

# DEMAND-DRIVEN TRAINING FOR YOUTH EMPLOYMENT

## TOOLKIT



# THE TEAM BEHIND THE DEMAND-DRIVEN TRAINING FOR YOUTH EMPLOYMENT TOOLKIT

With support and guidance from the Rockefeller Foundation, Making Cents International developed this set of tools and resources for youth development stakeholders across the world.



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# FOREWORD



For more than 100 years, [The Rockefeller Foundation's](#) mission has been to promote the well-being of humanity throughout the world. Together with partners and grantees, The Rockefeller Foundation strives to catalyze and scale transformative innovations, create unlikely partnerships that span sectors, and take risks others cannot – or will not.

Recognizing the challenge of youth unemployment, and particularly in Africa, the Rockefeller Foundation launched its [Digital Jobs Africa \(DJA\) initiative](#) in 2013. DJA's goal has been to influence systemic change, bringing together the demand and supply sides of the labor market to significantly increase employment opportunities for high potential, disadvantaged youth (HPDY).

On the demand side, DJA has promoted the adoption of [Impact Sourcing](#) by demonstrating the benefits to businesses of hiring well trained marginalized youth. On the supply side, DJA has supported best-in-class demand-driven training that has prepared disadvantaged youth for job roles in growth sectors, such as ICT.

This ***Demand-Driven Training Toolkit*** brings together lessons learned from the work we have done together under DJA. We believe it will help to bridge the gap between youth skills as acquired through formal education systems, and employer needs. It will be of most critical use by governments, Technical and Vocational Education and Training (TVET) institutions, Universities, youth training organizations focusing on skills development, as well as donor and development partners who support such programs.

We applaud you all for your efforts to both create viable employment opportunities for young people and prepare them for the future of work. We know this is key to building stronger, more economically productive communities around the globe.



Dr. Rajiv Shah  
President



[Making Cents International](#) works to advance the social and economic well-being of youth so that they are able to fulfill their potential to work, innovate, enrich their communities, and profit from the global marketplace. To this end, we are pleased to have been able to create two products, supported by the Rockefeller Foundation, that promote the scaling of demand-driven training (DDT) models which provide young people with the skills they need to get employment.

Our [Demand-Driven Training Framework](#) presents background on the DDT concept and profiles ten leading DDT organizations, synthesizing their common elements and operating practices, as well as capturing their critical processes and lessons learned. This ***Demand-Driven Training Toolkit*** builds upon the DDT Framework, bringing forward detailed descriptions and examples of the best DDT practices along with tools and resources that you can begin integrating in your programs immediately.

The Framework and Toolkit are designed to support users in assessing the market alignment of their youth training program, while also identifying where the program can be improved. The tools also help organizations make training investment decisions, as well as assist education and training providers in optimizing their performance results and impact.

As employers around the world look to hire strong talent and the youth population continues to grow, it is imperative that we provide young people with the right skills to meet the needs of the workplace. We believe this toolkit is one means for you to achieve this important goal.



Mr. Tim Nourse  
President



# ACKNOWLEDGEMENTS

We sincerely thank the contributors, organizations and individuals who provided us with insight, comments, examples and ideas. Their experience, expertise and wisdom enriched our work on the DDT Toolkit.



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The toolkit was developed with assistance and feedback from a number of South African technical vocational education and training colleges and universities including:

- Central Johannesburg College
- College of Cape Town
- Northlink College
- South West Gauteng College
- Tshwane North TVET College
- Tshwane University of Technology
- Vaal University of Technology
- University of Witwatersrand

Valuable insights were also provided throughout the process by the following organizations:

- Accenture
- BPESA
- BPSA Education Foundation
- Expeditors
- Intel
- IREX
- JPMorgan Chase & Co.
- LinkedIn
- Mastercard Foundation
- Prudential
- RTI International
- United Kingdom Department for International Development
- United States Agency for International Development



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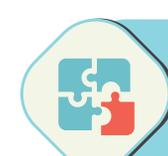
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# INTRODUCTION



## ABOUT THE DEMAND-DRIVEN TRAINING TOOLKIT FOR YOUTH EMPLOYMENT



**Goal:** The goal of the Demand-Driven Training for Youth Employment is to accelerate the scaling of world-class demand-driven training (DDT) youth programs and to promote the best and most promising practices in DDT to successfully prepare and transition young people into sustainable jobs. The Toolkit's precursor document, the [Demand-Driven Training Framework](#), presents background on the DDT concept and captures the common elements and critical processes evident in best practice programs.



**How we gathered the information:** Both the framework and toolkit are based on a review of the literature, and interviews and site visits with ten leading DDT providers operating in South Africa and globally. Input and feedback were gathered from many along the way.



**Audience:** The DDT Framework and Toolkit were created for youth development practitioners; educators and trainers; program managers and administrators; and all those who design, develop, deliver and fund youth education and training programs.



**What each document does:** The framework serves as a roadmap for demand-driven training, and describes its building blocks: inputs and activities, outputs and impacts, and constraints and opportunities. The toolkit provides in-depth information on the most important processes and characteristics of DDT models, specifically outlining: definitions of terms, benefits to various stakeholder audiences, best practices, relevant global examples, and practical resources.



**How to integrate in your own work:** Acknowledging that there is no single algorithm for creating an effective training for employment initiative, the toolkit aims to support better alignment of existing or new youth programs with employers' expectations and labor market demand for skills. Depending on the complexities of each context, target group and economic sector, DDT lessons learned and recommendations captured in the toolkit must be customized and adjusted for local implementation.





# INTRODUCTION



## THE CHALLENGE OF YOUTH UNEMPLOYMENT

Across the world, youth unemployment, under-employment, and inactivity remain some of the most critical challenges for communities, families, and young people in both developing and developed countries. Of the roughly 1.8 billion young people today, about one third can be described as **NEETs – not in employment, not in education and not in training**. Approximately 40 percent of all unemployed people are youth.

Evidence shows that demand-driven youth training interventions that closely involve employers yield benefits with regard to youth employment and incomes<sup>1</sup>. In such initiatives, new training content is created, or an existing curriculum is modified, based on intense discussions and feedback from employers interested in hiring program graduates. In many cases, training simulates the workplace environment of those employers' firms. Other program elements, such as recruitment and the selection of candidates, job matching, post-hire support, definition of staff roles, and instructor profiles, are also tailored to align the service delivery with the specific expectations of engaged employers.

The DDT concept has been in use for some time in youth workforce development and was highlighted in the 2013 Rockefeller Foundation [study on promising skills training models](#) for information and communication technology (ICT) enabled employment opportunities. Youth skills development programs can be classified based on their market alignment in three categories, as defined by Making Cents in a [study sponsored by Microsoft](#):



### Demand Aware

Programs train youth for jobs in a number of high-growth sectors by focusing on developing their general work readiness skills.



### Demand Aligned

Programs prepare youth for jobs in a specific sector.



### Demand Driven

Programs develop and prepare youth for specific job roles.

DDT youth programs build job-relevant skills, defined as “a set of competencies valued by employers and useful for self-employment.” To best accomplish this, DDT programs offer both pre-employment skills development and some form of on-the-job training, through internships, apprenticeships or learnerships.

<sup>1</sup> P. Glick, C. Huang, N. Mejia, “The Private Sector and Youth Skills and Employment Programs in Low- and Middle-Income Countries”, 2015.

<sup>2</sup> The World Bank, “Stepping Up Skills”, 2010. DDT programs can be classified as Step 3 of the World Bank’s STEP (Skills Toward Employment and Productivity) framework.





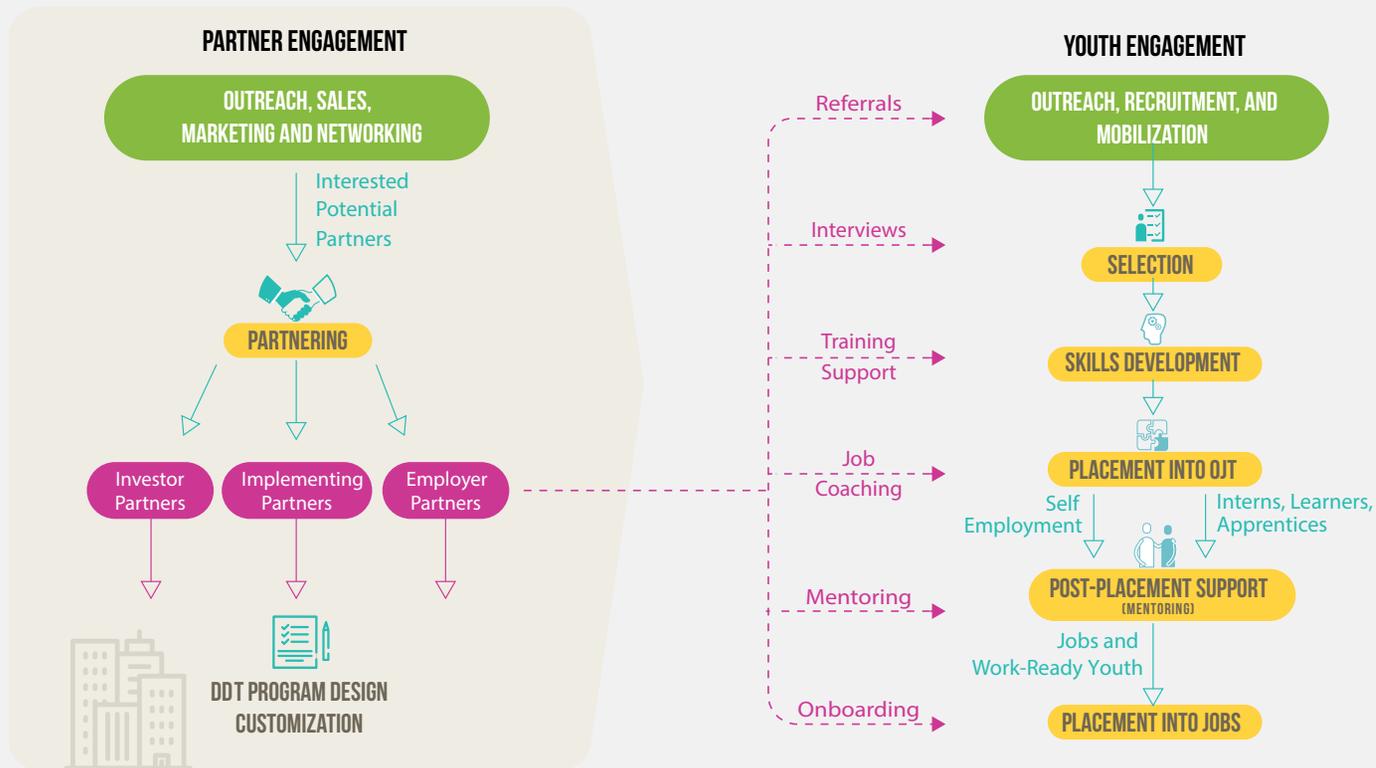
# INTRODUCTION



## DEMAND-DRIVEN TRAINING FRAMEWORK

DDT refers to those skills development initiatives that are customized to respond directly to specific requirements of a job role for an employer or a group of employers, and lead to placement in employment or self-employment. Here's how it works:

### DEMAND-DRIVEN TRAINING FRAMEWORK



LMI Analysis

Administration & Financial Management

Communication & Public Relations

IT Systems Management & Support

Monitoring & Evaluation





# UNDERSTANDING LABOR MARKET INFORMATION

## WHAT IS LABOR MARKET INFORMATION?



**Labor Market Information (LMI)** includes quantitative or qualitative data and analysis related to employment and the workforce. It deals with status, changes, trends and projections of 'demand for,' and 'supply of' labor.



