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**Overview on the State of Global Youth Employment,  
with Emphasis on Egypt's Case**

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**Section I: Introduction:**

The problems of Youth employment continue to affect both developed and developing countries, where a large number of young men and women are exposed to unemployment, or unconfident or short-term work. As a result, many drop out of the workforce, or fail to enter it. Socially disadvantaged youth are particularly affected, thereby perpetuating a vicious circle of poverty and social exclusion.

In developing countries, where the vast majority of the populations are young, very few of them can afford to be unemployed. The problem is more than unemployment. The low levels of pay and low-quality of jobs add more emphasis the bulk of the problem. Consequently, the International Labor Organization (ILO) considered the issue of productive employment for young men and women on its agenda for decent work. Its efforts are guided by the recognition that effective policies and programs are essential to improve the living standards of young people and facilitate their full integration into society.

During the last two decades, Egypt achieved a significant improvement in the school enrollments of children, and it was associated with a decline in the child labor. During the period 1988 to 1998, the school enrollment rates of

Egyptian children aged 6-14 years jumped from 81 to 89 percent, while their involvement in the labor force market fell from 18.5 to 7.1 percent (Assaad et al. 2001). Some observers are worried that the increase in schooling may be counterbalanced by increasing rate of working while in school, with its associated impact on school performance (Ibrahim et al. 1999).

### **1.1. Objectives of the Study**

In view of the previous introduction, it is appeared the importance of studying the state of global youth employment. The study focused on Egypt as a case study. More specifically the present study attempted to achieve the following objectives:

- To discuss the current trends in youth employment, with specific emphasis on current and projected levels of economically active population.
- To discuss the factor affecting sustainable youth livelihoods, models of sustainable development, and gender perspectives.
- To discuss youth unemployment, its impact and responses to the issue of gender in sustainable youth employment.

As for Egypt's case, the study tried to examine:

- The impact of youth employment on the continuation in schools.
- The impact of youth employment on the future work status.

## **1.2. Data Sources**

International databases from ILO and other organization are utilized to identify the global part of the study, while Egypt Transition to Adulthood Survey (1997) is exploit to pertain the case study.

“Transition to Adulthood, A National Survey of Egyptian Adolescents 1997”, is a survey done by, Population Council, Regional Office for West Asia and North Africa, in collaboration with Social Research Center-The American University in Cairo, High Institute for Public Health-University of Alexandria, and Department of Public Health and Community Medicine- Assuit University. The entire adolescent interviewed in this survey (9128).

## **1.3. Review of Literatures**

The most recent report of ILO about the global employment trends indicate that in 2004, the total number of unemployed people in the world decreased (from 185.2 million in 2003 to 184.7 million in 2003). During 2004, global employment grew by 47.7 million, leading to an increase of 1.7 per cent in total employment. The global economic growth rate of 5% in 2004 undoubtedly played a large role in shaping these employment outcomes. However, a decline in unemployment rates does not in itself indicate improvement in decent work “deficits”. In most of the developing world, “employment” and “unemployment” are crude measures of the state of people’s livelihoods and well-being. In developing countries, which often lack effective unemployment insurance mechanisms, most people simply cannot afford to be unemployed. The focus in developing economies should therefore not be unemployment alone, but also on the conditions of work of those who are employed. Of the

over 2.8 billion workers in the world, nearly half still do not earn enough to lift themselves and their families above the US\$2 a day poverty line. Among these working poor, 535 million live with their families in extreme poverty on less than US\$1 a day (ILO, 2005).

Policymakers have focused on education as the key to improving employment opportunities for poor people in particular. Progress in education, particularly in primary education, continues to be a success story for nations around the world. However, there is still work to be done in developing countries, not only in making primary education universal, but in eliminating gaps and inequalities in secondary education—a key to “good” employment opportunities around the world. Worldwide, youth account for more than 40 percent of the unemployed. In addition to loss of income, youth unemployment can lead to marginalization, exclusion, frustration, low self-esteem, and sometimes to acts that create burdens on society. Gender biases constrain equality of opportunity across the employment spectrum -from the lowest rungs of the informal economy to the highest rungs of the formal economy. Differences in access to up-to-date labor market information, to training, and to jobs, as well as to related infrastructure services such as transportation and health care, are well known and have been documented in numerous publications (Farnsworth, M. 2003).

Youth’s work during their school attainment, had received considerable policy attention over the last 25 years. In the mid-1970s, three US Federal Commissions (**National Commission on the Reform of Secondary Education, the President’s Science Advisory Committee, and the National Panel on High School and Adolescent Education**) studied secondary education and recommended policies to encourage youth to gain at least some

work experience to ease the transition from school into adulthood. In contrast, **the National Commission on Excellence in Education (1983)** recommended that youth spend more time on academic studies, and down played the value of employment during high school.

Over the 1990s period, many economic research studies have examined the issue of the long-run effects of working while young. In general, researchers, even when finding positive effects, are deliberately cautious in interpreting their results. Using data from the USA National Longitudinal Survey of Youth, 1979 (NLSY79), **V. Joseph and others (1999)** find that, men who worked while in high school have higher average hourly wages after they finished their education attainment than those who did not. As the authors point out, however, it is possible that these results do not demonstrate that working while in school has positive impacts. Instead, the findings may simply reflect pre-existing differences among groups of youth; that is, more able or better connected to acquire jobs during their early years, and these same youths have better subsequent employment and schooling opportunities.

**Assaad, R. et al. (2000)**, using data from the Egypt labor Market Survey (ELMS98) to study child work and schooling in Egypt, they conclude that Working is strongly associated with not being in school. In an attempt to capture income and wealth effects, the study interpret the father's education effect as an essential determinant of family income. Employment of the father also had a significant impact on child work and schooling. Girls' education and work are more income elastic than those of boys. Children of both sexes, whose father is engaged in irregular private sector wage work, have a much higher risk of not being in school and of working than those of fathers in any other type of employment. Irregular employment results in a highly unstable earnings stream

and is one of the most important risk factors for poverty in Egypt. Higher earning results in a significant increase in schooling and reduction in work for children of both sexes. The presence of a family farm significantly increases the probability of employment for boys, but such employment appears to be compatible with staying in school. Region of residence has no effect on the schooling or work of boys. The situation is different for girls. Girls in rural areas are more likely to work, whether or not the household has a farm enterprise, and girls in rural Upper Egypt are at the distinct disadvantage when it comes to schooling. Girls in rural Lower Egypt are more likely than their Upper Egyptian counterparts to combine work and schooling. Household wealth has positive effect on schooling for both sexes, with more responsive among girls than boys, especially in rural areas. In urban areas, wealth has a negative impact on work. At intermediate levels of wealth, they are more likely to combine school and work.

