

Working Document as of 9 July 2019

Overview of Evidence

Generation Unlimited
Foundational Documents



Our Approach

Methodology for the Overview of Evidence

The Overview of Evidence provides a high-level review of compelling strategies that can improve outcomes for young people, defined as persons age 10–24, across secondary-age education, skills and training, employment, entrepreneurship, and civic engagement. The goal of this document is to highlight practices that the GenU partnership can learn from and build upon

The overview is divided into three sections

1. An overview of key findings from seminal reports and academic literature on the topics vital to Generation Unlimited
2. Case studies of the ways governments, NGOs, and the private sector have attempted to improve outcomes for young people
3. Research on effective ways to drive multi-sector partnerships

This overview of evidence synthesizes findings from existing reports examining the efficacy of strategies supporting young people. It does not include primary research but rather summarizes key findings and elevates select examples. The highlighted studies, research, and examples were sourced from interviews and reports and represent a collection of exemplar efforts, not an exhaustive review or endorsement of practices

What is the role of this document?

- ✓ Provide a high-level overview of the evidence base on advancing young people's outcomes
 - Provide examples of government, NGO, and
- ✓ private sector strategies to support young people
 - Provide a starting point to inform GenU's future actions and advise partners, to be built on over
- ✓ time

What is **not** the role of this document?

- ✗ Provide primary research on strategies to support young people
- ✗ Catalogue an exhaustive list of strategies that have been trialed
- ✗ Review all global, regional, and local entities supporting young people

Overview of evidence covers three overarching areas



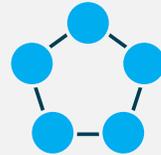
Research on improving outcomes for young people

Evidence of what works drawn from published research on five key topics

- Secondary-age education
- Skills and training
- Employment
- Entrepreneurship
- Civic engagement

Additional research on priority topics

- Cross-cutting enablers (e.g., social inclusion, macroeconomic environment, technology)
- Promoting equitable outcomes



Key lessons drawn from sector-specific approaches

Key lessons drawn from case studies of sector-specific strategies to improve outcomes for young people

- Governments
- NGOs and civil society organizations
- Private sector entities (including shared-value partnerships)



Enablers for success in multi-sector partnerships

Insights drawn from desk research and interviews on effective approaches to structuring and supporting multi-sector partnerships, specifically

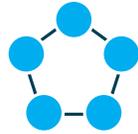
- Global multi-sector partnerships
- Place-based collective impact models
- Shared value partnerships

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- Methodology
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 - Secondary-age education
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- Cross-cutting enablers
- Promoting equitable outcomes



2. Key lessons drawn from sector-specific approaches

- Government
 - Improving secondary education systems
 - Improving technical and vocational education and training programs
 - Spurring economic growth and job opportunities
 - Developing policy plans and protections for marginalized groups
- NGOs and civil society organizations
 - Supporting education
 - Supporting employment
 - Supporting entrepreneurship
 - Promoting civic engagement and advocating for vulnerable populations
- Private sector
 - Developing new or reconceived products and services
 - Redefining core business operations
 - Strengthening labor markets and economies



3. Enablers for success in multi-sector partnerships

- Global multi-sector partnerships
 - Key enablers
 - Insights from example partnerships
- Place-based collective impact models
 - Key enablers
 - Insights from example partnerships
- Shared value partnerships
 - Key enablers
 - Possible barriers and solutions to address them

1. Research on improving outcomes for young people

Chapter 1 methodology

Research consolidated from pivotal reports and expert interviews

Seminal reports, e.g.,

- World Development Report 2018
- The Learning Generation
- Solutions for Youth Employment Baseline Report

Literature reviews, e.g.,

- “Policies and Programs to Improve Secondary Education” (PSIPSE)
- “Interventions to improve the labour market outcomes of youth” (Cambridge Collaboration)

~170 experts interviewed on
key topics

**A comprehensive list of sources
is provided at the conclusion of this
chapter**

Conclusions aggregated across five thematic areas vital for GenU

- ✓ Secondary-age education
- ✓ Skills and training
- ✓ Employment
- ✓ Entrepreneurship
- ✓ Civic engagement

In addition to research on

- ✓ Cross-cutting enablers
- ✓ Promoting equitable outcomes



Research focused on five areas vital for Generation Unlimited, as well as cross-cutting enablers and equity



Secondary-age education



Skills and training



Employment



Entrepreneurship



Civic engagement

Cross-cutting enablers

Conditions and interventions that enable outcomes across topics

Promoting equitable outcomes

Evidence on how to promote equitable outcomes for marginalized groups

Research focused on five areas vital for Generation Unlimited, as well as cross-cutting enablers and equity



Secondary-age education



Skills and training



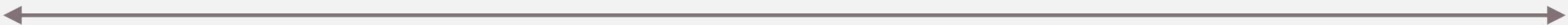
Employment



Entrepreneurship



Civic engagement



Cross-cutting enablers

Conditions and interventions that enable outcomes across topics

Promoting equitable outcomes

Evidence on how to promote equitable outcomes for marginalized groups

Secondary-age education—What we know (I)

- 1 Focus should be on quality as well as access—important to define and measure desired results
 - International and national assessments that measure learning outcomes highlight gaps, provide insight, and enable improvement in the quality of time spent in school
 - Rigorous assessments and standards can foster accountability among governments and educators, which can improve student outcomes

- 2 Vital to create the enabling conditions for secondary learners to be successful and persist in school
 - Stronger social networks and culturally appropriate norms can support underserved students
 - Reducing the cost of schooling allows more students to enroll and remain in secondary school
 - New technologies can assist learning, as long as they complement not supplant, the teacher

- 3 The effectiveness of leaders, teachers, and the education workforce influences secondary outcomes
 - Productivity training and qualifications for head-teachers can improve school environments
 - Improving overall school management can increase student outcomes
 - An educated teaching workforce is needed to be effective—teacher subject knowledge is especially important

Secondary-age education—What we know (II)

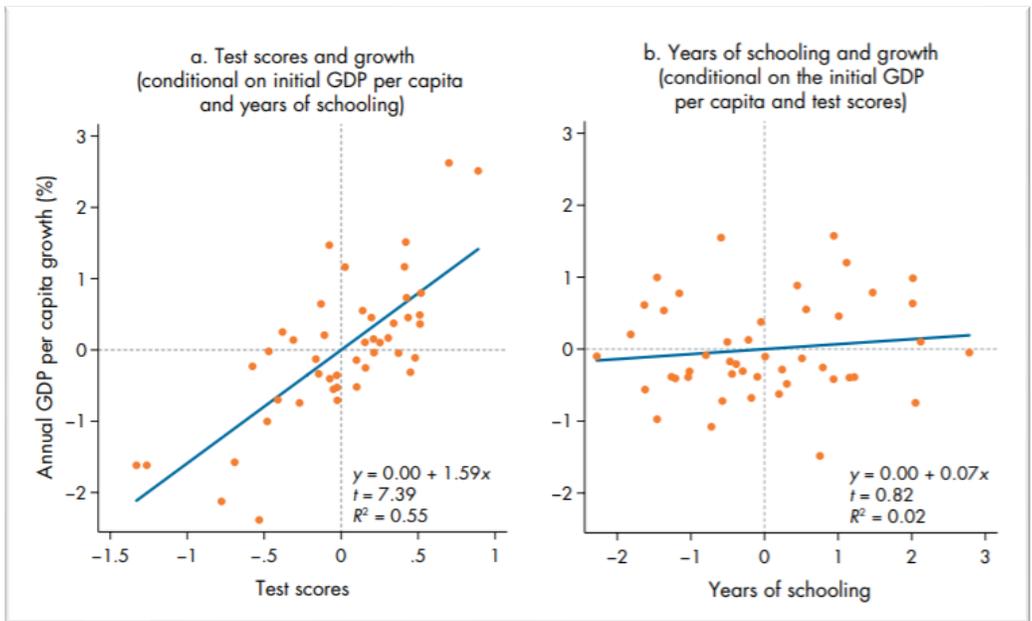
- 4 Secondary-age education, both general and vocational, is improved when it is relevant to labor market needs—must be balanced with development of foundational and transferable skills
 - In some cases, secondary-age education that is not relevant to the labor market contributes to higher dropout and failure rates, unemployment of graduates, and low productivity
 - Effective secondary-age technical and vocational education incorporates input from the private sector in program requirements, curriculum contents, and evaluation criteria
 - While these programs can be effective, delaying the introduction of vocational training can improve academic performance—highlighting the need for a balanced approach
 - Apprenticeships for secondary-age students are most effective when they develop both foundational skills and occupation-specific skills, in order to avoid narrow specialization

- 5 There are examples of effective interventions for out-of-school secondary-age youth, however, the majority of evidence is focused on primary-age students
 - Proactively ensuring a positive educational experience is effective in reducing out-of-school youth
 - Accelerated learning programs have been shown to be effective in reintegrating lower-secondary school youth into formal schooling
 - Secondary school equivalency programs can improve wages and likelihood of employment for early school leavers
 - Cash incentives and scholarships can increase school enrollment, especially for girls

Focus should be on quality as well as access—important to define and measure desired results

“ The first education transformation leaders should make is to strengthen the performance of education systems by taking systematic action to ensure that there is a **focus on results** at every level¹

Educational outcomes such as test scores (not years of schooling) predict GDP growth²



Themes

Assessing student learning enables teachers to tailor efforts to increase outcomes

Assessments such as PISA and TIMSS create visibility around, and enable improvement of, quality of schooling hours

Assessments foster accountability among teachers and school management

Supporting analysis

World Development Report, 2018

In Argentina, distributing reports on the learning outcomes of students to inform teachers of the strengths and weaknesses of their students increased learning

The Learning Generation, 2018

Evaluators leveraged test score ratios from TIMSS and PISA assessments to develop a metric called “learning-adjusted years of schooling” that enables leaders to quantify the efficacy of hours spent in the classroom, and ultimately paves the way for improvement efforts

Education in Developing Countries (OECD), 2016

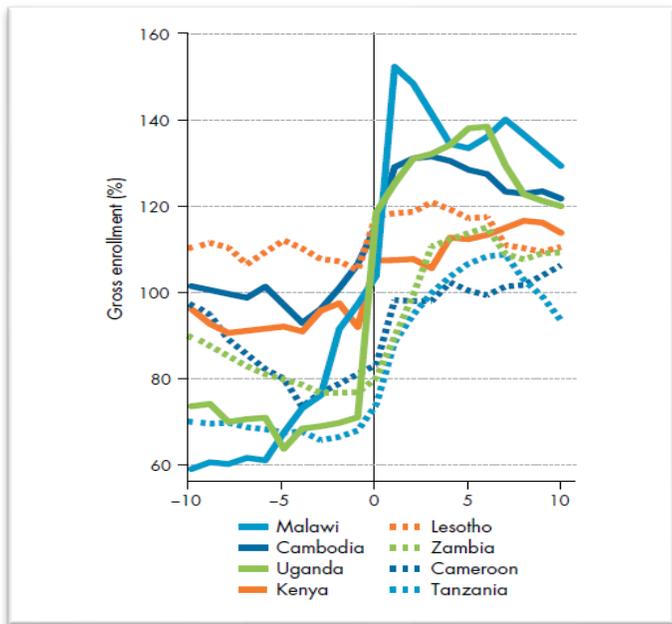
In Kenya, student test scores were positively impacted when school management committees were trained to evaluate the performance of contract teachers and base renewal on student performance

1. The Learning Generation: Investing in Education for A Changing World (2018) 2. World Bank Development Report 2018, using data on test scores from Hanushek and Woessmann (2012) and data on years of schooling and GDP from the World Bank’s World Development Indicators (database), 2017

Vital to create the enabling conditions for secondary learners to be successful and persist in school

“ The context in which education is taking place is often changing rapidly, too—driven by, for example, large-scale urbanization, population movements, and the impacts of climate change—with implications for what education needs to do and how¹

Eliminating school fees drives gross enrollment²



Themes

Stronger social networks and more supportive cultural norms drive educational outcomes

Eliminating school fees increases gross enrollment

Pedagogical changes such as technology-assisted learning and new instructional approaches can improve learning

Improved teacher preparation is most effective when paired with systems of management, accountability and support

Supporting analysis

The World Bank, 2014

In a study India, requiring 1/3 of councilors to be women during election cycles reduced adolescent gender gap in school enrollment by 6 pts

World Development Report, 2017 (Figure left¹)

Gross enrollment rates spike by 150% in select African nations with initiatives that eliminated school fees for all students

The Learning Generation (Background Paper), 2018

A meta-analysis of 53 studies showed programs that impacted method of instruction (including technology-assisted learning and new instructional techniques) impacted student learning by .1 to .2 standard deviations

World Development Report, 2018

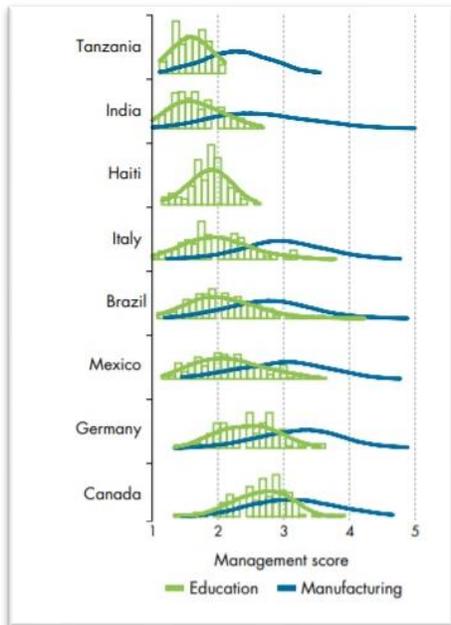
Schools with better management systems yield better test scores, but school-based management is more effective in higher-income countries. Mentorship and training for principals, and aligning policies to incentivize high performance can also support learning

1. The Learning Generation: Investing in Education for A Changing World (2018) 2. WDR 2018, using data from World Bank (2017); year of policy change from Bentaouet Kattan (2006)
Note: Vertical line indicates last year with fees. Gross enrollment rates include students whose age exceeds the official age group for a particular education level, and so the rate may exceed 100 percent

The quality of leaders, teachers, and the education workforce can improve secondary outcomes

“ Studies of the best school systems consistently identify good and **improving teaching as the most critical determinant of success** in improving learning¹

Educational management capacity scores often fall below other sectors²



Themes

Investment in teacher training improves productivity and student learning

Effective management principles can drive educational outcomes

Teacher subject knowledge necessary to drive student learning

Supporting analysis

Journal of Economic Perspectives, 2016

Found that schools investing in programs to increase management and teacher productivity through training programs saw improvements in learning

World Development Report, 2017 and 2018 (Figure left²)

Across eight countries studied, saw 1 standard deviation increase in an index of management capacity—based on the adoption of 20 management practices—is associated with a 0.23–0.43 standard deviation increase in student outcomes. Oftentimes management capacity falls well below standard (see left)

Journal of Economic Perspectives, 2014

While studies of sub-Saharan nations found teacher subject knowledge is correlated with student learning outcomes, only 1–40% of teachers possessed “minimum knowledge needed to be effective”

1. The Learning Generation: Investing in Education for A Changing World (2018) 2. WDR 2018 via Bloom and others (2014, 2015); Lemos and Scur (2016), with updates

Note: The underlying distributions for the education data are shown as bars; for both sectors, the smoothed distributions are shown as curves. The indexes are constructed from the nine items that are comparable across sectors

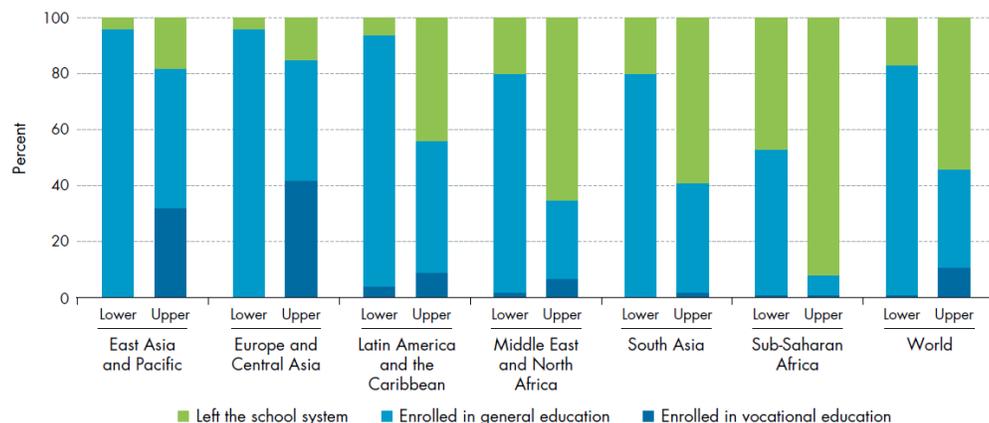
General and vocational education is improved when relevant to labor market needs—must be balanced with foundational & transferable skills

“ To ensure that education provides the future workforce necessary for growth and supports young people to enter and progress in work, **employers have a key role to play**¹

Vocational training is a small but growing part of secondary-age education²

Figure 8.2 Most vocational training students enroll during upper secondary school

Gross enrollment rates in general education and technical and vocational education and training (TVET), lower and upper secondary students (circa 2010)



Themes

The relevance of education to future work is important for short and long-term outcomes

Effective secondary-age vocational education incorporates input from the private sector

Delayed intro. of vocational training in secondary school can lead to improved academic outcomes

Apprenticeships that balance technical as well as foundational and transferable skills have long-term benefits

Supporting analysis

World Bank, 2007

In some contexts, low relevance of education contributes to unemployment of graduates and low productivity. Further, it leads to higher rates of failure and leaving school

World Bank, 2008

In Singapore, involving the private-sector and aligning vocational education with labor market needs improved job placement and led to a 90% satisfaction rate among students and employers

World Development Report, 2018

In Poland, delaying tracking, extending students' exposure to a general academic education and increasing their time on task on basic competences improved academic outcomes by 1 year

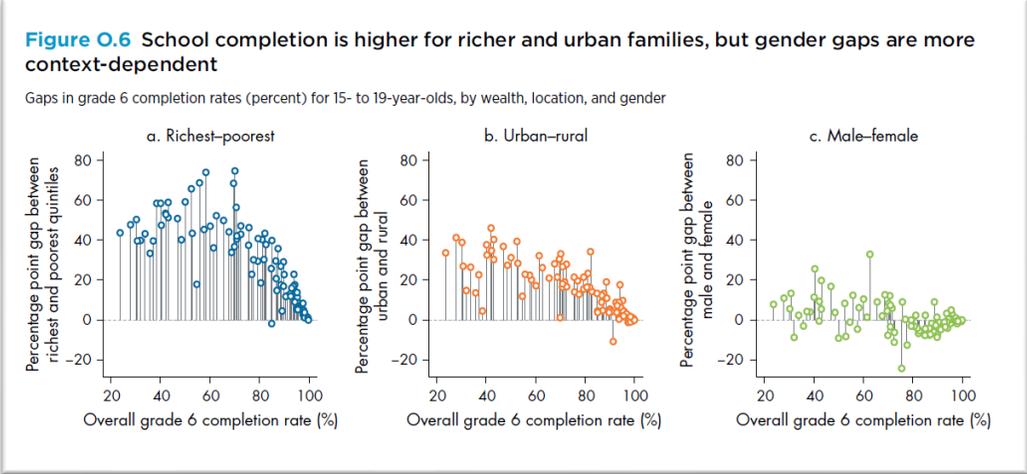
OECD, 2016

Due to the changing nature of work, apprenticeship programs should include the development of technical skills as well as foundational skills (e.g., literacy and numeracy) and transferable skills (e.g., problem solving). Such programs can improve long-term labor market outcomes for workers

Examples of effective interventions for out-of-school secondary-age youth, however, majority of evidence on primary-age students

“ About 262M children and youth are out of school...The total includes 61M of lower secondary school age and 138M of upper secondary age¹

School completion for 15–19 year olds is correlated with income and urban/rural gaps²



Themes

Proactively, ensuring positive a educational experience is effective in reducing out-of-school young people

Accelerated learning and remedial programs have been effective in reintegrating out-of-school youth

Equivalency programs can improve wages and employment

Scholarships or cash incentives can improve school enrollment

Supporting analysis

World Development Report, 2018
The majority of students who drop out in Kenya cited their “inability to perform well”—not financial or parental pressure. A “positive overall educational experience is likely the backbone of student motivation” and a key factor in keeping students in school

The Education Commission et al, 2018
In Pakistan, Chalo Parho Barho, a program based on the model of Read India, uses an accelerated learning program to target out-of-school children up to age 12—at the end of the program 83% of students are reintegrated into the proper grade level

World Development Report, 2018
Secondary-school equivalency programs increase education levels, wages, and likelihood of employment but less so than traditional education programs

World Food Program, 2018
In Cambodia, giving scholarships to girls increased school enrollment. Since attending secondary school still involves fees or opportunity costs in many countries, this intervention could help increase enrollment elsewhere

1. UNESCO 2019 2. World Bank Development Report 2018

Secondary-age education—Key gaps in knowledge



Cost effectiveness of interventions¹

Very few studies have estimated the cost-effectiveness of the programs reviewed and none could identify the most cost-effective strategies for improving secondary education

It is often challenging to quantify the costs and benefits of an intervention or to make comparisons across alternative interventions



Proof of concept does not always imply scalable model¹

Randomized evaluations (although accurate) are not necessarily generalizable to different settings

Further studies of program adaptation and replication are needed for scale-up even if rigorous evidence is available in some settings



Lack of longitudinal studies¹

Research focusing on longer-term impacts is needed

Most research has investigated relatively short-term impacts, which are a necessary but not sufficient prerequisite for long-term impacts, such as improvements in labor market outcomes



Learning outcome evaluation is not always comprehensive²

Measures of learning provide information on only some of the skills students acquire as they develop

Multidisciplinary skills are crucial to long-term academic and workforce success, and often not captured in learning assessments

Research focused on five areas vital for Generation Unlimited, as well as cross-cutting enablers and equity



Secondary-age education



Skills and training



Employment



Entrepreneurship



Civic engagement

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Conditions and interventions that enable outcomes across topics

Promoting equitable outcomes

Evidence on how to promote equitable outcomes for marginalized groups

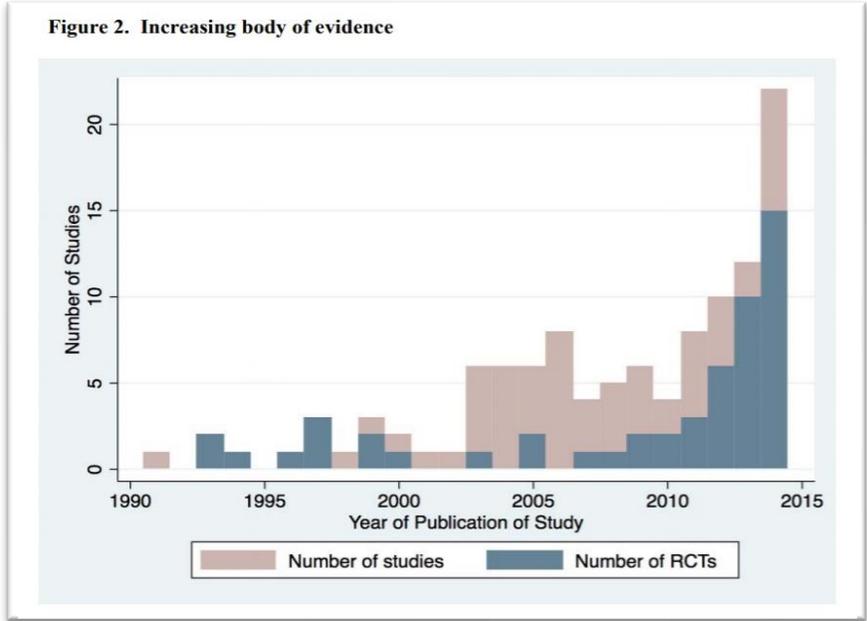
Skills and training—What we know

- 1 There is evidence that skills training increases wage employment and self-employment across many settings, however the effect is small and variable
 - Meta-analyses show improvements in overall labor markets through widespread training initiatives
 - Training programs in low and middle-income countries show the greatest effects on employment
 - Barriers to participation can be alleviated through incentives such as vouchers
- 2 Skills training programs have greater impact if they are multi-setting or focus on multiple skill types, suggesting that integrated approaches can be effective
 - Multi-setting approaches to skills training that combine classroom and on-the-job support have been shown to be more effective than single-setting trainings
 - Comprehensive approaches that tackle soft-skills and employment training can be effective in increasing employment
 - Positive correlations between soft skills and employment also support the case for more comprehensive training programs
- 3 Skills training programs that incorporate the private sector have been shown to benefit from additional expertise and direct connections to employers
 - Privately-led workforce development can have significant impact on productivity and firm-level wages
 - Private-sector partners can bring expertise to train individuals in local markets
 - Private sector can collaborate with governments to provide end-to-end support and facilitate buy-in of communities

There is evidence that skills training increases wage employment and self-employment across many settings, but the effects are small & variable

“ Skills training interventions led to higher earnings among youth, supporting the argument that investments in human capital lead to higher wages and therefore better employment outcomes in the long term¹

An increasing body of evidence on skills training programs have demonstrated their efficacy¹



Themes

Broadly, training programs improve labor market outcomes but effects are small & variable

Effect of training is higher for young people in low- and middle-income countries

Barriers to participation can be alleviated through incentives such as vouchers

Supporting analysis

Campbell Collaboration, 2017

Some skills training programs can lead to positive changes in labor market outcomes. In a meta study of 30+ interventions, both average employment and average earnings increased among young women and men²

Campbell Collaboration, 2017

A meta-study of interventions across countries showed the greatest impact on employment and earnings in lower/middle income when compared with outcomes in higher income countries

Education in Developing Countries (OECD), 2016

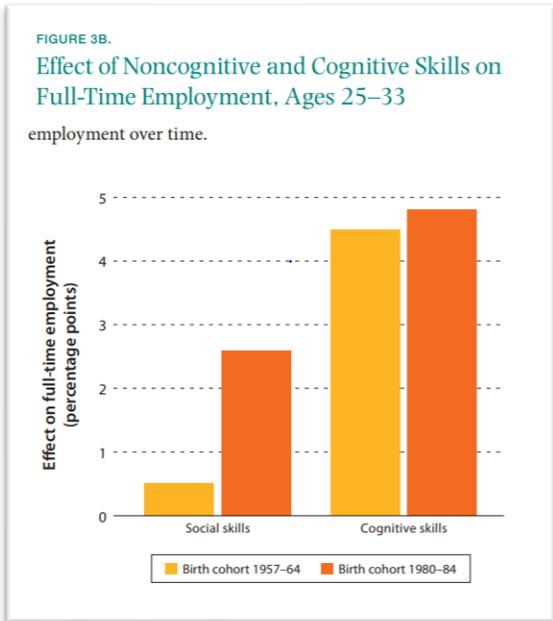
Kenya’s Jua Kali voucher program gives unemployed young people vouchers for training enrollment which they can use for any programs they desire. There is evidence that the scheme has boosted employment, assets, and business for enterprises which participated

1. Campbell Collaboration, “Interventions to improve the labour market outcomes of youth: A systematic review” 2. The meta study includes interventions that do and do not provide certification for skills training, but does not make a causal claim between skills and certification

Skills training programs have greater impact when multi-setting or focus on multiple skill types, suggesting integrated approaches are effective

“ The research clearly shows that the most effective skills development programs include both soft skills and technical skills, off-the-job as well as on-the-job training and take skills required in the informal labor market into account¹

Non-cognitive skills are correlated with increased employment—an effect growing across generations²



Themes

Multi-setting training models drive market outcomes

Combinations of life-skills and self-employment trainings are effective

Positive correlation between soft-skills and employment but effective training is difficult

Supporting analysis

Campbell Collaboration, 2017

Skills training that combined in-classroom with on-the-job training enhanced skills and led to better labor market outcomes. The Jóvenes Programmes in Latin America had an effect size for employment outcomes of 0.35 SMD and for income outcomes of 0.23 SMD

World Bank, 2014

The combination of life skills training and self-employment promotion has been particularly effective. The Employment Project of Adolescent Girls in Liberia led to a 47% increase in employment among trainees, compared to those in the control group

The World Bank, 2012

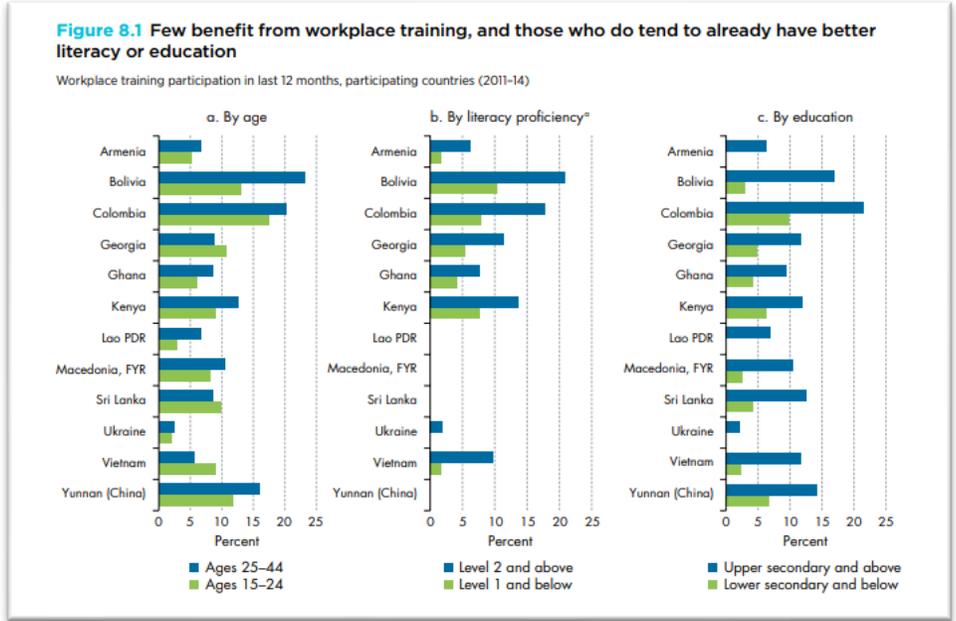
In a 2012 study in Jordan, soft-skills training did not have a statistically significant impact on employment—despite a positive correlation between soft-skills and employment overall

1. Oxford Policy Management, “Engaging the Private Sector in Skills Development” (2013) 2. Brookings Institution, “Seven Facts on Noncognitive Skills from Education to the Labor Market” (2016)

Skills training programs that incorporate the private sector benefit from additional expertise and direct connections to employers

“ Workplace training deepens workers’ skills and raises firms’ productivity. It can increase workers’ output by 10 percent or more, which is similar in magnitude to the payoff from investments in physical capital¹

Workplace training has positive impact but is often unavailable to young people, especially those from vulnerable groups¹



Themes

Private sector workforce training increases productivity and wages

Private sector can provide context-specific skills to supplement existing programs

Private partners can facilitate buy-in through their brands and partner networks

Supporting analysis

World Development Report, 2018
 In multiple studies, privately led workforce training increased firm-level wages by 4–20% depending on the context (studies from Malaysia, Thailand, Kenya, and Zambia)—however, few young people ever have the opportunity to receive such training (see left)

UN Industrial Development Organization, 2007
 UNIDO has facilitated partnerships between the private logistics sector and unemployed Iraqis. The UNIDO program has provided more than 600 Iraqi entrepreneurs in the logistics space with capacity-building training. As a result, over 80 new SMEs have been created, and around 150 existing SMEs have expanded

Oxford Policy Management, 2013
 ELSA has provided skills training to over 30,000 at-risk young people in the Philippines since 2004. This was enabled by the private sector partners’ working relationships with government structures, links with local service providers, and community recognition of the partners’ reputation

1. The World Bank World Development Report 2018

Skills training—Key gaps in knowledge



Optimal mix of skills to include in trainings^{1,2,3}

As the world of work evolves, necessary skills will also change—potentially reducing the relevance of prior evidence-based interventions

While there is correlative evidence on the importance of soft skills, need for additional research on how and which soft skills generate impact

Additionally, need for further understanding on how to effectively build soft skills through training



Limited evidence from low- and middle-income countries¹

Evidence from LMICs are mostly based on small-scale, targeted interventions, implemented by NGOs or international organizations

Additional research on the effectiveness of broad, government-led approaches and private sector-driven training is needed



Cost-effectiveness of training²

Training programs tend to be expensive and relatively few have been subject to rigorous impact evaluation

Estimates of cost-effectiveness are hampered by the lack of longer-term measures of individual incomes and relatively modest effects that programs are able to achieve

Research focused on five areas vital for Generation Unlimited, as well as cross-cutting enablers and equity



Secondary-age education



Skills and training



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Employment—What we know

- 1 Programs and technologies that connect talent to opportunities can be effective in lowering unemployment for young people
 - Employment matching programs between local schools and employers facilitate local job placement
 - Migration financing can improve outcomes by enabling international job placements
 - Programs that leverage technology can close the information gap in labor markets
- 2 Enabling businesses to shift from the informal to formal economy can improve long-term employment opportunities for young people
 - Reducing small-business registration requirements can create additional formal wage employment
 - Innovative tax policies can incentivize individuals to enter the formal labor market
 - Technology can ease the burden of meeting formal business requirements
- 3 There are a set of additional policy and programmatic enablers that are particularly significant for young women's workforce participation¹
 - Legislation, such as non-discrimination clauses, can drastically increase hiring women
 - Reducing child marriage not found to increase employment, but found to increase wages
 - Policies that redistribute child-rearing responsibilities can increase proportion of women employed
 - Affordable childcare options are needed to enable young working mothers to enter the workforce

Wage subsidies can also increase employment for young people (details in “Government” section)

1. Additional, cross-cutting topics that influence outcomes for young women are discussed in the “Promoting equitable outcomes” section
Source: BCG synthesis of compiled research; see end of chapter for list of sources

