workshop

As the workshop has highlighted, the conditions for young people in work – as well as those out of the workforce as a result of the global economic recession – is an area of focus for many of our economies:

Sector Perspectives (Work readiness and employability)

You have looked at differing practices for combining education and work, and having young people “work ready” – again, focussing on skills. You also debated the merits of working while at school, and the benefits of part-time study and work. I understand you also had interesting discussions around innovative ways to engage young people on workplace health and safety matters – a challenging role for my Department, as well as your own.

Sector Perspectives (Youth, Educators, Employers)

Today’s sessions also provided a unique opportunity to hear from those who are directly working in the field as young people, educators or employers.

The youth session gave the workshop a voice directly from young people, while the perspectives raised by employers covered issues that are essential for us all as policymakers.

Next steps

Following the workshop, we will be working to publish a final report of the project, so that it can be made available as a resource to all APEC economies, and to benchmark the state of play in relation to our policy and practice.

Youth employment issues are on-going and crucial policy issue – it is important that the perspectives generated over the last two days can identify further specific areas of priority and investigate opportunities for projects in the future. This could mean further research, better sharing of information, working with each other to understand the policy challenges and leveraging off each others’ knowledge of what works – and what doesn’t.

Conclusion

A truly positive outcome of these two days has been the opportunity for a variety of diverse economies to share perspectives on best practices for engaging the people of our future workforces – our youth.

I’d like to thank all of you who have made this workshop a success, particularly those who have travelled long distances to be here.

I hope that you have found your time here productive, and wish you all a safe journey home.

Hoki pai atu ki ō koutou kāinga (Return in peace to your homes)

Nōreira, tēnā koutou, tēnā kouto, Tēnā tātou katoua (Greetings, greetings, thanks to you all)

5.8 Workshop evaluation

An evaluation of the Workshop was conducted on Day 2 in order to review the organisation of Workshop, as well as the usefulness of individual sessions for the exchange of information and ideas.

The organisation of the Workshop

What went well?

Attendees were either satisfied or very satisfied with the Department of Labour's organisation of the Workshop. In particular, positive feedback was received from many quarters (including attendees from APEC economies, the Minister of Labour and Chief Executive) about the support that was provided by staff during the Workshop.



Considerations for future Workshops

There were very few comments about areas for improvement, with the exception of the following points:

- It would be useful to have more group discussion time.
- There were too many New Zealand focused discussion panels.
- It would be useful if reports/presentations were available in full hard copies, not just in power-point.

Workshop sessions

Attendees generally found the workshop sessions to be useful (no sessions were found to be not useful). Of the various sessions, work readiness received the most 'neutral' returns. However, no reasons were given for this.

Programmes, initiatives or information that attendees found to be particularly useful include:

- Comparing different international approaches / inter-economy sharing of policies and problems
- Health and safety programmes
- Ideas to engage/involve youth in policy making
- Work and education.

Attendees indicated that (on their return home) they would look to feed information received into policy making processes, including through the development of reports.

Proposed next steps for APEC HRDWG to advance the issue of young people in work include:

- Evaluation of the outcomes of policy changes that have been introduced (what works and what does not).
- Ideas for monitoring recession interventions.
- How to help NEET people get back into education or employment.
- Protecting young workers' rights and health.
- The challenges that face school leavers when trying to get a first job.
- Young people forum by young leaders.

APPENDIX A: SURVEY QUESTIONNAIRE

DEPARTMENT OF LABOUR – P4/APEC

Good Practice and Policies for Children and Young People in Work

Research New Zealand #3996-00

DATE 28 October 2009 (FINAL)

Introduction

The Department of Labour in New Zealand and Research New Zealand would like to thank you for agreeing to respond to this survey. This is the first stage of a project partially-funded under the APEC Human Resources Development Working Group (HRDWG). The results will be presented for discussion at an APEC workshop in New Zealand in May 2010.

The survey covers the following important topics:

1. **Social and cultural norms** regarding the employment of children and young people in your economy.
2. **Laws and regulations** relating to the employment of children and young people.
3. **Population data** for children and young people (to be answered by the person in your economy designated to provide this information).
4. **Statistics** relating to the employment of children and young people.
5. **Key issues** relating to children and young people working in your economy, including the impact of the current global recession.

We recommend that you download a copy of the questionnaire before completing the survey, as well as to check your responses.

You may download a copy of the survey here

How to complete the survey

When completing the questionnaire on-line, please answer all questions by selecting the appropriate button or by commenting in the spaces provided. As you move through the survey, please use the "Save & Continue" button provided to continue to the next screen – do not use your browser buttons.

Clicking the "Previous Page" button will allow you to move back to the previous screen to review or change your responses.

You can complete the survey over several sessions by clicking on the link in the email. If you need to leave the survey website before you have finished, simply close the browser and, when you log back in, you will be taken to the point where you left off. Your answers are saved each time you click the 'Save & Continue' button.

If you would like to submit any additional or supporting information, this can be emailed to Research New Zealand using the email address below.

While we would prefer you to complete the questionnaire **on-line**, you may complete it on paper. If you do complete it on paper, please write the Login ID from the email you were sent on the front page in the space provided.

