

# Young graduates' integration in the land market in Africa: a comparative analysis of Botswana, Cameroon and Tanzania

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# Youth Employment in Africa

- Africa has the youngest population in the world
- African Union Youth Charter defines youth as people between the ages of **15 years and 35 years**
- The continent has the fastest growing population of young people
- This growth puts the labour market under pressure
- In 2019, the youth aged between **15 and 29** represented more than **40%** of the adult population on the continent
- Each year, **more than 10 million young Africans** join the labour force, while **only 3.7 million jobs are created** annually
- Unemployment is a sign of **the continent's failure** to take advantage of its greatest **asset for growth** in terms of the large and **growing population of talented young people**
- The lack of income by the youth triggers their **exclusion** from the land market
- When young people 'wait' for opportunities to arise, **uncertainty, boredom, frustrations and dangers** accompany them



# Land's Graduates Integration in the labour market: a NELGA concern

- **60%** of Africa's youth are unemployed
- **Difficulties** to integrate university graduates into the labour market
- **Mismatch** between **education** and **skills** needed by industries
- Since we do partner with several universities across the continent, it appears urgent to examine the **linkage between youth employment and land-related curricula in Africa**
- Graduates from NELGA Universities find **suitable jobs** based on their qualification in the public & private sector, national and international NGOs, international organisations, etc.
- **Main Hypothesis: A well managed integration of graduates of professional courses at Bachelor, Master and sometimes Doctorate levels, could offer real effectiveness of these degrees in the labour market**



# Objective of the presentation

1. **Share lessons** learnt from NELGA's experience of bridging land employment gaps through NELGA capacity programmes in three regions: Central Africa, Eastern Africa and Southern Africa
2. Give an overview on **youth, land and employment** challenges and perspectives in Africa
3. Share **possible approaches and solutions**

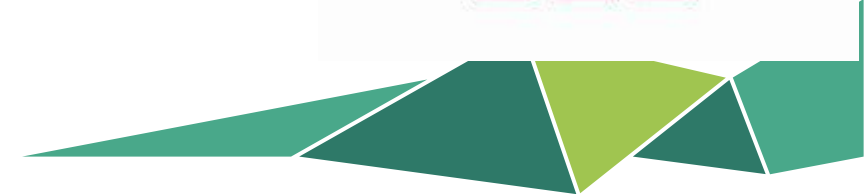
**SDG 4:** ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