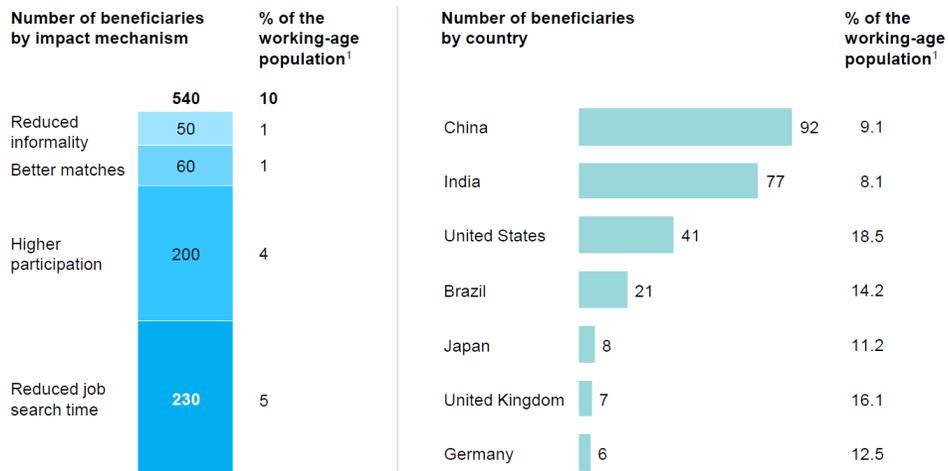
Programs and technologies that connect talent to opportunities can be effective in lowering unemployment for young people

“ Along with ongoing efforts to spur economic activity and bring jobs to where people are located, an increasingly important option is also to **better prepare and connect youth to jobs in hubs of economic activity** through increased migration¹

More effective job matching has the potential to impact millions of young people²

By 2025, online talent platforms could benefit some 540 million people, or 10 percent of the working-age population

Million people, 2025



Themes

Employment matching bridges gap between young people and job opportunities

For smaller job markets, migration financing enables young people to work abroad

Technological advances close the information gaps in global labor markets

Supporting analysis

World Development Report, 2019

In 2009 Liberia launched the Economic Empowerment of Adolescent Girls and Young Women project. It provided job placement alongside targeted skills training. Participant employment and earnings increased by 47 and 80 percent, respectively

Solutions for Youth Employment, 2017

In Bangladesh, where unemployment among young people is high and labor markets are slow, non-profit BRAC finances loans that cover migration costs to work abroad. In 2014 BRAC made loans to 8,000 households and helped 128,000 migrant workers find work abroad

Solutions for Youth Employment, 2016

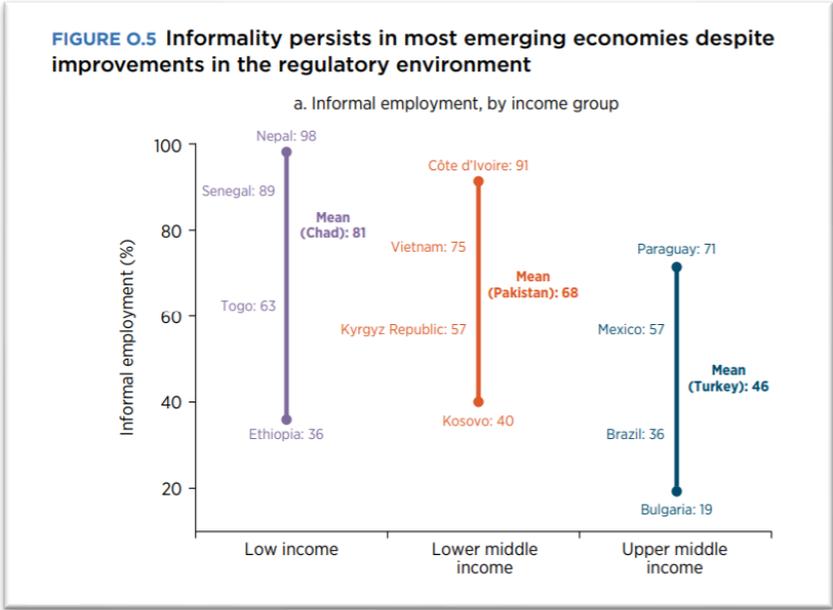
Mobile job platforms like “JobMatch” connect job seekers and employers. These solutions target job-seekers from poor rural communities and refugees and has been a critical tool for improving outcomes for young people in foreign labor markets

1. Solutions for Youth Employment Report 2017 2. McKinsey Global Institute 2015
Note: Chart includes ages 15–64

Enabling businesses to shift from the informal to formal economy can improve long-term employment opportunities for young people

“ Governments can **raise the returns to work by creating formal jobs for the poor**. They can do this by nurturing an enabling environment for business, investing in entrepreneurship training for adults, and increasing access to technology¹

The low-wage informal job market is a sizable hurdle despite recent efforts¹



Themes

Minimizing barriers for businesses to formalize can bolster formal job markets

Cash incentives can steer individuals towards formal employment

Technology is an important tool for business formalization

Supporting analysis

World Development Report, 2019

In 2002 Mexico implemented its Rapid Business Opening System program which simplified local business registration procedures. Wage employment went up by 2.2 percent

Campbell Collaboration, 2017

The Adolescent Girls Employment Initiative (AGEI) of Nepal provided job training with a comprehensive incentive scheme for finding gainful employment. The incentives measures were correlated with better employment and earnings outcomes

World Development Report, 2019

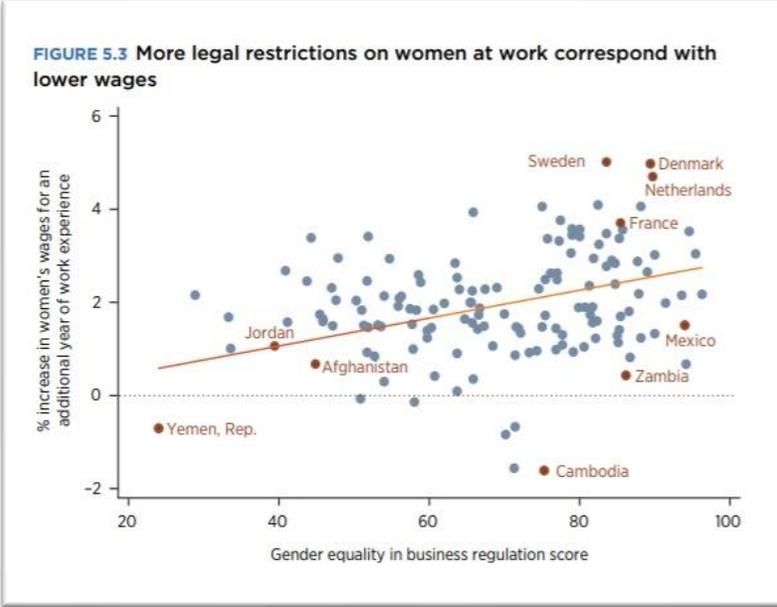
Introducing e-Payroll was an important factor to reduce nonagricultural informal employment in Peru from 75 percent in 2004 to 68 percent in 2012

1. WDR 2019 team, using household and labor force survey data from the World Bank’s International Income Distribution Data Set (Djankov et al. (2002)
Note: Sample consists of 68 emerging economies, all classified as low and middle income

There are a set of additional policy and programmatic enablers that are particularly significant for young women's workforce participation

“ ... women acquire significantly less human capital than men do from work. To bridge that gap, governments could seek to [remove limitations on the type or nature of work available to women](#)¹

Greater gender equality in business improves increases in women’s wages for experience¹



Themes

Establishing legal protections for women is a powerful driver for employment and higher wages

Reducing child marriage not found to increase employment, but found to increase wages

More equitable sharing of child-rearing responsibilities significantly improves female labor force participation

Stable childcare access drives maternal employment

Supporting analysis

World Development Report, 2019
Mandating a nondiscrimination clause in hiring increases women’s employment in formal firms by 8.6 percent

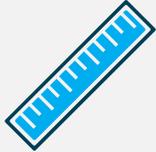
International Center for Research on Women, 2017
Although child marriage has not been found to have a statistically significant impact on labor force participation, it reduces earnings by 9% due to its impact on educational attainment

World Development Report, 2019
Across 53 developing countries, mandating paternity leave to encourage a more equitable distribution of child-rearing activities between men and women raised the proportion of women employed in formal firms by an average of 6.8 percentage points

World Bank Service Delivery Indicators, 2019
In Argentina, a large-scale construction program of preprimary school facilities in the 1990s positively affected maternal employment. In Spain, during the same period, maternal employment increased by 10 percent because of the availability of full-time public care for 3-year-olds

1. WDR 2019 team, based on World Bank (2018) and household and labor force survey data from the World Bank’s International Income Distribution Data Set. Note: The World Bank’s Women, Business and the Law measure of gender legal equality scores economies based on whether they treat men and women differently. The higher the score, the greater is the gender legal equality

Employment—Key gaps in knowledge



Evidence of large scale programs and widespread impacts are limited¹

Most programs that are evaluated are small scale

Without sufficient scale it is difficult to appraise potential impact of broader implementation



Context-specific interventions may not work across all markets²

Evidence on employment programs for young people is most common among developed countries

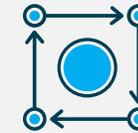
More information is needed to understand how similar intervention models differ in developed vs developing markets, rural vs urban contexts, etc.



Evaluations focus on small subset of interventions²

Majority of evaluations focus on training and skills development

Evidence on other types of employment interventions for young people, such as subsidized employment, employment services, and entrepreneurship promotion, is relatively scarce



Impact of migration on opportunity needs to be studied further¹

Some of the most promising evidence related to increased opportunity is linked to voluntary migration

However, few have launched concerted efforts to address the economic needs of migrant and refugee populations

Research focused on five areas vital for Generation Unlimited, as well as cross-cutting enablers and equity



Secondary-age education



Skills and training



Employment



Entrepreneurship



Civic engagement



Cross-cutting enablers

Conditions and interventions that enable outcomes across topics

Promoting equitable outcomes

Evidence on how to promote equitable outcomes for marginalized groups

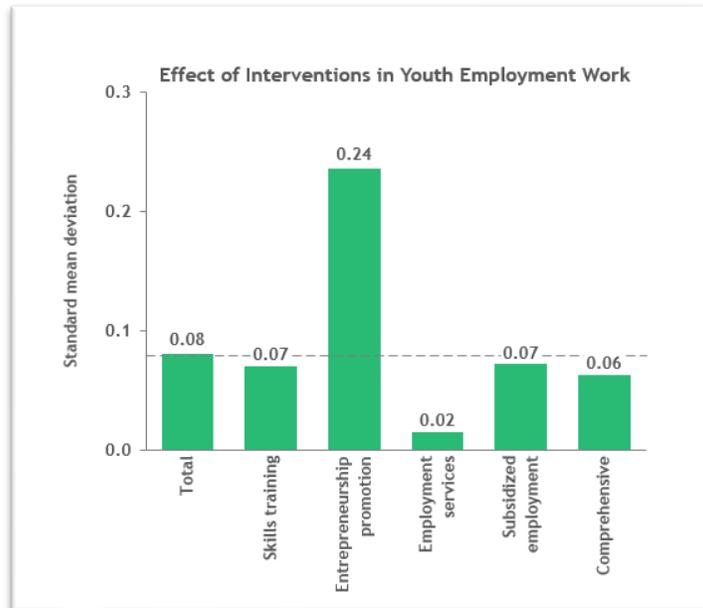
Entrepreneurship—What we know

- 1 Approaches to support young entrepreneurs that combine training, financing, and mentorship appear to be most effective
 - Access to capital is a key constraint—finance is important in the long term to sustain entrepreneurs
 - Programs that combine training and follow-up mentorship show positive impacts—however, programs that also include financing are most effective
 - Women appear to benefit less from just training—suggesting more comprehensive approaches are needed
- 2 Programs must be customized for specific purposes, audiences, and contexts
 - Programs must be designed differently if they are promoting growth firms vs. providing for individual livelihoods
 - For firms in developing countries, grant support can be effective in driving firm survival and profitability
 - Financial support must also be customized to be effective
- 3 External constraints must be addressed for young entrepreneurs to be effective
 - Fostering a healthy business environment and alleviating administrative burdens can reduce barriers for entrepreneurs
 - Social protection models provide security in the labor market broadly, which supports entrepreneurs

Approaches to support young entrepreneurs that combine training, financing, and mentorship are most effective

“ Empirical evidence shows that youth employment interventions, especially those that provide skills or entrepreneurship training, or subsidize employment, yield positive and statistically significant results on labor market outcomes for participating youth¹

Entrepreneurship promotion greatest lever for increasing employment²



Themes

Eliminating capital constraints for new businesses via grants can increase outcomes

Multi-pronged programming that provides training and financing increases productivity

Comprehensive programs are required for women entrepreneurs

Supporting analysis

World Development Report, 2019
In Chile, programming implemented by the Ministry of Social Development provided capital training to 1600 businesses. The program increased employment by 15.3 percentage points in the short run and 6.8 percentage points in the long run

Campbell Collaboration, 2017
A program in Uganda combined business skills training, cash grants and follow-up support to young women, leading to an increase in working hours from 14 to 25 hours per week

Institute for Study of Labor, 2014
An analysis of studies on entrepreneurship showed that programs targeted at women entrepreneurs were less effective if they only included training. Financing is also required to help women meet familial needs and pursue a business

1. The World Bank Report (2019) 2. Solutions for Youth Employment: Toward Solutions for Youth Employment, A 2015 Baseline Report—based on Kluge et al. 2015

Entrepreneurship programs must be customized for specific purposes, audiences, and contexts

“ ... there is a need to identify the specific requirements of youth entrepreneurs and the objectives of the intervention. These need to be **tailored programs**, and **sensitized to the context**—the geographic and environmental situation—and to the desired outcomes of the intervention¹

Employment constraints disproportionately impact young people across key areas²

TABLE 1.1: Constraints to Youth Employment

	Type of Constraint	Youth Only or All Workers
Individual	Inadequate cognitive, non-cognitive and technical skills	Ya
	Lack of social networks	Ya
	Household income	A
	Psychological biases	Ya
Markets and Government Failures	Distorting labor regulations	Ya
	Low bargaining power	Ya
	Lack of information about where the jobs are	Ya
	Employers lack information about workers	Ya
	Lack of access to capital	Ya
Macro	Constraints to business creation and job creation	Ya
	Economic slowdown	Ya
	Age cohort-size	Y
	Conflict and violence	Ya

Themes

For small firms in developing countries, grant support has a big impact

Small firm support highlights tradeoff between individual vs. market-level change

Entrepreneurial success for young people requires mindset changes to convert ambitions to reality

Supporting analysis

American Economic Review, 2017
A large-scale national business plan competition in Nigeria allocated \$50K grants to business owners. Surveys five years later showed that that winning leads to greater firm entry, higher profits, and a 20% increase in likelihood to expand beyond 10 employees

World Bank, 2013
In Sri Lanka, \$100–200 grants to small businesses resulted in 10% increased survival rates and increased income by ~20%. Few of these microenterprises grew large enough to hire full-time workers

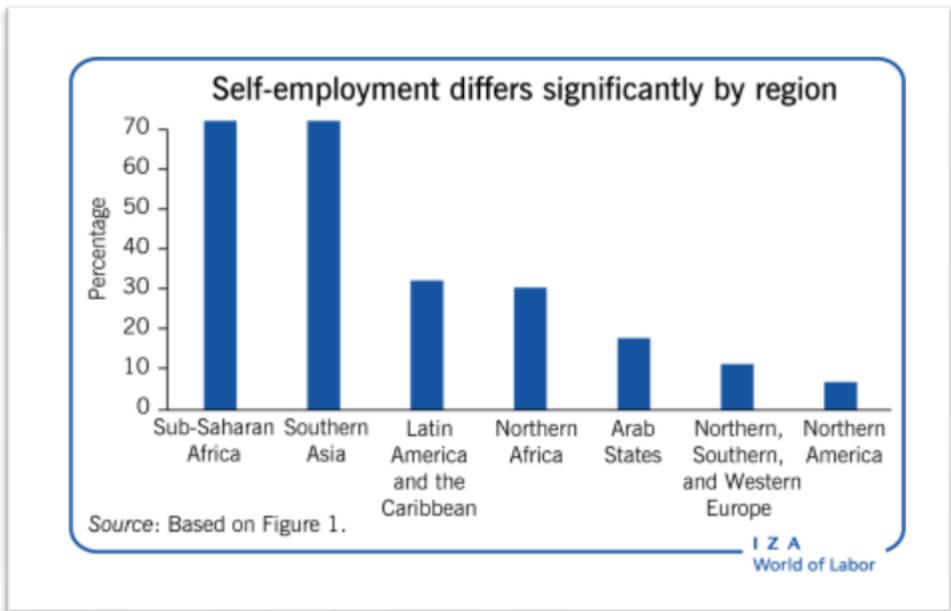
World Bank—Entrepreneurship Education and Training Programs Around the World, 2014
BizWorld in the Netherlands focuses on developing the entrepreneurial mindsets of young people. Over 350,000 students have participated since 2004 and the program had a statistically significant impact on self-efficacy, risk-taking propensity, and creativity—key entrepreneurial skills

1. Supporting Youth in Entrepreneurship (OECD 2014) 2. Solutions for Youth Employment: A 2015 Baseline Report—adapted from Robalino et al. 2013
Notes: Y=constraint affects only youth; Ya=affects all workers, but youth more than others; A=affects all workers

External constraints must be addressed for young entrepreneurs to be effective

“ Most young people in the developing world face little prospect of obtaining a job in the formal sector. Helping young people to earn a living through [entrepreneurship](#) can make a crucial contribution to poverty reduction¹

Self-employment varies by region partially due to a lack of formal employment options²



Themes

[Alleviating tax burdens and other red tape can help young people create formal businesses](#)

[A healthy business environment can reduce barriers to firm entry](#)

[Social protection models provide security in the labor market broadly, which supports entrepreneurs](#)

Supporting analysis

World Development Report, 2019
In Brazil, the Individual Micro-Entrepreneur Program, introduced in 2009, targeted entrepreneurs and reduced monthly taxes and red tape. Industries eligible for tax reduction experienced a five percent increase in the number of formal firms

World Development Report, 2019
A country with a business-friendly environment also has more start-up activity and job creation. When Mexico simplified business registration, the number of new businesses increased by five percent

European Commission, 2012
In 2007, four Nordic countries instituted the “flexicurity” model to increase labor market flexibility and support job security. In five years, macroeconomic indicators remained stable or improved

Entrepreneurship—Key gaps in knowledge



Large evidence gap overall on entrepreneurship for young people

There is mixed evidence overall on whether entrepreneurship-focused efforts help young people on mass

Evidence gaps exist around integrating young entrepreneurs in value chains, supporting linkages to key markets, and promoting social entrepreneurship



Social dynamics may influence program results and are under studied

For example, evidence suggests that in developing countries family pressure on women can deflect the use of grants or credit to non-business purposes

Further study is needed to explore effective interventions for women and marginalized groups



Programmatic costs need to be explicitly studied

More information is needed on program costs as well as systematic comparisons against program effects

Highly-effective interventions may in fact be too expensive to replicate or scale up

Research focused on five areas vital for Generation Unlimited, as well as cross-cutting enablers and equity



Secondary-age education



Skills and training



Employment



Entrepreneurship



Civic engagement



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Civic engagement—What we know

- 1 Worldwide, interventions have not been successful in encouraging young people to be as active in traditional politics as other age groups, but have succeeded in encouraging “non-electoral” engagement
 - “Get out the vote” campaigns directed towards young people can have immediate impact on voting, but do not show lasting effects on civic engagement
 - Civic education has been shown to increase political engagement in some contexts, but results vary
 - In trying to engage young people, evidence suggests that young people are more likely to engage in “non-electoral” forms of participation, such as petitions, boycotts, and demonstrations

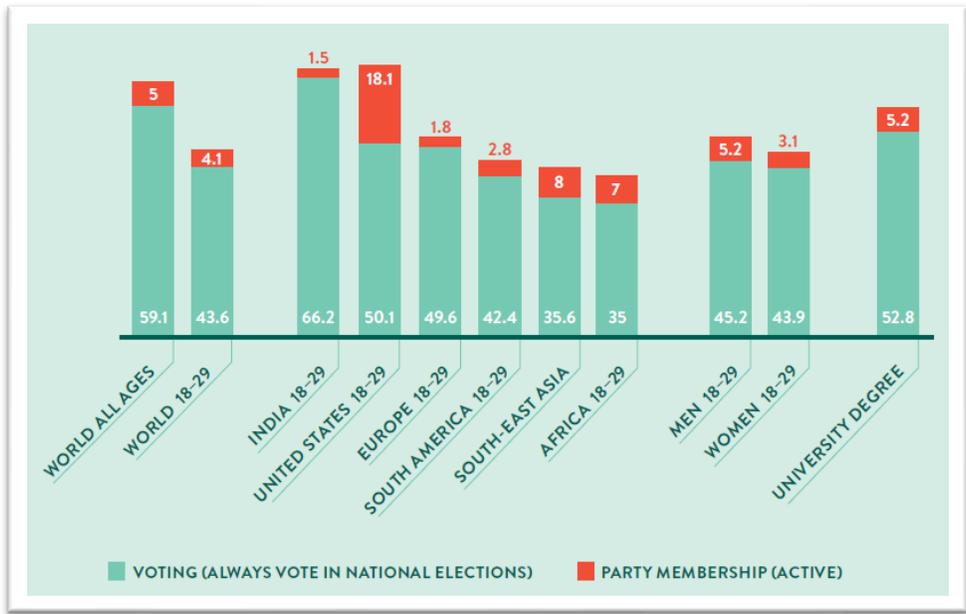
- 2 Young people have been successfully involved in formation of government policies through several means
 - Young people can be successfully involved in executive decisions benefiting both young people and governments (e.g., budgeting, policy design and management)
 - Young people can be effectively engaged through models of widespread input and more intimate thought-partnership

- 3 Young people are a large and diverse group globally—need to be inclusive of all populations to have expansive civic participation
 - Programs and technologies can ensure rural young people and those excluded from formal educational opportunities are still engaged
 - Campaigns to benefit young people can be more effective by identifying “champions”

Worldwide, interventions have succeeded in encouraging “non-electoral” engagement from young people

“ ... young people’s repertoires of participation have expanded to include many alternative forms of political engagement such as e-petitions, fair trade “buycotts”, poetry slams and flash mobs. **Young people engage in politics on a case-by case basis, embracing personally meaningful causes or issues** that are often manifested through peer networks supported by new communication technologies

Young people’s participation in elections and political parties lags behind other age groups



Themes

“Get out the vote” (GOTV) campaigns can have immediate, but not lasting, effects

Civic education has been shown to increase political engagement, but results vary significantly

Young people are more likely to be involved in “non-political” forms of engagement

Supporting analysis

Green and Gerber, 2001
Randomized experiments in the United States showed GOTV can increase turnout of young people by 5–9%, however these efforts had “no lasting effects on interest in politics ... or feelings of civic duty”

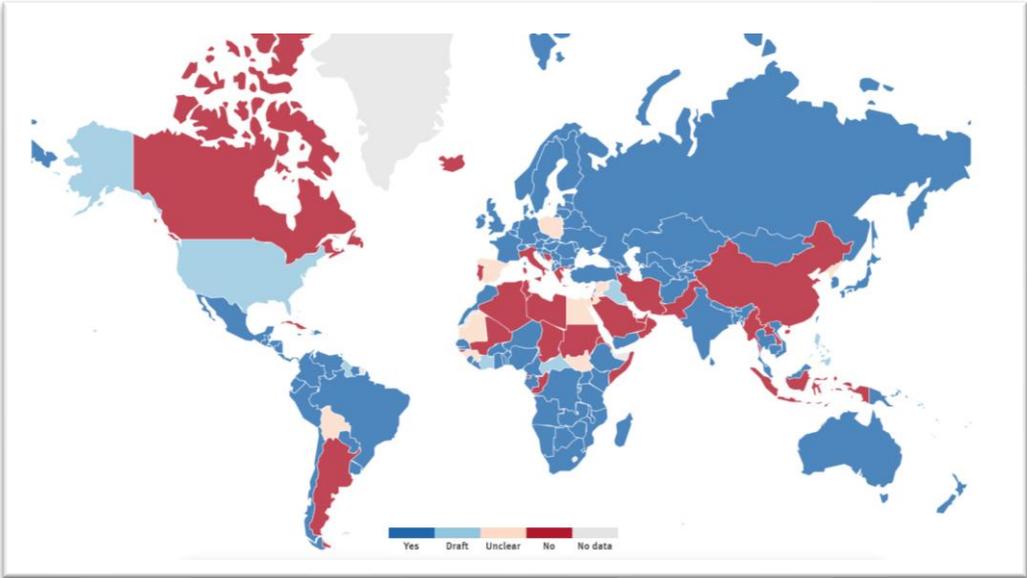
Pontes, Henn, and Griffiths, 2017
While some research has shown civic education improves political participation among young people, other studies have shown there is no impact. The variation suggests that the quality of delivery could be a key factor in increasing participation

United Nations, 2016
While young people are less likely to be engaged in electoral politics than their older peers (see left), they are equally likely to engage in other forms of participation—such as petitions, boycotts, and demonstrations

Young people have been successfully involved in formation of government policies through several means

“ Formal structures can be supported by legislation that permits and ensures the inclusion of certain groups and organizations in participation processes¹

Many developing nations (in red) still lack policies or legislation centered around young people¹



Themes

Involving young people in planning and budgeting can benefit both young people and governments

Select interventions show promise in reaching large numbers of young people

Young people can effectively serve as thought partners with government officials

Supporting analysis

Cambridge Scholars Publishing, 2010

The Municipality of Rosario in Argentina undertakes a participatory “youth budget” which engages 1,000 young people annually from across its six districts to select representatives and decide upon budget allocations for services. Researchers found a 20% increase in participants’ self-described learning

Youth Policy Labs, 2010

In Bahrain, around 16,000 young people aged 15 to 30 (8.9% of the youth population) were engaged directly (through focus group discussions and surveys) or indirectly as part of formulating national youth policy. Gaps in provisions for youth programs were identified and subsequent funding was allocated

Youth Policy Labs, 2010

Government officials in Ho Chi Minh City engaged 465 young people to help develop poverty reduction strategy papers (PRSPs). They were engaged via discussion groups, interviews, and workshops and their input shaped the PRSPs and subsequent policies to address needs of poor and migrant young people

1. Youth Policy Labs, “Youth Participation in Development A Guide for Development Agencies and Policy Makers”, (2010)

Young people are a large and diverse group globally—need to be inclusive of all populations to have expansive civic participation

“ It is often the case that in poorer communities, the majority of young people operate at the margins of society, and are excluded from the mainstream aspects of life¹

Many forms of exclusion can affect the engagement of young people¹

Box 3: A snapshot of excluded youth in Uganda

Which youth in Uganda are excluded?

- Rural youth who engage in farming, and work under poor conditions
- Out-of-school youth including school drop-outs and unemployed graduates
- Youth in slum areas who live in an unhealthy environment
- Youth with disabilities
- Young women
- Those in remand homes and prisons
- Street youth
- Youth in refugee camps who lack access to social amenities
- Unemployed youth
- Youth living with HIV/AIDS.

Themes

Programs can ensure young people excluded from formal educational opportunities are heard

Technology can help address limitations to including rural young people in civic engagement

Campaigns to benefit young people can be more effective by identifying “champions”

Supporting analysis

Brazilian Institute of Social and Economic Analysis, 2006

In Brazil, 8000 young people, including 27% who had left school, responded to surveys on national policy. Their survey responses impacted the National Youth Policy, which indirectly had positive impact on young people in Brazil

Youth Participation in Development, 2010

DFID Uganda organized a 2-day “national youth consultation program” to address the lack of input from young people in the country’s development plan. Rural young people were targeted via SMS and radio. 52 young people were chosen to represent their districts and an additional \$5M was earmarked for young people in the plan

Youth Policy Labs, 2010

Young Empowered and Healthy campaign in Uganda reached over 100,000 young people through youth-led regional advisory groups. NGOs identified youth champions to be involved in the groups and supported them through reproductive health campaign design, planning, and implementation

1. Youth Policy Labs, “Youth Participation in Development A Guide for Development Agencies and Policy Makers”, (2010)

Civic engagement—Key gaps in knowledge



More work needs to be done to translate engagement into policy change

Questions persist around the effectiveness and impact of participation mechanisms for young people, particularly the impact of formal structures and the subsequent changes in policy

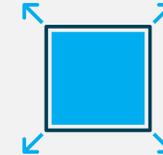
More research is needed on the effective components of participation structures (e.g., diversity of young people involved, feedback mechanisms, decision making opportunities)



Engagement does not always lead to meaningful improvements for young people

While the case for young people’s participation is strong, the connection between participation and ultimate outcomes is less concrete

Young people’s engagement is not in itself the end goal, but rather should be a means to affect lasting change



Need to increase depth and scope of outcome evaluations

Especially in the developing world, many case studies are based on limited evaluation frameworks

In-depth critique and analysis of these examples is needed to evaluate the specific approaches and the wider implications

Further, there is not a common definition of “what” to measure to gauge young people’s civic engagement

Research focused on five areas vital for Generation Unlimited, as well as cross-cutting enablers and equity



Secondary-age education



Skills and training



Employment



Entrepreneurship



Civic engagement

Cross-cutting enablers

Conditions and interventions that enable outcomes across topics

Promoting equitable outcomes

Evidence on how to promote equitable outcomes for marginalized groups

Cross-cutting enablers—What we know

- 1 The overall macroeconomic environment plays an important role in outcomes for young people
- **Economy:** Growth of employment and entrepreneurship will not occur unless there is underlying demand for labor, which in turn relies on demand for products and/or services
 - **Government:** Significant government capacity is needed to implement effective programs nationwide or partner with NGOs and the private sector
 - **Physical infrastructure:** Access to safe and affordable transportation can improve outcomes for young people and is a precondition for many opportunities in education and employment

- Promoting social inclusion can improve outcomes across education and employment, especially for marginalized groups
- 2
- Antidiscrimination policies for young women and LGBT young people may be effective in improving both employment and education outcomes
 - In some contexts, having teachers/mentors of similar backgrounds can positively impact a young person's education and aspirations

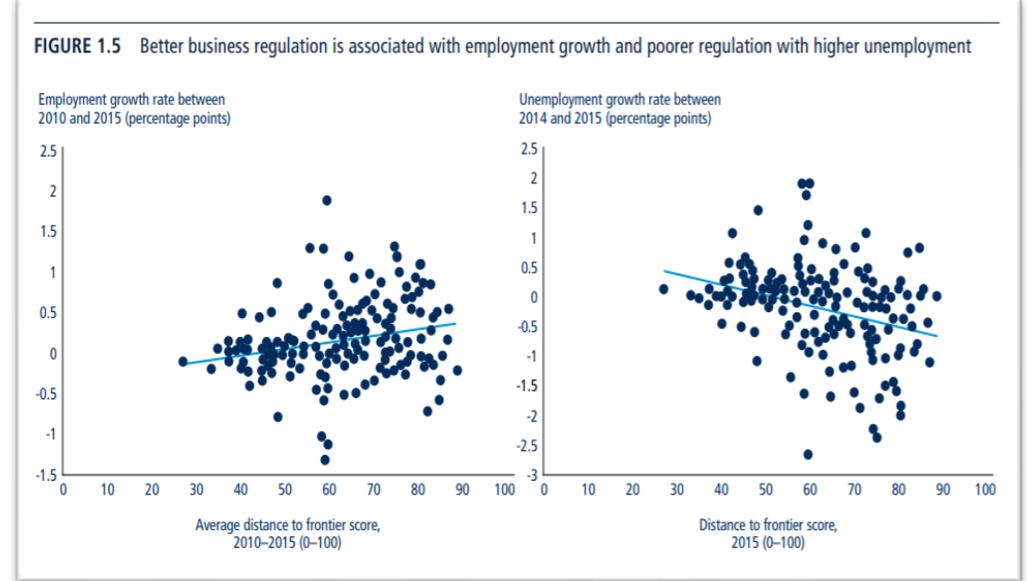
- Programs that boost soft skills may have cross-cutting impact in education, employment, and entrepreneurship
- 3
- Non-cognitive skills are increasingly in demand among employers and a key characteristic of entrepreneurs
 - Programs that boost confidence, leadership, and perseverance have impact on both education and employment

- Technology can be a cross-cutting enabler of outcomes for young people if it is applied appropriately
- 4
- Access to high-speed digital connectivity has been correlated with improved outcomes across skill levels for young people in Africa
 - Computer-aided instruction can have an impact for the development of specific skills
 - Technology can help workers access new markets and new opportunities

The overall macroeconomic environment plays an important role in outcomes for young people

“...even with the institutional preconditions for effective labor market and training strategies, rapid growth of productive employment for youth will not occur in the absence of economic growth that generates demand for their labor¹”

A better business environment is correlated with employment growth overall¹



Themes

Demand for labor and services must exist for employment and entrepreneurship to grow

Government capacity is needed to implement effective programs in education and employment

Basic infrastructure and transportation are needed to connect young people to opportunities

Supporting analysis

Solutions for Youth Employment, 2015

The most successful examples of training and employment programs come from Korea and Singapore, which combined training with nation-wide strategies for economic growth

Euler, 2013

Part of Germany’s success in vocational training comes from its government’s significant capacity to engage private firms and trade unions. The system has been difficult to replicate in lower income countries with fewer government resources

IEG World Bank, 2012

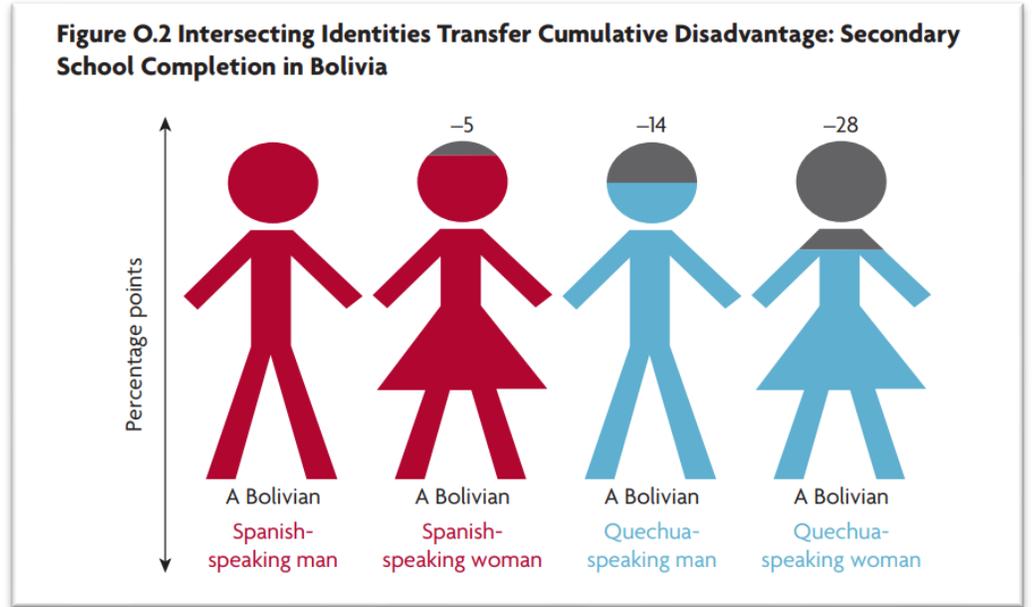
Programs in Honduras, St. Lucia, Grenada, and Liberia demonstrated that providing subsidized or free transportation can improve outcomes for TVET. Similar studies worldwide point to improvement in school attendance when transportation is provided

1. S4YE, “Solutions for Youth Employment: A 2015 Baseline Report” 2. The World Bank, “Doing Business 2018”

Promoting social inclusion can improve outcomes across education and employment, especially for marginalized groups

“ Discriminatory norms distort the benefits of education. Prevailing norms on ethnic or gender discrimination can strongly mediate the returns to education for these groups. In many societies, social norms severely restrict women's access to economic opportunities¹

Many young people face cumulative disadvantages because of their ethnic and gender identities



Themes

Anti-discrimination policies have potential for significant impact

In some contexts, teachers from similar backgrounds as their students may be particularly effective in driving outcomes

Female role models can increase aspirations and attainment for young women and girls

Supporting analysis

World Bank, 2014
An evaluation of LGBT issues in India estimated that discrimination had a net cost of \$32 billion a year across education, employment, and health. Formal anti-discrimination protections may improve employment and educational outcomes

IZA Institute of Labor Economics, 2017
In the U.S., students who were matched to a same-race teacher reduced the likelihood of secondary-school dropout and improved their aspirations for tertiary education

Science, 2012
A study in India demonstrated that the presence of a female leader on a village council eliminated the gender gap in educational attainment and closed the “gender aspiration gap” by 20% among parents and 32% among young women

Study also highlighted in “Promoting equitable outcomes”

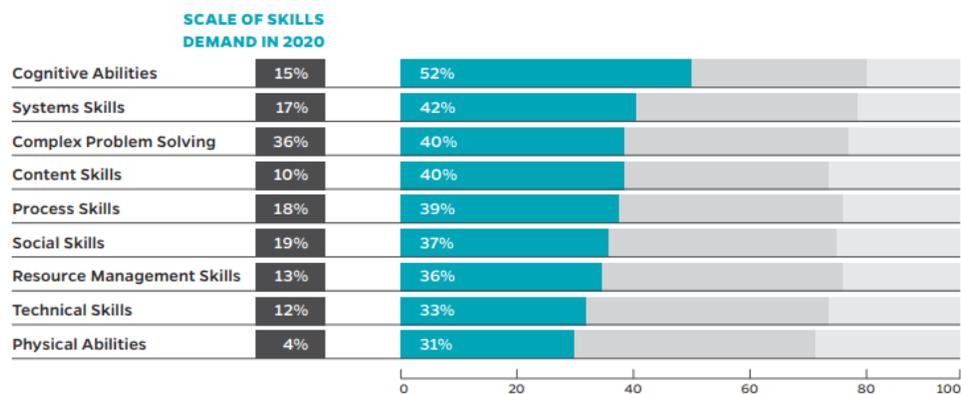
1. World Development Report 2018 2. World Bank, “Inclusion Matters” (2015)

Programs that boost soft skills may have cross-cutting impact in education, employment, and entrepreneurship

“ Employers are increasingly looking for **youth who are flexible, adaptable, proactive, creative and collaborative**. In short, youth need soft skills: the broad set of skills, attitudes, behaviours and personal qualities that enable them to effectively navigate their environment, work with others, perform well and achieve their goals¹

Demand for soft-skills increasing across industries¹

Figure 1: Need for soft skills large and growing across industries.^a Change in demand for core work-related skills, 2015-2020, all industries. Share of jobs requiring skills family as part of their core skills set, %.