**Quantitative Labor Market** data sources are employment, wage, jobs, vacancies, and other comprehensive reports from national, regional or local government statistical agencies, census bureaus, economic development bodies, etc., or analyses done by private providers of LMI (such as EMSI, ESRI, etc.).



**Qualitative Labor Market** data is usually collected through surveys, interviews and focus groups, with carefully selected experts or representatives from various stakeholders' circles.



**Real-time Labor Market** data is compiled by aggregating and analyzing actual job postings on the Internet. Vendors (such as **Burning Glass Labor Insight**) gather information from online job boards, industry-specific job sites, and companies' recruitment websites, and allow the end user to search with multiple criteria.

**Understanding Labor Market Information helps stakeholders (policy makers, private sector employers, students and their parents, education and training providers, and others) to make more informed choices related to their personal career, or public and private workforce investments.**



## BENEFITS OF UNDERSTANDING LMI

- Enables data-based decisions on aligning education/training programs to current and projected hiring needs of local businesses, i.e., opening new and closing low returns programs, rightsizing and improving the quality of existing programs, and developing programs tailored to specific job opportunities.
- Assessing education/training program effectiveness by linking program content, rigor, and teaching approach to evidence of student success/failure in the labor market.
- Helping students make informed education and career choices, thus increasing their chances for graduation and employment.
- Demonstrating return on investment of specific education/training programs, and the education/training institutions, to employers, investors, students and their parents, and the local community.





# UNDERSTANDING LABOR MARKET INFORMATION

## ✓ BEST PRACTICES

- LMI is not just about data – it is a comprehensive system and process for gathering, organizing, analyzing, validating and communicating information and drawing conclusions.
- Combining quantitative and qualitative data, along with historical and real-time data (when possible), provides a more comprehensive and accurate base of information for analysis.
- Tracer studies that follow graduates and report on their labor market outcomes, such as length of job search/unemployment, retention in the first job, earnings, or job satisfaction are important for assessing the alignment of existing education/training programs to actual labor market demand.
- Leveraging technology and partnerships for improving access to systematic collection, analysis, distribution and validation of labor market information is crucial.
- Dedicated qualified staff and financial resources for LMI activities lead to better results.

## EXAMPLES OF LABOR MARKET INFORMATION



[New York's Monroe Community College](#) uses sophisticated data gathering and analysis systems to create local supply/demand dashboards for occupational clusters – all with the goal of developing and fine-tuning programs that address regional and local skill shortages.



[MENA-YES](#) youth training for employment program, launched by Global Communities and supported by the Caterpillar Foundation, used the concept of Sector Advisory Committees (SAC) to bring together representatives from private sector companies, education and training institutions, and youth supporting organizations all active in the same target industry sector. The main objectives of the SACs were to promote information sharing on hiring trends, skill requirements and job opportunities in the local market, and to agree on the curriculum outline for most in-demand job roles in that specific sector.



To incentivize employers to share their LMI, some [TVET centers in the Philippines](#) started offering free five-day certificate courses attractive to local businesses. Providing the course has improved the TVET's access to LMI: many firms now share their immediate and future hiring needs, get involved in curriculum design and training needs analysis, and consider TVET graduates for their job openings.





# PARTNERING WITH EMPLOYERS AND OTHERS

## WHAT IS PARTNERING?



**Partnering (collaborating, cooperating)** is a process of working together for a common purpose or benefit.



**Cross-sector Development Partnerships (CSDPs)**, such as **education-industry partnerships**, are commitments between public, private, and/or non-profit institutions in which partners commit various resources and agree to work cooperatively toward common development goals or benefit.<sup>1</sup>



**Impact Hiring** refers to talent practices that create business advantage through hiring and developing individuals who face barriers to economic opportunity.<sup>2</sup>

The DDT approach requires that education and training providers engage and collaborate with private sector employers through various partnership activities that improve the alignment of their skills development programs with employers' current and projects hiring needs.

### Examples of Employers-DDT Providers Partnering Activities

- Employee-volunteers visit classrooms to discuss with students and teachers their company, industry, career pathways, and job roles. Students are taken for site visits to businesses where they can observe actual work performed, and possibly do "job shadowing."
- Schools and businesses collaborate on curriculum development, aligning training content and methodology with industry standards.
- Employers donate equipment, use of facilities, time of experts, financial and in-kind support, and other resources to education partners.
- Business hiring managers conduct mock interviews and provide feedback to students on their interviewing skills and submitted resumes.
- Businesses host work-based learning experiences for students and/or teachers, and give employees time to act as mentors and job coaches.
- Employers commit to a specific number of internship/apprenticeship/learnership slots to partnering schools and to hiring graduates.
- Private-sector partners delegate senior staff to participate on joint governance structures and advisory boards (committees).
- Partners provide each other with testimonials, press releases, joint events, referrals, and other opportunities for increasing visibility and brand.

<sup>1</sup>NDI, "The Value of Cross-Sector Partnerships"

<sup>2</sup>FSG, "Engaging Employers: Three Lessons from Impact Hiring"





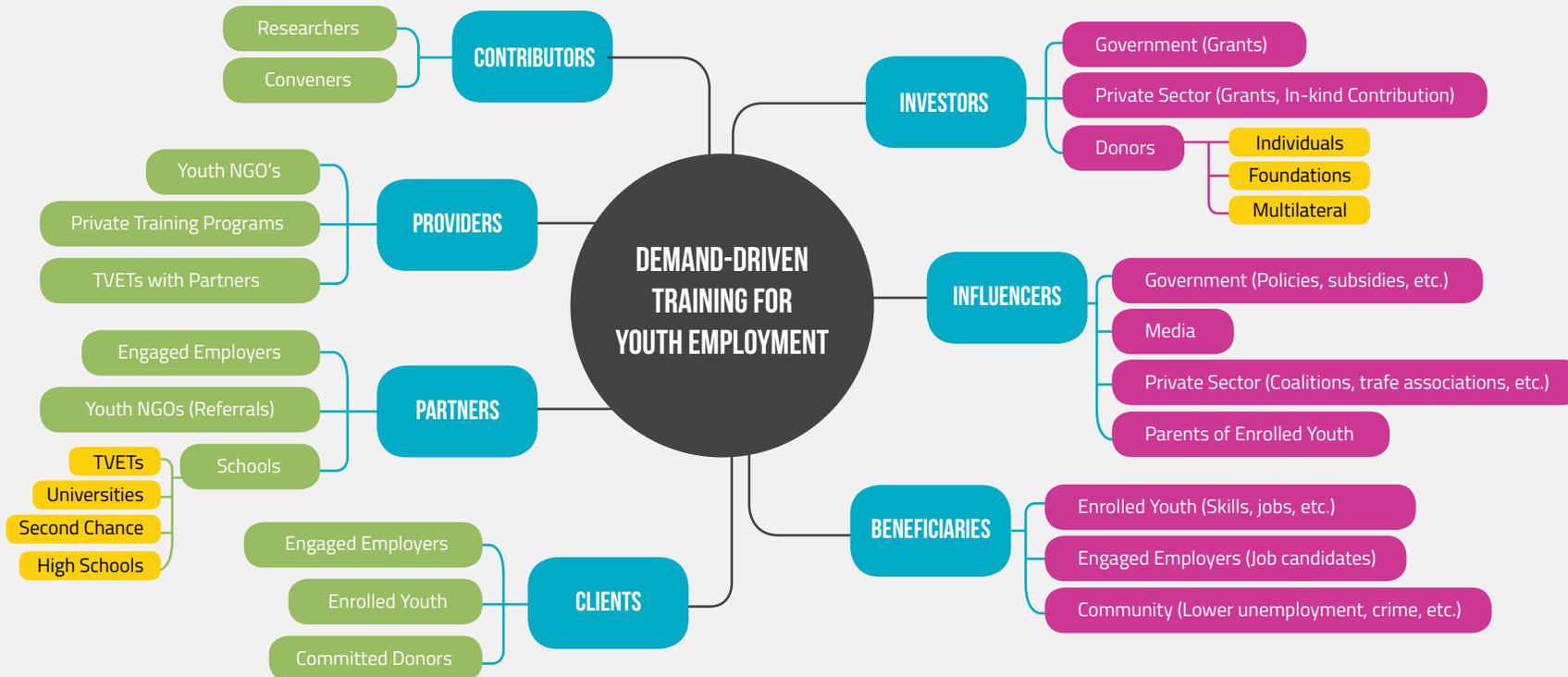
# PARTNERING WITH EMPLOYERS AND OTHERS

## Examples of Partnering Activities for Educators and DDT Providers

Strong provider-to-provider partnerships enhance training opportunities for youth. In many places, demand-driven training providers and educational institutions (e.g., technical and vocational colleges and universities) partner together.

- DDT partner provides customized, intensive preparation of students at their education institution for specific local employer jobs.
- Schools and DDTs jointly approach local private sector businesses in a specific sector to create advisory councils and secure job opportunities.
- Schools provide technical skills development - DDTs provide soft skills and work readiness training, and assist students with job search and placement.
- DDTs and schools jointly develop new and/or improve existing curricula based on employer skill requirements.
- Schools and DDTs create a strategic public-private partnership to implement projects and to advocate for system-level reforms.

## DDT Stakeholder Mapping





# PARTNERING WITH EMPLOYERS AND OTHERS

## Employer Engagement Ladder<sup>1</sup>

KEY EMPLOYER ROLE	STAGE OF RELATIONSHIP	ACTIVITY EXAMPLE
Leading	Full strategic partnership	Creating multi-employer, multi-college strategic partnerships for joint action on system level reforms; multi-year and multi-site commitments, projects and shared resources.
Convening	Trusted provider and collaborator	Introductions and referrals to other firms; creation of sector-wide coalition of firms and education partners.
Co-designing	Working relationship	Joint development of curricula and career pathways; employees as adjunct faculty; commitments for work-based learning slots and hiring.
Capacity Building	Establishing trust and credibility	Job site visits; volunteers conduct mock interviews; graduation speakers; professional development for lecturers; loan equipment/facility; grant/loan.
Advising	Initial contact/new relationship	Discuss hiring needs, competencies to be developed through customized curricula; participate on advisory boards; hire graduates.

<sup>1</sup> Jobs for the Future, "A Resource Guide to Engaging Employers".  
Ladder of Employment Engagement (from "A Resource Guide to Engaging Employers" by Jobs for the Future, page 5), modified slightly.





