



Future Fit Youth:

Preparing Youth for
an ever changing
world of work





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Executive Summary

The world of work is changing rapidly across the G20. Automation, technology and other trends are creating demand for skills that were unheard of just a decade ago. Up to half of the jobs that will be done by today's youth are still to be invented. In this context, future skills, including socio-emotional competencies such as resilience, are more important than ever before. Further, the COVID-19- pandemic has accelerated many of the trends that shape the future of work, such as digitization and automation, and compounded the urgency of reform. Yet, G20 education systems still follow 20th century rules, and young people's future fit in the workplace is uncertain.

The Y20 Youth Summit held in Riyadh from the 10th to the 18th of October 2020 is a youth-led event, bringing together young leaders from across G20 countries to discuss and debate the G20 Leaders' agenda. This white paper has been drafted as background to the Y20 Summit to ground young leaders' discussions on future fit, one of three topics selected for debate. It features insights from recent literature on skills, employment and entrepreneurship among youth and was produced in consultation with leading experts. It reports on a survey of young people, aged 18 to 35 from across the G20, which was conducted in September 2020.

The importance of acting fast to prepare youth for the future of work cannot be overstated. If G20 countries fail to do so, G20 countries could face mass joblessness, polarized societies, and pervasive poverty. How can young people prepare for their future work environment? How must governments, corporations, and other stakeholders act? This white paper suggests a series of policy recommendations for G20 leaders to ensure that youth are future fit and that their countries face a bright and prosperous future.



The white paper finds that how young people enter and shape labor markets varies significantly by country. **Many of the behaviors considered most desirable by experts – e.g., apprenticeships, entrepreneurship, lifelong learning – are more prevalent among youth in middle-income G20 countries¹ than they are in high-income² ones.** Furthermore, these behaviors along with young people's satisfaction with the education and labor systems that enable them are rarely linked to business conditions or investment in these systems. While these results invite more exploration, they also indicate that leaders must account for profound cultural and social differences when setting policies related to labor and education.

The research also finds that **young people in middle-income countries are generally more willing to become entrepreneurs**, even though the main driver is likely to be necessity rather than opportunity. Youth in middle-income countries are generally also more confident in people's support of youth entrepreneurship, more satisfied with how education prepared them for work, and more confident that digital skills will play a growing role in the labor market after COVID-19. **Youth from wealthier G20 countries also face fewer challenges in accessing education**, yet their satisfaction with their education systems, the access to relevant apprenticeships or work experiences, and the level of interest in starting a business vary significantly across countries.

This evidence suggests that factors other than level of income, such as the existence of a welfare state, political environment, and country demographics, play a key role. It seems that despite high-income countries' more performing education systems and greater ease of doing business, youth entrepreneurship in countries like France, Italy and the UK is more strongly linked to youth's bargaining power in society. Indeed, countries with the most satisfied respondents were generally those with larger youth populations. Policymakers may wish to address how young people's lack of empowerment, rather than labor policy or business conditions, contributes to youth unemployment.

69%

of G20 youth expect employment to recover to pre-Covid within two years

Despite high youth unemployment across the G20, **young people remain extraordinarily optimistic**. In particular, 69% of surveyed young people expect employment to recover to its pre-COVID-19 levels within two years. Macroeconomic forecasts do not corroborate this optimism, however, making future fit all the more important as a priority for leaders across the G20. recover to its pre-COVID-19 levels within two years.

¹ Defined here as Argentina, Brazil, China, India, Indonesia, Mexico, Russia, South Africa, and Turkey.
² Australia, Canada, France, Germany, Italy, Japan, Saudi Arabia South Korea, the U.K., and the U.S.A.

Introduction

This white paper explores the opinions, attitudes, and dreams of young people in the G20. Against the background of the COVID-19 pandemic, it analyses how future fit today's youth are in fast-evolving job markets and workplace environments. Based on the perspective of youth, it puts forward suggestions to G20 policymakers on how to sustain livelihoods and encourage fulfilling careers for today's youth and to ensure stable and prosperous societies going forward.

The paper is based on a unique, internationally-comparable dataset that gauges the view of almost 10,000 young people from different walks of life in G20 countries. Data is analyzed against existing literature and opinions shared by leading experts and practitioners in the fields of labor and youth policy.

We surveyed young people between 18-35 across G-20 nations. Data was gathered via an online survey conducted, between the 8th and the 18th of September, reaching 9,551 young respondents sampled representatively across each G20 country. Approximately 500 surveys were collected from each country. Samples were drawn from an online database using quota sampling methodology until we reached the fixed quota per country, while ensuring samples are statistically significant and representative by age and gender. Survey samples in some countries were more educated or high-income than population averages, as reported by national statistics. The samples for each country were allocated into random batches and released gradually during fieldwork; subsequent batches were released in field when the live sample was exhausted. Survey was administered online among the target population using a web program designed on the Conformat platform. Average time required to complete the questionnaire was 10 minutes.



Digitalization and globalization have sparked radical shifts in how we live and work. The COVID-19 pandemic has accelerated these beyond anything we could have imagined. In 10 years, 50% of jobs will have been transformed by automation – although only 5% will have been eliminated.

These changes raise essential questions about how to prepare today's youth for current and future jobs, which skills they will need, how to ensure that those jobs are quality jobs, and what voice youth should have in shaping these outcomes.

9,551
young respondents
sampled representatively
across G20 countries

Are labor markets adapting to new generations?

Key takeaways

- 53% of G20 youth have completed work experiences in their preferred field.
- 16% of G20 youth have completed work experiences outside of their preferred field.
- 39% of G20 youth strongly agree that their education prepares them for work, more so in middle-income countries.
- CEO perceptions of graduates' skills show almost no correlations with young people's self-perceived skills.

A key paradox grounds much existing research on youth and labor markets: Young people today are more highly skilled than ever before and employers demand highly skilled workers more than ever before, yet youth unemployment rates are stubbornly high across the G20. Policymakers have explored numerous solutions, including tax incentives, vocational training investments, entrepreneurship incentives, apprenticeship schemes, and education reform. This section asks how the latter two can be leveraged to solve youth skills mismatch and unemployment.

Work experience programs are at the heart of G20 countries' efforts to skill young people, often with mixed results

Education and labor ministries globally are making work experience an educational priority. Apprenticeships, in particular, have recently emerged as one of the top priorities in the European Skills Agenda exercise, mirroring a growing trend across the G20. While the term "apprenticeship" typically refers to on-the-job, dual vocational training that leads to a professional certificate, outside of Europe and the English-speaking world, it is typically considered an equivalent to internships, which are short-term work experiences as a part of education. This section looks at both.

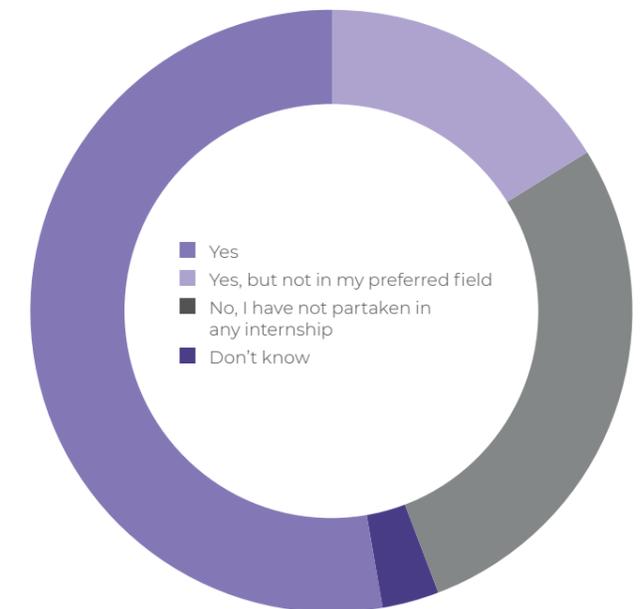
53%

of G20 youth have completed work experiences in their preferred field



Have you ever completed an internship or other work experience program related to your field of study?

Overall, G20 youth appear to be benefitting from this emphasis on on-the-job training. Our survey finds that 53% of G20 youth have completed an internship or short work experience related to their field of study. Only 16% respondents reported completing apprenticeships outside of their preferred field.