If you do complete the questionnaire on paper, please post it back to Research New Zealand using the address below:

**APEC Young People Survey
Research New Zealand
PO Box 10 617
Wellington 6143
NEW ZEALAND**

All questionnaires need to be submitted (if on-line) or received by **14 December, 2009**.

If you have any questions about the research, or any difficulties completing the questionnaire, please contact Noel Raggett at Research New Zealand, at noel.raggett@researchnz.com

Section 1 – About You

Please answer the following questions about you. For which **one** of the following economies are you completing this survey? Please select one option.

Q1 Which of the following best describe your area of work? Please select one option, and specify the name of the department, organisation or agency you represent.

- 1Australia
- 2Brunei Darussalam
- 3Canada
- 4Chile
- 5People's Republic of China
- 6Hong Kong, China
- 7Indonesia
- 8Japan
- 9Republic of Korea
- 10 ...Malaysia
- 11 ...Mexico
- 12 ...New Zealand
- 13 ...Papua New Guinea
- 14 ...Peru
- 15 ...The Philippines
- 16 ...Russia
- 17 ...Singapore

- 18 ...Chinese Taipei
- 19 ...Thailand
- 20 ...The United States
- 21 ...Viet Nam

- 1Government department (please specify)
- 2Workers' representative organisation (please specify)
- 3Employers' representative organisation (please specify)
- 4Young people's representative organisation (please specify)
- 5Children's representative organisation (please specify)
- 6Education/training provider organisation (please specify)
- 7Academic/research organisation (please specify)
- 96 ...Other (please specify)

Q2 Which of the following, if any, have you consulted in order to help you complete this survey? Please select all that apply, and specify the name of the departments, organisations or agencies you have consulted.

- 1Government department (please specify)
- 2Workers' representative organisation (please specify)
- 3Employers' representative organisation (please specify)
- 4Young people's representative organisation (please specify)
- 5Children's representative organisation (please specify)
- 6Education/training provider organisation (please specify)
- 7Academic/research organisation (please specify)
- 96 ...Other (please specify)
- 97 ...Have not consulted anyone else

Section 2 – Social and Cultural Norms

This section focuses on the general social and cultural norms regarding the employment of children and young people in your economy.

By 'employment' we mean doing lawful work of at least one hour per week for pay.

Note: Text boxes can accept up to 4000 characters (including spaces). For longer responses, please email supporting information to Research New Zealand.

Q3 What importance/value does **your society** place on young people completing a formal education? What measures or policies are in place that reflect this importance/value?

Q4 What importance/value does **your society** place on young people **under 19 years of age** being employed in work for pay? What measures or policies are in place that reflect this importance/value?

Q5 Under what circumstances do people in **your society** believe it acceptable for children **under 15 years of age** to be employed in work for pay?

Q6 Under what circumstances do people in **your society** believe it acceptable for children **under 12 years of age** to be employed in work for pay?

Q7 What is considered an appropriate balance between time spent in education and time spent in employment (for children and young people who are in **both** education **and** paid employment)?

Q8 Has your economy identified any particular groups of children and young people who are considered to be **disadvantaged**, compared to the population of children and young people overall? If so, please specify:

- Which groups are considered to be disadvantaged (and for what reasons)?
- What policies and practices, if any, have been put in place to overcome these groups' disadvantage?

If no particular disadvantaged groups have been identified, please select code 97 below.

97 ...No particular disadvantaged groups identified

Section 3 – Laws and Regulations

This section focuses on the laws and regulations relating to the employment of children and young people in your economy.

Q9 In which of the following areas are there laws and regulations that relate to children and young people working in your economy?

For each applicable area, please also specify what the minimum school leaving age or working age is. Please select all that apply.

- 1 Minimum school leaving age (please specify)
- 2 Minimum working age (please specify)
- 97 None of the above

Q10 And in which of the following areas are there laws and regulations that relate specifically to children and young people working in your economy, which **differ** from the laws and regulations applying to older workers?

Please **do not** consider laws and regulations that are **the same** for both children and young people **and** older workers.

Please select all that apply.

- 1 Rates of pay
- 2 Regulations relating to the type of work that young people can do
- 3 Regulations relating to the number of hours per week that young people can work
- 4 Health and safety standards
- 5 Rates of taxation
- 6 Participation in superannuation and other savings schemes
- 7 Other benefits for young people (for example, health benefits, accident cover)
- 8 Other laws or regulations relating to young people (for example, work at night) (please specify)

None of the above

If you selected code 97 (“none of the above”) at 0, please go to Section 4. Otherwise, continue to 0

IF 0=97 GO SECTION 4

Please outline the **nature and purpose** of the laws and regulations that apply to children and young people working in your economy.

Note: Text boxes can accept up to 4000 characters (including spaces). For longer responses, please email supporting information to Research New Zealand.

Q12 In what ways, if any, are these laws and regulations monitored and enforced?

Section 4 – Population Data for Children and Young People in Your Economy

If you are the designated provider of official statistics for your economy, please complete this Section. All other respondents, go to Section 5.