#### **1.4. Definitions of the Basic Terms**

Worldwide, basic terminology from International Labor origination (ILO) & United Nations Development program (UNDP) are commonly used in this study. Some Key definitions are given below:

##### ***Unemployment:***

According to the definitions of the 13<sup>th</sup> Conference of Labor Statisticians, the unemployed are persons of working age who, in the reference period, are without work, available for work, and have taken specific steps to find work.

***Livelihood:***

According to the United Nations Development program (UNDP), “a livelihood is engagement in a number of activities which, at times, neither require a formal agreement nor are limited to a particular trade. Livelihood may or may not involve money. Jobs invariably do. Livelihoods are self-directing. Livelihood are based on income derived from ‘Jobs’, but also on incomes derived from assets and entitlements”.

***Decent work:***

Implies productive work under conditions of freedom equity, security and dignity, in which rights are protected

## **Section II: the State of Global Youth Employment:**

### **2.1. Overview on Global youth population**

Youth is a population group, falling in the age group of 15 to 24 years. Youth population in any given country varies considerably across countries and regions depending on demographic, social, and numerous other factors. Consequently, policies and programs that are successful in one part of the world may not be equally successful in another. The success will largely depend on how suitable adjustments and flexible changes are made while trying to replicate sustainable youth employment strategies from other regions/countries.

According to UN estimates (Table 1), there over 1.05 billion people living in the world today in the age group of 15 to 24 years, represents about 17% of the global population (ranging from 18% in less developed countries to 13% in more developed countries), of which:

- \* 48.5% are young women,
- \* 85% are live in developing countries,
- \* Nearly 60% are from Asia region.
- \* Youth aged 15 to 19 is about 554 million people

The reason behind low percent of youth population in more developed countries comparing with less developing countries mainly attributed to the fact that developed countries have better living and health conditions and so people live longer. For instance, developed regions have lower mortality rates

compared to the less developed regions, and thus other age groups are better populated in these countries.

Table (1) Youth Population as a Comparison of Other Age Population

(in Millions)

Age group	Population distribution					
	World		Less developed countries (LDC)		More developed countries (MDC)	
	No.	%	No.	%	No.	%
0 - 14	1814	30.0	1597	33.2	217	17.4
15 - 24	1062	17.5	900	18.7	162	13.0
25 - 60	2573	42.5	1995	41.5	578	46.3
60 +	605	10.0	151	3.1	454	36.3
Total	6054	100.0	4805	100.0	1249	100.0

Source: Database of ILO & UNDP, year 2000.

It is clear that youth population is an important part of global population and is a significant of the global productivity. Youth Employment is not an issue restricted to the developing countries. Even in many developed economics, a high proportion of young labor force faces constrains in finding a job, (for example, many developed countries like France, Greece, Italy and Spain feature employment rates of less than 80%).

## **2.2. Current level of economically active youth**

The economically active population is on the decline, when the trend of the past two decades (1980-2000) is considered (Table 2 and Figures 1 to 3). The reasons behind this decline include:

- 1) Youth have tended to stay longer within the educational system.

- 2) Usage of new technologies in production has caused a significant portion of human labor unneeded, both in developed and developing economies.

Developed regions have a relatively lower percentage of economically active youth population than developing regions. High family income in more developed countries helps youth to extend their educational attendance while the financial constraints in less developing countries force a larger percentage of youth to look for employment opportunities in earlier ages.

### **2.3. Projected Economically Active Population**

The projected figures of the economically active population by 2010 display a wide gap between male and female economically active rates across both developing and developed regions (Table 3 and Figures 1 to 3). Gender equity will be a significant factor in driving all the development programs in the coming years, in both developed and developing economies.

**Table (2) Trends in the Youth Economically Active Population Size and Rates (15 -24), 1980-2000.**

*(in Millions)*

Regions	Years											
	1980			1990			1995			2000		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Less Developed Countries (LDC)</b>												
<b>EAP</b>	259	180	439	310	224	534	312	224	536	316	228	544
<b>Youth Population</b>	338	321	659	425	405	830	438	418	856	461	439	900
<b>EAPRs</b>	76.6	56.1	66.7	73.1	55.2	64.3	71.3	53.6	62.7	68.6	51.9	60.4
<b>More developed countries (MDC)</b>												
<b>EAP</b>	59	48	107	49	43	92	47	41	88	45	40	85
<b>Youth Population</b>	92	88	180	85	82	167	84	80	164	83	80	162
<b>EARs</b>	63.8	54.3	59.1	57.9	52	55	56.4	51.3	53.9	54.6	50.2	52.4
<b>World</b>												
<b>EAP</b>	318	228	546	360	266	626	359	265	624	361	268	629
<b>Youth Population</b>	430	409	839	510	487	997	521	498	1020	544	519	1060
<b>EARs</b>	73.9	55.7	65.0	70.5	54.7	62.8	68.9	53.3	61.3	66.5	51.6	59.2

EAP: Economically Active population.

EARs: Economically Active Rates.

