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Youth, Actors for Change
Rethinking Mobility

Les Jeunes, Acteurs du Changement
pour un Nouveau Modèle de Mobilité

الشباب صنّاع التغيير
إعادة النظر في مفهوم القدرة على التنقل

ABOUT THE CYCLE ECONOMIQUE DISCUSSION SERIES

Pluri-disciplinary group

- Created in 2015
- Several countries from both shores of the Mediterranean
- Diverse professional and academic backgrounds
- Previous policy papers



Members

The working group is composed of economists, psychologists, demographers and policy analysts from both shores of the Mediterranean, who are appointed *intuitu personæ* for their knowledge of the subject and of the region

THE NEED TO RETHINK MOBILITY

The Mediterranean region holds a **great potential for growth** with **youth being its main asset....**

... however, **youth face many challenges** including high levels of **unemployment, underemployment and informality.**

It is **essential and urgent** to **offer new perspectives to youth in the Mediterranean...**

...and the **revisited concept of mobility** – knowledge, skills, talents, cultures, learning and individuals– can act as a **driver of empowerment** and a means for youth to achieve sovereignty.

→ The policy paper **“Youth, Actors for Change: Rethinking Mobility”** aims to **put forward ideas that focus on the opportunities that “mobility” can offer as a way of responding to the aspirations of the region’s youth, particularly in terms of participation in economic, political, and social life**

DIALOGUE OF THE TWO SHORES

DIALOGUE

DES DEUX RIVES

The paper was prepared to respond to the **Summit of the Two Shores’ “Commitments for a Mediterranean of knowledge and mobility”**, notably the need for **“a new discourse on education, employability and mobility”** that should help **“young people become the drivers of change in the region.”**

(‘Commitments for a New Ambition in the Mediterranean’, made by the political and civil society representatives of the 5+5 Countries at the Summit of the Two Shores held on June 23–24, 2019 in Marseille)



The Summit of the Two Shores
Marseille, France, 23-24 June 2019

The Ministers of Foreign Affairs of the 5+5 Dialogue States signed the “Commitments for a new ambition in the Mediterranean” to implement the projects proposed by civil society and provide a collective response to the common challenges in the Mediterranean.

PROFOUND CHANGES

Globalization, technological and scientific developments brought changes to work and labor markets

Link between **economic growth** and **job growth** is weakening since 2000

Forms and conditions of labor mobilization are changing drastically

The very **nature of work** is shifting dramatically in terms of the **skills** required for its performance

TRANSVERSAL TRENDS

In addition to the **COVID-19 pandemic**, some changes are further **exacerbating** and **accelerating** the **disruptions** taking place

Burgeoning trend toward **regionalization**

Very **wide income distribution gaps**

Climate change is acting as an accelerator



1

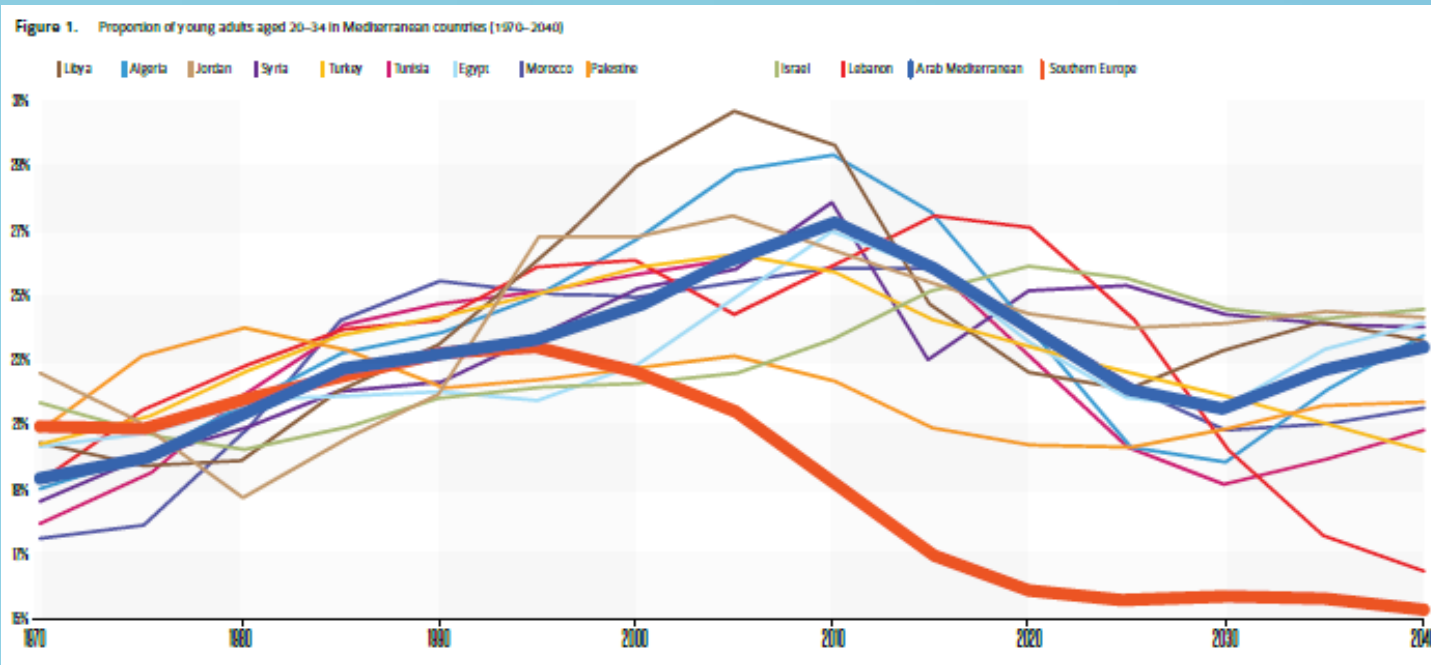
WHICH
MEDITERRANEAN
YOUTH?



