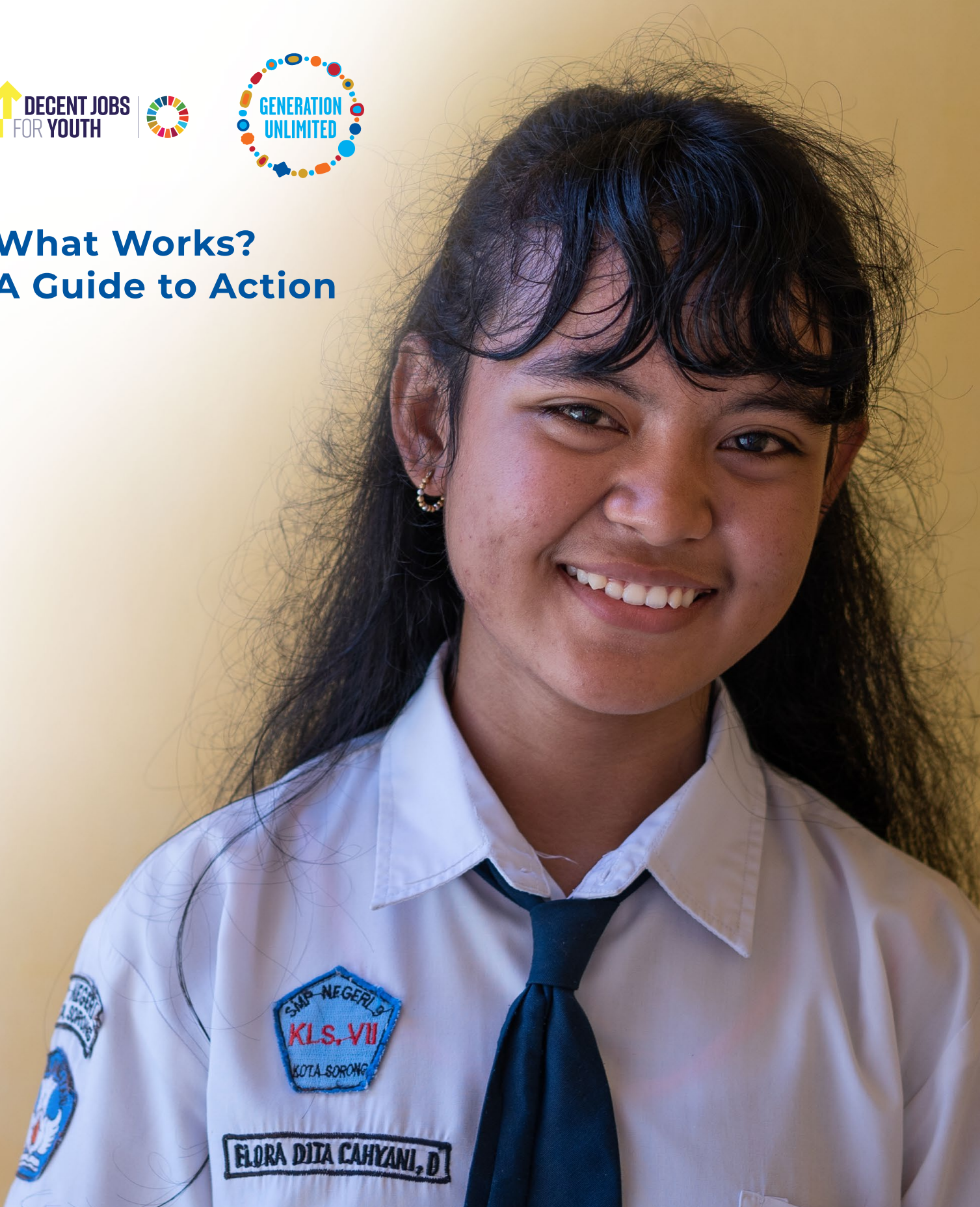


↑ DECENT JOBS
FOR YOUTH



What Works? A Guide to Action



Generation Unlimited

Generation Unlimited works with a two-pronged approach- coordinating country level action through investment agendas and implementing cross-cutting innovations at scale. At the national level, Generation Unlimited will establish an in-country, multisector partnership group led by the government to undertake a comprehensive landscape analysis of the current ecosystem for education, employment and civic engagement of young people. The analysis will be the basis for a country investment agenda that will articulate a high-level roadmap and a portfolio of scalable initiatives for investments, and Generation Unlimited support sourcing of investment opportunities and mobilization of financial and political capital to execute on these priorities for young people aged 10-24. Where innovations are required, Generation Unlimited will also support co-creation of solutions, particularly with young people.

At the global level, Generation Unlimited will identify and scale innovations of greatest potential to address common challenges of young people, unlocking bottlenecks and brokering partnerships to deliver on the innovations.

Decent Jobs for Youth, the Global Initiative for Action

Decent Jobs for Youth is the global initiative to scale up action and impact on youth employment under the 2030 Agenda for Sustainable Development. It is a hub for catalyzing partnership, collaboration and coordinated action at country and regional level, grounded in evidence-based solutions.

Launched in 2016, with the endorsement of the United Nations Chief Executives Board for Coordination, Decent Jobs for Youth brings together governments, social partners, youth and civil society, the private sector, and many more partners advancing the vision: a world in which young women and men everywhere have greater access to decent jobs!

Through the commitment platform and the Decent Jobs for Youth Knowledge Facility, partners identify what works, share innovations, and mobilize concrete actions – from green and digital jobs to quality apprenticeships, youth entrepreneurship, and the transition to the formal economy. With new spin-off initiatives in Namibia, Nigeria, Burkina Faso, and Kenya, and a regional and global convening agenda, Decent Jobs for Youth works with like-minded partnerships to translate fragmentation into synergy.

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INTRODUCTION

The current generation of young people – numbering 1.8 billion – is one-quarter of the world's population¹ and a dominant force now and in the decades to come. However, investments in quality wage and self-employment fall short of young people's aspirations, leaving a growing pool of young jobseekers with an insufficient number of decent jobs. Many education systems are struggling to prepare young people with skills which meet employer's expectations. The COVID-19 pandemic and related global recession have further exacerbated the socio-economic challenges facing youth, which put at risk many of the gains made in recent years to advance young people's opportunities.

Generation Unlimited and the Global Initiative on Decent Jobs for Youth are two multi-stakeholder alliances working together to mobilize action and foster skills, employment and the meaningful participation of young people across the globe. By bringing young people together with governments, social partners, the private sector, and a range of international and local organizations, they connect secondary-age education and training to a complex and fast-changing world of work, while easing the transition of young people into decent jobs. Efforts are also being made to foster youth-led entrepreneurship and empower a generation of young people to fully engage as part of their societies.

These brochures are primers on what young people are demanding and reflect strategic priorities of Generation Unlimited and Decent Jobs for Youth. They cover the following topics:

- Secondary education and skills
- School to work transition
- Youth entrepreneurship and self-employment
- Creating decent jobs for youth
- Young people's participation and civic engagement

Improved outcomes for young people including for those farthest behind and in the most fragile and conflict-affected contexts are possible.

The intention of these brochures are to inform action on investment, policy change and delivery which will increase the likelihood of success. Key questions these brochures address, are:

- What are the issues that need to be tackled to improve young people's outcomes?
- What do strategies and actions that improve young people's outcomes have in common?
- How is technology being used effectively to facilitate improved outcomes for young people?
- Where are the examples of excellence – of young people and partners from public and private sectors coming together to co-design and implement?
- What can young people, political and business leaders and social partners – these are workers' and employers' organizations – do practically to support a generation unlimited?

The brochures are complemented by a series of What Works Guides jointly published by Generation Unlimited and Decent Jobs for Youth, building on the latest evidence and the expertise of our partners.