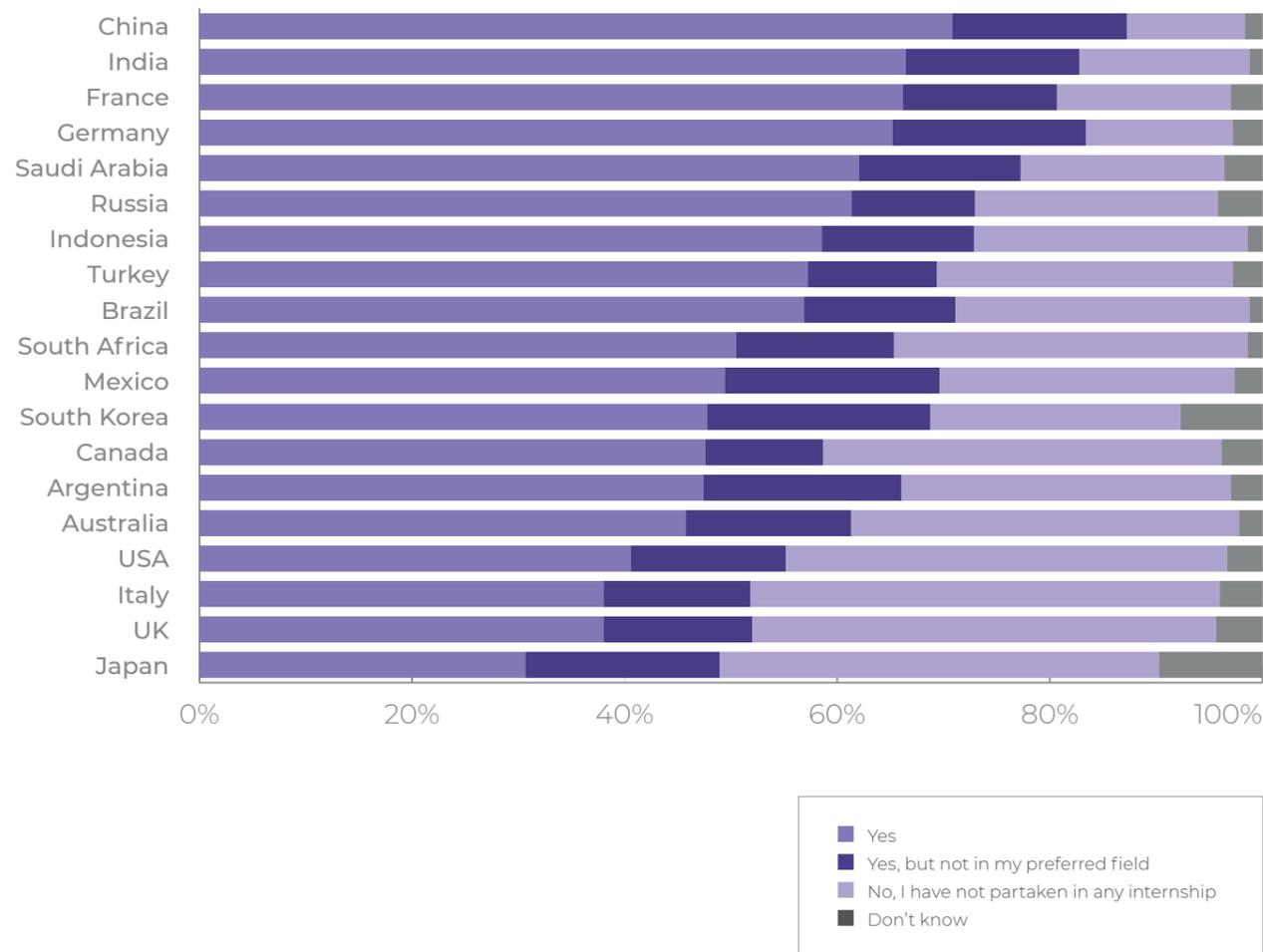




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Unsurprisingly, these results vary significantly by education level, with university-educated respondents almost twice as likely to have completed work experience than youth with secondary education or less. Differences among G20 countries are also significant. For example, 71% of Chinese respondents, have completed work experience in their field of study. Youth in European countries, though, are less likely to have completed an internship or apprenticeship, particularly in their field of study – e.g., in Italy and the U.K., 44% of respondents have not completed any work experience at all. France and Germany are notable exceptions, with 81% and 83%, respectively, having completed work experience. These two countries are unique in having a lengthy tradition of successful apprenticeship policy.

This does not mean that policies that work in one country necessarily work elsewhere. German and French approaches are suited to local context. Apprenticeship systems must be designed holistically, with careful consideration of each country’s unique culture, labor market, and education system. Low rates of work experience completion among least-educated youth suggests the need for work programs that support those who are unable to access a third-level education. For-profit CSR initiatives, such as McKinsey’s Generation program, have been taking the lead in this. Public sector policymakers should take note. Success in on-the-job training, however, is no fix-all solution. Internship completion showed no correlation with youth unemployment levels.

Policy recommendations:

- Design apprenticeship policies based on local need and customs, rather than adopting best practices wholesale.
- Explore feasibility of government programs providing work experience to least educated youth.

“Apprenticeship systems work for cultural reasons. Labor markets are mainly local, and skills mismatches are local too.”

*Prof. Carl Benedikt Frey,
Director of Future of Work Program,
Oxford University*

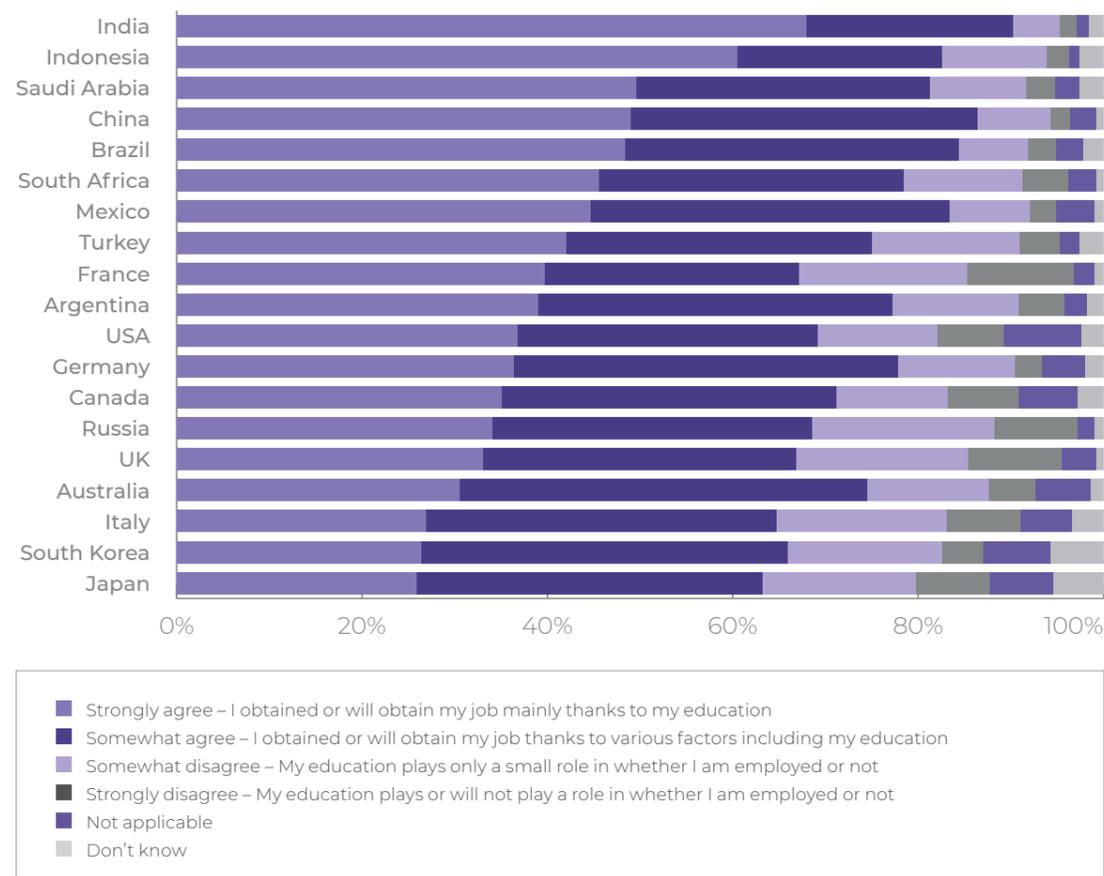
8 Survey results likely reflect the number of participants who have completed apprenticeships as well.
9 McKinsey | Generation program. See: <https://www.generation.org/about>

Education systems are not keeping up with skills mismatch issues in high-income countries

Rapid advances in automation and artificial intelligence mean the skills demanded of traditional educational systems are higher than ever, as highlighted by McKinsey Global Institute. Occupations that currently require only a secondary education or less have long been experiencing a net decline because of automation. Increasingly so are many white-collar occupations requiring college degrees. Other occupations requiring abstract, creative thought, and socioemotional skills will grow in demand. Overall, accurate forecasts are hard to make. These changes will differ profoundly from country to country depending on level of development and skills intensity of the economy.

Overall, satisfaction with education systems among youth is low across the G20, in line with existing evidence. Indian and Indonesian youth report the greatest satisfaction, with 68% and 61% of respondents agreeing that their education prepared them or is preparing them for work. Youth from these countries, together with peers from Saudi Arabia and China, are among the top seven countries in terms of both youth work experience and education satisfaction, suggesting a link between the two. Youth from some wealthier G20 countries are less confident that their education has prepared or will prepare them adequately for employment, despite generally scoring higher in educational assessments, such as PISA.

My education prepared me adequately for my future job / my most recent job



10 McKinsey Global Institute, (2017), Jobs lost, jobs gained: What the future of work will mean for jobs, skills, and wages. See: <https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages>.

39%

of G20 youth strongly agree that their education prepares them for work, more so in middle-income countries.



The relationship between youth's confidence in their own education and CEOs' perceptions of graduates' skillset helps to shed light on this. Middle-income G20 countries, where CEOs are most satisfied, are those where youth are most confident. In these countries, GDP growth is fast, and youth unemployment is low. Italian, South Korean, and Australian youth rate their education poorly, despite CEOs in these countries being relatively positive about graduates' skillsets. It is possible that CEOs only reflect the most-highly skilled jobs in large corporations, while most of the youth surveyed are in poorly paid, low-skills jobs, or unemployed. CEOs may only be commenting on the upper tier of the labor market, whereas young survey respondents may be commenting on the education system's ability to involve them in any job. Overall, these results reinforce the notion that the conversation around skills lacks a shared language.

“Mismatch is a systemic issue and the problem is with connection. Employers lack good data on what they need and will need. This is partly because there is no universal skills taxonomy. Education is also traditionally many years behind what the labor market needs now, let alone what it will need in the future.”

Cynthia Hansen, Director, Adecco Foundation.

Negative perceptions of education systems risk increasing if school systems cannot catch up with ever-changing labor market needs. CEOs are increasingly looking for even more diverse skillsets. “Study after study shows that while technology will alter many roles directly, it's also set to have indirect effects. As demand for mathematics, computing and data analysis grows, so too will the need for human attributes like creativity, critical thinking, persuasion, and negotiation”, writes Bernadette Wightman, Managing Director of BT Group. Yet, these skills are seldom taught in practice, despite being increasingly present in school and university curricula. Teacher training and pedagogical reform are priorities in ensuring they are taught more widely.

Policy recommendations:

- Incentivize efforts to regularly update skill sets in curricula to ensure they are preparing for the future labor market.
- Involve employers in curricula development and definition of desired skillsets.
- Emphasize pedagogy and teacher training in education reform efforts.

11 Global Shapers Community, Skills for the 21st Century. See: <https://www.globalshapers.org/impact/skills-for-the-21st-century>. 12 The Programme for International Student Assessment (PISA) is a worldwide study by the Organisation for Economic Co-operation and Development (OECD) in member and non-member nations intended to evaluate educational systems by measuring 15-year-old school pupils' scholastic performance on mathematics, science, and reading.