MEDITERRANEAN YOUTH

Arab demography is marked by a **historical peak in the 20–34 age bracket**, who now account for the **“young adults bulge”**...

... which can represent an opportunity or a challenge: **demographic dividend** vs. **demographic burden**



As of now, the presence of a **high proportion of young adults** mainly led to **massive youth unemployment** in the Mediterranean:

- In the **South**, the **youth unemployment rate (2017)** was **approximately 26%**, with unemployment among **women even more pronounced**
- While in the **North**, the unemployment rate for the **15–24 age group** is **structurally double the overall unemployment rate**

COMMON FEELINGS, DIVERSE CONTEXTS AND ASPIRATIONS

On both shores of the Mediterranean, **youth are facing exclusion from social, political and economic life**, as their expectations are met with **harsh realities...**

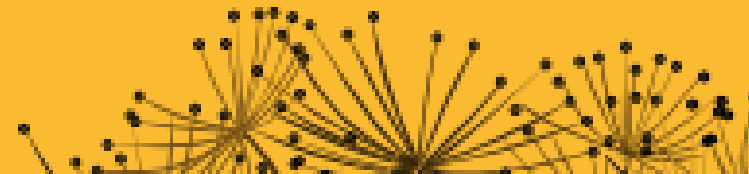
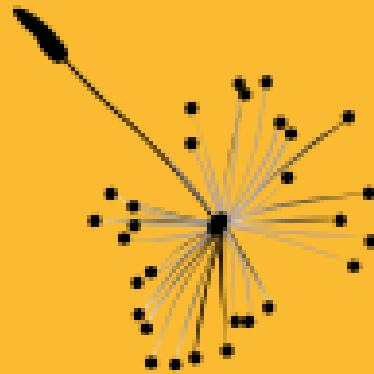
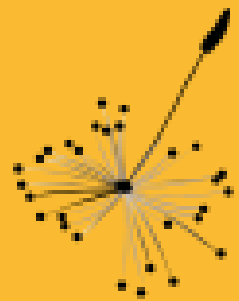
- **Economically and socially:** lack of recognition or reward for their educational achievements
- **Politically:** denial of their right to fulfillment and self-determination

... however, the **contexts and aspirations are different, notably in the South of the Mediterranean...**

... **where aspirations for increased economic inclusion, greater political involvement and real individual freedom** are faced with diverse **political realities** (from conflicts to “stable” authoritarian countries and system of democracy); **rigid, corporatist and patriarchal** structures; and **gender discrimination**