# PARTNERING WITH EMPLOYERS AND OTHERS

## + BENEFITS OF PARTNERING



### For the young student/trainee/job seeker:

- Because of exposure to real workplace, students have greater awareness of job opportunities and career pathways, and develop deeper understanding of job tasks, work environment, industry conditions and employers' expectations in the field of choice.
- More opportunities exist to apply classroom learning to practical situations and to gain skills relevant to the current job market, including life skills, interpersonal skills, self-confidence, decision-making, and problem solving
- Have the chance to present themselves to potential employers, and prove their skills ahead of job interviews.



### For private sector employers partnering with demand-driven education and training organizations:

- Collaboration with DDT partners provides firms with access to qualified, work-ready job candidates, leading to improved recruitment (time-to-hire and quality of hire), reduced costs of training newly hired workers, reduced time to full productivity for entry-level staff, and improved retention rates for young hires.
- Increased coaching, mentoring and management skills, and boost of morale, engagement and job satisfaction among employees involved in partnership projects, due to more meaningful opportunities for volunteering, while demonstrating company's values and commitment to the community in which they operate.
- While meeting its corporate social responsibility objectives and talent diversity compliance requirements, the company gains improved reputation, brand and visibility, and enhanced positive public relations with the local community.
- Ultimately, improved productivity and quality of products or services, combined with reduced costs and enhanced reputation, create a competitive advantage for the firm within their market.



### For educational institutions partnering with the private sector employers:

- Increased placement and retention rates for graduates, due to better alignment of school's programs with industry skill needs, and greater collaboration with the private sector in adequately preparing students for job opportunities.
- Access to employers' resources – latest technology, equipment and facilities, knowledge and process innovation, staff as industry experts, and even funding for special projects.
- Opportunity to improve, update and market align existing curricula, materials and pedagogy, and create new courses for emerging occupations, with contributions from private sector partners.
- Improved image and reputation within the local community, thus becoming a more attractive choice for career-bound students.



### For educational institutions partnering with demand-driven training providers:

- Improved efficiency, quality, and coverage in engaging employers, securing workplace-based experiences for students, and job opportunities for graduates, while joining efforts in preparing the young people for the world of work.
- Opportunity to learn from DDT partner experiences and to identify and adopt relevant best practices from them.



### For demand-driven training providers partnering with education institutions:

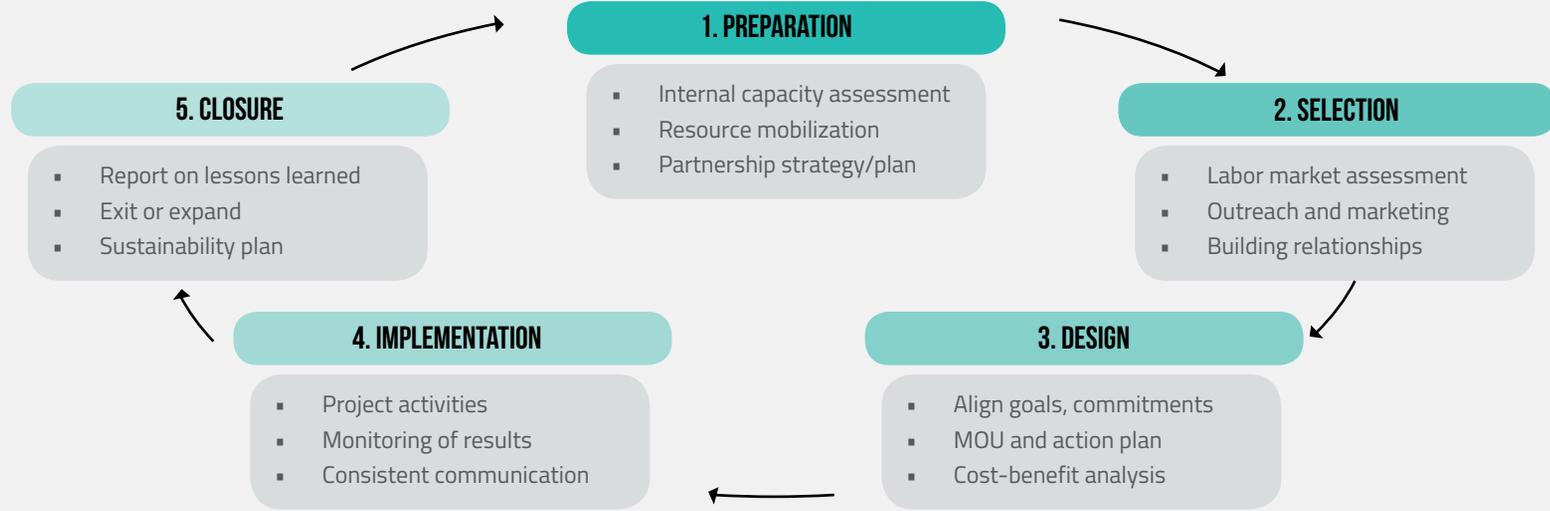
- Ability to quickly scale proven program models at lower cost when accessing existing resources (e.g., infrastructure, student body, and staff) of partners.
- Improved efficiency due to partner specialization and focus on what they do best.





# PARTNERING WITH EMPLOYERS AND OTHERS

## PARTNERSHIP CYCLE



## BEST PRACTICES

### PARTNERSHIP PREPARATION

- Conduct a thorough SWOT<sup>1</sup> analysis of your own organization’s capacity and motivation to partner, and inventory of resources to be committed.
- Create an organization-wide partnership strategy and action plan, with a senior administrator as champion, and dedicated staff for support.
- Allocate adequate resources (human, financial, system) to successfully execute the partnership strategy.

### PARTNERSHIP SELECTION

- Seek to understand the needs, interests and conditions of individual firms, sectors and local labor market, before developing a company target list for outreach.
- Build meaningful personal relationships with business and community leaders.
- Consider partnering with other youth-supporting organizations for referrals, counseling services, and to complement your initiatives.
- Conduct a broad outreach and marketing campaign to attract employer-partners, and use predetermined criteria for selecting businesses to partner with.

<sup>1</sup>Strengths, Weaknesses, Opportunities, Threats.





# PARTNERING WITH EMPLOYERS AND OTHERS

## PARTNERSHIP DESIGN

- Devote adequate time and effort to build trust and deepen understanding of each other's culture, values, and goals, and explore mutually beneficial areas of collaboration. Discuss risks and possible challenges and identify mitigating strategies. Communicate commitment to joint objectives. Develop the partnership agreement and a shared governance structure to ensure clarity of partner roles, commitments, objectives and timelines.
- Agree on success indicators and conduct an expected cost-benefit analysis of the joint project.
- Build internal capacity (training of staff, alignment of systems and processes, allocation of resources) in preparation for partnership implementation.

## PARTNERSHIP IMPLEMENTATION

- Maintain consistent quality of service, sense of urgency, focus on objectives and mutual benefits at all times and in all partnership activities.
- Demonstrate and communicate effectiveness, and return on investment, to partners and own organization.
- Consistent communication and regular evaluation of progress, results and achievement of goals creates a base for continuous improvement. Use agreed-upon metrics to drive partnership activities, student employment, and services.
- Conduct periodic partner and student satisfaction surveys to identify challenges and address them in a timely manner.

## PARTNERSHIP CLOSURE

- Compare results achieved with partnership objectives, and discuss and report on lessons learned.
- Recognize partners for their contribution and support one another's visibility, reputation and brand in the local community. Discuss opportunities to continue, improve, and expand partnership activities, and jointly make plans for next steps.
- Ensure sustainability of existing partnership results, and future activities, when possible.





# PARTNERING WITH EMPLOYERS AND OTHERS

## EXAMPLES OF PARTNERING BETWEEN EDUCATORS/TRAINERS AND EMPLOYERS



**YouthBuild USA and YouthBuild International, with Saint-Gobain Corporation in the United States and in South Africa.** The relationship between YouthBuild, a DDT provider, and the [global building materials company Saint-Gobain](#), started in 2010 with a series of community service projects engaging employee-volunteers to assist YouthBuild students and staff in the design and construction of affordable homes. After several successful projects in various cities across the U.S., the partners engaged in [joint training for insulation and window film installation](#) leading to certifications for YouthBuild students and job opportunities with Saint-Gobain contractors also participating in these projects. In 2015, the partners announced they were expanding their initiative to South Africa.



**TVET Institutions and Industries in Bangladesh** have a goal to enhance employability skills. Research conducted in Bangladesh identifies online TVET-industry collaboration models, proposes various collaboration initiatives, and identifies common problems faced during collaboration.

## EXAMPLES OF PARTNERING BETWEEN EDUCATORS AND DDT PROVIDERS



**Miami Dade College (MDC) and Year Up in U.S.** Since 2012, MDC and Year Up have offered an intensive one-year program for college students, ages 18-24, combining professional coaching, hands-on skill development, and internships at local companies. Year Up has similar partnerships in other cities, and has developed a sophisticated model of employer engagement to ensure [very high placement rates for graduates](#).



**Generation with various colleges in five countries (Kenya, Mexico, Spain, India and United States).** Generation brings together employers and educators to train workers for jobs in high-growth areas like technology, healthcare and customer service, and assists them in finding full-time jobs, many of them at top national and regional companies. Nearly 1,000 youth have gone through the U.S. program, adding to the 12,000 graduates globally.





# SCREENING, ASSESSMENTS, AND PROFILING

## WHAT ARE SCREENING, ASSESSMENTS AND PROFILING?

### SCREENING

**Screening** is the process of evaluating or assessing whether someone is suitable for a specific role or purpose. Schools and training programs often screen applicants based on eligibility criteria set for their program. Employers screen job candidates based on a set of predetermined requirements to identify a smaller group of potential hires. Those selected job seekers are then put through various assessments.

### ASSESSMENT

**Assessments**, in education, refers to a wide variety of methods or tools that educators use to evaluate, measure, and document academic readiness, learning progress, skill acquisition, or education needs of students. For employers, assessments are systematic methods of gathering data, under standardized conditions, with the purpose of reaching a conclusion regarding someone's qualification, competences, motivation, interests and fit for a specific job role.

### COMPETENCIES

**Technical competencies** are a set of job-related skills, knowledge and abilities that are necessary in successfully doing the job and delivering results. **Behavioral competencies ("soft skills")** are a set of behaviors based on values, personal traits (attributes), attitudes, habits and experiences that are necessary for success in the job and in the workplace.

### PROFILING

**Profiling** is the recording and analysis of a person's psychological and behavioral characteristics to assess or predict their capabilities in a certain sphere or to assist in identifying a specific subgroup of people. While screening separates people into different groups based on available data, profiling often extrapolates from existing data, and groups people based on inferred characteristics.

DDT programs leverage sophisticated assessments to select high potential candidates for their programs, to evaluate progress of students during training, and to optimize the matching of graduates to available employment opportunities.