Do young people have the skills to thrive in the digital age?

Key takeaways

- Family finances are the main obstacle to education for 44% of youth respondents in middle-income countries and 32% in high-income countries.
- Lack of education options is a main obstacle to education for 24% of respondents.
- 36% of G20 youth plan to attend online programs to improve their employability over the next year.
- Only 13% of G20 plan to enroll in university to improve their employability.

Too few young people have access to the best educational opportunities

The advent of the digital age pushes us to constantly revise our understanding of skills, as evolving job markets demand ever-more sophisticated tools. However, access to high quality education is limited to lucky minorities in all G20 countries, hence, educational inequity has been growing. Closing the gap requires addressing social issues first. Increasingly independent think tanks, such as the Economic Policy Institute, are arguing that measures such as expanded healthcare, unemployment insurance, Social Security disability insurance, and dependent care tax credits are key to placing vulnerable families in a position to help their children thrive at school.

This is not entirely within education systems' control. In a world where being computer literate is essential to have access to many educational programs, the cost and ownership of technological devices or access to the internet can be major obstacles for many. Additionally, solutions in the education space tend to be identified at the national level, when the reality is that educational needs vary a lot at the local level, particularly when it comes to adult learning. This means expanding the range of stakeholders involved, including educational technicians, digital infrastructure experts, and others with knowledge of local educational context.

As a result, some countries are successfully experimenting with local education ecosystems involving corporations, non-profits, and other unconventional actors in identifying learning needs and helping create new learning pathways.

Indeed, our survey shows that family finances are the main obstacle to achieving a high-quality education. Family finances are recognized as one of the three main obstacles to achieving a good education by 44% of respondents in middle-income countries and 32% in high-income countries. Lack of education options also affects middle-income countries (27% of respondents) significantly more than high-income ones (19%). Rural respondents were also 5 percentage points more likely to report lack of available options, suggesting that policymakers in middle-income countries in particular should focus on expanding educational opportunity to remote areas. Surprisingly, answers did not vary significantly by gender.

44%

of youth respondents in middle-income countries report family finances as the main obstacle to achieving good education

“Education policy should not always be viewed as a global topic. It is local more often than not because local labor market conditions are different everywhere. Retraining in particular needs to become more local”

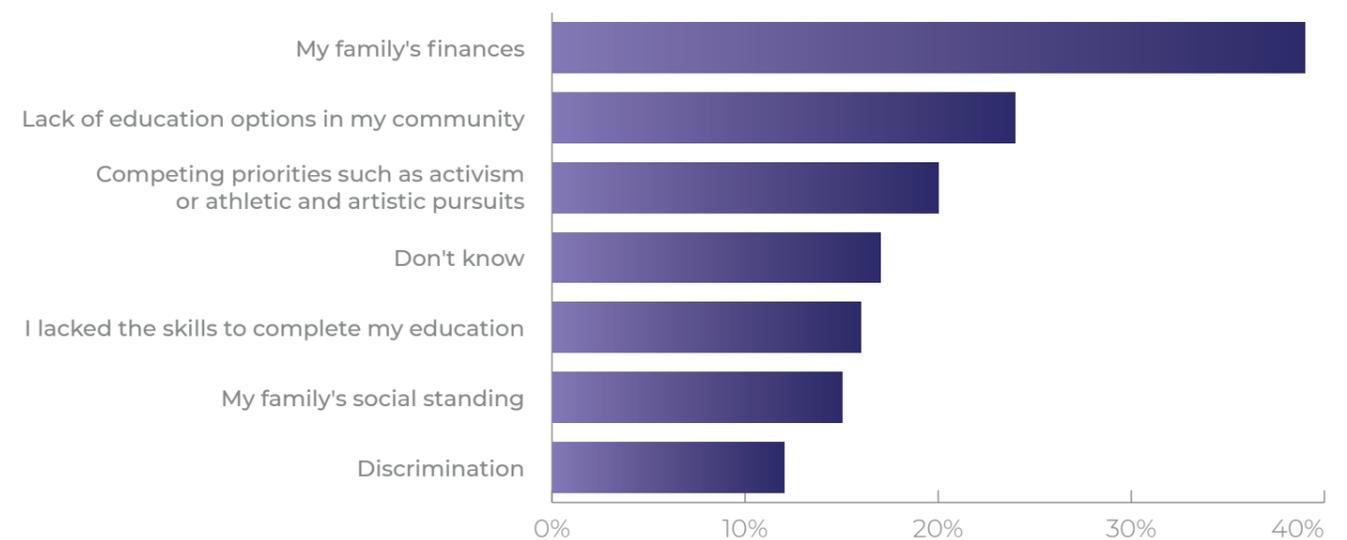
*Prof. Carl Benedikt Frey,
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32%

of youth respondents in high-income countries report family finances as the main obstacle to achieving good education

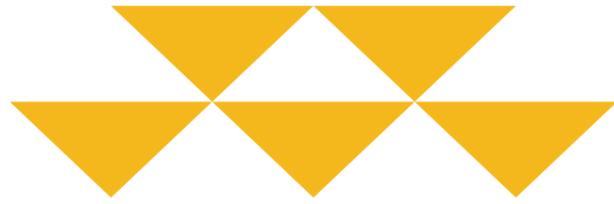


Which of the following were an obstacle to your education?



13 World Economic Forum, (2020), Davos 2020: Here's what you need to know about the future of work. See: <https://www.weforum.org/agenda/2020/01/davos-2020-future-work-jobs-skills-what-to-know/>. 14 OECD, (2017), Educational Opportunity for All: overcoming inequality throughout the life course. See: <https://www.oecd.org/publications/educational-opportunity-for-all-9789264287457-en.htm#:~:text=Equitable%20educational%20opportunities%20can%20help,of%20their%20circumstances%20at%20birth.>

15 Economic Policy Institute, (2017), Fixing education inequalities will require fixing broader societal inequalities. See: <https://www.epi.org/blog/fixing-education-inequalities-will-require-fixing-broader-societal-inequalities/>. 16 Fitzell S., (2018), Education Technology – Overcoming obstacles to successful implementation. See: <https://susanfitzell.com/educational-technology/>. 17 Gu X., Crook C., Spector M., (2019), Facilitating innovation with technology: Key actors in educational ecosystems, British Educational Research Association. See: <https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1111/bjet.12786>.



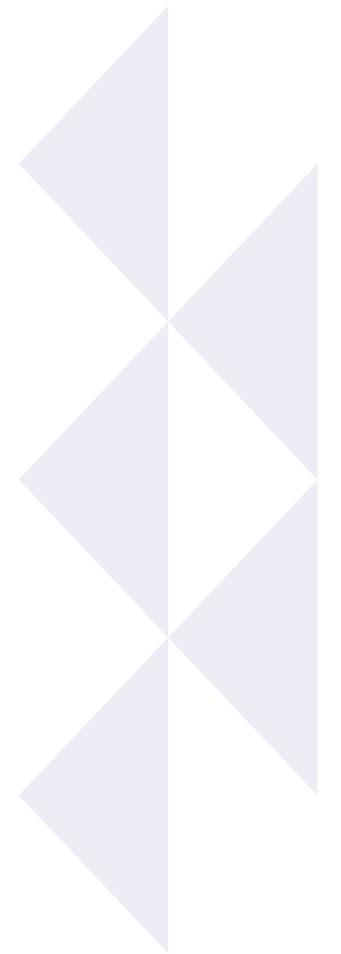
Which of the following were an obstacle to your education?

Country	My family's finances	My family's social standing	Discrimination	Lack of education options in my community
South Africa	70%	18%	17%	19%
Indonesia	58%	21%	9%	9%
India	48%	25%	12%	27%
Mexico	47%	13%	8%	25%
USA	44%	18%	12%	16%
Russia	43%	15%	8%	27%
Brazil	43%	17%	10%	24%
Argentina	42%	13%	11%	27%
China	39%	20%	9%	39%
Turkey	36%	13%	24%	46%
Canada	35%	13%	10%	16%
Australia	34%	15%	11%	18%
United Kingdom	32%	17%	12%	18%
Saudi Arabia	32%	15%	23%	33%
Italy	29%	11%	10%	31%
France	27%	14%	9%	14%
Germany	27%	14%	12%	23%
South Korea	25%	13%	18%	23%
Japan	24%	9%	13%	17%

24%

Lack of education options is a main obstacle to education for 24% of respondents

Overall, experts who were consulted shared a belief that youth activism is surging, particularly following the COVID-19 pandemic, but they also expressed concern that youth are rarely consistent and united around shared themes. A key policy challenge would be encouraging young people to collaborate.

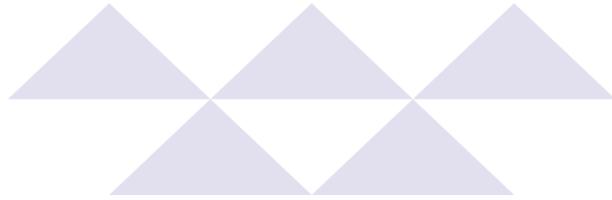


I lacked the skills to complete my education	Competing priorities such as activism or athletic and artistic pursuits	Don't know
9%	14%	5%
7%	21%	8%
24%	23%	6%
15%	18%	10%
14%	19%	22%
15%	17%	23%
15%	17%	11%
14%	22%	10%
38%	45%	5%
6%	11%	11%
16%	15%	29%
20%	20%	23%
24%	13%	22%
16%	31%	9%
10%	11%	26%
14%	12%	29%
15%	18%	24%
26%	28%	13%
15%	21%	33%

Platforms such as Peace First and World Future Council have an increasing role to play here. Peace First is an online platform connecting young social entrepreneurs and matching them with mini-grants to solve a community issue. Through its youth ambassadors, the World Future Council (WFC) develops and spreads effective, future-just policies for humanity's challenges. Its Future Policy Award celebrates policies that create better living conditions for current and future generations.

Policy recommendations:

- Increase funding for young people struggling to access education.
- Improve access to educational opportunity in the hardest to reach areas (equal access).
- Review assessment systems to avoid rewarding social standing over skills and knowledge.