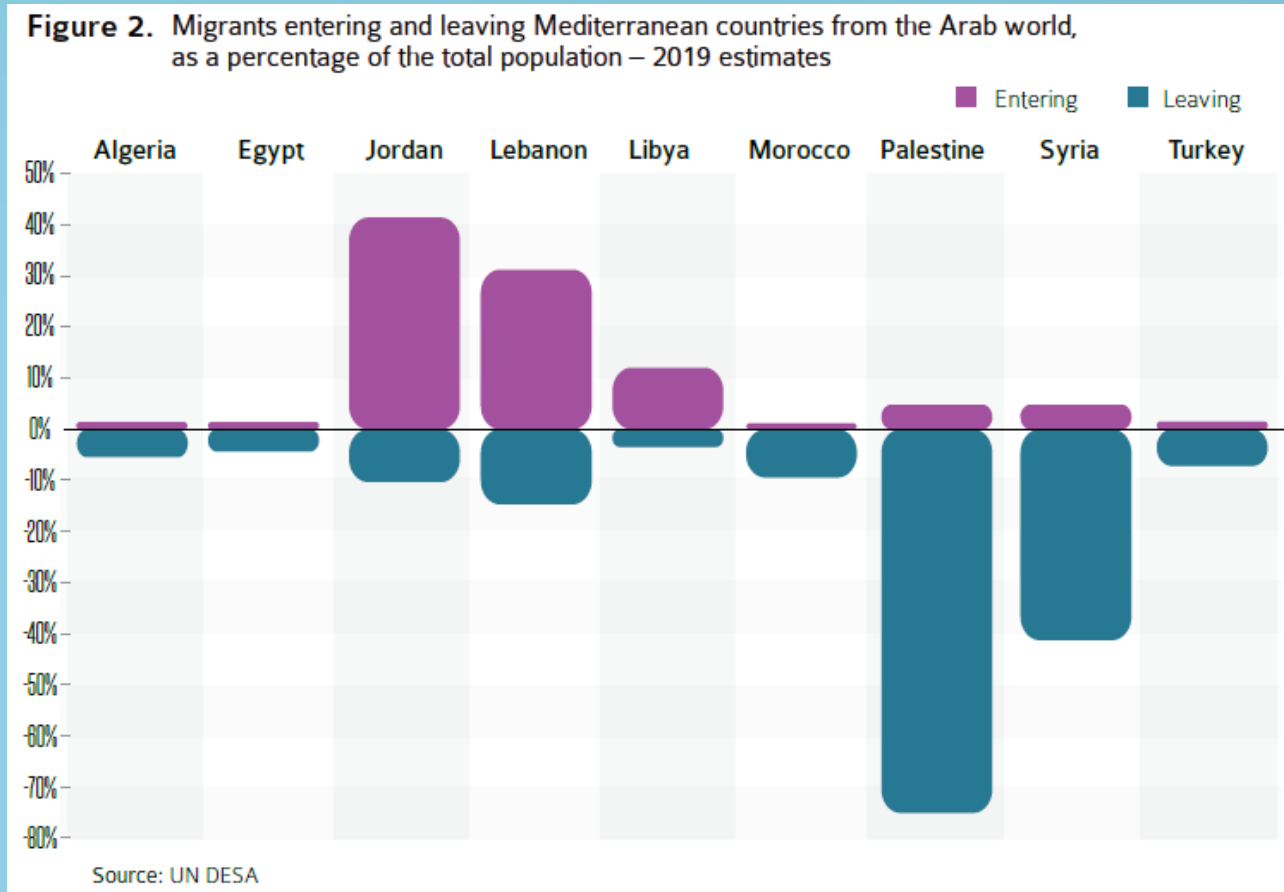
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MOBILITY
AS
FREEDOM



MIGRATION IN THE MEDITERRANEAN

The countries of the MENA region are areas of relatively high levels of international migration



In 2019, the aggregated **inward and outward migrant stocks** for Algeria, Egypt, Jordan, Lebanon, Libya, Morocco, the Palestinian territories, Syria and Tunisia was 8.1 and 23.4 million people, respectively, or **3.4% and 9.9%** of a total population of 235 million inhabitants, whereas the number of international migrants at the global level represented 3.5% of the population

PROFILES OF MIGRANTS IN THE MEDITERRANEAN

Who migrates?

- ⇒ **Education level** and **age** as main determining factors
- ⇒ Young, educated people emigrating... → brain drain?

The reality around “brain drain”: a more nuanced picture...

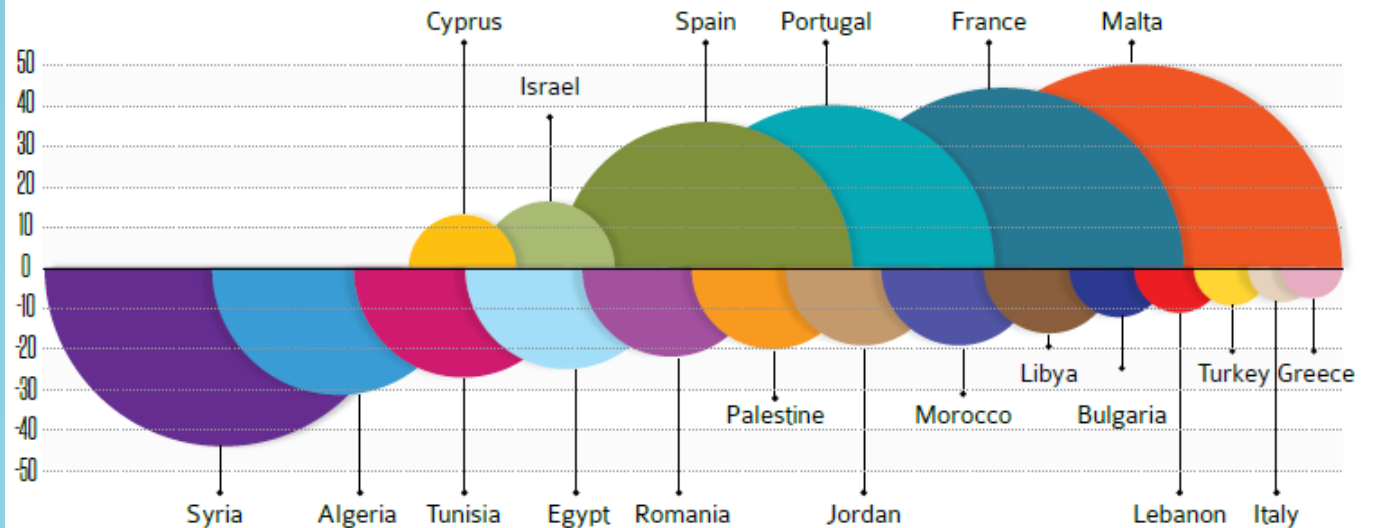
- First, many highly qualified people are unable to find work in their country of origin → **emigration offers them a means to escape economic exclusion**; when seen from this perspective, not only flight of talent, but way of fighting exclusion and unemployment
- Second, more positive sides of the story:
 - **Highly skilled migrants**: remittances, investments, and ideational remittances; contributions of the diaspora in the creation of networks, establishment of businesses, promotion of trade flows...
 - **Return migration** (temporary or permanent) → brings human and social capital, know-how, skills, links to professional networks... → **transforms the brain drain into a brain gain**
 - **Increasing international student mobility** adds to the brain gain momentum