**Table (3): Projected Size and Rates of Youth Economically Active Population (15 – 24), by 2010**

*(in Millions)*

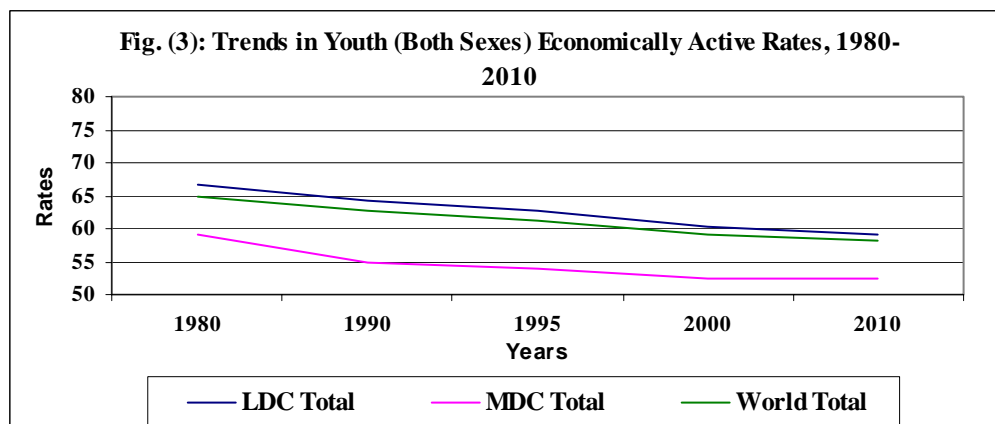
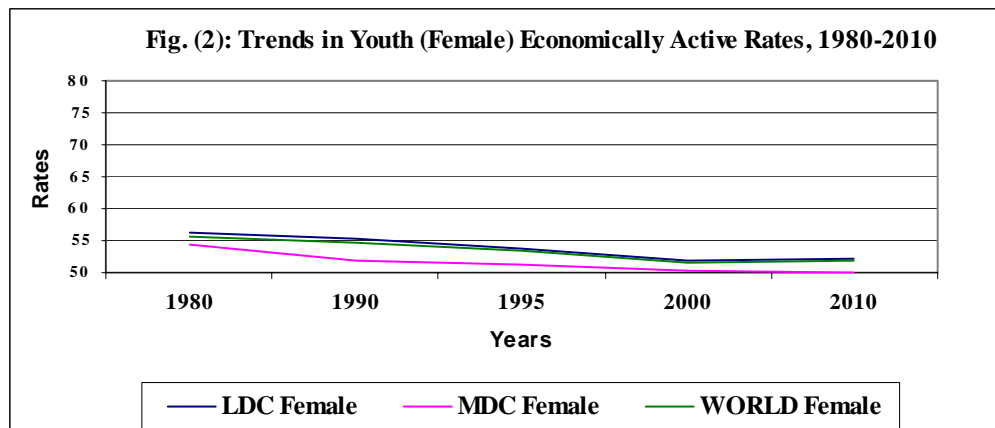
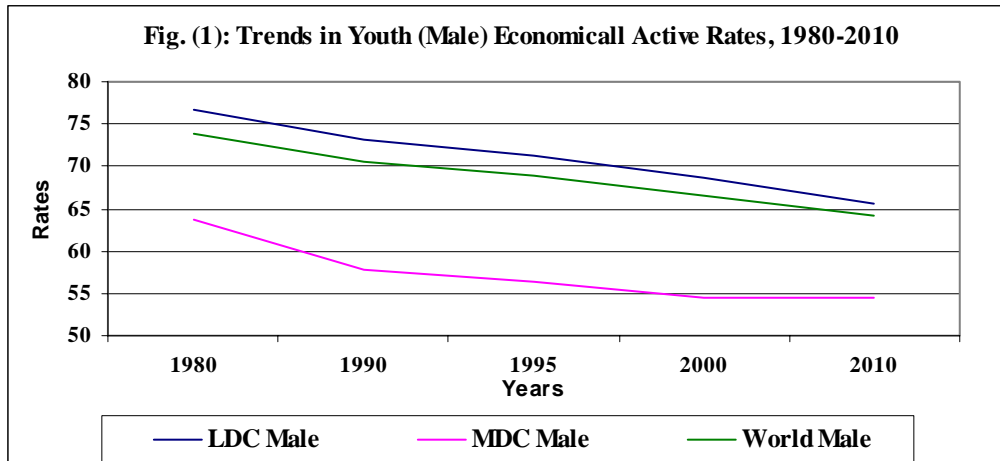
<b>Gender</b>	<b>World</b>			<b>LDC<sup>1</sup></b>			<b>MDC<sup>2</sup></b>		
	<b>Population</b>	<b>EAP*</b>	<b>EARs**</b>	<b>Population</b>	<b>EAP*</b>	<b>EARs**</b>	<b>Population</b>	<b>EAP*</b>	<b>EARs**</b>
<b>Male</b>	609	391	64.2	530	348	65.7	79	43	54.4
<b>Female</b>	577	300	52.0	501	262	52.3	76	38	50.0
<b>Total</b>	1186	691	58.3	1031	610	59.2	155	81	52.3

1: Less Developing Countries.

2: More developed Countries.

\*: Economically Active population.

\*\* : Economically Active Rates.



## 2.4. Youth livelihoods

It would be more suitable to explain what is meant by the term “Livelihood”, and in particular, “Sustainable Livelihood”. Livelihoods mean the tools, activities, and assets by which people make a living. Assets, in this particular context, are extended to include natural/biological, social, human, and physical assets.

- Natural/biological assets (i.e. land, water, and common-possessions resources)
- Social assets (i.e. community, family, social networks)
- Human assets (i.e. knowledge, creation by skills)
- Physical assets (i.e. roads, markets, clinics, schools, bridges)

Many studies have been done in different parts of the world and explained some valuable factors related to youth’s livelihood. These factors are important to mention and use by policy makers in formulating the future policies and strategies. Some of these key points are:

- The first engage of youth in work market is often be a casual occupation and mostly in informal sectors.
- Youth generally lack the resources needed to be a proprietors (owners of enterprise), in the context of finding livelihood in informal sectors.

- Youth face more constraints in finding access to credit in the informal sectors.
- Entrepreneurships in the informal sector are not highly promoted as a solution to the youth employment problem.

#### **2.4.1. Factors affecting Youth livelihood**

Poverty, illiteracy, and health conditions are the three major issues that need to be considered while addressing the issue of youth & sustainable livelihood. Thus, policy makers need to focus on addressing these issues on a priority basis in youth and development programs.

##### **Poverty:**

According to UN estimates, over 1 billion people in the world live in poverty, mostly in rural areas of developing countries. The migration of rural population in these regions to urban areas has increased urban poverty. Young people are particularly susceptible to poverty.

##### **Illiteracy**

According to the UN estimates, (UNISCO, 2001), approximately 96 million young women, and 57 million men are illiterate, most of them in developing countries. Illiteracy rates are higher in northern Africa, sub-Saharan Africa, and south of Asia, with a significant gender differential. Illiteracy rates are negligible in developed regions where the primary education is compulsory,

Education is a powerful instrument for reducing inequality in the size and distribution of income and increasing the productivity and earnings of the poor. It also an access route to training, which in turn results in better jobs with higher incomes.

### Health Issues

HIV/AIDS and other fatal health diseases have had a sever negative impact on both developing as well as developed economies.

The developing countries (e.g. Africa) have registered alarming raise in population affecting by HIV/AIDS, and the impact is bound to show on the overall economy of such countries.

