

Research report

COMMITTEE: Young people in the workplace (ILO5)

ISSUE: How to develop an apprenticeship system in professional training to fight against youth unemployment?

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INTRODUCTION

Dear delegates, my name is Emilie ESCOT and I am studying at Aux Lazaristes La Salle High School in Lyon. I have already taken part in different MUN conferences. This year we will be focusing on issues related to unemployment, notably youth unemployment. It is crucial to find concrete solutions to these issues that concern us directly. Our committee will be debating on the development of an apprenticeship system in order to fight against youth unemployment which is one of the main concerns of the current international labour market.



KEY WORDS

Apprenticeship programme: Training programme directed to people who wish to obtain a professional training, while working in their field. Apprenticeship systems require the participation of three collaborators: the apprentice, the employer, and the government.

Apprentice: Someone who follows a training by taking an apprenticeship programme.

Unemployment: According to the International Labour Organisation (ILO), unemployment is a situation in which a 15 year old or older person does not have a remunerated activity, is available to work and is actively looking for a job. According to ILO, to be considered unemployed, three conditions must be simultaneously respected: being without a job on an undetermined time period, being available to take a job position within the two weeks and to have actively looked for a job during the last four weeks or having found one that starts in less than three months.

Youth: According to the United Nations' (UN) definition, youth is formed by people aged between 15 and 24 years old. Many countries in the world also use the age of majority (which is usually 18 years old) as a reference to talk about youth. 18 years old is indeed the age from which a person is considered as an adult and receives the same legal consideration as a grown-up person. Today, 1.2 billion young people from 15 to 24 years old represent 16% of the world's population (International report on youth, United Nations 2020).

Poverty: According to the World Bank, someone having at his disposal less than 2.15 dollars (being around 65 dollars a month) a day is considered as living in extreme poverty. According to UN data, there are around 700 million people living in extreme poverty worldwide.

OVERVIEW

1. Youth unemployment at an international scale

a. General analysis

In 2022, around 73 million young people didn't have a job. In total, 40.8% of the worldwide youth labour force is still unemployed or living in poverty.

(United Nations August 11th, 2022 “Youth

unemployment in the world should be higher than 73 million in 2022 according to ILO”). According to

ILO, between 2019 and 2020, people aged between 15 and 24 years old have known an unemployment rate way higher than other workers which still amplifies today's youth unemployment rate at an international scale.

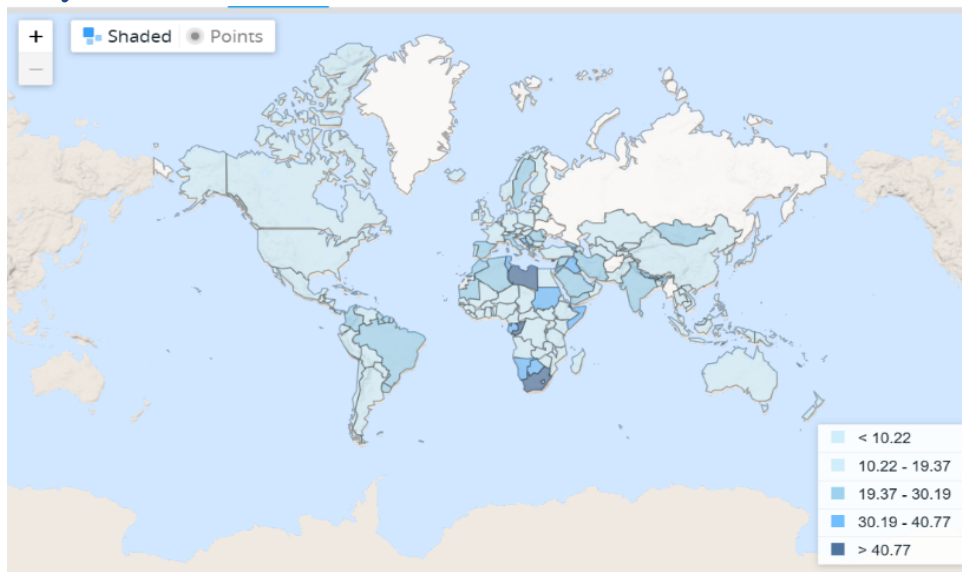


Image 1: Percentage of working population aging from 15- to 24-year-old in the world (estimation modelled by ILO) 2022

b. Link between work market national state and youth unemployment's rate

According to ILO, youth employment's challenge is tightly linked to the global situation, quantitative and qualitative, of national employment. Indeed, if the work market is not flexible enough, in other words, if it is subjected to too many restrictions, it can lead to an increase of precarity but also of unemployment. Moreover, a government facing a low economic activity will see its companies reducing their number, favouring unemployment, mostly for young workers. Finally, if the job offer and demands at a national scale are incompatible, it will create an imbalance with too many demands for jobs and not enough offers. The youth work market also has its own specificities (transition from school to work life, lack of professional experience...) that complicate the arrival but mostly the adaptation to professional life for most 15 to 24 years old.

c. Discriminations accentuate youth unemployment.