DREAMT MIGRATION VS. REAL MIGRATION

Mobility is far greater than migration (1)

- Gallup's "Potential Net Migration Index": compares the *number of people who would like to enter a country with the number who would like to leave it, as a % of total population*
- **In the South Med, all countries have *negative* potential net migration indices** (more people would like to emigrate abroad than those who want to immigrate into the country)

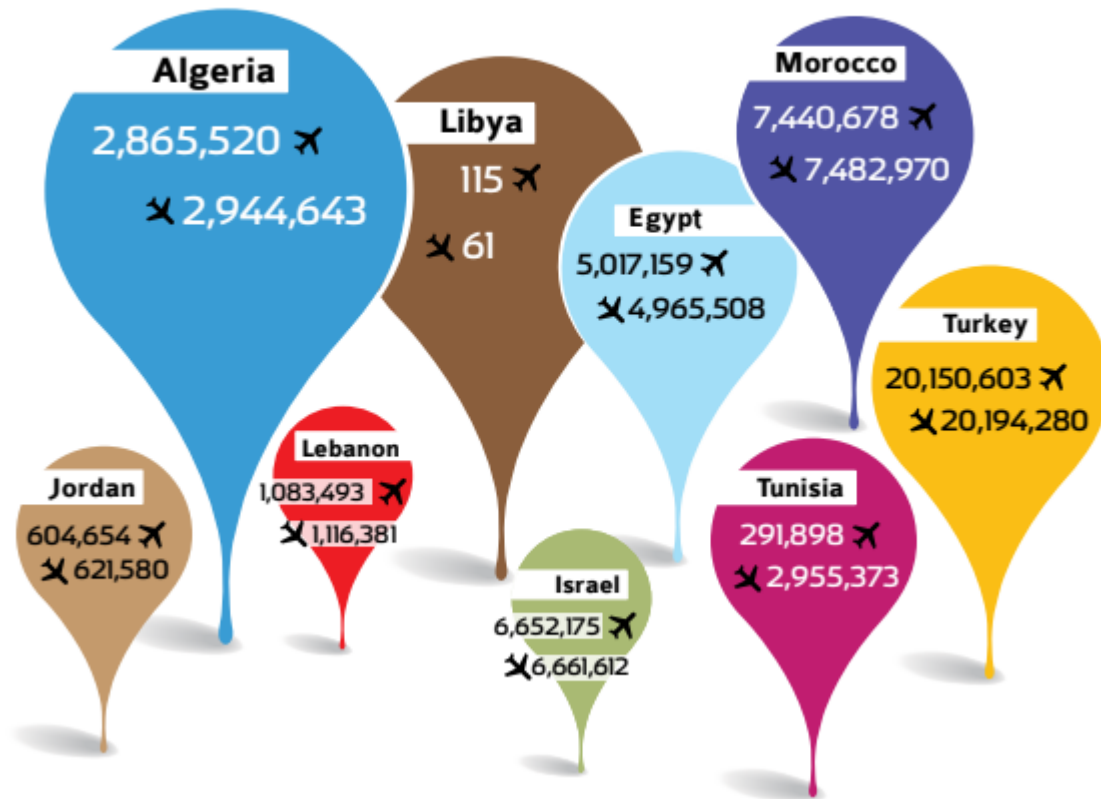
Figure 5. Gallup Poll, Potential Net Migration Index in South Mediterranean countries (gains and losses, percent)



Source: Neli Espiova, Julie Ray and Anita Pugliese, December 10, 2018.

MOBILITY VS. MIGRATION

Table 1. International air transport in 2018 of passengers outside the EU, by partner country (number of passengers)



Mobility is far greater than migration (2)

- Worldwide, < 1% of people who travel internationally do so to *migrate*
- The number of visitors, by plane, to the EU from South Med countries was *276 times higher than number of new immigrants* from South Med countries to Europe:
 - 47 million air passengers (2018) vs. 170,016 new immigrants (2017)

MOBILITY AS FREEDOM

The case for a Mediterranean Charter on Freedom of Movement

The right to **freedom of movement** is a **fundamental human right**...

