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Transitions from School to Work

UNICEF Technical Note

Acknowledgements

This technical note has been developed by Gemma Wilson-Clark and Soumi Saha of the Education Section in UNICEF headquarters. We are grateful to Robert Jenkins, Associate Director, Education Section, UNICEF for the opportunity to develop this note. The authors thankfully acknowledge Andaleeb Alam from Office of Global Insight, UNICEF who contributed to structuring the note. Special thanks go to our colleagues in UNICEF headquarters and regional offices who reviewed and enriched this report: Urmila Sarkar in Regional Office of South Asia, Matthieu Brossard, Friedrich Affolter and Bassem Nasir in Education Section in headquarters, Katherine Crisp in Office of Innovation, Jumana Haj-Ahmad in Adolescent Development and Participation Section in headquarters and numerous colleagues in UNICEF headquarters and country offices who provided data and insights on UNICEF programming and interventions in this area.

We are also grateful to Roberto C. Rossi for the report design and layout.

UNICEF would like to extend particular thanks to the partnership with ING on the Power for Youth Programme that provided funding which made development of this note possible.

Suggested citation. Transitions from School to Work. New York: United Nations Children’s Fund (UNICEF), 2019.

© United Nations Children’s Fund (UNICEF), Education Section, Programme Division
August 2019
ISBN: 978-92-806-5054-9

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Caption: Bodoor, 17 years old and in 12th grade in the Azraq Refugee Camp in Jordan, is preparing for her final exams. “I am lucky to go to school – many children didn’t get that chance. My favourite subject is science, specifically astronomy. I like space.”

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1. Purpose

In 2016, 263 million children and adolescents were out of school, representing nearly one fifth of the global population. Of these 61 million (23%) were of lower secondary school age and 139 million (53%) were of upper secondary school age¹ – with six out of ten children and adolescents not achieving minimum proficiency levels in reading and mathematics.² This is linked to inequity in learning within education systems, with those children that are overage or with low learning outcomes most likely to drop out.

There is both a skills gap and a skills mismatch, with 71 million unemployed youth worldwide and 156 million young workers living in working poverty (less than \$3 a day). Three out of four young people not in education, employment or training are female, largely due to child care and domestic chores.³ These trends come at a time where the future of work is growing more unpredictable given the increasing but uneven impact of technology on the work force across both sectors and countries.⁴

Young people face particular disadvantage finding employment, compared to older workers. This includes a lack of labour market and job-search information and experience, as well as a mismatch between youth aspirations and labour market realities, with limited job led growth. Young people are often at the end of queue for jobs because employers opt for more experienced workers at the same wage level or for cheap labour by children, whilst labour market regulations that benefit working adults tend to disadvantage unemployed youth.

Young people may have fewer opportunities for self-employment and entrepreneurship because they lack business experience and access to finance. Finally, young people often lack organization and voice and are typically unrepresented in trade unions or employers' organizations with few channels through which to express their opinion.⁵

UNICEF's goal under the SP (2018-2021) is to improve the access, learning and skills of children from pre-primary to upper secondary age, particularly the most marginalized. To prepare children and adolescents for life, work, citizenship and life-long learning, UNICEF supports national governments and partners to systematically expand access to and strengthen systems to develop a breadth of skills, for all learners, across the life course, and through multiple learning pathways – formal, non-formal, on the job and community based.

The purpose of this paper is to provide guidance on how UNICEF can support government and partners to support adolescents to make a smooth transition from school to decent work. Skills development is a necessary, but not sufficient, component of such programming. Specifically, this Technical Note provides advice on:

- Barriers for young people in accessing and developing skills for work and making the transition to decent work;
- Programming principles to guide the design of UNICEF programming in the school to work transition area;
- Evidence-based strategies for smoothing the transition from school to work with a focus on improving the work outcomes for older adolescents and young people;⁶
- Tools and resources for developing programs and partnerships, including working with other UN agencies, to ensure continuity of services as the most vulnerable young people transition from childhood into adulthood;
- Case studies of UNICEF programs that have improved the skills and/or work outcomes of older adolescents.

For further background on the concepts and evidence base underpinning programming on the school to work transition, refer to [Unpacking School to Work Transition](#) (OGIP- Office of Global Insight and Policy/HQ, UNICEF, 2019). This paper been developed as a companion piece to the Technical Note, focusing on problem identification via a trends analysis and synthesis of evidence.

2. Improving transition to work for young people

2.i What is the school to work transition?

School to work transition and employability are interrelated concepts. In this paper, employability is defined as an individual's ability to secure and retain employment, to progress within the enterprise and between jobs, and to cope with changing technology and labour market conditions. It has a capability and an opportunity dimension i.e. (i) whether the individual has the skills demanded by the labour market and (ii) whether the individual can access employment opportunities that make optimal use of his/her skills (OGIP/HQ, 2019).

School to work transition is not linear, as young people may be studying while holding jobs, may go back to school after work, start off in irregular employment and then transition to regular employment etc. School to work transition should rather be seen as a process which enables young people to move from education to productive and decent work.⁷ The process can be broken down into two categories:

- **The process of preparing young people for transition** whereby young people have access to and can develop the skills (i.e. knowledge, competencies, attitudes and qualifications) required by the labour market to secure, retain and thrive in productive and decent employment, and adapt to the evolving economy.
- **The process of making the actual transition** whereby young people are able to smoothly access productive and decent work opportunities that make effective use of their skills.

Statistics on 'employment' can include formal wage employment, self-employment, unpaid family work and vulnerable employment in the informal economy. 'Productive employment' is considered by the ILO as employment yielding sufficient returns to labour to permit a worker and his/her dependents a level of consumption above the poverty line. 'Decent work' is a term used to describe work which is productive, delivers a fair income, and provides security in the workplace and social protection for workers and their families.

The ILO defines a successful transition to work as when a young person is settled in stable employment – defined as a job with an employment contract, written or verbal, lasting for 12 or more months (ILO, 2013 and 2015) or for those who do not have long-term wage employment, a job with a self-perception of continuity. In many countries, the majority of young people will be employed in the informal sector, they may not achieve this definition of stable employment.

2.ii Measuring the school to work transition

There are a number of indicators that can be used to measure school to work transition results, even for those young people who have not yet found secure employment. These can be used to assess the outcomes of interventions that have the objective of preparing adolescents for work.

How can we measure improved work outcomes?

Utilization of skills for employment, as measured by:

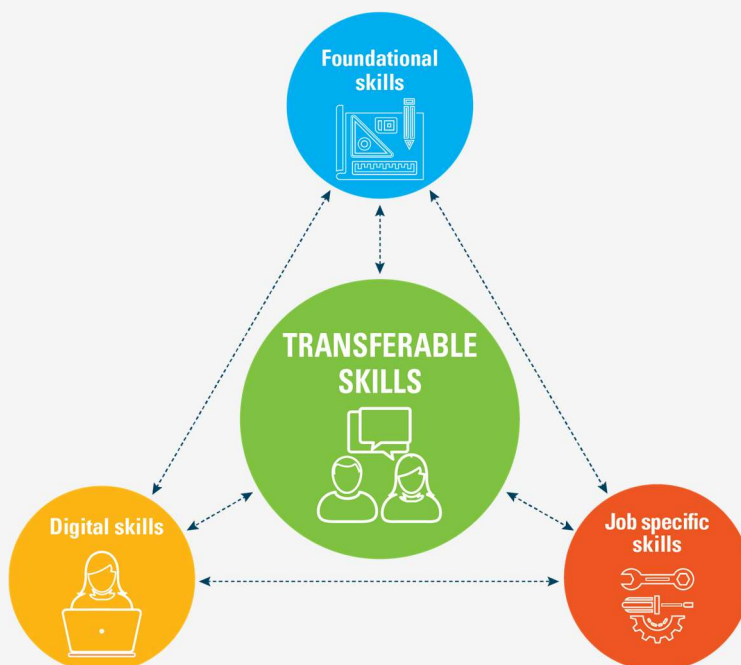


These may include the below, as illustrated.

3. What skills are needed for success in life and work?

For securing, retaining and thriving in work, young people need to develop a mix of foundational, transferable and technical and vocational skills. Increasingly digital skills are being demanded by employers. UNICEF supports national governments and partners to systematically develop a breadth of skills, at scale, across the life course and through multiple learning pathways – formal, non-formal, on the job and community based.

SKILLS:



Foundational skills consist of literacy and numeracy – skills that are needed regardless of employment aspirations. Foundational skills are essential for further learning, productive employment and civic engagement.

Transferable skills, such as creativity, communication and problem solving, that are needed by all. Such skills enable young people to engage in life-long learning and to adapt to rapid changes in the economy and society, thereby improve their chances of finding and retaining work.

Transferable skills are the “magic glue” that work alongside knowledge and values to connect, reinforce, and develop all types of skills as well as build further knowledge. The UNICEF Global Framework on Transferable Skills (forthcoming) categorizes transferable skills according to the following interrelated categories:

- **Cognitive Skills:** having to do with “thinking” and includes the ability to focus; problem-solve, make informed choices, and set plans and goals.
- **Social Skills:** having to do with interaction with others including the ability to communicate, collaborate, resolve conflicts, and negotiate
- **Emotional Skills:** having to do with skills that relate to understanding and regulating one’s own emotion, cope with stress, understanding emotions of others, and the ability to empathize with others.

Digital skills and knowledge are essential to support the development of digitally literate children. Digitally literate young people can use and understand technology, to search for and manage information, communicate, collaborate, create and share content, build knowledge and solve problems safely, critically and ethically, in a way that is appropriate for their age, local language and local culture.

Technical and Vocational skills are technical and vocational associated with one or more occupations. Some have very narrow application in a single economic sector, such as bricklayers in construction industry; and others are more mobile across sectors, such as accountants. The wider the application of a skillset, the more flexible and responsive the holder of these skills can be in a changing labour market.

Despite significant improvements in global literacy and numeracy programs, much work remains to be done and, as such, UNICEF will continue providing support focused on developing **foundational and transferable (life) skills** both in and out of school. In fact, without progressively developing both foundational and transferable skills – from early childhood to adulthood – young people will not be able to access further training and employment. As a result, they will be excluded from the benefits technology will bring to the future of work (WDR, 2019).

A growing number of UNICEF programs are developing **technical and vocational skills** of older adolescents. These programs may be delivered in secondary schools, through technical and vocational training, online, non-formal skills training or on the job (apprenticeships). UNICEF aims to target adolescent boys and girls from disadvantaged backgrounds, noting that these adolescents may need access to social protection (finance) to access training, as well as remedial support to develop their literacy and numeracy skills.

UNICEF is also working to develop **digital skills** for children and adolescents that enable them to participate positively, safely, and effectively on the web and other forms of media. These programs also consider how to improve girls' access to digital skills and jobs, given that the global proportion of women using the internet is 12% lower than that of men, with the gender gap largest in least developed countries, increasing from 29.9% in 2013 to 32.9% in 2017.

To support the transition from school to work, young people (aged 15 and above) need an **integrated package of services** with an explicit and measured outcome of improved school to work transition. The skills component of such programs will include;

- technical and vocational skills – as demanded by the market
- transferable skills – contextual, integrated⁸ with technical skills delivery (not stand-alone)
- foundational skills – targeted only at those trainees who are lacking these skills (remedial education), integrated with technical skills delivery (not stand-alone)

It is important for UNICEF to consider its value add in this space; as a convener and with the ability to develop programmes at scale in partnership with governments, as impact will not be achieved through small and unconnected projects.