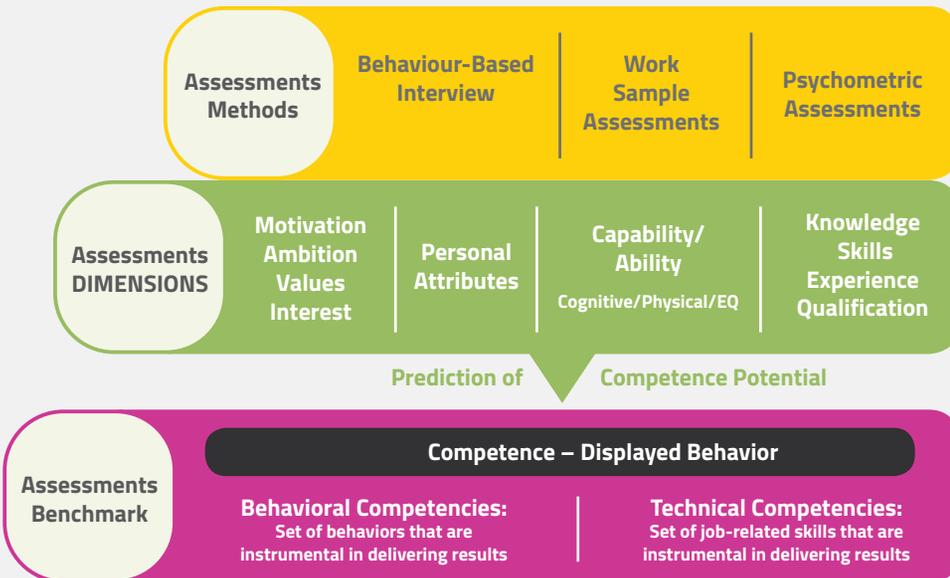


# SCREENING, ASSESSMENTS, AND PROFILING

## ASSESSMENTS FRAMEWORK

This Assessments Framework describes a comprehensive approach for evaluating job seekers against a specific job role. For each job role, it is important to first define the “benchmark” (norm, point of reference, standard) or the expected levels of both technical and behavioral competencies. Next, the Framework identifies which cognitive and non-cognitive dimensions are predictors of those competences. Finally, the Framework suggests various methods for assessing those dimensions.

### Assessments Framework\*



### Types of Assessments in Education:

- Standardized tests
- Formative vs. Summative Assessments Interim vs. Final Assessments
- Screening vs. Placement Assessments
- Performance vs. Portfolio-based Assessments

### Types of Assessments in Workplace:

- Questionnaires vs. Tests
- Self-Assessments
- Computer-based Assessments (CBA) vs. Pencil and paper Assessment
- Mobile Assessments
- Unproctored Internet Testing (UIT) vs. On-site testing

### Assessment Methods:

- Observation
- Behavioral Based Interview
- Work Sample Assessments
- Psychometric Assessments

\*Originally produced by EOH and developed in conjunction with the Digital Jobs Africa Network “Screen for Success” initiative implemented by Making Cents International and supported by The Rockefeller Foundation.





# SCREENING, ASSESSMENTS, AND PROFILING

## + BENEFITS OF SCREENING, ASSESSMENTS, AND PROFILING



### For the young student/trainee/job seeker:

- Practice assessments help students prepare for the actual assessment and increase their probability of achieving higher results.
- Self-assessments provide young people with a more realistic perspective on their strengths and weaknesses for the job market, and can guide their education and career choices.
- Discussing test results with a caring adult can empower the young person to work harder and smarter toward success.



### For the employer/hiring manager/human resources:

- Screening assessments reduce the overall costs of hiring by eliminating applicants who are clearly not fit for the job, and identifying a smaller group of potential job candidates who are then evaluated using costlier and more time-consuming assessments (such as interviews and tests).
- Using well-developed, valid and consistently applied assessments, employers make better talent decisions (hiring, training, promotions, etc.), which ultimately impacts organizational effectiveness.
- Decreases the risk of job candidates and employees filing justifiable legal complaints against the employer.



### For the teacher/trainer/educator:

- Formative assessments can guide teachers on how to improve the instruction approach and content to optimize students' results.
- Assist educators and trainers in identifying students with special learning needs, diagnosing learning disabilities, evaluating language quality and determining eligibility for specialized education services.
- Job-related assessments assist educators in identifying gaps between students' skills and employers' requirements, and aligning curricula to close that gap.
- Workplace skills assessments help teachers understand employers' expectations, and support young people's development, leading to increased chances that graduates will be successful in obtaining, retaining and progressing in their jobs.



### For the community:

- Standardized assessments provide insight into education achievement of students overall and into the quality of education in a certain area.
- Hold individual schools and the public education system and officials accountable for improving academic achievement of students.
- Offer the opportunity to evaluate and compensate teachers, at least partially, on the test scores of their students, leading to higher motivation, engagement and retention of teachers.





# SCREENING, ASSESSMENTS, AND PROFILING

## BEST PRACTICES

### For educators when preparing students for the workplace:

- Implementing realistic employment assessments in schools can assist students and teachers to better understand employers' expectations.
- Before adopting any assessments, their validity and utility must be checked; further, there are legal limitations to using certain assessments, and those must be taken into consideration before administering any tests.
- After scoring an assessment, discussing test results with the student in an encouraging and tactful way, can empower the young person to work harder and improve.
- All assessments must be fair and perceived as such.
- Technology can enhance the assessment process and reduce the costs of assessments.
- Self-assessment is a valuable tool and should be considered with other assessment methods.

### For developing the assessment process for a specific job role:

- Define the competency profile (skills, experience, knowledge, personal attributes, etc.) that ensures success in the job role.
- Design the assessment process and choose assessment tools (system), combining various assessment methods that correspond to that profile.
- Train assessors on the chosen assessment process, techniques and instruments, and implement the approach consistently.
- Collect information over time, and evaluate and improve the assessment process as necessary.





# SCREENING, ASSESSMENTS, AND PROFILING

## BEST PRACTICES



### For employers/hiring managers:

- Assessment must be aligned with business purpose.
- Test both technical and soft skills and focus on job role specific skills.
- Select the optimal assessment methods and types, then combine them to optimize the accuracy of decision making and return on investment.
- Personalize each skills assessment to those who will be assessed, and offer your candidates/employees adequate testing resources.
- Periodically evaluate your assessment approach and tools to ensure validity (job relatedness) over time.



### Characteristics of a good assessor:

- Must be recognized and respected as a good assessor (has a positive track record).
- Has extensive knowledge of the industry in which the assessment is being conducted, including best practice standards.
- Has a relevant work history in the same or related industry.



### Pitfalls to avoid during assessments:

- Using subjective judgment (intuition).
- Having untrained interviewers and assessors.
- Using inconsistent ratings offered by multiple observers who were not following the same agreed-upon criteria.
- Reliance on a single assessment method.
- Taking shortcuts during assessment process development.





# SCREENING, ASSESSMENTS, AND PROFILING

## EXAMPLES OF ASSESSMENTS AND SCREENING:



**WorkKeys Assessments by ACT** measures essential workplace skills (applied math, graphic literacy, and workplace documents) that can affect job performance and increase opportunities for career changes and advancement. These assessments are the base for the National Career Readiness Certificate (NCRC) in the United States.



**Tessaera by ProExam** is an online tool for measuring six noncognitive skills and character strengths in middle and high school students (tenacity/grit, organization/responsibility, teamwork/cooperation, composure/resilience, leadership/communication, and curiosity/ingenuity).



**ELSA (English Skills Literacy Assessment)** by EOH and Kaleidoprax Institute is a language, norms-based, group-measuring instrument that can quantify and diagnose a respondent's English language (and numeracy) skills performance, equating the competency-input performance level to that of a South African English mother-tongue peer. All first-year students at Tshwane University of Technology are tested using ELSA.



**Grit Scale by Dr. Angela Duckworth** is a free test of grit, considered to be one of the best predictors of success in both workplace and life. Grit in psychology is a positive, non-cognitive trait based on an individual's passion for a specific long-term goal, coupled with a powerful motivation to achieve it.



**Shadowmatch** is an online assessment used by employers for recruitment. Shadowmatch is based on comparing the habits of the individual to that of the top performers to determine the anticipated propensity for the individual to succeed in doing the same job under the same working conditions as the top performers.



**Roma by CareerHarmony** is a platform for recruiting, screening and managing talent, available in 21 languages, and in 50 countries. CareerHarmony offers a wide range of tests to assess capabilities and skills for specific job roles, along with psychometric tests to determine aptitudes and personality traits, and compare them with job requirements.



**Harambee** is a youth employment accelerator in South Africa connecting young work seekers with employers looking for entry-level talent. Harambee screens candidates based on their age (18-34), citizenship (South African), education (matric – high school graduation), length of unemployment (at least six months) and criminal record (none). Eligible candidates are then tested and interviewed in person.





# DEVELOPING SOFT SKILLS

## WHAT ARE “SOFT SKILLS”?

**Cognitive skills** are related to the process of cognition, i.e., evaluation, comprehension, reasoning, problem solving, decision making, and knowledge acquisition. Cognitive skills often pertain to mathematics, language, and other academic disciplines. Cognitive skills refer to the ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, and to overcome obstacles using mental abilities.

**Non-cognitive skills** refer to personal traits, attitudes and motivations. They are defined as the patterns of thought, feelings and behaviors. They are influenced by both “nature and nurture” (genes and environment), and can be developed throughout a lifetime.

Employers often refer to “hard” and “soft” skills. These terms are not universally defined and there is much debate about the terminology. To simplify, “hard” skills are job-related, technical skills; “soft” skills (also called life, socio-emotional, behavioral, or non-cognitive skills) refer to behaviors, attitudes, and mindsets. It is important for employers and educators/trainers working as partners to reach understanding and adopt common definitions for these terms.

“Soft” skills refer to behaviors, attitudes, and mindsets, such as dependability, flexibility, problem solving, grit and communication skills.

Researchers and practitioners have tried to systematize various skills into skill frameworks, and to determine which skills (both cognitive and non-cognitive) are the most important predictors of success in school, work and life for young people. They have called these special skills sets “core skills for employability”, “21st century skills” or “transferable skills.” Although referred to by different names, most studies agree on the importance of the following skills:



**Dependability** – reliability, hard working, work ethic, character skills



**Flexibility** – adaptability



**Higher order cognitive skills** – problem solving, critical thinking, critical decision making



**Inter-personal skills** – communication, collaboration, teamwork, leadership



**Intra-personal skills** – self-control, future orientation, grit (perseverance)





# DEVELOPING SOFT SKILLS

## + BENEFITS OF DEVELOPING SOFT SKILLS



### For the young student/trainee/job seeker:

- Achieve better results in their current education or training program.
- Acquire or further develop skills necessary to obtain, retain and progress in their job.
- Become better equipped at managing their relationships with others, both in professional and personal life.
- Improve their chances of getting better quality jobs, earn more, and/or continue their education.



### For educators/trainers:

- Improved education outcomes of students and increased graduation rates.
- Decreased occurrences of negative and risky behaviors, such as drug and alcohol abuse, teen pregnancies, crime and violence.
- Improved transitions to further education or employment.