For more information on Generation Unlimited
www.generationunlimited.org/our-work

For more information on Decent Jobs for Youth
www.decentjobsforyouth.org/about



THEME 1 SECONDARY EDUCATION AND SKILLS

Local skills heroes²

The *Sistema de Aprendizaje Tutorial* (SAT, Tutorial Learning System) is an approach to improving education and skills for young people in rural communities, where the nearest secondary school may be a long distance away. The government pays trained tutors from the local community who tailor the national curriculum to meet the needs of the local community. Tutors use interactive teaching methods geared to maximize learning opportunities adolescents can use in their daily lives. The approach has been tested and successfully implemented at scale in Honduras. Evaluations of the approach in Honduras indicate that adolescents enrolled in SAT had test scores that were 45 per cent higher than children in neighbouring conventional public rural schools as well as having stronger sense of social responsibility for their communities. Furthermore, female participants had enhanced levels of empowerment. The programme costs about \$500 per beneficiary annually for a classroom of 30 students and has the potential to reduce drop-out rates.^{3,4} SAT has been implemented on a smaller scale in Colombia, Guatemala and Nicaragua, and is currently being piloted in Kenya and Uganda.

The challenge

The future of today's youth, everywhere, is being shaped by new technologies, fast changing labour markets, migration, conflict, and environmental changes. All youth need access to quality education and learning that develops skills, knowledge, attitudes and values which will enable them to navigate a complex world and which makes it more likely that they will succeed in school, work, and life.

However, for too many adolescent girls and boys, there are barriers which restrict access to quality education and learning. Nearly 200 million of the world's adolescents aged 12-17 remain out of school, many of whom have never started or completed primary education.⁵ Access to learning opportunities remains a challenge for refugees and children on the move⁶ and in low-income countries, girls and those with disabilities are more likely than others to drop out.⁷ At current rates of progress, of the 1.4 billion school-age children in low and middle-income countries, 825 million will not develop basic secondary-level skills by 2030.⁸

What works?

There is an urgent need to transform education and learning systems for young women and men, especially those who are marginalized and whose education is disrupted because of disadvantages such as poverty, geographical location, conflict and fragility, with quality learning opportunities. This will enable them to become life-long learners, find and retain productive work, make informed decisions and engage in their communities.

1. Invest in the implementation of multiple learning pathways for secondary-age adolescents

Multiple learning pathways are needed to maintain or bridge adolescents back to the formal education system and/or provide other accredited learning opportunities that will enable them to access decent jobs. The design and delivery approach of pathways will differ based on the specific needs of adolescents. Key actions to achieve this strategy are:

- **Including alternative learning pathways in Education Sector Plans** to ensure they are costed, and investment is allocated; are integrated as part of a system approach to improving access to quality education; and indicators of progress are agreed to monitor success.
- **Ensuring that alternative learning pathways lead to certifiable quality learning** comparable to mainstream secondary-level options.
- **Integrating alternative learning pathways with the mainstream (formal) education system** so that adolescents have the possibility to go back to regular schools when their circumstances change.
- **Adapting timeframes and demands to the needs of out-of-school or at-risk adolescents** to facilitate enrolment and academic success, offering flexible class hours, and minimizing homework and traditional examinations.
- **Strengthen technical and vocational education and training (TVET)** at secondary level, building on partnership with employers and workers in the private sector.
- **Harnessing innovations** such as e-learning, peer learning, and accelerated learning so they target the specific barriers that keep young people from accessing education.
- **Using early warning systems** to make sure adolescents are channelled into alternative learning pathways before they drop out and to minimize drop-out from alternative learning pathways.

2. Improving learning outcomes for young people

Learning outcomes should focus on the development of knowledge and different types of skills (foundational, transferable, digital, core work and job-specific^{9,10}) for all learners throughout all learning pathways. Key actions to achieve this strategy include:

- **Developing relevant curricula** that engage learners with local and global topics and develop skills that are relevant



to their everyday lives and which prepare them for learning, work, and engagement with their communities. Private sector, civil society, and youth engagement in designing and implementing curricula improves its relevance and coherence with the labour market demand.

- **Adopting a lifelong learning approach**

along with continuous upskilling and reskilling. National education and training systems need to broaden their engagement with learners, offer interdisciplinary training and allow students to develop core work skills and knowledge through experiential learning. This should cover a range of subjects, looking beyond narrow occupational classifications to deliver more fluid transdisciplinary skill sets attuned with the future of work.¹¹

- **Creating bi/multilingual learning environments** for young people whose mother tongue is different from the language of instruction, with a focus on academic learning as well as facilitating social, emotional, and behavioural growth.

- **Improving quality of teaching** so that teachers, trainers and facilitators are supported with effective teaching and learning tools and resources, including technology-based tools, as well as to implement more active teaching strategies such as teamwork, group

discussions, and role-play. In-service and pre-service professional development, support for incentive schemes, improved deployment strategies with systems for regular performance evaluation of teachers and accountability measures for teacher absenteeism also help to improve the quality of teaching.

- **Implementing learning assessment systems** that improve school- and TVET-based classroom assessment practices; ensure national examinations are standardized; support the quality improvement of secondary education level and TVET assessments; and promote the use of assessment data, including large scale assessments.

- **Integrating information and communications technologies (ICT)** into education training and the management of skills systems will have significant cost implications, especially in less developed countries.¹²

- **Promoting safe, non-violent and inclusive physical and digital learning environments** that are conducive to learning for all young people.

- **Ensuring community participation** and including the voice of young people in the learning process through activities such as membership in school or training center management committees and other relevant youth councils.

Building skills through Peers

The Nashatati programme in Jordan aims to increase equal access to education and skills development. Nashatati does so by deploying teachers and youth leaders across Jordan who provide vulnerable students and their peers with activities that develop their life skills. In 2017-18 the Nashatati programme was piloted in 100 schools and showed an initial positive impact on student confidence, communication skills, problem-solving skills, and sense of belonging. The programme is now planned to be scaled to reach all Jordanian schools.¹³

Financing and funding

The Education Commission estimates that costs of financing universal secondary enrollment for all low- and middle-income countries would need to increase from 2.1 percent of GDP today to almost 3 percent of GDP in 2030 or from US\$383 billion to US\$753 billion. Increasing domestic resource mobilization can occur through expanding economic growth and improving fiscal space, and international finance has an important role in leveraging and supporting domestic resources for secondary education. At the country level, a focus on improving quality of existing spending on secondary education can support expansion, including through merit-based recruitment of teachers, reducing absenteeism, addressing high repetition rates in primary and moving from expensive forms of provision e.g boarding schools to more cost-effective delivery including at community level.

3. Eliminating gender barriers to access and learning

Across both above strategies, an overarching **gender** focus will make it more likely that the most disadvantaged girls and young women's benefit:

- **Multiple learning pathways for girls and young women** require consideration of demand-side innovations such as cash transfer programmes scholarships or support services (transportation subsidies and child-care), reducing the distance to school or training centres, creating incentives for participation in education and training, and improving the gender balance amongst teachers and trainers.
- **Improving learning outcomes** includes incentives for older out-of-school girls and young women to access non-formal education skills development, quality apprenticeship opportunities¹⁴ and life and core work skills to develop self-efficacy and self-esteem. It also requires implementing gender-responsive pedagogies, curricula and materials. In contexts where boys are under-performing, as seen in East Asia and Pacific and Latin America and Caribbean regions, interventions that address barriers such as violence and corporal punishment, lack of male teachers, and male stereotypes may be required.

Every school connected¹⁵

GIGA is an initiative to connect every school to the Internet, and every young person to information, opportunity and choice. GIGA is made up of four pillars - each with connections to—and support from—country governments, technology partners, and leaders across the United Nations (UN).

- Map connectivity of every school and use it to show where connectivity demand is: use new technologies like AI to create a real-time map of school locations and their connectivity level.
- Finance a Common Bid that aggregates connectivity demand in schools (pooled across multiple countries) and creates a cost forecasting model to make connectivity more affordable.
- Connect every school to the Internet and create a monitoring system to oversee the level and quality of connectivity delivered by internet service providers (ISPs).
- Empower young people with skills by investing in, and scaling, open source solutions that—with connectivity— will be available to children, teachers, and administrators.