4. Barriers

For young people to improve their work outcomes they need to be able to access relevant education and training opportunities, develop market-relevant and quality skills and then put these to use in the labour market. This section describes the various barriers that older adolescents face across these three areas – including those aspects of the enabling environment that impact on the transition to work. Refer [Unpacking School to Work Transition](#) (UNICEF, 2019) for further data and evidence on barriers outlined below.

4.i Barriers to accessing skills development opportunities

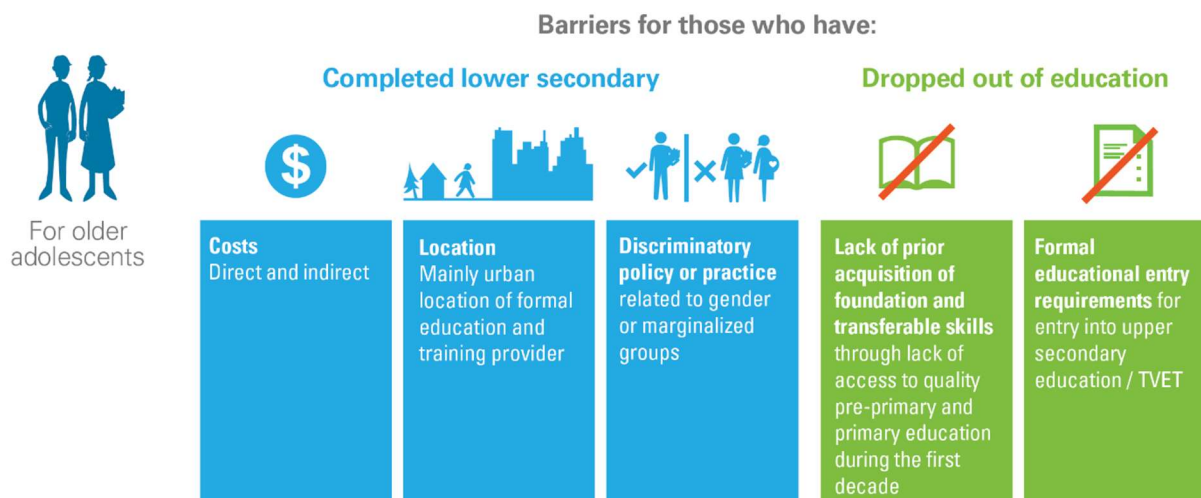
Global data show that the SDG4 target of free, inclusive and quality lower and upper secondary education for all by 2030 remains a distant goal for many lower and lower-middle income countries. Globally less than half of children complete upper secondary education, with most adolescents either overage in primary or lower secondary – or not in school. Amongst refugees, only a quarter of secondary age are enrolled in secondary school.

Participation in technical and vocational training is also low with significant cross-country and gender disparities. In high-income countries, the participation rate in 2017 was 9% compared to around 1% in South Asia and sub-Saharan Africa, with female participation rate two-thirds of that of males in low and lower-middle income countries (UIS, 2017). Around the world, many boys and girls are not gaining the skills they need for life and work or connecting to productive work opportunities.

Preparing young people with the skills they will need for work starts long before adolescence. Many children are failing to develop basic numeracy or literacy skills in the early grades, or other transferable skills such as, problem-solving or critical analysis. Access to quality early learning and development experiences – formal and informal – during the first decade profoundly impacts on early foundational and transferable skill development in children, and can have lifelong consequences, including in the labour market. Continuous access to post primary learning opportunities remains a challenge in humanitarian contexts, particularly for refugees and children on the move.

The direct costs of formal education and training (tuition fees, contributions to parent-teacher associations, fees for practical class supplies, uniforms, books, transport, etc) can exclude poorer students, as can the opportunity cost of not working during the course of study. Adolescents that have not completed lower secondary may fail to meet the entrance requirement for formal technical and vocational education (often at the upper secondary level).

Key barriers accessing opportunities to developing skills for work



The mainly urban location of formal education and training providers makes for difficult access by inhabitants of rural communities, who also tend to be poorer. These issues are compounded in the absence of easy available and affordable services such as transport and internet access.

With 1 in 5 girls globally giving birth before 18 years, early marriage and early pregnancy can result in interrupted schooling, social isolation and limited access to job and training opportunities.⁹ Changing gender norms that limit young women’s desire and ability to work, coupled with investing in quality education and skills development has the potential to support girls to enter the work force.

Gender stereotypes impact girls’ opportunities and performance from pre-primary¹⁰ onwards. Lower expectations of girls’ performance in subjects other than reading and a lack of role models become barriers for girls to develop STEM skills, which in turn decreases their perceptions of self-efficacy and ability. This can lead to girls being excluded from traditionally male dominated subjects and sectors, seen in the greater percentage of males in TVET (67% globally) and STEM related careers. Gender bias against the involvement of girls and women in careers in science, technology, engineering and maths (STEM) is well documented from the first years at school.

While girls are equally capable as boys to develop STEM skills they are generally not encouraged to do so. Girls are usually tracked into gendered skills and they are often underrepresented among the top performers in STEM-related subjects.¹¹ The most marginalized girls and boys are those with the most limited access to STEM education. This restricts their potential to actively participate in their communities or develop a decent livelihood.

Girlforce: Skills, Education and Training for Girls Now, UNICEF and ILO, 2018

Overall, through education, greater numbers of girls than ever before are developing their potential to become empowered, self-confident adults better able to thrive in the future, including in the economic sphere. And yet, recent research has revealed the persistent barriers female youth face in the transition from education to the workforce in a number of countries in every region. Gender gaps in labour market outcomes persist, despite girls' and young women's gains in education.

Many more female youth tend to be economically inactive (or outside of the labour force) than male youth. As a consequence, the NEET rates three times as high for female youth than for male youth. At the same time, girls' aspirations to work are not lining up with reality. In a recent ILO survey, almost 70 per cent of economically inactive female youth aged 15-29, who are not in education, indicated that they wished to work in the future

In many societies, female youth are also vulnerable to early marriage and early pregnancy, which can result in interrupted schooling, social isolation, and limited access to job and training opportunities. Socio-cultural bias about female roles, both at home and in the workplace, can impede girls' access to learning and training, preventing them from gaining necessary skills for future employability.

4.ii Barriers to developing quality and market relevant skills

Many lower secondary age children go to a school of such low quality that they leave without basic literacy and numeracy. The curriculum, assessment approaches, text books and pedagogical techniques are often knowledge driven and do not focus on the development of transferable skills needed in the workplace, like problem solving, critical thinking and creativity. Violence in school, a lack of access to safe drinking water and proper hygiene and sanitation facilities, can further barriers towards creating a safe and learning environment.

Technical and vocational training, particularly in low and lower middle-income countries are often disconnected from labour market demand. The curriculum may be outdated with insufficient training materials and outdated equipment. Instructors may have little knowledge of current labour market needs with few in-service training opportunities. Reliable quality assurance mechanisms are also lacking. Informal apprenticeships are the biggest provider of technical and vocational skills in countries with large informal economies. This informal system of acquiring skills on-the-job faces similar challenges related to the quality and relevance of the skills provided.

4.iii Barriers to connecting easily to productive work opportunities

Young people face particular disadvantage finding employment, compared to older workers. This includes a lack of labour market and job-search information and experience, as well as a mismatch between youth aspirations and labour market realities, with limited job led growth. Young people are often at the end of queue for jobs because employers opt for more experienced workers at the same wage level or for cheap labour by children, whilst labour market regulations that benefit working adults tend to disadvantage unemployed youth.

Young people may be impacted by a skills mismatch, whereby individuals may be well educated but not in the areas demanded by the labour market. As an example, in many countries, young people (especially girls) study for degrees in the humanities, whilst the private sector is demanding skills for IT, engineering, and other technical fields. For technical and vocational skill training, unless there is a clear skills shortage in the economy, signaled by open vacancies, that programs seek to fill, then all youth employment programs may succeed in doing is displacing other workers.

Given the rapid changes in the economy, skills uncertainty presents an enormous challenge to education policy-makers and the teaching profession. Given that the skills set needed by the future work force is not yet known, children may not be developing the skills that are needed in the future workforce.

As a result, enabling young people to develop skills will not result improved employment outcomes unless they are demand driven and connected to work opportunities. This requires that connections be made between the school or training provider and companies that can provide internships or on-the-job training. Job matching services, career guidance and work placements can also support school to work transitions.

Migration can help to balance labour demand and supply at the global level. However, youth looking for work opportunities across borders may be challenged by a lack of support in critical aspects such as regular migration pathways, recognition of qualifications and skills of migrants, coordination between countries on immigrant policy, coordination with private sector for skills needs and labour protection, among others.¹²

4.iv Barriers to developing an enabling eco-system for transitions to work

There are a number of demand side factors – beyond the supply of a skilled work force – which influence young people’s transition to work. The structure of the labour market will influence the availability of jobs and demand for skills. This includes factors such as;

- the extent to which skills are certified and qualifications are recognized and valued and portable in the labour market
- predominance of formal versus informal, rise of the gig economy, wage versus self-employment, and ‘decent’ versus vulnerable work opportunities
- access to job search services and social protection especially for workers in non-standard forms of employment
- access to business development services, capital and credit
- government policy regarding business regulations and costs of starting a business

Market failures can cause underinvestment in skills training and employers to be non-responsive to skilled labour. For example, information failures, whereby individuals or firms make suboptimal decisions because they lack full knowledge of the benefits or costs of different choices regarding training or work, or whereby young people cannot signal their skills to employers due to a lack of certification. Credit market failures also lead to underinvestment in training or job search and pose bottlenecks for entrepreneurship if youth or firms lack access to credit to finance these productive activities.

At the most basic level are fundamentals such as macroeconomic stability, a functioning infrastructure (e.g. transport, information communication technologies) and utilities (e.g. water, electricity, gas), a working financial system, adequate education and health services, and rule of law and contract enforcement. These fundamentals make possible economic growth and a robust private sector that can create jobs, for youth and others.

Transforming skills into work outcomes can be a challenge in any context but is particularly so in unstable contexts – conflict-affected and fragile environments – where institutions are weak, the rule of law has broken down, social capital has been eroded, and where formal wage jobs are even more scarce than normal due to lack of investment (S4YE, 2015).

Social and gender norms amongst government, communities and employers can lead to discriminatory policies or practices. This can include gender biases in employment opportunities within a particular sector, such as STEM or nursing, or safety concerns of young women in the workplace. Finally, family wealth can impact on the ability of a young person to support themselves during the start-up of a business or through the period of job-search.

CASE STUDY: Nepal

Rupantaran (transformation) programme in Nepal

In Nepal, child marriage is the main reason for girls aged 12-17 years to drop out of school, impacting on their ability to participate in the labour market. Between 2014 and 2017, the Rupantaran programme provided over 38,000 adolescent girls with social and financial skills training, using an Aflatoun methodology. The training package contains 15 modules including saving and spending, livelihood options and micro-enterprise development, aimed at empowering the girls to negotiate and influence decisions that concern their lives. There is separate training for the girls' parents to encourage them to create a better living environment for their daughters.

Rupantaran is endorsed by the Government of Nepal and is currently used by various partners including UNFPA, Save the Children, Care and Oxfam. Many of the participants report that their skills and confidence level are now higher when discussing sensitive topics with their parents. Some of the girls have successfully negotiated to stop their own or their peers' early marriage and have started their own small businesses.

5. UNICEF Goals and Objectives on Transition from School to Work

The ambition of SDG4 is for all children to have access to twelve years of quality education. UNICEF's Strategic Plan (2018–2021), Goal 2 'Every Child Learns' is comprised of three inter-related results areas – access, learning and skills. In line with the SDG, it spans from early childhood education to secondary-age (including the many adolescents that are not in secondary school).