Q13 What is the official total size of your economy’s population?

Please base this on the most current information available.

- 1 Answer Specify

What date or period is this population count taken from (for example, "March 2009", "December 2008")?

1Answer Specify

Important Note: For the purposes of this survey, young people are defined as those aged 24 years old or younger.

Q14 How many children and young people (**to the closest 10,000**) are there in each of the following age groups?

Please base this on the most current information available.

- 1Males up to and including 14 years of age Specify
- 2Males 15-19 years of age Specify
- 3Males 20-24 years of age Specify
- 4Females up to and including 14 years of age Specify
- 5Females 15-19 years of age Specify
- 6Females 20-24 years of age Specify

Q14a What date or period are these population counts taken from (for example, "March 2009", "December 2008")?

1Answer Specify

How many children and young people (**to the closest 10,000**) are in each of the following categories?

Please provide official **counts** based on the most current information available.

If data for a specific group is not available, please enter "N/A".

Important Note: By 'employment' we mean doing lawful work of at least one hour per week for pay.

Refer to end of the questionnaire for definitions.

	All youth 15-24	Males			Females		
		All Males 15-24	15-19	20-24	All Females 15-24	15-19	20-24
A. Employed							
b. Seeking work and not employed							
c. Not in the labour force							
TOTAL							

a. "Employed" is defined as all persons in the working-age population who worked for one hour or more for pay or profit in the context of an employee/employer relationship or self-employment; or worked without pay for one hour or more in work which contributed directly to the operation of a farm, business or professional practice owned or operated by a relative; or had a job but were not at work due to: own illness or injury, personal or family responsibilities, bad weather or mechanical breakdown, direct involvement in an industrial dispute, or leave or holiday.

b. "Seeking work and not employed" is defined as all persons in the working-age population who were without a paid job, available for work and had either actively sought work in the past four weeks, or had a new job to start within the next four weeks.

c. "Not in the labour force" is defined as any person in the working-age population who is neither employed nor unemployed. This includes persons who are retired, have personal or family responsibilities such as unpaid housework and childcare, attend educational institutions, are permanently unable to work due to physical or mental disabilities, were temporarily unavailable for work, or are not actively seeking work.

Q15a What date or period are these figures taken from (for example, "March 2009", "December 2008")?

1 Answer Specify

Q15b Please provide below any additional notes or comments about the data provided in 0. This includes the name of the data source referenced, any limitations or qualifications to the data that should be noted, or other relevant comments.

97 ...No additional comments

In comparison, based on **all people** in your economy, how many people (**to the closest 10,000**) are in each of these categories?

Please provide official **counts** based on the most current information available.

If data for a specific group is not available, please enter "N/A".

Important Note: By 'employment' we mean doing lawful work of at least one hour per week for pay.

Refer to end of the questionnaire for definitions.

	All people	All males	All females
A. Employed			
b. Seeking work and not employed			
c. Not in the labour force			
TOTAL			

Definitions as above.

Q16a What date or period are these figures taken from (for example, "March 2009", "December 2008")?

1Answer Specify

Q17 How many children and young people (**to the closest 10,000**) are in each of the following categories?

Please provide official **counts** based on the most current information available.

If data for a specific group is not available, please enter "N/A".

Important Note: By 'employment' we mean doing lawful work of at least one hour per week for pay.

	Males				Females		
	All youth 15-24	All Males 15-24	15-19	20-24	All Females 15-24	15-19	20-24
a. Employed, but also attending school or other educational / training institution							
b. Employed, and not attending school or other educational / training institution							
c. Not employed or attending school or other educational/training institution (NEET)							
TOTAL							

Q17a What date or period are these figures taken from (for example, "March 2009", "December 2008")?

1Answer Specify

Q17b Please provide below any additional notes or comments about the data provided in 0. This includes the name of the data source referenced, any limitations or qualifications to the data that should be noted, or other relevant comments.

97 ...No additional comments

Q18 If there are any notable **trends** over time for the statistics provided above in 0 or 0, please comment on these here.

97 ...No particular trends identified

Q19 If you are able to provide comparable statistics or information for children and young people aged **under 15 years of age**, please do so here.

If this information is not available, please select code 97 below.

97 ...No information available for children and young people aged under 15

IF NOT CODE 97 IN 0 ASK, ELSE GO 0.

Q19a Please provide below any additional notes or comments about the data provided in 0.

This includes the name and date of the data source referenced, any limitations or qualifications to the data that should be noted, or other relevant comments.

97 ...No additional comments

Section 5 – Statistics and Information Related to Children and Young People Working in Your Economy

All respondents please answer 0 and 0.

Q20 In which of the following areas are statistics and other information collected in your economy, for **people overall**? Please select all that apply.

Refer to end of the questionnaire for definitions.

- 1The number of hours per week spent in lawful paid work
- 2How much people are paid for the work that they do
- 3What occupations people mostly work in
- 4The number of people that are involved in work-based learning and training
- 5Accidents and injuries to people that occur in the workplace
- 97 ...None of the above

Q21 And in which of these areas are statistics and other information **also** separately identified and available for **children and young people**? Please select all that apply.