Source: Future of Jobs Survey, World Economic Forum

Themes

Programs that boost confidence, perseverance, and other soft skills have potential for cross-cutting impact

Successful entrepreneurs display certain non-cognitive traits—however, less is known about how to develop these skills

Supporting analysis

OECD, 2016 and USAID, 2016

There is a strong connection between confidence, motivation, and other soft skills across employment and educational outcomes. While more research is needed on how to drive improvements in these skills through training and mentorship, unlocking this would have cross-cutting impact

UNICEF, 2019

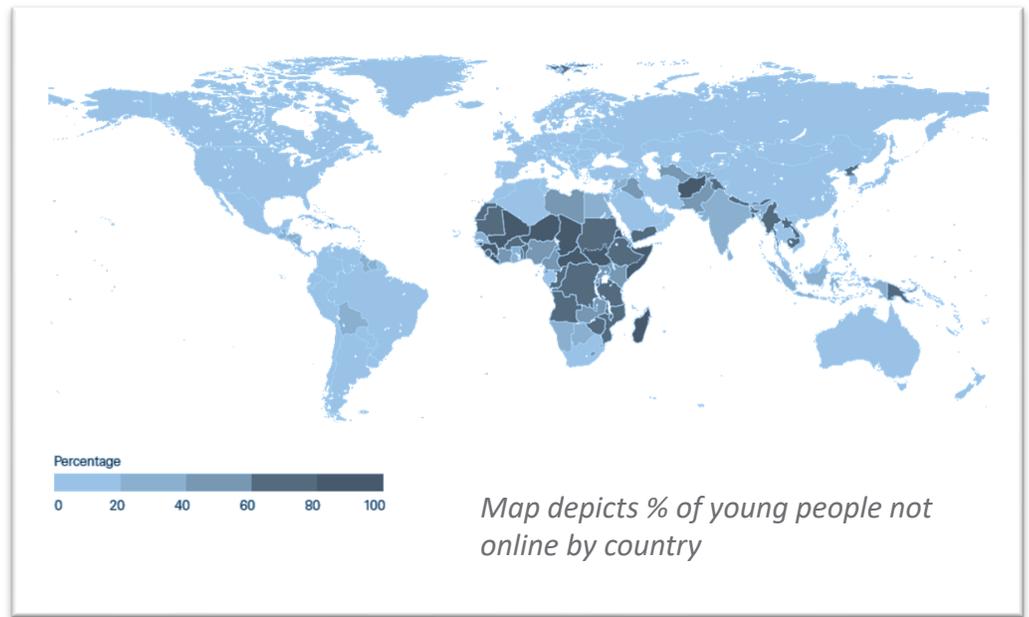
Successful entrepreneurs differ from unsuccessful and non-entrepreneurs in their ambition, tenacity, creativity, openness to experience, risk taking, and proactivity. However, there is little evidence on how to successfully impart these skills and behaviors to encourage entrepreneurship

1. Youth Employment Funders Group, “What Works in Soft Skills Development for Youth Employment”, (2018)

Technology can be a cross-cutting enabler of outcomes for young people if it is applied appropriately

“ [With increased high-speed internet] the increase in skilled employment was biggest for workers with tertiary education, but those who only completed primary or secondary school were more likely to find a job too ... **employment gains from better connectivity were shared widely**, by workers of different educational levels¹

Despite the potential cross-cutting impact of digital technology, 29% of those aged 15–24 are not online²



Themes

Access to high-speed internet can create impact on employment throughout the economy

Technology targeted at specific skills can improve outcomes, especially if combined with traditional instruction

Technology can allow young workers to access opportunities remotely

Supporting analysis

American Economic Review, 2019
The arrival of high-speed internet access in Africa had an impact on employment across economies and types of work (see quote above)

J-PAL, 2019
While access to computers and internet alone are not enough, a comprehensive study by J-PAL found that access to digital technology can improve computer literacy and educational software can improve skills development (especially in math)

Solutions for Youth Employment, 2015
Technological solutions can enable remote work opportunities that could have a positive impact on employment of young people, where they are located. In a poll, 78% of rural young people surveyed said they would be less likely to migrate from there were opportunities in their current location

1. World Bank, “Moonshot Africa and Jobs” (2019) 2. UNICEF, “State of the World’s Children” (2017)

Research focused on five areas vital for Generation Unlimited, as well as cross-cutting enablers and equity



Secondary-age education



Skills and training



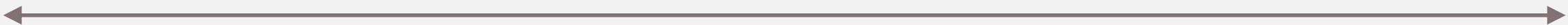
Employment



Entrepreneurship



Civic engagement



Cross-cutting enablers

Conditions and interventions that enable outcomes across topics

Promoting equitable outcomes

Evidence on how to promote equitable outcomes for marginalized groups

Promoting equitable outcomes—What we know

- 1 Young women often face a different set of choices and challenges than young men, so interventions must consider the specific needs of young women
 - Studies have shown young women benefit from more holistic approaches to training and employment (e.g., those that take into account caregiving, transportation, and financial needs)
 - Female leaders and role models can increase aspirations and attainment for young women and girls
 - Family planning programs can increase schooling and female workforce participation
 - Note: recent education research finds interventions targeted at girls do not outperform general interventions impacting girls

It is difficult to improve outcomes for young people in conflict-affected and fragile situations, however there are some successful examples of interventions

- 2
 - The barriers that exist in conflict-affected and fragile situations are very difficult to overcome and have impact across education and employment
 - Select programs have shown results in improving outcomes after conflict subsides
 - Programs that include affected young people directly may yield more positive results

Interventions for LGBT and disabled young people have been effective in increasing inclusion and preventing violence

- 3
 - Accessible school environments can improve opportunities for disabled students
 - New programs focused on “disability-inclusive” development have potential for impact
 - Protections for LGBT young people are still not widespread, however, comprehensive approaches can reduce violence in schools

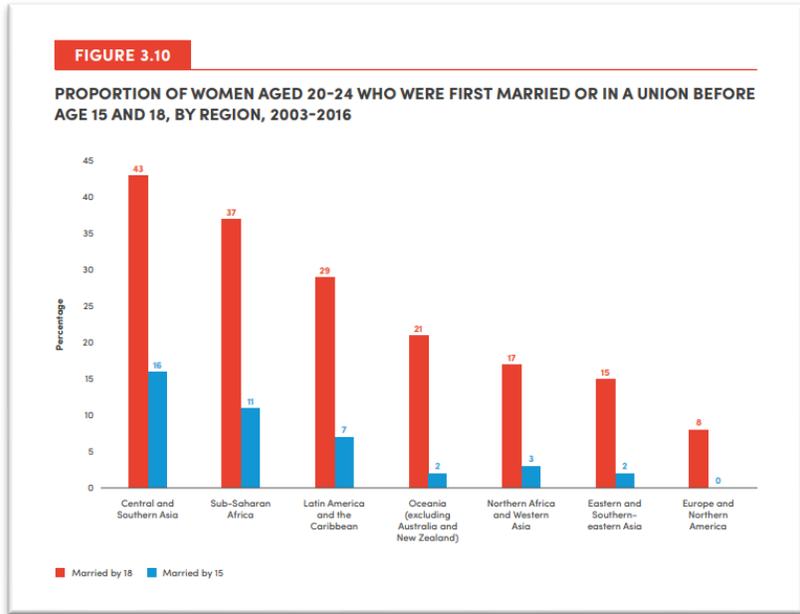
The majority of research on indigenous young people is related to educational outcomes—some promising examples

- 4
 - Cash transfers and parental involvement in decision-making have improved school access for indigenous young people
 - Inclusive instructional methods, such as bilingual education, have been shown to have long-term educational and economic impact

Young women often face a different set of choices and challenges than young men, so interventions must consider their specific needs

“ Gender equality is fundamental to delivering on the promise of the 2030 Agenda. As long as women are economically and socially disempowered in the world of work and in their homes and communities, growth will not be inclusive and we will not succeed in ending poverty¹

A large proportion of young women in some regions are married before age 18¹



Themes

Young women benefit from holistic approaches to employment training

Family planning can increase educational attainment for women

Female role models can increase aspirations and attainment for young women and girls

In education, general interventions have similar results as girl-targeted interventions

Supporting analysis

World Bank, 2013

Women entrepreneurs tend to benefit the least from stand-alone trainings—further interventions, such as financing, are needed because of the additional barriers that women often face

International Center for Research on Women, 2012

A study in Iran, after family planning liberalization, showed that women who used contraception before marriage experienced a 1–2 year increase in education level, controlling for other factors

Science, 2012

A study in India demonstrated that the presence of a female leader on a village council eliminated the gender gap in educational attainment and closed the “gender aspiration gap” by 20% among parents and 32% among young women

Center for Global Development, 2019

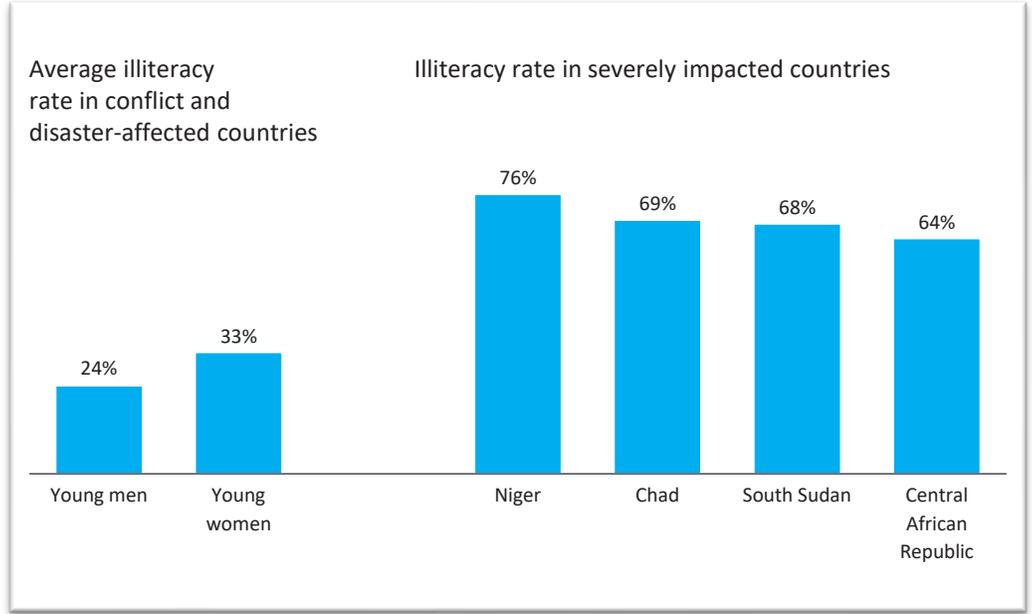
A meta-study found that girl-targeted interventions did not perform better than general interventions—however, reducing costs had a strong impact on female access to schooling

1. UN Women, “Turning Promises into Action: Gender Equality in the 2030 Agenda for Sustainable Development” (2018)

It is difficult to improve outcomes for young people in conflict-affected & fragile situations, however there are some successful examples

“ The barriers to job creation in [fragile economies](#) differ from those in [more stable environments](#). In addition to violence and conflict, fragile states are characterized by “weak governance and ineffective national institutions ... economic uncertainty, exclusive politics, extreme inequities ... ethnic rivalry, weak rule of law, broad-based corruption, low government legitimacy, and state institutions that lack the will or capability ... to provide basic services.” These are [overwhelming obstacles to private investment](#)¹

Large proportions of young people (15–24) living conflict or disaster-affected countries are illiterate²



Themes

Effective education in emergency efforts require prioritization from the beginning

Grants for vocational training can lead to increased paid employment post-conflict

Youth advisory committees can improve program outcomes in conflict settings

Supporting analysis

USAID, 2005
Effective efforts to improve education in crisis situations must be planned from the beginning of the crisis and be seen as a priority post-crisis. Otherwise, situations can create “an uneducated and bitter, revenge-oriented generation”

Solutions for Youth Employment, 2015
A program in Uganda provided cash grants for youth to engage in vocational training—the result was increased paid employment and a decrease in in aggressive behavior among participants

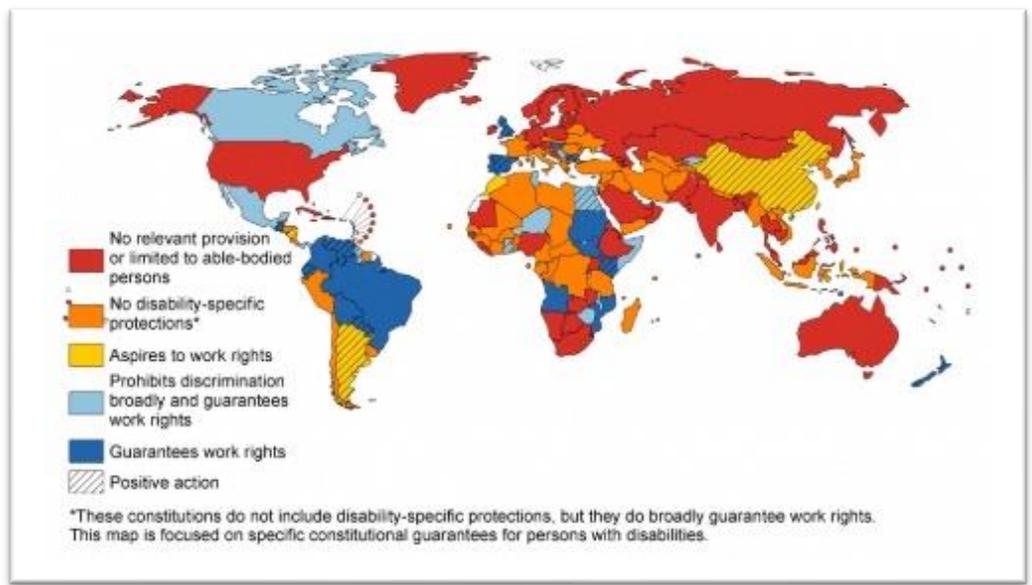
Women’s Refugee Commission, 2008
In 5 developing nations, displaced young people were involved in a three-pronged approach of research, tool development, and advocacy. The number of young people reached by quality job training increased dramatically

1. S4YE, “Solutions for Youth Employment: A 2015 Baseline Report”, quoting Lamb et al 2013 2. UNICEF, “Conflicts and disasters forcing 59 million young people into illiteracy” (2019)

Interventions for LGBT and disabled young people have been effective in increasing inclusion and preventing violence

“ The World Program of Action for Youth and the UN’s Convention on the Rights of Persons with Disabilities have each emphasized the need for countries to **pay more attention to areas of education, skills development, employment, and information and communications technology for youth with disabilities**¹

Only 18% of countries constitutionally protect the right to work for people with disabilities¹



In addition, a majority of developing countries also do not have discrimination protections for LGBT employment³

Themes

Accessible school environments can improve opportunities for disabled learners

“Inclusive development” projects have been effective in supporting employment for the disabled

“Comprehensive” approaches to LGBT focused violence can be effective

Supporting analysis

UNESCO, 2016
Policies in India and South Africa that required schools to have accessible access for students with disabilities have been effective in increasing access

World Bank, 2018
In Rwanda, 2800 disabled ex-combatants were reintegrated into society through skills training, assistive devices, and transport—76% had earned income within 6 months. Recently, the World Bank launched a further commitment to “Disability-Inclusive Development”

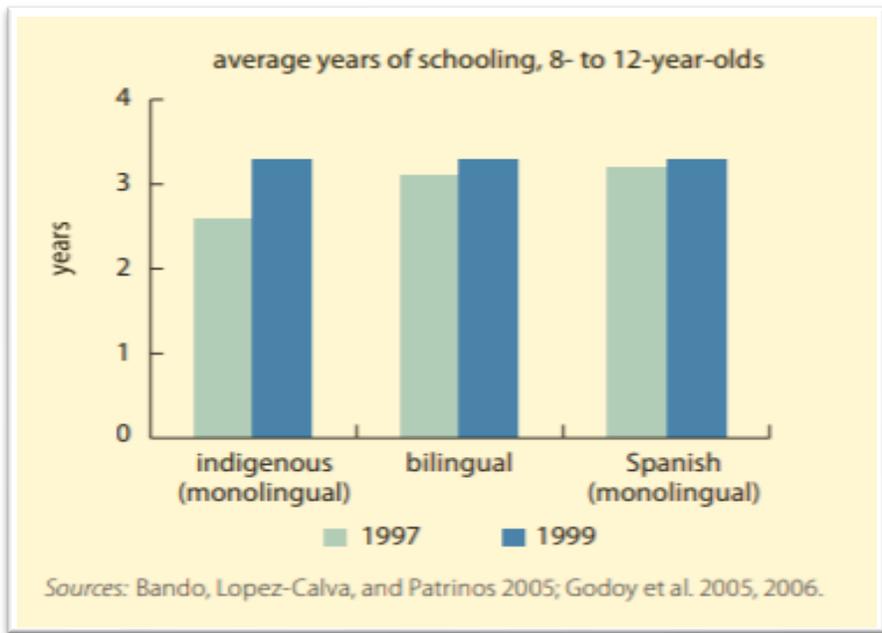
UNESCO, 2017
Evidence shows that approaches that combine school level policies, learning materials, staff training, and support for students and families are most effective in reducing LGBT focused violence

1. S4YE, “Solutions for Youth Employment: A 2015 Baseline Report” 2. UCLA World Policy Analysis Center, “Putting fundamental rights of persons with disabilities on the map” (2016) 3. USAID, “LGBT Youth in the Global South” (2013)

The majority of research on indigenous young people is related to educational outcomes—some promising examples

“ Not only do children in rural areas fare worse than those in urban areas in terms of school completion, but the educational disadvantage suffered by indigenous children and children in ethnic minority groups is also at times larger in rural than in urban areas¹

Cash transfers have been effective at improving schooling amongst indigenous groups²



Themes

Economic empowerment can reduce poverty and increase educational attainment

Inclusive instructional methods improve academic and economic outcomes for indigenous young people

Engaging indigenous parents in budgetary decisions improves outcomes for students

Supporting analysis

World Bank, 2011
PROGRESA in Mexico provides conditional cash transfers to reduce poverty and increase schooling. The program has improved indigenous children’s educational attainment relative to Spanish-speaking and bilingual children

World Bank, 2009
Bilingual instructional methods can increase completion rates. In Guatemala, bilingual instructional programs decreased the number of dropouts and increased personal earnings

World Bank, 2011
In Mexico, parents are given decision making authority over the use of small sums of money for improving schooling in rural areas. These programs target disadvantaged and indigenous groups. A randomized evaluation showed that parental pressure produced results, increasing access and improving test scores

1. UN, “Report on the World Social Situation 2016” 2. World Bank, “Global Monitoring Report 2011”

Promoting equitable outcomes—Key gaps in knowledge



Data on marginalized groups is often limited or not disaggregated^{1,2,3}

Data is not tracked effectively or consistently for many marginalized groups, including for young women and girls

This problem is worse for young people with disabilities because of the heterogeneity of disabilities

Need for further data on educational and employment outcomes, across subgroups, in order to effectively understand the problems marginalized young people face



Limited evidence on effective interventions for marginalized young people

Similarly, evidence on effective interventions for marginalized groups is much more limited than evidence for more widespread interventions

For example, the Inter-Agency Network for Education in Emergencies found that in conflict settings, “research on access to secondary school and vocational training for youth is extremely limited”⁴

Detail—Reports and studies referenced in analysis (I)

Publication title	Organization/author	Year
The Arrival of Fast Internet and Employment in Africa	American Economic Review	2019
Identifying and Spurring High-Growth Entrepreneurship: Experimental Evidence from a Business Plan Competition	American Economic Review	2017
A Global Opportunity: Get Youth Working	Aspen Institute	2018
The Brazilian Youth Dialogue	Brazilian Institute of Social and Economic Analysis	2006
Increasing Employment Opportunities: Navigating Africa's complex job market	Brookings Institute	2017
Learning Citizenship by Practicing Democracy: International Initiatives and Perspectives	Cambridge Scholars Publishing	2010
Interventions to improve the labour market outcomes of youth	Campbell Collaboration	2017
What we learn about girls' education from Interventions that don't focus on girls	Center for Global Development	2019
Germany's Dual Vocational Training System	Euler, Dieter (Bertelsmann Stiftung)	2013
Evaluation of Flexicurity	European Commission	2012
Getting Out the Youth Vote: Results from Randomized Field Experiments	Green and Gerber	2001
What Works to Promote Children's Educational Access, Quality of Learning, and Wellbeing in Crisis-Affected Contexts	INEE	2015
Female Self-Employment and Children: The Case of Sweden	Institute for Study of Labor	2014
The Impact of Family Planning on Women's Educational Advancement in Tehran, Iran	International Center for Research on Women	2012
Economic Impacts of Child Marriage	International Center for Research on Women	2017
IZA World of Labor 2018	International Labor Organization and OECD	2018
The Long-Run Impacts of Same-Race Teachers	IZA Institute of Labor Economics	2017
Education Technology Evidence Review	J-PAL	2019
The need for accountability in education in developing countries	Journal of Economic Perspectives	2016
Enrollment without Learning: Teacher Effort, Knowledge, and Skill in Primary Schools in Africa	Journal of Economic Perspectives	2014
Adolescent Girls Initiative: Liberia	Liberian Ministry of Gender and Development	2014
Policies and Programs to Improve Secondary Education in Developing Countries: A Review of the Evidence Base	Mathematica Policy Research	2017
A Labor Market that Works: Connecting Talent with Opportunity in the Digital Age	McKinsey Global Institute	2015
Education in Developing Countries	OECD	2016
Low-Performing Students: Why They Fall Behind and How To Help Them Succeed	OECD	2016
Enhancing Employability G20 Report	OECD	2016
Supporting Youth in Entrepreneurship	OECD	2014
Engaging the private sector in skills development	Oxford Policy Management	2013
Youth political (dis)engagement and the need for citizenship education	Pontes, Henn, and Griffiths	2017
Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India	Science	2012

Detail—Reports and studies referenced in analysis (II)

Publication title	Organization/author	Year
Solutions for Youth Employment 2017 Annual Report	Solutions for Youth Employment	2017
Solutions for Youth Employment 2016 Annual Report	Solutions for Youth Employment	2016
Toward Solutions for Youth Employment: A 2015 Baseline Report	Solutions for Youth Employment	2015
The Learning Generation Background Paper: The Effectiveness of Education Programs Worldwide	The Education Commission	2018
The Learning Generation: Investing in Education for A Changing World	The Education Commission	2018
Investing in Knowledge Sharing to Advance SDG 4	The Education Commission, et al	2018
Moonshot Africa and Jobs	The World Bank	2019
Service Delivery Indicators	The World Bank	2019
World Development Report 2019: Changing Nature of Work	The World Bank	2019
Disability Inclusion and Accountability Framework	The World Bank	2018
World Development Report 2018: Learning to Realize Education's Promise	The World Bank	2018
World Development Report 2017: Governance and the Law	The World Bank	2017
Entrepreneurship Education and Training Programs Around the World	The World Bank	2014
Adolescent Girls Initiative: Liberia	The World Bank	2014
Youth employment in sub-Saharan Africa	The World Bank	2014
Entrepreneurship Programs in Developing Countries	The World Bank	2013
Inclusion Matters	The World Bank	2013
IEG World Bank	The World Bank	2012
Global Monitoring Report 2011	The World Bank	2011
Costs and benefits of bilingual education in Guatemala: A partial analysis	The World Bank	2009
Toward a Better Future	The World Bank	2008
Preparing Youth for the Labor Market	The World Bank	2007
Putting fundamental rights of persons with disabilities on the map	UCLA World Policy Analysis Center	2016
Strengthening the role of private sector in revitalizing Iraqi economy	UN Industrial Development Organization	2011
Turning Promises into Action: Gender Equality in the 2030 Agenda for Sustainable Development	UN Women	2018
Out In the Open	UNESCO	2017
Education for People and Planet	UNESCO	2016
Conflicts and disasters forcing 59 million young people into illiteracy	UNICEF	2019
Entrepreneurship: Concepts and Evidence	UNICEF	2019
State of the World's Children	UNICEF	2017

Detail—Reports and studies referenced in analysis (III)

Publication title	Organization/author	Year
World Youth Report	United Nations	2017
Report on the World Social Situation 2016	United Nations	2016
Key Soft Skills for Cross-Sectoral Youth Outcomes	USAID	2016
LGBT Youth in the Global South	USAID	2013
Education in Crisis Situations	USAID	2005
Displaced Youth Advocacy Program	Women's Refugee Commission	2008
WFP Cambodia Country Brief	World Food Program	2018
Delivering on every child's right to basic skills	Young Lives Study	2018
Responding to children's work: Evidence from the Young Lives study in Ethiopia, India, Peru and Vietnam	Young Lives Study	2018
Youth Entrepreneurship: A contexts framework	Youth Business International 2013	2013
What Works in Soft Skills Development for Youth Employment	Youth Employment Funders Group	2018
Youth Participation in Development: A Guide for Development Agencies and Policy Makers	Youth Policy Labs	2010

Detail—Additional sources consulted (I)

Publication title	Organization/author	Year
Aspen Institute Global Youth Landscape Report 2017	Aspen Institute	2017
A Conceptual Model of Women and Girls' Empowerment	Bill and Melinda Gates Foundation	2017
Three myths about youth employment in Africa and strategies to realize the demographic dividend	Brookings Institute	2019
Twelve Ways to Fix The Youth Unemployment Crisis	Brookings Institute	2014
Millions Learning Project	Brookings Institute	2019
Leapfrogging Inequality	Brookings Institute	2018
Seven Facts on Noncognitive Skills from Education to the Labor Market	Brookings Institute	2016
The future of work in the developing world	Brookings Institute	2015
Narrowing Africa's education deficit	Brookings Institute	2012
Bridging the skills gaps in developing countries—A practical guide for private-sector companies	DEG and BCG for the Association of European Development Finance Institutions	2016
Spotlight on technical and vocational education and training (TVET)	HundrED	2019
Indian Education Sector in India Industry Report	India Brand Equity Foundation	2019
Female Entrepreneurs are Leading the Way in Africa	Institute for the Study of Labor	2014
Linking TVET Institutions and Industry in Kenya: Where are we?	International journal of economy, management and social sciences	2013
Global Commission on the Future of Work: Work for a brighter future (2019)	International Labor Organization	2019
Greening with jobs: World employment social outlook 2018	International Labor Organization	2018
Jobs and skills mismatch in the informal economy	International Labor Organization	2018
Decent Jobs for Youth—Sustainable Development Knowledge Platform	International Labor Organization	2017
Global Employment Trends for Youth 2017: Paths to a better working future	International Labor Organization	2017
Building an inclusive future with decent work: Towards sustainable development in Asia and the pacific	International Labor Organization	2016
Better use of skills in the workplace — why it matters for productivity and local jobs	International Labor Organization and OECD	2017
Youth Unemployment in the MENA Region: Determinants and challenges	International Monetary Fund	2012
People First: Driving growth in emerging megacities	Mercer	2018
The Arrival of Fast Internet and Employment in Africa	National Bureau of Economic Research	2017
Apprenticeships in China: Experiences, lessons and challenges	National Institute of Education Sciences (China)	2014
OECD social indicators—society at a glance	OECD	2019
Better Policies for Better Youth Livelihoods: A Guidance Note for Development Practitioners	OECD	2018
Development co-operation report 2018	OECD	2018
Fostering employment in productive sectors to maximize Ethiopia's potential to reap a demographic dividend	PRB	2017

Detail—Additional sources consulted (II)

Publication title	Organization/author	Year
The private sector and youth skills and employment programs in low-and middle-income countries	RAND Corporation	2015
Scaling Social Impact	Stanford Social Innovation Review	2004
Manufacturing in Kenya	Supporting Economic Transformation Program	2018
Secondary Education in India: Development and performance	The Indian Econometric Society (TIES)	2014
Policies and programs to improve secondary education in developing countries: A review of the evidence base	The Partnership to Strengthen Innovation and Practice in Secondary Education	2017
Facing Forward: Schooling for learning in Africa	The World Bank	2018
Technical and Vocational Education and Training: lessons from China	The World Bank	2018
Demand and supply of skills in Ghana	The World Bank	2014
The Economic Cost of Stigma and the Exclusion of LGBT People: A Case Study of India	The World Bank	2014
Voice Agency and Empowering women and girls for shared prosperity	The World Bank	2014
The Impact of Training and Wage Subsidy Programs on Female Youth Employment in Jordan	The World Bank	2012
The World Bank Annual Report 2011: Year in Review	The World Bank	2011
Pathways to Empowerment	UNESCO	2018
Migration, Displacement, and Education	UNESCO	2019
TVET System in India for Sustainable Development	UNESCO and Ministry of HR Development in India	2009
Vocational Education and Training in Sub-Saharan Africa: Current situation and development	Volkswagen Foundation	2017
Disrupting Unemployment (case studies)	World Economic Forum	Varies
Closing the Skills Gap Initiative	World Economic Forum	2018
The Future of Jobs Report 2018	World Economic forum	2018
Mapping of Global Education Ecosystem	World Innovation Summit for Education	2017

