The Team4Tech DISC Employability Skills Framework

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Forward

This white paper contextualizes the framework that Team4Tech will use to guide how we support education-focused, community-based nongovernmental organizations (NGOs) as they work to improve quality education for better employment and economic opportunities.

Grassroots-level NGOs are critical to impacting educational ecosystems for learners in under-resourced communities.[1] 350 million learners worldwide rely on community-based NGOs for education.[2] The framework articulated in this white paper grounds our work as Team4Tech accelerates the impact of education-focused NGOs as they design and facilitate quality educational experiences for global learners.

Built on a decade of first-hand experience witnessing the power of community-based education nonprofits, this document presents a research-based perspective that anchors the next generation of contributions from Team4Tech. Since our founding, we have continually advocated for technology integration as a key lever for change in alleviating barriers to quality learning. We are reinforcing our commitment to the power of technology and widening our focus to fully connect learning to employability skills: the comprehensive skill set that includes digital, innovation, social-emotional, and cognitive skills necessary for the future. Learner success requires a holistic educational approach. At Team4Tech we firmly believe this holistic approach to developing learner capacities creates a foundation for lifelong learning.

In this document, we prioritize skill sets that promote learning, create cognitive foundations, and build upon decades of research-based evidence. By connecting these skills to our successful programming, we will accelerate the use of evidence-based practices.

This white paper serves not just as an outline for our future work but as a blueprint for reimagining how (when combined) digital skills, innovation mindsets, cognitive functions, and social-emotional competencies can challenge the historical underestimation of learners.

> *Historical underestimations of learners can be described as a long-standing trend where certain groups of students, often based on factors such as race, ethnicity, socio-economic status, gender, disability, or language background, are perceived as having lower academic potential or capabilities. This perception is rooted in biases, systemic inequalities, and stereotypes that have persisted over time.*[3]

1 UNESCO. (2017). Cracking the code: Girls' and women's education in science, technology, engineering and mathematics (STEM). United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000259562

2 UNESCO, "Youth Report 2022: Non-State Actors in Education: Who Chooses? Who Loses?" https://unesdoc.unesco.org/ark:/48223/pf0000381643

3 Teasley, M., & Homer, B. (2020, June 30). Racial Disparities in the Education System. Encyclopedia of Social Work. https://doi.org/10.1093/acrefore/9780199975839.013.1290

The global employability skills narrative, while increasingly prioritized in education systems worldwide,[4] often excludes learners in under-resourced areas, who face significant barriers to accessing the opportunities necessary to develop these critical skills. As a result, students in these regions are frequently left out of the skills development experiences that are critical for their future success. If current trends continue, researchers predict that over 850 million children in low- and middle-income countries will not be on track to acquire the most basic skills they need to succeed in the workforce.[5] Addressing these disparities requires targeted interventions that adapt employability skills programs to low-resource contexts and embed skills development in locally relevant learning opportunities.

We can reshape the employability skills narrative, ensuring all learners, regardless of their geographic or socioeconomic status, can thrive in a rapidly evolving global economy.

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4 Care, E. (2018). Twenty-first century skills: From theory to action. In E. Care, P. Griffin, & M. Wilson (Eds.), Assessment and teaching of 21st century skills: Research and applications(pp. 3–17). Springer. https://doi.org/10.1007/978-3-319-65368-6_1; Care, E., & Kim, H. (2018). Assessment of 21st century skills: The issue of authenticity. In E. Care, P. Griffin, & M. Wilson (Eds.), Assessment and teaching of 21st century skills: Research and applications (pp. 21–39). Springer.

5 Global Business Coalition for Education, 2030 Skills Scorecard. https://gbc-education.org/resources/the-2030-skills-scorecard/

Executive Summary

This white paper outlines Team4Tech's strategic approach to enhancing employability skills for learners in under-resourced communities served by education-focused NGOs through the following sections:

Sustainable Development and Pathways to Reach All Learners

This section describes the need for educational equity and Team4Tech's approach to facilitating sustainable development in education.

A Call to Action for Community Organizers

This section addresses the pivotal role that education-focused NGOs play in creating positive learning experiences worldwide.

The Team4Tech DISC Employability Skills Framework

In this section, The Team4Tech DISC (Digital, Innovation, Social-Emotional, and Cognitive) Employability Skills Framework is introduced. This research-informed framework is designed to systematically develop skills necessary for success in a global workforce.