Refer to end of the questionnaire for definitions.

- 1The average number of hours spent in **school** by young people who are **both** working **and** in school
- 2The average number of hours spent **working** by young people who are **both** working **and** in school
- 3 The average number of hours per week worked by all young people in lawful paid work
- 4How much young people are paid for the work that they do
- 5What occupations young people mostly work in
- 6The number of young people that are involved in work-based learning and training
- 7Accidents and injuries to young people that occur in the workplace
- 97 ...None of the above

If you selected code 97 (“none of the above”) at 0, please go to 0.

If you are the designated provider of official statistics for your economy, please answer the following questions.

All other respondents please go to 0.

IF 0=97 GO TO 0

IF DESIGNATED STATISTICS RESPONDENT ASK. ELSE GO 0

Q22 Please provide the most current available official statistics for children and young people in

each of the following areas.

Please also indicate the **year** that each of the statistics are sourced from.

If data for a specific group is not available, please enter "N/A".

Refer to end of the questionnaire for definitions.

	All youth 15-24	Males			Females			Year (most current data source)
		All Males 15-24	15-19	20-24	All Females 15-24	15-19	20-24	
a. IF 0=1 ASK Average number of hours per week spent in school by young people who are both working and in school.								
b. IF 0=2 ASK Average number of hours per week spent working by young people who are both working and in school.								
c. IF 0=3 ASK Average number of hours per week worked by all young people in lawful paid work								
d. IF 0=4 ASK Average hourly rate paid to young people in lawful paid work (please express in local currency)								
e. IF 0=6 ASK Percentage of young people involved in work-based learning and training								
f. IF 0=7 ASK Work-related injury rate for young people								

e. "Work-based learning and training" includes all learning and training in the workplace that leads to a qualification (for example, apprenticeships).

f. "Work-related injury rate" includes work-related injuries which happen when the worker is: at his or her place of employment, including when the place moves (as it does for a taxi driver), or is a place to or through which the worker moves, or having a rest or meal break at work, or travelling to or from work in transport provided by the employer, or travelling from work in order to receive treatment for a work-related injury.

Q23 In comparison, please provide the most current available official statistics for **all people** in each of the following areas.

Please also indicate the **year** that each of the statistics are sourced from.

If data for a specific group is not available, please enter "N/A".

Refer to end of the questionnaire for definitions.

	All youth 15-24	Males			Females			Year (most current data source)
		All Males 15-24	15-19	20-24	All Females 15-24	15-19	20-24	
a. IF 0=4 ASK Average hourly rate paid to all people in lawful paid work (please express in local currency)								
b. IF 0=6 ASK Percentage of all people involved in work-based learning and training								
c. IF 0=7 ASK Work-related injury rate for all people								

b. "Work-based learning and training" includes all learning and training in the workplace that leads to a qualification (for example, apprenticeships).

c. "Work-related injury rate" includes work-related injuries which happen when the worker is: at his or her place of employment, including when the place moves (as it does for a taxi driver), or is a place to or through which the worker moves, or having a rest or meal break at work, or travelling to or from work in transport provided by the employer, or travelling from work in order to receive treatment for a work-related injury.

If official statistics about "what occupations young people mostly work in" mentioned (code 5 at 0), please answer the following questions (0 and 0). Otherwise go to 0.

IF 0=5 ASK, ELSE GO 0

Q24 Please indicate the official **counts** (to the closest 10,000) of young people that work in each of the following **occupations**.

If data for a specific group is not available, please enter "N/A".

Categories are based on the ISCO-88 (International Standard Classification of Occupations, 1988) major group classifications.

Refer to end of the questionnaire for definitions.

	Males				Females		
	All youth 15-24	All Males 15-24	15-19	20-24	All Females 15-24	15-19	20-24
a. Legislators, senior officials, and managers							
b. Professionals							
c. Technicians and associate professionals							
d. Clerks							
e. Service workers and shop and market sales workers							
f. Skilled agricultural and fishery workers							
g. Craft and related trades workers							
h. Plant and machine operators and assemblers							
i. Elementary occupations							
j. Armed forces							
TOTAL							

Q24a What year are these figures sourced from?

1Answer Specify

Q25 In comparison, please indicate the official **counts** (to the closest 10,000) of **all people** that work in each of the occupations.

If data for a specific group is not available, please enter "N/A".

Categories are based on the ISCO-88 (International Standard Classification of Occupations, 1988) major group classifications.

Refer to end of the questionnaire for definitions.

	All people	All males	All females
a. Legislators, senior officials, and managers			
b. Professionals			

c. Technicians and associate professionals			
d. Clerks			
e. Service workers and shop and market sales workers			
f. Skilled agricultural and fishery workers			
g. Craft and related trades workers			
h. Plant and machine operators and assemblers			
i. Elementary occupations			
j. Armed forces			
TOTAL			

Q25a What year are these figures sourced from?

1Answer Specify

Q26 Please provide below any additional notes or comments about the data provided in 0 to 0. This includes any limitations or qualifications to the data that should be noted, or other relevant comments.