...yet, asymmetry:

- *leaving* a country (individual freedom) vs. *entering* a country (sovereign decision of State)
- ⇒ **Unresolved dilemma between human rights and sovereign self-determination**

Time to rethink this dilemma and the rationale of migration policies?

- States controlling borders in Mediterranean is relatively new; there was visa-free entry between shores in 1960s, early 70s... (guest worker period)
 - Non-migrant travelers outweigh migrants: not everyone is attempting to migrate...
 - “Security” rationale does not hold up either...
- A **Mediterranean Charter on visa-free movement for short stays** would be a **win-win solution**



MOBILITY AS FREEDOM: KEY RECOMMENDATIONS

- Develop a **Mediterranean Charter on visa-free movement**
- Strengthen **assistance and support services** in the areas of vocational, cultural and linguistic training
- Strengthen **regular migration channels**
- **Improve national laws and bilateral agreements** on migration



3

MOBILITY IN
EDUCATION
FOR BROADER
HORIZONS



THE NEED TO RETHINK EDUCATION

- **Obsolete models:** outdated approach to education, status quo of a social order based on hierarchy
- **Skills acquired:** need to go beyond finite knowledge
- **Inegalitarian teacher/student relationship:** unilateral teaching methods, conventional channels that reflect the patriarchal values → obstacles preventing students from acquiring knowledge outside the formal education system
- **“Pragmatic paradox”:** values imparted to students vs. pedagogical approach used (South); values held by institutions vs. reality faced (North)
- **Contradiction:** aspirations to access to education (democratic, egalitarian) vs. opportunities for social mobility (limited)
- **Changing relationships between teacher and beneficiary:** new ways of learning, digital revolution... → traditional methods become obsolete
- **New professions yet unknown, changing nature of work** → imperative that **young people be flexible, adaptable**

THE NEED TO RETHINK EDUCATION

- **Rethinking of education:**
 - From **early childhood to tertiary level**, including vocational training
 - Rethink outcomes, access, content, but also the **design** and **meaning** of education and the educational **methods** and **approaches**
 - Way of transmission from **teacher** → **student**: need to re-create a social link based on **mutual respect**
- **Foster 21st century and soft skills:** team spirit, openness, critical thinking, inter- and cross-cultural understanding, openness to others
- **Entrepreneurship:** Promote development of **academic and non-academic talent**, **conventional and informal knowhow**, and **creativity** in all its manifestations to promote **inclusion**
- **Transmit Mediterranean values** that are shared across the region
- **Mobility** as an **intrinsic component** of the education process as one of the methods of obtaining knowledge and acquiring an aptitude for understanding others

MOBILITY IN EDUCATION FOR BROADER HORIZONS: KEY RECOMMENDATIONS

Early childhood education

- Quality universal preschool education systems
- Invest in socio-cognitive skills, prepare pupils for mobility, from a very young age

“Mediterranean modules”

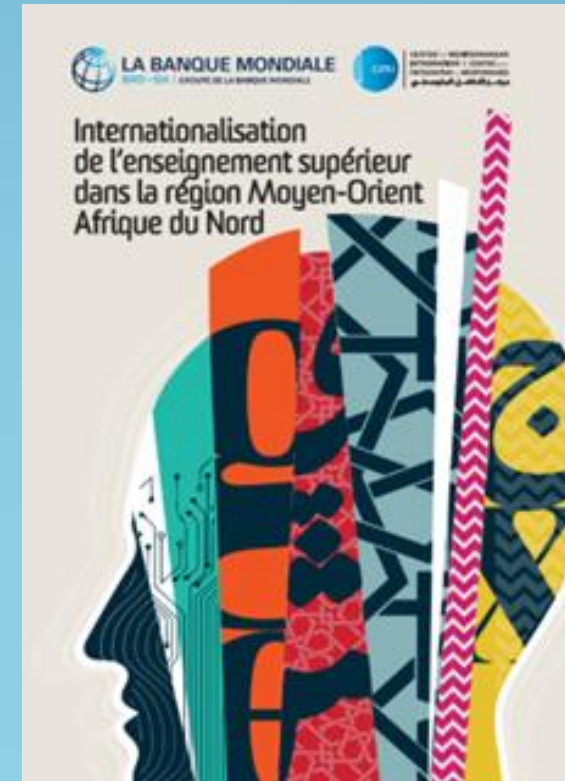
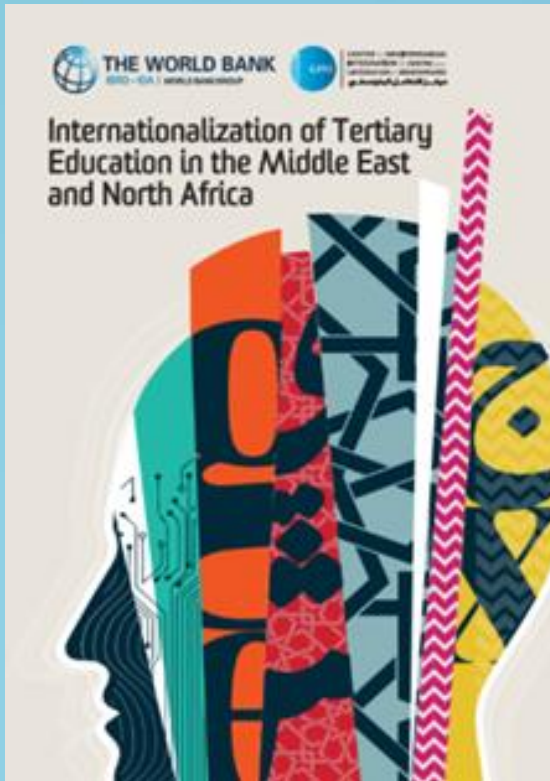
- Secondary level instruction on Mediterranean-related topics
- Language learning
- Present diversity of Mediterranean knowledge
- Student and teacher mobility