Future-State Scenarios: Education-Focused NGOs Intentionally Developing Employability Skills

This section provides future-state scenarios that demonstrate how education-focused NGOs can leverage Team4Tech's DISC Employability Skills Framework, resources, and programming to design learning experiences informed by evidence-based practices that intentionally support learners' longitudinal development of employability skills.

A Pathway to Measured Improvement

The final section focuses on our rationale and goals around creating training opportunities for education-focused NGOs serving learners in under-resourced communities to master evidence-based practices and build them into their learning experiences. In embracing evidence-based practices, we help to elevate the quality of education and make tangible progress in the communities our NGO partners serve.

We have intentionally designed the Team4Tech DISC Employability Skills Framework based on a comparative analysis of 19 employability skills frameworks (see Appendix) from various regions. As we partner with NGOs representing more than half the world's countries, our goal in this analysis was to create a framework that is globally applicable while being adaptable to local contexts. We will apply this framework as a guiding tool for Team4Tech's programs, ensuring that our organization does its part to support education-focused NGOs in effectively building the skills needed for employability and lifelong success with the learners they serve.

Sustainable Development and Pathways to Reaching All Learners

Educational equity necessitates a paradigm shift towards sustainable development in education. We must prioritize establishing learning environments within the heart of communities to effectively reach all learners, especially those in under-resourced areas. Community-based educational programs foster a sense of belonging and engagement among students and their families.[6] However, the establishment of educational spaces and programs is only the first step. Robust local networks must be available to sustain these opportunities. These networks should encompass educators, staff, local leaders, families, and community members. By engaging the entire community, we can collectively ensure that educational programs are tailored to the area's unique needs and cultural contexts, enhancing their relevance and impact.

At Team4Tech, we have created an on-the-ground presence to support our NGO partners through three Regional Hubs: Africa (Nairobi, Kenya), Asia (Chennai, India), and Latin America and the Caribbean (São Paulo, Brazil). These Regional Hubs are catalysts for connection, collaboration, and support for these local networks of community-based programs. Regional Hub leaders and their teams facilitate resource sharing, provide emotional and social support to nonprofit organizations, and foster a collective community responsibility toward its children's education.

> *This collaborative approach is key to creating a sustainable educational ecosystem that is resilient, adaptable, and deeply rooted in the community.*

6 U.S. Agency for International Development. (2020). What difference does CLA make to development? USAID. https://usaidlearninglab.org/library/what-difference-does-cla-make-development

A Call to Action for Community Organizations

Annually, the Global Education Monitoring Report (GEM) by UNESCO provides an in-depth analysis of critical factors for addressing and responding to the Sustainable Development Goals (SDGs). The GEM Report 2021 identifies that non-state actors (e.g., community-based educational providers) are pivotal throughout the global education landscape.[7] The data included in the report suggests that if these non-state contributors were to disappear, global communities would need to shoulder the responsibility of educating 350 million additional children.