Young people are keen on lifelong learning, but policy is struggling to keep up with ever-changing skills demand

If traditional education systems are struggling to adapt, what can young people do to improve their employability? Lifelong learning programs are becoming more and more flexible to accommodate busy adults with many responsibilities at work and beyond. However, this is only possible if education is both affordable and flexible. The scale of the adult learning challenge is especially significant in middle-income countries. This challenge can only be met if lifelong learning pathways are offered through means that appeal to young people. Traditional education systems need to know what plans young people have for their continued education.

“We don’t know what the jobs of the future will be. We only know they will continue to change, and people will have to continuously adapt to them. Therefore, we can only prepare young people by teaching them how to learn.”

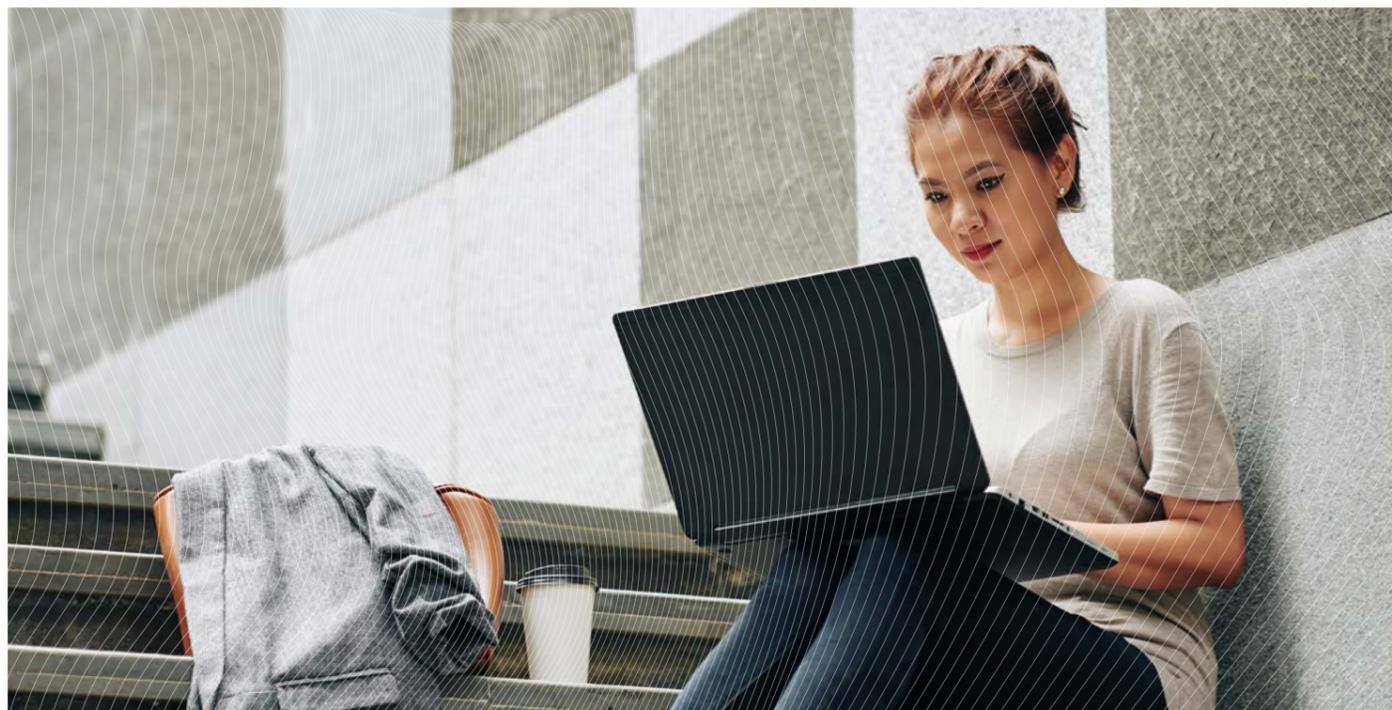
Diana El-Azar, Senior Director, Strategic Communications, Minerva Project

36%

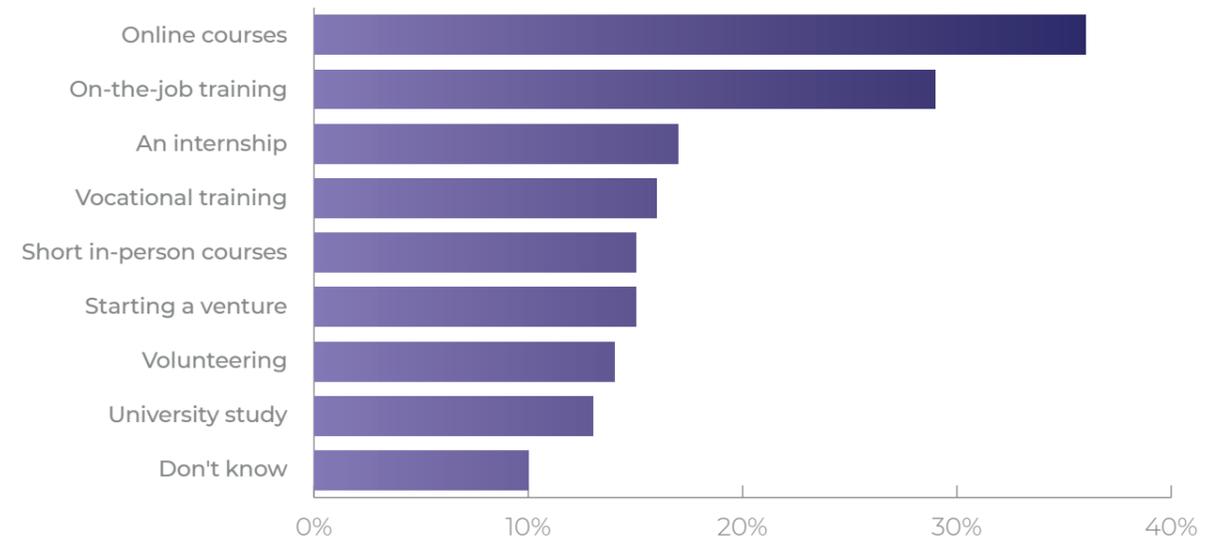
of G20 youth plan to attend online programs to improve their employability over the next year.

Only **13%** of G20 youth plan to enroll in university to improve their employability over the next year

Our survey finds online courses to be by far the preferred option of youth across the G20 when it comes to planning to improve their employability. This is especially true of students in middle-income countries, where 41% of youth plan to take an online course, versus 31% of their high-income country peers.



What plans do you have to improve your employability over the next year?



Curiously, starting a venture is seen as an effective employability booster in many of the middle-income countries. For example, 46% of youth in Indonesia plan to start a venture to improve their employability. Indian and Chinese youth value on-the-job training the most – as 49% and 39% of youth here have plans for this in the coming year.

Policy recommendations:

- Involve employers and educational institutions in designing and financing lifelong up-skilling and re-skilling programs to ensure that skills match those needed in the market.
- Ensure lifelong learning is available online and linked to on-the-job training.
- Ensure accessibility of lifelong learning opportunities and flexibility of employment to accommodate lifelong learning.

Do entrepreneurship ecosystems tap into youth's potential?

Key takeaways

- 54% of G20 youth report being likely to set up a venture in the next five years, especially middle-income countries' respondents (68% of respondents).
- Poor access to capital is reported as the main obstacle to start a business by 48% of respondents.
- Lack of interest is the main obstacle to start a business for 44% of high-income country youth and only 28% of middle-income youth.
- Most G20 youth respondents are concerned that their mental well-being affects their ability to perform successfully in work and education, ranging from 90% of Indian youth respondents to 62% of Brazilian youth.

Definitions around entrepreneurship are murky. In high-income countries the term is associated with fast-paced start-ups. Elsewhere, especially in the non-English-speaking world, someone opening a shop might also be considered an entrepreneur. Regardless, across the G20, entrepreneurship is increasingly seen as key to boosting youth employability and economic growth.

This section asks whether entrepreneurship as a policy goal is always desirable; which policies work; and what the main obstacles are, including this generation's unique awareness of the importance of mental health.

"What is missing in blanket approaches to entrepreneurship is an analysis of need, both in terms of consumers and entrepreneurs themselves. Seed money is often thrown at start-ups but with no curation of the relationship between supply and demand. Seed money is part of the solution but not a panacea"

Cynthia Hansen, Director,
Adecco Foundation



Many countries are actively pursuing ambitious youth entrepreneurship policies, but young people's motivations to become entrepreneurs are very context-dependent

According to the World Bank, the youth unemployment rate for the G20 countries in 2020 ranged from 3.67% in Japan to a staggering 55.97% in South Africa, with many high-income countries reporting youth unemployment rates double the general population unemployment.

Policymakers are increasingly addressing youth unemployment by supporting young people with an interest and potential to become self-employed. Youth entrepreneurship policies are increasingly at the core of education and labor reforms and programs. Non-profits such as Junior Achievement are teaching entrepreneurship skills through schools. Investors help train entrepreneurs on the job through ambitious incubation programs. Most importantly, young people spend countless hours teaching themselves how to develop contacts, capital, and competitive products. All of these enabling factors and the young entrepreneurs they empower together form entrepreneurship ecosystems, but it is not clear that this is always a desirable policy. Some observers have remarked that, in many countries, entrepreneurship may be occurring more out of necessity.