Peer power¹⁶

CAMFED Tanzania aims to tackle multiple dimensions of disadvantage for adolescent girls who make it to secondary school in rural communities. The support targets a range of barriers to girls' secondary education at an age when they are at a great risk of dropping out due to factors such as poverty, early marriage and teenage pregnancy. It also provides support to tackle the barriers that marginalized girls face *within* schools. The intervention model comprises five integrated elements of financial skills, supplementary learning, life skills development, mentoring by

successful previous beneficiaries and psychosocial support. Although this approach requires higher initial costs, an evaluation of the programme demonstrated an impact of 2 additional years of schooling for every \$100 spent, with increased cost-effectiveness as the programme moves towards scalability.¹⁷

Opening apprenticeships for persons with disabilities: The case of Ethiopia

In 2012, Ethiopia started including young people with disabilities into their national apprenticeship system. Training occupations are available on the basis of the individual abilities of each apprentice. The apprenticeships have a duration between one and four years, with 70% company-based and 30% school based training.

Each regional training agency and training college has a designated focal point for disability inclusion and needs to reserve a specific share of their budget for reasonable accommodation purposes. Colleges usually identify the training companies, check accessibility and seek a good match between the company and the apprentice. Specialized support staff can be hired to assist companies and TVET schools in accommodating disabled apprentices. They advise on adaptations of workshops, facilities and curricula or accompany apprentices during the initial training phase at the company. Free scholarships are available for especially disadvantaged youth, e.g. from rural areas. Upon successful completion, graduates with and without disabilities receive the same certificates and supports going forward. The government encourages graduates to set up joint cooperatives, offering microfinance and business development services.

Call to Action

Young people	<p>Engage in school councils, training centers and other school-based platforms to advocate for quality and relevant education and skills.</p>
Political Leaders and Policy Makers	<p>Include modernization of secondary education and training systems in costed Education Sector Plans with clear targets and performance indicators.</p> <p>Reduce cost barriers to learning and skills for adolescents and youth, especially those in marginalized conditions.</p> <p>Through increased efficiency of current spending, increase investment in quality and accredited alternative learning pathways and inter-disciplinary training, especially for out-of-school adolescents and youth.</p> <p>Strengthen technical and vocational education and training to develop core and technical skills relevant for the labour market</p> <p>Create a regulatory framework to certify learning across multiple pathways so that learning is equivalent to that in formal schools and training systems, including through recognition of prior learning. Provide information, advice and guidance to young people and their parents on alternative learning pathways.</p> <p>Through public-private partnership, invest in expanding and modernizing secondary education and TVET systems which ensure strong foundational, transferrable and job-specific skills.</p>
Business leaders	<p>Engage in local education and training system groups and equivalent coordination bodies at national, sector and sub national level to advocate for expanded and modernized general and technical and vocational secondary education.</p> <p>Provide input into development of curricula frameworks at secondary and TVET level to better match skills provision with employer needs, and those of the economy.</p> <p>Invest in public-private partnerships which expand and modernize secondary education, including TVET.</p> <p>Invest in opportunities for development of transferrable skills of young people to complement skills development in academic settings.</p>
Social Partners	<p>Contribute to the design, implementation and monitoring of education, training and lifelong learning policies and programmes with a view to improving their responsiveness to the world of work.</p> <p>Engage in collective bargaining on terms and conditions of work of interns and apprentices.</p> <p>Encouraging enterprises to provide internship and apprenticeship places.</p> <p>Raising awareness about labour rights of young workers, interns and apprentices.</p>

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THEME 2 SCHOOL TO WORK TRANSITION

The challenge

Societies everywhere are undergoing deep transformation. The climate crisis, Industry 4.0 disruption and the need for a higher-skilled workforce each point towards key transitions taking place throughout people's lives.¹⁸ These trends come at a time where the future of work is growing more unpredictable given the increasing but uneven impact of technology on the work force across both sectors and countries.¹⁹ There are 59 million unemployed youth worldwide²⁰ while three out of four young people not in education, employment or training are female, largely due to women's inactivity resulting from gendered expectations of child care and domestic chores.²¹

Young people face particular disadvantages finding work including insufficient information during the job search, no job experience and lack of social capital, leading to a mismatch between their aspirations and labour market realities.²² Findings from school to work transition surveys implemented in 34 countries between 2012 and 2016 indicate that the average time for young people to transition fully into a stable and satisfactory job was 13.8 months – 14.4 months for females and 13.7 months for

males. Young people living in rural areas had a longer transition, 15.4 months, compared to their urban counterparts, 13.3 months. The longest average transition time was in Eastern Europe and Central and Western Asia, at 17.9 months.²³ In some cases, a rapid transition into employment can be deceiving as it often reflects the situation of young people who have drop out from school or moved directly from school into irregular employment, often self-employment, where they tend to continue throughout their working lives.

At the same time, young people worldwide have high aspirations for their futures and are overwhelmingly positive with regard to change.²⁴ Migration, and the resulting social and cultural diversity, are each reshaping countries and communities. Jobs are emerging that did not exist in the past. India has nearly four million app developers; Uganda has over 400,000 internationally certified organic farmers; and China has 100,000 data labellers.²⁵ While change poses challenges, it also opens opportunities to anticipate and strengthen youth's transition to decent jobs.

Bolstering youth and women's employment through sectoral skills strategies

Unemployment, underemployment and employment in economically marginal work are a major challenge for development in many least developed countries. As an example, the most recent Labour Force Survey in Malawi shows that 21.7 percent of the nation's youth aged 15-24 are neither in employment, education or training, and approximately 27 percent of those with a job are underemployed. Women are especially disadvantaged due to lower earnings than men and with two-thirds among those of working age in vulnerable employment.

The ILO's Skills for Trade and Economic Diversification (STED) programme supports national partners to develop the current and future skills needed in tradable sectors for higher exports, import competition and greater diversification. The objective is to leverage skills to create opportunities for productive and decent employment – in line with Sustainable Development Goal targets 4.3, 8.5 and 8.6 – that will particularly benefit youth. Prospects for women are a cross-cutting issue factored into sector selection and support.²⁶



What works?

Strong foundational and, in particular, transferrable skills that help young people become agile learners fostered from the earliest years, in pre-primary through secondary and higher education, is a key determinant of a young person's employment trajectory later in a world where labor markets and types of skills required are in constant transition. As such, improving the quality and relevance of education and skills worldwide will ensure no youth is left behind. An important aim of skills development policies is to align technical and vocational education and training (TVET) with the skills demand in the labour market. TVET is essential in ensuring a country's competitiveness in the global labour market and ensuring decent work for all, being an important alternative for young people to acquire skills for employability.

Career counselling and entrepreneurship education linked to financial literacy can help bolster future prospects. Formal quality apprenticeships, internships as well as greater private sector input into the curriculum can also help enhance job-specific skills and the school-to-work linkages.²⁷ In this context, it is important to emphasize that on average paid internships lead to better outcomes than unpaid internships.²⁸ Furthermore, apprenticeships have demonstrated important gains for youth as regards to professional experience, applied knowledge and skills directly from employers, which enable them to understand a job's logic, acquire higher level and transferable skills, and cope with unpredictable situations.²⁹

In the absence of recognized qualifications, a large proportion of people face severe disadvantages in getting decent jobs, migrating to other regions and accessing further education, even though they might have the necessary knowledge and skills. The Recognition of Prior Learning (RPL) process can help these individuals acquire a formal qualification that matches their knowledge and skills, and thereby contribute to improving their employability, mobility, lifelong learning, social inclusion and self-esteem.³⁰ Providing information to households on returns to education (wage earnings) can also result in a significant and positive impact on their learning.³¹

While there is no silver bullet to smoothing the school to work transition, the evidence points to the following design features that can trigger successful outcomes among young people:

- Improving targeting and profiling measures to ensure that interventions to smooth the school to work transitions are adequately addressing the various needs of young people including Recognition of Prior Learning.³²
- Harnessing public-private partnerships for greater private sector input into school curricula and expanded internship and apprenticeship opportunities.
- Stimulating investment and enabling a business climate that fosters start-ups by young people conducive to sustainable self-employment and decent work for them and their employees.
- Strengthening the TVET system
- Providing young people with information about their labour rights and what constitutes a decent work as well as information on opportunities to have their voices heard and be represented in trade unions and employers' organizations.
- Strengthening the role of public employment services through improved job matching platforms connecting job seekers and work opportunities and increased capacity of public employment counselors.
- Bringing the private sector, industries and workers together to build and/or enhance skills governance systems.
- Building youth networks in chambers of commerce to boost youth's social capital with businesses and finance which enable greater opportunities for wage and self-employment.
- Utilizing technology, social media, radio/TV campaigns for greater access to labour market information, career fairs and internet-based platforms including mobile applications.
- Instituting career guidance and mentorship in schools, training centres and community centres on CV development, interviewing, networking and workplace habits.