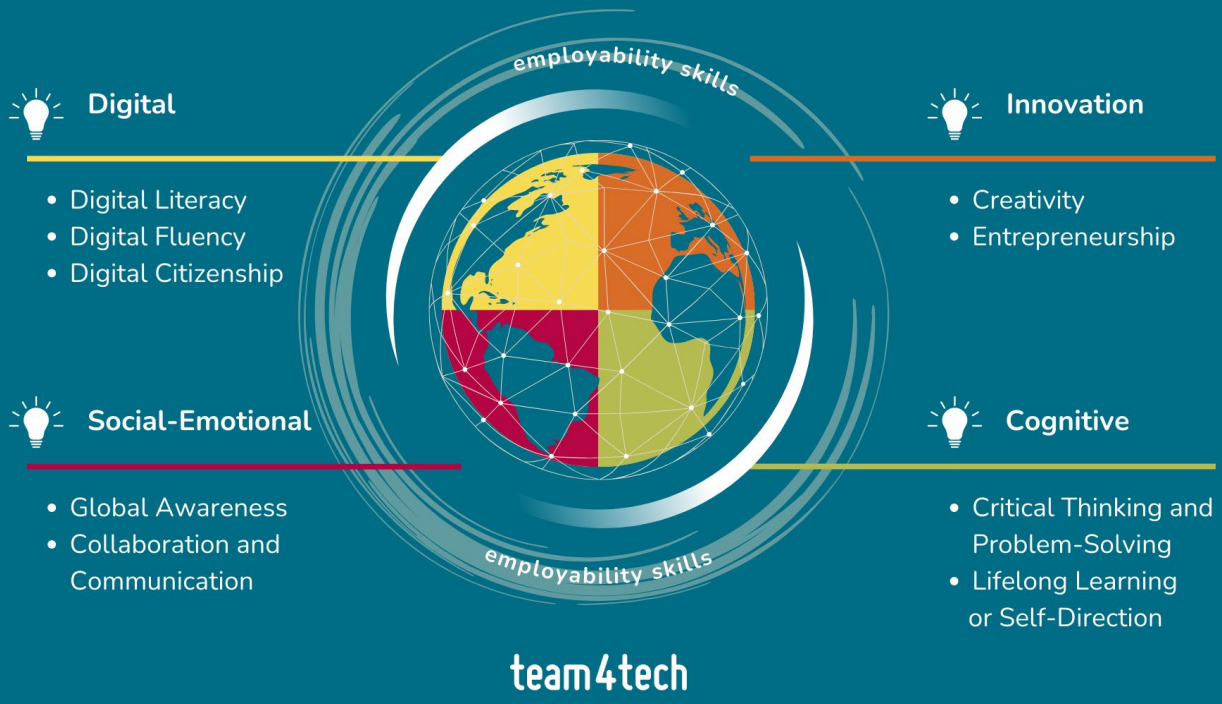
Using technology is paramount, yet challenging for non-state actors to sustain because of a lack of local policies, priorities, infrastructure, and funding. Non-government/nonprofit organizations (NGOs) must access digital tools, the Internet, and reliable power supplies. Technology can accelerate innovation for NGOs, but access to technology alone is not enough to shift learning outcomes. Studies show that technology-assisted learning, together with teacher training programs, have among the largest positive effects on learning outcomes.

Since the GEM report also calls for non-state actors (like education-focused NGOs) to address employability skills, there is a need to bolster skills, support sustainability, and co-design solutions that use evidence-based practices aligned with the NGOs that directly serve learners.

> *We must consider access to quality education, digital tools, and employability skills as a joint, deeply interconnected effort, compared to three distinct efforts.*

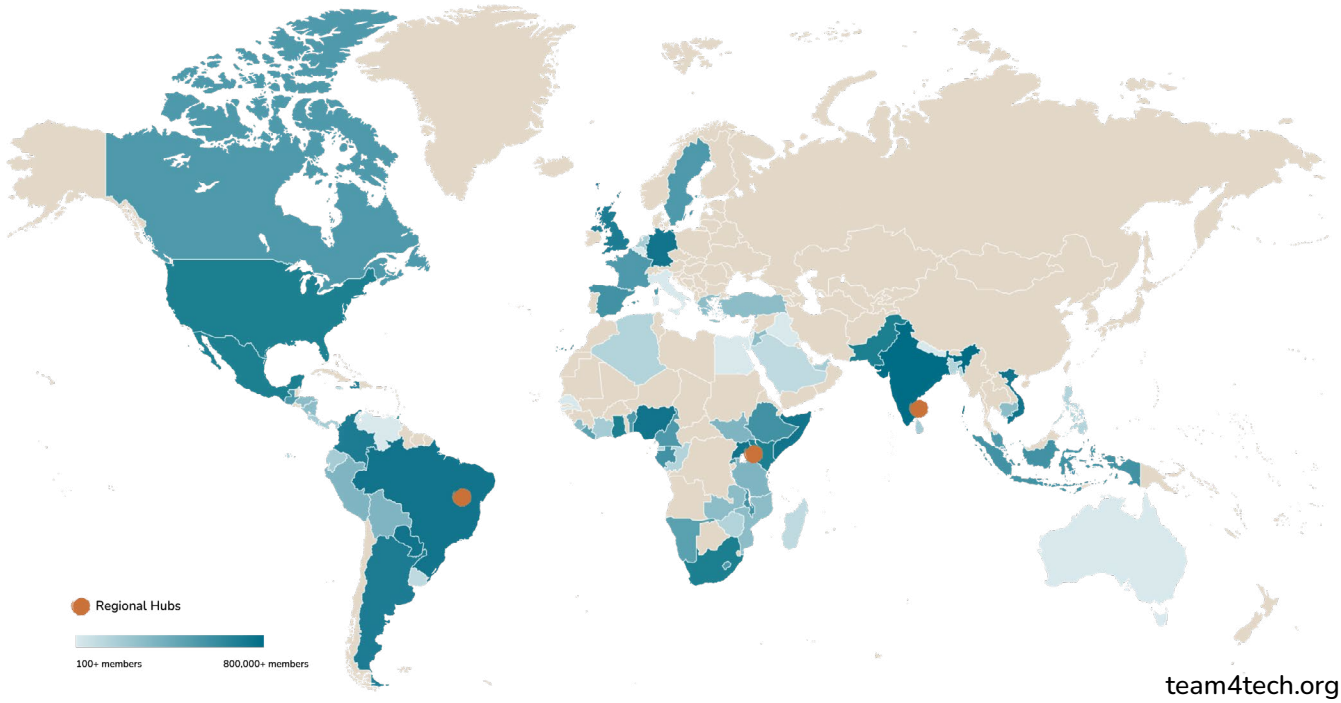
Team4Tech's proven capacity to support education-focused NGOs places our organization in a unique position to positively impact employability skills through collaborative, long-term, and purposeful global partnerships.