**SDG 8:** promote inclusive and sustainable economic growth, employment and decent work for all

4 QUALITY EDUCATION

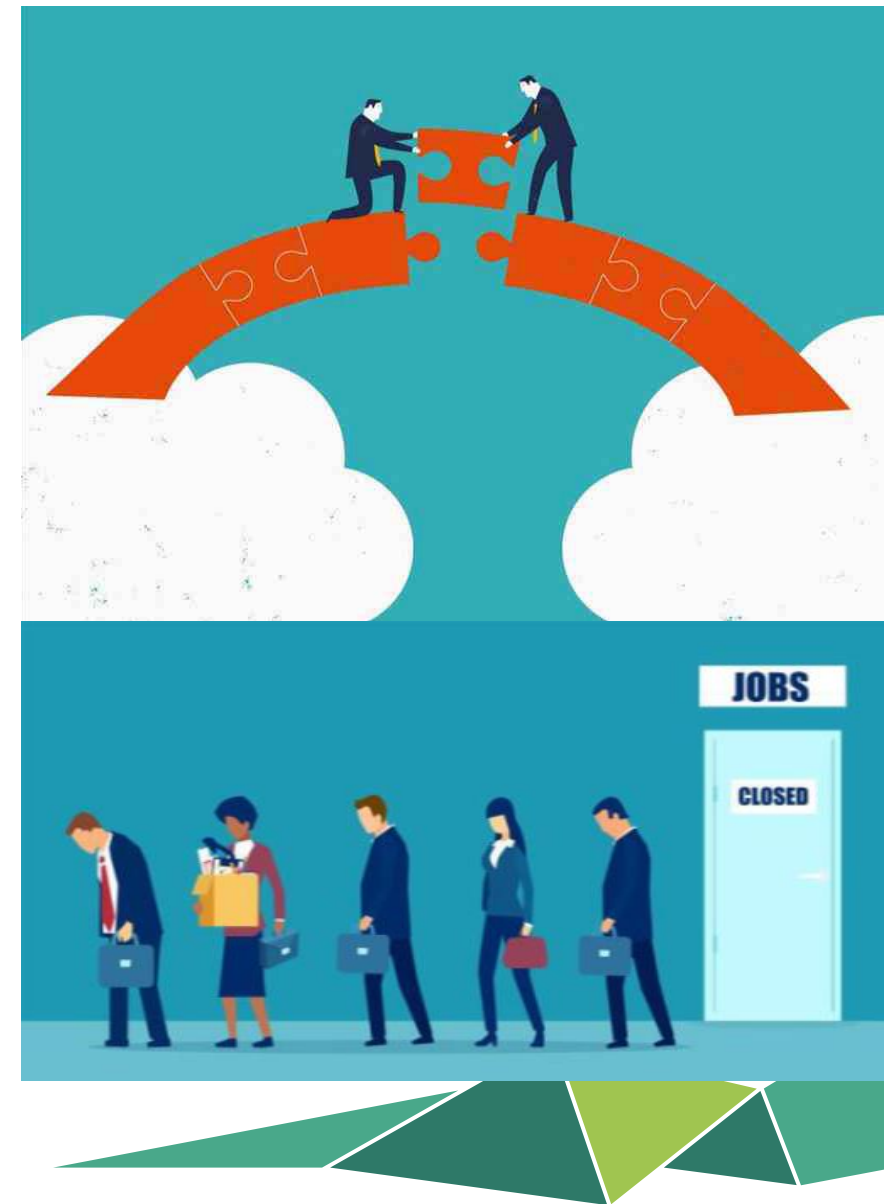


8 DECENT WORK AND ECONOMIC GROWTH



# Methodology

- Recruitment of **consultants** who met with young women and men (in workshops and through semi-structured interviews) from different socio-economic backgrounds in four countries: **Botswana, Cameroon, Tanzania and Senegal** (upcoming)
- **Stakeholder's theory** (ST) to explain the input of the industry (employers) and partners' professional associations in the development of relevant curricula
- **Targeted results:**
  - Identify needs and challenges from students & employers
  - Bring expectation of the different stakeholders and the current reality closer together
  - Kick-start further action on the issue and ensure continued commitment