Goal 2, Result 3 (Skills) of the Strategic Plan includes the outcome level indicator '**a reduction in the number of young people not in education, employment or training**'. This aligns to the goal of Generation Unlimited, a new global partnership to enable all young people to be in education, learning, training or age-appropriate employment by 2030.

Young People Not in Education, Employment or Training (NEETs)

The NEET rate refers to the proportion of youth 'not in employment, education or training' and is used as an indicator to understand the youth labour market. It consists of two components: economically inactive non-student youth who are not in education (inactive nonstudents); and economically active youth who are unemployed and looking for work (unemployed non-students).

Statistics on NEETs, give no information on the quality of employment or whether formal or informal. A reduction in NEETs could be driven by an increase in the number of young people in education, an uptake of young women entering the labour market, or by an increase in youth dropping out of school and working for less than \$3 a day. Also, ILO estimates that 47.5 million adolescents aged 15 to 17 years are in hazardous work, accounting for 13 percent of this age group. There is hence need for caution in how NEET statistics are interpreted.

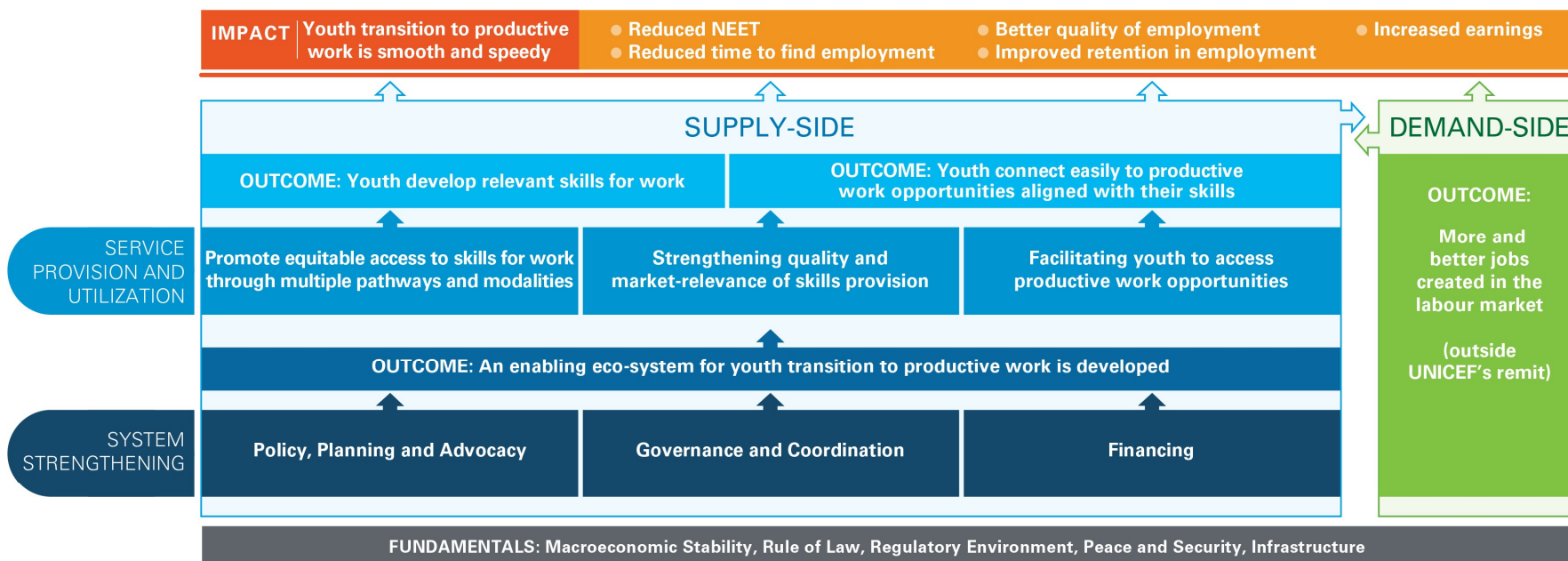
6. Programming Principles

A number of key principles underpin UNICEF’s work on skills across all development sectors and humanitarian contexts. While these principles are internal to UNICEF, the organization has a role to play in promoting them more widely, particularly with government partners:

- **A holistic approach to education:** Quality education fosters empowered children and adolescents who can learn effectively and fulfil their civic responsibilities while also being successful in world of work. This requires that all stakeholders – teachers, parents and the community – are involved and committed to children’s and adolescents’ development and agency. The twelve core transferable skills do not make up a ‘menu’ that one can choose from. They work together and as such, a breadth of skills approach should be advocated for.
- **A rights-based approach:** Quality education is not value-neutral. It needs to promote human rights-based values and is inclusive, fostering human dignity for all boy and girl learners.
- **A lifelong learning cycle:** Skills development is cumulative from early childhood through adolescence to adulthood. At every age, every individual is a learner who is offered multiple opportunities to learn and fulfil their potential.
- **A gender-responsive approach**¹³: Skills development needs to consider gender norms, roles, and relations and promote measure to actively reduce the harmful effects of gender norms, roles, and relations—including gender inequality.
- **A multiple-pathways approach:** To ensure equity and inclusiveness, there is a need to embed the development of transferable skills within all learning settings. Skills development occurs through multiple learning pathways, from formal education to non-formal and community settings to the world of work. It happens through different modalities (standalone, integrated, online, hybrid, etc.) and can reach all children and adolescents. A cross-sectoral approach should be applied wherever it adds value or efficiencies in the area of skills.
- **A systems approach:** Quality learning focusing on transferable skills development can be sustained only if it is embedded in education systems. Developing skills within systems – national policies and plans, curricula frameworks, coordination and partnership frameworks, budgeting and financing, human resources and capacity development and M&E and certification frameworks – to achieve scale and sustainability.

- **An equity-focused approach:** Prioritizing funding to the lower levels of the education system and targeting those that are most disadvantaged, while maintaining a commitment to improving learning for all children and adolescents.¹⁴
- **A demand-driven approach:** Job specific skills development should always be demand driven. This entails ensuring that training programmes anticipate and accredit those skills that will be demanded in the local economy or in areas to which young people may migrate.
- **Engaging Young People:** Skills are needed not only to find productive and fulfilling work but also to fully participate in society.¹⁵ Policy on skills development need to emphasize political participation and voice of the youth and not only focus on the subject as a tool for economic development.¹⁶
- **Partnerships:** Partnership and coordination between national governments, private sector, international organizations and other stakeholders to identify and develop labour-market relevant skills and to strengthen systems that result in improved school to work transition results for adolescents.

Figure: School to Work Transition for Young People – Conceptual Framework



The conceptual framework above sets out the components to consider when supporting young people to transition from school to work.¹⁷

Supporting young people to develop skills and make the transition to work depends on a mix of;

- Supply side interventions that enhance the employability of youth by ensuring they have the skills for work and connect them to wage and/or self-employment opportunities.
- Demand side interventions that stimulate creation of new and better jobs in the economy, such as interventions to improve productivity, competitiveness and growth (not youth specific).

The above conceptual framework sets out the components that need to be considered when supporting young people to transition from school to work. In considering UNICEF's role within this, it is assumed that;

To improve the employability of older adolescents, UNICEF Education will:¹⁸

- **In line with UNICEF's mandate, continue to promote the equitable development of children and adolescents' foundational and transferable skills.** This will require transformation of teaching and learning processes, creating supportive institutional environments and enabling open learning systems. UNICEF will achieve this by supporting national governments and partners to systematically develop a breadth of skills, at scale, across the life course and through multiple learning pathways – formal, non-formal, on the job and community based. These efforts are at the core of UNICEF's learning agenda.
- **Where in support of CPD objectives, UNICEF may link the development of foundational and transferable skills to interventions aimed at improving technical skills of marginalised adolescents.** UNICEF will focus on the level of education where girls and boys are being excluded from education and training (dropping out, at risk of drop out, or not learning through multiple pathways). The objective will be to develop adolescents' skills for life and work, to reduce gender gaps in skills development, and to smooth the transition to work.

- **UNICEF's will partner with others to ensure continuity of services as young people transition from childhood into adulthood.** UNICEF will engage with partners to ensure that supply and demand side interventions work together to enhance adolescents and youth skills for employability and transition into decent work. In case such services are not available and key partners are not present, as for example in humanitarian context, UNICEF might choose to fill the gap and engage directly to ensure continuity of services for the most vulnerable young people.



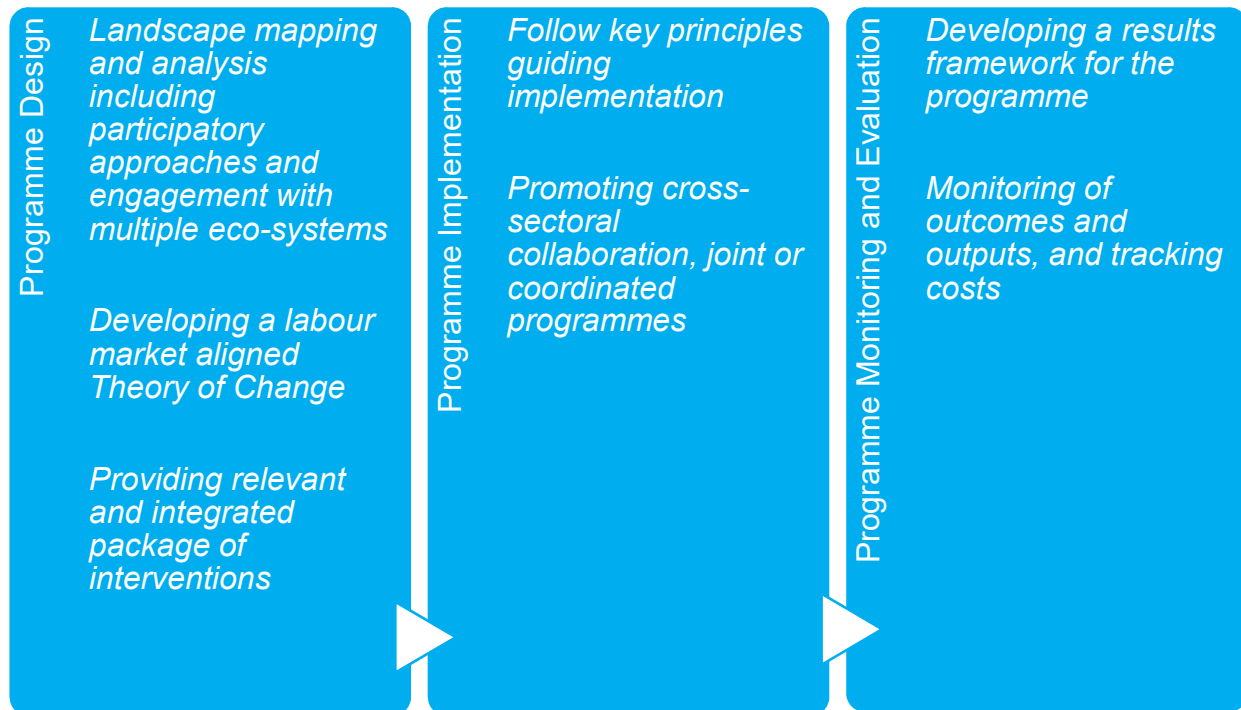
Demand side approaches

Demand-side approaches involve productivity growth and structural transformation of the economy that will create new wage-earning jobs in the economy and are targeted at mostly older (non-youth) age groups. UNICEF Education will not work directly on demand side interventions. UNICEF will engage with other partners to ensure that supply and demand side interventions work together to enhance youth skills and employability.