7 UNESCO. (2021). Global education monitoring report 2021/2: Non-state actors in education: Who chooses? Who loses?United Nations Educational, Scientific and Cultural Organization. https://gem-report-2021.unesco.org/



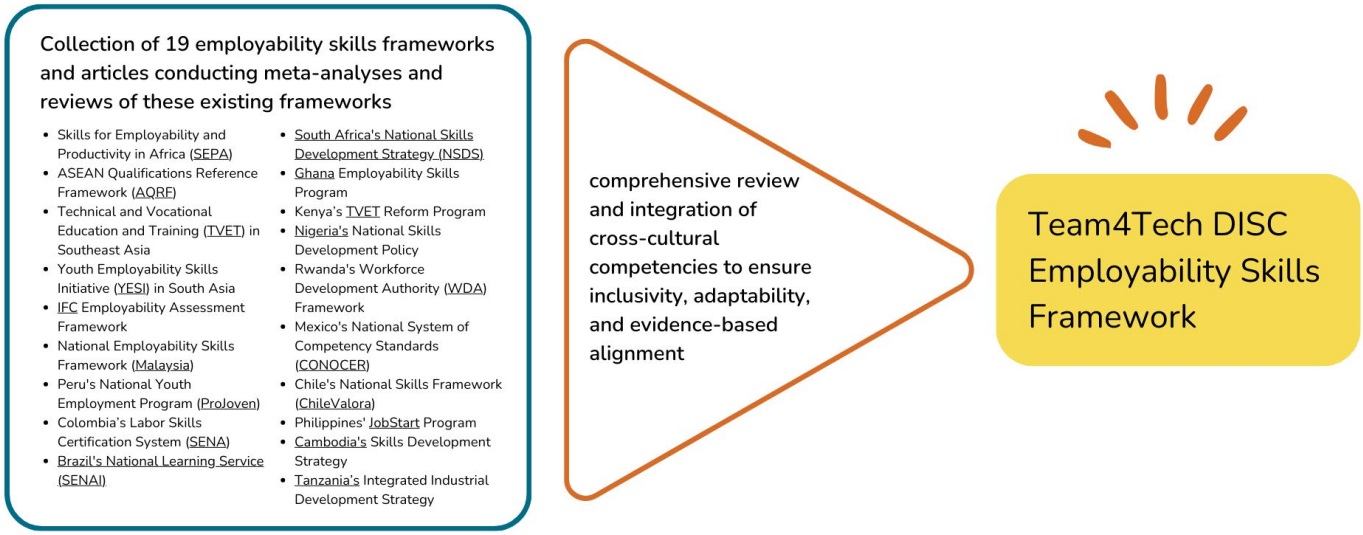
The Team4Tech DISC Employability Skills Framework

Educators can systematically develop employability skills in learners across diverse contexts by applying evidence-based practices and instructional strategies grounded in empirical research. Digital technologies can amplify the effectiveness of these evidence-based practices, further enhancing skill acquisition.