Regional vocational training

- Upgrade both its quality and relevance
- Creation of vocational training center networks: regional cooperation, jointly designed and harmonized programs, boosted value of training certificates on labor market
- Relationships with private sector enterprises

Internationalization of higher education...

FOCUS: INTERNATIONALIZATION OF TERTIARY EDUCATION



Joint World Bank – CMI report, published September 2020

DEFINING INTERNATIONALIZATION

“the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society” (De Wit et al, 2015)

**Student and staff
mobility**

Double & joint degrees

Education hubs

**International branch
campuses (IBCs)**

**Internationalization of the
curriculum**

Internationalization of research

Virtual exchange

Academic partnerships

And more...

BENEFITS OF INTERNATIONALIZATION



Skills gains & boosts in employability

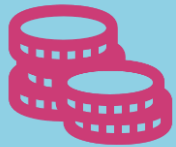
⇒ Both study abroad and internationalization “at home” demonstrated to develop students’ crucial 21st century skills, intercultural competence, employability skills...



Improvements in education quality



Enhancing influence on global/ regional scenes & contributing to **closer ties between countries**



Economic benefits for host countries

...by increasing internationalization, **the MENA region stands to further reap such benefits**

INTERNATIONALIZATION IN MENA TODAY

The region struggles with **weak attractiveness...**

FIGURE 14 Geographic priority in internationalization policy (2019)

| GEOGRAPHICAL PRIORITY ATTRIBUTED TO: | REGION | | | | | |
|--------------------------------------|--------|------------------|--------|---------------------------|----------------------------|---------------|
| | AFRICA | ASIA AND PACIFIC | EUROPE | LATIN AMERICA & CARIBBEAN | MIDDLE EAST & NORTH AFRICA | NORTH AMERICA |
| Africa | 1 | | | | | |
| Asia and Pacific | | 1 | 2 | | | 1 |
| Europe | 2 | 2 | 1 | 2 | 1 | 2 |
| Latin America & Caribbean | | | | 1 | | 2 |
| Middle East & North Africa | | | | | 2 | |
| North America | 3 | 3 | 3 | 3 | 3 | |

Source: International Association of Universities

...yet there are plenty of **examples of internationalization champions** across MENA.



THE WAY FORWARD FOR INTERNATIONALIZATION IN MENA

*The ultimate benefit of internationalization for tertiary education institutions is **to learn from the world**, and not just teach the world what the institution already knows in order to satisfy some educational and economic motives*

(Hawawini, 2011)



COVID-19: CHALLENGES & OPPORTUNITIES FOR INTERNATIONALIZATION IN MENA

COVID-19 crisis → strengthened capacities for online learning
→ institutions **better prepared to implement internationalization “at home” activities?**

Internationalization “at home”

*“the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within **domestic learning environments**”*

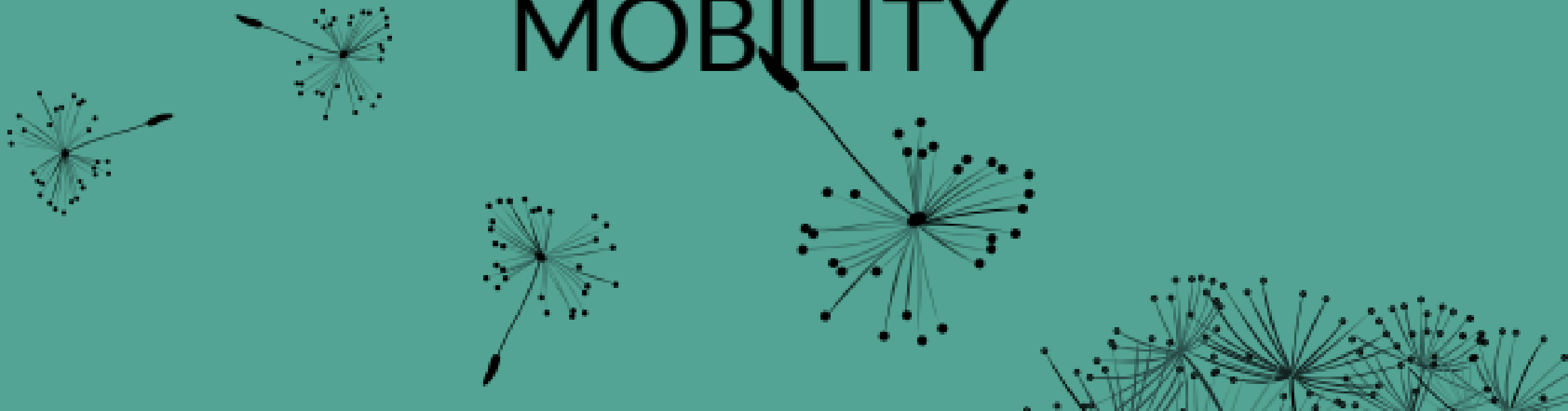
(Beelen and Jones, 2015)