### For private sector employers:

- Newly hired employees who were trained in soft skills are better prepared and more workplace ready, and perform and behave better on the job.
- When employers provide soft skills training to their existing workforce, or support soft skills development through mentoring schemes, they benefit from increased productivity, reduced absenteeism and turnover, reduced conflict in the workplace, and better quality of service to their customers.
- Firms with higher overall soft skills of workers have higher psychological capital, resulting in improved competitiveness and market performance.



### For communities:

- Diverse and high quality skills are linked to positive development outcomes for countries (employment, productivity, economic growth and competitiveness).<sup>1</sup>

<sup>1</sup> Hanushek, E. A., and Woessmann, L., 2008. "The role of cognitive skills in economic development." Journal of Economic Literature, 46(3): pp. 607–668





# DEVELOPING SOFT SKILLS

## SOFT SKILLS STANDARDS OF EXCELLENCE<sup>1</sup>

These standards of excellence have been carefully formulated for organizations interested in creating a new program, or improving an existing program, for soft skills development. These principles are well aligned with international best practices in successfully delivering soft skills training for young people.

### Curriculum

#### Selecting curriculum and engaging relevant stakeholders

- Core soft skills are included and key stakeholders' needs are addressed
- The curriculum is adapted and piloted (to ensure it is relevant for the target audience)

### Training

#### Selecting and training soft skills trainers/facilitators

- Trainers are selected based on consistently applied criteria
- A robust training of trainers is administered to prepare and develop facilitators
- A mentoring program is organized to support trainers' continuing development

### Environment

#### Creating an environment conducive to soft skills learning

- Interactive, participatory, and practical teaching methodologies and tools are used
- Adequate time is allowed for each soft skills lesson within a well-paced schedule
- An effective and comfortable learning environment is created for all participants

### Evaluation

#### Monitoring and evaluating soft skills program

- Soft skills training is adequately monitored and evaluated to improve program outcomes

<sup>1</sup> Adapted from "[Strengthening Life Skills for Youth: A Practical Guide to Quality Programming](#)," International Youth Foundation, 2014





# DEVELOPING SOFT SKILLS

## BEST PRACTICES

### For selecting curriculum and engaging relevant stakeholders:

- “One size does not fit all” – when designing a soft skills program (curriculum content, delivery approach, teaching methodology, materials, etc.), it is important to align all of its components with students’ needs and employers’ requirements and priorities.
- Well-structured programs are flexible and can be customized for a specific industry sector, job family, and local market.
- Examples, case studies, practice scenarios and program materials are adjusted and relevant to the youth target group (age, gender, level of education, etc).
- Establishing a curriculum committee, or a program advisory council, with representatives from various stakeholder groups and instructional design and delivery experts, to review and provide feedback during the design and implementation of the soft skills program.

### For selecting and training soft skills trainers/facilitators:

- Candidates for soft skills trainers should have experience working with the target population, delivering training using participatory and interactive training methodologies, and facilitating similar programs; they should epitomize the behaviors, attitudes and skills they will be developing in youth.
- New soft skills instructors must be prepared to deliver the program through a comprehensive workshop, and be well supported with adequate resources (master trainers as mentors, facilitator’s manual and other teaching materials, etc.).
- To ensure high standards of training are maintained over time, a quality assurance process should be instilled; master trainers could evaluate instructors’ performance, provide feedback and additional professional development; some programs recertify their trainers periodically.
- Young people participating in soft skills programs benefit from having other role models in addition to trainers; job coaches and mentors can provide students with encouragement, examples of desirable behaviors, and opportunities for discussion, practice and reflection on newly acquired soft skills.





# DEVELOPING SOFT SKILLS



## BEST PRACTICES



### For creating an environment conducive to soft skills learning:

- To accommodate students with different learning styles (auditory, visual, kinesthetic), the program should be delivered using a combination of interactive learning strategies. Small group activities, individual exercises, role plays, games, etc. are alternatives for practical application of learned topics.
- The process of instilling each soft skill should contain information that helps students understand the components and importance of that skill as well as multiple opportunities to practice that skill, time for reflection and visualization, and reinforcement of acquired skill through assignments with mentors or others.
- All content and program logistics (schedule, facilities, class size, etc.) must be culturally sensitive and comfortable to youth target group.
- Instructor's approach, language and teaching methodology, should support the development of a growth mindset in students.
- Training can be enriched with guest speakers (employers), site visits to firms, community-based service projects, team sports and arts events.



### For monitoring and evaluation of soft skills program:

- To continuously improve the program and demonstrate its effectiveness to employers and other stakeholders, a well-designed monitoring and evaluation system should be established from the start with specific, measurable, achievable, relevant and time-bound goals, and success indicators.
- Satisfaction of students, employers, and trainers are important indicators, along with the calculation of return on investment and program results against set objectives.



### Promising practices for soft skills programs:

- Leveraging technology to enrich students' experience (digital simulations of the workplace, microlearning videos, practicing skills through computer games, virtual mentoring platforms, etc.) and to collect and analyze program data.
- Blend online learning with in-classroom, instructor-led sessions.





# DEVELOPING SOFT SKILLS

## EXAMPLES OF SOFT SKILLS DEVELOPMENT PROGRAMS



**Akazi Kanoze in Rwanda.** Designed by EDC, Akazi Kanoze started in 2003 as a USAID funded workforce readiness project for out-of-school youth. Over time, with support from the government of Belgium and the Mastercard Foundation, Akazi Kanoze scaled up to provide workforce readiness curriculum (p. 14) for 190 TVET schools and 249 general secondary schools in Rwanda.



**Education for Employment's Al Morad program in Morocco.** Al Morad project has helped to integrate formal career and employment preparation into the classrooms of universities and other public institutions for the first time. Through the project, EFE-Maroc formalized agreements and offered training programs within universities and public institutions. At the individual level, the Al Morad project provided job opportunities for youth through access to high-quality, market-driven skills training. Nearly 2,750 youth learned soft and professional skills critical for success in the workplace. In addition, 12,250 students learned important job search skills through the Finding a Job is a Job (FJIJ) program.



**Arab Community College (ACC) in Aman and Global Communities in Jordan.**

ACC adopted Global Communities, soft skills curriculum, and combined it with additional modules (entrepreneurship, English language, computer skills) thus creating a work readiness course that is free and mandatory for all first-year students.



**Generation** has programs in five countries (India, Kenya, Mexico, Spain, United States). Generation integrates behavioral skills (teamwork, compassion, adaptability to change, professionalism, etc.), and mindset development (personal responsibility, persistence, growth mindset, future orientation, etc.) into an intensive work-readiness, job specific training lasting 5-12 weeks, with over 75 percent of the program as practicum.



**International Youth Foundation (IYF) and Hilton Worldwide introduced the Passport to Success program for the**

**hospitality sector.** Several Hilton properties in South Africa, Namibia and the Kingdom of Saudi Arabia have adopted this program which covers four core competencies: professional development (developing self-confidence, setting goals, building leadership skills), problem solving (listening, creative thinking, managing conflict), healthy lifestyles (managing risky behaviors, promoting healthy living habits), and workplace success (working in teams, respecting diversity, time management).





# DEVELOPING SOFT SKILLS



**Educate! In Uganda. (p.42-43)** Educate! is a student mentorship scheme to empower secondary school students in Uganda by developing their leadership and business skills so that they can become effective entrepreneurs in their own communities. The program targets students in their last two years of secondary school. Mentors are recent graduates from local universities who receive training before being placed at partner schools. Each mentor works directly with students to help build non-cognitive skills such as self-confidence, communication, and leadership. The mentors also teach a more formal, two-year entrepreneurship and leadership course to students, where practical business skills are developed. The Educate! model is described [here](#).



**CAP-Youth Empowerment Initiative in Kenya. (p.23)** Since 2010, CAP-YEI uses the BEST model for training out-of-school youth on soft, technical and entrepreneurship skills. The BEST model was developed in India by the CAP Foundation and later expanded in partnership with Plan International, and with support from various donors. Currently, with funding from the Mastercard Foundation, CAP-YEI is expanding and embedding its program within the TVET system in Kenya. So far, 46 vocational training vendors have been trained in the BEST model delivery.



**BITE in Dominican Republic. (p.29)** The Business Initiative for Technical Education (BITE) is a network of 10 local businesses, including the Center for Occupational Research and Development, that have been investing since 2007 in developing the capacity of the Loyola de San Cristobal polytechnic school (IPL) to improve the quality of upper-secondary education and to offer a career pathway program within engineering areas. Based in Santo Domingo, this education initiative helps youth acquire leadership and interpersonal skills through debate and simulation activities. Also, teachers participated in intensive professional development. The learning curve or training period for graduates upon employment in industry was dramatically reduced from 18 months to 3 months.



**Kanumuru Education and Knowledge Limited (KEKL) program in India. (p.56-57)** Teachers are trained in core skills and are assessed periodically. The training methodology is considered the most effective way of building and delivering soft skills, oral communication skills, personality development, life skills, thinking skills, group work skills, aesthetic/design skills and information and communication technology skills.





# MENTORING YOUTH

## WHAT IS MENTORING?

Mentoring is a professional relationship between two individuals, the mentor and the mentee, in which the mentor (usually a more experienced person) supports and encourages the personal and professional growth of the mentee (usually a less experienced person).

Research shows that mentoring can be an effective strategy for developing both cognitive and non-cognitive skills in youth. Mentoring differs from job coaching (focused on helping the mentee develop job-related skills) and from career coaching (structured to assist the mentee make good career choices), but can encompass elements of both.

Mentoring activities are interactions between the mentor and the mentee, occurring regularly, usually on a weekly or bi-weekly basis over a prolonged period (several months or even years), during which the mentor and the mentee engage in discussion, reflection and practice of specific skills. Mentoring is an essential component of successful youth workforce development programs, complementing in-classroom or on-the-job skill training.

## CHARACTERISTICS OF A GOOD MENTOR

- Able to commit adequate time, energy and attention to the mentee consistently over time.
- Enjoys helping others.
- Has patience and empathy for others.
- Has good interpersonal skills.
- Emulates well the values of the organization.
- Performs well in his/her job, enjoys respect.
- Is trusted and maintains good working relationships with others in the organization.
- Willing to share his/her knowledge and experiences, while being able to appreciate differing beliefs, opinions, behavioral styles and habits.

**Appreciative Inquiry** is an effective mentoring approach that seeks to identify and enhance the best in people and organizations. Instead of criticizing and telling the mentee how they should behave and what decisions they should make, the mentor asks leading questions, offers relevant stories, and concentrates on what the mentee does well. It is a non-authoritarian practice, in which the mentor encourages the mentee to self-discover, and practice new behaviors while he/she reinforces positive attitudes and habits in the mentor.





# MENTORING YOUTH

## TYPES OF MENTORING:

**Formal mentoring** programs are structured, sponsored and facilitated within organizations (schools, private sector firms, non-profits, etc.), and usually have guidelines for starting, conducting and ending mentoring relationships.