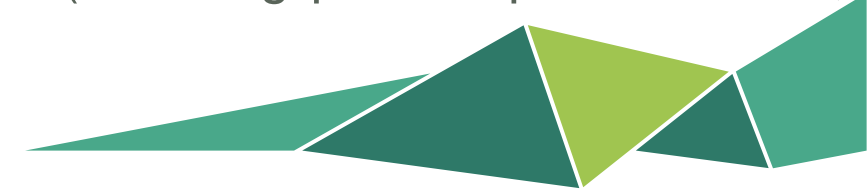


# Studies on Labour Market Perspectives for Graduates in the Field of Land Governance in Africa

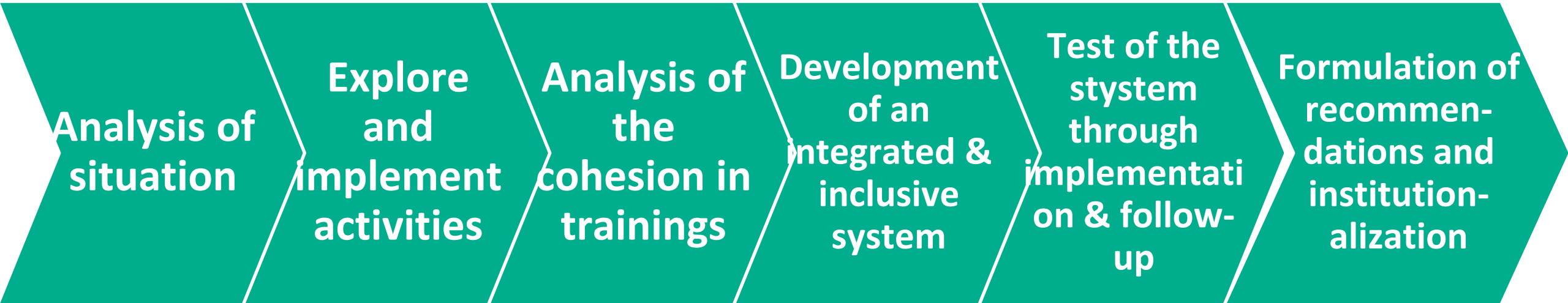


## Objectives of the Study

- Develop an overview on youth, land and employment challenges and perspectives in Africa
- Analyse land related curricula and industrial needs at the national level
- Analyse the existing gaps of personnel profiles for employer organisations
- Identify obstacles to students' socio-professional integration
- Propose recommendations on how to strengthen the labour market for graduates and fill the needs of employers (including public / private sector, civil society, academia, etc.)