- ✓ Important **skills gains and employability boosts**
- ✓ Relative **ease and lower cost of implementation**
- ✓ **Wider reach** to all students

→ In the context of COVID-19, **internationalization “at home” represents an opportunity for the region to catch up on internationalization**

4

LABOR MARKET CONVERGENCE FOR MEDITERRANEAN MOBILITY





CHANGING LABOR MARKETS AND NATURE OF WORK

New technologies are driving structural changes in production processes and in the world of work, with **far-reaching changes in labor mobilization**...

... in addition, in the **Mediterranean**, we see obvious **complementarities between the two shores** in terms of the dynamics of **population** change, particularly the large number of **young people on the southern shore**, and the **labor market requirements**

Reconfiguration of regional value chains in the post-COVID-19 context is needed to **strengthen performance of labor markets** within the region



LABOR MARKET CONVERGENCE FOR MEDITERRANEAN MOBILITY

The transformation of labor markets calls for a **more adequate definition of their organization and role...**

... to promote the **effective link between labor supply and demand**, support **vocational training**, and make **social benefits** available to workers

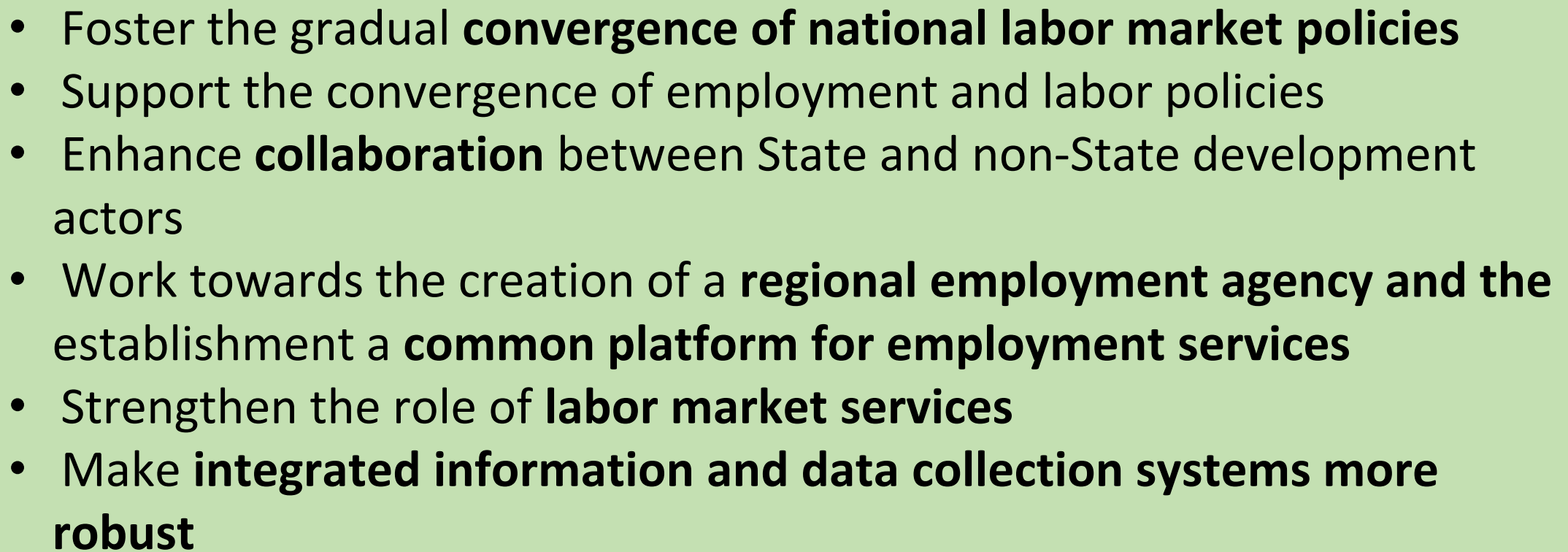

The concept of the **progressive, functional and controlled convergence of the labor markets** in all Mediterranean countries would help drive the mobility of productive forces and open the door to new growth opportunities...