97 ...No additional comments

If you selected any of the information areas in 0, please answer the following question for the areas you selected. Otherwise go to 0.

IF 0=1, 2, 3, 4, 5, 6, OR 7 ASK. ELSE GO 0

Q27 Please describe the nature of any information collected from government or non-government sources that you are aware of (other than official statistical sources such as government census or labour force surveys), in relation to each of the areas you selected at 0.

For each area, please provide a detailed description of the information collected, including:

- the source of the information (name of data collection tool, and sponsoring organisation)
- type of information (e.g. survey/quantitative, qualitative, literature review, unpublished or "grey" literature, etc.)
- date (month and year) of most current information
- and the findings provided by this source.

Note: Text boxes can accept up to 4000 characters (including spaces). For longer responses, please email supporting information to Research New Zealand.

IF 0=1 ASK. ELSE GO 0b

Q27a The average number of hours spent in **school** by young people who are **both** working **and** in school.

97 ...No specific information available

IF 0=2 ASK. ELSE GO 0c

Q27b The average number of hours spent **working** by young people who are **both working and** in school

97 ...No specific information available

IF 0=3 ASK. ELSE GO 0d

Q27c The average number of hours per week worked by all young people in lawful paid work

97 ...No specific information available

IF 0=4 ASK. ELSE GO 0e

Q27d How much young people are paid for the work that they do

97 ...No specific information available

IF 0=5 ASK. ELSE GO 0f

Q27e What occupations young people mostly work in

97 ...No specific information available

IF 0=6 ASK. ELSE GO 0g

Q27f The number of young people that are involved in work-based learning and training

97 ...No specific information available

IF 0=7 ASK. ELSE GO 0

Q27g Accidents and injuries to young people that occur in the workplace

97 ...No specific information available

All respondents please answer the following question:

Q28 What particular issues, if any, does your economy experience in relation to information about the employment of children and young people in your economy? Please select all that apply.

- 1 Accessing data or information
- 2 How current this information is
- 3 How comprehensive this information is
- 4 The accuracy of data or statistics
- 5 The groups or subgroups of youth that are covered
- 96 Other issues or comments (please specify)

97 ...No particular issues

Section 6 – Key Issues Relating To Children and Young People Working In Your Economy

This section focuses on the impacts or issues relating to the participation of children and young people in your economy. This includes issues related to the connection between education and work for children and young people in both education and work, issues related to NEET youth (not in employment, education or training), and any other issues (including the impacts of the current global recession).

Q29 Have any policies or programmes been introduced in your economy in relation to each of the following?

	Yes	No	Not sure
a. The connection between or combining of education and work, for young people in both education and work	1	2	98
b. NEET youth (not in employment, education or training)	1	2	98

IF 0a=1 ASK, ELSE GO 0

Q30 What particular policies or programmes have been introduced in your economy that focus directly on the **connection between or combining of education and work**, for children and

young people in **both** education **and** work? Please provide detailed examples and comment below.

Note: Text boxes can accept up to 4000 characters (including spaces). For longer responses, please email supporting information to Research New Zealand.

Q30a Policy/programme #1

Q30b Policy/programme #2

Q30c Policy/programme #3

FOR EACH OF 0A-C ASK:

Q31 For what particular **reason(s)** have the policies and programmes described above been introduced? Please provide detailed comment below.

Note: Text boxes can accept up to 4000 characters (including spaces). For longer responses, please email supporting information to Research New Zealand.

Policy/Programme	Reasons for policy response
a. [Policy/programme #1]	
b. [Policy/programme #2]	
c. [Policy/programme #3]	

FOR EACH OF 0A-C ASK:

Q32 What **key learnings or conclusions**, if any, can you provide about these policies and programmes that would be useful for others to know? Please provide detailed comment below.

Policy/Programme	Key learnings or conclusions
a. [Policy/programme #1]	
b. [Policy/programme #2]	
c. [Policy/programme #3]	

Q33 What particular **employment information and guidance** is available in your economy to help young people make choices and decisions related to occupation, vocational training and other educational opportunities?

This may include seminars, web-based material, guidance booklets, industry targeted programs, careers fairs, inclusion in school curriculum, or other information and guidance.

Please provide detailed comment below.

Note: Text boxes can accept up to 4000 characters (including spaces). For longer responses, please email supporting information to Research New Zealand.

.....

97 ...No additional comments

IF 0b=1 ASK, ELSE GO 0

Q34 What particular policies or programmes have been introduced in your economy that focus directly on **NEET youth (not in employment, education or training)**, in particular those from disadvantaged population groups? Please provide detailed examples and comment below.

Note: Text boxes can accept up to 4000 characters (including spaces). For longer responses, please email supporting information to Research New Zealand.

Q34a Policy/programme #1

Q34b Policy/programme #2

Q34c Policy/programme #3

FOR EACH OF 0A-C ASK:

Q35 For what particular **reason(s)** have the policies and programmes described above been introduced? Please provide detailed comment below.