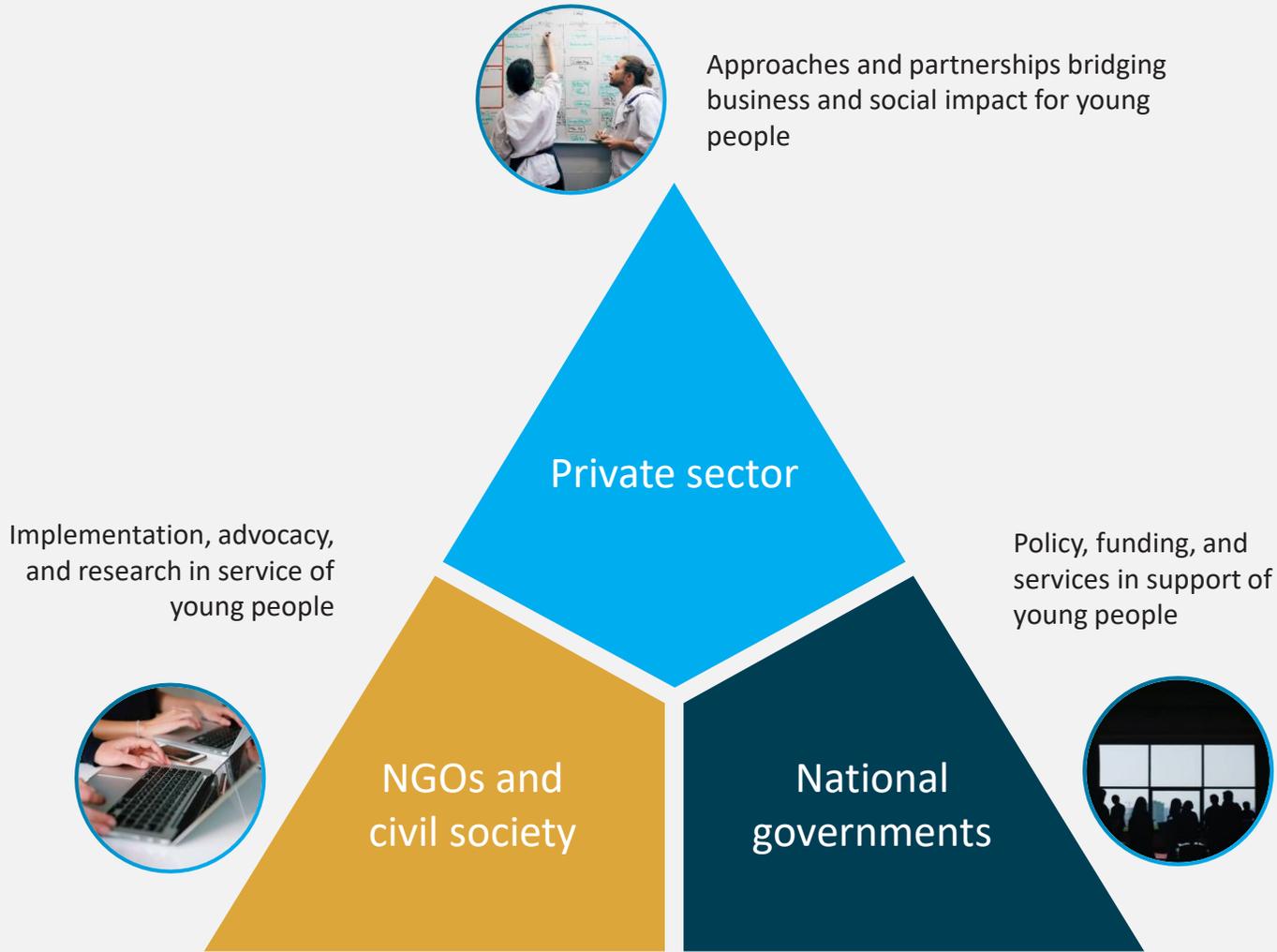
2. Sector-specific approaches

Chapter 2 methodology

This chapter synthesizes key takeaways for different sector-based approaches taken from published research, expert interviews, and extrapolated from case studies

- The highlighted case studies were identified from interviews and reports and represent a collection of promising efforts, not an exhaustive review or endorsement of practices
- Case studies were developed from both primary and secondary sources. Efforts were taken to analyze information from multiple sources and external evaluations wherever possible
- Any “results” referenced are reported by the organizations, companies, and governments themselves unless otherwise noted
- The “promising features” and “possible limitations” of these examples are based on BCG analysis of externally available information and are not intended as detailed evaluations of programming, rather they are prominent characteristics from which other approaches can learn

This chapter does not define the criteria by which Generation Unlimited should select approaches or partnerships to pursue under country level investment agendas and global breakthrough agendas



Governments, NGOs and civil society, and the private sector have all made strides for young people and provide valuable lessons for GenU and its partners

National government approaches

Key takeaways: National governments

The following case studies help demonstrate:

- Governments can improve access to education by making it compulsory and by reducing cost of attendance for students and their families
- Systems-level reforms to improve national education planning have been effective at improving quality of lower secondary education, especially when paired with support for needs assessments and capacity building
- Education and training quality within government systems is improved by teacher development, monitoring and evaluation, and better feedback for instructors
- To improve the transition from school to work, governments have been successful through programs that
 - Fund integrated academic and experiential learning
 - Align traditional and vocational curricula to job market needs by involving private-sector actors in curriculum design and instruction
- Governments are most successful at reducing youth unemployment when they combine investments in training with investments that reduce barriers for the private sector to absorb a young, newly trained workforce (e.g., job matching, wage subsidies, tax credits)
- Governments can improve the efficacy of their programming for young people by clarifying roles and responsibilities between ministries and by mobilizing political will to design and fund comprehensive youth policies

National governments have driven the agenda around young people through four strategies



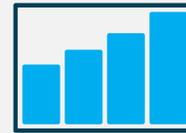
Improving secondary education systems

National and local strategies to improve access to secondary education and advance student outcomes



Improving technical and vocational education and training (TVET) programs

Improving TVET systems to better prepare students to enter the labor force and to better meet labor market demands



Spurring economic growth and job opportunities

Catalyzing economic growth to improve young people's access to decent work and to support entrepreneurship



Developing policy plans and protections for marginalized groups

Legislating policy plans and protections that benefit young people and support their involvement in society, especially those from marginalized groups

Analysis of government efforts across four categories yield key takeaways to inform future endeavors (I)

Case studies

Lessons learned from case studies

1

Improving secondary education systems

- India improved access to lower secondary school by 21% through a national policy making it free and compulsory and by adding resources to support distance learning
- China increased enrollment in primary school to 99%, secondary to 94%, tertiary to 20% with compulsory learning and investments in education quality
- Kenya's Tusome initiative gave 1.1M girls across 23,000 public schools access to literacy education by improving teacher training, providing electronic learning management tools, and increasing access to books
- Many governments have improved equity of secondary education outcomes by improving teacher training, boosting representation of marginalized groups within the teaching force, providing flexible school attendance options, bringing school facilities to rural communities, and using virtual learning tools to increase access

- Governments can improve access to secondary education by removing barriers to access (e.g., eliminating school fees, launching virtual classrooms) and raising the maximum age of compulsory education
- Governments can use teacher training regimes and tech solutions (e.g., online learning and data tracking tools) to improve the quality of and rural access to education
- Governments can support marginalized groups through targeted initiatives that make school attendance easier, make teachers more representative of the entire population more responsive to issues of equity

Analysis of government efforts across four categories yield key takeaways to inform future endeavors (II)

Case studies

2

Improving TVET programs

- Germany and Switzerland have developed a dual-accreditation model combining apprenticeships and academic training
- The dual accreditation model has scaled to many countries, including India, where it is incorporated into the government's ambitious “Skills India” initiative
- Singapore utilized the “neighborhood approach” and placed private sector representatives on the boards of TVET schools to bring their instruction closer to industry needs
- UK created an accreditation scheme to recognize prior experiential learning obtained on the job

Lessons learned from case studies

- Government oversight of TVET systems is essential, especially for monitoring program quality, defining training standards, and certifying private sector partners
- Governments should engage the private sector on curriculum design, using company staff and resources as trainers, and facilitating apprenticeships
- Governments can improve participation in TVET programs by aligning incentives for young people and the private sector
- Governments regulations around accreditation recognition are important to providing young people with effective and transferable credentials
- Governments can scale successful TVET models to new markets, but doing so requires adequate investment in training facilities, buy-in from the private sector, and a receptive labor market

Analysis of government efforts across four categories yield key takeaways to inform future endeavors (III)

Case studies

Lessons learned from case studies

3 Spurring economic growth and job opportunities

- Tunisia increased employment rates for young people who recently completed university by subsidizing their employment and incentivizing employers to hire them for permanent positions
- Successful public employment programs include the German ALMP Job Creation Scheme and the French Travaux d'Utilité Collective
- Rwanda introduced a suite of policies that lifted it to rank 29th of 190 countries on the World Bank's Doing Business rating—improving the economic situation for young people
- Chile garnered the name “Chilecon” for its Silicon Valley-like, entrepreneur-friendly policies

- Governments can offer wage subsidies as a tool to increase employment. Effective subsidy programs tend to target specific groups, pay subsidies to employers rather than employees, include payroll tax waivers, and provide incentives for employers to retain employees after subsidies expire
- Governments can provide employment directly to young people by offering job placements (e.g., within the civil service, public utilities, other public institutions) to specific groups
- Governments can stimulate entrepreneurship by enacting reforms to make establishing and running businesses simpler (e.g., reducing red tape and hastening registration protocols)
- Governments can support entrepreneurship directly by connecting entrepreneurs, easing visa restrictions, and providing start-up capital

Analysis of government efforts across four categories yield key takeaways to inform future endeavors (IV)

Case studies

Lessons learned from case studies

4

Developing policy plans and protections for marginalized groups

- The Lebanese Youth Plan sets a model by setting clear directives and allocating funding to its mandate
- Youth Ministries have been elevated and given more power in some countries. For example, the Canadian Prime Minister is also the Minister of Youth
- Afghanistan's government developed women-focused job training centers to provide work and life skill training to cohorts of young women
- Saudi Arabia's Nitiqat program offers incentives for employing underrepresented groups (Saudi nationals, women) in an effort to boost employment for young people from those groups
- India passed a law protecting marginalized castes, creating opportunities for young people within those groups to participate in society

- When establishing Ministries of Youth, evidence suggest that governments should ensure autonomy, adequate funding, and clear mandates
- Youth plans can be an effective tool for governments to organize initiatives around young people—plans should be adequately funded, prescriptive across government departments, and supported by country leaders
- Governments can improve employment and education outcomes by passing social protection laws (e.g., anti-discrimination laws, equal pay policies, hiring quotas) to improve education and employment outcomes for young people from marginalized groups
- Governments can also establish education and training programs to support marginalized groups directly

Case studies: National governments have driven the agenda around young people through four strategies



Improving secondary education systems

- A. India's compulsory schooling
- B. China's quality-driven reforms
- C. Kenya's Tusome Initiative
- D. Targeted outreach models (various countries)



Improving technical and vocational education and training (TVET) programs

- A. Germany's Dual Accreditation
- B. India's TVET system
- C. Singapore's TVET system
- D. UK's APEL program



Spurring economic growth and job opportunities

- A. Direct employment models
- B. National youth service programs
- C. Tunisia's subsidized employment program
- D. Rwanda's and Chile's business-driven approaches



Developing policy plans and protections for marginalized groups

- A. Lebanon's and Canada's youth plans and ministries
- B. Afghanistan's training program for women
- C. Saudi Arabia's and India's protections for marginalized groups

Case study—India has improved access to education through free and compulsory schooling, teacher training, school expansion, and distance learning



“Sarva Shiksha Abhiyan Programme”

Since 2001, the Indian government made targeted investments into expanding primary school

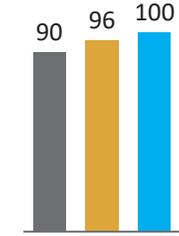
In 2010, they passed the “Right to Education” (RTE) policy that provides free and compulsory education for children ages 6 to 14. While cost of school-related items (books, transit) can still be prohibitive, this has helped increase primary school attendance to over 95%

However, only ~44% of 16 year olds complete secondary school

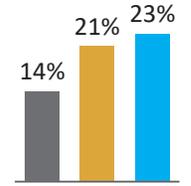


Reported results

Number of girls per 100 boys completing primary school



Share of scheduled casts in primary completers



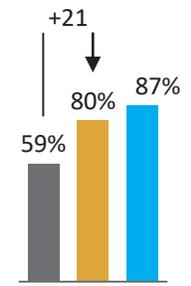
“Rashtriya Madhyamik Shiksha Abhiyan”

To address the transition to secondary school, the Indian government built on the success of RTE by investing in the policies to expand access to secondary education

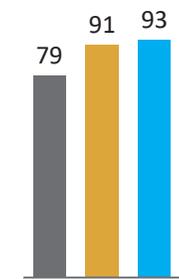
State governments receive funds for comprehensive teacher development systems, including technology to support distance learning

Since its introduction, overall secondary enrollment rates have increased, as have rates for marginalized groups, like girls and scheduled castes

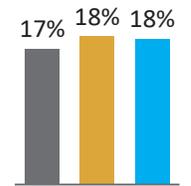
Secondary enrollment rate (gross)



Number of girls per 100 boys completing grade 10



Share of scheduled casts in secondary completers



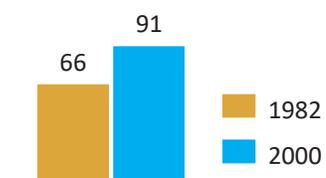
Legend: 2012 (grey), 2016 (latest available) (yellow), 2017 (target) (blue)

Source: UNESCO, “Promising Practices in the Asia-Pacific Region – India Sarva Shiksha Abhiyan” (2015); UNICEF – India “What We Do - Secondary Education”, World Bank World Development Indicators, Government of India—Ministry of Education; BCG analysis

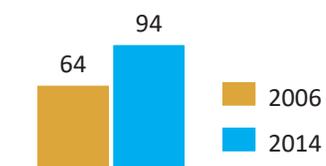
Case study—China experienced significant gains in educational outcomes, driven in part by increased investment and reforms focused on quality

Reported results

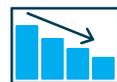
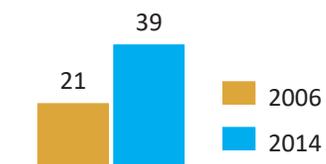
Adult literacy, %



Secondary school attendance, %



Tertiary school attendance, %



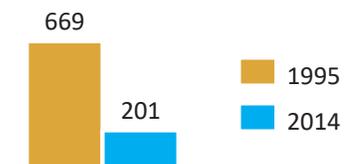
Demographic development

China's "one child" policy reduced population of eligible children—while controversial, it played an important role in increasing resource allocation per capita as demographics shifted

Increasing urbanization drastically reduced rural population, making it easier to school children

- No of Chinese primary schools dropped by 70% between 1995 and 2014

Chinese primary schools, '000



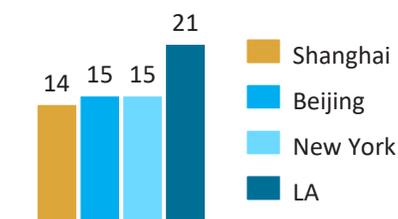
Education investments

Chinese education investments relative to GDP almost tripled since 1998

The government invested heavily in school improvements

- Chinese student-teacher ratios are better than the world's average

Student-teacher ratios, primary and secondary schools, in select cities (students per 1 teacher)



Quality-improving reforms

Notable initiatives include

- Requiring compulsory education: law requires 1) universal enrollment for children aged 6-15, and 2) full literacy for everyone younger than 20 years
- Boosting secondary vocational schooling (from 40% in 2005 to 95% in 2014)
- Reforming the Shanghai school system, including professional teacher development, school inspections, etc.

No. 1
Shanghai
overall PISA
ranking

Case study—Tusome initiative improved literacy skills in Kenya through teacher training and digital classroom tools

Led by Kenya's Ministry of Education with funding from USAID, Tusome is an initiative to improve the quality of literacy education

Despite increasing school access and enrollment, literacy skills in Kenya are still stagnating

To address this, the Tusome initiative makes 3 changes:

- Improves teacher capacity to instruct pupils through teacher-trainings
- Enhances support and supervision of instruction: e.g., mobile assessment tool (Tangerine) for classroom observations
- Increases schools' access to books and learning materials

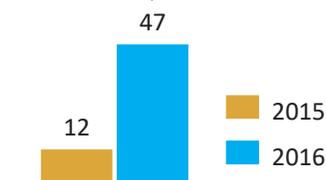
Tusome is unique for its national scale, evidence-based approach, and use of technology

- National scale includes public and private primary schools
- Approach designed using results from an RCT-monitored project that showed focusing on teacher training and utilizing real-time data on performance helped improve student outcomes
- Used data collection software to log feedback for instructors and collect data on student performance.
- This allows teachers to get real-time feedback on what types of instruction work

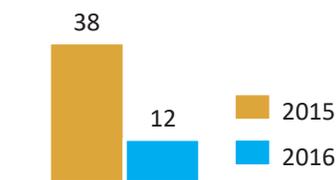
Proven impact

Tusome improved the quality instruction, leading to improved student outcomes:

Students fluently reading English in Grade 2, %



Students not able to read English in Grade 2, %



Reported results

While many efforts remain localized, Tusome has scaled successfully:

7.4M

Pupils reached

98K

Teachers trained

19.1M

Books delivered

While Tusome's intervention focused on elementary school instruction, similar strategies may drive impact for young people of secondary school age

Case study—Strengthening of Mathematics and Science Education in Western, Eastern, Central, and Southern Africa (SMASE-WECSA) Network

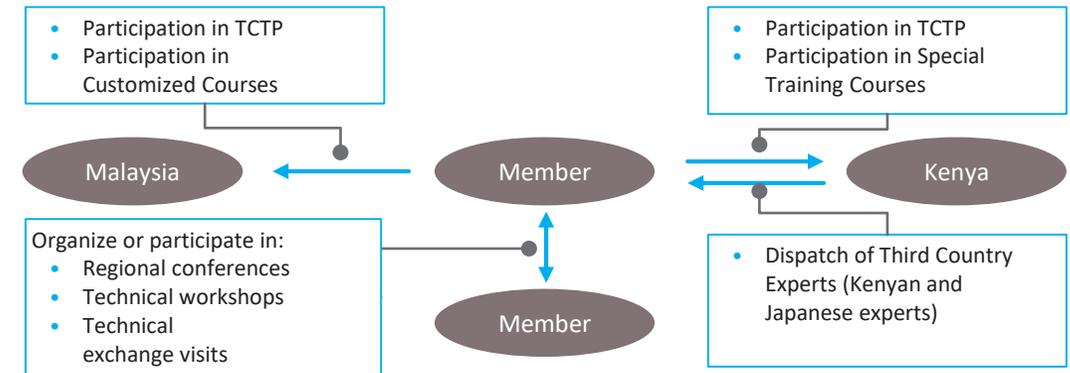
Launched by the Japan International Cooperation Agency (JICA) to assist in establishing institutionalized in-service training for mathematics and science teachers in Kenya in 1998, under the “Strengthening of Mathematics and Science in Secondary Education (SMASE)

- Established SMASE—WECSA Association in 2011 with 11 countries in Africa to share experiences among member countries and enable the Kenyan experiences to be shared with other African countries
- Association now consists of 27 members countries (region) with 8 observer countries to strengthen math and science education at the basic level, through in-service training (INSET), pre-service training, research, seminars, joint exercises, exchange of information
- Major activities include:
 - Capacity building
 - Advocacy
 - Monitoring and evaluation
 - Knowledge networks
 - Dissemination and communication of information
 - Research

Promising Features

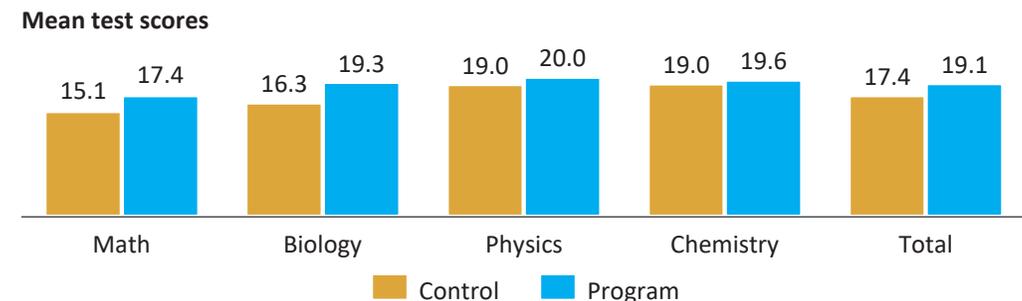
- Brings together African countries to share examples of context-informed solutions that work to improve student outcomes
- Leverages regional (Kenyan) and outside (Japanese) expertise to bring technical expertise and context understanding to support innovation

Major Activities of Network-type Cooperation



Reported results

The SMASE Project Impact Assessment Survey (SPIAS) was conducted from 2004 to 2008 in Kenya to determine the impact of SMASSE INSET on the secondary school students’ achievement in Mathematics and Sciences



Multiple governments have improved educational equity through targeted interventions for young people in marginalized communities

Successful strategies for improving education outcomes for young people from marginalized groups include ...

Recruiting and training teachers who are sensitive to gender and supportive of girls

- In response to some teachers encouraging boys while sending female students to clean, the Kenyan Ministry of Education required half of all head teachers be female
- Completion rates for girls (and boys) improved with the change

Providing schooling options closer to home

- In Bhutan, 80% of people live spread across subsistence farms, rather than in towns
- The Dept. of Education established 261 community schools in local huts and farmhouses, rather than hold classes only in specialized school buildings
- Drop out rates dropped in half

Offering flexible lesson schedules

- Turkish 'open primary schools' allow girls normally confined to domestic labor to learn outside of working hours
- With a flexible hours model BRAC schools in Bangladesh instruct 1.2M students, 70% of whom are girls

Leveraging technology and virtual classrooms

- China has invested in virtual learning and massive open online courses (MOOCs) to increase compliance with compulsory education
- Kenya invested in a program to improve teacher training, including in remote areas, that uses tablets to provide feedback

Note: all results are as reported by funders

Source: UNICEF "[Girls' education and gender equity](#)"; S4YE, "Toward Solutions for Youth Employment—A 2015 Baseline Report" (2015); ADB, "[Bhutan Critical Development Constraints](#)" (2013); BCG analysis

Case studies: National governments have driven the agenda around young people through four strategies



Improving secondary education systems

- A. India's compulsory schooling
- B. China's quality-driven reforms
- C. Kenya's Tusome Initiative
- D. Targeted outreach models (various countries)



Improving technical and vocational education and training (TVET) programs

- A. Germany's Dual Accreditation
- B. India's TVET system
- C. Singapore's TVET system
- D. UK's APEL program



Spurring economic growth and job opportunities

- A. Direct employment models
- B. National youth service programs
- C. Tunisia's subsidized employment program
- D. Rwanda's and Chile's business-driven approaches



Developing policy plans and protections for marginalized groups

- A. Lebanon's and Canada's youth plans and ministries
- B. Afghanistan's training program for women
- C. Saudi Arabia's and India's protections for marginalized groups

Case study—The German dual-accreditation system is a leader in delivering high-quality TVET preparation

The German system operates with close cooperation by state and private actors to deliver consistent, high-quality TVET programming

- ~52% of Germany's young people graduate from its dual-accreditation vocational learning system, which combines formal classroom instruction with on the job experience
- Programs are often highly selective, with brand-name companies like Siemens, Bosch, Daimler and others
- Trainees receive payment for their time, and apprenticeship for 2-4 years



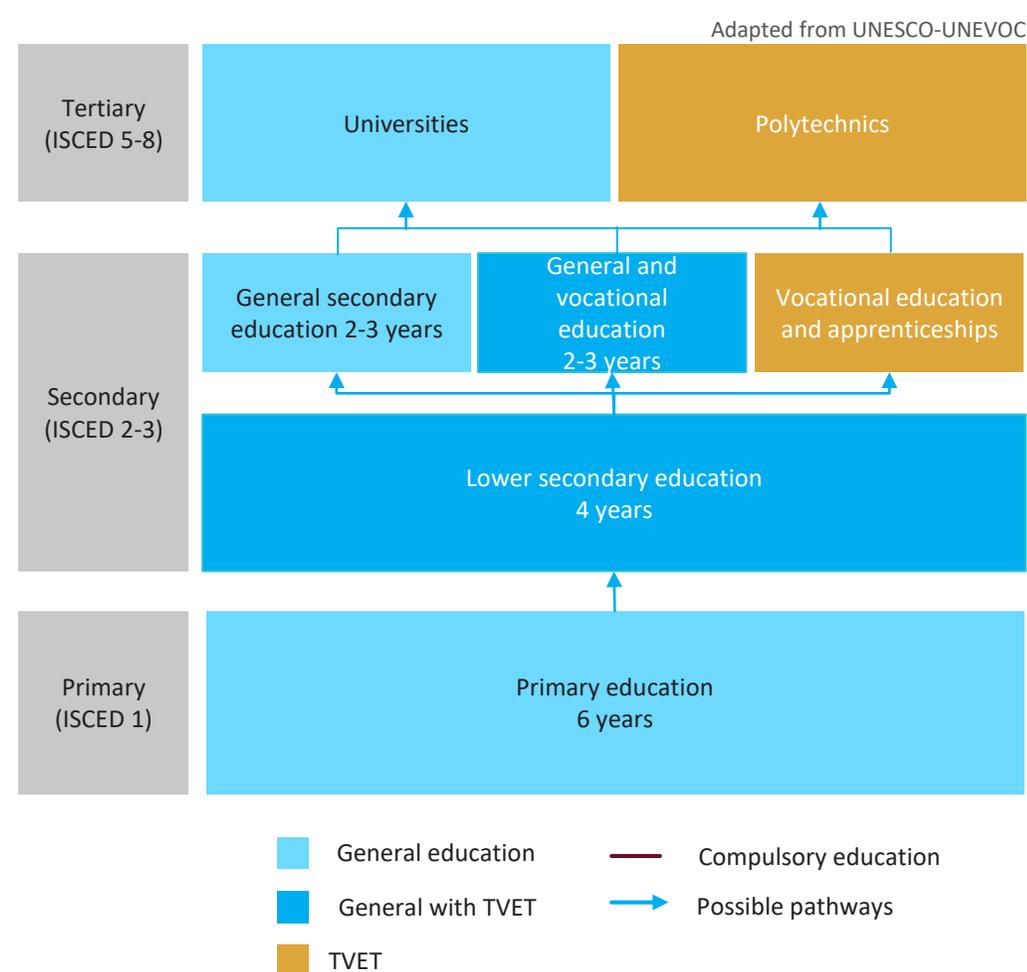
Governments play a supervisory and organizational role in support of the TVET system by:

- Providing primary and lower secondary education to all students
- Establishing and maintaining program requirements, curriculum contents, and evaluation criteria with consultation from business and trade unions
- Facilitating academic and classroom-based portions of the accreditation
- Accrediting training programs and monitoring training quality
- Providing grant funding to accredited businesses to support investment in training



Businesses and trade groups play a key role by:

- Investing in training facilities and allocating human resources to serve as trainers
- Paying wages to students enrolled in their apprenticeship programs (often subsidized by government)
- Delivering high-quality skills training in accordance with government-issued curricula
- Evaluating students on competencies and issuing certifications



Technical and vocational education can greatly impact employment outcomes for young people

Germany's system offers a model for other countries seeking to establish or improve TVET programs. As other countries look to replicate Germany's successes, several factors have been identified as driving results:

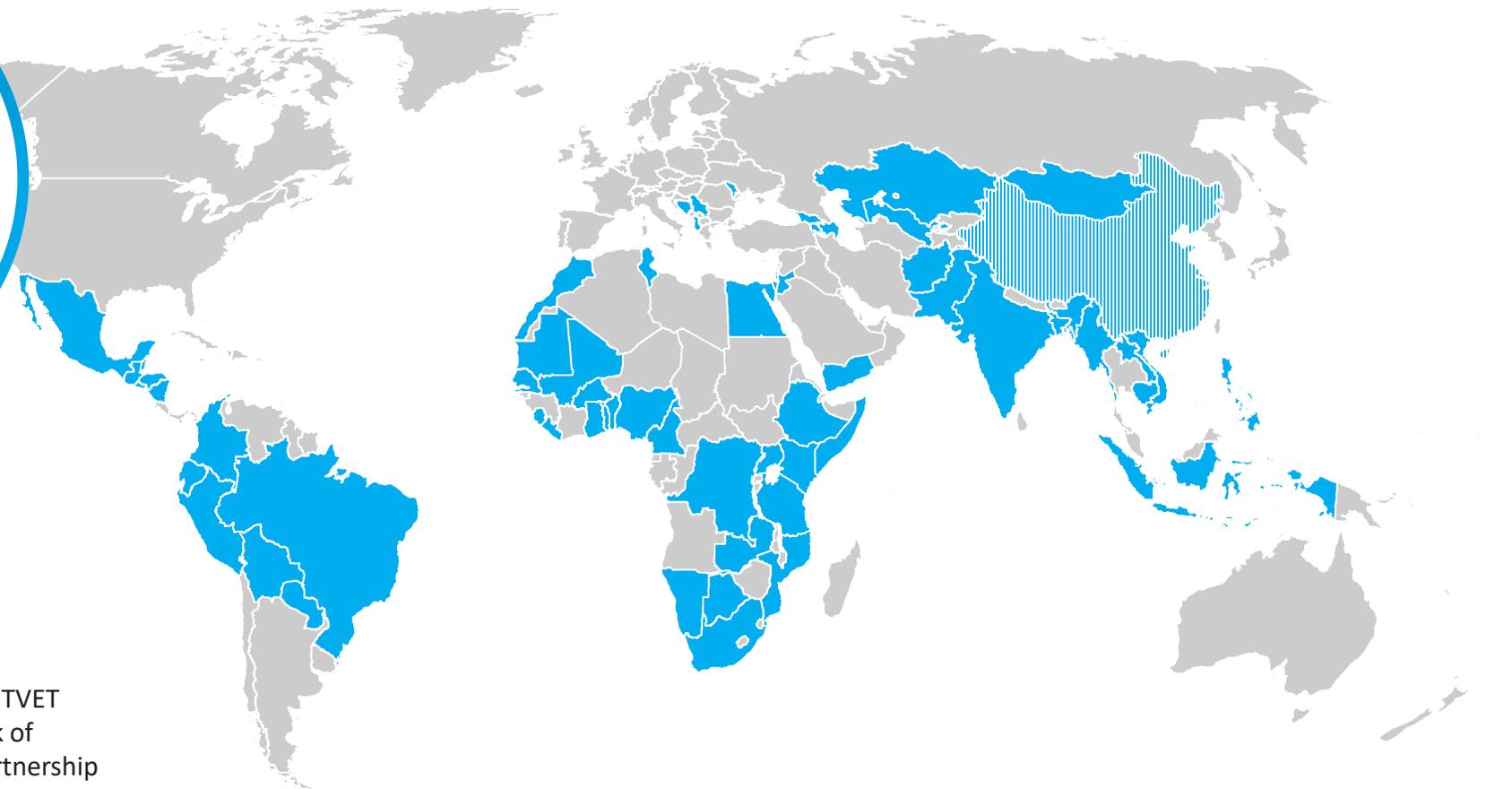
- Public and private funding for the program is sizeable
- Government agencies are equipped to cooperate with the private sector to develop curricula and training opportunities
- High degree of ownership and engagement is displayed by private sector partners
- Public attitude is supportive, in contrast to countries where vocational training is denigrated
- Labor markets can absorb skilled workers and provide added value to credentials



Robust TVET programs have been rolled out in many other countries, with varying levels of success...

Germany has partnerships with 63 countries to help scale its model and establish TVET efforts around the world

-  Partner countries with TVET projects
-  Financial cooperation in the TVET sector within the framework of Germany's development partnership with China



Case study—The Skills India initiative aims to upskill 400M young people through several programs including skills training and work placement

Flagship program, called “Pradhan Mantri Kaushal Vikas Yojana” (PMKVY)¹, aims to enable Indian young people to learn industry-relevant skills and improve livelihoods

- Facilitates short-term training (150-300 hrs) in job skills, soft skills, entrepreneurship, and financial and digital literacy; coupled with job placement assistance upon completion
- Delivers training directly through PMKVY training centers and through partnership with civil society partners
- Issues portable “skill card” to certify competencies in new skills acquired through training
- Implements guidelines to recognize prior on-the-job learning to support informal workers transition into formal employment
- Facilitates job placement opportunities by formalizing job requirement guidelines, syncing skills training and certification regimes, and facilitating job fairs to link skilled workers with employers

Despite lofty ambitions, evidence of impact is still limited and the approach needs further evaluation

Promising features

- Sets an ambitious goal, dedicates funding, and elevates skills training nationwide
- Attempts to create program to match skills development with market demand
- Defines a pathway to reach informal workers and recognizes skills developed in the workplace

Possible limitations

- Limited capacity for trainees (around 3.1 million people per year)
- Lack of mechanism to incorporate private sector needs into system
- Weak coordination between government and civil society agencies further limits program reach



1. Translation: Prime Minister's Skills Development Plan

2. Source: Arora, R. and Chhadwani, M., "Analysing the impact of skill India as a tool for reshaping Indian economy", International Journal of Research and Analytical Reviews (2019); Indian Ministry of Skill Development and Entrepreneurship, "[National Skill Development Mission A Framework for Implementation](#)"; BCG analysis

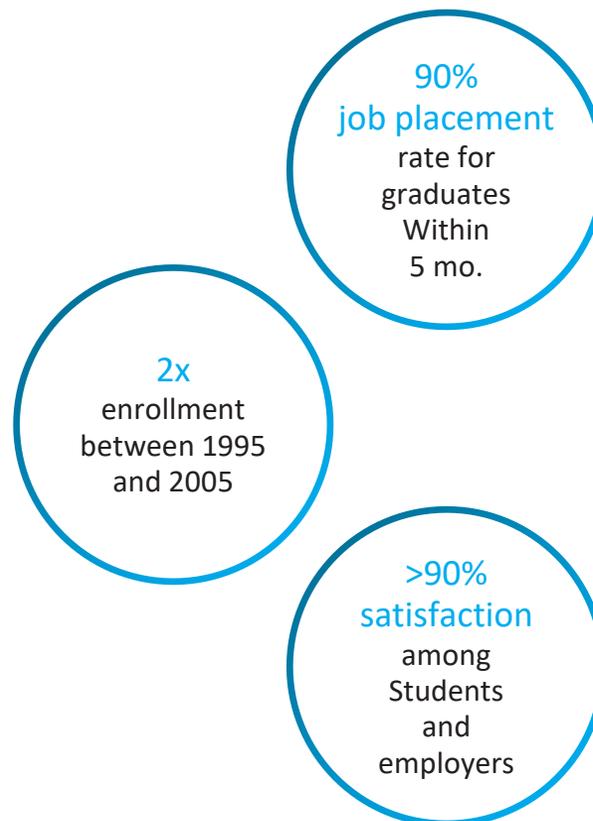
Case study—Singapore integrated the private sector and TVET programs in order to ensure high-quality training that is aligned to labor market needs

Since the 1960s, Singapore has run a network of TVET and polytechnic secondary schools, which have evolved to support and drive the country's economic shift

To improve the quality of education and the prospects of graduates, Singapore increased private sector influence:

- Introduced regular surveys of businesses to assess demand for skills
- Ensured a dynamic curriculum, which regularly shifts to meet changing labor market demand
- Involved industry leaders as trainers
- Established industry-run labs operating at schools to deliver training for students and value to firms

Reported results



Promising features

Singapore's TVET model sets a model for private sector engagement in planning and facilitation of TVET education

- Includes private sector as school board members to advise on curriculum
- Collaborates closely with private sector as trainers and hosts of technical skills training
- Maintains dynamic curriculum to ensure close alignment to changing labor market needs

Case study—The UK offers accreditation for experiential learning to recognize skill and competencies learned on the job

The UK maintains a nationalized system—"Accreditation of Prior Experiential Learning" (APEL)-to recognize competencies developed in the workplace.