ILO indicates that 25.4% of young women were working in 2022, against 40.3% of young men (ILO August 11th, 2022: « Youth employment resumption is taking long »). It means that young men have 1.5 more chances to be employed than young women. In a general way, the gender gap “has shown very little signs of reduction during the last two decades” (ILO Report for the International Youth Day in 2022). In addition, according to the barometer of the perception of discrimination at work made each year by ILO, being disabled or suffering from a chronic disease multiplies by three the risk of being discriminated in the work sphere. Finally, according to the Organisation for Economic Cooperation and

Development (OECD), individuals from immigration often find themselves in unfavourable situations on the work market due to ethnic discrimination during the recruiting process. Therefore, according to OECD statistics in the Netherlands, people coming from immigration employment rate is lower of nearly 15 percentage points than the rate of non-immigrated person.

2. An unequally developed apprenticeship system in the world.

a. A largely developed system in some states.

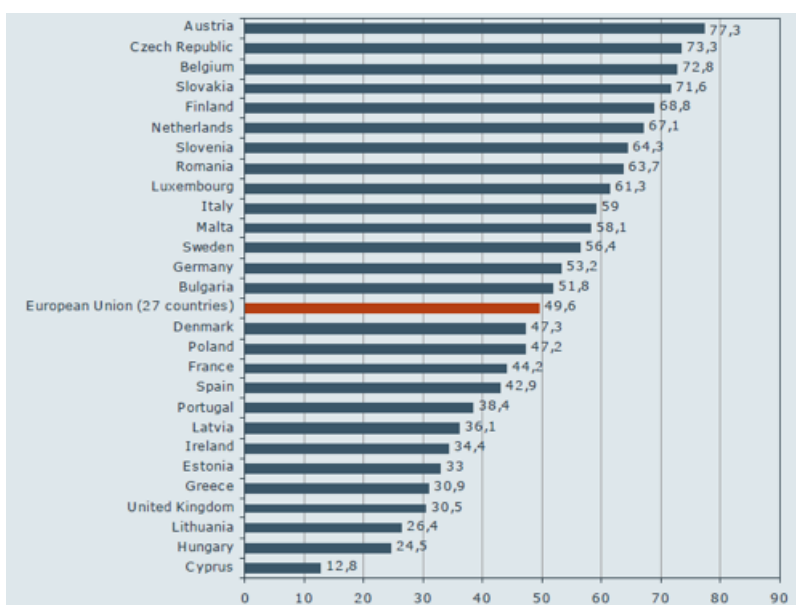


Image 2 : Percentage of total student in secondary level (middle school and high school) who choose professional and vocational training in Europe in 2009, according to Observatoire Compétence-Emploi (OCE)

Some governments rely on apprenticeship in professional training to fight against youth unemployment, which is the case in numerous European countries such as Belgium, Slovakia, France, and Sweden. We can note that some countries of Maghreb, like Morocco or Algeria, have also bet on these programmes to stimulate their economy and insert young people in the working world (see March

2017 and April 2018 reports of the European Training Foundation : “Training in professional environment in Morocco” and “Training in

professional environment in Algeria.”). Apprenticeship programmes are quite well established in the most developed Asian countries such as in India (Report from the International Centre for Technical and vocational education and training (UNEVOC, “Advancing Vocational Education and Training in India” May 2017), or in China (30.88 million students acquiring skills in 11 300 institutions of professional training according to China’s internet information centre “Important development of professional training in China, April 2021).

b. Other regions are starting to transform their training system.

It is particularly the case of Latin America and the Caribbean which started to develop apprenticeship training programs to face COVID-19 generated crisis. However, apprenticeship training programmes are not as advanced as in other areas and the quality of their offer are unequal. Furthermore, according to the International Institute of Planification and Education, some African countries, notably western African states such as Senegal, Niger or Burkina are transforming their training systems to fight against youth unemployment in the continent with namely the help of the ILO and the World Bank ; since the 15-24 years old represent 20% of the African population but more than 40% of the unemployed.

c. Apprenticeship training harmed by the Covid-19 pandemic.

According to the ILO, apprenticeship systems in professional training have been suffering from the effects of the COVID-19 pandemic. At the start of the pandemic, few countries and apprenticeship providers possessed adequate equipment, software, or educational resources to ensure remote training for apprentices. This caused important disruptions in the training courses, especially in apprenticeship in work situations, due to companies closing. Apprenticeship providers are becoming aware of the necessity to improve the adaptability of their training courses to ensure their stability during further crises.