Policy/Programme	Reasons for policy response
d. [Policy/programme #1]	
e. [Policy/programme #2]	
f. [Policy/programme #3]	

FOR EACH OF 0A-C ASK:

Q36 What **key learnings or conclusions**, if any, can you provide about these policies and programmes that would be useful for others to know? Please provide detailed comment below.

Policy/Programme	Key learnings or conclusions
d. [Policy/programme #1]	
e. [Policy/programme #2]	
f. [Policy/programme #3]	

Q37 What **additional** issues are currently affecting the ability of children and young people to work in your economy? This may include any impacts of the current global recession, or any other relevant issues. Please provide detailed comment in the spaces provided below.

If **no** particular impacts or issues have been noted, please select code 97 below, and go to Section 7.

Note: Text boxes can accept up to 4000 characters (including spaces). For longer responses, please email supporting information to Research New Zealand.

Q37a Impact/issue #1

Q37b Impact/issue #2

Q37c Impact/issue #3

97 ...No particular impacts or issues noted

IF 0=97 GO TO 0

Q38 What **specific policies or programmes** have been introduced to help address each of the issues identified in 0? Please provide detailed examples and comment below.

Note: Text boxes can accept up to 4000 characters (including spaces). For longer responses, please email supporting information to Research New Zealand.

Impact/Issue	Policies or programmes
a. [Impact/issue #1]	
b. [Impact/issue #2]	
c. [Impact/issue #3]	

FOR EACH OF 0A-C ASK

Q39 For what particular **reason(s)** have the policies and programmes described above been introduced for each of the issues you identified? Please provide detailed comment below.

Impact/Issue	Reasons
a. [Impact/issue #1]	
b. [Impact/issue #2]	
c. [Impact/issue #3]	

FOR EACH OF 0A-C ASK

Q40 What **key learnings** can you provide about these policies and programmes that would be useful for others to know? Please provide detailed comment below.

Note: Text boxes can accept up to 4000 characters (including spaces). For longer responses, please email supporting information to Research New Zealand.

Impact/Issue	Key learnings
d. [Impact/issue #1]	
e. [Impact/issue #2]	
f. [Impact/issue #3]	

Q41 If there are any particular issues, policies or programmes you would like to comment on in relation to participation of children and young people in your economy, please provide these comments below.

Note: Text boxes can accept up to 4000 characters (including spaces). For longer responses, please email supporting information to Research New Zealand.

97 ...No further comment

Section 7 –2010 Workshop on Promoting Best Practice and Policies for Young People in Work

Q42 The results of this survey will be presented at a workshop in New Zealand in May 2010. The workshop will be organised by the New Zealand Department of Labour, to provide a forum for discussing identified issues related to good practice and policies for children and young people's work. Participants from APEC HRDWG economies will be invited to attend and to present papers at the workshop.

If you have any particular questions or issues about children and young people's work that you would recommend are covered at this workshop, please identify below what these are.

Q42a Question/issue #1

Q42b Question/issue #2

Q42c Question/issue #3

97 ...No particular questions or issues

Q43 If there are any issues or topics that you, a colleague, or a recommended expert could present a paper on at the workshop, please identify what these are in the space provided below.

Q43a Issue/topic #1

Q43b Issue/topic #2

Q43c Issue/topic #3

97 ...No particular issues or topics

Q44 More specific information about the May 2010 workshop in New Zealand will be available in December 2009, from the New Zealand Department of Labour. Interested respondents may contact Ms Emily Fabling (Deputy Director – International Services, Department of Labour, New Zealand) via email: Emily.Fabling@dol.govt.nz.

Closing screen

Thank you for taking the time to complete this questionnaire. Your answers have now been submitted.

If you have any questions about the research, or additional supporting information you would like to provide, please contact Noel Raggett at Research New Zealand, at noel.raggett@researchnz.com

DEPARTMENT OF LABOUR, NEW ZEALAND

Good Practice and Policies for Children and Young People in Work

Survey Definitions

This document provides definitions for the terms used in the survey about Good Practice and Policies for Children and Young People in Work.

Young people

For the purposes of this survey, young people are defined as those aged 24 years old or younger.

Employment

By 'employment' we mean doing lawful work of at least one hour per week for pay.

Employed (Questions 16, 17)

"Employed" is defined as all persons in the working-age population who:

- worked for one hour or more for pay or profit in the context of an employee/employer relationship or self-employment;
- or worked without pay for one hour or more in work which contributed directly to the operation of a farm, business or professional practice owned or operated by a relative;
- or had a job but were not at work due to:
 - own illness or injury
 - personal or family responsibilities
 - bad weather or mechanical breakdown
 - direct involvement in an industrial dispute, or
 - leave or holiday.

Seeking work and not employed (Questions 16, 17)

"Seeking work and not employed" is defined as all persons in the working-age population who were without a paid job, available for work and had either actively sought work in the past four weeks, or had a new job to start within the next four weeks.

Not in the labour force (Questions 16, 17)

"Not in the labour force" is defined as any person in the working-age population who is neither employed nor unemployed. This includes persons who:

- are retired
- have personal or family responsibilities such as unpaid housework and childcare
- attend educational institutions
- are permanently unable to work due to physical or mental disabilities
- were temporarily unavailable for work
- or are not actively seeking work.