- Young people may gain valuable skills from work experience, but without accreditation, it is difficult to signal skills to potential employers
- State-run institutions can provide accreditation for skills and competencies developed through work experience by
 - Providing an avenue for accreditation to those previously outside the formal education system
 - Encouraging employers to improve work planning and offer flexible upskilling
 - Allowing for greater market efficiency and better job matching

The program is accessible to UK university students with prior work experience and significant skills developed on the job

- Once enrolled in a certification program at certain colleges, students with work experience apply for credit for skills
- They must demonstrate competencies by producing a "portfolio" of work that provides evidence of those skills
- Portfolios are evaluated by instructors for credits or course waivers
- When combined with coursework, credits or waivers can be applied toward formal certifications

Reported results

APEL has not become a large-scale driver of accreditation and employment

Promising features

- Defines a pathway to reach informal workers and recognized skills developed in the workplace
- Provides an opportunity for those with limited formal education to more quickly earn credentials
- Encourages a broadened perspective around skills away from certifications and toward what skills people have actually learned

Possible limitations

- Requires adoption of the program across colleges and bodies that define certification requirement
- Need to create widespread awareness of the program among those that can benefit
- Time-consuming portfolio requirement may limit participation
- Must be paired with coursework to earn qualifications



Analysis of TVET programs from around the world reveal key elements associated with outcomes for young people

Key elements of successful TVET programs	Germany Dual Accreditation	Singapore TVET	India TVET	UK Experiential Accreditation
Provide credit toward certification for hands-on applied learning				
Involve private sector in delivery of skills training				
Involve private sector in curriculum and accreditation development				
Establish government oversight of program quality				
Create pipeline of job opportunities for graduates				
Align financial incentives for employers and trainees				

Key:  satisfies completely  Satisfies partially

Case studies: National governments have driven the agenda around young people through four strategies



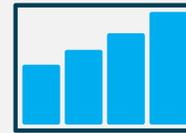
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Case studies—Governments can support young people’s entry into the workforce through youth service programs that provide experience and skills

Nigeria—National Youth Service Corps

- Launched in 1973 with the goal of promoting social cohesion across ethnic groups, now operates with the aim to encourage youth to develop skills for self-employment and entrepreneurship, enabling Corps alumni to be job creators in Nigeria
- Instituted new programs in 2000s in partnership with organizations like the Central Bank of Nigeria and the Small and Medium Enterprises Development Agency of Nigeria to provide training programs in entrepreneurship for some corps members, after which they then provide funds that participants can apply toward starting their own businesses
- Mandates participation for all college graduates, with 150K participants in 2009. Corps participants are placed in a service role in a state outside their home state and are paid a small stipend during that time
- Faces challenges of providing job placements and ensuring safety for program participants especially in conflict affected regions on the country

Jamaica—National Youth Service (NYS) Corps Programme

- Introduced as part of NYS during mid 1990s in an effort to address high levels of youth unemployment, academic underachievement, and escalating violence and crime among Jamaica’s youth population
- Launched in an effort to address high levels of youth unemployment, academic underachievement, and escalating violence and crime among Jamaica’s youth population
- Targets young people age 17-24 to receive 4 weeks, after which they are placed in public service jobs for six months in one of 13 sectors, depending on local and national development needs. Participants receive stipend, reimbursement of medical expenses, and partial tuition payment
- An IDB study found that the program nearly double rates of employment or tertiary education among participants when compared with control group
- >20,000 participants and \$27M funding between 2000-10

Case studies—Governments can employ young people directly through public employment programs

Germany—Job creation schemes (JCS)

- Facing unemployment rates of 20% in East Germany in 2003, the German government began focusing on active labor market policies (ALMP) and job creation schemes (JCS)
- JCS provide support for hard to place young people by covering 30-75% of salary for employers over a long duration
- Participants work with a local placement officer to find opportunities, and can spend 40% of their time on practical training while holding their new position
- Overall, the policies have been well-regarded, though effects appear strongest for the long-term unemployed

South Africa—Expanded Public Works Programme (EPWP)

- Established in 2003 as part of the government's Development & Anti-Poverty Agenda with goal using public expenditure to create more jobs, better jobs, and decent work for all
- Provides an avenue for employment for those who are out of work, and a mechanism to deliver income transfers to poor households
- Employs workers in infrastructure, environment, and social sectors on a temporary or ongoing basis by government, contractors or by non-governmental organizations
- Aimed to create 5M work opportunities (2M full-time job equivalent) in Phase II

India—Mahatma Gandhi National Rural Employment Guarantee (MGNREG)

- Inspired by smaller program in Maharashtra state operating since the 1970s, launched in 2005 as an anti-poverty measure
- Guarantees up to 100 days of unskilled manual labor per year on public works projects for any rural household member who wants such work at the stipulated minimum wage rate
- Implemented with varied level of success across states; highest level of unmet need in poorest states and many states marked by corruption
- Reports \$371M budgeted for FY2019-20; >50M households employed with average 51 days of employment per household in FY2018-19

Many governments have successfully stimulated demand for employment of young people through wage subsidies and tax credits

Subsidies

Pay a portion of wages, or waive payroll taxes, to companies that hire young people

Pay a portion of wages to young people to reduce the salary burden on companies

Reduce social security or payroll tax for companies that hire young people

Provide incentives to companies that hire young people

Notable examples

More than 20 high-income economies (Canada, the United States, Germany, France, Australia, etc.) and many upper-middle income countries (Turkey, South Africa, Jordan) had wage-subsidy policies

The “Wage Subsidies for South Africa” program provided vouchers to unemployed young people to reduce their wage cost to employers. However, employers were hesitant, due to onerous process required to process them and skepticism of their legitimacy, and uptake was low

Turkey combined a payroll tax subsidy for young employees (18-29 years) and cut social security payments required by their employers, leading to a 23% increase in formal employment for men, but no significant impact for women

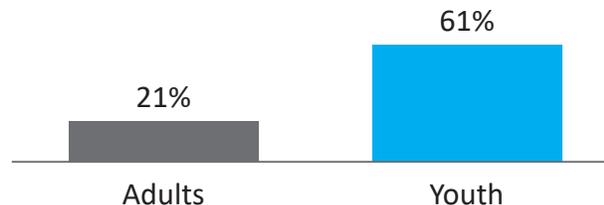
Saudi Arabia's Nitiqat program increased rate of Saudi nationals employed by rewarding private sector companies for reaching increasingly high levels of employment of the target group

Promising features

- Wage-subsidies are often designed to be short lived, targeted efforts to reduce unemployment
- Studies show subsidized employment programs work—and work best when a multi-pronged approach is taken (e.g., reduce social security tax and subsidize wages) and when they target specific groups (e.g., the long-term unemployed)
- Impact on employment outcomes is greater than impact on earnings outcomes
- Programs that provide subsidies directly to beneficiaries can be less effective than those provided directly to employers
- Wage subsidies may result in deadweight loss, subsidizing jobs that might have been created anyway

Case study—Tunisia reduced unemployment among young people by 8% for a cohort of recent graduates by subsidizing salaries for young people

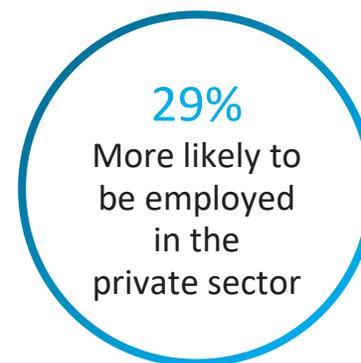
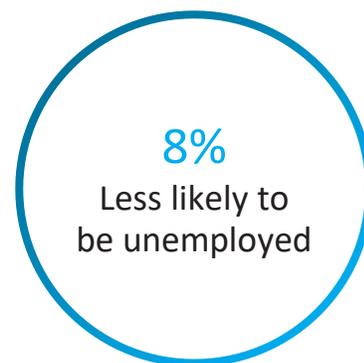
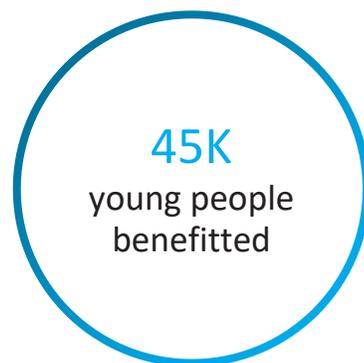
In 2010, Tunisia's youth unemployment rate was triple that of adults—partially because young people were perceived as risky hires



To combat this, the Ministry of Professional Training and Employment invested 22 million euros in a [wage subsidy program](#)

- Covered a third of the salary of program graduates to registered companies who hired them, and later directly to the employee, for up to one year
- Waived payroll taxes during the year of subsidized employment, and for an additional year if employee was hired

Reported results



Promising features

- Mandated one year placements which provided significant on-the-job experience and upskilling opportunities for participants
- Incentivized companies to hire subsidized employees after the subsidy expired by offering extended payroll tax waivers
- Targeted specific group – unemployed recent university graduates – to concentrate impact
- Regulated firms participating in the program and limited proportion of their workforce using subsidies

Case studies—Some governments have stimulated economic growth more broadly by changing national policies to foster business development

ST>RT-UP CHILE

Chile transformed itself into a global hub for entrepreneurs

- Launched Start-Up Chile incubator in 2010 as a state institution with independent leadership and dedicated funding
- Offered seed funding, office space, training, and access to network of entrepreneurs
- Opened programs to Chileans and international entrepreneurs, and encouraged international participants by structuring the program to operate in English and by offering free visas to participants

Reported results

- The hub has transformed Chile into a global leader for entrepreneurship and business
 - Accelerated more than 1,600 companies since start (only ¼ are Chilean)
 - Inspired similar programs in over 50 other countries following its model
 - Changed Chilean mindset to favor entrepreneurship and shift Chile's business profile internationally



Rwanda catalyzed economic development by easing doing business

- Adopted Vision 2020 in 2000 to transform Rwanda into a middle income country within two decades
- Established two key bodies:
 - Doing Business Unit to identify and execute reforms (e.g., simplifying and expanding access to credit, streamlining regulatory processes necessary to start a business)
 - Rwanda Development Board to coordinate and drive private sector investment
- Invested in infrastructure and human resource development to strengthen enabling environment

Reported results

- Progress to date on Vision 2020 shows major progress on education and employment
 - Ranked 29th globally on Ease of Doing Business (+4.15 score change 2018-19)
 - Created more than 1.7M off-farm jobs between 2000 and 2016
 - Increased life expectancy from 45 to 66 years between 2000 and 2016
 - Literacy rate increased from 48% to 72% between 2000 and 2016

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Beyond economic policy, many countries have created comprehensive youth plans and dedicated ministries, with mixed success

Adopting national youth plans

- Plans aim to establish a comprehensive agenda in support of young people and set out an action plan to address their needs
- 2 in 3 countries have a youth plan outlining the country's approach to issues affecting young people
- However, those plans have been slow to make traction in many countries
- Often, their weakness is attributable to lack of accountability, lack of funding, and lack of alignment to the actual needs of young people

Example from Uganda

Promising features and potential limitations

- ✓ Launched in 2001, Uganda's National Youth Policy and Fund supported young entrepreneurs with loans
- ✓ Uganda's plan serves as a model for how ambitious, comprehensive plans can identify specific, attainable goals
- ✗ However, lack of political will and wraparound supports required to ensure effective implementation were inadequate
- ✗ While the plan provided capital, not enough resources were available to invest in skill development and many new businesses it funded failed—program shut down in 2016

Establishing ministries of youth

- A growing number of countries have ministries of youth, which are meant to coordinate the government's programs and services to support young people
- However, many of those ministries have split mandates, covering sports, culture, and other topics
- Youth ministries may dedicate resources to young people, but often are limited in a comprehensive approach because other ministries such as education and labor have important roles in the lives of young people

Example from India

- ✓ India has a dedicated Ministry of Youth Affairs and Sports
- ✗ However, the shared mandate takes funding away from programming focused directly young people
- ✗ In fact, it allocated only 28% of its budget to youth affairs in FY 2018

Case studies—A small sample of countries have made real traction with youth plans and ministries by adopting best practices

Youth Policy in Lebanon



Non-partisan and includes young people's voices: Drafted by Youth Forum for Youth Policy, which includes United Nations, NGOs led by young people, and young people's wings of political parties

Has specific, relevant focus: Centers on employment, political engagement, and health

Assigns responsibility: Calls on creation of relevant ministries and existing ministries to take on key issues

Ascribes funding: Calls on specific sources to fund its directives

Ministry of Youth in Canada



Retains high-level leadership: Prime Minister Justin Trudeau recently appointed as Minister of Youth

Maintains close ties with head of state: With the ministry now co-located within the Prime Minister's office, the needs of young people will be at the front of policy decisions

Allocated dedicated, adequate budget: Country has made major investments in young people in recent years, but much of the spending is decentralized, so an exact budget is unclear

Includes young people in decision-making: Mobilizes active youth council to advise on decisions and voice concerns on behalf of the country's young people

Case study—The Government of Afghanistan improved employment prospects for thousands of women through a multi-sector skills training

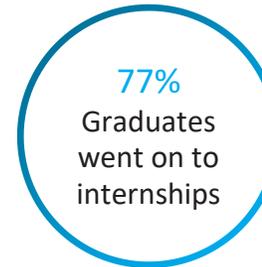
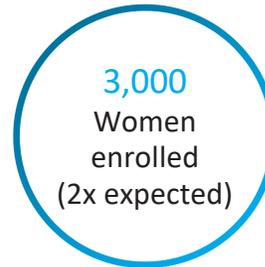
Unemployment ranked as the top concern amongst Afghans in a recent Gallup poll

- 68% of Afghans surveyed say women “should be allowed to work outside the home”
- But many women lack training or a safe means for joining the labor force

In response to this, the Ministry of Education established the multi-sectoral “Female Youth Employment Initiative”

- Provides career training, life skills, and placement services
- Provides access to job search centers and placement in internships at private-sector partners

Reported results



The life-skills training was crucial to transform my internship at the Department of Electricity and Water Supply in Balkh into a full-time job. It taught me how to interact with colleagues and build new collegial relationships

—Program graduate

Promising features

1. Integrated services
 - In addition to job skills, participants gain financial literacy, coaching on how to interact with colleagues, and per diems to cover food and transportation
 - Program paid special attention to the unique experience of trauma after decades of war
2. Safe, central locations
 - Physical proximity was a precondition for success, since many women found it wasn't safe to travel far alone
3. Multi-sectoral
 - Community leaders, families, schools were engaged to ensure women and girls would be allowed to attend and supported
 - Private sector players provided internships and full-time employment opportunities

Case studies—Countries have utilized legislation to support and protect marginalized groups, boosting outcomes for young people



Female Employment in Retail Program (Saudi Arabia)

Challenge: Employment rates for women in Saudi Arabia are persistently low, especially in the retail sector

Solution: In an effort to increase employment rates for women, the Saudi government implemented hiring quotas in select industries in 2011, including cosmetics, clothing retail

- Extended to other retail sectors in 2014
- Set a fair salary standard for Saudi women working in these shops
- Provided training for jobs in sales and customer service, and as cashiers

Reported results: Improved employment outcomes and reduced unemployment for Saudi women

Next Steps: Further efforts to liberalize labor laws and shift beliefs around women in the workplace could further support these efforts to boost female employment



Scheduled Caste/Scheduled Tribe Act (India)

Challenge: Members of certain castes and tribal groups were regularly subjected to harassment and discrimination, preventing many from full social participation

Solution: Parliament enacted protections for members of scheduled castes and tribes, notably Dalits

- Established criminal liability for certain 'atrocities', provides provisions for victim compensation, and puts in place special authorities to implement and monitor the act
- Social protections allow members of the protected groups to more easily and safely access government institutions

Reported results: Reduced discrimination against scheduled castes and tribes, resulting in improved education, employment, and empowerment outcomes

Next Steps: More effective enforcement of the policy and social support mechanisms targeting these groups could further support efforts to increase inclusion

Laws providing special protections to specific groups can be a useful tool for government aiming to boost access to education, employment, and training for young people within those groups

Source: Saudi Ministry of Labor, [“Saudi Arabia Labor Market Report”](#) (2014); Al Omran, Ahemd, [“Saudi Arabia edges more women into work”](#) Financial Times (2017); “The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act (Act no. 33 of 1989)”; Human Rights Watch, [“UN Finds Pervasive Abuse Against Dalits”](#) (2007); BCG analysis

NGO and civil society approaches

Key takeaways: NGOs and Civil society

The following case studies help demonstrate:

- NGOs and civil society organizations play a key role in supporting young people, enabled by their distinct structures and vantage points
 - Many NGO and civil society organizations operate with more agility than governments, allowing them to respond quickly and efficiently to local needs
 - Because NGOs and civil society organizations are often not-for-profit, they can also engage in activities that do not present an attractive value proposition to businesses
 - Organizations operating on a global scale have the power to advance agendas and make dramatic global impact; meanwhile, small local organizations can drive impact at a grassroots level by leveraging local expertise and community connections
 - Furthermore, NGOs and civil society organizations have made impact through partnerships and collaboration with government bodies, and with other agencies
- Many organizations operate in the education space, but the majority focus on primary education leaving a gap around comprehensive approaches to support secondary education
 - Where NGOs and civil society organizations have been successful is in advocating for a secondary education agenda, supporting curriculum reforms, and expanding access for marginalized groups
- Organizations with an employment focus have found success providing job skills training and job matching, especially for vulnerable groups and those outside the labor market
 - NGO and civil society efforts tend to be most successful when they combine supply and demand-side approaches to support young people
- NGOs have incubated entrepreneurs by establishing networks and support systems with peers and mentors, providing comprehensive training (including soft and hard skills), and facilitating access to capital
- NGOs and civil society organizations have also played a role in advocating for vulnerable populations directly, and in supporting marginalized groups through education, employment, and entrepreneurship programs
- These organizations are also well-equipped to support civic engagement among young people by fostering communities and providing training to support young civic leaders

NGOs and civil society organizations support young people in four primary ways



Supporting education

Organizations support education outcomes through a variety of modalities, including operating schools, direct instruction within existing schools, support to education systems, and training and capacity building

Often, NGOs operating in the education space must partner with governments for access to educational institutions and systems



Supporting employment

NGOs and civil society are active in promoting employment, mostly through strategies delivering skills training or facilitating job matching for young people

NGO approaches to supporting employment rely heavily on private sector partnership for labor market insights and job placement opportunities



Supporting entrepreneurship

NGOs support entrepreneurs through a variety of programs including mentorship, training, and connection to capital

While some of these organizations operate on a global scale, with a few key players drawing expansive networks, some others operate on local and regional levels with more direct communities ties



Promoting civic engagement and advocating for vulnerable populations

NGOs and civil society organizations approach advocacy for vulnerable groups locally through grassroots programming as well at a global level with direct access to national governments

These organizations are also well-equipped to activate civic engagement, activating local leaders

Case studies from NGOs and civil society organizations demonstrate key lessons to support young people (I)

Case studies

Lessons learned from case studies

1

Supporting education

- Akilah Institute provides women in East Africa a gateway to formal employment by offering college education in an all-female environment; the program serves women from varied backgrounds including from rural communities and women who support families
- STiR Education is an initiative in India and Uganda that is improving the quality of education for children and young people by training and empowering teachers to improve instruction and lead in their schools and communities
- Educate! bridges the gap between secondary education and employment in East Africa by delivering leadership, entrepreneurship, and workforce readiness training to secondary school students and by working with national governments to adopt the model as a component of national curriculum standards

- NGOs and civil society have improved education quality and access by operating schools, enhancing curriculum, and offering teacher trainings
- There is a wide variety of NGO initiatives addressing education. However, many focus on primary education, leaving room for further focus on secondary education
- Programs that do focus on secondary education have been effective in supporting empowerment for women and marginalized groups, and in expanding employment opportunities through education
- Programs offering capacity building and instructor training can support education quality and outcomes for students and communities
- Organizations can amplify their impact by advocating for systems-level change and through partnership with governments

Case studies from NGOs and civil society organizations demonstrate key lessons to support young people (II)

Case studies

Lessons learned from case studies

2

Supporting employment

- Harambee Youth Employment Accelerator helps South African and Rwandan young people from low-income backgrounds to validate their skills, upskill, and find work through a tech-enabled job matching platform and behavioral assessments
- Education for Employment helps young people in eight MENA countries find employment by providing job-related training and matching job-seekers to job openings
- Year Up provides young people in the United States who are disconnected from the labor market with an intensive one-year job preparation program that includes classroom training, college credit, and internship opportunities with employers seeking qualified candidates

- Employment programming is especially effective when it addresses both supply-side (e.g., skills training) and demand-side (e.g. hiring protocols) barriers to employment
- Successful employment programs often struggle to reach scale due to the labor intensive and contextual nature of skills training and employment matching—this hinders transferability and presents a barrier to growth
- Private sector partnership is an essential component of successful non-profit programs addressing employment, providing both insight into needed skills and internship and employment opportunities
- Links to government programs and contributions from private sector firms (e.g., those benefiting from employment programs) can support sustainable models and help NGO and civil society-led employment programs to scale

Case studies from NGOs and civil society organizations demonstrate key lessons to support young people (III)

Case studies

Lessons learned from case studies

3

Supporting entrepreneurship

- Ashoka supports selected entrepreneurs to become changer-makers addressing the world's most pressing problems; each fellow receives financial assistance, coaching, and mentorship
- The STRYDE initiative provides young people in East Africa with professional training, life skills coaching, mentorship, and capital to help participants become economically self-sufficient in the agricultural sector
- Juntos por el Empleo de los más vulnerables provides skills training, on-the-job training, and access to microcredit to entrepreneurs in Spain and Latin America, preparing them to launch successful enterprises

- NGO and civil society programs to support entrepreneurship on a global scale tend to take the form of incubators (such as those offered by Ashoka, Acumen, and Echoing Green) which select individuals with an entrepreneurial mindset and promising ideas for projects or businesses
- These programs deliver valuable investment, mentorship, and community for those involved. However, they are selective and are only accessible to those who can navigate access to global resources
- Programs like STRYDE and Juntos por el Empleo de los más vulnerables bridge the gap on local level by providing training and capital in a way that targets people from rural or less advantaged backgrounds
- Across all three examples profiled, start-up capital and mentorship programs show promise for supporting early-stage entrepreneurs
- While well-established NGOs and civil society organizations support young people who have already developed entrepreneurial skills, there is a distinct gap in programing to help young people to develop entrepreneurial skills

Case studies from NGOs and civil society organizations demonstrate key lessons to support young people (IV)

Case studies

4

Promoting civic engagement and advocating for vulnerable populations

- Care International's Made by Women initiative provides direct training to women in the garment industry in Asia to support their ability to defend their labor rights and also advocates for more effective social protection laws to support them
- Atlas Corps brings together young, civically engaged social leaders working on behalf of marginalized groups from around the globe and provides them with on-the-job and classroom-based training to support their civic engagement and advocacy
- Global Shapers connects young people around the world to foster civic engagement by identifying challenges in their communities and developing innovative solutions to solve them

Lessons learned from case studies

- NGOs and civil society organizations can support marginalized young people through advocacy efforts that raise the profile of key issues; however leadership by young people around advocacy and activism is becoming increasingly influential
- Global NGOs and civil society organizations are well-positioned to push an agenda at a national level based on global best practices, whereas locally based NGOs may be better-positioned to propel grassroots change, foster local civic engagement, and address local challenges
- NGOs can be effective supporting local leaders who advocate for marginalized groups from a local level
- Advocacy organizations can be even more effective when they combine advocacy work with active programming to support marginalized groups, spur civic engagement around an issue, and activate local champions

Case studies: NGOs and civil society organizations support young people in four primary ways



Supporting education

- A. Akilah Institute
- B. STiR
- C. Educate!



Supporting employment

- A. Harambee
- B. Education for Employment
- C. YearUp!



Supporting entrepreneurship

- A. Ashoka, Acumen, and Echoing Green
- B. Stryde by Technoserve
- C. Juntos por el Empleo de los más vulnerables



Promoting civic engagement and advocating for vulnerable populations

- A. CARE's Made by Women
- B. Atlas Fellows
- C. Global Shapers

Case study—The Akilah Institute provides advanced education for women that is relevant for the workplace

The Akilah Institute is a non-profit women's college based in East Africa offering three-year degrees, with concentrations in entrepreneurship, hospitality management, and information systems

The award-winning college offers an interdisciplinary education

- Develops critical thinking, collaboration, and 21st century market-relevant skills
- Provides women a safe space to learn and a gateway toward formal employment

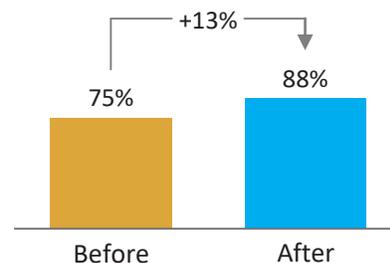
Akilah's curriculum is organized around key pillars

- Teach subjects that are in demand on the labor market
- Develop personal skills, such as ethical leadership and a commitment to sustainability
- Foster a community of life-long learning

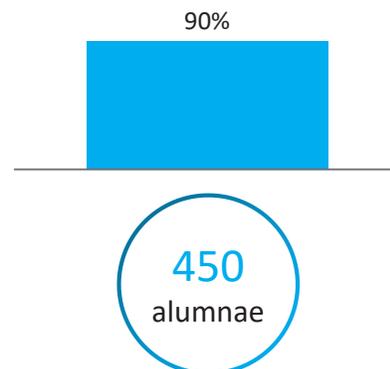
Akilah has a targeted geographic scope, currently limited to East Africa

Reported results

Employment rate before and after attendance



Graduates supporting at least one family member or individual financially



Promising features

The Akilah Institute supports young women to secure employment or improve quality of employment

- Through partnerships with local businesses, Akilah helps graduates transition into employment
- High post-graduation employment rates are, in part, the result of a curriculum that is closely tailored to the changing needs of growing industries

Possible limitations

While Akilah offers a model for how NGOs can help close tertiary school gaps and support the transition from school to work, it has limited scale

- Educates small cohorts of female college students in across a limited geography
- Operates with a \$4M annual budget—would need to marshal significant capital to expand

Case study—STiR Education has shown proven impact on the quality of secondary school education by strengthening teacher training

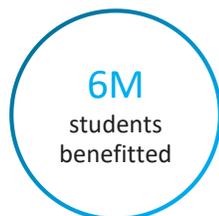
STiR aims to enhance the quality of education for millions by improving the “professional mindsets and behaviors” of teachers in India and Uganda through programming designed to

- Empower teachers as change-makers
- Enable teachers to enter a virtuous cycle of motivation and mastery

It supports governments to strengthen teachers’ intrinsic motivation and skills

- Forms teacher networks to provide ongoing training and fuel motivation and content mastery
- Hosts community meetings to discuss new teaching practices and support ongoing learning
- Facilitates networks of mutual support that deepen motivation
- Trains and motivates school and government officials to support teachers and duplicate the approach

Reported results



Proven impact

An RCT conducted with support from the World Bank showed statistically significant impacts as a result of the STiR program

- Students in STiR schools had a statistically significant increase in math levels¹
 - The treatment effect was driven by the lowest performing students reaching basic mastery
 - However, no significant effects on Hindi levels were observed in the study
- Significant effects were also observed in an overall index measuring teacher motivation²
- Researchers argue that the STiR program can be effective, but that effectiveness depends on geography; education systems, financing, and staffing; and program components and approaches to delivery

STiR claims that \$1 invested can yield partner governments \$7 in improved short- and mid-term efficiencies and up to \$100 in measurable long-term economic growth

Promising features

STiR addresses the challenge of low-quality education by improving the quality of instruction

- By explicitly addressing a key barrier to quality education, STiR makes direct impact on that challenge
- STiR’s training takes an ecosystem perspective, training teachers to act as leaders in their schools and empowering them as leaders in their communities – doing so extends the impact of the program beyond individual classrooms
- Through its work with community leaders and government officials, STiR aims to further amplify its impact

1. +.15 standard deviations above control, p-value: 0.04; 2. +.13 standard deviations above control, p-value: <0.01

Note: While the RCT evaluated a primary education program, STiR’s keys to success apply to secondary education contexts as well

Source: World Bank, “[Impact of STiR’s programming on teacher motivation and student learning](#)” (2018); [STiR Education](#), BCG analysis

Case study—Educate! works with young people and governments to bring job and entrepreneurship skills to secondary schools in East Africa

Educate! bridges the divide between secondary education and employment by partnering with schools and governments in East Africa to change curriculum and teaching strategies to provide students with the skills to get a job or be an entrepreneur

Educate! conducts **direct intervention** at partner schools

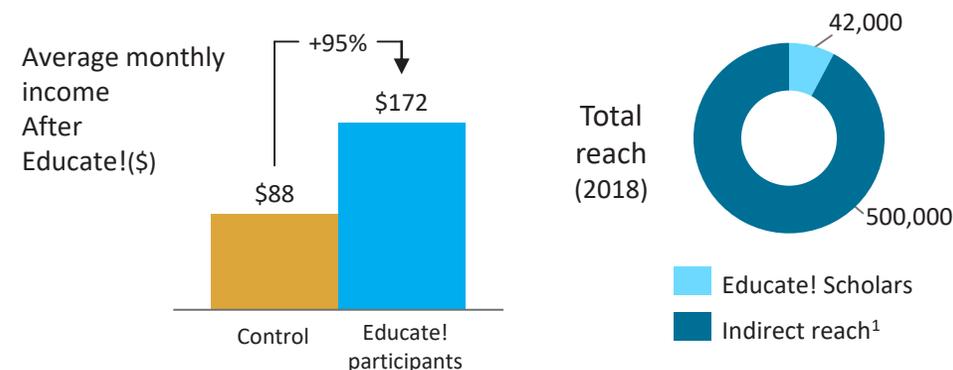
- Students, called Educate! Scholars, are enrolled in skills training at a partner school
- Program provides weekly leadership, entrepreneurship, and workforce readiness training taught by an Educate! mentor
- Student-led business clubs launch one or more enterprises and recruit other students at the schools to participate
- Teachers receive professional development that builds capacity to implement skills-based and student-centered teaching practices

Educate! **also partners with governments** to scale the Educate! model

- Supports government with integration of a practical national entrepreneurship curriculum
- Serves as a technical advisor to national governments to sustainably impact the greatest number of young people

Educate! currently operates in 25% of Uganda's secondary schools and recently launched in Rwanda and Kenya

Reported results



Promising features

Educate! creates impact on the supply-side using a combined bottom-up and top-down approach

- Through its school-based program, Educate! supports employability and entrepreneurship through classroom-based and practical training, and leverages mentorship to build leadership and community among its participants
- By working with government, Educate! expands its footprint to impact students on a national level through enhanced curricula and assessments
- In combination, these approaches deliver deep and broad impact for young people

1. Indirect reach comprises students at schools where Educate! operates who are not Educate! Scholars
Source: Educate!, "[Impact Evaluation of End of Program Data from the Educate!](#)" (2014); [Educate!](#); BCG analysis

Case studies: NGOs and civil society organizations support young people in four primary ways



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Supporting entrepreneurship

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- B. Stryde by Technoserve
- C. Juntos por el Empleo de los más vulnerables



Promoting civic engagement and advocating for vulnerable populations

- A. CARE's Made by Women
- B. Atlas Fellows
- C. Global Shapers

Case study—Harambee’s Youth Employment Accelerator helps low-income South African young people find employment opportunities

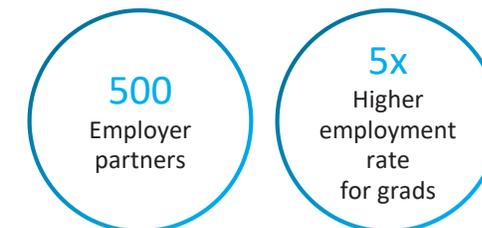
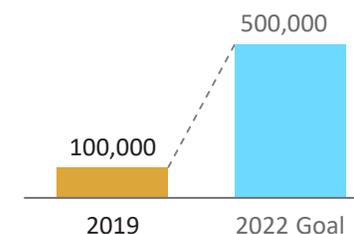
Operating in South Africa and, recently, Rwanda, Harambee helps young people from poor families who have completed high school and are currently unemployed—a group that tends to face high structural barriers to employment—to find entry-level work in the formal sector