What UNICEF can and should do is link up with these programs to ensure youth benefit from these emerging developments – e.g. integrating youth in value chains; building youth networks in chambers of commerce; encouraging anchor companies to incentivize their suppliers or vendors to hire youth e.g. through contract preference, assigning value to a number/percentage of young employees in bidding and procurements; partnering with special economic zones to help young people get relevant skills and connect them to new job; enabling investment and business climate to easy young entrepreneurship and start-ups (e.g. UNIDO, WB, IFC). This may be taken forward by Sections other than Education, including Social Policy, Office of Innovation and ADAP.

6.i Supporting young people in the school to work transition: the program cycle

In line with UNICEF's program planning cycle, CO should consider the following three steps in the design and implementation of a program designed to smooth the transition from school to work.



6.ii Programme Design

Landscape mapping and analysis including participatory approaches and engagement with multiple eco-systems:

A UNICEF tool to guide the collection of data and evidence on the school-to-work transition using secondary data and participatory approaches is presented below.

Developing a labour market aligned theory of change: This should take into the account the stages of transitioning from access to and development of skills to the gains in work outcomes. The framework should consider both the demand and supply side of school to work transitions, linking with partners to deliver where beyond UNICEF area of expertise.

Providing relevant and integrated package of interventions: The trajectories of young people as they transition from school to work do not follow a linear progression. Interventions should provide an integrated package of skills and address the specific barriers faced by targeted adolescents. See chapter on Implementing Strategies for examples of programmatic interventions



School-to-work transition scoping tool

A simple School to Work Transition scoping tool will be available in late 2019 through UNICEF/OGIP. This will include a landscape mapping and analysis toolkit to guide the collection of information and evidence, using participatory approaches and secondary data sources, under two main categories: macro context and school-to-work transition ecosystem.

The first category will encompass questions to characterize the current local context as it relates to four distinctive areas that indirectly affect the transition of youth from the world of education and training to the world of work. These areas include the local political, social, economic, and education context.

The second category will focus on four different aspects of the school-to-work transition ecosystem: governance, access and transition, skills development landscape and practices, data, and current programming. As shown in table below, these four aspects group a wide range of functions and characteristics that have a direct impact on the ease with which youth can develop skills and enter the labour market.

School-to-work transition scoping tool (continued)

Category	Information needs	Description
Macro Context	Political context	Dynamics in the political arena that can affect the priority given to school-to-work transition matters at the policy level. Political (or public) leaders that advocate for youth skills development and/or job placement
	Social context	Social dynamics that can affect the demand for youth skills development programs or represent an obstacle for job placement for a certain group, including – but not limited to – demographic transitions, gender, conflict-affected and fragile environments, migration, NEET, rural/urban differences, and marginalized groups
	Economic context	Performance of economic sectors, prevalence of informality and other economic dynamics that can affect the match between skills demand and supply
	Education context	Facts and figures about the general education system, including learning pathways, educational attainment, learning outcomes and transition from general basic school to higher education and to the labour market
School-to-Work Transition Ecosystem	Governance	National laws, strategies and policies (e.g. for skills development, labour market intermediation, youth employment) Policy stakeholders and coordination mechanisms (e.g. government agencies, engaged employers, NGO, development partners)
	Access and transition	Funding (e.g. public funding for skills development, financial incentives for learners, financial incentives for training employers, private expenditures on training)
		Learning pathways (ease of access to training and paths for continued education and learning)
		Complementary (career support) services (e.g. types of services, financing, quality, accountability)
	Skills development landscape and practices	Training landscape (e.g. number of training providers, enrolment in training, types of training programs, participation of employers in training)
		Training delivery (e.g. targeting mechanisms, curriculum development, types of skills imparted, instructor recruitment, management and professional development)
		Training outcomes (e.g. completion and dropout, learning outcomes, labour market outcomes)
		Quality assurance (e.g. competency standards, skills testing and certification, accountability of training institutions, accreditation)
	Data	Data on skills demand and supply (e.g. skills anticipation exercises or other uses of existing data)
		Data on system performance (e.g. performance of training providers, employability of graduates)
Data collection practices (e.g. periodicity of collection, availability of data)		
Current programs	Flagship programs by government, major development agencies, private sector and civil society (target beneficiaries, locations, intervention mix, cost, duration, evidence of impact if available)	
Prioritization: Considerations on how to select areas of strategic engagement		

6.iii Programme Implementation

Follow key principles guiding implementation: Implementation should be aligned to the principles that underpin UNICEF’s work on skills across all development sectors and humanitarian contexts, as detailed in Section 6.

Promoting cross-sectoral collaboration, joint or coordinated programmes: Delivering a comprehensive package on the transition from school to work requires alignment across an often-fragmented education and training system. Various government departments, stakeholders and the private sector need to be engaged jointly.

Whilst UNICEF has existing expertise in improving access to quality basic education, UNICEF can coordinate with other agencies already active in working to address labour market and economic factors which impede the link between skills and work. In most cases, existing tools and resources exist – the challenge is financing, coordination and implementation. Examples of tools and resources can be found in the annex.

6.iv Programme Monitoring and Evaluation

Developing a results framework for the programme: The design of skills development programmes intended to improve immediate work outcomes need to be driven by the change desired and by the specific needs of the target population. Further guidance on measuring work outcomes can be accessed [here](#)¹⁹.

Programs that prepare young people for work are assessed as successful if one or more of the following **outcomes** are achieved.

- Better quality of employment
- Reduced time to find a job
- Increased ability to retain a job/longer job duration
- Increased earnings or consumption

These outcomes can be addressed by tackling both the supply side and demand side constraints on skills and employment. The latter may be delivered in partnership with other technical agencies.

At the **output** level, reporting on the number of adolescents trained with employability skills disaggregated by wealth, gender, rural/urban etc can provide data on reach and skills development.

Monitoring of outcomes and outputs, and tracking costs Outcome- and output-level RAM indicators under Goal 2 (Learning for All), Result 3 (Skills) can be found [here](#)²⁰. Indicators, methodologies and data sources for work outcomes can be found in the annex.

7. Implementing Strategies

This section is intended to support UNICEF Country Offices to identify interventions that could be considered in the design programs to smooth young people’s transition from school to work.²¹ This note is based on an evidence review undertaken by UNICEF HQ of strategies for improving work outcomes for young people and reflects the components set out in the above conceptual framework.

The implementing strategies selected by a Country Office will be dependent on the specific context – which will vary widely depending – as set out in Section 4 above, in particular:

- Barriers in the transition to work faced by the targeted group of young people in terms of access, development and utilization of skills
- Constraints in the enabling environment i.e. macro-economic environment, governance and stability, social and gender norms, labour market demands – recognizing and acting upon these, where possible
- Human and financial resources available within the education and training systems, noting the need to ensure any investment is progressive (i.e. benefits the most disadvantaged children and adolescents first), can be implemented at scale and sustained (i.e. evidence-based and cost-effective)

How skills can lead to work outcomes for older adolescents and young people (15-24 years)



7.i Promote equitable access to skill development opportunities

Development of foundational and transferable in the early grades is critical to enable disadvantaged children to have the opportunity to continue their learning to secondary and beyond, developing the ‘core skills for employability’²² needed to benefit from the impact of technology on the future of work.

While making skills development training available is necessary to improving employment prospects, availability alone is not sufficient. Disadvantaged older adolescents will need support to overcome the direct and indirect costs of participation.

Multiple Pathways: UNICEF is working to prepare children and adolescents for life, work, citizenship and life-long learning. UNICEF is supporting national governments and partners to systematically expand access to and strengthen systems to develop a breadth of skills, for all learners, across the life course, and through multiple learning pathways – formal, non-formal, on the job and community based. How this will be delivered will vary across countries.

Multiple pathways include primary, secondary and post-secondary levels (both general and TVET tracks), as well as formal and non-formal education. The interventions proposed in this paper apply equally to general and technical secondary education as they do to higher education. The emphasis is on developing market relevant skills.

Formal and non-formal education pathways for skills development

Learning pathway	Description
Formal general education	<ul style="list-style-type: none"> Pre-primary to post-secondary education Equivalency can be achieved through accredited non-formal pathways.
Non-formal skills training	<ul style="list-style-type: none"> Often short term (4-6 months), linked to work opportunities, combining technical, foundational and transferable (life) skills. May be combined interventions with other interventions – e.g. employment services/job placement. NGO or government led.
Formal skills training (pre-employment TVET)	<ul style="list-style-type: none"> At the upper secondary level and often requires lower secondary completion Public and private technical and vocational training providers
Enterprise based training (pre-employ or on the job)	<ul style="list-style-type: none"> Training before employment, including both formal and informal apprenticeships.²³ Training during employment, including training of employee in formal firms and informal learning by doing.

- **Flexible training:** The opportunity cost can be reduced by arranging flexible curricula delivered at a place and time that allows adolescents to continue in work or fulfil domestic responsibilities. Second-chance education, incorporating foundation and transferable skills training into technical and vocational courses, can enable learners to develop a range of skills simultaneously.
- Given UNICEF's mandate to reach the most marginalized girls and boys, our value add may be to focus on addressing the specific barriers that disadvantaged girls face in accessing skills development and STEM from the early grades through to secondary. These will differ from the barriers experienced by more advantaged girls and therefore require targeted and evidence based strategies, in combination with broader systemic efforts to tackle girls' exclusion from education.
- **Program duration should be based on need, rather than fixed length of time.** There are also various modalities through which skills can be developed such as work-based learning, online learning, blended learning, full time or part time learning etc. Innovative projects are testing the capacity of blended or ICT-assisted learning to reach marginalized populations beyond formal and non-formal learning spaces.

- **Financial incentives for poor adolescents and youth:** Grants and loans can reduce the direct cost by subsidizing or eliminating the cost of participation. Financial incentives can be particularly effective at targeting poorer or working adolescents by addressing credit constraints for potential trainees. This can include transformative social protection measures to support the school to work transition of the most vulnerable implemented in partnership with others, such as WB, ILO and UNIDO.
- **Equity based targets for training providers through results-based funding:** Results based funding can make training of members of disadvantaged groups more appealing to private training providers. This can be done by applying clear targets to the funding of training provider, and varying that funding according to the number of disadvantaged learners they train and support in to employment. Mechanisms include performance-based funding or conditional grants, where funding formulas include financial incentives aligned with desired effects.
- **Incentives such as loans, vouchers, grants and tax breaks for firms** can also be used to increase the capacity of training and its targeting of marginalized groups. Private providers can also be incentivized to supplement public provision by working with disadvantaged groups and hard to reach communities, particularly in rural areas.
- **Addressing gender biases in skills development from an early age:** Encourage more girls and women to enrol in traditionally male dominated subjects and career paths by addressing gendered stereotypes and beliefs early.

UNICEF Comparative Advantage on Addressing Gender Biases in Skills Development

Unlike many other agencies, UNICEF has significant country presence and engagement at the classroom level. This provides huge programmatic opportunity to remove gender biases and support equity focused teaching and learning. The potential for this in skills development is clear and begin in kindergarten. UNICEF could begin by reflecting on the evidence available on patterns of girls and boys learning from early childhood onwards, and use this to inform and expand country programming.

UNESCO is committed to promote gender equality through STEM education with a focus on increasing the numbers of motivated STEM female teachers, institutionalizing gender training for teachers, and conducting systematic gender reviews of STEM policies, curricula and pedagogy. UNESCO's engagement is broad and not intended to target specific populations or to explicitly reduce inequities.

Financial incentives to increase the quality and capacity of training

For equity based targets through results based funding



To encourage in-company training

For individuals and firms



Loans, vouchers, grants



Tax incentives,
training funds



Actually completed
training



Actually employed
after training

7.ii Strengthening the quality and market relevance of skills provision

The following are some of the promising practices that are used to improve the quality of skills training for adolescents.