The one stop careers shop

USAID Morocco has designed the Career Centers programme to assist young people's transition from education to employment. The Career Centers invest in labour market actors to provide youth with a better understanding of employment trends, demand for skills, and opportunities to connect with the private sector. The programme uses communication and outreach tactics to accelerate change, positioning it as a leading platform and key point of access for youth employability. Six physical Career Centers and a virtual Career Center were launched. Each of the brick-and-mortar Career Centers provide students and vocational trainees with diagnostic tools to help them discover their potential; market information on viable career pathways; work-readiness training (soft skills and job search skills); and networking opportunities to prepare youth for a professional work environment. The virtual Career Center (careercenter.ma) offers on-line services for young Moroccans who cannot visit the physical centers. Over 200,000 youth have benefitted from the programme's services, doubling the original objective to reach 100,000 beneficiaries. Nearly 1.3 million users have visited the virtual Career Center, which has over 70,000 registered users. Over 300 partnerships have been established with the private sector. Twenty-four soft skills modules were developed for in-person delivery; 16 e-learning modules are available through the virtual Career Center; and over 40,000 youth have received work-readiness training.³³

Call to Action

Young people	<p>Demand timely and better-quality information, advice and guidance on opportunities to secure a positive school to work transition as well as on labour rights and representation.</p> <p>Engage in school and training centers' governing bodies to advocate for work-based learning.</p>
Political Leaders and Policy Makers	<p>Invest in, and develop at scale programmes in transferable skills along-side technical and vocational skills training.</p> <p>Bring the private sector on board to match demand and supply.</p> <p>Establish tripartite skills governance systems to design and implement programmes and policies.</p> <p>Develop interventions that provide wrap-around services – job search assistance, job-matching platforms, access to finance and markets, counseling and mentoring – in conjunction with skills development.</p> <p>Strengthen the role of public employment services to secure an appropriate intermediation between the labour supply and demand, including by modernizing the services and strengthen the capacity of labour counselors.</p> <p>Improve pre-service and continuous professional development of educational staff including access to industry-specific training.</p> <p>Create platforms for multi-stakeholder collaborations and intensifying private sector engagement at different levels of the skills development systems (governance, skills anticipation, financing, etc.).</p>
Business leaders	<p>Create expanded paid internship and quality apprenticeship opportunities.</p> <p>Bring in market relevant training systems by engaging in design and delivery of education and training programmes</p> <p>Strengthen the connection and coherence between public and private employment services and agencies while creating data synergies (e.g. merging big data, labour force and employer surveys) to reduce information asymmetries in the job search.</p> <p>Support and advocate for the voices and representation of young people in workers' and employers' organizations.</p> <p>Build youth networks in chambers of commerce to expand their networks with businesses and finance.</p>
Social Partners	<p>Engage in collective bargaining on terms and conditions of work of interns and apprentices.</p> <p>Encourage enterprises to provide internship and apprenticeship places.</p> <p>Raise awareness about labour rights of young workers, interns and apprentices.</p> <p>Work closely with the government to enhance the effectiveness of employment services to ensure they improve decent employment opportunities for young jobseekers where they are being created.</p> <p>Promote the benefits of offering employment and training opportunities to disadvantaged young people.</p> <p>Explore avenues for creative and innovative opportunities to assist young people in their job search and access to education and training opportunities.</p>

The apprenticeship program that pays

Supported by the Bangladesh Rural Advancement Committee, ILO and UNICEF, the objective of this programme is to provide an alternative learning pathway for the most disadvantaged and vulnerable out-of-school adolescents to bring them back into learning and work. It provides out-of-school adolescents with a six-month programme of

training that includes on-the-job apprenticeships, technical and soft skills training. It is linked to communities, job markets and to the national technical and vocational qualification framework, which means students receive an allowance and have access to formal learning pathways and certification. The programme has reached 35,777 adolescents and a tracer study indicated that 77 per cent of the graduates have transitioned to

employment. 95 per cent of graduates secured jobs in relevant trades within one month of completion. Monthly incomes increased six-fold with impacts particularly high for young women with early marriage decreased by 62 per cent. The government is now incorporating the national apprenticeship strategy for large-scale implementation with the aim of creating one million new apprenticeship opportunities by 2023 in partnership with the private sector.³⁴

Passport to progress

The Systems Change for Youth Employment (SCYE) programme, operating in Mexico, Mozambique, South Africa and Tanzania, aims to enrich and improve the relevancy of both secondary and tertiary level technical training institution's curricula by introducing and integrating social

and emotional learning. Participating institutions (public and private) validate the training programme and integrate it within their schooling system. The model allows learners to complete a passport to successful life skills initiatives that covers training in both soft skills and employability skills. The delivery model involves master trainers, trainers of trainers,

coaches and teacher training. The enhanced pedagogical skills of the teachers allow them to teach and train learners. Young people actively participate both in the design and the implementation of the skills training. An evaluation of this programme has demonstrated reduced drop-out rates, increased academic performance and employability rates.³⁵

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THEME 3 YOUTH ENTREPRENEURSHIP AND SELF-EMPLOYMENT

The challenge

Entrepreneurship is an alternative pathway for youth, especially when opportunities in wage employment are scarce and there is slow or insufficient the unemployment rate outpaces job growth. For entrepreneurial activities to flourish and translate into productive and decent jobs, it is critical to nurture an enabling business environment underpinned by a conducive regulatory framework, adequate infrastructure, financial services, and human capital.

The global self-employment³⁶ rate has been declining for the past two decades, primarily due to a shift from contributing family workers to wage employment. While this shift has also impacted youth employment³⁷, a sizable 21.6 percent of young people work today as contributing family workers, 23.3 percent as own-account workers, 2.4 as employers, and 0.6 as members of cooperatives.³⁸

'Growth entrepreneurs', those that innovate and create jobs are only a small minority of youth entrepreneurs. In the poorest countries, 'livelihoods entrepreneurs' are driven by necessity, not choice, and tend to be low productivity, low earnings and under-employed, with poor working conditions, and often unable to escape the poverty trap. Young 'livelihoods entrepreneurs' are constrained by a lack of knowledge, skills and attitudes needed to succeed, limited access to social protection, networks, markets, physical assets and financial capital, and constraints in exercising their rights and voices.³⁹

Women entrepreneurs face unique constraints including childcare responsibilities, cultural norms, occupational segregation, lower social, human and financial capital.⁴⁰ Even if successful, growth is challenging, there is likely to be little or no job creation⁴¹ and youth businesses tend to fail at a higher rate than adult businesses.⁴²

Today, young entrepreneurs are increasingly transitioning from and into wage and self-employment, mixing their livelihoods portfolio, making strategic

choices and investments so they can get ahead and realise their entrepreneurial aims. The emergence of nonstandard forms of employment has also placed aspiring young entrepreneurs into less secure and less protected jobs.

With the solid empirical evidence confirming that small and medium enterprises are a major job creation engine,⁴³ investing in quality opportunities for youth entrepreneurship and self-employment is key to foster economic growth while meeting young people's aspirations.

What works?