### 2.5. Youth Unemployment:

According to the estimates made by the ILO, more than 70 million people in the world are unemployed. Youth unemployment rates exceed adult unemployment rates. Youth population is more likely to be unemployed than adult population. The German economy is an exceptional case, where it has a constant ratio of around 1, attributable to successful German apprenticeship system that facilitates the transition from school to work.

Unemployment is one dimension of the employment problem of youth. A large number of the youth in many countries are underemployed, some working fewer hours than they would like to and others working very long hours with little gain.

Regardless to the causes of youth unemployment, it has serious consequences especially if the unemployment spans are long or if the individual experiences frequent spans of unemployment. The longer unemployment span, the more difficult is to find work, because of the loss of skills, morale, psychological damage etc.

The main reasons behind the higher youth unemployment rates represents in the following:

1. Youth are always suffering from the lack the work experience, so that; they spend considerable time in looking for a job, and more time in looking for the appropriate job.
2. Youth are always facing a certain challenge in entering the labor market. Most of them haven't the occupational skills required by the labor market, or lack 'on-the-job' training. Thus, employers find it less expensive to hire experienced adults who have the needed expertise.
3. Youth not only have a less chance to enter jobs, but also face a higher opportunity to be fired by firms. The cost of firing young workers is definitely lower than firing older workers. Youth workers are less likely to be protected by employment regulations.
4. The rapid technological advancements rendered the skill level of youth inadequate. On the other hand, the demand for unskilled jobs has been declined, thus substantially affecting the youth.

### **2.5.1. Gender Issue in Sustainable Youth Employment**

The gender perspective has been given lower priority or has been completely neglected by policy makers while designing sustainable youth development programs.

It has been observed that young women face higher unemployment rates compared to young men. A recent global study done by ILO, indicate that, out of 97 countries considered in this study, female unemployment rate was higher than male unemployment rate in 62 countries.

The issue of female unemployment varies across countries, and it generally linked to socio-cultural and environment prevailing in the country.

#### **Examples:**

Some developed economies (France) have a high female unemployment rates, than some other developing economies (India). In such developing countries, the gender inequity in employment is insignificant, but gender discrimination in access to education is widely visible.

The traditional concept of women staying at home, while men earn, is still deeply rooted, especially in developing countries. So that women are manage only a weak impact on the mainstream of economy.

The impact of Asian financial crisis (which affect many of East and South East Asian economies, starting from 1997) in terms of employment and wages has been more sever on women than on men. The crisis pushed many female

workers out of secure, high-paying jobs into low-income work (ILO, Towards Gender Equality in the World of Work in Asia and the Pacific, Technical Report).

Female unemployment is a serious issue and needs a focused strategy, gender sensitive planning, and implementation in order to ensure equitable development.

### **Section III: Youth employment in Egypt:**

The aim of this section is to assess the impact of early youth employment on the continuation in schools and on the future work status. Data from “Transition to Adulthood” survey was utilized to achieve these objectives. Due to the purpose of analysis, adolescents interviewed in this survey were classified into two groups. The first contain all adolescents who experienced early employment in their childhood period, while the second group contains those who haven’t such experience. This classification was very essential to assessing the impact of early employment (i.e. working in the childhood period/working while in school) on the levels of continuation in schools, and on the current work status.

#### **3.1. Early employment and Discontinuation in Schools**

Discontinuation in schools is the common end for children who have early work experience. This phenomenon is applicable by 87.4% among adolescent who experienced early work in their childhood period (Table 4). Male adolescents are more likely to discontinue in schools than female. Adolescents in less developed regions and rural areas of Egypt, where the standard level of living and the family income is low, are more likely to discontinue in schools.

The average duration of continuation in school after the early employment is about 2.7 years. This means that, children who experienced early employment while they still participating in school; mostly, continue in their attendance until finishing their educational level by success or failure.

**Table (4): Prevalence of Discontinuation in Schools, among Egyptian Adolescents, who Experienced Early employment, 1997.**

<b>Characters</b>	<b>% (n)</b>
Discontinuation in schools after early employment	87.4 (2662)
<u>Discontinuation in schools by sex:</u>	
Male	71.6 (1905)
Female	28.4 (757)
<u>Discontinuation in schools by place of residence:</u>	
Urban Governorates	10.4 (278)
Lower Egypt	42.6 (1133)
Upper Egypt	46.0 (1251)
Mean duration of continuation in school after the early employment experience (Years)	2.7

**Source:** Transition to Adulthood, A National Survey of Egyptian Adolescents, 1997.

### **3.1.1. Reasons of Discontinuation in Schools**

Economic pressures and financial obstacles are the principal reason of early employment of Egyptian's children. Even though, those children discontinue in schools due to non-economic reasons. The study showed that those pupils discontinue their educational attendance for the following reasons:

- Difficulties in absorbing school curriculums.
- Changes in the children's views and behaviors toward the importance of education.
- Maltreatment from teachers' side.

The above-mentioned reasons represent about two-third of the reasons of discontinuation (Table 5 and Figures 4 to 5).

The economic situation of families and the shortage in offering the education expenses to their children come in the second order, representing about 20% of all reasons of discontinuation in schools.

Help with housework is an important reason of female's discontinuation, representing about 10% of the reasons of female's discontinuation in schools.

In this regard, it should to indicate that, the governmental education until the secondary level is very cheap in Egypt, and it is bearable by families with moderate level of income and suitable number of children. Low performance and poor quality of the governmental educational services led to creating a huge demand for private and home teachers. This phenomenon raises the actual economic costs of education and makes it beyond the ability of most of families with moderate level of income.

About eighty percent of the adolescents, who discontinue schooling after their early employment, would like if they continue schooling.