**Informal mentoring** occurs spontaneously, with the mentor and mentee deciding on all aspects of their interaction.

**One-on-one mentoring** is the traditional approach with one mentor working with one mentee.



**Group mentoring** occurs when one adult works with a group of mentees.

**Peer mentoring** engages older youth as a mentor to a younger youth as mentee.



**Reverse mentoring** fosters relationships in which young people act as mentors to their more experienced colleagues.

**Online or e-mentoring** happens over the internet, via Skype, email, chat, and other technology-enabled audio, video or written communication channels. It usually complements in-person mentoring.



**Face-to-face mentoring** is conducted in person.



Based on where mentoring activities take place, mentoring can be **school-based, workplace-based, community-based, or faith-based.**





# MENTORING YOUTH

## + BENEFITS OF MENTORING



### For the mentee:

- Provides support, encouragement and guidance of a trusted role model, leading to increased self-esteem and reduced risk of delinquent behavior.
- Offers help, insight and reassurance in learning about, navigating and adjusting to the world of work, thus leading to better retention in school, work-based learning and employment.
- Accelerates development of both technical (job related) and behavioral (soft) skills, resulting in improved job performance, higher earnings, faster promotions and greater job and career satisfaction.
- Brings increased social capital, i.e., connections to hiring managers, potential funding sources or school admission officers, leading to higher probability of continuing education, employment, entrepreneurial or career success.



### For the mentor:

- Provides opportunity to share knowledge and experience, and thus contribute to mentee's personal and professional growth, leading to greater sense of accomplishment, meaning, and job satisfaction.
- Expands personal and professional network within their organization and community, resulting in enhanced visibility, reputation and recognition.
- Improves technical, managerial and interpersonal skills in counseling, listening, modeling and leading others, and ultimately increases the probability of career advancement and success.
- Brings additional opportunities to interact with diverse groups, test new ideas and gain new perspectives from young people, thus gaining deeper awareness of cultural, business and social issues.



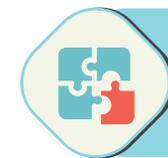
### For the educator:

- Supports positive academic outcomes, such as better attendance, lower dropout rates and better probability of continuing education.
- Promotes socio-emotional development of students, and builds their self-esteem, resilience and social skills, resulting in reduced risk of delinquent behaviors and substance abuse.
- Provides positive role models from the relevant industries and helps students to connect school to work, leading to improved employability and smoother transition from classroom to workplace.
- Brings project-based learning and thus develops entrepreneurial skills and mindset.



### For the employer:

- Provides cost-effective talent development and shortens the time to full productivity for newly hired employees.
- Ensures better informed and motivated staff, even in entry level positions, leading to higher productivity, service quality and customer satisfaction.
- Increases the job satisfaction of both mentors and mentees, resulting in reduced employee turnover, higher staff morale, and engagement.
- Promotes diversity in the organization and strengthens community impact.





# MENTORING YOUTH

## BEST PRACTICES



### For planning and implementing a mentoring program:

- Formal, well-structured and consistently supported programs are more successful.
- After conducting needs and capacity assessment, the program should establish its purpose, objectives, budget and staff.
- Identifying an executive sponsor, a committed program manager, and/or a partner is essential.
- Engaging a trusted partner organization with proven experience and expertise in running similar programs can accelerate successful implementation.
- The implementation plan must define program goals, expected outcomes and performance indicators, roles and responsibilities, financial and human resources, systems and processes, and the implementation timeline.

### For mentor and mentee recruitment and selection:

- Have a clearly defined written eligibility criteria and process for identifying both mentors and mentees.
- Have a thorough screening plan for mentors, including face-to-face interview and reference checks.
- Commitment letters (mentoring agreements) signed by both mentors and mentees.



### Mentor and mentee training:

- Mentors and mentees are clear on program's purpose, goals, expectations, protocols and boundaries. Potential challenges and options for resolving them are discussed.
- Mentors are trained on mentoring principles, techniques, activities and all other relevant issues.
- Mentors and mentees are provided with additional resources, contacts and ongoing support.





# MENTORING YOUTH

## ✓ BEST PRACTICES



### For matching mentors and mentees:

- Matching algorithm considers various characteristics of the mentor and mentee, such as interests, cognitive style, proximity, age, gender, race, ethnicity, personality, and expressed priorities from both parties.
- Mentee is never paired with his/her direct supervisor.
- Mentors and mentees know how to opt out of a non-functional relationship.



### For managing a mentoring program:

- Mentors and mentees are supported by program staff and/or the partner organization.
- Mentoring relationships are supervised for compliance to program standards, while the confidentiality of mentor-mentee communication is preserved.
- To continuously improve the program, feedback is regularly gathered from mentors, mentees, teachers or department supervisors, parents and other relevant stakeholders.
- Good mentors are valued and recognized in their organization and/or community.



### For evaluating a mentoring program:

- To evaluate program results and impact against set objectives, each mentoring relationship is monitored, assessed and documented. Program's cost-benefit is calculated.
- Performance statistics (quantitative and qualitative) are frequently communicated to all stakeholders.
- When possible, a formal program evaluation by an external evaluator is conducted.





# MENTORING YOUTH

## EXAMPLES OF MENTORING PROGRAMS



[iMentor](#) is a secondary school-based mentoring program in the United States that brings together low income students with college-educated mentors, with the goal of improving the probability of graduation from high school and college for disadvantaged youth. Among iMentor students, 79% graduate from high school, 65% enroll in college and 59% complete tertiary education. (Note: typically only 26% of low income youth graduate from college in the US.)



[SAYes](#) was founded in 2008 to improve the outcomes for young people transitioning out of care (children's homes) in South Africa. The program matches youth (aged 14-25) with trained mentors to deliver transition skills content and link mentored youth to economic opportunities.



[The USA National Mentoring Alliance](#) is a collaboration of more than 70 YouthBuild programs in the United States, targeting young people who have dropped out of school. The program starts with three months of group mentoring, followed by 12 months of one-on-one mentoring, coupled with heavy job skills training. An evaluation of this program, focused on 16 to 18 year old participants, showed that students who were matched with a mentor were 60% more likely to complete the program.



Established in 1999, [INJAZ](#) connects university and college students with veteran entrepreneurs and mentors, including volunteers from the private sector who support young people in establishing and growing social and business enterprises. INJAZ has developed a market relevant curriculum that advances students' communication and interpersonal skills, critical and creative thinking, financial literacy and teamwork. INJAZ has engaged more than 30,000 corporate volunteers and served over 1.2 million youth.



Operating for over 100 years, [Big Brothers Big Sisters](#) (BBBS) is the largest volunteer-supported mentoring network in the United States, serving children ages 6-8 through community-based programs. Two independent impact evaluation studies of this highly respected program found that it reduced substance abuse and violence, and improved school attendance and performance, as well as relationships with parents and peers.





# IMPLEMENTING WORK-BASED LEARNING

## WHAT IS WORK-BASED LEARNING?

**Work-based Learning (WBL)** takes place in a real (or simulated) working environment through participation in the work process. It is also referred to as on-the-job training (OJT), employment-based learning, enterprise-based learning, or workplace learning.

**Dual Training** combines classroom-based and workplace-based learnings.

**DDT programs always combine theoretical and practical training, both pre and post hiring of graduates.**

**Workplace-based learning can take various modalities, such as:**

- › Internships for university graduates
- › Apprenticeships (learnerships) for TVET students
- › Job shadowing for younger secondary school students
- › Workplace familiarization through company or job environment simulations for job seekers
- › In-company training for existing employees, etc.

**High quality WBL offers the participants the following:**

- › A clear job description or articulation of duties and responsibilities
- › Ample opportunity to practice and apply knowledge and related skills
- › Effective supervision, consistent training (job coaching) and structured mentoring
- › Progressively complex, meaningful work assignments
- › Training stipend to cover transportation and meals, or training wages and/or course credits (when applicable)
- › Professional, technical or trade certification, evaluation report and/or recommendation letter
- › Professional work environment with role models displaying the best behaviors
- › Opportunity to build collegial relationships, network and valuable contacts
- › Open lines of communication with supervisor, peers, mentors, job coaches, and trainers.
- › Access to support services (counseling) when necessary
- › Time for reflection





# IMPLEMENTING WORK-BASED LEARNING

## + BENEFITS OF WORK-BASED LEARNING



### For the young student/trainee/job seeker:

- › Develops job-specific technical skills, and firm-specific procedural knowledge through learning by observing and doing.
- › Develops soft skills and workplace adequate behaviors through formal and informal interactions with colleagues, management and customers.
- › Develops self-confidence, self-efficacy, motivation, career awareness and understanding of workplace culture and employers' expectations.
- › Improves probability of employment, higher wages, and entrepreneurship.



### For educators/trainers:

- › Provides opportunities to interact with private sector professionals in a specific field, and gain knowledge about new products/services, processes, and technology.
- › Improves employability and labor market outcomes for graduates.
- › Enhanced reputation for the organization.



### For private sector employers:

- › Improves productivity for newly hired employees, because recruits with work-based learning experience require less training, do higher quality work, and have more and broader skills than recruits without work-based learning experience.
- › Improves recruitment process since work-based learning allows employers to gain insight on candidates' competencies and personality traits before offering them a position with the firm.
- › Improves retention of entry-level workers since employees who trained with the company before joining it are more likely to stay with that employer.
- › Provides opportunities to address skills gaps by training potential new workers on skills not learned in school.
- › Enhances company's reputation in the community and among existing and potential customers.



### For communities:

- › Reduces youth unemployment.
- › Addresses skills gaps.
- › Creates collaboration across sectors.
- › Leads to better functioning local labor market.
- › Improves competitiveness of the city/region/country.

According to [a UK study on modern apprenticeships](#), the benefit of the program is 16-17 times the amount of the state funding spent per individual apprentice.

In [Morocco, apprenticeship](#) training costs range from 1/5 to 1/14 of the cost of a full-time school-based program.

In [Germany](#), the return on investment in one year of an apprenticeship is estimated at 8.2%, close to estimated return of a year of general education.





# IMPLEMENTING WORK-BASED LEARNING



## BEST PRACTICES



### For educators/trainers who prepare and match students with work-based learning:

- Thoroughly evaluate potential WBL employers and engage only those who will commit to the quality standards of the program.
- Educators and employers should reach a comprehensive agreement on WBL goals and how they will be achieved, laid out in a contract-like document. The agreement should spell out quality standards, the content and duration of training, the assessment of expected training outcomes, and the trainers qualifications. It is optimal when WBL prepares the student and leads to an industry recognized certification.
- WBL candidates should be carefully matched to available WBL slots in terms of their readiness to do assigned duties, and their cultural fit to firm.
- Students benefit greatly from an orientation session to prepare them socially, practically and psychologically for their role in the workplace.
- Escorting the student to his/her first day on the job (when possible), and periodical check visits during WBL create stronger bond with employer, and provide the educator with opportunities to identify and address any issues and concerns.
- WBL program should be complemented with support services to disadvantaged students, such as counseling, referral network of childcare services, and transportation vouchers.