- **Develop transferable skills along-side technical and vocational skills training**, so that their relevance to the workplace is understood. Programs that combine practical with classroom based learning enable young people to apply the skills they have been taught. Often referred to as an ‘integrated approach’ this means that the specific skills training is not intended to be offered stand-alone but be part of an integrated package of skills (e.g. vocational + transferable skills. or vocational + transferable + foundational and/or digital skills). There is also an opportunity to increase awareness on rights at work for young workers, as well as gender equality, through integration of such modules in education and training.²⁴
- **Improving service delivery:** Quality of skills delivery can be enhanced by improving initial and continuing teachers’²⁵ professional development, teaching and learning materials, content and assessment. This means ensuring alignment of curriculum, assessment and pedagogy to the development of specific skills, for example, adopting a competency-based approach, described below. Education experts, in consultation with other stakeholders, may need to undertake a detailed analysis to identify and articulate age-related benchmarks and learning progressions for each skill. This can provide policymakers, educators, and programmers sufficient details in the objective of embedding each skill into curriculum, pedagogy, and assessment for learners of all ages.
- Teachers also need to be kept up-to-date about workplace practices. The ILO has proposed a tool using four pillars and 12 elements which policymakers, researchers, practitioners and others can use to design, implement and evaluate the strengths and weaknesses of TVET teacher training, including examples of teacher training in rural areas, in the informal sector and others.²⁶

- **Competency based approach:** Many countries have attempted to remedy the problem of skills and jobs mismatch by adopting a competency-based learning approach within technical and vocational training. The outcome in this approach is that learners must be able to demonstrate vocational skills, as specified in competence-based qualification requirements, in workplaces and in work tasks. Competency based learning is also characterized by non-traditional teaching methods.²⁷ It is also possible to skip learning modules if the learner can already demonstrate mastery achieved from any form of prior learning.
- **Accreditation and assessment:** Skills training needs to be recognized by employers, with coherence between formal and informal systems, in order to enable job seekers to signal their skills to the labour market. Given that skills may be developed informally, for example through informal apprenticeships, there is also need for greater recognition of prior learning (RPL) within national qualification frameworks.
- USAID have developed an inventory describing characteristics that are useful for assessing participant's transferable (soft) skills.²⁸ Assessing technical skills requires shifting from traditional systems that rely heavily on written examinations to criterion-based assessment methods that are valid, consistent, practicable and cost-effective. Such methods are also easier for assessing prior learning.²⁹
- **Engage private sector:** Include employer and employee representation in design and delivery of training programmes. This can be done by seeking their participation in developing occupational standards and curricula, assessment and accreditation of learners, governance of institutions and in making work experience places available. For example, private sector led sector skill councils in UK and India that have a role to build a skills system aligned to employer demand.
- Shared value partnerships, such as Generation Unlimited, can also build on the strengths of partners to deliver on a shared ambition of enabling young people to succeed in a changing world. This may include working with private sector firms to invest in young people and so improve the pipeline of talent from school to work.

TechnoGirl Programme: A Job-Shadowing Programme for Girls for uptake of Science, Technology, Engineering and Mathematics (STEM) careers

South Africa has an acute shortage of engineers and yet few women enter STEM careers. To date, over 10,000 girls have benefited from TechnoGirl – an innovative, job-shadowing programme which encourages girls towards STEM careers by exposing them to STEM occupations in public and private sector workplaces on a structured, long-term basis which enables them to make informed career choices. Girls aged between 15 and 18 are selected from disadvantaged communities on the basis of academic merit and placed in mentorship programmes in companies, typically for three consecutive holiday periods over three years. The programme is designed as a public-private partnership model with over 700 companies taking part.

Graduates of the programme report increased knowledge and understanding of the importance of STEM careers; improved confidence; the ability to challenge behaviour which undermines women's success in STEM careers; and increased capacity to engage successfully with STEM subjects at school. An evaluation recommended a complementary focus on improving the quality of STEM teaching in secondary schools.

Improve the number and quality of apprenticeships

Subsidies and incentives are often used by Governments to encourage formal sector apprenticeships. Financial incentives to both trainees and employers to ensure that both sides participate, can also lead to increased employment probability and increased earning of participants upon graduation.³⁰

Informal apprenticeships are the largest provider of skills training for older adolescents – especially in countries with large informal economies (such as in West Africa and South Asia). They are often the only pathway available to young people to develop skills – especially those who need to earn while they learn, are geographically isolated from training institutions and do not have the necessary entry qualifications to access further formal education.

Informal apprenticeship as largest provider of skills training

Promising practices to upgrade them include:



However, such apprenticeships are often criticised for their quality, when the crafts people are passing on very limited, and possibly out-of-date working practices and do not themselves have the foundation or transferable skills which we would hope young people could learn from them, in addition to technical and vocational ones. In comparison to formal apprentices, most informal apprentices do not receive any (recognized) certificate for their participation. The figure below shows promising practices to address these concerns.

The learning experience of traditional apprentices can be improved by upgrading the skills of master craftspeople through pedagogical and technical training; providing apprentices with supplementary literacy and numeracy training; and regulating quality in line with nationally-recognized qualifications.³¹

CASE STUDY: Bangladesh

Alternative Pathway for the most Disadvantaged and Vulnerable Out-of-School Adolescents in Bangladesh

Over four years, 28,000 (50% girls) out-of-school adolescents in Bangladesh have accessed informal apprenticeships resulting in improvements in their immediate work outcomes. Through the program, traditional informal apprenticeships were provided to include supervised training under a selected Master Craft Persons using a competency-based training and assessment model. The main interventions were to upgrade the technical skills of master crafts persons and to create a decent work place, to provide on-the-job trade training, and off-the-job trade theory and soft skills classes. Adolescents were placed in to trades that challenged gender stereotypes and those completing were supported with job placements.

95% of graduates got job in relevant trades within one month of completing the course. Employment and monthly incomes increased by six times that of non-participants, impacting significantly on participants' savings, household food consumption and non-food consumption. The impact was particularly high for females and early marriage decreased by 62%. A tracer study done by BRAC showed that after 2.5 years, 77% are continuing job in relevant trades. It has also helped to challenge some of the social barriers and stigma related to gender biased work distribution and female mobility. The Government is now incorporating the program into the national apprenticeship strategy for larger-scale implementation.

7.iii Facilitating Youth to Connect with Work Opportunities

The success of skills development projects should be measured by the work outcomes of young people – which includes a smooth and speedy transition from learning into decent employment. How easily and effectively young people make the transition to work depends on the demand for labour, how well prepared they are for the labour market (skills and experience), and the availability of information and assistance on employment opportunities.

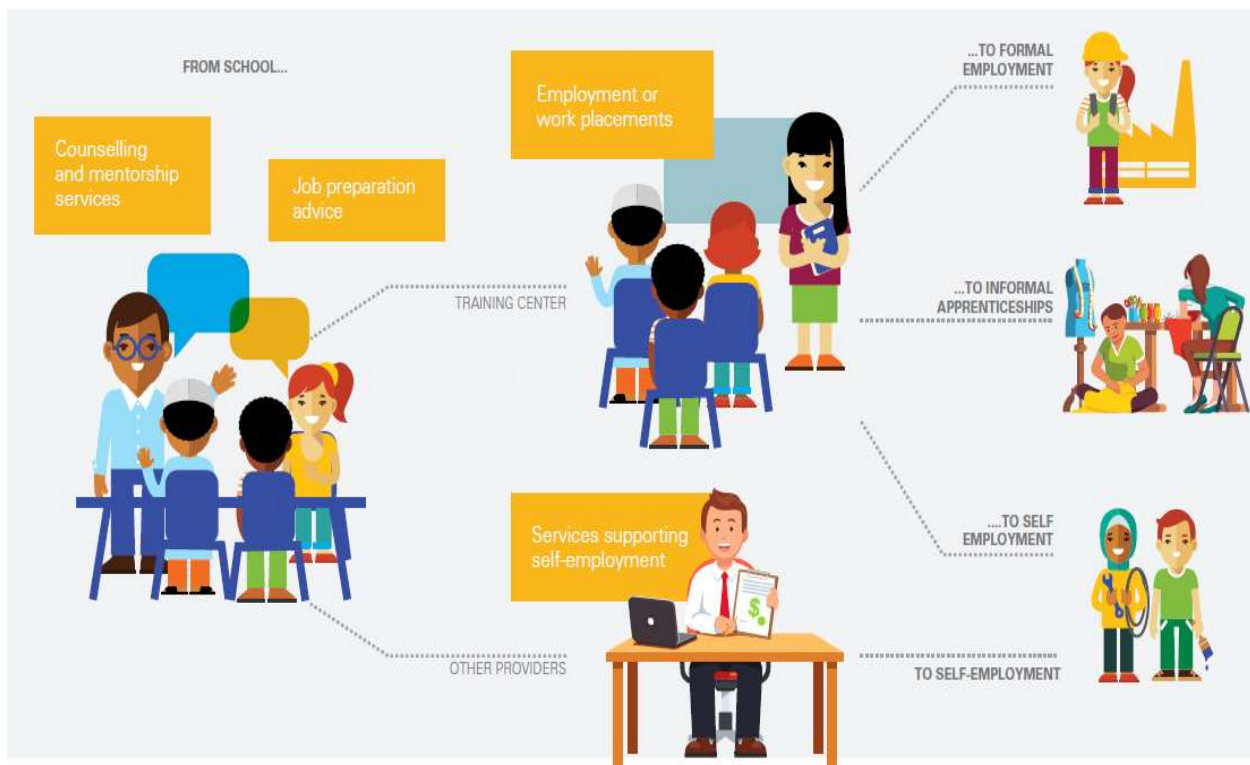
CASE STUDY: India

Education to Employability (E2E) in West Bengal, India

The Government of India has identified the need to provide young people with support to make career choices and to develop skills for employment. The E2E project provides students in their final year of secondary school with 70 hours of intensive training on communicative English, soft skills and IT & career awareness. Parents are offered group counselling and an orientation to help them set career expectations with their child. A Career Resource Hub has been established at each participating school so that resources may be shared with other schools and re-used for future students. Students are also provided with work placements and supported to prepared for job interviews. By 2015, 35,000 children and 800 staff from 250 schools had participated across 20 districts of West Bengal. Follow-up surveys showed a significant increase in students' awareness of non-traditional careers. To date, 216 students have been placed in entry level jobs.

Employment services

To support improved work outcomes, skills development should be combined with other supporting interventions such as job search skills, career counselling/guidance, and work placements. This can also contribute to addressing gender biases in career paths which lead to women working in lower value-added sectors with lower pay and seniority than male counterparts.



Employer/Industry partnership

Vocational skills – and career aspirations – can be developed in school and through partnerships between business and the education sector, such as apprenticeships, job shadowing and work experience programmes. Business can be involved in the preparation of careers information, school visits and careers fairs – all components of effective career guidance. Consistent exposure to employers and work experience can prepare young people for the job market and contribute to increased earnings upon graduation.

Facilitate entrepreneurship

Given that 90% of young people in developing countries will work in the informal sector – and may be self-employed – the subject of **entrepreneurship education** is a growing area of programming for UNICEF. Entrepreneurship education in school positively affects entrepreneurial skills and intentions.³² Evaluations in this area also show that it can help develop skills critical for career while leading to large gains in mindset growth.

Promoting social entrepreneurship for young people provides them a viable means to develop and exercise leadership while effecting concrete changes in their communities. Interventions combining several different measures, for example skills training and entrepreneurship promotion, are more often successful than single-component interventions.³³

Support for business development can also be provided through business planning skills, marketing and access to credit. While UNICEF carries out a variety of programmes and activities around social entrepreneurship, support for commercial entrepreneurship generally focuses on young adults and is outside of UNICEF's comparative advantage. Further information on types of entrepreneurship can be found in this [UNICEF \(OGIP/HQ\) Issue Brief³⁴](#).