- Establishes **partnerships with businesses** and governments who are in need of labor but struggle to find job candidates with appropriate skills
- Uses **behavioral readiness programs** to identify young people with attributes likely to support success in the workforce
 - Allows Harambee to assess and validate skills developed outside formal labor and education, which would otherwise not be recognized by employers. In doing so, provides skilled young people with the necessary credentials to be hired
 - Helps young people who lack formal qualifications to gain relevant experience and placement in jobs
 - Benefits partners by identifying high-potential young people outside the typical hiring pool
- Delivers job skills training through “Bridge” program, which delivers specialized skills for specific job types
- Facilitates **job matching** to connect young people within the program with formal positions at partner employers’ firms
 - Firms pay a placement fee to Harambee when a new employee is hired through the program, which provides some of the funding necessary for operations

By connecting skilled young people with employers in search of labor, Harambee attempts to bridge supply and demand in the labor market to benefit young people and businesses alike

Reported results

Current and target job placements



Promising features

Harambee enables employment for thousands of young people who may otherwise struggle to enter the formal labor market by

- Identifying key partners who need skilled employees and are willing to overlook characteristics that typically exclude candidates
- Leveraging alternative measures to assess skills and job readiness that do not require formal sector employment or education credentials
- Linking otherwise disconnected sides of the labor market to unlock business value and social impact

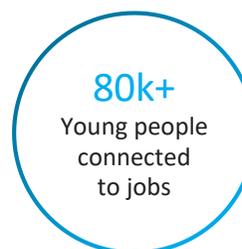
Case study—Education for Employment supports young people by combining job-related trainings and job placement support in MENA

Education for Employment (EFE) aims to create economic opportunities for unemployed young people in the MENA region by addressing mismatches in the labor markets through local networks anchored in eight MENA countries

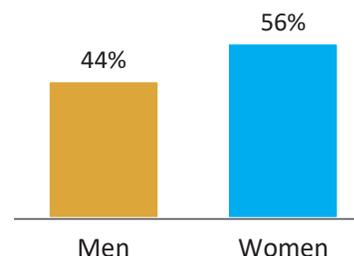
In each market, EFE runs several demand-driven training programs to build employable skills among young people to address those mismatches

- “Job placement training” is the core program, providing unemployed young people with professional and vocational skills that are in demand in the labor market and equipping them to conduct a job search
 - Focuses on unemployed university graduates—a large segment in the MENA region
 - Relies on partnerships with businesses to identify skills in demand and to secure job commitments for EFE graduates
 - Provides support in job placement and links graduates to job opportunities
- “Pathways to a job” is a short-term training program offered to young people transitioning from school to work and aims to prevent unemployment for recent graduates
- Entrepreneurship training, including startup support and mentorship, is available to young people looking to start their own enterprise and for whom placement into wage jobs is not a goal

Reported results



Participants by gender



Promising features

Education for Employment's targeted approach to upskilling and employment matching supports its goal of reducing unemployment among college-educated NEETs in the MENA region

- Partnership with the private sector allows EFE to provide relevant skills training and support post-graduation job placement
- Different training offerings allow young people to select options with the greatest benefit

Possible limitations

Despite reaching more than 80,000 young people, EFE still struggles to scale to the size necessary to meet the needs of the region where 25% of young people are unemployed

EFE does not address young people who do not have a university degree, leaving out a cohort that likely includes young people from poor or otherwise marginalized backgrounds

Case study—Year Up connects young people who are outside the labor force with skills training and internships to prepare them for work

Year Up operates in the 8 US cities and seeks to close the “opportunity divide”, which keeps young adults from marginalized communities disconnected from stable career pathways

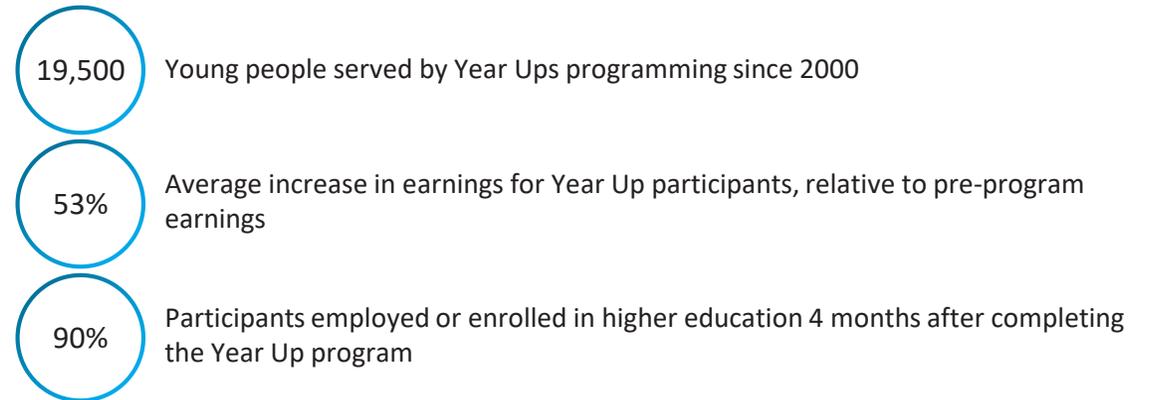
The program offers a one-year intensive program that links skill-based training and practical experience

- Identifies motivated young people who are disconnected from most opportunities in the labor market
- Partners with local public and community colleges to provide 6 months of classroom training including hands-on technical and life skills development, some of which is eligible for college credit
- Facilitates 6 month internship following the classroom training
 - Employer payments to Year Up for interns finances about 60% of the program’s \$28K per participant cost
 - Many internships result in an offer for a full-time position
- Participants receive a stipend throughout the training program

Through partnerships with employers, Year Up provides participants with relevant internship opportunities while employers benefit from:

- Increased workforce diversity
- Decreased cost-to-hire and hiring risk
- Improved employee retention and loyalty

Reported results



Promising features

Year Up is notable for applying dual system of classroom and practical training

- Combination of theory and practice adapts one of the most effective parts of dual-accreditation vocational systems (e.g., German school system) to the American economy
- Classroom setting provides young people with a supportive network of peers

By offering value to business partners in tandem with social impact for the young people who participate, Year Up runs a sustainable, scalable, and effective model

- Employer payments for interns not only support sustainability, but provide evidence of interns' value to business

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Promoting civic engagement and advocating for vulnerable populations

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- C. Global Shapers

Multiple NGOs help entrepreneurs seeking to be change-makers with training, networks, and access to capital

Sample programs

Ashoka looks for **change-makers** to solve various social problems

- Fellowship provides a stipend, community of change-makers, network of alumni and professionals, coaching, and mentoring
- Fellows selected from around the world, representing 92+ countries
- Topic can be any social problem that requires change, e.g., economic development, education, health, environmental activism

Acumen provides **patient capital** to social entrepreneurs

- Total of \$115M provided to 113 companies; typically investment ranges between \$0.3 to \$2.5M, at low cost for 7-10 years
- Investments across the world, esp. South Asia and Latin America
- Topics include: education, workforce development, agriculture, and energy

Echoing Green supports change-makers with mentorship and seed capital

- Fellowship provides funding, development courses, mentoring and support
- Three focused fellowships: global, black male achievement, climate
- Topics range from development, environment, to social justice
- Almost 800 companies supported so far with total of \$42M in capital; \$4.6M available as seed capital in 2019

Example of select change-makers by program



Regina Ayare breaks gender stereotypes by teaching girls to code in Ghana and Burkina Faso



Aftab Ahmad uses education to work for the rights and development of marginalized ethno-linguistic communities in northern Pakistan



Amber Scott prepares low-income high school graduates to be the next generation of leaders through a year-long college preparation and leadership training program



Case study—Ashoka promotes young people as social entrepreneurs to address the world's most pressing problems

Ashoka aims to support the next generation of change-makers

- ✓ Identifies young change-makers with idea for how to improve the world through a competitive selection process (2.4% acceptance)
 - Provides them financial and professional support



Ashoka's main channel of support is their Fellowship, providing members with

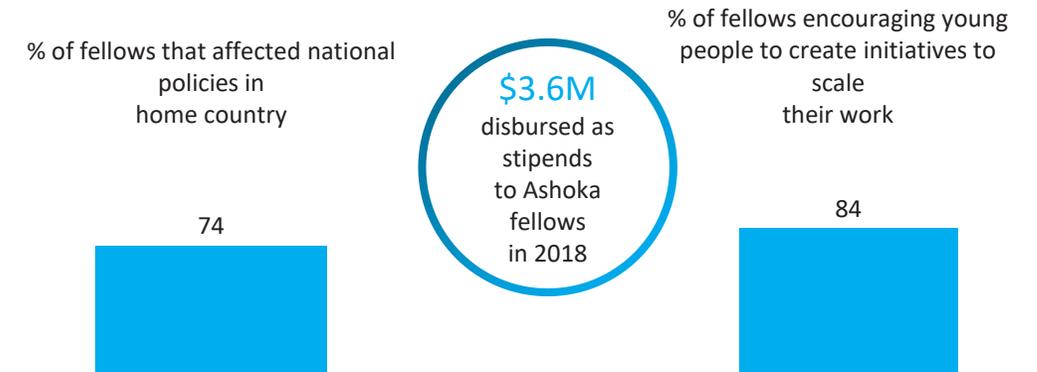
- A community for mutual support, coaching, and mentoring
- Financial assistance for living expenses

Ashoka is notable in several aspects

- Narrow focus of their fellowship on identified change-makers and their ideas
- Wide-ranging support for their change-makers to boost their chances of success
- Goal of change-makers catalyzing a ripple effect: Ashoka estimates the average fellow helps an average of 174k people

Additionally, Ashoka studies the impact of the change-makers they support, extrapolating the key drivers for achieving change on a large scale

Reported results



Promising features

- Ashoka combines financial and technical assistance to fellows, ensuring young people have the economic means to focus on their vision and initial capital to scale
- Notably, Ashoka provides a network of technical experts and mentors to provide tailored coaching and development
- Importantly, Ashoka lifts up the voices of young change-makers, connecting them to people in positions of power across industry and government by leveraging Ashoka's brand and network

Case study—STRYDE enables young people in rural East Africa to gain economic independence by providing training and capital to start small businesses

“Strengthening Rural Youth Development Through Enterprise” (STRYDE) focuses on empowering young people in rural parts of East Africa

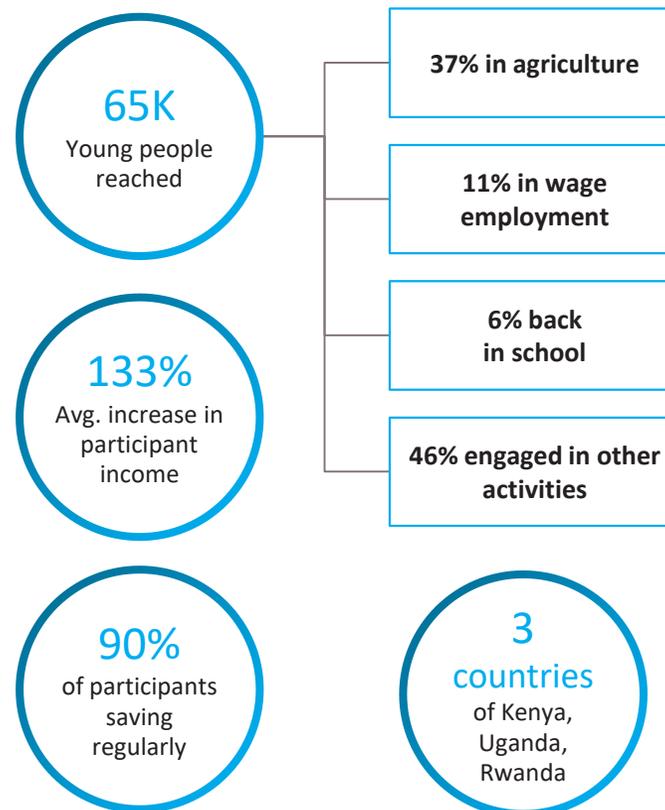
- Since the median age in sub-Saharan Africa is 18, STRYDE focuses on 15-30 year olds
- 70% of sub-Saharan Africa's young people live in rural areas, yet many think the only options for employment are in urban centers

STRYDE enrolls young people in a 3 month skills training, business development, and mentoring program to:

- Provide skills to create a self-sustaining business or join one
- Increase income and begin savings

TechnoServe, a well-known NGO that delivers "Business Solutions to Poverty", runs this program

Reported results



Promising features

Techoserve's STRYDE program provides training that combines life skills (e.g., savings, empowerment) with job skills

STRYDE tracks performance outcomes of its participants. This data allows the program to update and improve its curricula regularly

STRYDE recruits local trainers to deliver its modules, improving efficacy by ensuring it is tailored to the cultural and economic norms of the participants

STRYDE was able to scale by demonstrating success in a targeted area, then gaining government support for its expansion. While government funding was not used, government support was key for finding increased funding required to scale

Case study—Juntos por el Empleo supports entrepreneurs, including young people and vulnerable groups, to access credit and launch their own businesses

Juntos por el Empleo de los más vulnerables ("Together for the employment of the most vulnerable") convenes a partnership to provide multi-tiered support to entrepreneurs in Spain and Latin America

The program leverages assets from different sectors to provide multi-tiered support to entrepreneurs

- Non-profits offer business training, access to credit, and funding
- Private sector offers on-the-job training, while business leaders provide mentoring and support to entrepreneurs before and after launching their businesses
- Governments offer funding and access to local institutions

Program delivers value at multiple levels

- Program participants receive a suite of training and support to help them launch and grow their business
- Governments realize inclusive economic growth and increased employment

Reported results

3000+

Entrepreneurs enrolled in formal training courses

140

New businesses launched during training programs

24

Businesses connected to microcredit to enable launch



Promising features

By linking public and private sector actors, the partnership is able to

- Offer a comprehensive package of entrepreneurship supports that one sector alone would be unable to provide
- Ensure services available from non-profit, government, and private sector providers are aligned
- Leverage private sector expertise to create economic growth and increase employment

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Promoting civic engagement and advocating for vulnerable populations

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- C. Global Shapers

Case study—CARE International’s Made by Women program works to empower women garment workers in Asia and protect their labor rights

Made by Women is a regional strategy designed to scale CARE’s efforts to promote dignified and safe work for women in Asia's garment industry

CARE implements this strategy through three types of activities

- Empowered women
 - Supports women's membership in labor unions to promote women's ability to voice labor rights within the industry
 - Works with labor groups to advance women's leadership
- Legal protections for workers
 - Advocated and built coalitions in support of the ILO Convention and Recommendation Ending Violence and Harassment in the World of Work
 - Worked directly with country governments in support of legal protections for women workers, including playing a key role in passing protection laws in Cambodia
- Ethical supply chains
 - Builds awareness and commitments from clothing retailers and factories to protect women workers
 - Develops partnerships with brands, retailers, and suppliers in support of ethical working conditions within factories

In addition to its direct work, CARE partners with other non-profits and UN agencies to build an ecosystem of support for women in the industry and a united voice to advocate for social protection measures

Reported results

64K Workers reached through direct empowerment programming

2.3M Women benefitting from improved legal protections championed by CARE in Cambodia

Promising features

CARE succeeds in advocating for vulnerable women working in the garment industry by leveraging its global status in a coordinated way

- Its combination of efforts—including direct support to workers, advocacy with governments, and pressure on businesses—facilitates impact from three directions

By addressing women’s rights in the workplace, CARE aims to support women’s well-being and livelihoods across all aspects of life

Case study—Atlas Corps engages young leaders through a fellowship program that provides leadership skills to support community action

Atlas Corps aims to address critical social issues by developing leaders, strengthening organizations, and promoting innovation through its fellowship program, which brings together young, college-educated social leaders

During a 12-18 month fellowship, Atlas Corps fellows

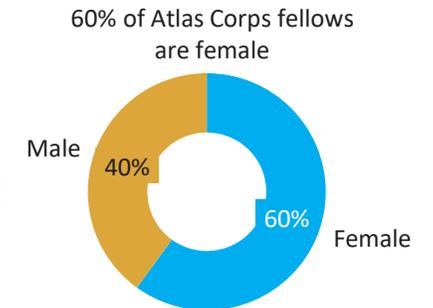
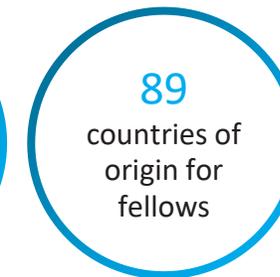
- **Work full-time** at a leading non-profit, private sector, or government organization where they gain on-the-job experience
- Participate in the **Global Leadership Lab**, a training program providing in-person and virtual leadership development

Together, these activities provide fellows with skills around leadership, community organizing, and professionalism that they can bring back to their home communities and apply to their social impact and advocacy work

Host organizations also benefit from hosting Atlas Corps fellows by

- Strengthening leadership among staff
- boosting diversity of perspectives
- Gaining highly qualified staff with little hiring risk

Reported results



Promising features

Atlas Corps supports young people in community leadership, advocacy, and civic engagement by providing extensive training, combining job experience and targeted skills training

Through its network of fellows and alumni, Atlas Corps supports continued engagement by providing ongoing mentorship and support

By leveraging partners from the private sector, Atlas Corps anchors fellows' experience in relevant, current skills

Case study—Global Shapers builds a community of young people exercising civic engagement to address challenges in their communities

Global Shapers is a network on young people under 30 working together to address local, regional, and global challenges

- Hubs operate in 369 cities across 171 countries and bring together Shapers who self-organize to collaborate on projects of their own choosing
- Projects vary across topics and include improving education, combating poverty, and building inclusive communities
- Global Shapers provides financial support to hubs and projects

Shapers from Hubs around the world connect using technology and annual in-person gatherings where participants showcase ideas and share knowledge

Example projects include



- Women in Coding—Egypt
 - Organizing local coding classes for women; selected participants receive additional training in leadership, communication, etc.



- Transgender inclusion in the job market—Brazil
 - Helping local transgender people with education and psychological and financial support

Reported results



Promising features

Global Shapers mobilizes young people to participate in civic engagement and advocacy around issues that matter to them

- Self-organized communities identify challenges that matter to them, ensuring that Shapers mobilize around relevant and important issues
- The global network allows civically engaged young people from around the world to share ideas and collaborate on solutions to common and persistent challenges that span communities
- Program demonstrates that young people can accelerate change when they connect with one another and are provided with support

Private sector and shared value partnership approaches

Key takeaways: Private sector and shared value partnerships

Case studies reveal three primary ways that the private sector impacts outcomes for young people around education, employment, training, or entrepreneurship

1. Delivering products or services that address unmet social needs
 - Efforts within the education sector have the most evidence of success, though platforms for job matching and remote work are emerging as promising developments
2. Creating opportunities for young people through core business operations
 - Aside from creating employment opportunities generally, case studies reveal that the private sector can yield social impact through on-the-job training, inclusive hiring programs, and supply chain policies that favor suppliers owned by young people, women, or other vulnerable groups
3. Investing in labor markets and economies, which have direct social benefits and indirect, long-term business benefits
 - Companies have used corporate social responsibility (CSR) contributions to fund social initiatives with broad reach. However, CSR efforts tend not to be sustained over time.

In some instances, the private sector has engaged in "shared value partnerships" with the public sector to deliver business value and social impact. While businesses can pursue social impact alone, case studies demonstrate that private sector companies can derive significant benefits from shared value partnerships, which can amplify impact and financial returns for the company by providing

- Expertise on the population or topic of interest
- Access to, and relationships in, new markets
- ✓ Co-investment or de-risking business development
- ✓ Capabilities and resources to scale business models
- ✓
- ✓

The private sector has driven impact for young people through three broad business strategies



Developing new or reconceived products and services

Generating new products and services, changing existing offerings, or building platforms to address a social need while delivering value for the business



Redefining core business operations

Creating opportunities for young people through inclusive core business operations, especially workforce and supply chain development, that deliver social impact

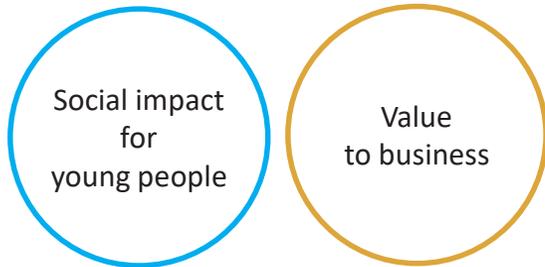


Strengthening labor markets and economies

Investing in strengthening the firm's operating environment (e.g., labor markets or economies where firms operate), either independently or in partnership with other organizations—creating direct social benefits and indirect, long-term business benefits

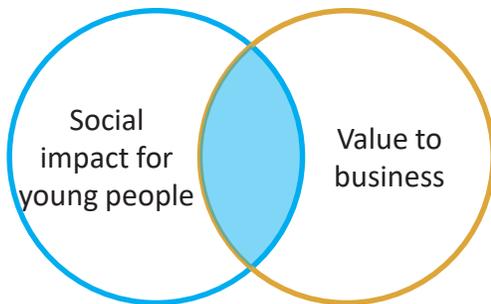
These strategies deliver different degrees of value to the business, to partners, and to young people

Corporate social responsibility



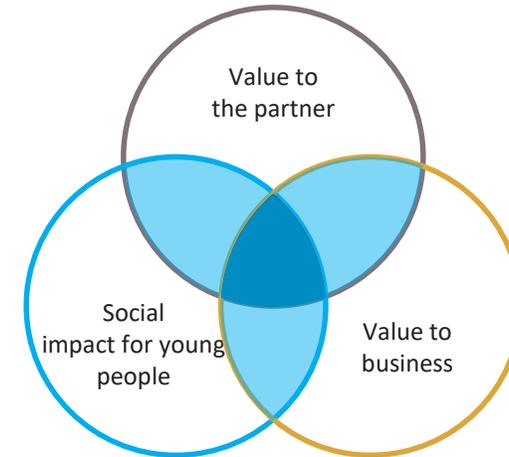
A common way by which firms create social impact is through corporate social responsibility (CSR), which typically constitutes **donations** of money or resources to charitable causes. CSR does not provide direct value to the business, but often supports brand value, company reputation, and staff engagement

Social enterprise



A growing field of companies deliver social impact as a **core tenet** of their business by structuring their business models in a way that delivers social outcomes

Shared value partnership



Shared Value Partnerships (SVPs) are partnerships between business and the public sector—including NGOs or governments—that deliver social impact while creating value for the business and the public sector partner

In many cases, Shared Value Partnerships amplify the social impact that either partner would be able to deliver independently, or strengthening the value proposition to businesses

Case studies exemplifying SVPs are highlighted throughout this section

Analysis of private sector efforts across three categories yield key takeaways to inform future endeavors (I)

Case studies

1

Products and services

- Mindspark supports education outcomes for young people by contracting with schools to deliver digital math and language lessons through its digital learning platform
- Andela bridges education and employment by provide advanced technical training in computer science and connecting young graduates with remote work opportunities at international tech firms, earning revenue when they place graduates in jobs
- Kalibr host an online job matching service that helps young people find work by offering employability assessments and opportunities to upskill
- Jolancer connects young Nigerians seeking freelance work with short-term opportunities, acting as a marketplace for young people to sell and find paid work
- Royal DSM's African Improved Foods invests in Rwanda's agriculture sector and sources from local small-scale farmers to supply the World Food Programme with food aid, blurring the distinction between business and social investments while supporting humanitarian and employment outcomes for young people
- Pearson partnered with the government of Brazil to developed Sistemas school learning systems to improve learning outcomes for over 500,000 students while lowering per-pupil spending
- Houghton Mifflin Harcourt partnered with the US state of Louisiana to adapt its adult learning materials, providing inmates with skills to prepare for release and reentry into society
- Western Union leveraged its data from worldwide payments to identify the need for improved education payments and built a partnership to make paying for education, especially for young people, easier and less expensive

Lessons learned from case studies

- New businesses and existing firms can deliver social impact by providing goods and services that solve a social challenge or meet otherwise unmet social needs
- Online tools and digital platforms offer a particularly promising array of opportunities for social impact due in part to the ease of scaling such products at very low cost
- The private sector can leverage partnerships with governments and multilaterals to access new markets, unlock scale, and source low-cost investment as a way to boost the value proposition of new business models or investments
- Opportunities for shared value partnerships around new products or models are common in the education and humanitarian spaces, where businesses can leverage the scale of large institutions

Analysis of private sector efforts across three categories yield key takeaways to inform future endeavors (II)

Case studies

2

Business operations

- Godrej, an Indian conglomerate, invested in a training program bringing business skills to rural communities; program aims to connect 1 million people with skills, jobs, and improved livelihoods while allowing Godrej to access new markets
- Roshan's decision to pay rent to Afghan communities for their cellphone towers unlocked investments in local infrastructure and jobs for young people, while lowering their security bill by almost 50%
- Renault cooperated with the Moroccan government to secure the infrastructure and workforce training necessary to support its new manufacturing investments, resulting in training and employment opportunities for young Moroccans and business growth for Renault
- CVS pharmacies partnered with the US Government to train and recruit workers graduating from federal assistance
- Coca Cola invested in training women entrepreneurs, especially those from marginalized communities, to strengthen their businesses, communities, and the layers of the value chain where they operate
- Through the 100,000 Opportunities Initiative, many businesses have come together to find young, motivated, and NEET talent, delivering a high-quality pipeline of employees to companies and facilitating the hiring of over 200,000 young people

Lessons learned from case studies

- When considering changes to existing business models and investments in workforce development, the private sector can deliver social impact by designing those initiatives to reach marginalized groups and to provide transferable skills that support job placement and advancement
- Co-investment with public sector partners can help companies expand workforce development programs to include skills that transfer beyond those core to the business
- Most private sector investments that deliver shared value support employment and training—these investment can help firms to meet workforce needs while supporting young people to find employment and gain skills
- More creative approaches have redesigned supply chains to preference women, LGBT, or minority business owners or help them to strengthen their businesses

Analysis of private sector efforts across three categories yield key takeaways to inform future endeavors (III)

Case studies

Lessons learned from case studies

3

Investing in labor markets and economies

- MasterCard's Girls4Tech initiative aims to motivate young girls to pursue STEM using a curriculum based on skills in demand at MasterCard and mentorship from MasterCard staff
- Goldman Sachs launched the 10,000 Women Initiative to connect women entrepreneurs to business training and investment. The program is fully funded by Goldman Sachs, but the initiative operates independently
- The Global Apprenticeship Network (GAN) is a business-led organization that brings together businesses to lobby governments to provide enabling conditions for them to host apprentices as a way to improve long-term labor supply
- The Adolescent Girls Initiative (AGI) brought together non-profit and business players to help girls transition from school to the workforce

- Labor market and broad economic investments are commonly the target of CSR funding, which reflects the difficulty of deriving business value from these types of interventions
- Whereas CSR is widely considered a cost center, social enterprise models and share value partnerships can make strengthening operating environments a profit center by through facilitating business opportunities, opening new markets, or reinforcing labor markets
- Closer alignment of CSR activities with business's core functions may lead to improved outcomes as companies make better decisions about where to invest funds
- Shared value investments in the operating environment tend to deliver longer-term and less direct business value, so are most often spearheaded by large corporations or consortia of businesses that can share investments the reap shared value that is slow to mature (e.g., stronger workforce)

Case studies: The private sector has driven impact for young people through three broad business strategies



Developing new or reconceived products and services

- A. Mindspark
- B. Andela
- C. Kalibr
- D. Jolancer
- E. Royal DSM/Africa Improved Foods
- F. Pearson, Sistemas, and Brazil
- G. Houghton Mifflin Harcourt
- H. Western Union



Redefining core business operations

- A. Roshan
- B. Renault
- C. Godrej
- D. 100,000 Opportunities Initiative
- E. Shangri-La Resorts
- F. Nordic Fruit
- G. Coca-Cola 5by20
- H. CVS



Strengthening labor markets and economies

- A. Goldman Sachs' 10,000 Women
- B. MasterCard's Girls4Tech
- C. Global Apprenticeship Network
- D. The Adolescent Girls Initiative

Case study—Mindspark provides digital learning tools to individuals and schools, delivering strong impact on learning with lower costs than other strategies

Mindspark aims to improve educational outcomes for children and young people via a remote digital learning platform that can customize instruction to individual student need

- Dual products provide classroom-based systems to complement in-person instruction and individual learning tools to enable students to learn independently
 - Brings high-quality, research based educational materials to poor and rural communities through low-cost, app-based platform
 - Assesses individual student skill levels and delivers level-appropriate instruction
 - Allows students to progress at pace that matches their needs
 - Provides teachers with classroom analytics to improve their ability to teach to classrooms needs

Proven impact and reported results

RCT found that tutoring programs combining Mindspark with in-person tutoring delivers better test scores at lower costs than comparison programs

200+

Schools use Mindspark in classroom instruction

80K

Regular users

Promising features

- Operates a profitable, sustainable model by selling its services at low cost to students and school systems
- Ensures learning outcomes and social impact by delivering an evidence-based model and rigorous external evaluation to ensure high-quality tools are delivered to students

Case study—Andela pairs computer science education with remote work pairings, helping young people gain skills and access high-skilled employment

Andela recognizes that sub-Saharan Africa has computer science talent, but even young people with the most grit and technical ability struggle to secure jobs in tech after graduation due to

- Demand-side issues including weak domestic demand for tech jobs
- Supply-side issues including
 - Inadequate soft skills to meet demands in the workplace
 - Lack of experience applying computer science knowledge to challenging workplace scenarios

Working with young people who have computer science skills developed through formal education or personal development, Andela

- Provides online computer science learning community and harnesses user data to identify promising candidates
- Hosts intensive six month training to top users and applicants who can demonstrate computer science skillset
 - Provides food and housing and a stipend during training period
 - Structures curriculum around current and future market demand
- Provides a salaried remote computer engineering position for two years after training is complete

Through this work, Andela and its users both benefit

- Andela earns revenues by contracting with tech firms (mostly US-based) during participants' two-year job placement
- Online learning community members gain free, relevant computer science skills
- Training participants gain more advanced computer science and soft skills in addition to a paid engineering position and launching point for an engineering career

Reported results

1,200

Network of 1,200 computer engineers trained and employed by Andela

Users engaged in free online learning community

20k

200+

Over 200 companies contract Andela engineers

Promising features

Andela's model enables it to earn revenue while addressing education shortcomings and employment barriers by

- Selecting young people with a specific skillset that allows Andela to efficiently upskill them
- Pairing technical and soft skills enables Andela to confidently employ its graduates while delivering quality talent to its clients
- Bridging labor supply and demand across geographies in a way that individual young people would be unable to replicate

Case study—New businesses such as Kalibrr have emerged to better connect supply and demand for skills in the labor market

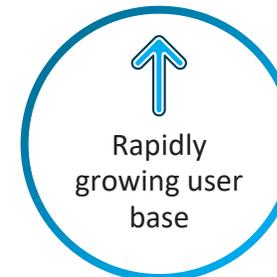
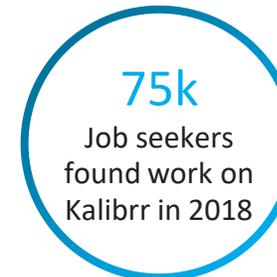
Founded to address inefficiencies in the Filipino labor market, Kalibrr is an online job platform using AI to connect young people with jobs

- Users create a profile and populate their skills, career interests, and location
- Platform suggests open positions to job seekers and job seekers to employers, improving accuracy of recommendations as users interact with the platform more
- Leverages user and job market data to calculate an “employability score” based on the employee’s skills relative to those demanded in the market and other job seekers and recommends specific skills for development based on those where the greatest mismatches exist
- Provides training, developed in partnership with the Asian Development Bank, so job seekers can build skills and improve their employability

Through its core business model, Kalibrr creates value for its shareholders, job seekers, and the broader labor market

- Kalibrr earns funds by selling value-add services to employers
- Job seekers benefit by being matched to job opportunities, gaining insight into how their skills map to the market, and building skills using Kalibrr’s trainings

Reported results



Promising features

Kalibrr delivers social impact through its core business model by operating a platform that solves shortcomings in the Filipino labor market

- By providing free employability assessments and training tools, young people can improve their skills and employment prospects
- Meanwhile, Kalibrr earns revenues by leveraging its data to provide insights to employers
- Kalibrr was able to develop its suite of offerings thanks, in part, to IDA funding and expertise

Case study—Jolancer connects labor supply and demand in Nigeria, connecting young people to freelancing opportunities in the gig economy

Jolancer launched its business in 2013 to provide a platform and marketplace for young people to connect with paid freelancing “gigs”

- Allows young people to build an online presence to market their specialized skills (e.g., graphic design, home maintenance, copyediting)
- Hosts a platform for young people and those seeking labor to post services and accept bids for work
 - Young people can offer specific jobs, which those looking for labor can purchase
 - Those seeking labor can post requests for bids on specific jobs they need completed
 - Workers and those hiring them can receive reviews and quality ratings

By connecting labor supply and labor demand, Jolancer bridges barriers to employment (e.g., poor infrastructure, irregular certifications, lack of trust across communities)

- Supply side, especially young people, benefit from:
 - Access to a new market to buy and sell specialized services, unlocking demand and opportunities to participate in the economy
 - An online presence providing legitimacy to their skills
 - Ability to evaluate the quality of potential work opportunities
- Demand side benefits from access to quality short-term labor, and clarity on the quality and dependability of young people they hire

While Jolancer does not publish data on impact or reach, it posts hundreds of gigs at any given time. Furthermore, the digital gig economy is a key driver of economic inclusion in the region:

“ It is helping to promote inclusion by creating economic opportunities for youth in fragile states

Boutheina Guermazi—WB
Director for Digital Development

Promising features

Jolancer delivers social impact by linking labor supply and demand through its platform