Recognizing the spectrum of employability skills across varying geographies and cultures, Team4Tech reviewed 19 distinct employability skills frameworks representing the countries where our diverse stakeholder base operates (see Appendix). This comparative analysis of existing evidence enabled us to select skills our organization will focus on while integrating cross-cultural competencies and adapting region-specific nuances into a holistic, universally applicable schema.

This framework is the result of extensive, cross-cultural comparative analysis



PROCESS PHASE	OBJECTIVE	ACTION STEPS
Framework Collection and Identification	Gather and identify employability skills frameworks from relevant countries and regions.	Collaborate with regional experts, educational institutions, and labor market analysts to collect frameworks. Ensure each framework is well-documented, noting its origin, scope, and intended application. Group frameworks based on regional similarities or thematic focus areas (e.g., technical skills, soft skills, etc.).
Framework Analysis	Analyze each framework to understand specific skills and cultural/ regional context.	Deconstruct each framework into individual skills, categorizing them by type (e.g., cognitive, interpersonal, technical). Consider the socio-economic, cultural, and educational contexts that influence each framework's focus. Highlight skills that appear consistently across multiple frameworks, identifying commonalities and divergences.
Cross-Cultural Competency Integration	Integrate cross-cultural competencies to ensure the framework is culturally responsive.	Use established cultural dimensions (e.g., Hofstede's theory) to assess how cultural factors influence employability skills. Determine necessary competencies for success in different cultural contexts, incorporating them into the analysis. Modify or expand frameworks to include cross-cultural skills critical for global employability.
Comparative Analysis and Synthesis	Synthesize data to develop a holistic, universally applicable schema for employability skills.	Conduct a comparative analysis to identify overlapping skills, gaps, and unique region-specific skills. Create a composite framework that incorporates critical skills from each region, balancing universal applicability and regional specificity. Engage with regional stakeholders to validate the composite framework, ensuring its reflection of local needs and adaptability to diverse contexts.

Our approach to evaluating existing guidance by region demonstrates our commitment to creating an employability framework that is both equitable and just. By consolidating diverse perspectives from multiple international frameworks, we proactively address biases and generate a genuinely global model in its applicability.

Our employability skills framework upholds and operationalizes our core values of intentionality and inclusivity. At the same time, we are focusing on skills that are malleable across geographic boundaries and in both informal (NGO programs) and formal (schools) learning environments.

With the guiding evidence and organizational commitments, we have developed a framework that builds agency in individuals (starting from a young age and continuing through adulthood) to successfully navigate the challenges of today's globalized landscape, irrespective of their socioeconomic or geographical constraints.

The Team4Tech DISC Employability Skills Framework encompasses critical focus areas in our work as an impact accelerator. Four unique categories are composed of relevant employability skills as follows:

Digital

Digital Literacy, Digital Fluency, and Digital Citizenship: These skills encapsulate proficient use and ethical engagement of digital technologies. Digital literacy addresses the ability to find, evaluate, and use digital information; digital fluency focuses on the ability to create and interpret digital content; and digital citizenship communicates the responsible and ethical use of technology.

Innovation

Creativity: This skill involves the generation of novel and valuable ideas, often through synthesizing existing concepts or technologies. It is critical for driving innovation in various sectors, from technology to social initiatives.

Entrepreneurship: Entrepreneurial skills are essential for turning creative ideas into viable innovations. These skills include recognizing opportunities, assessing risk, making evidence-based decisions, and efficiently allocating resources.

Social-Emotional

Global Awareness: This skill is crucial for understanding the interconnectedness of systems at a worldwide level. It also involves the recognition of cultural nuances, thereby fostering empathy and effective intercultural communication.

Collaboration and Communication: These skills involve working in concert with others, especially in a diverse team setting. They also include the aptitude for conveying ideas and information effectively verbally and in writing.

Cognitive

Critical Thinking and Problem-Solving: These skills involve evaluating information and situations using logical and analytical reasoning. It is a crucial cognitive skill set for decision-making processes.

Lifelong Learning and Self-Direction: This skill set embodies the cognitive aspects of learning agility, adaptability, and self-efficacy needed for continuous personal and professional development.