### **3.2. Early Employment and the Highest Educational Level Attained**

In this part, a comparison was made between the previously classified two groups of adolescents to assess the impact of early employment on the highest educational level the adolescent attained. Results of this comparison are represented in (Table 6 and Figures 6 to 8). This indicates the following:

**Table (5): Reasons of Discontinuation in schools among Egyptian Adolescents, who Experienced Early Employment, 1997.**

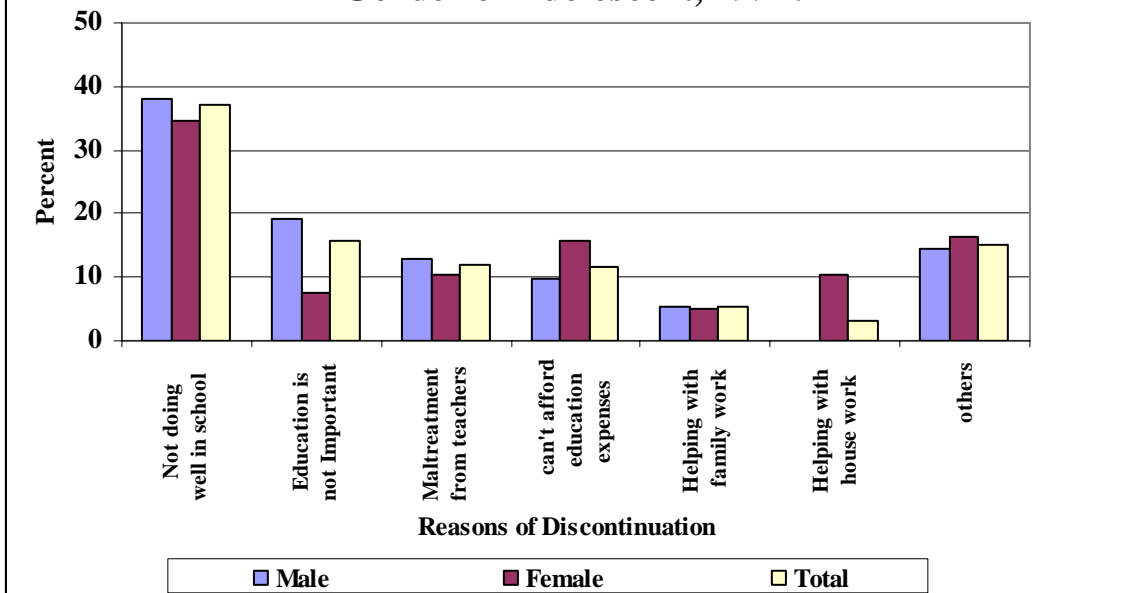
Reasons of Discontinuation	Total	Sex		Place of residence		
		Male	Female	Urban Gov.	Lower Egypt	Upper Egypt
Not doing well in school	37.0	38.0	34.6	21.7	36.4	40.5
Education is not important	15.7	19.3	7.7	21.7	19.1	11.2
Maltreatment from teachers	12.1	12.9	10.3	17.4	9.1	13.8
Household can't afford education expenses	11.7	9.9	15.8	13.0	9.1	13.8
Helping a family member in his work	5.2	5.3	5.1	0.0	8.2	3.5
Help with house work	3.2	0.0	10.3	0.0	3.6	3.5
Other reasons	15.1	14.6	16.2	26.2	14.5	13.7
Percentage liked to continue schooling:	79.3	76.7	85.7	79.3	75.9	82.9

**Source:** Transition to Adulthood, A National Survey of Egyptian Adolescents, 1997.

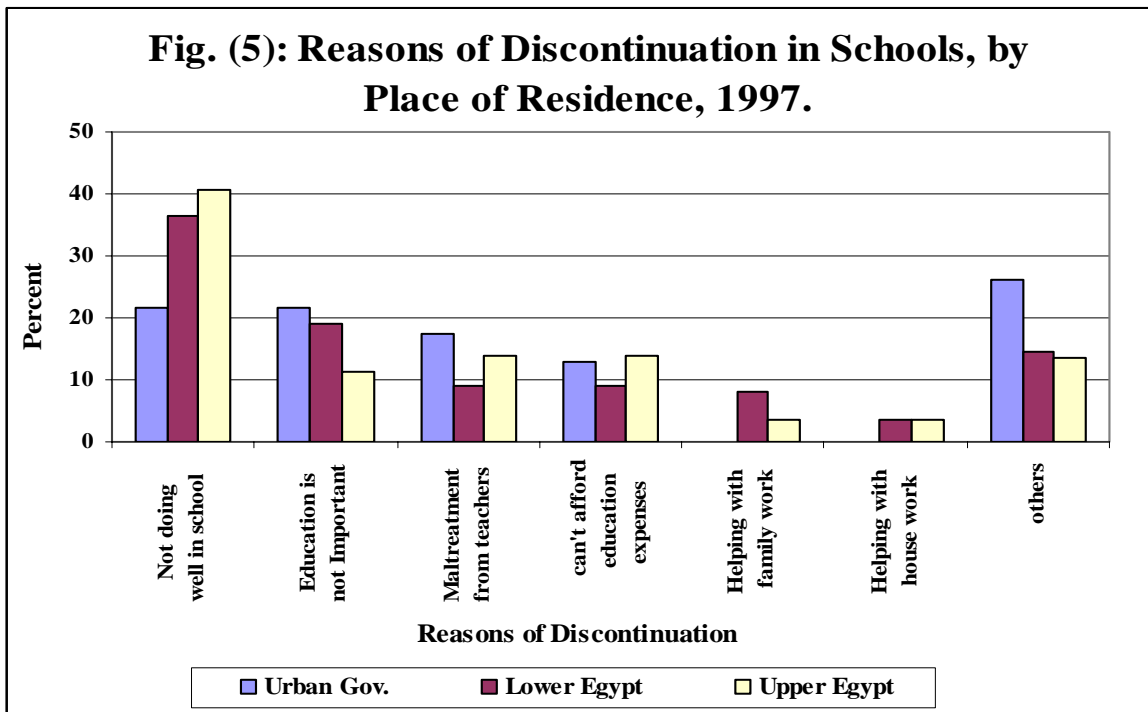
Two-third of adolescents with early employment are completed the compulsory educational level. The corresponding percentage among those without early employment is about 50%.

Only 20% of the adolescents with early employment are completed the secondary level (mostly are vocational secondary graduates, 75%). The corresponding percentage among adolescent without early employment is about 26% (62% are vocational secondary graduates, and 38% are general secondary graduates).

