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ADOLESCENTS' POTENTIAL UNLEASHED

IMPROVING SECOND-DECADE EDUCATION AND LEARNING IN EAST ASIA AND THE PACIFIC

PROGRAMME GUIDANCE

UNICEF EAST ASIA AND PACIFIC REGIONAL OFFICE

APRIL 2019

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TABLE OF CONTENTS

FOREWORD

The 174 million adolescent girls and boys of secondary school age in East Asia and the Pacific symbolize a major force for positive social and economic change for this region: they can contribute to a competitive labour force, sustained economic growth, improved governance and vibrant societies. Adolescents need high-quality education to acquire the skills to thrive and transform the future of the region. For this age group to unleash their full potential, UNICEF in East Asia and Pacific is committed to support governments, families, schools and adolescents themselves to enhance their education, learning and skills development.

Thanks to the rapid development and advances in education provision over the past few decades in the region, there has been considerable progress integrating out-of-school adolescents into secondary education. However, 24 million adolescents are still out of school and 1 in 3 of students who remain in schools, do not obtain the expected reading or mathematical skills at lower secondary level. A change in the education systems is urgently needed, doing "more of the same" is not enough.

The most vulnerable adolescents are unfortunately also the ones who are being left behind. Key barriers to education persist, including lack of services, particularly in remote rural areas, for adolescents with disabilities, pregnant girls and young mothers, minority ethnic groups, the bottom quintile, and adolescents affected by conflict, natural disasters and migration. Gender equality is still an unresolved issue across the region, when adverse cultural norms and harmful practices, such as school-related-gender-based-violence, continue in place.

Rapid urbanization in this region and the Fourth Industrial Revolution present both challenges and opportunities, calling for increased investment in 21st century skills to provide adolescents with the capacities to enter new and transformed labour markets, empower themselves, participate in society, and innovate.

UNICEF East Asia and the Pacific Regional Office developed the Programme Guidance '*Adolescents' Potential Unleashed: Improving Second-Decade Education and Learning in East Asia and the Pacific*' to help UNICEF Country Offices to define clear priorities, strategies and interventions to address these challenges around adolescents' education and learning. The guidance suggests the definition of data-driven and evidence-based programming, embracing innovations, promising partnerships and cross-sectoral work to strengthen the education system and alternative modalities to foster adolescents' learning and skills. It suggests a strong equity and gender focus.

This guidance details the *UNICEF EAPRO Headline Results 3.1 Adolescents' Education and Learning* and is guided by the CRC, the SDGs and UNICEF Strategic Plan. It is fully aligned with global and regional commitment on SDG 4, and the strategic agendas on education of ASEAN, SEAMEO, the Pacific Community and other regional bodies and initiatives. It also has clear links to global and regional strategies, including Generation Unlimited and Violence Against Children.

UNICEF strongly believes that every adolescent girl and boy has the right to thrive and to fulfil her or his potential. In EAP region, UNICEF will do its best to make this a reality until the day that all adolescents, without exception, see the future as a promising and exciting adventure.

Karin Hulshof

Regional Director
UNICEF East Asia and Pacific

ACKNOWLEDGEMENTS

ACRONYMS

ACT	Adolescents Country Tracer
ADAP	Adolescent Development and Participation
AIDS	Acquired Immunodeficiency Syndrome
CO	Country Office
CP	Country Programme
CPD	Country Programme Document
EAP	East Asia and the Pacific
EAPRO	East Asia and the Pacific Regional Office
EMIS	Education Management Information System
GPE	Global Partnership for Education
GenU	Generation Unlimited
HIV	Human Immunodeficiency Virus
ICT	Information and Communications Technology
ILO	International Labour Organization
KWL	Know, Want to Know and Learned
MENA	Middle East and North Africa
M&E	Monitoring and Evaluation
MTR	Mid-Term Review
NFE	Non-Formal Education
OECD	Organisation for Economic Co-operation and Development
OOSC Initiative	Out-of-School Children Initiative
PFM	Public Financial Management
PFP	Private Funding and Partnerships
PPP	Public–Private Partnership
PSS	Psychosocial Support
RO	Regional Office
SDG	Sustainable Development Goal
SITAN	Situation Analysis
SMQ	Strategic Monitoring Question
SMR	Strategic Moment of Reflection
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund

EXECUTIVE SUMMARY

In a nutshell

Adolescents' education and learning: investing smart to achieve results

Improving adolescents' education and learning[1] is a priority in East Asia and Pacific. This Guidance aims to help Country Offices to define clear priorities, strategies and interventions to achieve this goal, based on UNICEF's comparative advantage. It encourages the pursuit of initiatives on adolescents' education and learning that are part of a strategic vision and that have a results-oriented plan of action aligned with the respective Country Office's CPD.

It also suggests the definition of data-driven and evidence-based programming, embracing innovation, promising partnerships and cross-sectoral work. In addition, the Guidance provides a common understanding of second-decade education/adolescents' education, and its connection with key institutional priorities such as Generation Unlimited and the Out-of-School Children Initiative.

In summary, this Guidance proposes that Country Offices **plan their strategies to prioritize among six target groups of adolescents and identify potential change strategies to strengthen the education system, as well as alternative and flexible modalities to foster adolescents' learning and skills.** This Guidance is aligned with UNICEF Strategic Plan Goal 2: Every Child Learns; Generation Unlimited goals; and Regional Priority 3.1: Improvement of Adolescents' Learning.

"An ideal education is one that provides every individual the best-fit support to learn, understand, accept and grow to be the best version of oneself."

