



Save the Children®

SESSION 4

EVIDENCE TO ACTION FORUM

A Future of Decent Work for the
Most Deprived: Zombie Apocalypse
or Superhero Adventure?



Session Description

Several recent reports such as Accenture's New Skills Now have analyzed the increasing digitization of work, the rise of the gig economy, and the changing nature of work. Automation is transforming jobs from banking to agriculture. Also, increasing evidence has amply documented the importance of not only digital skills, but also "socio-emotional"/ "non-cognitive"/ "transferable life" skills on workforce success for youth, including for deprived youth. In this rapidly changing world of work, we cannot predict the specific technical skills that will be needed in entry-level jobs, but what we do know is that youth need skills that allow them to adapt and be resilient. Recent studies for both rural and urban contexts and for both self-employment and employment have shown that how programs are implemented matter to skills acquisition, including targeting, mode of delivery (e.g. training, apprenticeship, etc), delivery mechanisms. In this session, using evidence from entrepreneurship programs in Africa and employment programs in Asia, we will address questions such as: How does target group and context affect which skills are effective to business and employment outcomes? What is the best ways to delivery these skills? How can the evidence presented be used to improve programming? What constraints exist in using findings like these? How can we advise Accenture and other donors on how to impart necessary skills to youth? What do we still need to know to design programs that build youth skills?

Key Research that Informs this Session

New Skills Now: Inclusion in the Digital Economy

Authors and Year: Nijma Khan and Tessa Forshaw (2017)

Program: N/A

Methodology: Systematic Review

Target Population: Vulnerable and marginalized populations

Main Findings: Youth lack the knowledge, opportunities, or means to respond to rapid technological advances that are changing the future of work. A “New Skills Now” framework summarizes the skills that will be required to succeed in the digital economy. These include foundational skills to obtain work; knowing how to use and work with technology and data; the ability to be self-aware, build relationships, and collaborate virtually and in person; problem-solving; and, specialized skills relevant to each market and industry. The linchpin of these skills is a growth mindset, or the ability to be agile and continually learn to adapt to change. Nearly all workforce development programs reviewed in the report did not address this skill in their content. Programs oriented to the New Skills Now framework will also need to: 1) include innovative designs that go beyond traditional, passive learning models 2) encourage durable skills that are not short-lived and 3) continuously evolve based on robust monitoring and evaluation to ensure relevance to market conditions.

Unanswered Questions: N/A

Soft Skills to Pay the Bills: Evidence from Female Garment Workers

Authors and Year: Achyuta Adhvaryu, Namrata Kala, and Anant Nyshadham (2016)

Program: Personal Advancement and Career Enhancement (P.A.C.E.)

Methodology: Randomized Controlled Trial

Target Population: Indian female garment workers

Main Findings: The study uses a two-stage randomized experiment to evaluate an intensive, 80 hour workplace soft skills training program called P.A.C.E. (Personal Advancement and Career Enhancement) among a sample of female garment workers in Bengaluru, India. Workers in the treatment group were more productive, less likely to leave their job, more likely to be assigned to complex tasks, and more likely to be promoted. The impacts were observed nine months after the intervention was completed. The large gains for employers from the program were reflected in a rate of return of 124% after one year and 420% after 20 months. The program had spillover effects on untreated workers working on the same production lines as the treatment group in terms of higher productivity, complexity of work and being promoted. These positive spillover effects were nearly as large as the direct positive impacts of the program on treated workers.

Unanswered Questions: N/A





Teaching Personal Initiative Beats Traditional Training in Boosting Small Business in West Africa

Authors and Year: Francisco Campos, Michael Frese, Markus Goldstein, Leonardo Iacovone, Hillary Johnson, David McKenzie, and Mona Mensmann (2017)

Program: N/A

Methodology: Randomized Controlled Trial

Target Population: Microenterprises in Lomé, Togo

Main Findings: The paper evaluates an intervention with two treatment groups: one was offered a traditional business training focused on accounting, management, marketing and related topics. The second group was offered a personal initiative training focused on mindsets including self-starting behavior, innovation, exploiting new opportunities, goal setting and overcoming obstacles. Two and half years after the intervention, the personal initiative training group had significantly higher firm sales and profits, specifically, a 30 percent increase in monthly profits. Like the traditional training group, the personal initiative training group learned better business practices, but they were more likely to innovate, introduce new products, diversify, and access financial capital. The personal initiative training was extremely cost-effective, paying for itself within a year.