Supporting young people to succeed in self-employment is critical for their own livelihoods as well as for inclusive economic growth.⁴⁴ Fostering entrepreneurship can positively impact earnings, employment and business performance outcomes among youth⁴⁵. A systematic review of youth employment interventions showed that entrepreneurship promotion interventions in low- and middle-income countries led to increased employment probability and hours worked among youth as well as positive effects on earnings and consumption.⁴⁶ It can nevertheless be difficult to start a business without support.⁴⁷

These are some initiatives leading to improved youth labour market outcomes from entrepreneurial activities:

- **Bringing young entrepreneurs and youth-led enterprises into local, regional and global value chains increases their access to markets, generates new business opportunities and encourages positive spillover effects in technology and information.** Strengthening cooperation and collaboration between actors within the value chain promotes the transfer of knowledge and technology, stimulates innovation and leads to the value chain being upgraded in various ways. Leaders in the chain have a key role to play in transferring knowledge to their suppliers. Evidence shows that foreign firms typically make their technologies widely available to their local suppliers to avoid delays in the delivery process.⁴⁸

The curriculum changemakers

Teach a Man to Fish supports schools in developing educational and profitable businesses that teach students entrepreneurial and employment skills and generate income for schools. Through this approach, Teach a Man to Fish aims to reduce youth unemployment and poverty as it teaches young people not only to develop work-related skills but also how to become job creators in the future. Working in Africa, Asia and Latin America, the not-for-profit provides schools with training, guidance, mentoring, and networks to support them in setting up and running their student-led business. In 2017, the school businesses supported by the Teach a Man to Fish generated a \$694,535 income and reached 82,795 students who gained lasting skills and practical experience.⁴⁹





- **Matching skills development and entrepreneurship training with economic growth areas:** Entrepreneurship skills and training programmes need to be responsive to strategic growth areas. Skills development can be achieved through train-the-trainers programmes, the provision of toolkits for skills development, initiatives in partnership with the private sector and by integrating entrepreneurship into national education curricula.
- **Access to finance:** Programmes that address financial capital constraints experienced by young entrepreneurs are more likely to work, especially when combined with training and advisory support. Absence or lack of financial capital at appropriate levels and at the right time is a constraint youth cite in every region, most often due to the micro size of most youth-led businesses and their lack of a reputation and credit history. Mechanisms that can reduce the financial constraint for young entrepreneurs include alternative credit scoring for young people who lack credit history, peer-to-peer lending, business plan competitions and start-up grants.⁵⁰
- **Building and enhancing the capacities of financial service providers is a prerequisite for better access to finance in combination with improved**

availability of other, non-financial, business development services. Providers require the means to develop affordable, responsible and accessible financial services, tailored to the financing needs of young women and men. This involves implementing inclusive measures to create equal opportunities for disadvantaged groups of young people, including those with disabilities, to access the financial services of these providers, which must also endeavour to raise the awareness of their staff on the rights of young women and men.

- **An integrated package of interventions:** Interventions combining different approaches, for example skills training and entrepreneurship promotion, are more often successful than single-component interventions.⁵¹ Multi-faceted and sequenced programmes that address multiple constraints (skills, finance, family buy-in, gender roles) faced by beneficiaries work better. Mentoring, business advisory services, and ongoing support after business start-up is promising, especially for young women⁵² and more evidence is needed to fine-tune these interventions for greater impact.⁵³
- **Connecting youth to networks and markets:** Investing in networks that support new businesses can help young entrepreneurs overcome other constraints,

Leadership lessons

The Educate! programme works to transform secondary education in Kenya, Rwanda, and Uganda to ensure it equips young people with the tools and skills to thrive in today's economy. The programme works with teachers and youth mentors to deliver leadership, entrepreneurship, and workforce readiness training; and it partners with governments to integrate such programmes into the national secondary education curriculum. Educate! has made a significant impact, with graduates doubling their income and being 44-64 per cent more likely than their peers to own their own business, with participating girls achieving even higher success rates.⁵⁴

such as low confidence, lack of access to financing, lack of information or access to productive assets (e.g. technology or land). This can take place through mentoring, building peer networks, partnerships with incubators and accelerators, and visibility events such as business plan competitions. Role models can help transform entrepreneurial culture and increase social tolerance for business risk.⁵⁵ Providing incentives for experienced entrepreneurs to support youth as mentors and trainers can enable this. Youth can also be supported to access markets through value-chain approaches where youth are intentionally linked to markets through existing organisations such as cooperatives.

- **Peers and positive gender externalities:**

Research into entrepreneurship shows that the presence of peers with prior experience reduces unsuccessful ventures.⁵⁶ Evidence from India shows that business counselling and assistance has had a significant and immediate impact on the business activity of women entrepreneurs, but only if they were trained together with a female partner. Women's partnerships like these were more likely to take out new business loans.⁵⁷

- **Support high growth entrepreneurship:**

9 out of 10 jobs in the developing world are created by the private sector⁵⁸ and evidence suggests that the ability of high productivity firms to grow quickly is the key to job creation.⁵⁹ To unlock productivity and growth of high growth entrepreneurs it is important to consider a set of comprehensive measures from regulatory reforms to access to training, finance and business development.

In addition to their critical role in advancing sustainable self-employment among youth, **developing entrepreneurial skills and mindset is also key in wage employment.** Forty per cent of respondents in the World Economic Forum's Future of Jobs survey expect demand by employers for entrepreneurial mindsets to grow.⁶⁰ Secondary and post-secondary education provides an excellent opportunity to expose young people to possibilities for entrepreneurship and develop skills and mindset (the art of entrepreneurship). Entrepreneurship education is most effectively taught using modern experiential and project-based pedagogy. Trainers who have previous entrepreneurial experience are most effective, and peer-to-peer learning and regular interaction with mentors help youth practice and reinforce their new mindsets and skills.^{61, 62}

Young entrepreneurs

Injaz Al-Arab is a Jordanian NGO active in 14 countries. Since 1999, its Company Program, supported by Exxon Mobil, has worked to provide students with occupational skills, entrepreneurship training and financial literacy. The core of the programme targets 16-17-year-olds and involves supporting the creation of a business plan, starting a company, managing it and closing it down. In 2016-17, it reached 11,335 students in schools and universities (55 per cent female).^{63,64} Three quarters of participants feel more confident about their ability to compete for private sector jobs; more than 80 per cent say they understand the importance of managing finances and over half of all participants are now more interested in starting their own business.



Call to Action

Young people	<p>Join and build youth business and professional networks, and engaging actively with employers' associations and chambers of commerce.</p> <p>Get involved in national youth employment coalitions to improve opportunities for young people.</p> <p>Join your company's union to contribute to social dialogue and advocate for the application of the fundamental principles and rights at work, fair wages and benefits and safe and secure working environments for all workers.</p>
Political Leaders and Policy Makers	<p>Invest in sectors with high potential for youth employment.</p> <p>Invest in public works programmes to provide youth with work opportunities.</p> <p>Support small and medium enterprise (SME) development with capacity building on advanced business practices, access to market information and access to finance.</p> <p>Develop enabling environment for high growth entrepreneurship by investing in innovation, network economies, access to finance, managerial capabilities and worker skills, and business to business linkages.</p> <p>Facilitate entrepreneurship by creating an enabling environment for young entrepreneurs including funding, information/advice/guidance and regulation.</p>
Business leaders	<p>Strengthen business-to-business links, development of value chains and industry clusters which integrate youth employment.</p> <p>Improve productivity and opportunities for youth by adopting and scaling up impact sourcing strategies.</p>
Social Partners	<p>Entering into partnerships with governments to promote and support youth entrepreneurship.</p> <p>Engage with governments in the design and delivery of youth entrepreneurship programmes.</p> <p>Contribute policy and commercial input into renewed and innovative measures to ensure young entrepreneurs have access to finance necessary to start and expand businesses.</p> <p>Provide and facilitate mentoring and other support to young entrepreneurs.</p> <p>Promote young entrepreneurs' networks within their organizations.</p>

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THEME 4 CREATING DECENT JOBS FOR YOUTH

Digital skills masterclass

Digital Divide Data (DDD) creates a path out of poverty for young disadvantaged people in developing countries by providing them with stable jobs and development opportunities. Providing long-term employment for 3,000 young people in Cambodia, Kenya and Laos, DDD trains its employees in various areas such as English, technology, and soft skills. DDD also offers them scholarships and funding opportunities to ensure long-term increases in their income.⁶⁵ DDD has shown a positive impact on their graduates who experience a nine-fold increase in lifetime earnings compared to their peers.⁶⁶

The challenge

Today, about 255 million youth are not in employment, education, or training; a figure that masks wider gender disparities with young women between the ages of 15 and 29 being three times more likely than young men to be neither employed nor in school. Once out of the labor force, young women tend to stay away.