54%

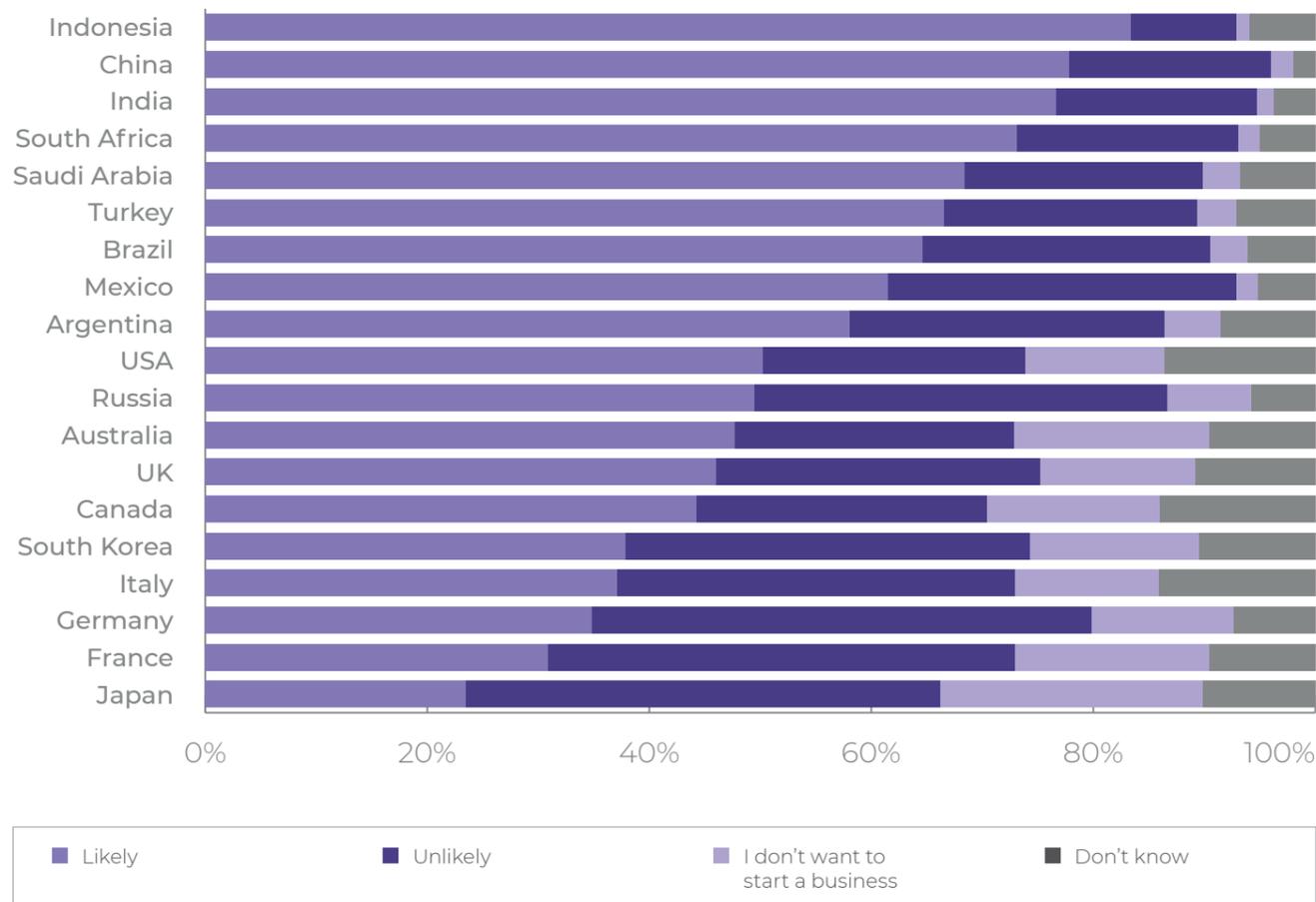
of G20 youth report being likely to set up a venture in the next five years



A sincere desire to become an entrepreneur is important to success. Our survey finds middle-income country youth to exhibit far greater enthusiasm around entrepreneurship than their peers in high-income countries. Moreover, at first glance, entrepreneurial spirit appears to have nothing to do with conditions on the ground. Indeed, the likelihood to set up a venture in the next five years does not correlate strongly with the World Bank’s ease of doing business ranking. In particular, 83% and 73% of Indonesian and South African survey respondents

say they are likely to set up a venture in the next five years. Indonesia and South Africa rank 73rd and 84th, respectively, in ease of doing business. On the other hand, countries that position very high on the ease of doing business ranking, such as South Korea (5th), Germany (22nd) or Japan (29th), are not equally likely to set up a venture in the short-term (responding respectively 38%, 35%, and 23%). The establishment of entrepreneurship ecosystems needs to account for these contextual factors.

How likely are you to set up a venture in the next five years?



48%

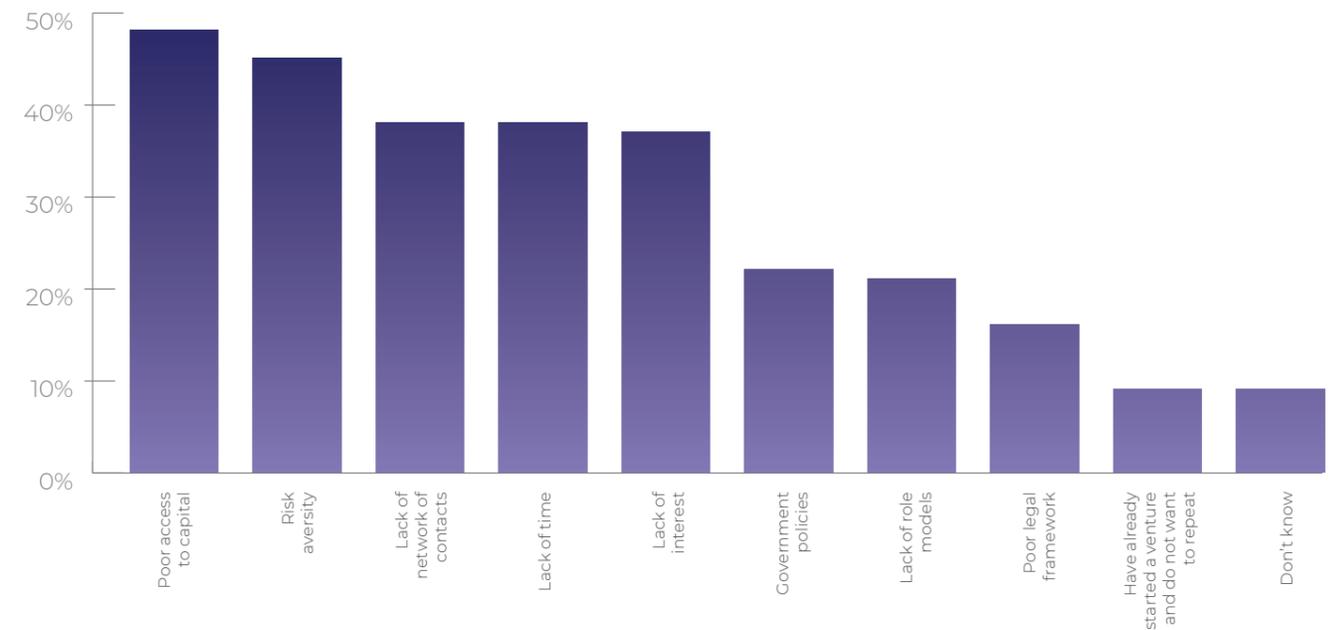
Poor access to capital is reported as the main obstacle to start a business by 48% of respondents.

Overall, middle-income countries respondents are 30 percentage points more likely to start a business than their peers in high-income countries. These differences are driven by a variety of cultural, social, and regulatory reasons.

“While fear of failure is a strong cultural factor, we tend to overlook opportunity cost. When your best alternative option is next to nothing (low unemployment opportunities), or what you lose can be compensated (easy access to family capital), it is easier to become an entrepreneur. Where you see a strong alternative option, like high unemployment benefits that you may forgo as an entrepreneur, it is harder for young people to try their hand at entrepreneurship”

Diana El-Azar, Senior Director, Strategic Communications, Minerva Project

What are the three main obstacles?



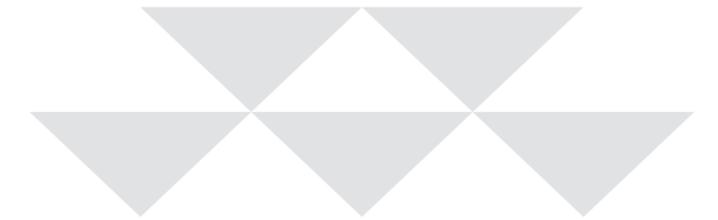
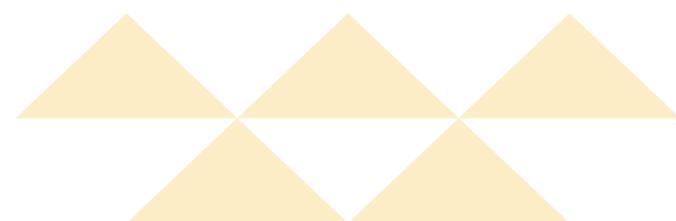
Among respondents reporting they were unlikely to start a business, “poor access to capital”, “risk aversity”, and “lack of network” were the most cited reasons across the board. But this varies enormously by context. “Lack of interest” was the main motivation, provided by 28% of respondents living in middle-income countries versus 44% of respondents from high-income countries. Financial opportunity was the main driver for 71% of respondents from middle-income countries likely to start a business, while only for the 57% of respondents from high-income countries.

Policy recommendations:

- Embed entrepreneurial skills in academic curricula.
- Provide specific support for youth entrepreneurs’ ventures around schools and universities, including coaching, access to business services, access to finance, networking, etc.
- Provide enabling environment for potential opportunity-driven entrepreneurs, i.e. accelerators/incubators.

What are your three main obstacles for not being likely to set up a venture in the next five years?