# Approach: 6 Pillars on a regional basis



Status	
<b>Conducted:</b>	<b>Ongoing:</b>
•Tanzania	•Senegal
•Cameroon	•Botswana





# Different Stakeholder Groups



Public Sector



Academia



Private Sector



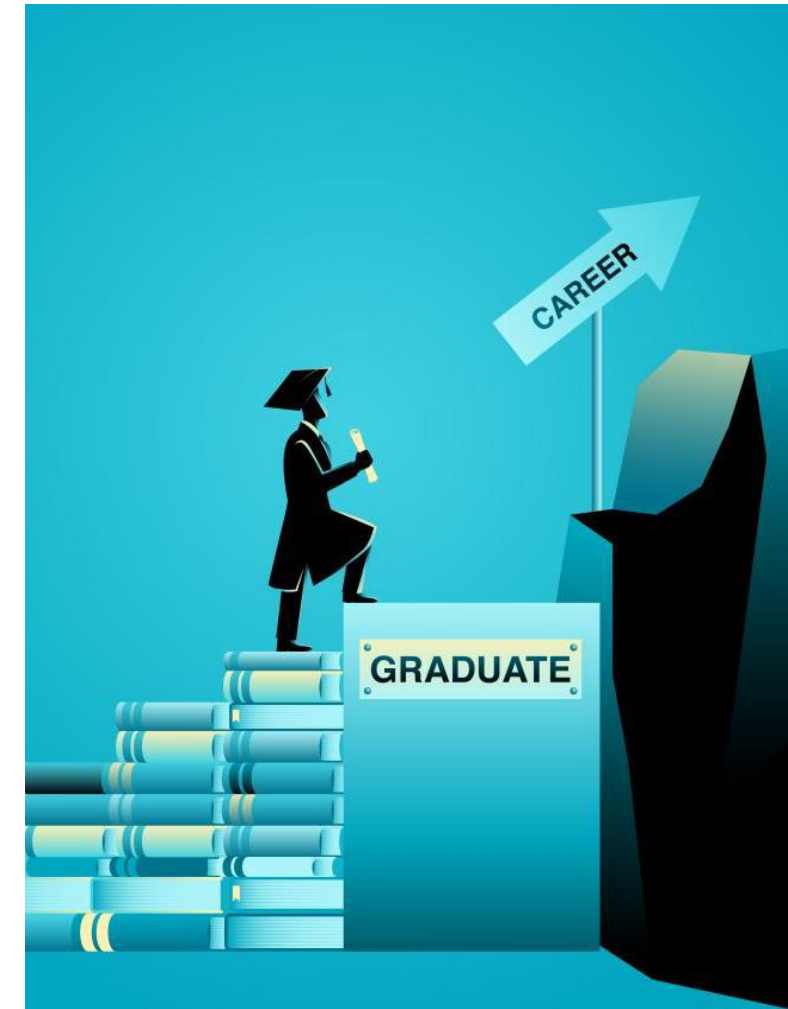
Students



Civil Society



Int. Organizations





# Graduates' integration in labour market in Central Africa

## Facts about Central Africa (Overview)

- **70%** of the population are under **30**
- Many young people who have had the chance to go to university have mainly gone into **general fields of study**, which offer fewer opportunities to enter the labour market
- Central African education **systems (strongly inherited from the French colonial system)** have been oriented towards the achievement of a **qualification** rather than the **acquisition of skills and competencies** that will facilitate successful integration into the world of work
- The result is that many young graduates are sometimes **forced into jobs that have nothing to do with their initial training.**
- **General observation: mismatch between training and employment, the weakness of the employment information system, the preponderance of the informal sector, the weak spirit of entrepreneurship** among young people and the inadequacy of labour market governance in favour of young people



# Land in the training offers within the Public and private Institutions of Higher Education: case of Cameroon

- Very early on, **jurists** took an interest in the question of land tenure from a normative point of view by trying to question the coexistence of two systems of norms (**written and customary**) as well as the legal nature of land titles.
- In **social sciences**, land issue is not addressed here in a frontal manner, but rather in a **discipline perspective**, to account for different social practices and the role of social actors.
- Land tenure appears only in the law faculties, so thousands of students from other disciplines complete their training without having studied land tenure issues.



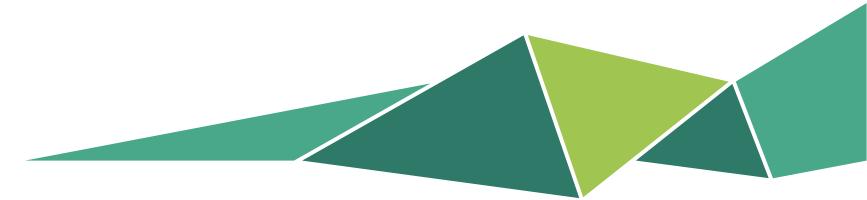
# Graduates integration in labour market in Eastern Africa: case of Tanzania

## Facts about Eastern Africa (Overview)

- Universities have been the main supplier of land governance professionals (valuers, land surveyors, urban planners, land officers, property managers etc.) both in the country and the continent (Botswana, Zambia, Gambia, Sierra Leone, Rwanda & Uganda).
- Average number of graduates (LG) increased from 60 in 2006 to – 500 annually in 2020/21 while the market can absorb appr. 200 graduates annually

## The case of ARU

- The LMS (2003) results indicated that a total of 2,060 ARU graduate employees were required by employers during 2006-2011; and only 1300 from land governance programs
- Of the 2,060 graduate employees required:
  - 443 (21.5%) in Urban and Regional Planning
  - 418 (20.3%) in Land management and Valuation,
  - 407 (19.8%) in Geomatics,