### For employers who provide WBL opportunities to students:

- Establish a learning plan that lays out what each student should learn, and selecting well qualified trainers (job coaches).
- Developing job-related skills through observing and doing job duties should be complemented with developing soft skills through mentoring sessions with committed and competent mentors.
- It is important to choose well the learning activities – if people are over-challenged or under-challenged, the learning is not effective.
- Providing constructive feedback to students (from co-workers, mentors, trainers and line-managers), answering their questions and concerns, and encouraging and recognizing their progress stimulates learning.
- Fostering a collaborative work environment with mutual respect and positive attitude between all involved creates optimal conditions for learning.
- Documenting and evaluating of WBL activities and students' results is important for continuously improving the WBL program.
- Where equipment is expensive or dangerous, simulated work environment may be more cost-effective for WBL.





# IMPLEMENTING WORK-BASED LEARNING

## TYOLOGY OF EARLY CAREER LEARNING<sup>1</sup>

Learning by doing work processes	Learning by participating in work processes	Learning by observing work processes
Working alongside an experienced worker	Asking questions, listening and observing	Being supervised, coached and mentored
Working in a team of workers	Locating information and relevant people	Job shadowing an experienced worker
Consultation with a job coach	Learning from mistakes, reflecting	Visiting a work site
Working with clients	Giving and receiving feedback	Conferences, networking events
Trying things out independently (with feedback)	Attending practical training sessions	Short courses, videos, simulations
Problem solving	Role playing with peers	Keeping a work diary

<sup>1</sup> Adapted from "How professionals learn through work," by M. Eraut, 2007





# IMPLEMENTING WORK-BASED LEARNING

## EXAMPLES OF WORK-BASED LEARNING



**Jovenes en Accion** program in Columbia provided subsidized training to 80,000 disadvantaged young people over four years. The training consisted of three months of classroom training and three months of on-the-job training. The impact evaluation of this program shows large program effects, especially for women and youth.



**The Mubarak-Kohl Initiative-Dual System** in Egypt, was based on a partnership between schools and employers aimed at improving students' employability skills. Learners spent two days a week in a secondary technical school, acquiring theoretical knowledge, and four days a week in a workplace developing practical skills and workplace behaviors. According to a survey conducted in 2002, 86% of the host companies offered employment contracts to graduates. Overall, the program reported that 70% of graduates either got a job or continued to higher education.



**The Professional Traineeship Programme for Young Adults** in Portugal, is a 12-month on-the-job training in a company for unemployed young adults under 30 years of age who have completed at least six years of formal vocational education. The program helps young people to get their first experience in the labor market, and, at the same time, assists companies, particularly small and medium size enterprises (SMEs) to access a new pool of qualified job candidates. Over a period of 12 years, more than 170,000 youth participated in the program, and 72.5% of them got jobs (76% of those took up jobs in the firm that provided OJT).



**Invincible Outsourcing at Maharishi Institute** in South Africa is an example of embedding a real workplace (call center) within a post-secondary education institution. Invincible Outsourcing provides inbound and outbound call center services to client companies. Students of the Maharishi Institute receive training as call center agents and practical experience at Invincible Outsourcing.





# MONITORING AND EVALUATING DDT PROGRAMS

## WHAT IS MONITORING AND EVALUATION?

**Monitoring** is a continuous process of collecting and analyzing information to determine how well a project or program is performing against expected results.<sup>1</sup>

**Evaluation** is a systematic and objective assessment of an ongoing or completed project/program to determine its relevance, efficiency, effectiveness, impact, sustainability and fulfillment of its objectives.<sup>2</sup>

**Impact Evaluation** is a special type of evaluation that assesses the changes in the wellbeing of individuals (students), households, or communities that can be attributed to an intervention, project or program.<sup>3</sup>

## + BENEFITS OF MONITORING AND EVALUATION

- › Generates evidence about project/program's effectiveness.
- › Identifies what is and what is not working in a project/program and provides a base for improvement.
- › Justifies investment made in the project/program and supports requests for further investment.
- › Builds knowledge in the relevance of specific interventions for specific target groups of program participants.
- › Enhances the credibility and the reputation of the program implementing organization.

## ✓ BEST PRACTICES

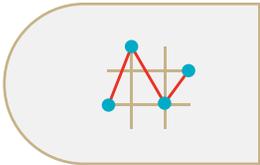
- › Every program must have a solid monitoring system to be able to continuously track implementation progress and results, regardless of whether the project will be evaluated or not.
- › Only impact evaluations can prove whether a program has been successful and bring forward knowledge that can be generalized beyond the intervention itself.
- › Since the impact evaluations tend to be costly, complex and time-consuming, they should be planned and implemented selectively.
- › It is critical that evaluation's findings be disseminated widely, even when negative.
- › Negative evaluations are not necessarily bad – knowing what does not work can improve operations.
- › When evaluating a program, it is important to consider and respect the cultural background and individuality of program participants.
- › Evaluations that are incorporated into ongoing program operations provide optimum benefits for managers, staff and participants.

<sup>1</sup> Adapted from "[Measuring Success of Youth Livelihoods Interventions: A Practical Guide to Monitoring and Evaluation](#)," by Kevin Hempel and Nathan Fiala for the Global Partnership for Youth Employment, the World Bank 2012.

<sup>2</sup> Ibid

<sup>3</sup> Ibid





# MONITORING AND EVALUATING DDT PROGRAMS

## Types of Evaluations<sup>1</sup>

	Performance Evaluation	Process Evaluation	Impact Evaluation	Cost-Effectiveness and Cost-Benefit Analyses Evaluation
What are the main questions answered by this type of evaluation?	<p>Do programs have clear objectives?</p> <p>Is the program design appropriate to achieve the objective?</p> <p>To what extent have program objectives been achieved?</p> <p>Do priorities need to be changed?</p>	<p>Are adequate resources and systems in place?</p> <p>Is the program being implemented per design?</p> <p>What are the actual steps and activities involved in delivering a product or service?</p> <p>What do beneficiaries or other stakeholders know or think about the program?</p>	<p>How have participants' well-being changed as a result of the intervention?</p> <p>Are there any unintended consequences, positive or negative, on program participants?</p>	<p>Are program costs justified when compared to similar interventions?</p> <p>Are aggregate program costs justified in terms of benefits achieved?</p>

## EXAMPLES OF MONITORING AND EVALUATING DDT PROGRAMS



**“Opening Doors: more Guidance – Better Results? Three-year effects of an enhanced student services program at two community colleges.”** is a study that examines the impact of the Opening Doors program at Lorain County Community College and Owens Community College in Ohio, United States, using a randomized control trial.



**“Advance Manufacturing Education (AME) Alliance Evaluation: Final Evaluation Report.”** is an example of the summarized findings of an evaluation study.



Economic Mobility Corporation conducted a multi-year evaluation of the Year Up program in the United States. Their results have been published in a series of reports, including **“Sustained Gains: Year Up’s Continued Impact on Young Adults’ Earnings”** and **“A Promising Start: Year Up’s Initial Impacts on Low-Income Young Adults’ Careers”**

<sup>1</sup> Adapted from “Measuring Success of Youth Livelihoods Interventions: A Practical Guide to Monitoring and Evaluation,” by Kevin Hempel and Nathan Fiala for the Global Partnership for Youth Employment, the World Bank 2012.





# RESOURCES AND REFERENCES

## INTRODUCTION

### RESOURCES

[Stepping up skills](#)

[Study of promising skills training models](#)

## UNDERSTANDING LABOR MARKET INFORMATION

### RESOURCES

[ManpowerGroup Employment Outlook Surveys](#) are quarterly report on sectoral hiring trends in various countries, based on surveys of employers, available at no cost on ManpowerGroup's website.

[Manpower Group Talent Shortage Surveys](#) are annual reports that explore skill gaps in various countries since 2007, available at no cost on ManpowerGroup's website.

[Case studies from EMSI website](#) offer a number of examples of how TVET colleges and universities are using LMI.

[Understanding Labor Market Information Resources: Descriptions, Benefits, and Limitations](#), and [Making Use of Labor Market information: Where to Find Data for Common Community College Decisions](#), by Kathy Booth et al., for VERATAC. Although geared towards the California community colleges, this document provide a great source of examples where to look for labor market information.

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["Tackling Youth Unemployment through TVET,"](#) Report of the UNESCO-UNEVOC online conference, 25 June to 9 July 2013, (p. 13-14).

["A Roadmap for the Development of Labor Market Information Systems,"](#) by Kjartan Sorensen and Jena-Michel Mas, FHI360 for USAID, August 2016.

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- ["Using Real-Time Labor Market Information to Achieve Better Labor Market Outcomes,"](#) by John Dorrer.
- ["Research Brief: Effective Use of Labor Market information,"](#) theRPgroup, Fall 2013.
- ["Using Labor Market Data to Improve Student Success,"](#) The Aspen Institute.
- ["Improving Labor Market Outcomes at Community Colleges,"](#) by EMSI.
- ["Anticipating and Matching Skills and Jobs,"](#) ILO Guidance Note.
- ["Using Labor Market information: Guide to Anticipating and Matching Skills and Jobs,"](#) Volume 1, by Hana Řihová, Cedefop.



## PARTNERING WITH EMPLOYERS AND OTHERS

### RESOURCES

- [Employer Engagement Assessment Instrument](#), by Coffey Consulting, September 2013.
- Eight tools from the ["Partnering Toolkit"](#) by Partnering Initiative, 2013.
- [The TAACCT Learning Network](#), at ; the U.S. Department of Labor's **Trade Adjustment Assistance Community College and Career Training (TAACCT) grant program** was a major investment to increase the ability of community colleges to address the challenges of today's workforce. Grants totaling \$1.9 billion were awarded to 256 grantees over four years.

### REFERENCES

- ["Private Sector Engagement: A toolkit for effectively building and sustaining program partnerships with the private sector,"](#) by MercyCorps.
- ["Public-Private Partnerships for Development: A Handbook for Business,"](#) by USAID and CED.
- ["Effective Employer Engagement: The Year Up Model,"](#) by Workforce Strategy Center, 2009.
- ["Partnering with Employers to Promote Job Advancement for Low-Skill Individuals,"](#) by Karin Matinson, National Institute for Literacy, September 2010.





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[“Partnering for Success: Business Perspectives on Multistakeholder Partnerships,”](#) World Economic Forum, 2005.

[“Engaging Employers: Building Long-Term Employer Relationships,”](#) by Coffey Consulting, LLC for the U.S. Department of Labor, Employment and Training Administration, September 2013.

[“The Private Sector and Youth Skills and Employment Programs,”](#) by Peter Glick, Crystal Huang, Nelly Mejia, RAND Corporation for S4YE, 2016.

[“Strategic Employer Engagement: Building Dynamic Relationships with Employers in Teen and Young Adults Employment Program – A Workforce Development Practitioner’s Guide,”](#) by Commonwealth Corporation, 2013.