By categorizing employability skills under this framework, we create a layered, nuanced understanding that maps to the demands of the modern global workforce. Alignment to this framework enables Team4Tech to facilitate targeted support to education-focused NGOs serving learners in under-resourced communities worldwide. Further, the framework helps Team4Tech provide a holistic, balanced approach to building agency with these NGOs.

To identify evidence-based practices related to the Team4Tech DISC Employability Skills Framework, the process begins with a comprehensive **Research Review and Alignment**. This step involves conducting systematic reviews of existing literature to gather in-depth insights for this framework, ensuring that all identified practices align with the framework's specific objectives. In addition to systematic reviews, meta-analyses are performed to discern patterns and correlations across multiple studies, focusing on the effectiveness of practices directly related to the Team4Tech DISC Employability Skills Framework.

Following the initial research phase, a **Localization Check** is essential to ensure that the identified practices are adaptable and relevant across different cultural and regional contexts. This involves assessing the applicability of practices in various regions, considering local norms and nuances. To facilitate this process, regional hub leads are engaged in structured cohorts where they discuss and validate the localization of these practices, making necessary adjustments based on their expertise and feedback.

Once localization is ensured, a **Reverse-Search and Validation** phase is conducted to identify any gaps or overlooked evidence that could enhance the comprehensiveness of the practice list. This step involves employing reverse-search techniques to uncover additional evidence or practices that might have been missed initially. Following this, resources and tools that meet specific curation metrics for effectiveness and relevance are curated, preparing them for deployment in the Community of Practice (CoP).

The next phase, **Development and Deployment**, focuses on the creation, piloting, and dissemination of toolkits that integrate the identified evidence-based practices. Initial drafts of these toolkits are developed and piloted in real-world settings, with continuous refinement based on feedback from the field and evaluations of their effectiveness. These toolkits are then deployed in various settings through facilitated cohorts, allowing for broad testing and the collection of impact data.

Finally, the process is sustained through a **Continuous Review and Innovation** cycle. This involves conducting an annual review of data from NGO partners to stay informed about ongoing needs and progress, ensuring that the practices and toolkits remain relevant and effective. Based on these reviews, the toolkits are regularly updated to include new evidence, case studies, and insights from ongoing research. Additionally, the research review process is revisited periodically to stay aligned with the latest developments in the field, ensuring the DISC framework's practices are continuously refined and improved.

This process (Research Review and Alignment, Localization Check, Reverse-Search and Validation, Development and Deployment, and Continuous Review and Innovation) is being used to help refine our programming and articulate toolkits that can be used as a foundation for localizing content and advancing employability skills through community-based NGO programs globally.

Future-State Scenarios: Education-Focused NGOs Intentionally Developing Employability Skills

The following scenarios demonstrate how education-focused NGOs can use the DISC Framework resources and programming to create evidence-based learning experiences that intentionally support learners' longitudinal development of employability skills. Our team will continually develop case studies, replacing these initial scenarios, that will demonstrate successful implementation of the DISC framework and the aligned evidence-based practices to enhance skills like problem-solving, global awareness, and self-direction among learners.

Scenario 1: NGO Focused on Early Learning in Argentina

In Argentina, an NGO works with children aged 4-7 in areas with economic challenges and limited access to formal educational opportunities. The NGO uses unstructured play to help the children in their program build skills they'll use in the future, specifically, critical thinking and problem-solving.

The NGO's team joins the Team4Tech Community of Practice and accesses critical thinking and problem-solving toolkits. During their review of the toolkits and other pieces of training, they identify an opportunity to set a solid foundation for their learners in developing long-term employability skills through play.

The team uses the materials and resources and works with their local network to develop a play plan for their early learning center. They set up learning zones (one of the evidence-based practices TeamTech highlighted) for building, pretending, painting, and drawing. They also create a space that uses simple robots to develop patterns into code.

Knowing that families and caregivers play a big part in a child's learning, the NGO staff make easy-to-read guides and host workshops to help parents understand why play is so important. They put up explainer posters in their learning center that say, "It looks like I am playing, but I am..." and highlight how children were problem-solving throughout the activities in each learning zone.

The NGO does not just set things up and hope for the best. They observe the children closely to see how they are doing, identify what sub-skills of problem-solving are noticeable through play, and determine if they can build more experiences to support their learners. The staff intentionally use observations to improve their program.