Country	Risk aversity	Poor access to capital	Lack of network of contacts	Lack of time	Lack of interest
Russia	71%	31%	34%	32%	35%
Japan	58%	55%	29%	34%	50%
China	56%	67%	61%	41%	24%
Italy	52%	62%	38%	21%	28%
Turkey	51%	53%	23%	40%	28%
Germany	50%	55%	38%	30%	44%
South Korea	49%	48%	41%	38%	40%
Indonesia	41%	63%	46%	26%	22%
Australia	41%	38%	39%	41%	45%
France	40%	41%	34%	43%	39%
Canada	39%	36%	36%	43%	54%
Brazil	39%	52%	41%	37%	24%
Saudi Arabia	38%	40%	34%	31%	35%
Argentina	35%	61%	43%	49%	24%
Mexico	34%	61%	50%	44%	16%
U.K.	33%	45%	36%	52%	47%
India	32%	36%	40%	41%	28%
South Africa	31%	67%	49%	32%	28%
U.S.A.	28%	33%	41%	47%	46%



Government policies	Lack of role models	Poor legal framework	Have already started a venture and do not want to repeat	Don't know
25%	31%	26%	8%	3%
10%	21%	8%	6%	10%
9%	17%	6%	10%	3%
32%	18%	14%	5%	10%
35%	18%	29%	9%	5%
16%	16%	25%	7%	6%
14%	21%	11%	7%	10%
22%	33%	13%	17%	6%
14%	18%	9%	9%	15%
22%	20%	12%	8%	14%
18%	16%	13%	10%	12%
36%	24%	20%	11%	5%
25%	24%	23%	19%	10%
34%	20%	15%	13%	2%
34%	24%	17%	7%	4%
14%	19%	13%	8%	11%
47%	25%	24%	18%	3%
26%	21%	21%	11%	5%
17%	17%	13%	10%	16%

28%

Lack of interest is the main obstacle to start a business for middle-income youth

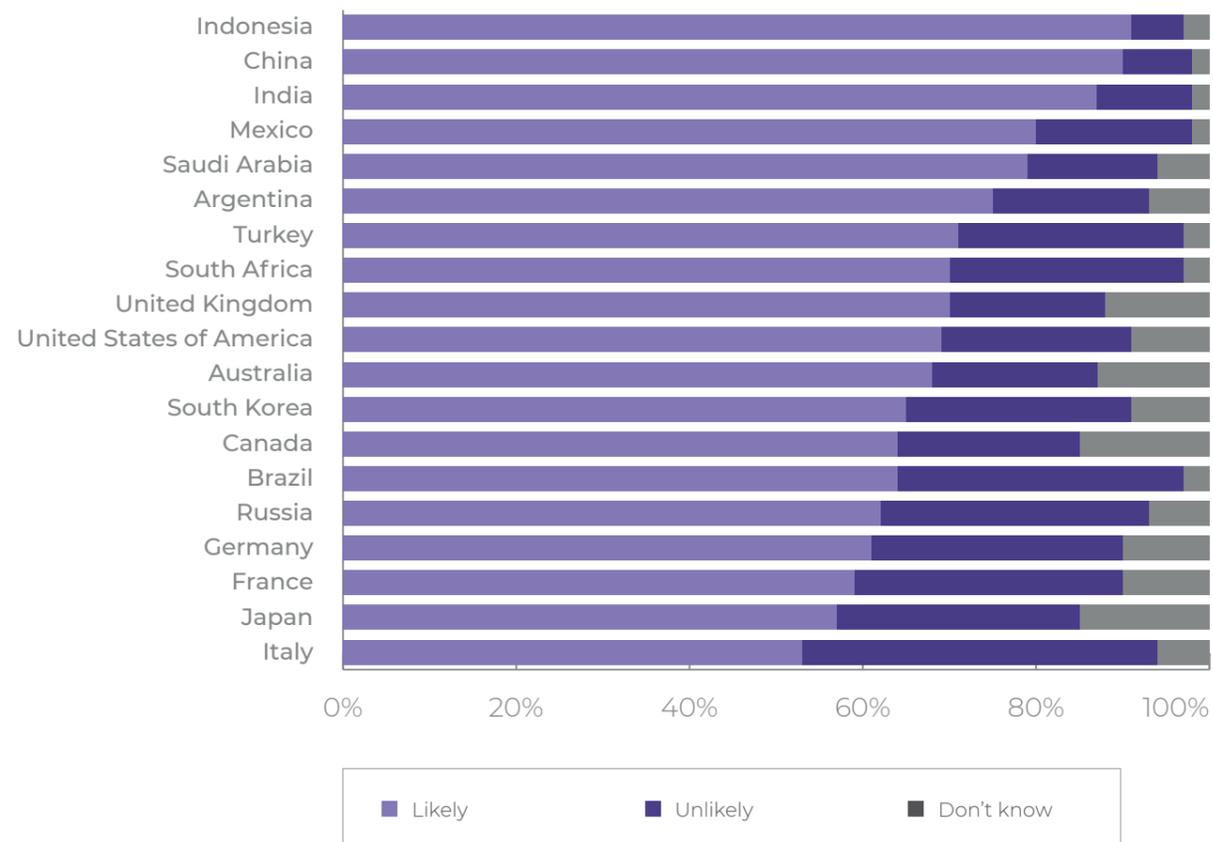
44%

Lack of interest is the main obstacle to start a business for high-income country youth

When it comes to supporting entrepreneurs, a culture of encouragement of young people is more important than ease of doing business

Few young people can sustain themselves in self-employment. Only 15% of people working in the EU, for instance, are self-employed. This is not explained only by business conditions, but possibly also by the level of respect accorded to young entrepreneurs in each culture.

How likely are people in your country to support young entrepreneurs over older entrepreneurs?



Indeed, our survey finds that youth from middle-income countries are 7 percentage points more confident in people's support for young entrepreneurs than their counterparts in high-income countries. These are the same countries where youth entrepreneurship is greatest overall. Surprisingly, those countries ranked highest in ease of doing business by the World Bank are those very same high-income countries where support for young entrepreneurs is lowest.

Policy Recommendations:

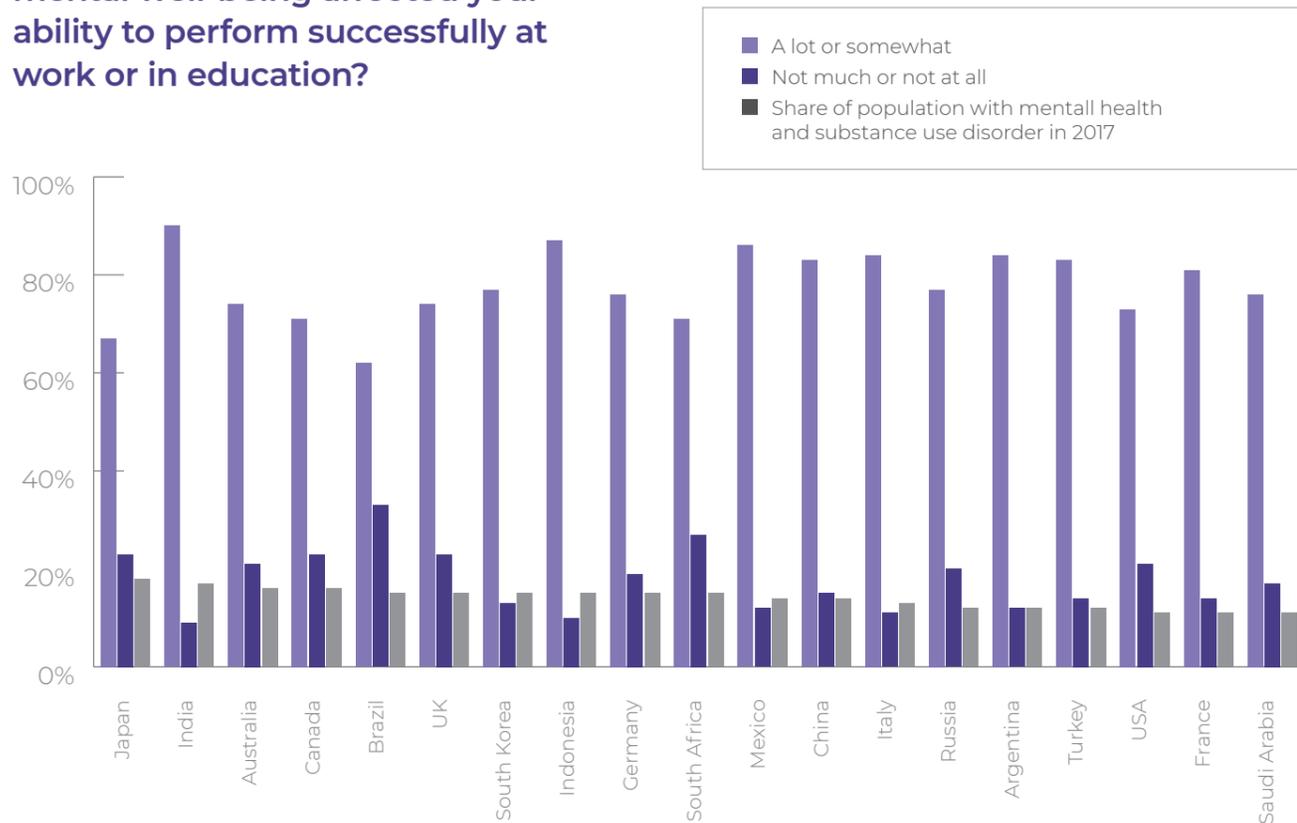
- Harmonize youth entrepreneurship policies with an enabling legal and economic environment.
- Design and monitor policies and reforms to specifically targeting ease of doing business for youth.
- Raise awareness on the role of youth and youth entrepreneurship in society.

Young people’s increasing concerns about their mental well-being have yet to translate into successful policies and work practices

Workplace mental health and well-being have been receiving increased attention in recent years, increasingly in entrepreneurial settings where burnout, anxiety, and depression are prevalent. Workplace mental health problems result in as much as \$500 billion dollars (USD) of lost productivity annually, according to Paul Gionfriddo, President and CEO of Mental Health America.



To what extent has your personal mental well-being affected your ability to perform successfully at work or in education?



90%

Indian youth respondents are concerned that their mental well-being affects their ability to perform in work or education

“Policy should be done holistically. Health ministers emphasize mental health and economy ministers emphasize entrepreneurship, but no one looks at the intersection.”

Diana El-Azar, Senior Director, Strategic Communications and Market Development, Minerva Project

A majority of G20 youth surveyed believe their mental well-being has affected their ability to work and learn. A staggering 90% of India’s youth respondents think their ability to perform successfully in work and education has been affected by their mental well-being. The lowest percentage is still a very significant 62% in Brazil. Concern for the impact of mental well-being on the ability to perform successfully in work and education is equally widespread across middle-income and high-income countries.