# Graduates integration in labour market in Eastern Africa: case of Tanzania

## Facts about Eastern Africa (Ctd)

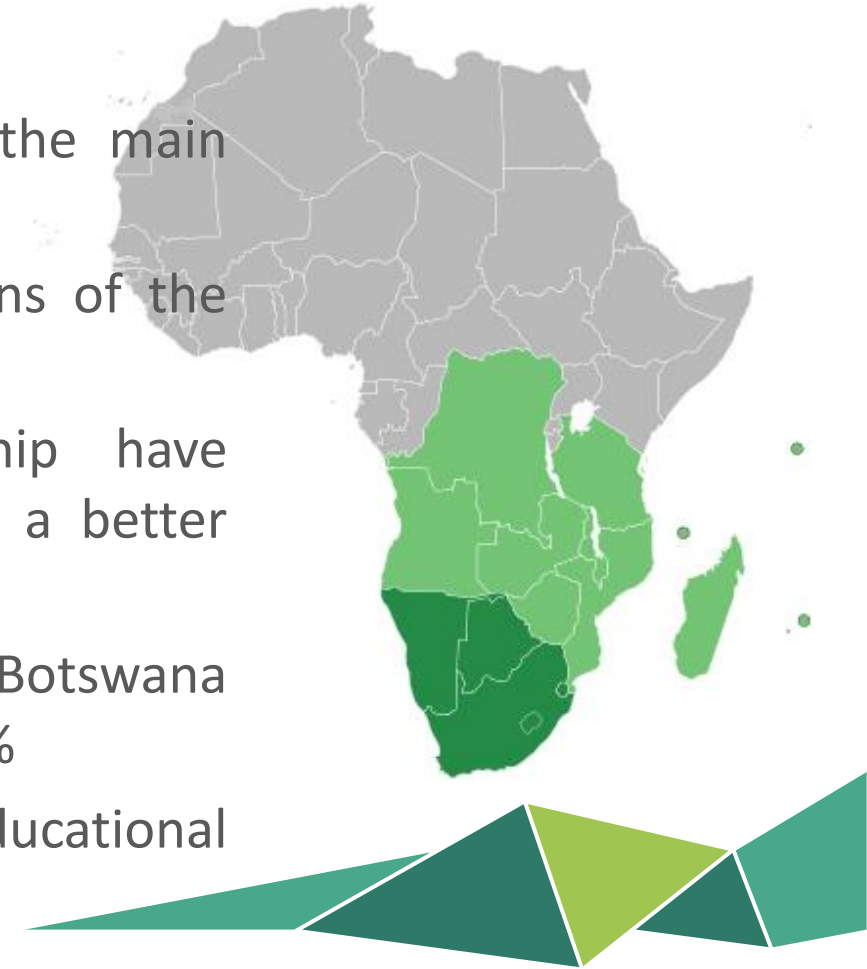
- In the 1980's most of the graduates were directly employed upon graduation
- 1986 – 2006 employment by the Government were frozen
- 2006 – to-date the majority of the graduates are fending for themselves
- Private sector, national & international projects, start ups, long term internship with both govt and private sector



# Graduate's integration in labour market in Southern Africa: case of Botswana

## Facts about southern Africa

- About **76%** of the population of the SADC are below the age of **35**
- In both rural and urban environments, employment remains the main concern for young people in southern Africa
- Formal education is not part of the aspirations and expectations of the youth.
- Uncertainty, competition, instability and economic hardship have implications on young people's ability to build foundations for a better future.
- **Unemployment** is the first of the four challenges of Botswana (unemployment, global inflation, and budget deficit) rated at 25.4%
- There is a **gap** between the demand and supply of workers by educational attainment
- **Youth unemployment is thrice more common than adults**



# Lessons learnt from Central Africa

- **Predominance of theoretical training over practical training**
- **A lack of decolonisation of Central African land history**, which makes it impossible to meet current and future needs
- Endogenous gaps (training modules do not meet the needs of industries)
- A sometimes very weak consideration of the real demand for **land experts** though land challenges are rampant
- **Weak trans disciplinarity** in academic training offers -
- Little consideration given to the canons and principles of training engineering (**no land-related engineering schools**)
- **Low visibility** of land-related offers provided by universities
- **Poor follow-up** of trained products issued by universities and high schools and consequently lack of feedback on the degree of their integration into the labour market
- The **recruitment process** constitutes a real obstacle to a better insertion of the land graduates in Central Africa: the reason is the **mismatch between job offers and training in the land sector** which results sometimes to shortage and/or surplus of specialists in several land essential sectors



# Lessons learnt from Eastern Africa (1)

**Lack of jobs:** the government has a very **small job quota** that does not allow for more graduates in land governance to be absorbed.

- **Negative perceptions about the job market:** Graduates are frustrated about the job search before they even begin. Most graduates do not even attempt to apply for jobs.
- **Lack of skills**
  - Graduates lack the **soft skills** needed in the workplace.
  - Language, especially **English**, presents a challenge for graduates to operate in jobs that require its use.
  - **Lack of practical skills** makes it difficult for graduates to add value to the organisation they are employed in right after graduation.
- **Entrepreneurship** as a pathway presents many cash flow challenges even years after running a company. It is also not viewed as a stable pathway.
- Several eastern African countries **lack private real estate companies** that graduates want to work for.