The NGO is helping to change the way people think about play and create a foundation for children in both critical thinking and problem-solving by integrating their appropriate environments and experiences. Families and teachers see the importance of helping children learn to think and solve problems from a young age.

Scenario 2:
NGO Focused on Global Awareness in Nigeria

In Nigeria, an NGO creates cultural learning experiences for children aged 7-11. The organization is committed to building skills that move beyond their local community, specifically, the skill of global awareness. Operating in regions where access to a well-rounded education can be a challenge, this NGO is helping learners understand the world around them and how to communicate effectively with people from different cultures.

The NGO is part of the Team4Tech Community of Practice, where their staff and volunteers can access toolkits and teaching resources on global awareness. Upon reviewing these materials, the NGO sees an opportunity to provide its learners with essential skills for understanding their interconnected world.

Using the toolkits and additional resources, the NGO transforms its education center into a "global village." They create project-based learning opportunities where students master literacy and numeracy by focusing on global issues like climate change, international politics, and cultural diversity. The staff works with Team4Tech volunteers to develop and integrate a "virtual travel" station where learners use virtual reality headsets to learn about different countries, landmarks, cultures, and governments through interactive media.

The NGO doesn't believe in a "set it and forget it" approach, and to clarify how they are developing global awareness, the staff creates an assessment that captures the expected learnings. They use assessment data to help them design new experiences, understand what experiences students are engaging with, and refine their approach over time.

The NGO substantially impacts how families and educators perceive the importance of global awareness. Further, they are documenting that learners are becoming more empathetic and understanding of their global context.

Scenario 3: NGO Focused on Self-Direction in Delhi

An NGO in Delhi is breaking new ground in the education sector. This organization focuses on children aged 12-15, a critical age for learning skills that will last a lifetime. Specifically, they are zeroing in on self-direction, a skill vital for the future yet often overlooked in traditional learning experiences. Operating in communities where educational resources may be limited, this NGO aims to help learners become more independent and take charge of their learning paths.

This NGO is an active participant in the Team4Tech Community of Practice. Through this network, they can access valuable toolkits, staff training, and resources for promoting self-directed learning (a globally relevant evidence-based practice).

Inspired by Team4Tech toolkits and additional support from volunteers, the NGO transforms its programs to include attention to student agency and decision-making. In their newly designed programs, each learner participates in lessons that provide an overview of self-direction, the benefits of mastering self-direction, and strategies they can use to become self-directed. In each lesson, learners have opportunities for goal-setting exercises, project management tasks for their learning, mastery, and school work, and a set of digital tools that work on simple mobile phones to help them understand how to use calendaring, WhatsApp, and other tools to master their core subjects while cultivating self-direction skills.

The NGO uses one of the Team4Tech self-direction measures to monitor learners' progress and inform their continuous improvement in program design and delivery, focusing on self-directed learning. The NGO is changing how young learners view their educational journeys and is impacting how families and educators perceive the importance of self-direction. They are gathering evidence demonstrating learners are becoming more independent, self-motivated, and capable of setting and achieving their own goals.

A Pathway to Measured Improvement

The U.S. Department of Education defines evidence-based practices as those that are effective at producing results and improving outcomes when implemented with evidence produced through formal studies and research.[8] One critical aspect of evidence-based practice is the focus on outcomes. It is essential to prioritize interventions that yield the most significant impact. If we know what works through research and evidence, we can better estimate what strategies and learning experiences will benefit learners most.

8 California Dept of Education, "Evidence-Based Interventions Under the ESSA". https://www.cde.ca.gov/re/es/evidence.asp

The journey towards improving education necessitates a steadfast commitment to evidence-based practices. The Institute of Education Sciences states, "Teacher understanding of effective evidence-based practices is vital for supporting student achievement and closing achievement gaps."[9] Through the rigorous application of proven methodologies and data-driven strategies, Team4Tech's NGO partners can elevate the quality of education and make tangible progress in these communities.

Team4Tech is approaching evidence-based practices with a lens of equity and inclusivity to ensure that those practices are both culturally relevant and accessible to the communities our NGO partners serve. As we align evidence-based practices with employability skills, we are mapping how we can support the continuous training of

9 Institute of Education Sciences, "Evidence-based teaching practices." https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf

global educators, especially those community-based, and serving learners in under-resourced communities, through our online Community of Practice.