CASE STUDY: Egypt

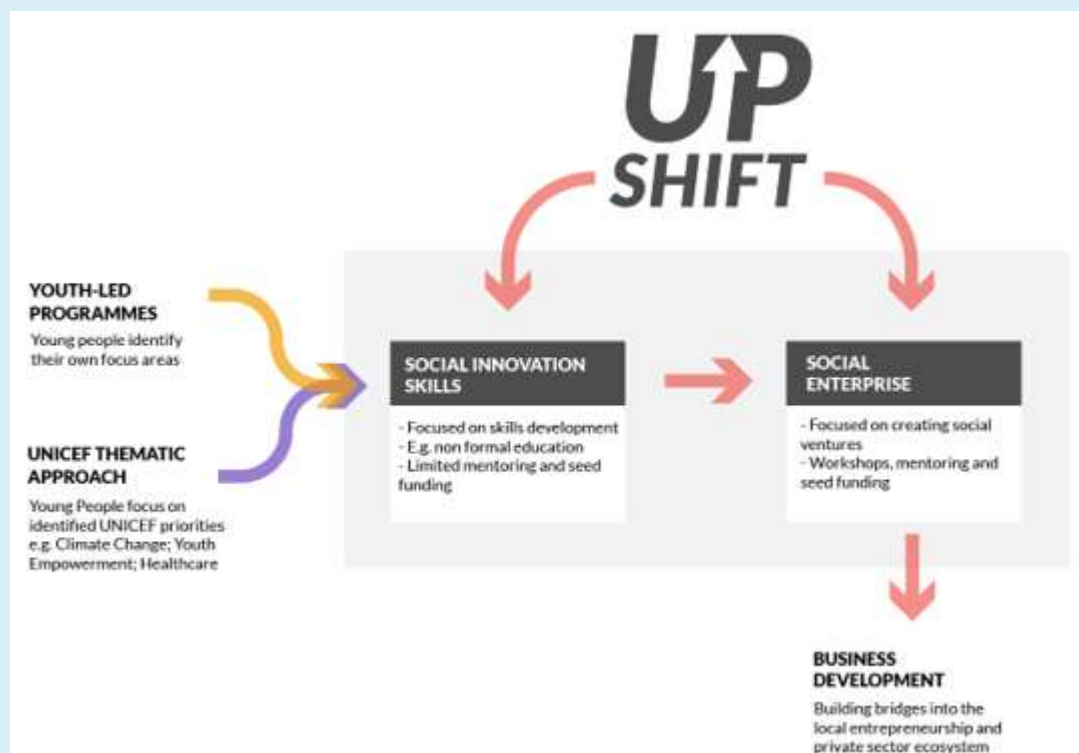
Meshwary (my path) in Egypt

Youth unemployment in Egypt is high at 28% with large gender disparity in labour force participation (21% males and 50% females). Since 2008, UNICEF Egypt, in partnership with the Government, has been implementing the Meshwari project. This is a life skills training in a non-formal setting with the aim of developing entrepreneurship skills and personal empowerment.

The project provides disadvantaged young people with life skills development and career guidance, as well as income generation activities and business incubation. By 2016, more than 21,000 young people had been reached and over 93% of them displayed positive change in their financial management. Some of the young people were offered work placements and, of those, 695 found employment after the training. The Ministry of Youth and Ministry of Education now plan to expand the program to reach youth in public schools within the framework of the MENA Life Skills and Citizenship Education Initiative.

UPSHIFT

UPSHIFT started in 2014 and now has presence in 12 countries. The core UPSHIFT content is very modular, allowing UPSHIFT to be adapted to different contexts and to be delivered in different settings – ranging from youth innovation labs to non-formal education centres.



Connecting to digital jobs:

There are huge opportunities to connect young people to the digital economy and enabling them to participate in the growing internet-driven gig economy.³⁵ Gender-specific models can help address women's constraints to accessing digital jobs.³⁶ For example, the World Bank's Digital Jobs in Khyber Pakhtunkhwa, Pakistan combines digital skills programs for women with incentives to employers to offer home-based employment and flexible hours to female staff.

Digital and entrepreneurship youth training program in Lebanon supported by UNICEF

<http://letsbot.io/about-us/>

Digital skills can enable young people to access a wide range of educational and learning content, alongside the ability to navigate the space safely. ICTs, while being an important skill for work, also hold the promise of delivering young people with online training opportunities and job-matching services, as they increasingly use technology to look for employment. Digital skills can also include technical skills from basic data to entry to coding and design.

In Lebanon, as part of the Generation of Innovation Leaders programme, digital skills training courses are provided to youth aged 16-24 years. There are different training levels available to cater to the different needs of the youth (foundations going up to website and mobile app development). An innovative impact sourcing platform, B.O.T. (Bridge. Outsource. Perform.) was designed, incubated and launched under this programme that links youth who have taken the digital skills trainings with online jobs and tasks. In 2018, 125 youth generated 60,000 USD for themselves and their families through B.O.T.

7.iv Create an enabling eco-system for youth to transition to decent work

For skills to contribute to improving work outcomes, they need to be embedded within a supportive environment that address the barriers young people face in accessing, developing and putting skills to use in the labour market.

This section sets out some aspects of the enabling environment to be considered, aligned to the enabling eco-system outcome in the Theory of Change above.

Policy, planning and advocacy

UNICEF can support governments in analysing the cost-effectiveness and feasibility of the pace of development of each of the sub-sectors in education and training, to inform efficient, equitable and effective public investments. To prepare the work force of tomorrow, governments should continue to invest in quality and inclusive early childhood, primary and lower secondary education. This is particularly important in countries where large numbers of children not yet complete or progress beyond primary school.

At the upper secondary and tertiary level, skill development policies will differ across countries. The approach for developing skills in a non-industrialized country will differ from that of an industrial economy. A wide range of tools are available to assist countries design their policy and intervention in this area, keeping the future of work in consideration. For example, the [ILO Skills for Trade and Economic Diversification \(STED\)](#) tool enables countries to identify skills development strategies required for future success in international trade; a skill needs anticipation research³⁷ in 61 countries with an objective to help formulate skills development and active labour market policies.

Countries should also assess skills needed for the international labour market and work closely with the private sector to create more decent work opportunities for the migrating labour force. For recognition of migrant qualifications, governments can enter into skills partnerships with the private sector that not only recognizes current skills of workers, but also provides upskilling and/or retraining opportunities. Recruitment agencies may be subsidized for matching skills to jobs or placing workers in better jobs.

Upstream Engagement on TVET

Following the outbreak of conflict in Syria in 2011, the influx of refugees increased the number of job seekers in Lebanon, doubling the unemployment rate to 20 per cent by 2014. This added further pressure to a labour market already characterized by inadequate job creation, underemployment and a large informal sector. UNICEF and ILO are working with the Ministry of Education and Higher Education to develop a National TVET Strategy. This draws on the MENA Life Skills and Citizenship Initiative's multiple pathways and systems approach with the aim of increasing access to quality and relevant TVET learning opportunities for both refugee and host community youth.

The development of a National TVET Strategy responds to increasing demands to ensure a more systematic focus on post-basic education. The development process has involved the government, donors and public and private education training providers, and has resulted in a comprehensive mapping of TVET services within the country. Labour market assessments at community and national levels are planned, as is development and implementation of competency-based training programmes that respond to labour market demands.

A critical area of support will be building government's capacity to undertake labour market analyses and to monitor the work outcomes of graduates of education and skills training programs. National labour market information systems may provide macro-level information on sectors experiencing growth or recession, but locally generated information will be of greater relevance to young people – likely to find their first job near to their home or place of study. Local information can also be acted on more quickly, with a shorter delay between gathering, analysis, and revisions to training programs, curricula and careers advice. Young people can use this information to choose to develop skills most likely to lead to decent work so shortening their transition from education or training into employment.

Alongside all of this, there is a need to safe guard young people in programming. National policies should be directed towards removing youth from hazardous jobs or towards removing the hazardous conditions encountered by youth in the workplace.³⁸

Governance and coordination: The provision of technical and vocational skills is often diverse with publicly funded skills programs alongside a private training market of private institutions and firms. The governance of technical and vocational skills sub-sector is most effective when employers and industry are involved. Ensuring coordination and harmonisation across such a fragmented system is a key challenge for many countries.

The private sector should be involved in the policymaking process to communicate the industrial sector's skills needs. This avoids the risk of skills policies becoming a purely supply-driven process.³⁹ The private sector can also support in the creation of national qualifications frameworks (NQFs), which can enhance labour market functioning for youth by providing clear signals to employers of their acquired skills.⁴⁰

Adolescent participation in policy and programming is a core principle of UNICEF programming.⁴¹ The business community and government should be supported to actively engage with youth to inform education and workforce development programmes and policy.⁴²

Finance and budgeting: UNICEF's mandate is to improve the learning outcomes of children and adolescents whilst reducing education inequality. Country Offices will need to adopt a sector wide approach to consider spend across all levels of the education and training systems and how this impacts on access and learning outcomes. Determining financing for different sub-sectors means understanding who is benefiting from public finance and who is spending the most out of pocket for education.

Taking a system-wide perspective on skills financing means thinking about finance early childhood through to higher education and training. Returns to investment in early childhood, primary and lower secondary education have the greatest impact on equity by enabling poor children to develop the foundational and transferable skills needed to continue in education and so benefit from future employment opportunities. Such a system wide perspective is important to understand trade-offs and opportunity costs built into the current system, as well as the overall efficiency and effectiveness of the spend.

Cost effectiveness is a key indicator of success. A lesson learnt from evaluations of technical and vocational training programs is that many focus on 'success' of the immediate graduates, but do not consider scalability. Whilst graduates of intervention may have improved their work outcomes, where per capita costs are high, governments facing tight budgetary constraints might be able to only afford them at a small scale – or not at all.

Youth focused education and training programs, including allocated budgets, should be coordinated with other government departments involved in supporting the transition of young people from school to work. This may include several Ministries such as those responsible for Labour, Rural and Urban Development, Gender, and Youth, in addition to the Ministry of Finance and/or Economic Planning. This is particularly the case where education and training is linked to social protection schemes or employment services, such as job matching or work placements.

The diagram below sets out some of the cross-cutting enablers needed to provide a supportive environment for young people to put their skills to use. These broader enablers should be considered in the design of any skills for work intervention and addressed in partnership with others.

Cross-cutting enablers



Box: Labour Market Analysis

Before designing a youth employment intervention, a Country Office will need to undertake a labour market analysis. This will include knowledge of the role and expertise of other agencies with which UNICEF could partner (see annex).

Guides have been developed by a partnership of international agencies to lead practitioners through the process of data gathering, focusing on:

- How to use labour market information
- How to develop skills foresights, scenarios and skills forecasts
- What works at sector level
- What is the role of employment service providers
- How to develop and run an establishment skills survey
- How to carry out tracer studies.

The following questions could be considered during program development;

Situation analysis

1. Is reducing youth unemployment a government priority?
2. If so, what steps is the government already taking and what targets has it set itself?
3. What are the major challenges which the government has identified to meeting these targets?
4. Has skills development been identified as a key tool in tackling youth unemployment?
5. Where in government does responsibility for skills development lie?
6. Is skills development part of the government's economic development and human resource development plans?
7. Are the physical infrastructure and governance systems in place to support reform or development?
8. Is labour market data available at national, regional or local levels? Is it reliable and regularly updated?
9. Is data available on work outcomes for young people graduating from technical education and from general education?
10. Which donors are active in the field of skills development or youth employment and which aspects of the reform are they focusing on?
11. Is there a gender analysis of the skills development opportunities and work outcomes of young men and women? Is the government actively addressing any gender imbalance?
12. Do employers or employer associations actively support skills development in liaison with, or separately from, government?
13. Where are the gaps in the reform process which would be suitable as entry points for UNICEF and where it could add value?