Globally, an estimated 59 million youth are unemployed and actively looking for work. Perceptions amongst young people that there is a lack of jobs⁶⁷ are likely to be well-informed. For example, in Africa, which is home to the world's largest youth cohort, only 3 million jobs are created by the labour market every year compared to the 10-12 million additional youth who enter the labour market for the first time.⁶⁸ This slow job creation pace brings discouragement and uncertainty to young people.

The time taken between a young person leaving school and finding work is becoming longer, and more uncertain, making it more unlikely that they will find decent work. Even when young people find work, it is often of poor quality. About 136 million youth across the globe are working yet still living in poverty. Many of them in rural areas and in informal jobs. Globally, more than three-quarters of working youth are informally employed, with little or no access to protection, rights and voice representation. Young workers are also more likely than adults to engage in nonstandard forms of employment and recent analyses show that young workers are also more prone to be in temporary jobs or in jobs without a written contract.⁶⁹

What works?

More job opportunities for youth and targeted support to enhance the quality of jobs and the promotion of youth labour rights are essential. The early years of a young person's work experience are critical – they set the precedent for future employment and earnings.^{70,71} Having a decent job provides a young person with a source of dignity, self-esteem and financial stability. These are some measures to boost decent job creation:

- **Macroeconomic policies that support sustained growth in aggregate demand and improve access to finance are essential.** Prompt expansionary and pro-employment fiscal and monetary policies can promote youth employment during economic downturns. Their effect can be leveraged through a supportive policy environment that incentivizes firms to invest and hire additional (and young) workers while boosting confidence among consumers about spending.
- **Industrial and sectoral policies are important to facilitate structural transformation.** Approximately 88 per cent of the world's 1.8 billion young people aged 15 to 29 live in developing countries, many of which, despite rapid urbanization, remain largely rural.⁷² Harnessing the demographic dividend necessarily calls for measures to facilitate a structural transformation in the rural economy. Investments must be directed towards the modernization of family agriculture and household enterprises, where most rural youth live and work. Such investments must aim at higher and more diversified incomes among farmers (which will translate into new economic activities and the diversification of the local economy) and increased agricultural outputs (leading to upstream and downstream activities, the consolidation of value chains and the expansion of agro-industries).
- **Interventions that support youth's transition from the informal to the formal economy.** Informality is normal until structural transformation kicks in. Hence, investments that support economic diversification will ultimately lead to formalization. Innovative interventions to smooth the transition to the formal economy include: (i) the first job, which guarantees a quality entry into the labour market; (ii) ensuring proper formalization, through incentives for employers and measures for the recognition of informal apprenticeships; and (iii) the promotion of the first formal entrepreneurship among youth.

- **Curbing discrimination at work and boosting quality jobs:** In support to core international labour standards, policies facilitating access to jobs should not lead to discrimination at work. Young workers have the same rights as all other workers. Youth employment policies should also encourage the transition from temporary to stable jobs.
- **Demand-side programmes which focus on decent jobs for youth:** Most demand-side programmes that are focused on economic growth are not designed with job creation in mind, let alone quality jobs for youth. Key interventions that work include selecting sub-sectors/value-chains and beneficiary firms for support that have the highest potential for employment creation for youth; setting explicit targets for youth beneficiaries and youth jobs created by the programme; incentivizing firms that benefit from these programmes to ensure employment of youth through financial incentives and/or setting quotas for youth employment as a condition of support; and ensuring alignment with supply-side interventions that identify, screen, train and facilitate youth to transit to work.
- **Subsidizing the hiring of young people can be an effective way to curb youth unemployment while securing a transition into the formal economy.** While these measures can increase the probability of employment, they can also create unintended deadweight and substitution effects. The evidence shows on one hand that fine-tuning conditionalities, securing feasibility of claims and proper information and dissemination are key to incentivize firm take up. On the other hand, appropriate profiling of youth is proven to reduce deadweight effects.⁷³
- **Direct job creation through public works/employment intensive infrastructure programmes:** while the evidence is sparse and focused on short term effects, the opportunity to rapidly integrate young people into jobs offers an important value added to curb unemployment and an opportunity to simultaneously enhance employability and core work skills among youth.⁷⁴



Value chains that change lives

KK Foods is a buyer of agricultural produce from smallholder farmers across Uganda. However, the supply of high-quality produce needed by KK Foods is limited and irregular. Most of the past engagement with smallholder farmers did not include young women and men, but KK Foods believed that the challenges faced by farmers, whether young women and men or adults, were the same. They believed that farmers are set in their ways

and behavioural change is extremely unlikely. Against this context, U-Learn II (a programme implemented by Swiss Contact with Mastercard Foundation) engaged with KK Foods and made them recognise that engaging the young women and men and first-time farmers may make the adoption of improved practices more likely and result in better quality produce. Based on this concept, KK Foods agreed to test the U-Learn II learning model, which would systematically engage disadvantaged young women and men and build their capacity (via market-relevant skills

development, promoting financing mechanisms for business start-up and growth, and promoting platforms such as business support services) to deliver the supply to meet KK Foods's demands. As a result of this partnership, an inclusive supply chain has been formed with 1,284 acres under production and 1,600 youth contributing to 55 per cent of KK's business. 80 youth groups have signed contract farming with KK Fresh Produce Exporters Ltd and 91 tons was exported by 713 youth from September to December 2017 worth \$61,523.

Make markets work for young people

Working in Mombasa Kenya, the Kuza programme aims to help overcome youth unemployment by addressing both the supply and demand sides of the youth labour market. On the demand side, Kuza assists enterprises

working in employment-intensive sectors in developing business models which include expanding the employment of young people; facilitating their access to capital; and supporting the local government to establish Momba Invest, an investment promotion agency. On the supply side, the programme supports young people

to develop the competencies needed to find employment and become entrepreneurs. It does so through skills training, entrepreneurship, employment services and enterprise promotion as well as providing post-training support. As of 2017, Kuza generated more than 3,500 jobs for young people in Mombasa.⁷⁵



Call to Action

Young people	<p>Join and build youth business and professional networks, and engaging actively with employers' associations and chambers of commerce.</p> <p>Get involved in national youth employment coalitions to improve opportunities for young people.</p> <p>Join your company's union to contribute to social dialogue and advocate for the application of the fundamental principles and rights at work, fair wages and benefits and safe and secure working environments for all workers.</p>
Political Leaders and Policy Makers	<p>Implementing policies that promote full, productive and freely chosen employment, informed by the Employment Policy Convention, 1964 (No. 122).</p> <p>Promote pro-employment macroeconomic policies and fiscal incentives that support stronger aggregate demand and increase productive investment that improves capacity for job creation and access to finance.</p> <p>Assign the highest possible priority to youth employment in national and international development frameworks; developing, with the involvement of the social partners, integrated and time-bound national action plans for decent employment with measurable outcomes.</p> <p>Prioritize job-generating growth policies which respond to the current economic context and promote long-term financial sustainability, while recognizing that policy responses to support growth should take into account the diverse realities of countries.</p> <p>Fiscally sustainable ways for targeted interventions for young people, such as countercyclical policies and demand-side interventions, public employment programmes, employment guarantee schemes, labour-intensive infrastructure, wage and training subsidies and other specific youth employment interventions. These programmes should ensure equal treatment for young workers.</p> <p>Anchor a job-friendly development agenda in industrial and sectoral policies that can facilitate structural transformation, contribute to an environmentally-sustainable economy, and greater public and private investment in sectors that create decent jobs for young people.</p> <p>Promote an enabling policy and regulatory environment to facilitate the transition to formal employment and decent jobs.</p> <p>Involve the social partners in policy decision-making through regular tripartite consultations including shifting labour market demand away from children and towards quality employment for youth.</p> <p>Establish and strengthen monitoring and evaluation mechanisms to measure impact and improve policy instruments.</p>
Business leaders	<p>Forge partnerships with formal and non-formal schools to develop young people's experiences of starting a business or social enterprise.</p> <p>Develop inclusive supply chains/value chains in agriculture and other sectors involving young entrepreneurs.</p> <p>Ensure the promotion and application of labour rights for young people.</p>
Social Partners	<p>Engage with governments in tripartite consultations on employment and economic policy.</p> <p>Engage in sectoral and enterprise consultations to improve growth and promote strategies that are job-rich with particular regard to the needs of young people.</p>