## Lessons learnt from Eastern Africa (2)

There are current attempts being made to bridge the gap;

- ✓ **curriculum review:** There is a need for land curricula to be practice and professionally oriented with input from professional bodies and entities where hands-on skill transfer and implementation of technology use is a basic guarantee.
- ✓ stakeholder engagement
- ✓ industrial placements
- **Most employers prioritize technological skills in graduates**

People skills and **personal management skills** are also a key priority for employers.

Graduates are not applying for jobs

- Entrepreneurship is a major primary option for many graduates.
- **Gig space** opportunities and **freelancing** play a major role as an alternative to traditional employment opportunities for graduates .
- Projects are also a means of interim sustenance for graduates.
- There is an opportunity to redirect town planning graduates to rural planning underserved job and study vacancies.



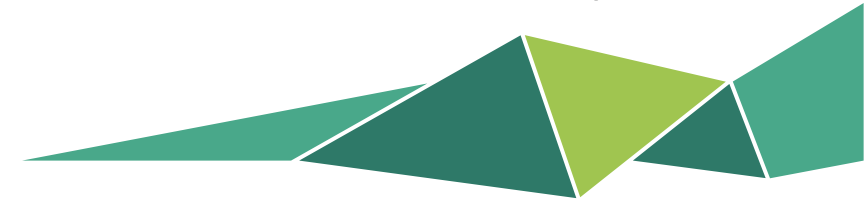
# Lessons learnt from Southern Africa (1)

- **Lack of jobs**

- ✓ 1. 53% (682 out of 1290) of graduates were still unemployed in the land sector as at 2016.
- ✓ 2. Though the land sector is attractive and important, the youths are facing difficulties in finding sustainable permanent jobs
- ✓ 3. Universities have overproduced graduates for a small market.
- ✓ 4. Government as the major recruiter can no longer take graduates for permanent employment
- ✓ 4. Private firms are reluctant in employing more graduates.

- **Lack of Competences:**

- ✓ 1. There is misconception about land sector graduates regarding their competences, knowledge, and skills
- ✓ The acquired skills are getting outdated, and this results in mismatch in terms of what is required in the industry and what one possesses.



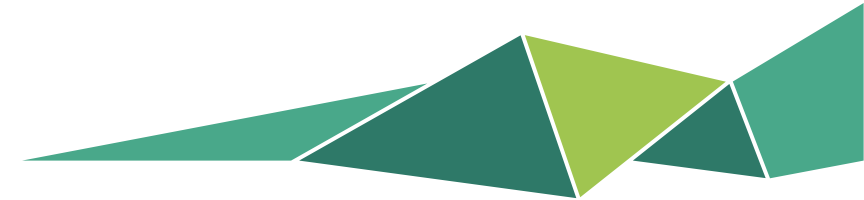
## Lessons learnt from Southern Africa (2)

There are current attempts being made to bridge the gap;

- ✓ **curriculum review:**
- ✓ There exists a gap between what is taught and what is required in industry.
- ✓ Some curricula though relevant do not address the current needs of the industry.
- ✓ industrial placements

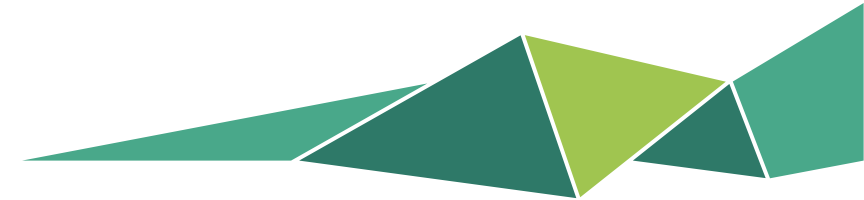
### Paradox in field of specialization

- ✓ Only 1% of the total graduates produced in Botswana are in the land sector (2013 - 2022)
- ✓ There is an oversupply for architects (230) and construction (315), while real estate graduates are in demand (632)