**Fig. (4): Reasons of Discontinuation in Schools, by Gender of Adolescent, 1997.**



**Fig. (5): Reasons of Discontinuation in Schools, by Place of Residence, 1997.**

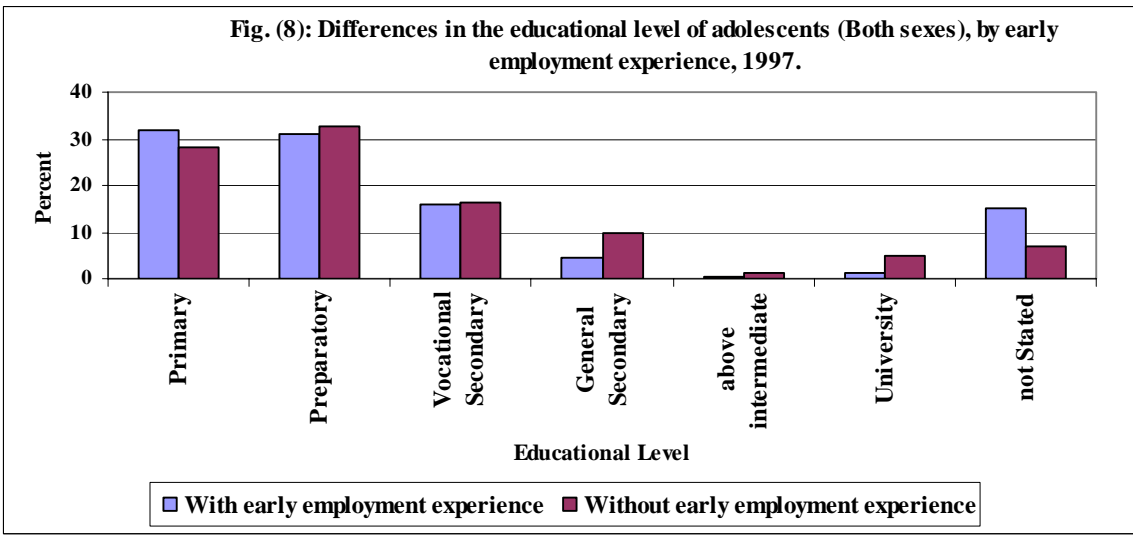
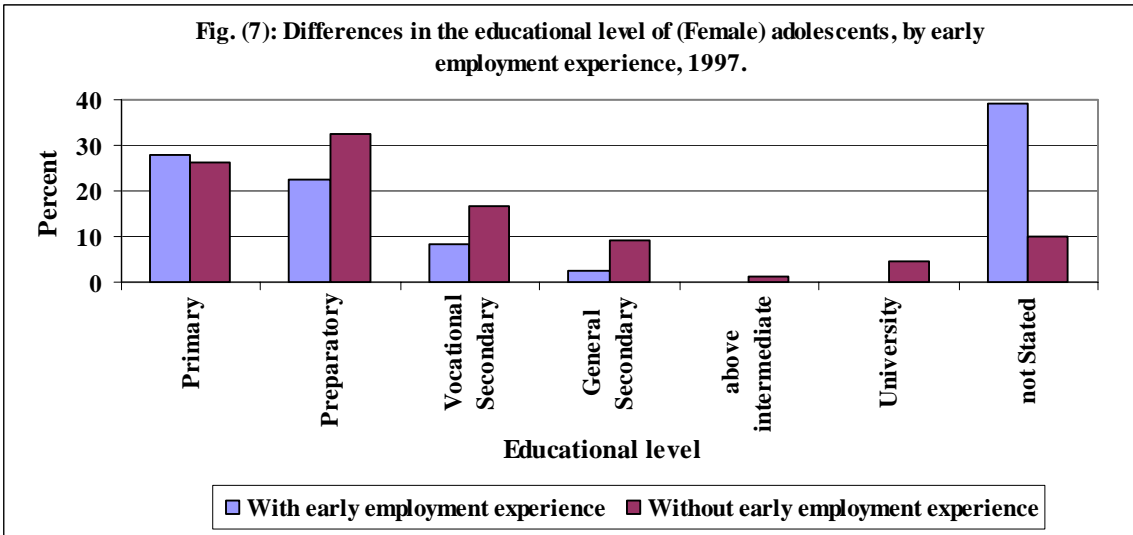
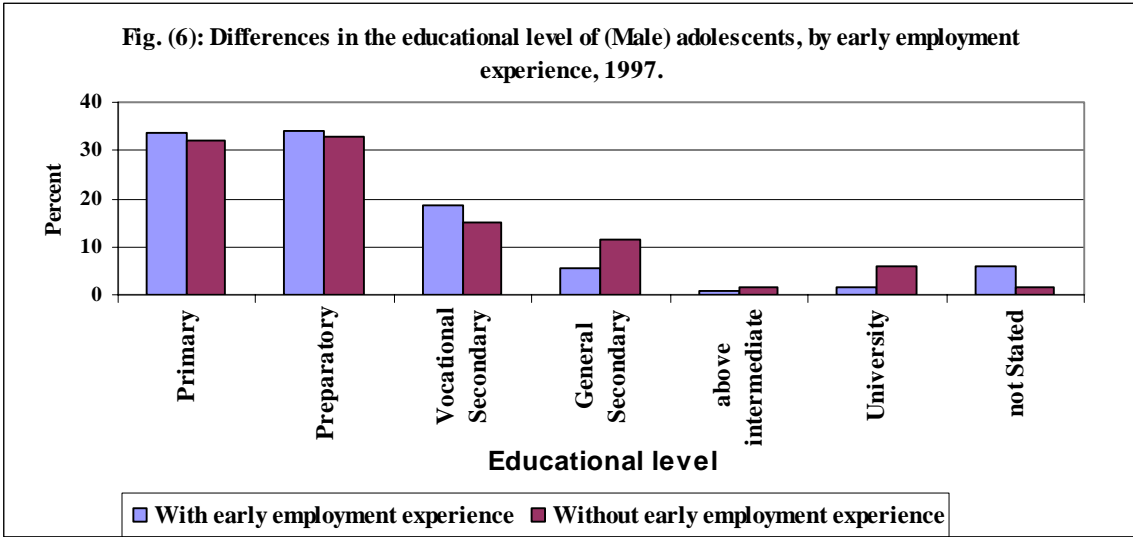


**Table (6): Differences in the Educational Level of Egyptian Adolescents, With Early Employment Experience versus Without, 1997.**

Educational level	Adolescent Groups					
	With early employment experience			Without early employment experience		
	Total	Male	Female	Total	Male	Female
Primary	31.9	33.5	27.8	28.2	32.0	26.2
Preparatory	30.9	34.2	22.3	32.6	32.8	32.5
Vocational Secondary	15.8	18.8	8.3	16.2	15.0	16.8
General Secondary	4.6	5.5	2.3	9.9	11.4	9.0
Above intermediate	0.6	0.73	0.1	1.3	1.5	1.1
University	1.2	1.5	0.2	5.0	5.8	4.6
Not stated	15.0	5.8	39.0	6.8	1.5	9.8

**Source:** Transition to Adulthood, A National Survey of Egyptian Adolescents, 1997.

Percentage of adolescents without early employment and high educational level (above intermediate level and university level) is four times higher than it among adolescents with early employment experience.