Official health data regarding diagnosed and certified mental health disorders across the general population rarely matches these self-perceptions. This suggests that, despite cultural stigma in many G20 countries, this generation is uniquely aware of its mental health. It may also mean that mental health as defined in national statistics is quite different from how it is perceived by youth.

62%

Brazilian youth respondents are concerned that their mental well-being affects their ability to perform in work or education



Workplace mental well-being issues affect productivity in a myriad of ways, for instance, through absenteeism. Overstressed and unhealthy employees contribute to toxic workplace cultures that affect the functioning of the entire company in ways that cannot be calculated. The conversation on mental health is usually confined to health ministries, despite being a labor issue as well. Many countries lack a concerted policy response to growing workplace mental health concerns.

“People in leadership positions today joined companies at a time when poor mental health was used to discriminate against young people. This generation of new companies are the ones that are going to have to experiment and then codify best practices. Young people should be part of the decision-making process here too.”

Yemi Babington-Ashaye, President, United People Global

Policy Recommendations:

- Consider guiding national conversations on mental health definitions.
- Consider strengthening workplace mental health policies at the national level.
- Strengthen international organization guidance on workplace mental health.

How will COVID-19 affect youth's fitness for the future?

Key takeaways

- 65% of G20 youth in education reported learning less during the lockdown.
- High-income country youth are more pessimistic about how long it will take for the labor markets to return to normal after COVID-19.
- 46% of Saudi youth are satisfied with remote work practices, more than any other country.
- Italy is the least satisfied country, with only 22% of young people satisfied with remote work practices.



Young people correctly expect protracted COVID-19-instigated economic contractions to reduce their odds of successful employment

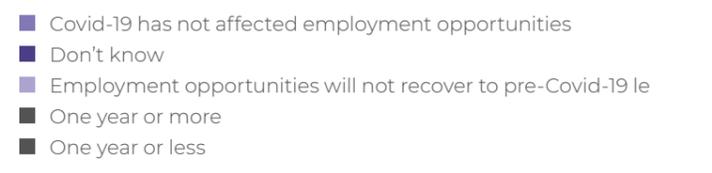
The COVID-19 pandemic's impact on young people has been "systematic, deep and disproportionate", according to new research by the International Labor Organization. This is true in work as it is in education. Despite efforts to continue educational provision through distance learning, the International Labor Organization claims that 65% of young people reported they had learned less during the crisis. Do young people share this assessment or are they spotting silver linings that escape policymakers?

Amid the pandemic recovery, the generally most optimistic people appear to be the youth in middle-income countries, with 62% of Chinese respondents believing employment opportunities will recover within a year.

High-income countries are more pessimistic. Japan not only has the lowest number of respondents believing a year being enough (45%), but also has one of the highest rates of people claiming their country's employment opportunities will never recover to pre-COVID-19 levels (14%).

65%

of G20 youth in education reported learning less during the lockdown



How much time will go by before employment opportunities in your country recover to what they were before the Covid-19 outbreak?



46%

of Saudi youth are satisfied with remote work practices, more than any other country

Unemployment forecasts stretching far into the future are either unavailable or unreliable, but the experts consulted for this research were generally more pessimistic than the young people surveyed. G20 countries are implementing a raft of measures to sustain employment or at least expand benefits, but the OECD and other bodies expect these to fall short of what is needed to sustain employment in most economies. Public discourse is shifting towards an acceptance that, while young people's greater suitability to remote work may reward some in the short term, the worst-case scenario may be a jobless future for many young people.

OECD data also finds that the lowest paid women and youth are bearing the brunt of COVID-19-related unemployment. The gender difference is reflected in our data. Women were 10 percentage points less likely than men to expect employment to recover within a year. Policy should be geared towards these more vulnerable groups. Unemployment may also take different forms. Gartner, research and advisory consultancy, finds 32% of employers likely to resort to contingent worker expansion in the future as a way to avoid layoffs.

“Young people are going to have an even harder time accessing work experience. Young people are going to lose out to people who have been in the labor market longer. Yet remote work has demonstrated to be best suited to youths, as digital natives, and should reward them in a way.”

Cynthia Hansen, Director, Adecco Foundation



Policy Recommendations:

- Expand job retention schemes.
- Ensure labor policy explicitly targets the lowest paid, women, and young people.
- Enact labor policies that account for how employers are adapting hiring practices in light of COVID-19.

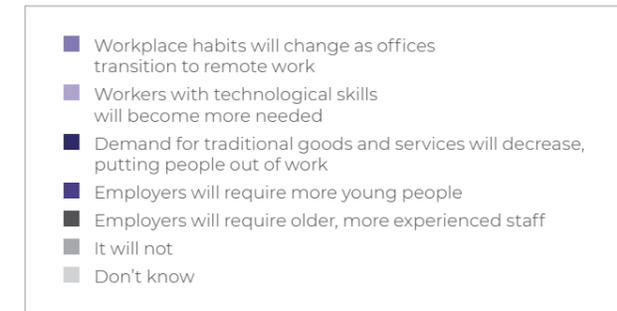


Although young people are pessimistic, the pandemic may strengthen the standing of those who are currently in employment

As labor markets adapt to a post-COVID-19 world, the ability to embed rapid and nimble decision-making into company cultures will be increasingly important as business moves forward. Leaders have an opportunity to retool business with new perspectives and more ambitious goals by rethinking the way they operate.

Youth in middle-income countries seem more ready for this shift than their counterparts in high-income countries. Our survey shows that young people in middle-income countries are not only more confident in a rapid recovery, but also 12 percentage points more confident that workers with technological skills will become more needed than their counterparts from high-income countries.

How will Covid-19 affect your current or future work situation?



Young people's views appear to be in step with employers' ambitions. Recent research by Deloitte found that as a result of the pandemic, many firms are drastically rethinking working practices, increasingly viewing technology as a collaboration tool rather than just for labor substitution, and tailoring working practices to employees' unique needs. Policymakers should encourage and learn from these changes and support young people as they navigate a rapidly changing workplace.

Policy Recommendations:

- Involve employers in the design of re-training policies and incentives.
- Ensure labor legislation accounts for changes to workplace habits.

Only
22%

of young people are satisfied with remote work practices in Italy

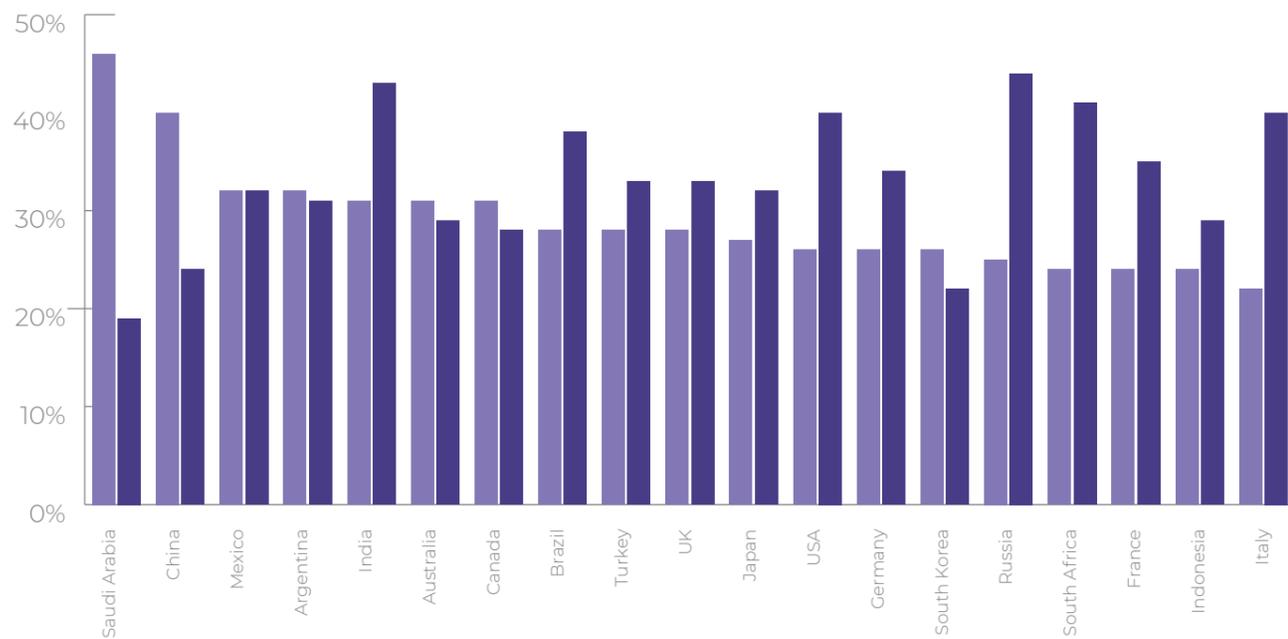


Young people and employers agree that remote work practices are here to stay, but their effective uptake is highly context-dependent

Throughout the COVID-19 pandemic, large organizations around the globe have demonstrated extraordinary agility, changing business models literally overnight. They rapidly employed remote-working arrangements, moved entire business processes to less-affected geographies, and embraced multicompany cooperation to redeploy furloughed employees across sectors. Smaller companies have struggled more, and blue-collar employees are less certain about their ability to work remotely. However, many factors inhibit the widespread adoption of remote work practices. Survey

respondents who expressed remote work’s relative lack of success gave a variety of reasons. What slightly more concern middle-income countries’ youth than high-income countries’ youth include the following: lack of tools for working from home, most work being in industries that require being physically present, lack of awareness of working from home practices, and poor connectivity.

Remote Work: How much do you agree that work-from-home in your country is not as successful as it could be?



In particular, 46% of Saudi youth are satisfied with remote work conditions. Among high-income countries, Italy is the least satisfied, with only 22% of young people satisfied by their pandemic work conditions. These results are hard to assess, as they may have as much to do with each country’s unique lockdown conditions as they do with remote work measures. Surprisingly, gender, education, and income levels were not good predictors, suggesting that satisfaction with remote work may be driven by national policy or perception rather than individual conditions.



Potential Policy Recommendations:

- Develop remote work policies at the national level in consultation with employers.
- Ensure leaders and policymakers support policies for a reliable digital infrastructure to further enable remote work and equal access to opportunities requiring remote work.