Box: Labour Market Analysis (continued)

Program design

1. Are existing CO networks sufficient or will they need to be extended in order to work effectively in the field of skills development for older adolescents?
2. Do new relationships need to be established with government or the private sector?
3. Are CO in-house financial and human resources sufficient to design and implement a programme in the identified niche, or will further resources or capacity building be required?
4. If so, what kind of additional resources are required and how can they be obtained?
5. Which donors, NGOs or private sector partners would make suitable partners and add value to UNICEF's activities?
6. Which other UNICEF COs have experience of working in this field and are there examples of successful interventions available?
7. Are private training providers active in the skills development market? How is their performance? How can they be included in the intervention? How will the design of programme ensure better quality of training & inclusion by the training providers?
8. Is work-based learning prevalent? If so, is improvement of its quality to be part of the intervention?
9. Will the public and private sectors co-operate on skills development reform or improvement?
10. Have young people participated in any step of the program design process?
11. Is the need for all three types of skill: foundation, transferable and technical & vocational recognized by government?

The Way Forward

UNICEF can support government and partners to address challenges in equity and gender in skills development and to smooth the transition to work in a number of ways:

In line with UNICEF’s mandate, continue to promote the equitable development of children and adolescents’ foundational and transferable skills. UNICEF can use multiple learning pathways – or entry points – to reach adolescents. This can be done by improving the quality of skills development across the life course, from early childhood onwards.

This will require transformation of teaching and learning processes, creating supportive institutional environments and enabling open learning systems. UNICEF will achieve this by supporting national governments and partners to systematically develop a breadth of skills, at scale, across the life course and through multiple learning pathways – formal, non-formal, on the job and community based. These efforts are at the core of UNICEF’s learning agenda.

Where in support of CPD objectives, UNICEF may link the development of foundational and transferable skills to interventions aimed at improving technical skills of marginalised adolescents. UNICEF will focus on the level of education where girls and boys are being excluded from education and training (dropping out, at risk of drop out, or not learning through multiple pathways). The objective will be to develop adolescents’ skills for life and work, to reduce gender gaps in skills development, and to smooth the transition to work.

UNICEF’s will partner with others to ensure continuity of services as young people transition from childhood into adulthood. By working across sectors (health, education, gender, child protection and social policy), UNICEF can address the socio-economic causes of exclusion from education, training and employment opportunities. Programmes that aim to prepare adolescents for the transition from school to work should always respond to the local context. This can be achieved by working with partners to anticipate the skills needed by future growth sectors of the economy and ensuring programmes are informed by the voices of young men and women.

Beyond skills, governments will consider other interventions to improve the quality and quantity of jobs, such as active labour market policies, macro-economic policy, and infrastructure development. UNICEF will engage with partners to ensure that supply and demand side interventions work together to enhance adolescents and youth skills for employability and transition into decent work. In case such services are not available and key partners are not present, as for example in humanitarian context, UNICEF might choose to fill the gap and engage directly to ensure continuity of services for the most vulnerable young people.

Annexes: Programming Tools and other Resources

A. Resources

General

- [S4YE – Solutions for Youth Employment](#)
- World Economic Forum (2018). [The Future of Jobs Report](#)
- OECD (2012). [OECD skills strategy. Better skills, better jobs, better lives](#)
- World Bank (2010). [Stepping up skills. For more jobs and higher productivity](#)

Transferable Skills

- Brewer, L. (2013). [Enhancing youth employability: What? why? and how? Guide to core work skills.](#) Geneva: ILO.

Technical and Vocational Skills

- (UNESCO, UNICEF, and World Bank, 2014). [Education Sector Analysis Methodological Guidelines, Volume 2.](#) Introduces key questions, issues and methods to conduct an analysis of TVET.
- Dunbar, M. (2013). [Engaging the private sector in skills development.](#) Oxford: HEART.
- GIZ Toolkit for [Learning and Working in the Informal Economy](#)
- HEART – Health and Education Advice and Resource Team (2015). Skills topic guide. ILO – [What works in skills training.](#)
- ILO (2012). [Upgrading informal apprenticeship: A resource guide for Africa](#)
- ILO (2011). [Formulating a national policy on skills development.](#) Skills for employment policy brief
- SIPA – School of International and Public Affairs, Columbia University (2008) [Market assessment toolkit for vocational training providers and youth. Linking vocational training programs to market opportunities.](#) Women’s Commission for Refugee Women and Children.
- World Bank – [Systems Approach for Better Education Results \(SABER\) Workforce Development](#) diagnostic assesses the policies and institutions that affect the supply of and demand for skills.

Monitoring, Evaluation and Impact of Skills for Work Programs

- (UNESCO, UNICEF, and World Bank, 2014). [Education Sector Analysis Methodological Guidelines. Volume 1](#). This volume details external efficiencies which analyses the extent to which each level of education or training contributes to the achievement of national economic and human development goals.
- Billorou, N., Pacheco, M. and Vargas, F. (2011). [Skills development impact evaluation. A practical guide](#). Montevideo: ILO/Cinterfor.
- Hempel, K. and Fiala, N. (2011). [Measuring success of youth livelihood interventions: A practical guide to monitoring and evaluation](#). Washington, DC: World Bank. This guide offers an accessible introduction to the topic of monitoring and evaluation and to its practical application in the youth livelihood field.
- Inter-Agency Working Group on TVET Indicators (2012). [Proposed indicators for assessing technical and vocational education and training](#).
- OECD, World Bank, ETF, ILO and UNESCO (2013). [Indicators of skills for employment and productivity: A conceptual framework and approach for low-income countries](#). A report for the human resource development pillar of the G20 multi-year action plan on development.

Gender specific

- [The Adolescent Girls Initiative Resource Guide and Toolkits](#)
- Caro, D. (2009). [Identifying appropriate livelihood options for adolescent girls: A programme design tool](#). Washington, DC: Futures Group, Health Policy Initiative, Task Order 1.

Programme design guidance⁴³

- EDC – Education Development Center (2012) *Equip3 lessons learned*. [Experiences in livelihoods, literacy, and leadership in youth programs in 26 countries, 2003-2012](#).
- Honorati, M. and McArdle, T. (2013) [The nuts and bolts of designing and implementing training programs in developing countries](#). Discussion paper no. 1304, Washington, DC: World Bank. This paper provides a foundational guide to youth skills training; it conducts a comprehensive review of training programs effectiveness in developing countries. It highlights key design features associated with programme success as well as implementation challenges and discusses their policy implication.
- ILO (2014). [Skills and livelihoods training – A guide for partners in child labour projects](#). A guide to support individuals and organizations providing skills and livelihoods training for older children through child labour projects.
- ILO (2009). [Rural skills training: A generic manual on training for rural economic empowerment \(TREE\)](#). This manual serves as a guide to designing, planning, and implementing using the Training for Rural Economic Empowerment (TREE) methodology. Part II of this manual on gender awareness and advocacy offers practitioners guidance and best practices in gender-focused TREE programme design and implementation.
- Mercy Corps, Save the Children, IRC (2013) [Labour market analysis in humanitarian contexts a practitioner's guide](#).
- [Youth Employment Inventory](#) (World Bank, German Ministry of Economic Cooperation and Development, the Inter-American Development Bank, the International Labour Organization, World Bank and Youth Employment Network). The Youth Employment Inventory (YEI) provides examples of youth employment interventions, including documents on design, implementation, and achieved results.
- [ILO's Careers Guidance Resource Book](#) which is written specifically to help practitioners in low- and middle-income countries, with a toolkit containing practical examples and materials.

B. Mapping of Organizations Involved in Supporting Transitions from School to Work

Multi-organisation networks / working groups

Organisation	Aims and skill focus	▶	Activities
Inter-Agency Working Group on Technical and Vocational Education and Training (TVET)	Aims to improve communication, cooperation and coordination among the key international agencies active in the field of TVET		<ul style="list-style-type: none"> ▪ Yearly (closed) meetings ▪ Inter-Agency Working Groups on: TVET indicators; Greening TVET and Skills Development; Work-based learning ▪ Public reports, policy recommendations
World Economic Forum	A focus area is addressing the challenges of the Fourth Industrial Revolution by understanding how this affects lives, future generations, and its impact in the economic, social, ecological and cultural contexts.		<ul style="list-style-type: none"> ▪ System Initiative on Shaping the Future of Education, Gender and Work seeks to ensure that talent is developed and deployed for maximum benefit to the economy and society ▪ Annual Meeting of the Global Future Councils ▪ Regional World Economic Forums on creating a sustainable future in the age of the Fourth Industrial Revolution ▪ Public reports, policy recommendations

UN / multilaterals

Organisation	Aims and skill focus	▶	Activities
<p>ILO – International Labour Organisation (Skills and Employability Branch)</p> <p>www.ilo.org/skills</p>	<p>Support the skills for employability agenda (both core skills and technical-vocational skills)</p>		<ul style="list-style-type: none"> Comparative research Policy guidelines Technical assistance
<p>ILO – International Programme on the Elimination of Child (IPEC) Labour</p> <p>www.ilo.org/ipec</p>	<p>To support the progressive elimination of child labour – including through vocational skills and core work skills to enhance employability for older children</p>		<ul style="list-style-type: none"> Projects Legislation and policy Development (including statistical survey, rapid assessments, baselines) Advocacy and awareness raising Institutional development
<p>FAO – Food and Agricultural Organisation</p> <p>www.fao.org/rural-employment</p>	<p>One aspect of FAO's work is to support vulnerable rural youth to acquire agricultural, business and life skills needed to earn a decent living</p>		<ul style="list-style-type: none"> Has developed a 'Junior Farmer Field and Life Schools' methodology
<p>IFAD – International Fund for Agricultural Development</p> <p>www.ifad.org</p>	<p>One aspect of IFAD's work is to support rural young people and help create incentives to make rural life an attractive and viable livelihood option.</p>		<ul style="list-style-type: none"> IFAD has run skills projects at country level, e.g. in Ghana to support rural youth to acquire small business management, literacy, numeracy skills, among others. Research on skills for agriculture and rural livelihoods Policy advice on technical and vocational skills development
<p>UNESCO – United Nations Educational, Scientific and Cultural Organization</p> <p>en.unesco.org/themes/education-21st-century</p>	<p>Supports the development of skills for life and work; the only UN agency with a mandate to cover all aspects of education</p>		<ul style="list-style-type: none"> Digital skills for girls IBE-UNESCO Bureau of Curriculum Global Education Monitoring Report
<p>UNESCO (Skills for Work and Life Focus)</p> <p>en.unesco.org/themes/skills-work-and-life</p>	<p>Technical and vocational skills policy advice, capacity development, setting international standards and monitoring, and knowledge sharing</p>		<ul style="list-style-type: none"> Normative documents Research Guidelines, Toolkits & Teaching materials Country Information database TVET Library TVETipedia UNESCO Open Training Platform