From the previous analysis, it is clear that early employment experience has a negative impact on the continuation of adolescents in schools from one side, and on the highest educational level they can reach from the other side.

### **3.3. Early Employment and the Current Employment Status**

Two measures are applied to assess the impact of early employment experience on the current work status. The first is the differences in the current employment status of Egyptian adolescent. The second measure is the differences in the satisfaction level with their current work and income they receive. The results of this comparison are presented in (Table 7 and Figure 9). It shows that:

Early employment experience may not lead to better opportunity to be employed in the future. This is clear from comparing the percentages of adolescent who are currently employed with their early employment status (70.4% of adolescents with early work experience are currently employed versus 74.1% among the other group).

The possibility of being unemployed increases among females with early employment experience than females without early employment experience, the later have higher employment rate by about 9.6 percentage point.

Regarding the satisfaction level with the current work, adolescents with early employment are less satisfied with their current work than those without early employment experience. The continuation of adolescent in education for longer periods, may give them an opportunity to be employed in better jobs with better conditions and environment in the future. Accordingly, the level of

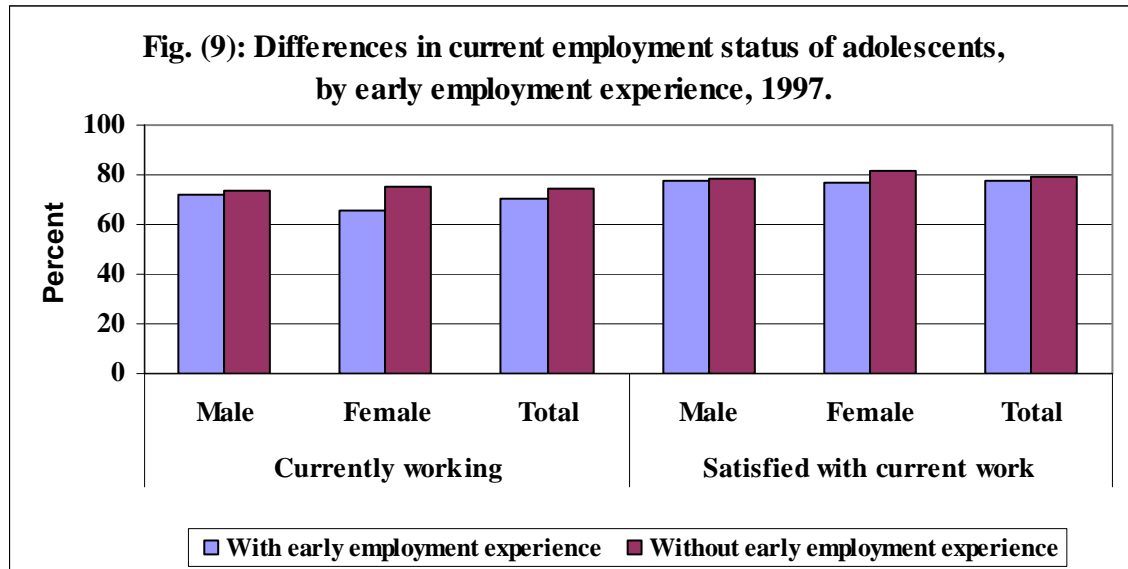
satisfaction rises. In general, the differences in the satisfaction level among males with and without early employment are very narrow.

**Table (7): Differences in the Current Employment Status of Egyptian Adolescents, by Their Early Employment Experience, 1997.**

Characters	With early employment experience			Without early employment experience		
	Total	Male	Female	Total	Male	Female
Currently working	70.4	72.1	66.0	74.1	73.3	75.6
Satisfied with their current work:	77.5	77.6	77.0	79.1	78.1	81.8
Average monthly income (LE.)	180	148	355	169	190	112

**Source:** Transition to Adulthood, A National Survey of Egyptian Adolescents, 1997.

The above observations show an advantageous status for those without early employment experience with respect to their employment rate and satisfaction with their current work. Nevertheless, those who have early work experience are advantageous with respect to the average monthly income. However, male adolescents without early employment experience enjoy higher average monthly income. Exposing of male adolescents with early employment experience for longer periods of unemployment, and their mostly engaging in temporary or seasonal works, may give an interpretation of why they are in low level of income than male of the other group.



The average monthly income of females with early employment is three times higher than those without early employment experience (355 LE, and 112 LE. respectively). Due to the low level of education among females with early employment experience, they are mostly engaged in home services activities, which offer a high daily income, especially in urban areas and the great cities of Egypt.

## **Section IV: Recommendations:**

In view of the analysis done in the present study, the following recommendations are worth considered:

1. Gender equity and factors affecting youth's sustainable livelihood (poverty, illiteracy, and health conditions) are important to be considered by policy makers as significant factors in driving all the development programs in the coming years, in both developed and developing economies.
2. Given the high percentage of dropout from schools, mostly among children who experienced early employment, it is recommended to activate seriously the laws for preventing children from work until the age of 15, and the educational laws numbers 139/1981 and 233/1988 regarding the extension of the compulsory education until the age of 15 too.
3. Given the importance of the economic situation of families in determining the continuation status of children in schools, especially in less developed region, it is recommended to establish funds for students care in each local society, with the financial support of business persons and NOGs in such areas. The suggested funds may play an important role in supporting the poor students and insuring their continuation in the educational process.

4. Extending group tutoring in schools with suitable fees with the participation of the outstanding teachers may help in reducing the burden of educational costs, especially for families with low and moderate income. This also may guarantee the continuation of students in the educational process for longer periods.
5. Schools should play role for supporting the poor students economically. This can be done through creating vocational activities for the student, especially in summer holydays in cooperation with the local society councils and mayors of villages. Such activities may help in raising the vocational abilities of the students, generating additional income. In doing that, the students can help in the financial support of their families from one side, and in offering the costs of their education from the other side.
6. Given the current attitude of adolescents regarding the importance of education, and the maltreatment of teachers as important reasons of dropout from schools, more efforts should be applied to enhance the educational performance in the governmental schools and to guarantee better treatment by the teachers for their students. These efforts may help in making the schools as attractive places to the students and help in changing their views towards the importance of education.

There is no doubt that, taken the aforementioned recommendations into account while formulating educational and employment policies will participate in limiting the problems of child work and dropout from schools.