Labour force

The labour force is defined as members of the working-age population who are classified as 'employed' or 'unemployed'.

Work-based learning and training (Questions 21, 22, 23e, 24b, 28f)

"Work-based learning and training" includes all learning and training in the workplace that leads to a qualification (for example, apprenticeships).

Work-related injury rate (Questions 23f, 24c)

"Work-related injury rate" includes work-related injuries which happen when the worker is:

- at his or her place of employment, including when the place moves (as it does for a taxi driver), or is a place to or through which the worker moves, or
- having a rest or meal break at work, or
- travelling to or from work in transport provided by the employer, or
- travelling from work in order to receive treatment for a work-related injury.

ISCO-88 occupation group classifications (Questions 25, 26)

The International Standard Classification of Occupations (1988) is a tool for organizing jobs into a clearly defined set of groups according to the tasks and duties undertaken in the job.

Provided below are definitions for the major occupation groups referred to in the Official Statistics. For further information about the ISCO classifications, please refer to the following website: <http://www.ilo.org/public/english/bureau/stat/isco/index.htm>

Legislators, senior officials, and managers

Legislators, senior officials and managers determine, formulate, direct or advise on government policies, as well as those of special-interest organisations, formulate laws, public rules and regulations, represent governments and act on their behalf, oversee the interpretation and implementation of government policies and legislation, or plan, direct, and coordinate the policies and activities of enterprises or organisations, or their internal departments or sections.

Tasks performed by legislators, senior officials and managers usually include: determining, formulating or advising on policies of national, state, regional or local governments; formulating laws, public rules and regulations; representing governments and acting on their behalf; overseeing the interpretation and implementation of government policies and legislation; performing similar tasks on behalf of political parties, trade unions, and other special-interest organisations; planning, directing and coordinating the policies and activities of enterprises or organisations, or their internal departments or sections. Supervision of other workers may be included.

Professionals

Professionals increase the existing stock of knowledge, apply scientific or artistic concepts and theories, teach about the foregoing in a systematic manner, or engage in any combination of these three activities. Most occupations in this major group require skills at the fourth ISCO skill level.

Tasks performed by professionals usually include: conducting analysis and research, and developing concepts, theories and operational methods, and advising on or applying existing

knowledge related to physical sciences including mathematics, engineering and technology, and to life sciences including the medical profession, as well as to social sciences and humanities; teaching the theory and practice of one or more disciplines at different educational levels; teaching and educating handicapped persons; providing various business, legal and social services; creating and performing works of art; providing spiritual guidance; preparing scientific papers and reports. Supervision of other workers may be included.

Technicians and associate professionals

Technicians and associate professionals perform mostly technical and related tasks connected with research and the application of scientific or artistic concepts and operational methods, and government or business regulations, and teach at certain educational levels. Most occupations in this major group require skills at the third ISCO skill level.

Tasks performed by technicians and associate professionals usually include: undertaking and carrying out technical work connected with research and the application of concepts and operational methods in the fields of physical sciences including engineering and technology, life sciences including the medical profession, and social sciences and humanities. Tasks also include: teaching children at primary and pre primary levels; teaching and educating handicapped persons; initiating and carrying out various technical services related to trade, finance, administration, including administration of a number of government laws and regulations, and to social work; providing artistic and sports entertainment; executing some religious tasks. Supervision of other workers may be included. Technicians and associate professionals may receive guidance from Senior government officials, Managers or Professionals.

Clerks

Clerks record, organise, store, compute and retrieve information related to the work in question, and perform a number of clerical duties especially in connection with money- handling operations, travel arrangements, requests for information, and appointments. Most occupations in this major group require skills at the second ISCO skill level.

Tasks performed by clerks usually include: stenography, typing, and operating word processors and other office machines; entering data into computers; carrying out secretarial duties; recording and computing numerical data; keeping records relating to stocks, production and transport; keeping records relating to passenger and freight transport; carrying out clerical duties in libraries; filing documents; carrying out duties in connection with mail services; preparing and checking material for printing; writing on behalf of illiterate persons; performing money-handling operations; dealing with travel arrangements; supplying information requested by clients and making appointments; operating a telephone switchboard. Supervision of other workers may be included.

Service workers and shop and market sales workers

Service workers and shop and market sales workers provide personal and protective services related to travel, housekeeping, catering, personal care, or protection against fire and unlawful acts, or they pose as models for artistic creation and display, or demonstrate and sell goods in wholesale or retail shops and similar establishments, as well as at stalls and on markets. Most occupations in this major group require skills at the second ISCO skill level.

Tasks performed by service workers and shop and market sales workers usually include: organisation and provision of services during travel; housekeeping; preparation and serving of

food and beverages; child care; rudimentary nursing and related care at homes or in institutions; personal care, such as hairdressing or beauty treatment; companionship; astrology and fortune-telling; embalming; funeral arrangements; protection of individuals and property against fire and unlawful acts and enforcement of law and order; posing as models for advertising, artistic creation and display of goods; selling goods in wholesale or retail establishments, as well as at stalls and on markets; demonstrating goods to potential customers. Supervision of other workers may be included.