UNESCO-UNEVOC	www.unevoc.unesco.org	UNESCO-UNEVOC is UNESCO's specialized Centre for TVET; exists to assist UNESCO's 195 member states to strengthen and upgrade their TVET systems	<ul style="list-style-type: none"> ▪ Videos: developing skills in the workplace ▪ Knowledge sharing and management ▪ Advocacy and capacity development ▪ Global UNEVOC network of centres in more than 165 countries
UNIDO	www.unido.org/	UNIDO is the specialized agency of the United Nations that promotes industrial development for poverty reduction, inclusive globalization and environmental sustainability	<ul style="list-style-type: none"> ▪ Concentrates on the development of agro-industries, increasing the participation of women and youth in productive activities ▪ Supports programmes towards investment and technology promotion, SME development, trade capacity-building, and entrepreneurship development
World Bank	www.worldbank.org/en/topic/skillsdevelopment	Supports the development of technical, cognitive, and behavioural skills for life and for work	<ul style="list-style-type: none"> ▪ Financial and analytical assistance to governments ▪ Programme and policy research and analysis, including developing standardised tools to generate internationally comparable data

Regional Entities

Organisation	Aims and skill focus	▶ Activities
<p>African Development Bank</p> <p>www.afdb.org/en/topics-and-sectors/sectors/education/</p>	<ul style="list-style-type: none"> Supports the development of technical, cognitive, and behavioural skills for life and for work Focus on Africa Region 	<ul style="list-style-type: none"> Financial and analytical assistance to governments Programme and policy research and analysis
<p>Asian Development Bank</p> <p>www.adb.org/sectors/education/main</p>	<ul style="list-style-type: none"> Supports the development of technical, cognitive, and behavioural skills for life and for work Focus on Asia-Pacific Region 	<ul style="list-style-type: none"> Financial and analytical assistance to governments Programme and policy research and analysis
<p>CEDEFOP – European Centre for the Development of Vocational Training</p> <p>www.cedefop.europa.eu/en</p>	<p>Cedefop works to strengthen European cooperation and provide the evidence on which to base European Vocational Education and Training policy</p>	<ul style="list-style-type: none"> Research and networking
<p>ETF – European Training Foundation</p> <p>www.etf.europa.eu</p>	<p>Aim to support partner countries in modernising their TVET systems: for economic development and social cohesion; for employability and competitiveness; for the transition to work</p>	<ul style="list-style-type: none"> Provision of support to European Commission in programming Direct support to partner countries through capacity building in terms of quality policy formulation, policy in action and policy progress review. Evidence-based policy analysis Knowledge dissemination and networking
<p>Inter-American Development Bank</p> <p>http://www.iadb.org/en/sector/education</p>	<ul style="list-style-type: none"> Supports the development of technical, cognitive, and behavioural skills for life and for work Focus on Latin America and the Caribbean 	<ul style="list-style-type: none"> Financial and analytical assistance to governments Programme and policy research and analysis
<p>OECD – Organisation for Economic Co-operation and Development</p> <p>www.oecd.org/skills</p>	<p>Supports the skills for work and social progress agendas (cognitive and “soft” skills focus)</p>	<ul style="list-style-type: none"> Research Measuring skills Assisting countries to develop skills strategies

Bilateral Donors

Organisation	Aims and skill focus	▶	Activities
GIZ www.giz.de	<ul style="list-style-type: none"> Technical and Vocational Education and Training 		<ul style="list-style-type: none"> Projects at country level – Top 5 donor (2014) to vocational training Toolkit for Learning and Working in the Informal Economy https://www.giz.de/expertise/html/10629.html
USAID www.usaid.gov	<ul style="list-style-type: none"> Have workforce development as one of the three pillars of their current education strategy Focus on vocational and technical skills for underserved and the disadvantaged 		<ul style="list-style-type: none"> Projects at country level Research
DFID www.dfid.gov.uk	<ul style="list-style-type: none"> Economic development in SSA, MENA and South Asia by improving the investment climate and targeted support in areas including skills training, finance, infrastructure and innovation. Large scale investment in strengthening education systems with focus on pre-primary to lower secondary. 		<ul style="list-style-type: none"> Programs at country level Research
Netherlands www.government.nl	<ul style="list-style-type: none"> Supporting general and vocational education, employment and income equality for young people and women in focus regions. Includes programming for children on the move. 		<ul style="list-style-type: none"> Partnership on Inclusive Jobs and Education for Forcibly Displaced Persons and Host Communities with UNICEF, World Bank, ILO, IFC, UNHCR Projects at country level

Philanthropic Foundations

Organisation	Aims and skill focus	▶	Activities
IKEA www.ikeafoundation.org	<ul style="list-style-type: none"> Employability skills, entrepreneurship and vocational training 		<ul style="list-style-type: none"> Youth employment programmes targeted at deprived and at-risk adolescents and youth Impact evaluation research to test and identify effective approaches to youth employment programming
Mastercard Foundation www.mastercardfdn.org	<ul style="list-style-type: none"> Workforce development / skills for employability 		<ul style="list-style-type: none"> Programs that often target marginalised groups (e.g. programs at-risk youth, internally displaced persons, single mothers and civilian victims of conflict)

International Non-Governmental Organizations

Organisation	Aims and skill focus	▶	Activities
Save the Children www.savethechildren.org	<ul style="list-style-type: none"> Employability skills, entrepreneurship and vocational training 		<ul style="list-style-type: none"> Youth employment programmes targeted at deprived and at-risk adolescents and youth Impact evaluation research to test and identify effective approaches to youth employment programming
FHI 360 www.fhi360.org	<ul style="list-style-type: none"> Workforce development / skills for employability 		<ul style="list-style-type: none"> Programs that often target marginalised groups (e.g. at-risk youth, internally displaced persons, single mothers and civilian victims of conflict)
Aflatoun International https://www.aflatoun.org/	<ul style="list-style-type: none"> Ensure access to quality, inclusive, child-centred Social & Financial Education for all children and young people 		<ul style="list-style-type: none"> Developed manual on life skills and financial education for peace based on Aflatoun curriculum to enhance the activity of children and young people as peacebuilders
Youth Business International https://www.youthbusiness.org/	<ul style="list-style-type: none"> Supports underserved young entrepreneurs (18 – 35 years) to start, grow and sustain their businesses 		<ul style="list-style-type: none"> Connects and supports expert organizations, partners and young people to develop and scale new solutions to the critical challenges facing underserved young entrepreneurs Focus is on young people with a viable business idea but without access to the support structures they need to set up and run businesses
JA Worldwide https://www.jaworldwide.org/	<ul style="list-style-type: none"> Prepares young people for employment and entrepreneurship 		<ul style="list-style-type: none"> Youth programs involving experiential learning that enables them to learn entrepreneurship, work-readiness, and/or financial-literacy skills

Endnotes

- ¹ UIS, 2018, Fact Sheet No.48 One in Five Children, Adolescents and Youth is Out of School
- ² [UIS, 2017, Fact Sheet No.46 More Than One-Half of Children and Adolescents Are Not Learning Worldwide](#)
- ³ [ILO and UNICEF, 2018, GirlForce: Skills, Education and Training for Girls Now](#)
- ⁴ [World Bank, 2019, World Development Report, The Changing Nature of Work](#)
- ⁵ [ILO, 2011, Asian Decent Work Decade Resource Kit: The youth employment challenge](#)
- ⁶ UNICEF mandate is children and adolescents aged 0-19 years. Adolescents aged 15 and over have the right to both (non-hazardous) work and education.
- ⁷ [UNICEF, 2019, Unpacking School to Work Transition](#)
- ⁸ Integrated means that the specific skills training is not intended to be offered stand-alone but be part of an integrated package of skills (e.g. vocational + transferable skills or vocational + transferable + entrepreneurship skills, or vocational + digital + transferable skills).
- ⁹ [ILO and UNICEF, 2018, GirlForce: Skills, Education and Training for Girls Now](#)
- ¹⁰ [UNESCO, 2018, Global Education Monitoring Report Gender Review](#)
- ¹¹ [UNESCO Bangkok Office, 2015, Girls and Women in Science, Technology, Engineering and Mathematics in Asia](#)
- ¹² UN issue brief https://refugeesmigrants.un.org/sites/default/files/ts6_issues_brief_0.pdf and ILO, 2017, Policy Brief on Skills for Migration and Employment https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_651238.pdf
- ¹³ [UNGEI, 2017, Guidance for Developing Gender-Responsive Education Sector Plans](#) – see definition
- ¹⁴ [The International Commission on Financing Global Education Opportunity, 2017, A Learning Generation](#)
- ¹⁵ [UNICEF, 2018, UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents, 2018](#)
- ¹⁶ [UNICEF, 2016, Youth Agency and Peacebuilding: An analysis of the role of formal and non-formal education](#)
- ¹⁷ The conceptual framework is adapted from the detailed intervention matrix included in the draft [Unpacking School to Work Transition note, UNICEF OGIP/HQ, 2019](#)
- ¹⁸ UNICEF Background Paper on Employability of Older Adolescents prepared for Global Education Strategy (2019-2030)
- ¹⁹ [ILO, 2018, Guide on Measuring Decent Jobs for Youth](#)
- ²⁰ UNICEF RAM Standard Output Indicators <https://insight.unicef.org/apps01/perfasmnt/layouts/15/WopiFrame2.aspx?sourcedoc={3a8f6a6f-23cc-4c57-beab-0518de415abe}&action=view>
- ²¹ [UNICEF, 2017, Evidence Review: Improving Work Outcomes for Young People: what role for skills?](#) Implementing strategies from the Review are summarized in this section
- ²² [World Bank, 2019, World Development Report, The Changing Nature of Work](#)

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- ²³ Some apprenticeship, including the dual system, involves both enterprise based and institution based training.
- ²⁴ ILO, 2016, Rights@work for youth
https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_310206.pdf
- ²⁵ The word teacher in this note is used in a very broad sense including classroom teachers, principals, trainers, education staff, master crafts persons, counselors, mentors.
- ²⁶ [Michael Axmann, Amy Rhoades and Lee Nordstrum, Vocational teachers and trainers in a changing world: the imperative of high quality teacher training systems, ILO, 2015](#)
- ²⁷ [Ait Haddouchane Zineb et. al., The Application of the Competency-Based Approach to assess the training and employment adequacy problem, 2017](#)
- ²⁸ [USAID, 2017, Measuring Soft Skills & Life Skills in International Youth Development Programs](#)
- ²⁹ [Ron Tuck, An Introductory Guide to National Qualifications Frameworks: Conceptual and Practical Issues for Policy Makers, ILO, 2007](#)
- ³⁰ [World Bank, 2015, Skills and Jobs Lessons Learned and Options for Collaboration](#)
- ³¹ [ILO, 2017, ILO Toolkit for Quality Apprenticeships: Guide for Policy Makers](#)
- ³² [UNICEF, 2019, Entrepreneurship: Concepts and Evidence](#)
- ³³ [Jochen Kluge et. al., Interventions to improve labour market outcomes of youth: a systematic review, The Campbell Collaboration, 2017](#)
- ³⁴ [UNICEF, 2019, Entrepreneurship: Concepts and Evidence](#)
- ³⁵ [Global Business Coalition for Education, 2018, Preparing tomorrow's workforce for the Fourth Industrial Revolution](#)
- ³⁶ [Solutions for Youth Employment, Strategic Plan, June 2017](#)
- ³⁷ [ILO, 2017, Skills Needs Anticipation: Systems and Approaches](#)
- ³⁸ [ILO, 2017, Global Estimates of Child Labour, Results and Trends, 2012-2016](#)
- ³⁹ [UNIDO, 2017, Skills Policy Instruments for Industrial Development in Low and Middle Income Countries](#)
- ⁴⁰ [S4YE, The Private Sector and Youth Skills and Employment Programs](#)
- ⁴¹ UNICEF Adolescent Participation Guidance (forthcoming)
- ⁴² [Global Business Coalition for Education, 2018, Preparing tomorrow's workforce for the Fourth Industrial Revolution](#)
- ⁴³ Some text from https://www.s4ye.org/agi/html/Further_Reading.html