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# رؤية لحالة العمالة بين شباب العالم مع التركيز على حالة مصر (ملخص باللغة العربية)

إعداد

د/ خالد السيد حسن عبد الجواد

الشباب هم مجموعة من السكان تقع في الفئة العمرية من 15 - 24 سنة، تلعب العوامل الديموغرافية والاجتماعية والاقتصادية وغيرها من العوامل دوراً هاماً في تركيب وخصائص مجتمع الشباب، وهي عوامل تختلف بطبيعة الحال باختلاف المجتمعات والأقاليم.

تبعاً لتقديرات الأمم المتحدة هناك ما يزيد عن 1.05 بليون نسمة يعيشون حالياً في الفئة العمرية 15 - 24 سنة، يمثلون نحو 17% من إجمالي سكان العالم (يتراوحون ما بين 18% في الدول النامية 13% في الدول المتقدمة)، من بينهم:

- 48.5% إناث

- 85% يعيشون في الدول النامية

- نحو 60% في منطقة آسيا

عمالة الشباب ليست مشكلة تتركز فقط في المجتمعات النامية، ففي عديد من الاقتصاديات المتقدمة ما زالت نسبة عالية من الشباب يواجهون العديد من المعوقات للحصول على عمل، وعالية فان نسبة البطالة بين الشباب هي نسبة ليست بالهينة، وهناك أعداد كبيرة من الشباب الذكور والإناث يتعرضون للبطالة أو يلتحقون بأعمال غير مستقرة ولفترات قصيرة، ونتيجة لذلك فان العديد منهم يخرج من سوء العمل أو يفشل أساساً في الدخول إليه.

تهدف الدراسة إلى إلقاء الضوء على حالة العمالة لشباب العالم مع دراسة حالة الشباب في مصر كمثال، وتتناول الدراسة بالمناقشة الاتجاهات الحالية والمستقبلية لعمالة الشباب على المستوى العالمي. دراسة العوامل المؤثرة في تحقيق الاستدامة للظروف الحياتية المواتية للشباب. إلقاء الضوء على البطالة بين شباب العالم. بينما تتعرض دراسة الحالة لتوضيح تأثير العمالة المبكرة بين الشباب المصري على الاستمرارية في النظم التعليمية من ناحية، وعلى حالة العمل المستقبلية لهؤلاء الشباب من ناحية أخرى.

استخدمت قواعد البيانات الخاصة بمنظمة العمل الدولية ( ILO )، وغيرها من منظمات الأمم المتحدة لتوضيح الجزء الخاص بحالة العمالة بين شباب العالم، بينما طوعت بيانات مسح (الانتقال إلى مرحلة الشباب، 1997) لتحقيق الغرض الخاص بدراسة حالة شباب مصر.

أوضحت الدراسة الاختلافات في معدلات النشاط الاقتصادي لشباب العالم من خلال تقسيمهم إلى مجموعتين (مجموعة الدول النامية، ومجموعة الدول المتقدمة)، وذلك خلال العقدين الأخيرين من القرن المنصرم، وقد استخدمت هذه البيانات لتوقع حساب معدلات النشاط الاقتصادي لكل مجموعه حتى عام 2010م، باستخدام طريقة السلاسل الزمنية.

اهتمت الدراسة بتوضيح العوامل المؤثرة في الظروف الحياتية لشباب العالم، والمتمثلة أساسا في الفقر والجهل والمرض. وتطرقت الدراسة لاستعراض حالة البطالة بين شباب العالم، والأسباب وراء ارتفاع معدلات البطالة بين الشباب. هذا وقد أوضحت الدراسة بالأمتلة للعديد من أشكال عدم المساواة النوعية (ذكور/إناث) في معدلات البطالة على المستوى العالمي.

فيما يتعلق بحالة مصر، فقد اهتمت الدراسة أساسا ببيان تأثير العمل المبكر للشباب (العمل في مرحلة الطفولة، قبل سن 15 سنة)، على الاستمرارية في النظم التعليمية. هذا وقد حاولت الدراسة الإجابة على عدة أسئلة تتمثل في:-

- هل خبرة العمل السابقة في مرحلة الطفولة تعطي للشباب ميزة نسبية في الحصول على عمل مستقبلي؟

- ما هو مستوى الرضا بهذا العمل المستقبلي؟
- ما هي مستويات الأجور التي يتحصل عليها الشباب من العمل الحالي، وهل لخبرة العمل السابقة تأثير في هذا الشأن؟

وقد استلزم الأمر للإجابة علي هذه الأسئلة عقد مقارنات، من خلال تقسيم البيانات إلى مجموعتين (مجموعة الشباب ذوى خبرة العمل السابقة، في مقابل مجموعة الشباب الذين ليس لهم خبرة عمل سابقة).

وقد خرجت الدراسة بالعديد من التوصيات نوجز منها:-

- إن موضوع النوع الاجتماعي، والعوامل المؤثرة في الظروف الحياتية للشباب من أهم الموضوعات التي يجب أن تأخذ بعين الاعتبار من قبل المخططين في إعداد البرامج التنموية المستقبلية وذلك في كل الاقتصاديات، النامية والمتقدمة منها على حد سواء.

- في ضوء ما أظهرته الدراسة من ارتفاع معدلات عدم الاستمرارية في التعليم بين الشباب المصري بسبب العمالة المبكرة، فإن التشديد على التطبيق الفعال لقوانين حماية الأطفال من العمل المبكر، وكذا قوانين مد التعليم الإلزامي حتى سن 15 سنة، لمن الأمور التي يجب التوصية بها، والتأكيد عليها بشدة.

- في ضوء ما أظهرته الدراسة من أهمية الظروف الاقتصادية للأسر كعامل محدد لاستمرارية الشباب في النظم التعليمية، فإن الدراسة قد خرجت بعدة توصيات مفادها، ضرورة تضافر جهود المجتمعات المحلية ورجال الأعمال والجمعيات الأهلية لتقديم الخدمات التعليمية الإضافية (الدروس الخصوصية) بأجور رمزية. ضرورة استغلال طاقات الشباب في الإجازات الصيفية من خلال أنشطة إنتاجية وخدمية تفيد المجتمعات المحلية، وتدر عليهم عائد مناسب يساهم في تدبير الاحتياجات المادية لأسرهم من ناحية، وتوفير جزء مناسب للمساهمة في تكاليف الدراسة لهؤلاء الشباب، من ناحية أخرى.