- Allows labor market to operate more efficiently
- Provides added value to workers and employers

Case study—Royal DSM’s “Africa Improved Foods” is alleviating malnutrition, providing a market for small-holder farmers, and creating jobs

To address malnutrition, Royal DSM, a global consumer goods company that produces household, health, and nutrition products, invested to launch a start-up to manufacture supplemental nutrition items near the point of consumption

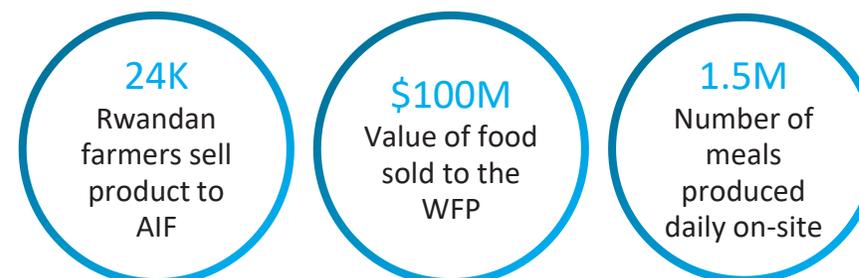
- African Improved Foods (AIF), located in Rwanda, uses locally grown crops as inputs for nutrient rich food items that the World Food Program purchases and distributes to combat malnutrition
- It is public-private partnership between Royal DSM, UN’s World Food Program, and World Bank’s IFC

Program supports the local economy in two ways

- Sources of maize and soy from ~7,500 local smallholder farmers, many of whom are operated by women and young people
- Generates 300+ manufacturing jobs for young people at its facility
- Produces nutrient rich food to alleviate malnutrition in sub-Saharan Africa and reduces the costs distribution costs by manufacturing them near the point of distribution

Initiative leverages private sector expertise (e.g., agro processing) to address multiple social sector needs (e.g., malnutrition, unemployment)

Reported results



Promising features

- AIF generates profit with a product that helps treat the social ill of chronic malnutrition
- Its value chain is designed to produce social benefit, as well
 - By sourcing inputs from local smallholder farmers, AIF strengthens the local agricultural economy
 - By locating manufacturing plants in Rwanda, AIF creates much-needed jobs
- By partnering with AIF, the WFP can source high-quality nutritional products at lower cost, while also helping Rwanda’s economy

Case study—The Brazilian government partnered with Pearson to boost learning outcomes by delivering high-quality educational products to millions

Sistemas is a subscription-based package of curricula, tech, analytics platforms, professional development, and school management services

- Developed in Brazil by a Brazilian-owned firm to provide contextually relevant educational materials
- Pearson acquired Sistemas in 2010 in an effort to expand its footprint in South America, and invested further in enhancing its offerings with support from the Brazilian government

The Brazilian Ministry of Education partnered with Pearson to use Sistemas to aid in school management, improving student learning outcomes

Partnership created a shared value for Pearson and Brazil while delivering social impact to young people in schools

- Schools receive packaged, complementary materials and training to boost outcomes
- Students receive state of the art curriculum and leading education outcomes
- Pearson accesses massive market making Sistemas acquisition and investment viable

Reported results

+20%

90% of students using Sistemas program test 20% above national average in core subjects



Operates in 2,000+ schools

\$

Generates tens of millions in revenue annually



Reaches 500,000+ students across Brazil

Promising features

By establishing a multi-sector partnership, Pearson and Brazil achieved results that would be difficult to achieve independently

- Leveraged Pearson's expertise to create a enhance the locally-designed product to generate **strong academic results**
- **Achieved economies of scale** by aggregating Brazilian market, which made the arrangement profitable for Pearson
- **Strengthen educational outcomes** for young people using the system across Brazil

Note: Figures cited are for 2012, the most recent published

Source: Shared Value Initiative "[The New Role of Business in Global Education](#)"; Fenton, B, "[Pearson reveals £326m Brazil Deal](#)" Financial Times (2010); BCG analysis

Case study—Houghton Mifflin Harcourt created value by adapting its learning materials to help prison inmates, including young people, prepare for re-entry

Houghton Mifflin Harcourt (HMH) worked with the Louisiana Department of Safety and Corrections (LDSC) to adapt its suite of adult learning materials to create a Re-entry Prerelease Program for inmates preparing for release from prison

- Integrated academic and life skills to meet state-issued standard for reentry education
- Used input from LDSC to develop curriculum and adapt materials to meet needs of correctional context
- Produced a suite of ten modules tailored to the unique needs of an ex-offender population, including topics ranging from personal development and anger management to employment skills

Partnership between the state and HMH provides improved prerelease preparation for inmates, creating shared value

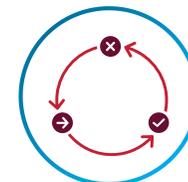
- HMH benefits from sales of its products to the Louisiana prison system, and opening of a new market for the company
- Program participants receive valuable training that will support their transition out of incarceration
- The Louisiana Department of Safety and Corrections is able to reduce recidivism for recently released inmates, producing savings to the state economy

Reported results

9M

People exiting jails and prisons in the United States each year, many of whom are young and most of whom are from minority groups—all are potential beneficiaries of the program

Curriculum could reduce recidivism, presenting a value proposition for the criminal justice system and those involved in it



Promising features

The multi-sector partnership between HMH and LDSC enables both partners to access value they would be unable to tap into independently

- Louisiana's government did not have in-house expertise to develop an effective curriculum, but through its partnership was able to access high-quality materials to **meet inmates' needs**
- HMH was able to tap into the LDSC's expertise to adapt materials to be effective for a new population, **opening a new market**

Case study—Recognizing education costs as major driver of payments, Western Union built a partnership to strengthen services to families and students

Western Union convened “shared value summit” bringing together senior leaders from business, multi-laterals, NGOs, and academia to create sustainable financial products that advance education

Summit generated 20 new ideas to create value for business and society—among them is “Education for Better,” a multi-pronged program outlining the company’s engagement in the education market

- Introduced products that improve accuracy and convenience of transfers so that students and families can more reliably transfer funds for education fees and expenses
- Launched GlobalPay, an NGO that helps other education-focused NGOs move money across borders using Western Union's network at lower cost and with greater flexibility and dependability
- Offered tools to governments to make electronic payments with potential to reduce leakages from loss, graft, and corruption

The partnership identified a suite of new opportunities for Western Union and the NGO sector to offer complementary services to support education payments

- Western Union better serves its customers needs by providing additional security and options for education remittances
- NGOs gain solutions to make their work more efficient and amplify their impact
- Governments can access new payment options to reduce losses and make their investments in education go further

Reported results



New product will support movement of \$1B for education

Has already facilitated payments contributing to 1Mdays in school



Promising features

Western Union and its Education for Better initiative amplify impact on education outcomes for young people by establishing a partnership with shared value

- By convening leaders from multiple sectors, the partnership promoted innovative thinking to develop the comprehensive approach
- Western Union's scale, brand, access to data yield advantages that most NGOs and governments would be unable to access
- The GlobalPay NGO provides efficiencies to governments and NGOs to amplify their work
- Meanwhile, Western Union enjoys increased traffic crowded in through the NGO partner and a reputation as the tool of choice to transfer education funds

Case studies: The private sector has driven impact for young people through three broad business strategies



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Redefining core business operations

- A. Godrej
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Strengthening labor markets and economies

- A. Goldman Sachs' 10,000 Women
- B. MasterCard's Girls4Tech
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Case study—To address its own demand for skilled workers, Godrej launched an ambitious plan to train young people across rural India

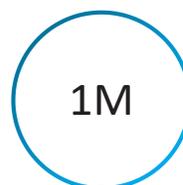
Recognizing the supply of adequately trained labor as a major barrier to reaching its 15-20% annual growth target, Indian conglomerate Godrej launched a program to upskill young people in rural areas, where skills were in highest demand

- Functional groups within Godrej developed portfolios of modular trainings with industry-relevant skills including
 - Basic education, including English and math
 - Channel sales
 - Soft skills, including work ethic

Godrej's training program delivers **social impact** to young people and value to the firm by

- Developing an appropriately skilled workforce to meet Godrej's labor needs
- Expanding distribution channels to improve access to its products, improving consumer demand by opening new markets
- Providing skills training and formalized jobs to rural, unemployed young people

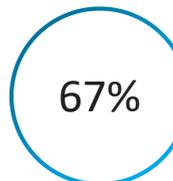
Reported results



1M

Target number of young people trained by 2020

Proportion of graduates who find related work



67%



Improved market access, strengthened distribution channels, and higher revenues

Promising features

By using its geographic **reach**, diverse business functions, and **financial resources** to deliver **industry-specific skills** training, Godrej is able to deliver social impact by

- Delivering training that not only helps meet its labor needs, but also brings young people into the formal labor force and out of poverty
- Achieving a level of scale and sustainability that an NGO would struggle to meet independently due to physical and financial constraints

Case study—Roshan’s community investments benefit rural Afghan communities while delivering value to the company

Roshan is Afghanistan’s largest mobile phone company and employer, with 6.5M subscribers and over 1,000 employees

However, attacks on company's cell phone towers by Taliban dented network reliability and threatened the bottom line by increasing costs for foreign security providers and repairs

- Community consultations revealed low local support for Roshan due to lack of job opportunities available to most community members
- Roshan reacted by increasing local investment to communities where towers are located
 - Pays leasing fee to local communities as long as cell towers do not get attacked; amount increases over time if no attacks
 - Employs community members to guard towers at lower cost than foreign contractors
 - Invests additional funds in local infrastructure

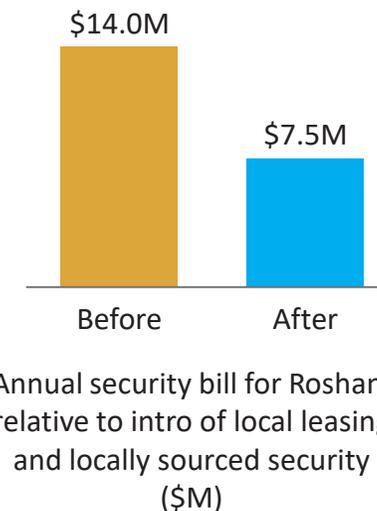
Reported results

>\$700M

Investments, incl.
in local communities
as of 2016



Improved network reliability
and
tower lifetime



Promising features

- Leveraging community consultation, Roshan an **opportunity to create social impact and business value** where Roshan’s business and communities interests intersect
- Roshan reduced expenses, improved network reliability, and built brand value
- Communities gained employment opportunities, investment, and more stable connectivity



Case study—Renault worked with the Moroccan government to add manufacturing capacity while transforming the local economy

Drawn to the low cost of labor, proximity to European markets, and a new deep water port, Renault sought new assembly capacity in Tangiers, Morocco

However, the local infrastructure and labor market could not support advanced manufacturing

To make the deal work, Renault worked with the Moroccan government to

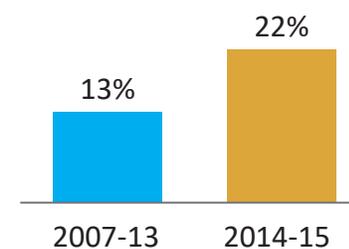
- Establish technical colleges to train engineers in skills needed to operate plants
- Construct rail and road links to ports to facilitate imports/exports
- Access land rights to build its plant

Both Renault and the Moroccan people benefitted from the investment:

- Renault gained much-needed manufacturing capacity
- Morocco saw economic diversification, an increase in high-skill manufacturing jobs, increased exports, and recognition as a auto-manufacturing hub
 - Renault plans to double current investment and Peugeot announced plans to manufacture in Morocco, signaling an ecosystem emerging thanks to Renault's first move
- Young people in Morocco benefitted from stronger economic conditions, improved training programs, and increased demand for labor

Reported results

Automotive exports as % of total exports



8k

Workers employed

>1M

Cars produced

Promising features

Worked with government to establish enabling conditions necessary for expansion, drawing additional investment to the community

Developed local talent through shared investment in technical colleges

Demonstrated how dialogue between private companies and government can identify and remove constraining factors on investments, thereby facilitating economic growth

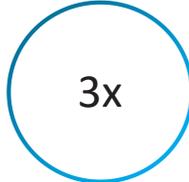
Case study—Coalition of private sector firms founded the ‘100,000 Opportunities Initiative to help connect firms with young talent

Launched by a coalition of private sector companies in 2015 with the goal increasing employment of “Opportunity Youth”—NEETs age 16-24—and creating a pipeline of motivated, creative talent

- Fosters a corporate coalition to support opportunities and employment for NEETs
- Hosts hiring fairs, linking Opportunity Youth and companies seeking to hire them
- Shares access to resources for training, education services, and case management
- Exchanges knowledge and best practices for hiring and retaining NEETs

The partnership delivers value to its members and to the Opportunity Youth it aims to reach

- Employers involved in the partnership, including Starbucks, FedEx, Target, and Hilton, gain access a productive, motivated talent pipeline
- Opportunity Youth benefit from a platform to access employment, opportunities for advancement, and on-the-job experience to jumpstart a career



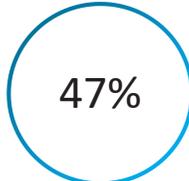
3x

Reported results

Retention rates for Opportunity Youth are 3x higher than their peers not in the program

Promising features

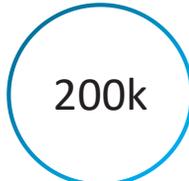
The partnership enables member companies, many of which are in direct competition, to crowd-in potential employees and share resources



47%

Up to 47% of Opportunity Youth at job fairs are hired on the spot

Companies benefit from a direct channel to an active pipeline of job-seekers



200k

Over 200,000 young people hired in entry-level jobs since 2015

Meanwhile, Opportunity Youth’ benefit by being connected to potential employers, promising job opportunities, and a pathway to establish on-the-job experience

Case study—The Maldives boosted employment for young people and marginalized groups by partnering with Shangri-la to develop a luxury resort

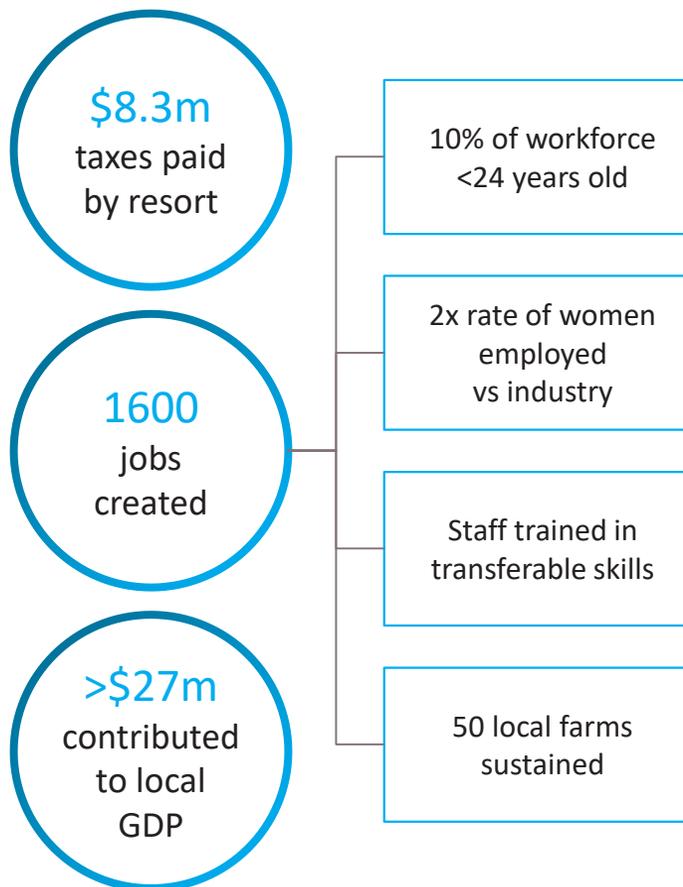
Seeking to strengthen its tax base, boost employment, and improve its tourism industry the Maldivian government

co-invested in a luxury resort with hotel chain Shangri-la

- By co-investing with Shangri-la, the Maldivian government reduced the cost of capital, strengthening the value proposition of the \$143 million project
- IFC provided low-cost funding totaling \$50 million to Maldives to help fund the government's portion of the investment
- Shangri-la led development and operation of the resort, and also contributed substantial investment for the project

From its investment, Maldives realized increased employment for women and young people, a boost to tax revenues, and other indirect benefits

Reported results



Promising features

By partnering across sectors, the Maldives and Shangri-la unlocked opportunities

- **Reduced risk** by locking in government and World Bank support as financiers allowing Shangri-la to enter a market that might otherwise be untenable
- By acting as an investor in the project, the government was able to make stipulations ensuring that **employment opportunities went to marginalized groups**
- Without the private sector developer, the government would not have been able to meet its employment goals

Case study—Nordic Fruit created job opportunities for young people and refugees while stabilizing its supply chain

Struggling to meet the growing demand for organic tropical fruit in its Scandinavian market, produce distributor Nordic Fruit sought new suppliers

Nordic Fruit partnered with Ugandan company “Amfri Farms,” Danish development agency DANIDA, and DanChurchAid to increase production by developing farms in refugee communities in Uganda

- Nordic Fruit invested in training and agricultural development
- DanChurchAid partnered to deliver training and on-the-ground services
- DANIDA provided access to Ugandan market and additional grant funding
- Other businesses provided cold storage, local shipping, infrastructure development, and other enabling conditions

Initiative is developing sustainable, high-quality, and low-cost source of organic fruit, which is expected to

- Strengthen Nordic Fruit’s supply chain
- Help communities in Uganda by improving agricultural conditions and creating steady income from exporting produce

Reported results



Program expected to dramatically increase fruit exports enabling Nordic Fruit to meet increased demand and boost revenues



... creating job opportunities for young people and injecting capital and revenue generating infrastructure into refugee communities



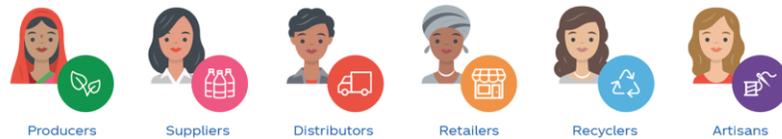
Promising features

The multi-sector partnership provides unique opportunities to address business and social need through a single shared value approach that leverages assets of business and community:

- Nordic Fruit brings market access, shipping capabilities, and investment
- DanChurchAid brings experience in delivering training and supporting agricultural development
- DANIDA brings deep expertise in supporting marginalized communities and additional funding

Case study—Nordic Fruit created job opportunities for young people and refugees while stabilizing its supply chain

Aims to strengthen Coca Cola's value chain by enabling the economic empowerment of 5M women entrepreneurs operating within it, including



Core activities include

- Delivering training to entrepreneurs in financial management, business planning, customer service, etc.
- Providing financial support to existing organizations that support women entrepreneurs
- Enabling access to start-up capital for women entrepreneurs through partnership with IFC and local retail banks
- Supporting research and tools to better assess needs for women entrepreneurs, including WEPs Gender Gap Analysis Tool¹

Leverages partnerships between Coca Cola, civil society, government, and development banks wherein

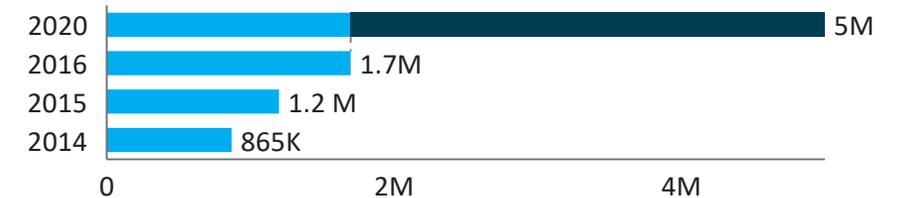
- Civil society provides on-the-ground presence, local relationships, development expertise, and direct service delivery
- Government partnership facilitates access to markets, amplification of scale, and access to local networks and systems
- IFC and IDB support access to capital to program recipients and fund core program

1. WEPs Gender Gap Analysis tool can be accessed at <https://weps-gapanalysis.org/>

Source: Babson University “Unleashing the Potential of Woman Entrepreneurs” (2016); IFC “IFC, Coca-Cola Join Forces to Support Thousands of Women-Owned Businesses in Emerging Markets”; [5by20](#); BCG analysis

Reported results

Women’s economic empowerment



Number of women entrepreneurs economically empowered across global value chain (cumulative, as per Coca-Cola’s definition)



Promising features

- By incorporating social impact for young people and marginalized groups into its core business strategy, Coca Cola is able to deliver shareholder value by strengthening its supply chain while supporting women’s livelihoods
- The multi-sector partnership enables this business value by
 - Contributing development and training expertise to Coca Cola's efforts
 - Providing enabling resources to program participants that would otherwise be unavailable

Deep-dive—Impact evaluation shows training and entrepreneurship support are impactful, especially when gatekeepers are engaged, hard and soft skills combined

A Coca-Cola 5by20 program provided training in soft and job skills, tutoring in math and English, and connection to job opportunities to Nigerian girls **delivered impact** in key areas

- Increased participants' likelihood to have run their own business or managed a family business (55% of participants vs 27% of nonparticipants)
- Connected over 75% of girls with jobs, of which 58% were connected to Coca Cola value chain

Effects were also observed in

- Increased self confidence, knowledge of skills needed to run a business
 - However, while confidence in English and math increased, there was no statistically significant increase in English or math skills
- Increased feelings of agency across several dimensions related to financial, educational, and personal decision-making
- Increased participation in savings activities and possession of a savings account
 - However, savings rates did not necessarily increase as a result

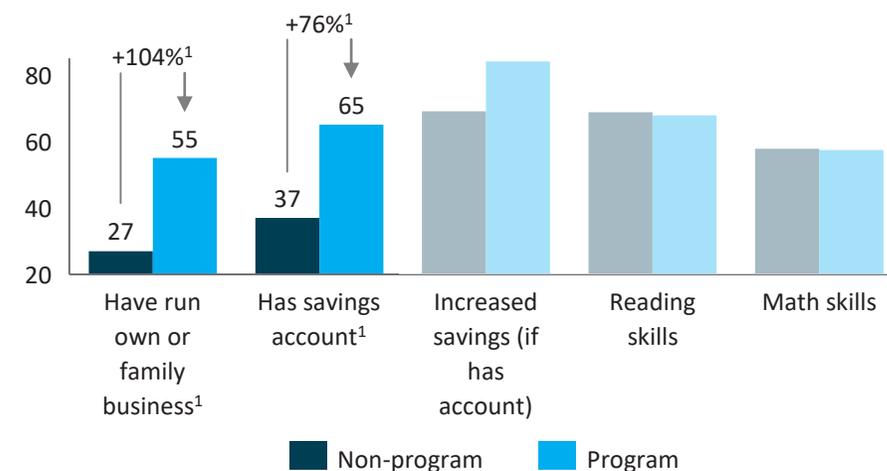
The program generated these impact by adopting certain **keys to success**

- Focused not only on young girls, but also on **improving the enabling environment** by shifting beliefs on family and community members who act as gatekeepers
- Delivered a **combination** of technical skills (e.g., financial management, math) and soft skills (e.g., self confidence, identifying interests)
- Linked participants to a **specific job opportunity** by leveraging private sector

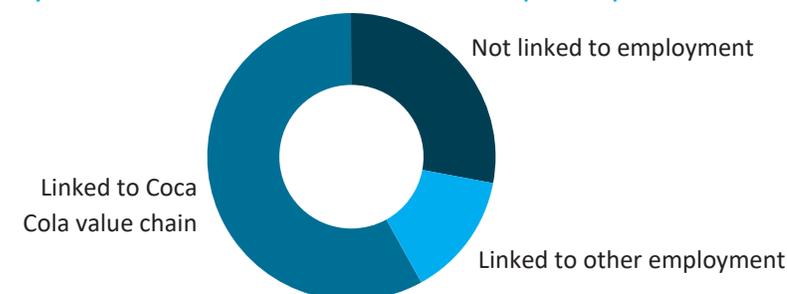
1. Indicates statistical significance

Note: As of the end of cycle 1; data collection took place between May 2014 and May 2016. Literacy skills assessed using the early grand reading assessment; numeracy skills assessed using an adapted version of early grand math assessment. Source: Klugman, Jeni, J. Parson, and T. Melnikova, [“Working to Empower Girls in Nigeria, Highlights in the Educating Nigerian Girls in New Enterprises \(ENGINE\) Program”](#) Georgetown Institute for Women, Peace and Security (2018); BCG analysis

Selected outcome measures for overall study sample



Employment outcomes for out-of-school participants



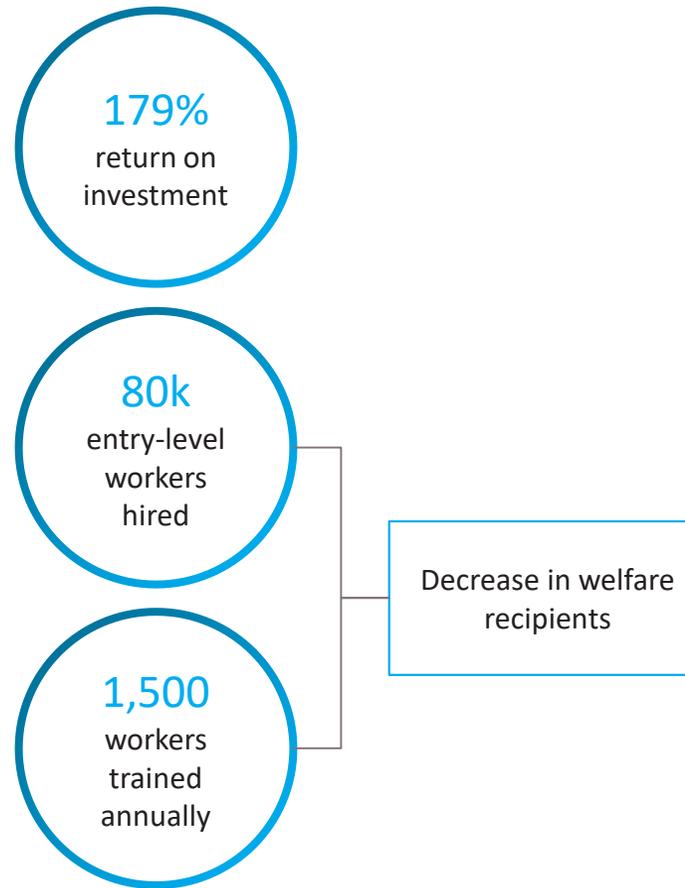
Case study—CVS pharmacy trained and recruited entry-level staff by targeting individuals trying to graduate from federal welfare assistance to work

Seeking to fill entry-level positions in its growing pharmacy network, CVS Caremark established a partnership with the US Government

- CVS partnered with state and federal agencies to train and hire individuals trying to graduate from Federal assistance to work in pharmacies located in high growth areas
- By partnering with CVS, the Government ensured trainings featured job-aligned curricula and that graduates would have access to open positions upon training completion
- While CVS paid for the trainings, the Government provided tax credits that generated a 179% return on CVS expenditures

From its investment, **CVS hired thousands of entry-level workers**, including many young people, and provided effective training for job-seekers to become self-sufficient, thereby reducing expenditures for public assistance programs

Reported results



Promising features

By partnering across sectors, CVS and the U.S. government achieved success:

- **Increased self-sufficiency** for thousands of job-seekers, including many young people
- By partnering with the private sector, the government ensured **job trainings were effective** and aligned to market needs
- By partnering with the government, **CVS identified eager potential workers** in high-growth markets where supply was limited and improved the return on training investments
- By investing in a future workforce, CVS recruited not only capable, but loyal joiners to the company

Case studies: The private sector has driven impact for young people through three broad business strategies



Developing new or reconceived products and services

- A. Mindspark
- B. Andela
- C. Kalibr
- D. Jolancer
- E. Royal DSM/Africa Improved Foods
- F. Pearson, Sistemas, and Brazil
- G. Houghton Mifflin Harcourt
- H. Western Union



Redefining core business operations

- A. Roshan
- B. Renault
- C. Godrej
- D. 100,000 Opportunities Initiative
- E. Shangri-La Resorts
- F. Nordic Fruit
- G. Coca-Cola 5by20
- H. CVS



Strengthening labor markets and economies

- A. Goldman Sachs' 10,000 Women
- B. MasterCard's Girls4Tech
- C. Global Apprenticeship Network
- D. The Adolescent Girls Initiative

Case study—Goldman Sachs funds a women's entrepreneurship training and grant-making program, leveraging its CSR dollars to impact women worldwide

Goldman Sachs' 10,000 Women program supports women entrepreneurs from around the globe to access training and capital to build their businesses

Funded through CSR, the program operates outside Goldman Sachs' core business model, but its priorities are determined from within the company

Provides women entrepreneurs with funding for and **access to leading university-level business training** in addition to free **online entrepreneurship coursework**

- Access is limited to women entrepreneurs employing >3 people and with revenues >\$50k
- Online curriculum developed in partnership with Coursera and universities
- Curriculum includes evaluating business opportunity, finance, operations, marketing, negotiations, and human capital development

Facilitates a **network** of women entrepreneurs from around the globe

In 2014, Launched Women Entrepreneurs Opportunity Facility (WEOF) in partnerships with IFC to provide **access to capital** for women entrepreneurs, addressing a major barrier to scale
Invests in financial intermediaries in countries around the world as a means to provide access to credit to women entrepreneurs

Reported results

- 10k+ Training programs have reached over 10,000 women in 56 countries
- 50k Over 50,000 women have accessed funding to grow their businesses through the WEOF
- \$1B WEOF has invested \$1 billion in financial intermediaries across 26 countries

Promising features

Goldman Sachs achieves meaningful social impact through its CSR effort

- Providing services that addresses multiple barriers to entrepreneurship—including knowledge, networks, rural-urban divide, and access to capital
- Investing large amounts of capital to support the social impact initiative
- Driving strategy and direction of the initiative internally, allowing it to maintain close ties to Goldman Sachs' mission

Furthermore, by partnering with development partners (e.g., IFC), the initiative is able to scale to amplify impact

Case study—Mastercard’s Girls4Tech initiative narrows the gap between core business and company’s CSR commitment

Mastercard, one of the world’s leading financial services providers, launched Girls4Tech in 2014 as a way to encourage and support women to enter STEM careers

Girls4Tech offers STEM-related trainings to middle school girls age 10-14 globally, including China, India, and Africa

- Delivers workshops that allow girls to engage with STEM and participate in STEM challenges
- Leverages Mastercard staff to deliver trainings and serve as STEM mentors
- Uses Mastercard engineers to develop curricula with relevant skills at the forefront

“Girls4Tech and Code” is an additional 20-week mentoring program that teaches the basics of computer science

While it is structured as a CSR effort, the program delivers indirect value to Mastercard by training the next generation of STEM leaders to meet future labor demands

Reported
results

185K
girls
reached

25
country
presence

Promising features

- Mastercard leverages its own core human capital and technical assets in order to shape and amplify success for the program
- By strengthening the base of STEM skills for girls worldwide, Mastercard is strengthening the future labor market in a way that will support growth in the future
- The improved human capital Girls4Tech generates strengthens the operating environment by contributing to a stronger, more skilled future workforce

Case study—In some cases, businesses have come together to form networks like “GAN” to advocate for policy changes that could deliver shared value

The Global Apprenticeship Network (GAN) is a global business-led network linking 17 country-based networks of government, NGO and private sector actors and brokering between them to build systems for apprenticeships that

- Provide young people with training and employment opportunities
- Deliver value to business through improved systems for workforce development

GAN pledged to make 20 million apprenticeship opportunities across 20 countries by 2020, which it plans to accomplish by

- Lobbying governments to make opportunities for apprenticeships
- Developing toolkits for member companies to share best practices on apprenticeships

Individual country networks are making strides toward that goal at a local level

- GAN Malawi coordinated work readiness programs with local universities to improve employability of graduates
- GAN Indonesia published a landscape study identifying opportunities to strengthen apprenticeship networks country-wide

Reported results



Promising features

Through its multi-sector partnership, GAN can:

- **Leverage expertise** and connections from the private and public sectors to amplify its voice in a way not possible with only one sector
- **Build connections between government and business** in a way that unlocks opportunities for collaboration between otherwise siloed partners
- Strengthen the enabling environment for young people to succeed and for new businesses to prosper

Case study—“AGI” pilot demonstrated that small, local businesses and young people can benefit from investments that combine skilling and wage subsidies

The Adolescent Girls Initiative (AGI) was a public-private partnership operating with the goal of helping girls transition from school to employment

- Piloted across eight countries, with specific approaches tailored to each country’s context

Main features of country-level AGI initiatives were

- Life skills training
- Business development, technical and vocational training
- Job intermediation and placement at local businesses
- Stipends, microcredit, and temporary job vouchers



Liberia



Approach: 6 mo. job skills or business development training combined with life skills and mentorship; job intermediation; placement in a local business or links to microcredit

- Participants’ employment rate increased by 47% and average incomes by 80%, compared to control group
- Effects sustained over 1 year after program ended

Nepal



Approach: technical skills and life skills focused on age- and gender-based challenges; financial incentives for most vulnerable girls; capacity building for providers

- Participants’ employment rate increased by 47%, and average incomes grew by 45% (2010) and 66% (2011), relative to control group

Laos PDR



Approach: business development competition for young people with start-up grants to winners; business skills training; career counseling and job placement services

- 59% of participants started or expanded small business
- 44-47% (varying by location) of career counseling participants found a job within 12 months

Reported results

Key evaluations of the AGI approach noted

- Skills training led to positive effects on rates of non-farm employment and average weekly income
- Employment vouchers helped local businesses to acquire new talent at low risk to the businesses

Promising features

By partnering with local NGOs and businesses, the World Bank was able to adapt a high-level model to unique contexts in each implementation county

- World Bank and philanthropic resources lent credibility and financing to grassroots organizations
- Local governments and non-profits provided local insight, presence, and implementation that global organizations alone could not
- Local businesses benefitted by gaining well-prepared new labor

Note: Pilot program concluded in 2015

Source: World Bank, “[Adolescent Girls Initiative](#)”, BCG analysis

3: Enablers for success in multi-sector partnerships

Chapter 3

Methodology

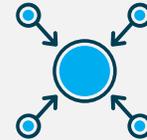
This chapter synthesizes key success factors for multi-sector partnerships, as taken from published research, expert interviews, and extrapolated from case studies

- The highlighted case studies were identified from interviews and reports and represent a collection of promising efforts, not an exhaustive review or endorsement of practices
- Case studies were developed from both primary and secondary sources. Efforts were taken to analyze information from multiple sources and external evaluations wherever possible

Generation Unlimited can learn from the key success factors for three types of partnerships



Global multi-sector partnerships



Place-based collective impact models



Shared value partnerships

What they are

Global partnerships bringing together organizations from the public, private, and social sectors aligned behind a common vision for social change and theory of change for how to create it

Multi-sector partnerships based around a commitment of a group of actors from different sectors to a common agenda for solving a specific social problem in a given place

A collective impact model involving a collaborative strategy to deliver social impact and to create value for the public and private sector partners

What GenU can learn

What key success factors can GenU leverage to create a successful global partnership?