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THEME 5 YOUNG PEOPLE'S PARTICIPATION AND CIVIC ENGAGEMENT

It takes a village

In 2011, the Government of Nepal approved the national strategy on Child Friendly Local Governance (CFLG). The main objective was to mainstream child rights in local governance, through consultations with young people. In the annual planning cycle for 2015/16, 91 per cent of municipalities reported that they had conducted consultations, with more than 60,000 young people in total participating nationwide. Fifty-four per cent of young people's priorities were incorporated in Village Development Committees plans. As a result, in 2016/17, central government made a total of US\$30 million available to address young people's needs and priorities.⁷⁶

The challenge

Young people have a fundamental right to have their voices listened to and taken into account in decisions that affect their lives.⁷⁷ In situations where young people have been given a voice, the decisions and policies taken are more likely to be effective at addressing the youths' needs and improve not only their own well-being, but also improve their communities.^{78,79} Yet too often, young people lack opportunities to participate in meaningful decision-making in their homes, schools, places of work, and broader communities. When consultation does occur, it is not always the case that their voice influences decision-making.

What works?

Young people can then strengthen civil society, increase accountability of governments and corporations⁸⁰ and foster greater social cohesion. Key principles for successful engagement of young people include creating a safe environment where young people can express their views without fear; ensuring the engagement of those hardest-to-reach in both development and humanitarian contexts; and engaging young people in decisions that are meaningful to them.⁸¹

- **Fostering laws, policies and budget allocations supporting youth engagement:** the rights of young people to participate in all spheres need to be underpinned by a conducive legislative and policy environment. Establishing legal rights, incorporating considerations specific to young people into policies and providing the necessary budgetary support to ensure there are funded mechanisms to support youth participation can help ensure participation is institutionalized and culturally embedded in broader systems. Policies and practices to institutionalize young people's participation rights should be integrated into a range of institutional settings including national and local governance, alternative care settings, courts, health care, educational establishments, in the workplace, and in civil society and United Nations agencies.⁸²

- **Supporting, creating and sustaining organized structures for young people's participation and civic engagement:** in order for young people to become engaged members of civil society, sustainable, safe and well-organized structures for capturing and sharing youth voices must be created across the education, civil society, government and work spheres.^{83, 84, 85} These structures should be established at all levels, from local governance to national systems. In schools, colleges (including vocational) and universities, young people need to be part of the decision-making processes via mechanisms such as school councils and student unions. They should be provided with spaces to organize themselves, and to plan and implement initiatives to address issues affecting them. At work, young people must have opportunities to engage in decision-making processes such as workplace management and working conditions. This can be achieved through participation and representation in trade unions and employers' organizations.⁸⁶ Regardless of the sector, such initiatives should aim to empower young people to meaningfully participate, support the development of youth leaders, and commit to inclusive representation of a diverse range of youth.⁸⁷
- **Instituting Global Citizenship Education (GCE):** in order to equip young people with the necessary life skills for engagement in social change such as critical thinking, empathy, respect for diversity, participation and problem solving, Global Citizenship Education (GCE) should be provided as a compulsory subject within the education system – for all young people, including those in vocational education. This includes the learning of attitudes, values and behaviours including empathy, gender equality and sustainable development.⁸⁸ This should also be supported with GCE learning through informal settings such as youth groups, community organizations and social media to reach those outside of the formal school sector.
- **Investing in young people's capacities, networks and partnerships:** young people need to have a strong voice within civil society in development, humanitarian



and peace-building contexts. They need to be empowered with data, skills as well as opportunities to share information and experiences, learn from each other, organize themselves, and meaningfully connect and engage with decision-makers. Through youth-empowered groups, young people can identify, analyse and take action on issues affecting them, including holding their governments to account. They can use their collective power and innovation to defend their rights and initiate social change within their societies. The creation of a micro-grants programme can support flexible funding opportunities for youth-led organisations and initiatives (including social entrepreneurship)⁸⁹, which is especially important when recognising legal and administrative barriers faced to secure and manage their own funds. Supporting the development of leaders such as young women and minority groups, through programmes such as those that offer mentoring⁹⁰ as well as training on organisational development, project management and financial literacy, is an important effort.

Youth who give back

Teach For All is a global network of partners posting young volunteers as teachers in under-resourced schools and communities. Within those communities, volunteers work with children and adolescents to develop their leadership skills and help them to fulfill their potential and grow as the next generation of local change agents. Currently, there are 14,600 volunteers in 50 countries. Informed by their experiences, these volunteers go on to become career teachers, school and district leaders, advocates, and entrepreneurs who work together with many others to change systems and disrupt the status quo for children in disadvantaged communities.⁹¹

Create a ladder up

The Service Employees International Union (SEIU) in the US has developed a multifaceted approach to build a pipeline of union leadership amongst its approximately 300,000 young members.⁹² In 2012, they established a leadership development programme for young union members that contributed to organizing young people and listening to their voice as well as including mentorship opportunities. Branches were given autonomy to take part in wider social activism which research has shown to be a successful way of engaging and attracting young union members.

Call to Action

<p>Young people</p>	<p>Get activated online and take part in discussion platforms where issues such as the quality of education, the future of work, green economy, job matching, digital connectivity, entrepreneurship opportunities are being discussed, for example through local blogs and vlogs.</p> <p>Get activated in your local communities – for example at the municipal level, in school and university governance structures and through youth community centres – to discuss key issues such as education, employment and mental health.</p> <p>Join national youth councils to help create youth friendly and youth accessible tools for political participation.</p> <p>Get involved in local politics, for example through youth parliament, to ensure full participation of youth in decision making processes of the policies that affect young people.</p> <p>Join workers’ and employers’ organizations.</p>
<p>Political Leaders and Policy Makers</p>	<p>Foster laws, policies and budget allocations supporting young peoples’ participation and civic engagement.</p> <p>Create and sustain organized structures for young people to share their voices, to influence and to civically engage in their communities.</p> <p>Institute Global Citizenship Education in both formal and informal learning settings.</p> <p>Invest in young people’s capacities, networks and partnerships.</p> <p>Ensure that labour laws and collective agreements are effectively enforced by relevant bodies.</p> <p>Promote and protect young workers’ rights to organize and to bargain collectively.</p>
<p>Business leaders</p>	<p>Connect youth to business networks and market.</p> <p>Support leadership development programmes for young people.</p> <p>Invest in young people mentorship opportunities.</p>
<p>Social Partners</p>	<p>Promote and encourage the greater participation and representation of young people in their organizations and increase their voice in social dialogue.</p> <p>Raise awareness of their members about young workers’ rights, including by using new technologies and social media.</p> <p>Actively participate in the implementation of young workers’ rights.</p>

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ANNEX

The table below provides an illustrative snapshot of expertise and strategies amongst some of Generation Unlimited and Decent Jobs for Youth's inter-governmental partners. Both initiatives benefit from the participation and leadership of partners from different sectors and across society. Inter-governmental agencies are well placed to work in collaboration with youth, leaders from government and businesses, and civil society to achieve our common objectives.