Skilled agricultural and fishery workers

Skilled agricultural and fishery workers grow and harvest field or tree and shrub crops, gather wild fruits and plants, breed, tend or hunt animals, produce a variety of animal husbandry products, cultivate, conserve and exploit forests, breed or catch fish and cultivate or gather other forms of aquatic life in order to provide food, shelter and income for themselves and their households. Most occupations in this major group require skills at the second ISCO skill level.

Tasks performed by skilled agricultural and fishery workers usually include: preparing the soil; sowing, planting, spraying, fertilising and harvesting field crops; growing fruit and other tree and shrub crops; growing garden vegetables and horticultural products; gathering wild fruits and plants; breeding, raising, tending or hunting animals mainly to obtain meat, milk, hair, fur, skin, sericultural, apiarian or other products; cultivating, conserving and exploiting forests; breeding or catching fish; cultivating or gathering other forms of aquatic life; storing and carrying out some basic processing of their produce; selling their products to purchasers, marketing organisations or at markets. Supervision of other workers may be included.

Craft and related trades workers

Craft and related workers apply their specific knowledge and skills in the fields of mining and construction, form metal, erect metal structures, set machine tools, or make, fit, maintain and repair machinery, equipment or tools, carry out printing work as well as produce or process foodstuffs, textiles, or wooden, metal and other articles, including handicraft goods.

The work is carried out by hand and by hand-powered and other tools which are used to reduce the amount of physical effort and time required for specific tasks, as well as to improve the quality of the products. The tasks call for an understanding of all stages of the production process, the materials and tools used, and the nature and purpose of the final product. Most occupations in this major group require skills at the second ISCO skill level.

Tasks performed by craft and related trades workers usually include: extracting and working solid minerals; constructing, maintaining and repairing buildings and other structures; casting, welding and shaping metal; installing and erecting heavy metal structures, tackle and related equipment; making machinery, tools, equipment, and other metal articles; setting for operators, or setting and operating various machine tools; fitting, maintaining and repairing industrial machinery, including engines and vehicles, as well as electrical and electronic instruments and other equipment; making precision instruments, jewellery, household and other precious-metal articles, pottery, glass and related products; producing handicrafts; executing printing work; producing and processing foodstuffs and various articles made of wood, textiles, leather and related materials. Supervision of other workers may be included.

Plant and machine operators and assemblers

Plant and machine operators and assemblers operate and monitor industrial and agricultural machinery and equipment on the spot or by remote control, drive and operate trains, motor

vehicles and mobile machinery and equipment, or assemble products from component parts according to strict specifications and procedures.

The work mainly calls for experience with and an understanding of industrial and agricultural machinery and equipment as well as an ability to cope with machine-paced operations and to adapt to technological innovations. Most occupations in this major group require skills at the second ISCO skill level.

Tasks performed by plant and machine operators and assemblers usually include: operating and monitoring mining or other industrial machinery and equipment for processing metal, minerals, glass, ceramics, wood, paper, or chemicals, as well as operating and monitoring water-treating or electrical-power-generating installations, and related plant; operating and monitoring machinery and equipment used to produce articles made of metal, minerals, chemicals, rubber, plastics, wood, paper, textiles, fur, or leather, and which process foodstuffs and related products operating printing and bookbinding machines; driving and operating trains and motor vehicles; driving, operating and monitoring mobile industrial and agricultural machinery and equipment; assembling products from component parts according to strict specifications and procedures. Supervision of other workers may be included.

Elementary occupations

Elementary occupations consist of simple and routine tasks which mainly require the use of hand-held tools and often some physical effort.

Most occupations in this major group require skills at the first ISCO skill level.

Tasks performed by workers in elementary occupations usually include: selling goods in streets and public places, or from door to door; providing various street services; cleaning, washing, pressing; taking care of apartment houses, hotels, offices and other buildings; washing windows and other glass surfaces of buildings; delivering messages or goods; carrying luggage; doorkeeping and property watching; stocking vending machines or reading and emptying meters; collecting garbage; sweeping streets and similar places; performing various simple farming, fishing, hunting or trapping tasks performing simple tasks connected with mining, construction and manufacturing including product-sorting and simple hand-assembling of components; packing by hand; freight handling; pedalling or hand-guiding vehicles to transport passengers and goods; driving animal-drawn vehicles or machinery.

Supervision of other workers may be included.

Armed forces

Members of the armed forces are those personnel who are currently serving in the armed forces, including auxiliary services, whether on a voluntary or compulsory basis, and who are not free to accept civilian employment. Included are regular members of the army, navy, air force and other military services, as well as conscripts enrolled for military training or other service for a specified period, depending on national requirements. Excluded are persons in civilian employment of government establishments concerned with defence issues ; police (other than military police); customs inspectors and members of border or other armed civilian services; persons who have been temporarily with drawn from civilian life for a short period of military training or retraining, according to national requirements, and members of military reserves not currently on active service. Reference to a skill level has not been used in defining the scope of this major group.



**Asia-Pacific
Economic Cooperation**

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