What enablers should GenU put into place to enable partnerships to deliver collective impact toward national investment agendas?

What conditions must be met for shared value partnerships to make meaningful progress in support of global breakthroughs and investment agendas?

While all three partnerships types share some common enablers ...

- ✓ A common, shared agenda and recognition of the problem the partnership will aim to solve
- ✓ A shared vision of success and how to measure it
- ✓ A central, backbone organization to support the partnership

Nuanced differences between partnership networks around places, topics, and global movements are worth analyzing

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Private and public
sector perspectives
on **global**
multi-sector
partnerships

“We’re happy to help where we can, but we don't know where the best place to help is and we don't have the capacity to do that analysis ourselves”

—VP at a multinational corporation

“We have shied away from working with governments on initiatives in the past because it takes a long time to get anywhere. The bureaucracy really bogs us down”

—CSR director at a financial institution

“What would really help is someone at the global level who's putting pressure on the government. We can only do so much when we don't have the people in power onboard”

—Country lead at a global NGO

Specific conditions tend to support the most successful global multi-sector partnerships (I)

- 1 A common agenda pairing action and advocacy around a shared vision for global change
 - Partnerships may mobilize around a big vision, but should provide some focus for how that vision can be achieved (e.g., a broad vision of social change for a narrow population, specific mechanism for action for a broad population)
 - While partners may agree upon the overarching agenda and vision, different partners may support that agenda in different ways (e.g., implementing programs, providing funding, lending expertise)
- 2 Shared measurement system for evaluating and reporting success
 - Successful partnerships tend to agree to a common set of indicators to measure progress toward their shared vision
 - Partnerships can also collect and track the data collected by their partners as a tool to report on aggregate impact, to inform future iterations of the strategy, and to share learnings
- 3 Central coordination by an independent backbone organization
 - Most successful global multi-sector partnerships rely on a central team to manage global coordination, especially for facilitating knowledge exchange, connecting complementary players, and mediating collaboration among stakeholders
 - The central coordinator can also manage expertise within the partnership, either retaining its own experts and sharing that knowledge with partners, or managing the sharing of expertise brought by individual partners so it can be leveraged by the full partnership
 - Staff of the independent backbone organization may still be hosted within a larger host organization as a way to reduce costs, but can remain independent if the staff is employed by the partnership and not seconded from other organizations

Specific conditions tend to support the most successful global multi-sector partnerships (II)

- 4 Legitimacy to mobilize partners and funders behind the common agenda
 - Partnerships are buoyed by anchor organizations—either as a partner or founder—that already conduct activities related to the agenda, are well connected to other enabling institutions, and command respect and global recognition
 - Often, anchor organizations can play a central role in the operations of the partnership (e.g. a UN agency delivering services on behalf of the partnership), but they may also operate on a peer level with other partners

- 5 Systems or strategies for mobilizing and distributing funding in support of the agenda
 - A partnership can amplify the work of individual partners by mobilizing capital or facilitating a fund of its own
 - Successful examples of funds managed by partnerships have included within the partnership systems for allocating, using, and reporting on those funds
 - Often, anchor funders provide financial resources for early operations and programming until the partnership is able to reach maturity

- 6 In-country presence or deep in-country relationships support linkages between global priorities & local systems
 - A global partnership without in-country presence or close relationships with government or national agencies may struggle to execute activities against its vision on a local level
 - In-country presence or partnership with country-level institutions can also support the development of relationships with country governments and local organizations, which are often essential to creating social impact

Case Study—Global Alliance for Vaccines (GAVI)

Common agenda	Vaccine support and delivery, health system strengthening, technical assistance
Theory of change	GAVI shapes markets, accelerates access to vaccines, and strengthens health systems, by leveraging economies of scale, funding guarantees, and global coordination achieved through tight partnerships with other global agencies, private sector stakeholders, donor governments and target country governments
Role in ecosystem	Mobilizes specific capabilities and resources of other actors towards improving access to specific product, i.e., vaccines
Scale	65M children immunized in > 60 countries in 2017; donor contributions and pledges > \$9B for 2016–2020
Operating model	<ul style="list-style-type: none"> • Global <ul style="list-style-type: none"> - Board: Has representation from across all sectors, responsible for strategic direction and policy-making, oversees the operations of the Vaccine Alliance and monitors program implementation - Secretariat: Mobilizes resources, coordinates program approvals and disbursements, develops policy, implements strategic initiatives, conducts monitoring and evaluation • National: GAVI is not directly present in-country, but funds staff in UNICEF and World Bank country offices
Financing and resource mobilization	<ul style="list-style-type: none"> • Multi-year pledges from donor countries enable long-term financing guarantees and price stabilization • Aggregated procurement enables GAVI to shape markets and leverage economies of scale • Matching Fund incentivizes private pledges from philanthropies and private sector donors • Advance Market Commitment expands capacity and incentivizes manufacturers to invest in R&D and production • Loan buydown programs incentivize investment from target countries in health systems

Implications for GenU



- The partnership model enables GAVI to shape the vaccine market in a way that its partners would be unable to achieve without **coordination**
- By adopting a narrow but deep agenda, GAVI attracts **partners from across the ecosystem** that have a stake in vaccine delivery, including the private sector
- The combined approach of sourcing vaccines (**goods**) and strengthening delivery mechanisms (**systems**) enhances impact by **addressing the challenge from multiple angles**
- A global secretariat plays a key coordinating role, supporting impact by coordinating myriad players' activities to **prevent duplication and capture efficiencies** through alignment

Case Study—Global Partnership for Education (GPE)

Common agenda	Education system strengthening, mobilizing resources for education in marginalized countries and groups, knowledge sharing
Theory of change	Support national governments to create high quality, equitable, evidence-based national education sector plans by consolidating global development funds for education and using those funds to incentivize, facilitate and monitor the design and implementation of education plans and programs to support them
Role in ecosystem	Mobilizes global funds to encourage national governments to design and implement national education sector plans
Scale	Works with > 70 countries, donors pledged \$2.3B for GPE, and developing countries pledged \$110B for education for 2018-2020
Operating model	<ul style="list-style-type: none"> • Global <ul style="list-style-type: none"> - Board responsible for strategic direction and policy-making, mobilizing and monitoring financial resources, advocating and overseeing the Secretariat - Secretariat runs day-to-day operations, coordinates and supervises country LEGs, monitors impact and shares knowledge • National: GPE operates at a country level, involving government, local education group, coordinating agency, grant agent, with support of the GPE Secretariat. However, GPE does not maintain in-country staff
Financing and resource mobilization	<ul style="list-style-type: none"> • Donations from donor countries and philanthropies fund evidence-based grants for design and implementation of national education sector plans • Allocated GPE Multiplier allocation incentivizes governments to mobilize additional financing for education sector plans from additional sources, e.g., development banks and commercial lending

Implications for GenU

- GPE's role as a **pooler of funds** is a critical tool enabling it to influence the planning and programming decisions of country-level education institutions
- **Political pressure** to improve education outcomes, **buy-in from national governments**, and the **convening power of multilateral partners** was also essential to GPE's ability to shape education policies on a global level
- By maintaining **lean operations enabled by close linkages with national governments**, and administration of its fund through the World Bank, GPE remains attractive to investors

Case Study—Global fund to end HIV, malaria, and TB

Common agenda	Funding country-level programs against malaria, HIV and TB; strengthening health systems
Theory of change	Drive the treatment and prevention of malaria, HIV, and TB by mobilizing and consolidating global development funds to support comprehensive and integrated healthcare strategies and to enable country-level partnerships to support them
Role in ecosystem	Mobilizes global funds to support public, private and social sector organizations in designing and implementing country-level programs to end malaria, HIV and TB
Scale	The Global Fund partnership mobilizes and invests nearly \$4B per year
Operating model	<ul style="list-style-type: none"> • Global <ul style="list-style-type: none"> - Board representation from across all sectors, responsible for strategy, oversight, resource mobilization, advocacy, and approving grant applications - Secretariat mobilizes resources, coordinates program approvals and disbursements, supports implementers, conducts monitoring and evaluation • National <ul style="list-style-type: none"> - “Friends of the Global Fund” regional networks advocate and mobilize resources, independent Local Fund Agents are selected to monitor country-level activity; Global Fund does not have in-country offices
Financing and resource mobilization	<ul style="list-style-type: none"> • Donations from donor countries (~95%) and philanthropies fund evidence-based grants for country-level programs

Implications for GenU

- Like GPE, the Global Fund uses its role as an intermediary of grant funding as a lever to enable it to **influence the types of programs** at the local level
- Because countries make **local investment decisions**, country-level programs funded by the Global Fund are based in local needs and informed by local contexts
- By incorporating **content area experts into grant-making decisions**, the Global Fund ensures that grant funding is allocated to projects that have promise to deliver success
- Local, independent oversight through **local fund agents** provides grant management without requiring local Global Fund staff in each recipient country, enabling lean operations and allowing more funding to reach countries

Case Study—Roll Back Malaria (RBM)

Common agenda	To support malaria-affected countries and galvanize global action across all sectors to support its eradication
Theory of change	RBM aims to reduce the morbidity caused by Malaria by aligning malaria affected countries, donors, and other partner organizations to build public awareness, aggregate and share technical information with a system of global stakeholders, and mobilize funding through creation of humanitarian and investment cases
Role in ecosystem	Convenes governments, funders, and other stakeholders to pursue coordinated approaches to address Malaria across regions and within countries
Scale	RBM Partnership had \$10M in donor contributions in 2017 of which \$6.55M was allocated to core/pooled funds; over 500 partners
Operating model	<p>Global</p> <ul style="list-style-type: none"> RBM Partnership Board is composed of RBM partners, including affected countries, their bilateral & multilateral donors, philanthropy, the private sector, etc. It leads the partnership, aligns stakeholders, and sets high-level direction The RBM board oversees a mutually reinforcing elements <ul style="list-style-type: none"> Three committees (Advocacy & Resource Mobilization, Country/Regional Support, Strategic Communications) formalize, consolidate and amplify the partnership priorities Global secretariat, led by the CEO, mobilizes resources, implements strategies and plans approved by the board. The secretariat is contracted through UNOPS Partner-led working groups provide members with a forum to share knowledge related o specific topics
Financing and resource mobilization	<ul style="list-style-type: none"> Majority of funding from four funders (USAID, President’s Malaria Initiative, Bill & Melinda Gates Foundation, and Global Fund) Pooled funds allocated to support partner committee operations

Implications for GenU

- By **aligning the efforts of myriad players** across countries and regions, RBM creates efficiencies that reduce cost and enhance effectiveness
- **Strong ownership by partners** ensures that the partnership’s strategy meets partner’s needs and support regional and country-level progress
- **Inclusion of affected country governments** as well as private sector actors in the global board enable inclusive and effective planning to address regional and local needs

Case Study—Scaling up Nutrition

Common agenda	Supporting nutrition during the first 1,000 days of life through country-level planning
Theory of change	SUN supports national governments to develop national plans that align the activities of global agencies, the private sector, and donors, enabling them to act in a cohesive way to achieve bigger impact than what any one actor could achieve alone
Role in ecosystem	Enables government planning to align disparate actors into a coherent and impactful strategy to improve nutritional outcomes
Scale	Partnership includes 60 countries with national platforms, pooled fund ~\$2M in 2018
Operating model	<ul style="list-style-type: none"> • Global <ul style="list-style-type: none"> - Leadership including a coordinator, Lead Group, and Executive Committee sets overarching strategy and roadmap - Networks operate at the global and local levels and bring together sector-specific alliances of private sector, civil society, donor, and UN agencies around the SUN movements • National <ul style="list-style-type: none"> - Government focal points facilitate country plans, convene local networks, and coordinate participant contributions to the country plan to meet the SUN movement's vision • A pooled fund provides last-resort, catalytic funding to non-state actors at the country level
Financing and resource mobilization	<ul style="list-style-type: none"> • SUN's global operations are funded through grant funding from donor countries and Gates Foundations • Countries raise their own domestic and external resources to support activities under their country plans • Non-state actors at the country level may also access last-resort, catalytic funding through the SUN Movement Pooled Fund

Implications for GenU

- SUN defers to country-level leadership to determine activities to meet its vision, which supports the creation of **effective plans that are informed by local context**
- An **independent secretariat** allows SUN to operate at the nexus of varied institutions, rather than at the behest of a single agency
- However, oversight by the UN SG and heavy representation of UN agencies on the Lead Group and Executive Committees lead to heavy UN influence on the strategy
- The pooled fund helps to **facilitate country-level activities** that would have difficulty launching without access to catalytic funding
- The **lean secretariat** and its hosting agreement with a member organization allow the global leadership to keep costs low and focus funding on country-level programming

Detail—Scaling up Nutrition’s operating model (I)

SUN’s operating model includes three organizational levels corresponding the three layers of the movement’s strategy

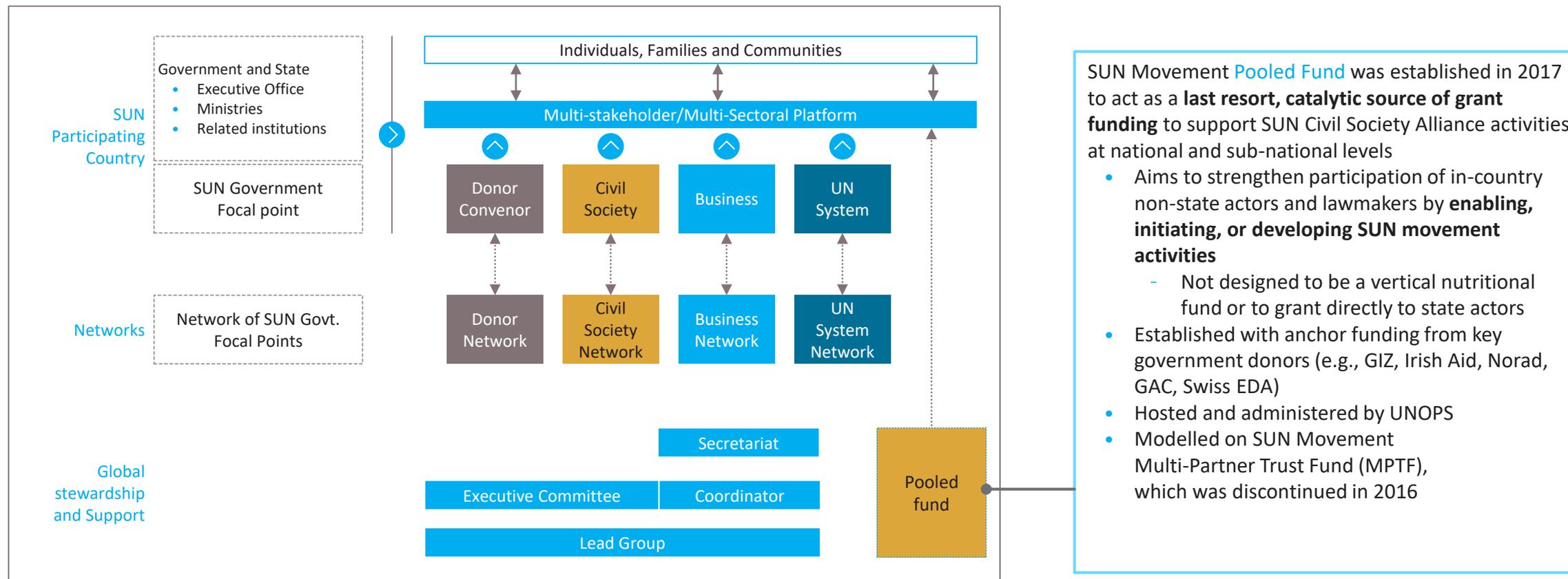
- Global**
 - Lead group
 - Has high-level oversight of the of the movement, with responsibility for progress toward the objectives and adherence to values
 - Membership includes leaders of UN agencies and civil society organizations, ministers and heads of state, very limited private sector
 - Executive committee
 - Acts on behalf of the lead group to develop and oversee implementation of the strategy and garner political commitments to support the movement
 - Membership includes UN agencies, civil society, bilateral donors, very limited private sector
 - Coordinator
 - Oversees day-to-day implementation, leads the secretariat, member of the executive committee
 - Accountable to the Lead Group and accountable to UN Secretary General
 - Appointed by the UN Secretary General to a three-year term.
 - Secretariat
 - Supports implementation of the SUN strategy and roadmap by liaising with government focal points and networks, facilitating movement-wide learning and technical assistance
 - Collects and analyzes data from across the movement to inform movement activities in support of its priorities
 - Comprises team of ~20 hosted by UNOPS and funded by the Gates Foundation and bilateral donors

- Networks**
 - Four sector-specific support networks—donor, civil society, business, and UN system—operate at the global and country level to support country-level platforms.
 - Each network is self-organized and supported by a facilitator and secretariat, which coordinate member contributions

- Country**
 - Country-level platforms (e.g., plans) are led by a government focal point, and supported by networks
 - Focal points are responsible for coordinating efforts in countries by facilitating multi-stakeholder platforms, coordinating, external assistance and sharing knowledge

Detail—Scaling up Nutrition’s operating model (II)

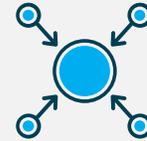
SUN movement organizational model



Generation Unlimited can learn from the key success factors for three types of partnerships



Global multi-sector partnerships



Place-based collective impact models



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Private and public sector perspectives on collective impact models

“We need infrastructure at global level through to the national level where we can network with other organizations, sit together, and discover how we can share responsibilities”

—Director of a global volunteer organization

“There’s so much happening here all at once. Sometimes it’s hard to know who is doing what and who is working with whom. It makes me wonder of much time and money is wasted on just duplicating efforts”

—Founder of a social enterprise

“It’s really powerful to be able to tackle the issue from so many different angles. None of us could really get a grip of it on our own, but together we’re actually able to make a dent”

—Partnership coordinator at a global NGO

Key success factors for collective impact models (I)

- 1 A common agenda around a shared vision for change in a given place, and a coordinated approach to realize it

 - All participants working toward collective impact should agree on the primary goals for the partnership as a whole, though they may have different perspectives on how to make the vision a reality
 - While different partners may take different approaches to supporting the common agenda, those partners work in a coordinated and complementary fashion
- 2 Shared measurement system for evaluating and reporting success, and central tracking to support coordination

 - In successful collective impact partnership, partners tend to agree to collect data and measure results consistently and against a common set of indicators at the national and community levels
 - Common measurement across all organizations in the partnership helps partners to stay aligned, hold each other accountable, and learn directly from peer organizations' successes and failures
 - Web-based tools have made measurement, collection, and reporting of data across agencies more efficient and accurate
- 3 Specific, mutually reinforcing roles for each partner that build on individual organizations' strengths

 - Collective impact requires that diverse organizations undertake a specific set of activities based on each organization's capabilities, and that those activities are part of a coordinated plan among partners
 - Different activities can address different root causes of the social problem that is being addressed by the partnership, while feeding into the same suite of approaches and contributing to the same ultimate outcomes

Key success factors for collective impact models (II)

- 4 Independent, backbone organization to spearhead coordination
 - A dedicated staff with the capabilities to plan, manage, and support the partnership, and oversee coordination, administrative, and logistical needs
 - The backbone organization is best positioned to enable effective decision making on behalf of the partnership if it operates independent of partners and employs a highly structured process for arbitration and decision making

- 5 Regular and open communication to develop mutual and shared trust among partners
 - Individual partners require regular, in person meetings to build shared experience, vocabulary, and trust in their common motivation
 - Partners must be able to believe that their own stakeholders' interests are treated fairly and that decisions will be made on the basis on objective evidence and with the common agenda in mind

- 6 The ability to mobilize funding on behalf of partners, or dedicated funding sources to support the partnership's work
 - Collective impact requires long-term investment by funders willing to invest without a pre-determined solution in mind
 - Funders must be willing to allow grantees to steer the work, and look to agreed upon measures of success to evaluate funding
 - Like with global partnerships, anchor funders can provide financial resources to support early operations and programming until the partnership is able to reach maturity

Case Study—StriveTogether

Common agenda	To build capacity of communities to dramatically improve outcomes for every child in the United States through locally rooted partnerships
Theory of change	StriveTogether facilitates a network on community-led collective impact partnerships by providing strategic assistance, network communications, and high-quality resources to develop local cradle-to-career partnerships that coordinate local activities to transform systems and improve economic mobility
Role in ecosystem	Enables local partnership networks to assemble and use data to coordinate and direct local programming to support the common agenda
Scale	Network of 70 community partnerships together impacting 13.7m students across USA
Operating model	<ul style="list-style-type: none"> • StriveTogether’s national network is led by a board of directors, which provides high-level oversight, under which sits a central staff responsible for determining overarching strategy; developing and monitoring local approach; facilitating learning across network of local partners • Local partnerships bring together public and private actors with local governments and school systems to apply the StriveTogether approach <ul style="list-style-type: none"> - Commit to StriveTogether’s six core outcomes against which they measure and report outcomes - Apply a nationally-developed framework - Collect and use data to support continuous improvement and local strategy
Financing and resource mobilization	<ul style="list-style-type: none"> • Financial support for the national network mainly through philanthropic grant funding • Local partnership may fundraise independently, and can include funding from local governments

Implications for GenU

- By convening a network of local partnerships, StriveTogether is able to tap into **local context knowledge and relationships** that a central player delivering service directly would be unable to do
- The central network brings **expertise, legitimacy, and credibility** to new partnerships, supporting scale and enabling partnerships that would struggle to launch independently
- **Strategic use of data** allows StriveTogether to hold its many partnerships accountable to the common agenda and to facilitate learning, both of which support continuous improvement and deepening impact

Case Study—Farm to Market Alliance (FtMA)

Common agenda	To create a thriving and sustainable agricultural sector that empowers farmers, forges strong markets, and improves global food security
Theory of change	Empowers African farming families to transition to commercial agriculture through demand-driven approach that brings together the public and private sectors to provide training, affordable finance, technologies and quality inputs, effective post-harvest management, and access to predictable markets
Role in ecosystem	Brings together partners to shape resilient value chains and facilitate access by smallholder farmers
Scale	Active in 4 countries, with 60 private sector partners, >145K farmers, and >\$5.8M financing
Operating model	<ul style="list-style-type: none"> • Global organization is led by a small steering committee comprising leaders from the public and private sectors, which is supported by a small global team of staff hosted by the World Food Program (WFP) • Partnerships are locally based and include the WFP, agro processors, insurers, input and equipment suppliers, financial institutions, and crop buyers • Farmers connect with FtMA through digital platform with market information and linkages to suppliers and buyers and through local aggregation centers • FtMA staff sit in each country of operation, hosted by WFP country offices
Financing and resource mobilization	<ul style="list-style-type: none"> • Bilateral and multilateral donors contribute to a Trust Fund that supports FtMA’s activities • Each partner signs a tailored letter of intent when joining the FtMA alliance that stipulates its financial and resource contributions

Implications for GenU



- Through its partnership with players from across the ecosystem, FtMA is able to **shape the market** to facilitate access to smallholder farmers
- Its **partnership model is an essential engagement** tool for businesses, who are incentivized to participate in order to access other businesses within the partnerships
- **In-country presence through WFP** provides local presence while **keeping costs low** and benefitting from the **name recognition** and global legitimacy of WFP
- Through its **digital platform**, FtMA can connect with participants in the supply chain, even those from the most **rural and hard to reach** locations

Case Study—Southern Agricultural Growth Corridor of Tanzania (SAGCOT)

Common agenda	Promote agribusiness partnerships to tackle low farm productivity and limited market access that are impeding development of the country's agricultural sector
Theory of change	By catalyzing large volumes of responsible private investment toward clusters of profitable farming and agribusiness, SAGCOT aims to deliver rapid and sustainable agricultural growth and thereby tackle food security, poverty reduction and reduced vulnerability to climate change
Role in ecosystem	Links public and private investment and facilitates PPPs bringing together various private sector actors in a cohesive approach to agricultural development
Scale	Overall goal to build a \$3.4B fully developed agricultural corridor across the south of Tanzania, bringing 350K hectares in profitable production, transition 100,000 smallholder farmers into commercial value chains
Operating model	<ul style="list-style-type: none"> SAGCOT implementation led by two public-private-partnership institutions operating at a national level: <ul style="list-style-type: none"> SAGCOT Centre is focal point for planning and advertising the wider SAGCOT Program SAGCOT Catalytic Trust Fund supports early stage investment in the corridor by providing matching grants Government-run Tanzania Investment Center (TIC) prepares and promotes investment projects and attracts private sector investments
Financing and resource mobilization	<ul style="list-style-type: none"> Channels IDA, private, and government investment through SAGCOT Centre and SAGCOT Catalytic Trust Fund 2016 investment includes \$70m IDA funding and plans to develop opportunities for 100,000 smallholder farmers and engage 40 agribusiness processors

Implications for Gen

- Business played an important role in creating SAGCOT, but **joint investment** by the public and private sector is a key to its success
- **Country-level leadership** driven by public-private partnerships ensures that both public and private sector perspectives are present in planning and decision-making and keeps both sectors engaged
- By plugging into existing government institutions (e.g., TIC), SAGCOT **aligns and builds on existing work** and enhances impact already underway
- Through pursuit its focus on **specific sector and location**, SAGCOT is able to bring together the right players who bring complementary assets and an understanding of local contexts to concentrate and deepen impact

Case Study—CocoaAction

Common agenda	To improve productivity and strengthen cocoa-growing communities in West Africa
Theory of change	CocoaAction supports the professionalization of West African cocoa farmers, improved crop yields, and enhanced livelihoods by bringing together multinational corporations, origin governments, and key stakeholders to deliver an evidence-based human capital development program
Role in ecosystem	Convene companies and origin governments to deliver services to cocoa farmers that catalyze community development and accelerate sustainability in the cocoa sector
Scale	Active in Côte d'Ivoire and Ghana, with goal of 300,000 farmers adopting CocoaAction productivity practices and across 1,200 communities by 2020
Operating model	<ul style="list-style-type: none"> • Partner organizations implement programs selected from options designed by CocoaAction in cocoa-growing regions of Ghana and Côte d'Ivoire • World Cocoa Foundation (WCF), an independent philanthropic NGO, holds umbrella strategy and convenes partners, facilitates implementation, maintains alignment, and generates insights <ul style="list-style-type: none"> - WCF Board of Directors is oversight and decision-making body - Technical Working Committee (TWC), comprising sustainability staff from partner companies, plans and implements programming through companies - Secretariat convenes partners, supports TWC, coordinates shared measurement system, conducts outreach to governments - CocoaAction establishes PPPs with origin governments to align and coordinate activities
Financing and resource mobilization	<ul style="list-style-type: none"> • Currently financed by the partnership's 9 corporate partners

Implications for GenU



- **Establishing PPPs** between convening organization and national government allows CocoaAction to coordinate activities and ensure accountability across the public and private sector
- By **including businesses and governments in its partnership**, CocoaAction is able to achieve scale that would difficult for any partner to achieve independently
- A **common measurement system**, results framework, and programming models provides an ecosystem for accountability and shared learning

Generation Unlimited can learn from the key success factors for three types of partnerships



Global multi-sector partnerships



Place-based collective impact models



Shared value partnerships

What they are

Global partnerships bringing together organizations from the public, private, and social sectors aligned behind a common vision for social change and theory of change for how to create it

Multi-sector partnerships based around a commitment of a group of actors from different sectors to a common agenda for solving a specific social problem in a given place

A collective impact model involving a collaborative strategy to deliver social impact and to create value for the public and private sector partners

What GenU can learn

What key success factors can GenU leverage to create a successful global partnership?

What enablers should GenU put into place to enable partnerships to deliver collective impact toward national investment agendas?

What conditions must be met for shared value partnerships to make meaningful progress in support of global breakthroughs and investment agendas?



Private and public sector perspectives on Shared Value Partnerships

“For us, the social impact work is a key to the survival of the company. If we're not developing talent now, we won't have the engineers, accountants, and technicians we'll need in 10, 20, or 30 years”

—VP of a regional manufacturing company

“We need someone on non-profit side who will be knowledgeable about how the business side works—non-profits and governments need to invest in internal resources who understand the business and the product”

—CSR head of a large technology firm

“The bottom line is key. We don't need to make a profit on the project, but we need to break even. If we could do that while supporting social impact, our shareholders would be thrilled”

—CEO of a multinational corporation

“The partnership has been really successful, but we discovered it by stumbling onto it. We should be more deliberate. Think about all the opportunities we're missing because we haven't stumbled onto them yet”

—Founder of a tech start-up

Key enablers for successful Shared Value Partnerships include

(I)

- 1 A common agenda around a jointly recognized social challenge and a strategy to pursue it
 - Each partner should be aligned on the primary goals of the strategy, the value proposition it presents to each partner, and the type of social impact it will generate
 - Public sector partners may need to adapt a lens of cost-effectiveness to determine how they allocate and measure the effectiveness of public service expenditures
- 2 Shared measurement system for evaluating and reporting success and assessing value to partners
 - Common indicators, benchmarks, KPIs and reporting tools to measure and track value creation can support continued alignment between partners
 - Successful Shared Value Partnerships incorporate KPIs that include metrics measuring social impact outcomes as a mechanism to keep social impact at the center of strategy
- 3 A clearly defined and demand-driven **role for the partnership** within the broader business and social ecosystem
 - Most successful shared value partnerships occupy a new or existing niche in the market where they can generate value while delivering social impact
 - That niche tends to be determined using a demand-driven approach, and allows the partnership to deliver on a clear need within the broader ecosystem
 - This role generally presents a clear value proposition that creates new value with mutual, though not necessarily equal, benefit to private and public sector partners while improving social impact for young people

Key enablers for successful Shared Value Partnerships include (II)

- 4 Defined roles and responsibilities **within the partnership** that build upon each partner's unique assets, and accountability mechanisms to support them
 - Different partners bring different assets to the partnership, and each partner should assume roles and responsibilities that maximize value from those assets
 - Successful partnerships hold members accountable to meeting their roles and responsibilities according to agreed upon timelines and quality standards through legal agreements, financial commitments, or other tools
 - Where possible, joint financial backing of shared value partnerships can support shared buy-in to the venture's success and creation of mutual benefit
 - The public sector can further support partnerships with the private sector by maintaining in-house staff with an understanding of business practices to facilitate cross-sector communication

- 5 Feedback mechanisms and systems for shared decision-making
 - Most successful Shared Value Partnerships establish systems for decision-making early in the partnership and define decision-making responsibilities. Those systems tend to define how private and public sector partners will contribute to decision making, and ensure that data and social impact are considerations in decision making

- 6 Access to financing to support innovation and scale
 - Low-cost financing from government sources or development banks (e.g., de-risking, concessionary terms) can support the value proposition for partnerships and deepen social impact
 - Availability of financing can also be a critical enabler to scale breakthroughs to new markets

Examples of shared value partnerships can be found in Chapter 2 of this document

Potential barriers to successful SVPs

- 1 Many private sector companies are interested in partnership with the public sector, but **finding public sector partners** with which to pursue shared value can be challenging and require a costly vetting process
- 2 Even when there is a promising idea and willing partners, it can be difficult to **structure a partnership** in a way that facilitates shared value, especially for the business
- 3 Transaction, planning, and project management costs necessary to establish and implement a shared value partnership are **high and are typically shouldered by the private sector partner**, which can weaken the value proposition of partnerships

Solutions to drive success

- 1 A global backbone organization supporting shared value partnerships can act as a clearinghouse where private and public sector agencies can identify and connect with potential partners
- 2 By co-investing in shared value partnerships, public and private sector partners can strengthen the value proposition (e.g., through public sector de-risking) of those partnerships and help support accountability and joint engagement
- 3 A backbone organization with expertise in facilitating partnerships can support partners to structure and launch their partnership in a way that reduces costs and shifts the onus of establishing the partnership from the business

Potential barriers to successful SVPs

- 4 Regulatory conditions that prohibit or limit partnerships between the private and public sectors explicitly, or make it difficult for private sector companies to operate in spaces typically dominated by the public sector
- 5 While many companies attempt to reach a broad segment of society to maximize their market reach, they often are not focused on delivering equitable outcomes across marginalized and vulnerable groups
- 6 The public is often uncomfortable with the notion of private sector firms making a profit when partnering with the public sector or when delivering goods or services typically seen as public

Solutions to drive success

- 4 National policies that facilitate shared value and stimulate innovation by
 - Creating a level playing field for businesses to compete with existing players and with public sector providers
 - Establishing clear and measurable goals for quality and reach to act as mechanism to ensure high-quality goods and services are provided to the consumer
 - Implementing system for monitoring social outcomes
- 5 Public sector agencies can bring a different lens to a market problem that most private sector companies operate with, bringing to light new strategies to provide more equitable goods and services that reach vulnerable groups
- 6 A clearly articulated vision for change, a value proposition with social impact at the center, and active work to shift perceptions about the role of the private sector in delivering social change within the public sector and across the general public can change minds



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