Inter-governmental partner	Strategic priority	Expertise, Strategies and Funding Links
African Union	Secondary Education and skills School to Work Transitions	Education and training systems Continental Education Strategy and Global Education 2030 Programme https://au.int/en/directorates/education
	Entrepreneurship and Self-employment Decent jobs for youth Young people's participation and civic engagement	African Union Youth Volunteer – Corps: brings young people together to share skills, knowledge, creativity and learning to build a more integrated Continent and by implication strengthen Africa's relevance in the globalized world. https://au.int/en/volunteer/african-union-youth-volunteer-corps 1millionby2021 https://au.int/en/pressreleases/20190422/1-million-2021-african-union-commission-chairperson-rallies-support-new-youth African Youth Charter: Paves the way for the development of national programmes and strategic plans for youth empowerment https://au.int/sites/default/files/treaties/7789-treaty-0033_-_african_youth_charter_e.pdf 2019/2020 Action plan for the AU Youth Envoy (OYE) https://au.int/sites/default/files/documents/37526-doc-oye_action_plan_2019_20_final_oct_2019.pdf
The Commonwealth	Secondary Education and skills	Education and skills in 53 Commonwealth countries for the most marginalized and disadvantaged young people https://www.thecommonwealth-educationhub.net/ Commonwealth Fund for Technical Assistance including on Economic, Youth and Sustainable Development https://thecommonwealth.org/economic-youth-and-sustainable-development
	School to Work Transitions Entrepreneurship and Self-employment Decent jobs for youth Young people's participation and civic engagement	Commonwealth Youth Program (CYP) advocates the effective participation of young women and men in the development process and for social transformation and values their full engagement at all levels of decision-making. Promotes the professionalization of youth work by supporting youth work education and training and setting competency standards. http://www.yourcommonwealth.org/ The Commonwealth Youth Council works to mobilize the voices of young people and advocate for governments to meaningfully engage young people at youth forums and key ministerial meetings http://commonwealthyouthcouncil.com/

Inter-governmental partner	Strategic priority	Expertise, Strategies and Funding Links
Education Cannot Wait – a Fund for Education in Emergencies	Secondary Education and skills	<p>Education in Emergencies from Early Childhood Education through to Secondary and Skills</p> <p>First Emergency Response Window; Multi-Year Resilience Investment Window; Acceleration Facility</p> <p>https://www.educationcannotwait.org/home/information-for-grantees-2/</p>
Global Partnership for Education	Secondary Education and skills	<p>Education in 68 low and lower middle-income countries including Early Childhood Education through to Lower Secondary</p> <p>Education Sector Plan Development Grant; Education Sector Program Implementation Grant; Multiplier Fund; Knowledge and Innovation Exchange; Education Out Loud</p> <p>www.globalpartnershipforeducation.org</p>
ILO	<p>Secondary Education and skills</p> <p>School to Work Transitions</p> <p>Entrepreneurship and Self-employment</p> <p>Decent jobs for youth</p>	<p>A tripartite structure makes the ILO a unique forum in which the governments and the social partners of the economy of its Member States can freely and openly debate and elaborate labour standards and policies.</p> <p>Youth employment policies and programmes guided by the call for Action on Youth Employment, across five action pillars: pro-employment macroeconomic policies, skills development and employability, labour market policies, entrepreneurship and self-employment, and rights for youth.</p> <p>Link training to current labour market needs, anticipating and building competencies for the jobs of the future; building quality apprenticeship systems and incorporating core skills into training for young people; and expanding access to employment-related training in rural communities</p> <p>Development of policies and programmes including Decent Jobs for Youth</p> <p>https://www.ilo.org/global/about-the-ilo/lang--en/index.htm</p> <p>https://www.ilo.org/global/topics/youth-employment/lang--en/index.htm</p>
OECD	Secondary Education and skills	<p>Education and skills in OECD countries</p> <p>Development of policies and programmes</p> <p>www.oecd.org/education</p>
	<p>School to Work Transitions</p> <p>Entrepreneurship and Self-employment</p> <p>Decent jobs for youth</p>	<p>The OECD Programme for International Student Assessment (PISA) examines what students know in reading, mathematics and science, and what they can do with what they know.</p> <p>The Programme for the International Assessment of Adult Competencies (PIAAC) is a programme of assessment and analysis of adult skills that measures the key cognitive and workplace skills needed for individuals to participate in society and for economies to prosper.</p> <p>http://www.oecd.org/skills/piaac/data/</p>
	Young people's participation and civic engagement	<p>Civic engagement and governance</p> <p>Development of policies and programs (Civic Tech Compass)</p> <p>https://www.oecd-forum.org/users/40211-anthony-gooch/posts/47479-civic-tech-compass-navigating-new-opportunities-for-collective-action</p>

Inter-governmental partner	Strategic priority	Expertise, Strategies and Funding Links
UNESCO	<p>Secondary Education and skills</p> <p>School to Work Transitions</p>	<p>UNESCO TVET Strategy</p> <p>Lifelong learning and skills</p> <p>Development of policies and programmes</p> <p>https://en.unesco.org/themes/education</p> <p>Education 2030 framework for action</p>
	<p>Entrepreneurship and Self-employment</p> <p>Decent jobs for youth</p>	<p>https://en.unesco.org/themes/education/sdgs/material/08</p> <p>Projects and operations in the area of TVET and youth skills development,</p>
	<p>Young people's participation and civic engagement</p>	<p>Learning and skills including civic engagement and participation: Youth networks, youth spaces and international youth day</p> <p>Development of policies and programs</p> <p>https://en.unesco.org/youth#strategy</p> <p>UN Youth Envoy: Advocates for the empowerment and meaningful participation of young people, especially the most marginalized and vulnerable youth.</p> <p>https://www.un.org/youthenvoy/</p> <p>UNESCO Youth Forum</p> <p>https://en.unesco.org/11th-unesco-youth-forum</p> <p>UNESCO Global Citizenship Education</p>
UNFPA	<p>Secondary Education and skills</p> <p>School to Work Transitions</p> <p>Entrepreneurship and Self-employment</p> <p>Decent jobs for youth</p>	<p>Educating, empowering and employing the next generation</p> <p>https://uganda.unfpa.org/sites/default/files/resource-pdf/UNFPA%20Youth%20Enterprise%20Model%202017.pdf</p> <p>https://www.unfpa.org/updates/syria-launch-youth-entrepreneurship-and-leadership-training-programme</p> <p>Resources on Youth Leadership, especially most disadvantaged youth</p> <p>https://www.unfpa.org/resource-listing-page/Youth%20leadership%20%26%20participation</p>
	<p>Young people's participation and civic engagement</p>	<p>Participation and leadership programs</p> <p>https://www.unfpa.org/youth-participation-leadership</p>
UNICEF	<p>Secondary Education and skills</p>	<p>Education and skills (foundational, transferable, digital and work related) for 0-19 years of age including adolescent/secondary education in 155 countries including in humanitarian emergencies</p> <p>Development of policies and programmes</p> <p>www.unicef.org/education</p> <p>Education cannot wait, ensuring young people in war torn countries have access to quality education</p> <p>https://www.educationcannotwait.org/tag/unicef/</p>
	<p>School to Work Transitions</p> <p>Entrepreneurship and Self-employment</p> <p>Decent jobs for youth</p>	<p>Partnership with SAP to provide quality education, life skills and job skills training to young people in disadvantaged communities, preparing them for decent work and active citizenship.</p> <p>Skills development programming that ensures young people have the skills they need to have decent jobs and entrepreneurial mindsets</p> <p>https://www.unicef.org/education/skills-development</p>

Inter-governmental partner	Strategic priority	Expertise, Strategies and Funding Links
UNICEF	Young people's participation and civic engagement	<p>Creating safe spaces for the youth to form and voice opinions, with strong advocates who support their efforts to influence policy-making and hold leaders to account.</p> <p>https://www.unicef.org/adolescence/participation</p>
World Bank	Secondary Education and skills School to Work Transitions	<p>Education and Skills including Solutions for Youth Employment (S4YE) IDA, IBRD, Grants, development of policies and programmes</p> <p>www.worldbank.org/education</p> <p>Resource: a new framework for education in the Middle East and North Africa</p> <p>https://www.worldbank.org/en/region/mena/publication/expectations-and-aspirations-a-new-framework-for-education-in-the-middle-east-and-north-africa</p> <p>World Bank to invest \$1 billion to boost job prospects for young people in alignment with Generation Unlimited</p>
	Entrepreneurship and Self-employment	<p>World Bank's Skills Development for Growth Project (PRODEC) https://www.skillsforemployment.org/KSP/en/Sources/WorldBank/index.htm</p>
	Decent jobs for youth	<p>Solutions for Youth Employment</p> <p>https://s4ye.org/</p>
	Young people's participation and civic engagement	<p>Education and skills including civic engagement and participation</p> <p>World Bank Youth Summit</p> <p>https://www.worldbank.org/en/programs/youth</p>

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