We are collecting evidence through a variety of data sources to help measure the impact of our efforts, a sample of which include:

- Pre- and post- knowledge and understanding assessments
- Annual instructional practice inventories
- Cohort-based case studies
- Implementation plans and reviews with participating NGOs
- Review of NGO program materials from pre-training to post-training looking specifically for the use of evidence-based practices
- Tools that allow NGOs to self-assess their integration of relevant skills, sub-skills, and learning experiences tied to each of our employability skills

By creating training opportunities to master evidence-based practices, we foster collaboration and knowledge-sharing among our community members. We will apply our Community of Practice methodology, aligning resources and training around evidence-based practices with our newly introduced Team4Tech DISC Framework for Employability Skills for our NGO partners. We will leverage engagement in our Community of Practice platform to support our NGO partners in developing employability skills in their learners. Further, we will strengthen the support of our Regional Hub leaders to help advance the use of evidence-based practices that support the continuous development of employability skills. Through discussion, events, training, and resources, we will encourage the exchange of ideas, continually update toolkits, and facilitate imperative conversations among fellow educators.

> *Through this commitment to evidence-based, continuous innovation, we will collaborate with NGOs to bridge educational disparities and unlock the full potential of every learner.*

Appendix:
19 Employability Skills Frameworks

The following are 19 employability skills frameworks that have been or are currently in use in countries that our organizations serve:

1. Skills for Employability and Productivity in Africa (SEPA). A framework by the African Development Bank focusing on aligning skills development with labor market demands to improve youth employability in Africa.
2. ASEAN Qualifications Reference Framework (AQRF). This Southeast Asian framework facilitates the comparison of qualifications across ASEAN member states, aiming to enhance employability and mobility within the region.
3. Technical and Vocational Education and Training (TVET) in Southeast Asia. A regional initiative supported by UNESCO to standardize TVET qualifications, focusing on skills that are in demand by industries.
4. Youth Employability Skills Initiative (YESI) in South Asia. A framework developed by various stakeholders in South Asia, including Southeast Asia, to bridge the gap between education and the job market.
5. IFC Employability Assessment Framework. Used across various regions, including Africa and Latin America, this framework helps higher education institutions align their programs with the employability needs of the market.
6. National Employability Skills Framework (Malaysia). A framework that integrates soft skills development into the educational curriculum to enhance graduate employability.
7. Peru's National Youth Employment Program (ProJoven). A program focused on providing training and employment services to youth in Latin America, particularly in Peru, to improve their employability.
8. Colombia's Labor Skills Certification System (SENA). A system that certifies labor skills and aligns them with national standards, aimed at improving job placement rates in Colombia.
9. Brazil's National Learning Service (SENAI). Focused on vocational training and skills certification to enhance employability in various sectors across Brazil.
10. South Africa's National Skills Development Strategy (NSDS). A strategic framework aimed at developing skills aligned with economic growth needs, particularly in disadvantaged communities.
11. Ghana Employability Skills Program. A framework designed to improve employability through vocational training and entrepreneurship education in Ghana.

12. Kenya's TVET Reform Program. This initiative focuses on updating curricula to align with labor market demands and improving employability through competency-based education.
13. Nigeria's National Skills Development Policy. A framework that focuses on skills development across various sectors to enhance employability and reduce youth unemployment.
14. Rwanda's Workforce Development Authority (WDA) Framework. A national framework that focuses on aligning vocational training with labor market demands in Rwanda.
15. Mexico's National System of Competency Standards (CONOCER). A framework designed to certify competencies that are in demand in the Mexican labor market, enhancing employability.
16. Chile's National Skills Framework (ChileValora). A system that certifies and recognizes labor competencies, aimed at improving the employability of workers in various sectors.
17. Philippines' JobStart Program. A framework designed to enhance the employability of young Filipinos through life skills training, technical training, and internships.
18. Cambodia's Skills Development Strategy. A framework aimed at improving the employability of Cambodian youth through vocational training and industry partnerships.
19. Tanzania's Integrated Industrial Development Strategy. Focused on developing skills that are critical for industrial growth and improving youth employability in Tanzania.

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