3. The value of apprenticeship programmes in vocational training

a. Advantages for young people and employers

Apprenticeship offers to young people the possibility to acquire a valued professional experience mixing theory and practice while obtaining a study diploma. A work contract must link the employer to the employee so that the latter can benefit from legal and conventional dispositions applicable to the company staff. Following an apprenticeship programme also allows one to quickly insert in the work world while having access to a large offer of jobs in various sectors. Apprenticeship shows numerous interests for the employer. Indeed, he gets, at the end of the apprenticeship programme, a collaborator directly ready to work for the company since the apprentice has integrated the company's mindset and has a strong experience with the structure's needs. Apprenticeship programmes also allow employers to get, at the beginning, a low-cost staff member.

b. Youth unemployment rate and apprenticeship are linked.

The decrease of youth unemployment rate partly leans on an important contribution of apprenticeship. Thereby, Germany, whose youth unemployment rate is the lowest in the European Union (5.6% in March 2023 according to euro-indicators of May 2023) vehicles a model of professional and vocational training admired by its neighbours. Indeed, 47% of German executives followed an apprenticeship training because German companies that recruit apprentices usually do it in the perspective of integrating the young student durably in their structure. We can also note that 86% of German pupils in secondary education are enrolled in programmes combining work and school which facilitates their insertion on the work market and decreases the risk of being unemployed. (The Conversation, Anne Bartel Radic 12/09/2021 : "Le système d'apprentissage en Allemagne : un modèle de formation ?")

RELEVANT TREATIES AND EVENTS

19/07/1977

States which have ratified the Convention concerning the Role of Vocational Guidance and Training in the Development of Human Resources, adopted by the International Labour Conference at its 60th session in July 1977, are required to draw up vocational guidance and training policies and programmes. These should be established in particular through public employment services, a close relationship between vocational guidance and training structures on the one hand, and employment on the other. ([Convention C142 - Human Resources Development Convention \(n° 142\) , 1975 \(ilo.org\)](#))

06/2005

The resolution concerning youth employment, adopted by the International Labour Conference at its 93rd session in June 2005, states that addressing youth employment

requires an integrated approach, combining favourable economic policies and targeted measures addressing labour demand and supply, as well as the quantity and quality of jobs. ([Resolutions adopted by the International Labour Conference at its 93rd Session ilo.org](#))

06/2012

The resolution concerning the youth employment crisis: A call to action, adopted by the International Labour Conference at its 101st session in June 2012 calls for targeted and immediate action to tackle the youth employment crisis. The resolution proposes a range of tried and tested measures in five areas: macroeconomic policies, employability, labour market policies, entrepreneurship, and youth rights. In particular, it reiterates the need to adopt balanced, coherent and complementary measures ([Resolutions adopted by the International Labour Conference at its 101st Session \(ilo.org\)](#))

12/11/2013

The European Youth Forum is calling on European governments to put in place an "emergency plan for youth employment", at the Summit on the employment of 15–24 years old in the European Union organised at the Élysée Palace.

16/06/2023

The Quality Apprenticeships Recommendation (No. 208) adopted by the International Labour Conference at its 111th Session in June 2023 encourages international cooperation, diversity of programmes, the establishment of regulatory frameworks, the protection of apprentices and the development of apprenticeship contracts to ensure and promote quality apprenticeships that benefit both apprentices and employers. ([Recommandation R208 - Quality Apprenticeships Recommendation \(n° 208\) , 2023 \(ilo.org\)](#))

POSSIBLE SOLUTIONS

- To develop these apprenticeships, it is essential that Member States strengthen cooperation between schools, employers, and public authorities in order to jointly regulate these programmes. The Member States must therefore develop or improve policies to provide a framework for these programmes, considering their various aspects (remuneration of apprentices, theoretical aspects, who can benefit from apprentice status...).
- A collaboration between member states is ideal to facilitate and to develop the mobility of apprentices as with the European Erasmus' programmes for example which has opened to apprenticeship students. Joint legislation or programmes between neighbours can help to develop exchanges (trade, labour force, knowledge...).
- It is also essential to rigorously define the remuneration system that will apply to apprentices in order to fight against youth unemployment, by for instance in France taking into account the age of the apprentice, their progress through the training circle and the minimum wage enforced in the country.
- Apprenticeship programmes must not perpetuate a cycle of discrimination that would limit the decrease of the unemployment rate in the country and prevent the fulfilment of young people excluded from training.

GUIDING QUESTIONS

1. Has your country already introduced policies to develop apprenticeship programmes ?
2. If so, do apprentices have access to quality training with adequate remuneration ?
3. Do apprenticeships cover enough sectors in your country ?
4. How can these programmes be modernised to make them adaptable during a crisis ?
5. Have policies been put in place to fight against discriminations in vocational training ?
6. If so, are they effective enough, how can they be improved ?
7. Are apprentices' rights usually respected by employers ?
8. If not, what sanctions can be considered ?
9. Do apprenticeship programmes offer various levels of learning to enable apprentices to evolve during their cycle ?
10. Are there enough training centres to ensure the development of apprenticeship programmes ?
11. Does your country collaborate with other governments to fight against youth unemployment ?

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