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[“Employer Engagement: A Business Plan for Further Education and Training Colleges,”](#) by Robert Holm and Jim Vollman, Jobs for the Future under agreement with USAID/South Africa for the Partnerships for Skills Development, June 2012.

[“Good Practice in Technical and Vocational Education and Training,”](#) by Asian Development Bank, 2009.

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[“Partnerships for Education: Building the Foundations of a Green, Prosperous and Equitable Global Economy,”](#) by The Partnering Initiative.

[“Community colleges team up with employers on skills development,”](#) by Paul Fain, Inside Higher Ed, June 11, 2015.

[“Building Effective Employer Engagement in Vocational Education: International Conference Report and Recommendations,”](#) 22-23 February, 2012, by British Council.

[“Bridging the Gap: The Private Sector’s Role in Skills Development and Employment,”](#) by OECD Southeast Asia Regional Policy Network on Education and Skills (SEARNP), October 2016.

[“TAACCCT Fact Sheet Employer Engagement,”](#) By USDOL, 2016.

[“Employer Engagement in Education: A Bibliography,”](#) by Rachael McKeown and Anthony Mann, Education and Employers, November 2015.





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## SCREENING, ASSESSING AND PROFILING



### RESOURCES

[Manpower Interview Guide](#) provides practical advice to job seekers.

[Practice Aptitude Tests](#) (free) by Mercer.

Free Psychometric [Tests Practices](#).

How Job Candidates can Prepare for Employment [Tests](#).

["Shadowmatch:The Full Story,"](#) by Peter de Villiers, downloadable at no cost.

["Grit: The Power of Passion and Perseverance,"](#) TED Talk by Dr. Angela Duckworth.

[The Glossary](#) of Education Reform by Great Schools Partnership.

[Assessments](#), CEB (now Gartner), formerly SHL.

[AspiringMinds](#) Research.





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## SCREENING, ASSESSING AND PROFILING

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["What is a Workplace Skill Assessment and How Does it Work?,"](#) DeakinCo., 2015.

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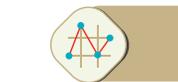
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["Competency Standards for Technical and Vocational Education and Training TVET,"](#) by Eng. Moustafa Wahba.

["Challenges and Concerns with International Personality Assessments,"](#) by Varun Aggarwal, AspiringMinds, 2009.





# RESOURCES AND REFERENCES



## DEVELOPING SOFT SKILLS



### RESOURCES

Description of [“Passport to Success”](#) life skills program (from the International Youth Foundation) in the MENA region.

Fact sheet, modules and topics covered by the [“Work Ready Now!”](#) work readiness curriculum and approach (from Education Development Center).

[Sample course outlines for various employability](#) skills from realitywork.com.

Detailed guidelines for developing and implementing a soft skills program, [“Strengthening Life Skills for Youth: A Practical Guide to Quality Programming,”](#) IYF for The World Bank, 2014.

[Two case studies on South African youth initiatives](#) (implemented by EOH and the Mentec Foundation), that integrate soft skills training in preparing young people for jobs, by FSG for the Rockefeller Foundation, September 2016.

[Six country case studies](#) (Australia, Chile, India, Jamaica, Malawi and the Philippines) related to “Integrating core work skills into TVET systems,” by Laura Brewer and Paul Comyn, ILO 2015.

[Discussion of skill gaps in three Latina America and Caribbean countries](#) (Colombia, El Salvador and Dominican Republic) with examples of innovative solutions, “Bridging the Skills Gap: Insights from Employers, Educators, and Youth in Latin America and the Caribbean,” by Ana Florez and Shubha Jayaram, FHI350 and R4D, October 2016.

[Discussion of employability skills in three countries in Sub-Saharan Africa](#) (Senegal, Benin and Burkina Faso), by Prof. Bernanrd Mumpasi Lututala, R4D, August 2012.





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[“Bridging South Africa’s scarce skills gaps,”](#) by Traci Burrows for Mail and Gardian, July 2017.

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[“Building Student Persistence by Changing Student Mindsets: Lessons from the 2013–14 New York City Academic and Personal Behaviors Pilot,”](#) by Michael Rothman, for New York City Department of Education Office of Postsecondary Readiness, October 2014.

[“Positive psychological capital: Beyond human and social capital,”](#) by Fred Luthans and Kyle W. Luthans, Business Horizons 47, January-February 2004.





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**These books are excellent resources of both theoretical and practical information on mentoring.**

Designing Workplace Programs, An Evidence-Based Approach, by Tammy D. Allen, Lisa M. Finkelstein, and Mark L. Poteet. Wiley-Blackwell, 2009.

Teach to Work: How a Mentor, a Mentee, and a Project Can Close the Skills Gap in America, by Patty Alper, Bibliomotion, 2017.

The Willey-Blackwell Handbook of the Psychology of Coaching and Mentoring”, by Jonathan Passmore.

The Blackwell Handbook on Mentoring: A Multiple Perspective Approach by Tammy D. Allen.

Handbook of Youth Mentoring by David DuBois.

Creating a Mentoring Culture by Lois J. Zachary.

The Mentee’s Guide: Making Mentoring Work for You by Lois J. Zachary.

The Mentor’s Guide: Facilitating Effective Learning Relationships by Lois J. Zachary.

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Workplace Mentoring: [Benefits and Strategies for Success, November 2011](#) – Tammy D. Allen at Portland State University.

[Mentoring in the Workplace.](#)

[Foundation for Inspired Learning](#) - offers an innovative approach to teaching and mentoring.

[Mentor](#) - Founded in 1990, Mentor supports mentorship programs in United States, and provides a wealth of resources for developing and implementing youth mentoring programs.

[The Chronicle of Evidence Based Mentoring](#) - great source of research documents related to youth mentoring.

[International Center on Coaching and Leadership Development](#) - another resource on research findings in support of mentoring.





# RESOURCES AND REFERENCES



## IMPLEMENTING WORK-BASED LEARNING



### RESOURCES

[Example of the Academic Internship Resource Manual from the College of Arts and Sciences at Gonzaga University.](#)

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["What Works in Job Training: A Synthesis of the Evidence,"](#) U.S. Departments of Labor, Commerce, Education and Health and Human Services, July 2014.

["In-Firm Training, Innovation and Productivity: The Case of Caribbean Island Developing States,"](#) by Preeya Mohan, Eric Strobi and Patrick Watson for IDB, March 2017.

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[Guideline on College Self-Evaluation at FET colleges](#), by VVOB South Africa, September 2013.

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Positive Youth Development Measurement Toolkit: [A Practical Guide for Implementers of Youth Programs](#), USAID, December 2016.

[TAACCCT National Evaluation](#).

["Fighting for Reliable Evidence,"](#) by Judith M. Gueron and Howard Rolston, 2013, available for purchase.



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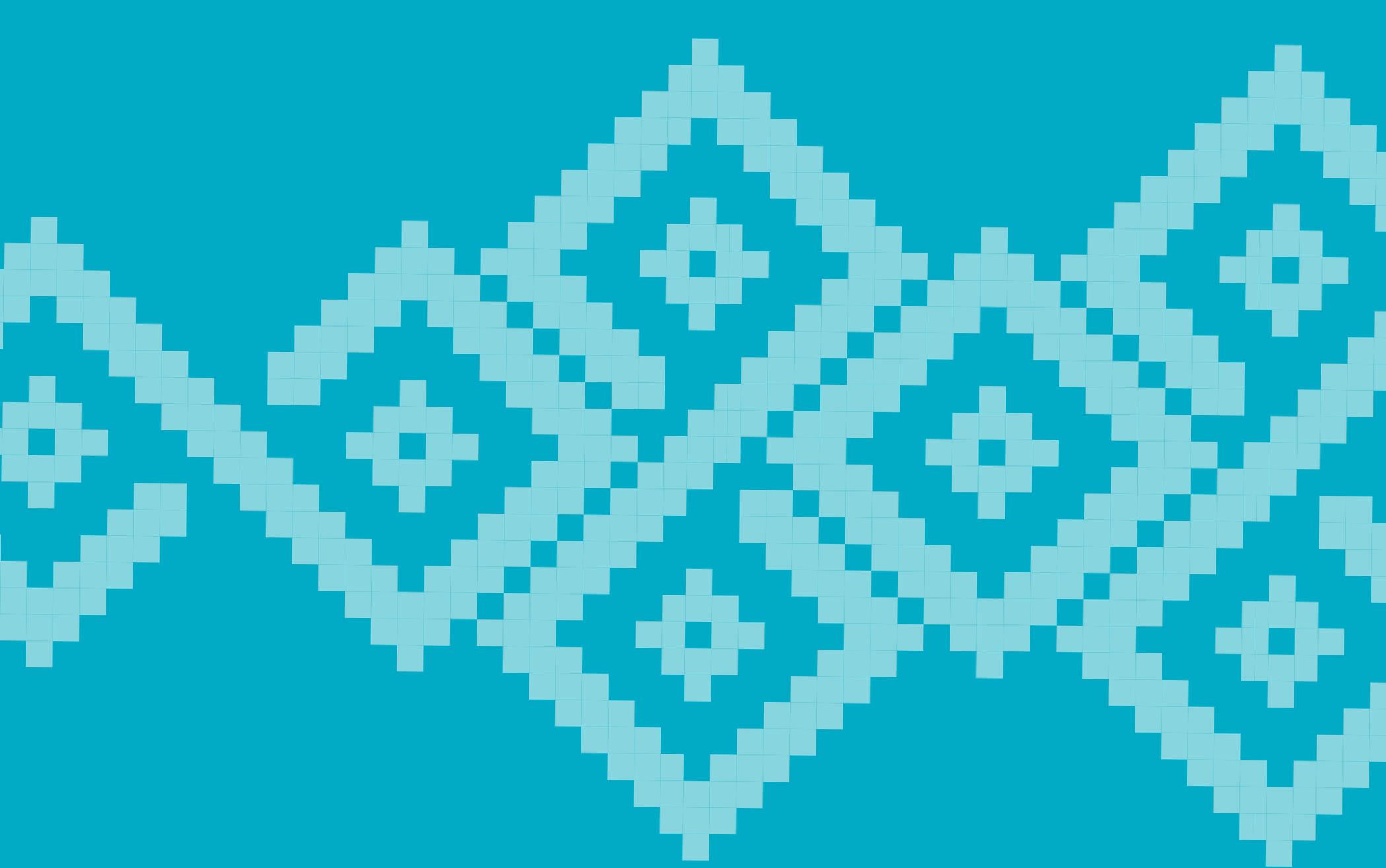
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["A Framework for Higher Education Labor Market Alignment: Lessons and Future Directions in the Development of Jobs-Driven Strategies,"](#) by Jennifer Cleary and Michelle Van Noy, for the Heldrich Center for Workforce Development at Rutgers University, October 2014.

["Theory of Change Basics: A Primer on Theory of Change,"](#) by Dana H. Taplin and Hélène Clark, March 2012.





## Demand-Driven Training for Youth Employment Toolkit

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