Unanswered Questions: N/A



The Impact of an Adolescent Girls Employment Program

Authors and Year: Franck Adoho, Shubha Chakravarty, Dala T. Korokoyah, Jr., Mattias Lundberg and Afia Tasneem (2014)

Program: Economic Empowerment of Adolescent Girls and Young Women Project (EPAG)

Methodology: Randomized Control Trial

Target Population: Liberian women, ages 16-27

Main Findings: This study examined the EPAG program, which provided six months of classroom-based technical and life skills training, followed by six months of follow-up support to enter wage employment or start a business. The EPAG program increased employment by 47% and earnings by 80%. The findings also showed positive effects on several empowerment measures that included access to money, self-confidence and anxiety about circumstances and the future.

Unanswered Questions:

- Do the effects of the EPAG program persist into medium and long term?
- Does the EPAG program work with younger girls with a lower level of literacy?
- Does the EPAG program work in communities outside of Monrovia?

Full Esteem Ahead? Mindset-Oriented Business Trainings and the Role of the Trainer for Women in Ethiopia

Authors and Year: Salman Alibhai, Niklas Buehren, Michael Frese, Markus Goldstein, Sreelakshmi Papineni and Kathrin Wolf (2018)

Program: Women Entrepreneurship Development Project (WEDP)

Methodology: Randomized Controlled Trial

Target Population: Women Microentrepreneurs in Ethiopia

Main Findings: This study looks at the results of two randomized controlled trials to evaluate the effect of mindset-oriented business trainings in Addis Ababa and Mekelle on the performance of women-owned microenterprises. These business trainings were designed with a psychology to foster self-esteem and entrepreneurial spirit in its participants. Only the trained in Mekelle transferred higher levels of self-efficacy, personal initiative and entrepreneurial locus of control relative to a control group. The suggested difference in impact between the Mekelle and Addis trainings was the use of female trainers who previously owned a business themselves. The authors concluded that non-cognitive skills can be transferred using training assuming there is a good match between trainer and student.

Unanswered Questions: N/A







Dự án

CAO NĂNG LỰC TÌM VIỆC LÀM CHO SINH VIÊN NHẬP CƯ

Được. Năm nay 21 tuổi là sinh viên từ tỉnh Hậu Giang Cao đẳng Kinh tế Đối ngoại Cần Thơ. Nào là trong gia đình làm nông. Mỗi tháng gia đình gửi hỗ trợ là một triệu đồng để em chi trả cho ăn uống quyết định tham dự án vì tò mò về kỹ năng nghề nghiệp em chưa từng biết đến. Trong quá trình nhận nguồn đã hướng dẫn và truyền đạt cho kỹ năng nền tảng về quản lý tài chính cá nhân. Cụ thể hơn, em cho rằng kỹ năng quản sách cá nhân là những nội dung em đang những kỹ năng này rất thực tế và ứng dụng và quá trình tìm việc sau này.

Em thành thạo học, em đã thuộc mục tiêu nghề nghiệp rõ ràng em việc làm là nhân viên bán hàng ra trường. Sau ba đến năm em sẽ phấn đấu trở thành



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THANK YOU

Save the Children believes every child deserves a future. In the United States and around the world, we work every day to give children a healthy start in life, the opportunity to learn and protection from harm. When crisis strikes, and children are most vulnerable, we are always among the first to respond and the last to leave. We ensure children's unique needs are met and their voices are heard. We deliver lasting results for millions of children, including those hardest to reach.

We do whatever it takes for children – every day and in times of crisis – transforming their lives and the future we share.

501 Kings Highway East
Suite 400
Fairfield, CT 06825

899 North Capitol Street, NE
Suite 900
Washington, DC 20002

1-800 Save the Children
[SavetheChildren.org](https://www.savethechildren.org)