Conclusions

Young people's future fit in fast-evolving labour markets depends on decisive policymaker intervention, particularly in high-income countries facing strong skills mismatches and rising youth unemployment.

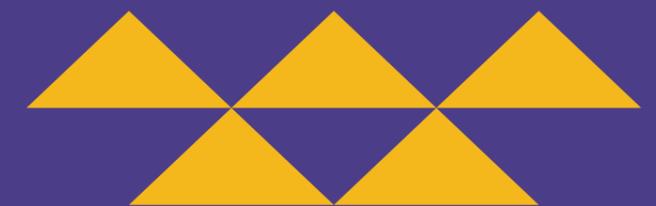
Young people in countries like France and Germany report benefiting from on-the-job training experience, reflecting these countries' strong apprenticeship policies. Other countries are taking note but must take care to tailor their approaches to unique cultural contexts. Most young people across the G20 believe their schooling prepared them for work, while employers and experts concur that adapting education systems to new skills demanded in the workplace is the single most important factor to resolving skills mismatch.

Young people are aware of the need to re-skill, with over a third committed to voluntary online courses and the majorities in all G20 countries planning on some form of online learning. Policymakers should support the lifelong learning market while tackling the educational inequality that causes many young people to resort to it in the first place, particularly those in middle-income countries. Our survey shows that even countries with the most high-performing education systems suffer from unequal access to educational opportunities. Survey respondents indicated that family finances and poor access to opportunities as the areas requiring solutions most urgently.

Despite policymakers and civic society's best efforts to position self-employment as potential solution for youth unemployment, young people's motivations to attempt entrepreneurship vary greatly across the G20. For cultural, social, and regulatory reasons, middle-income country youth appear more enthusiastic about entrepreneurship than their high-income countries peers. When young people in these countries reported not wanting to attempt self-employment, lack of financial opportunity was the main reason provided.

High-income country youth were more likely to report a cultural preference for experienced entrepreneurs over younger ones in their countries. Policymakers should note that these motivational factors appear to explain youth interest in entrepreneurship more than ease of doing business, suggesting that the key to increasing self-employment may be cultural and require educational interventions.

Overall, middle-income country youth generally appear to be more optimistic than their high-income peers, including in their attitudes towards the COVID-19 pandemic's impact on work and education. Digitally native young people in G20 countries have an opportunity to drive change in workplaces wishing to retool. Remote work appears to be occurring to various extents across the G20, with young people reporting that adoption is often impeded by lack of tools, poor connectivity, and lack of awareness of good working from home practices, especially in middle-income countries. Country context plays a major role, and policymakers should consider developing remote work policies at the national level in consultation with employers to ensure remote work practices are context appropriate.



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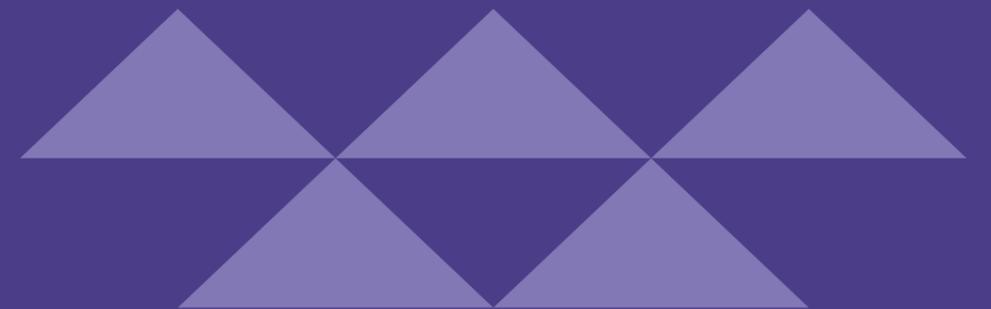
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Future Fit: skills, employment and youth entrepreneurship in G20 countries at a glance



ARGENTINA



Education: Main obstacles to education:

1. Family's finances (41.8%)
2. Lack of education (27.4%)
3. Competing priorities (21.8%)

Skills:

77% of youth agree that education prepared them for the job
66% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Poor access to capital (61.1%)
2. Lack of time (49.1%)
3. Lack of network (42.5%)

AUSTRALIA



Education: Main obstacles to education:

1. Family's finances (33.9%)
2. Unfinished education (19.8%)
3. Competing priorities (19.8%)

Skills:

74% of youth agree that education prepared them for the job
61% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Lack of interest (45.3%)
2. Lack of time (41.1%)
3. Risk aversity (40.7%)

CHINA



Education: Main obstacles to education:

1. Competing priorities (44.8%)
2. Family's finances (39.2%)
3. Lack of education (38.6%)

Skills:

86% of youth agree that education prepared them for the job
87% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Poor access to capital (67.3%)
2. Lack of network (61.4%)
3. Risk aversity (56.4%)

FRANCE



Education: Main obstacles to education:

1. Family's finances (27.5%)
2. Family's social standing (13.9%)
3. Unfinished education (13.9%)

Skills:

67% of youth agree that education prepared them for the job
81% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Lack of time (43.1%)
2. Poor access to capital (40.8%)
3. Risk aversity (40.1%)

BRAZIL



Education: Main obstacles to education:

1. Family's finances (43.0%)
2. Lack of education (23.8%)
3. Family social standing & Competing priorities (16.6%)

Skills:

84% of youth agree that education prepared them for the job
71% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Poor access to capital (52.0%)
2. Lack of network (40.5%)
3. Risk aversity (38.5%)

CANADA



Education: Main obstacles to education:

1. Family's finances (34.8%)
2. Lack of time (16.2%)
3. Unfinished education (16.0%)

Skills:

71% of youth agree that education prepared them for the job
59% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Lack of interest (53.6%)
2. Lack of time (42.6%)
3. Risk aversity (38.8%)

GERMANY



Education: Main obstacles to education:

1. Family's finances (26.8%)
2. Lack of education (23.0%)
3. Competing priorities (17.8%)

Skills:

78% of youth agree that education prepared them for the job
83% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Poor access to capital (54.7%)
2. Risk aversity (50.2%)
3. Lack of interest (44.3%)

INDIA



Education: Main obstacles to education:

1. Family's finances (47.5%)
2. Lack of education (26.5%)
3. Family's social standing (24.6%)

Skills:

90% of youth agree that education prepared them for the job
83% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Government policies (47.0%)
2. Lack of time (41.0%)
3. Lack of network (40.0%)

INDONESIA

**Education:** Main obstacles to education:

1. Family's finances (58.3%)
2. Family's social standing (20.8%)
3. Competing priorities (20.8%)

Skills:

783% of youth agree that education prepared them for the job
73% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Poor access to capital (63.0%)
2. Lack of network (46.3%)
3. Risk aversity (40.7%)

ITALY

**Education:** Main obstacles to education:

1. Lack of education (31.5%)
2. Family's finances (28.7%)
3. Family's social standing (11.2%)

Skills:

65% of youth agree that education prepared them for the job
52% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Poor access to capital (62.0%)
2. Risk aversity (52.2%)
3. Lack of network (38.0%)

SOUTH AFRICA

**Education:** Main obstacles to education:

1. Family's finances (69.7%)
2. Lack of education (19.0%)
3. Family social standing (18.0%)

Skills:

78% of youth agree that education prepared them for the job
65% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Risk aversity (70.7%)
2. Lack of interest (35.1%)
3. Lack of network (34.2%)

SOUTH KOREA

**Education:** Main obstacles to education:

1. Competing priorities (28.1%)
2. Unfinished education (26.3%)
3. Family's finances (24.8%)

Skills:

66% of youth agree that education prepared them for the job
69% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Risk aversity (49.4%)
2. Poor access to capital (47.9%)
3. Lack of network (41.0%)

JAPAN

**Education:** Main obstacles to education:

1. Family's finances (24.3%)
2. Competing priorities (20.7%)
3. Lack of education (17.1%)

Skills:

63% of youth agree that education prepared them for the job
49% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Risk aversity (58.1%)
2. Poor access to capital (54.8%)
3. Lack of interest (50.0%)

MEXICO

**Education:** Main obstacles to education:

1. Family's finances (47.2%)
2. Lack of education (24.6%)
3. Competing priorities (18.1%)

Skills:

83% of youth agree that education prepared them for the job
70% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Poor access to capital (60.7%)
2. Lack of network (50.0%)
3. Lack of time (44.0%)

TURKEY

**Education:** Main obstacles to education:

1. Lack of education (45.7%)
2. Family's finances (36.2%)
3. Discrimination (24.0%)

Skills:

75% of youth agree that education prepared them for the job
69% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Poor access to capital (52.6%)
2. Risk aversity (51.1%)
3. Lack of time (39.8%)

U.K.

**Education:** Main obstacles to education:

1. Family's finances (32.2%)
2. Unfinished education (24.0%)
3. Lack of education (18.4%)

Skills:

67% of youth agree that education prepared them for the job
52% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Lack of time (51.9%)
2. Lack of interest (47.2%)
3. Poor access to capital (44.9%)

RUSSIAN FEDERATION

**Education:** Main obstacles to education:

1. Family's finances (43.2%)
2. Lack of education (27.1%)
3. Competing priorities (17.3%)

Skills:

69% of youth agree that education prepared them for the job
73% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Risk aversity (70.7%)
2. Lack of interest (35.1%)
3. Lack of network (34.2%)

SAUDI ARABIA

**Education:** Main obstacles to education:

1. Lack of education (33.2%)
2. Family's finances (32.0%)
3. Competing priorities (30.6%)

Skills:

81% of youth agree that education prepared them for the job
77% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Poor access to capital (39.5%)
2. Risk aversity (37.9%)
3. Lack of interest (34.7%)

U.S.A.

**Education:** Main obstacles to education:

1. Family's finances (43.9%)
2. Competing priorities (18.7%)
3. Family social standing (17.9%)

Skills:

69% of youth agree that education prepared them for the job
55% of youth completed an internship

Youth entrepreneurship:

Main challenges to becoming an entrepreneur for youth:

1. Lack of time (46.7%)
2. Lack of interest (46.3%)
3. Lack of network (40.8%)