... this would prompt us to rethink the mobility of workers around the Mediterranean, through the establishment and consolidation of **regular migration channels, cooperation agreements** and programs between countries, provision of **training** in countries of origin, strengthening **social protection**, promoting the **transferability of social rights** acquired in the host country...



LABOR MARKET CONVERGENCE FOR MEDITERRANEAN MOBILITY: KEY RECOMMENDATIONS



- 
- Foster the gradual **convergence of national labor market policies**
 - Support the convergence of employment and labor policies
 - Enhance **collaboration** between State and non-State development actors
 - Work towards the creation of a **regional employment agency and the establishment a common platform for employment services**
 - Strengthen the role of **labor market services**
 - Make **integrated information and data collection systems more robust**
- 



THE WAY FORWARD IN A POST-COVID-19 WORLD

When the **pandemic ends**, the **resumption of mobility** will, necessarily, be a **gradual process...**

... and the **creation of spaces that encourage regional mobility** should help **advance the integration of the Mediterranean region.**

KEY RECOMMENDATIONS

Mobility

- Develop a **Mediterranean Charter on visa-free movement**
- Strengthen **assistance and support services** in the areas of vocational, cultural and linguistic training
- Strengthen **regular migration channels**
- **Improve national laws and bilateral agreements** on migration

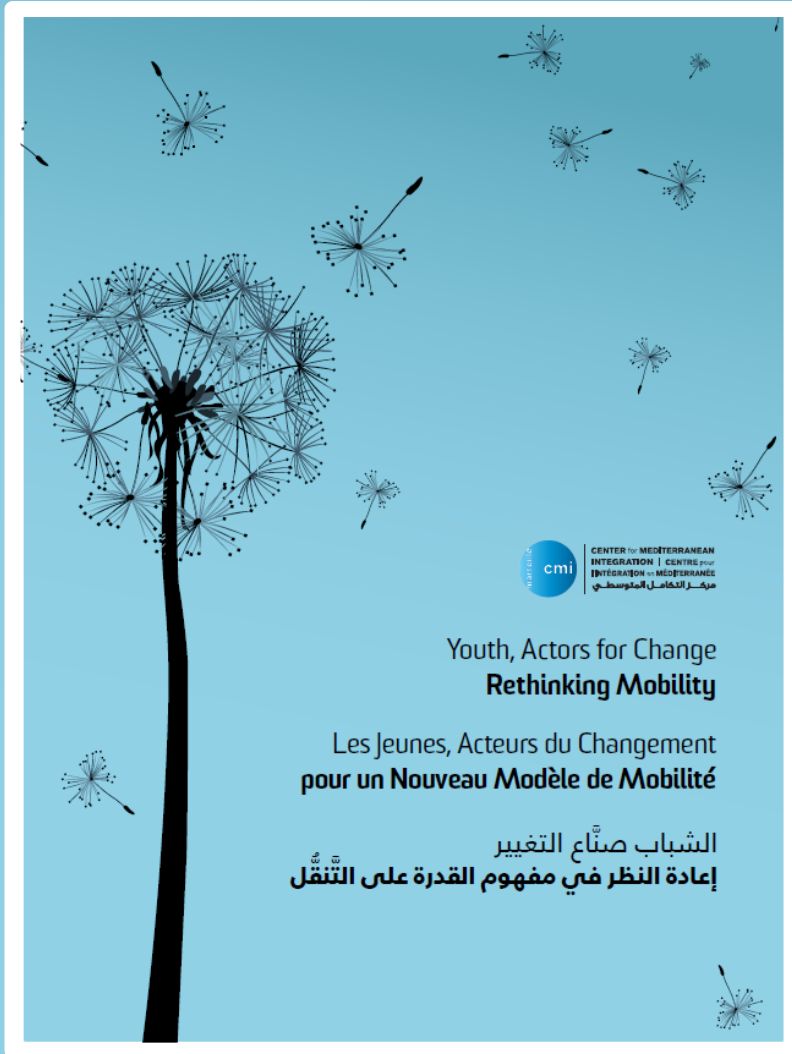
Education

- **Early Childhood Education:** Invest in quality universal preschool education systems
- **Secondary Education:** Introduce Mediterranean modules which include components on language learning, diversity of Mediterranean knowledge and students and teacher exchange programs
- **Tertiary education:** Expand the internationalization of tertiary education, through encouraging student and staff mobility and expanding internationalization “at home”
- **Vocational training:** Upgrade regional vocational training, through the creation of networks of vocational training center and cooperation with the regional labor market

Labor Markets

- Foster the gradual **convergence of national labor market policies**
- Support the convergence of employment and labor policies
- Enhance **collaboration** between State and non-State development actors
- Work towards the creation of a **regional employment agency and the establishment a common platform for employment services**
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- Make **integrated information and data collection systems more robust**

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THANK YOU

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