# Approaches of Solutions

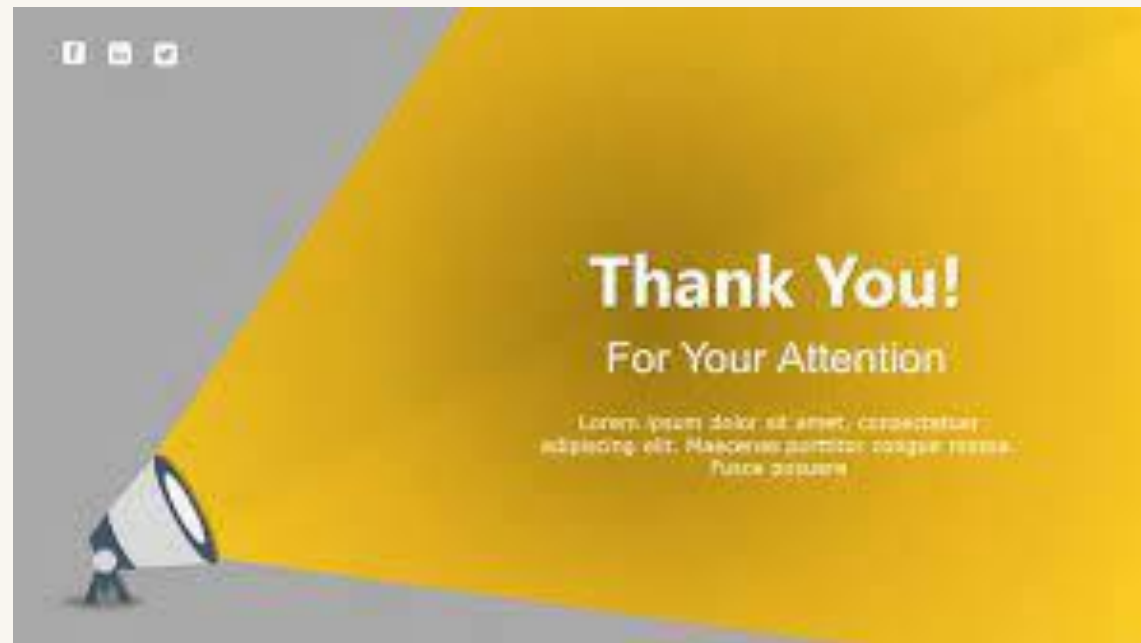
- Land graduates need to build their **digital skills** in order to get opportunities available on digital platforms as a means of accessing employment and sustaining themselves
- It's urgent to improve the **curriculum to support** the teaching and transferring of soft skills among students to ensure that they are ready for the job market
- **Students/ graduates could:**
  - seek mentors/take part in different projects/take online courses/widen their networks
- **Universities should**
  - Strengthen Industry Academia – Collaboration
  - Enhance Practical Exposure: **annual Field Placements of students** should be mandatory in order to gain practical work experience
  - **System of Tracer Studies** should be put in place in order to follow-up on students post-graduation to know where they are working and what they are working on.
  - Update and Diversify Curricula moving from **KBET to CBET**



# Summary

- African Universities are mostly pursuing **knowledge of little relevance to the developmental needs** of their countries
- They usually produce a **workforce ill equipped to meet the challenges of the industry,**
- They contribute therefore very little to **the practical development needs**
- It's important to foster on **linkages between universities and industry** to make them more relevant to their societies as agents of change and development
- Each university must carry out a **labour market analysis**. They should develop a market analysis to measure the degree of professionalisation of their students
- Each university should **analyse the content of training offers on land** to ensure the relevance and profitability of training actions
- Each University should **analyse the design of land training syllabuses** adapted to each context and the development of the various specifications
- Governments should **accelerate the process of institutionalisation of vocational training in Africa** with a particular focus on young graduates
- Graduates should strongly explore **land-related entrepreneurship: there is the future**





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