Grace Sameve, youth, Indonesia[2]

24 MILLION ADOLESCENTS ARE OUT OF SCHOOL AND 1 IN 3 IN SCHOOL ARE NOT LEARNING

THE MOST VULNERABLE ADOLESCENTS ARE THE ONES BEING LEFT BEHIND

Adolescents are today's and tomorrow's strength in EAP, but unleashing their potential remains a challenge

Adolescence represents a second window of opportunity for children to develop skills that are key to achieving their full potential and improving countries' economic growth, social outcomes and poverty reduction. Governments in EAP have recognized this critical role of learning and skills in the Fourth Industrial Revolution era, and there is increased momentum and willingness to engage in a broader and holistic agenda for adolescents. Furthermore, improving access to second-decade education services safeguards and capitalizes the investments made at primary education and pre-primary stages.

There has been considerable progress in second-decade education in the region, especially in integrating out-of-school adolescents into secondary education. However, **24 million adolescents are still out of school,** and the lower secondary out-of-school rate is stagnating, without improvement in the past five years. This suggests that **the most vulnerable adolescents are the ones who are being left behind.** Regrettably, for some countries, the lower secondary out-of-school rate has increased or it is still high.[3] **Gender equality is an unresolved issue** across the region. And learning continues to be a challenge when more than **30 per cent of students who remain in schools do not obtain the expected reading or mathematical skills at lower secondary level**.[4]

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1 Adolescence is defined by the UN as the period of life ranging from 10 to 19 years of age (including the first year of adulthood). This guidance covers the period 10–18 years, since the Convention on the Rights of the Child (Article 1) defines children as below the age of 18.
2 Wong (2016).
3 Increased: some Pacific Islands (Marshall Islands, Nauru, Cook Islands), DPR Korea, Malaysia and Thailand; still high: Myanmar and Cambodia.
4 UIS data, last date available, please see Section IV.

Second-decade education and learning is a set of interventions that prepare *all* adolescents to learn and achieve their full potential

Second-decade education and learning is UNICEF programming that aims to provide each adolescent with the opportunity to access education to learn and develop relevant skills for lifelong learning, employment, personal empowerment and active citizenship. **Second-decade education refers to the education of all adolescents and it is distinct from secondary education.** There are adolescents enrolled in primary schools, secondary schools or non-formal/alternative education. There are also adolescents who are out of school or in the labour market. Second-decade education encompasses formal lower and upper secondary education (general and technical and vocational education and training, TVET), including education for adolescents who are still at primary level. It also includes non-formal education pathways (or alternative education) for out-of-school adolescents. Through second-decade education programming, UNICEF aims to help adolescents, in and out of schools, develop relevant foundational, transferable, digital or job-specific skills that will prepare them for the productive transition to adulthood.

SECOND-DECADE EDUCATION IS DISTINCT FROM SECONDARY EDUCATION AND REFERS TO THE EDUCATION OF *ALL* ADOLESCENTS

Adolescents' education is a *UNICEF* priority that requires strategic programming…

This Guidance contributes to UNICEF's Strategic Plan 2018–2021 Goal 2 targeting the **education sector and stakeholders** by supporting Country Offices in advocacy and programming for second-decade education and learning. In this sense, a necessary step for UNICEF in second-decade education is to find its comparative advantage in each country and plan strategically. Increasing impact would require UNICEF Country Offices to be selective in their interventions, maintain an accurate understanding of the sector, have clear policy views on challenges and create strong alliances. One way of advancing this agenda and achieving results is to use a **robust equity approach** and to target initiatives and actions towards adolescent populations that are **more excluded or at risk**. In other words, this Guidance **proposes the identification and selection of a few target groups of adolescents and the alignment of UNICEF strategies and resources to improve the education and learning of these groups.**

KEY POINT 1 : A ROBUST EQUITY APPROACH TO TARGET THE MOST VULNERABLE ADOLESCENTS

STRATEGIC APPROACH

The Guidance proposes a Theory of Change that aims to achieve the **outcome:**

All adolescent girls and boys, especially those in marginalized and fragile contexts, have access to high-quality education and learning opportunities and are better able to contribute to their community and national development.

KEY POINT 2 : SUPPORT COUNTRIES TO STRENGTHEN THE EDUCATION SYSTEM AND ALTERNATIVE MODALITIES

To achieve the desired outcome, **the Guidance suggests a double-pronged approach: strengthening the education system as well as the alternative and flexible modalities.** The outputs UNICEF aims for are:

- **Output 1**: Countries have strengthened education systems and schools to improve learning and skills development of adolescent girls and boys, including those in primary; and

- **Output 2**: Countries have diversified education provision to deliver education and learning opportunities to all adolescents out of school.

Output 1 focus on adolescents already in schools, whereas Output 2 emphasizes the services provided to out-of-school adolescents.

… and careful selection of target groups and change strategies

In planning their engagement in second-decade education, Country Offices are encouraged to undertake **two steps:** identify the **target groups** that will be the focus of their programming and select **change strategies** to improve the education of the selected groups.

Target groups

1. Out-of-school adolescent girls and boys who have not completed primary or have never attended school;

2. Adolescent girls and boys of secondary school age who are still in primary;

3. Out-of-school adolescent girls and boys who have completed primary but dropped out of lower secondary;

4. Adolescent girls and boys in lower secondary who are at risk of dropping out;

5. Out-of-school adolescent girls and boys who have completed lower but not upper secondary (general/TVET);

6. Adolescent girls and boys enrolled in upper secondary education who are at risk of dropping out.

	Attending or dropped out during **primary**	Attending or dropped out during **lower secondary**	Attending or dropped out during **upper secondary**
In School Output 1	2	4	6
Out of school Output 2	1	3	5

Never attended
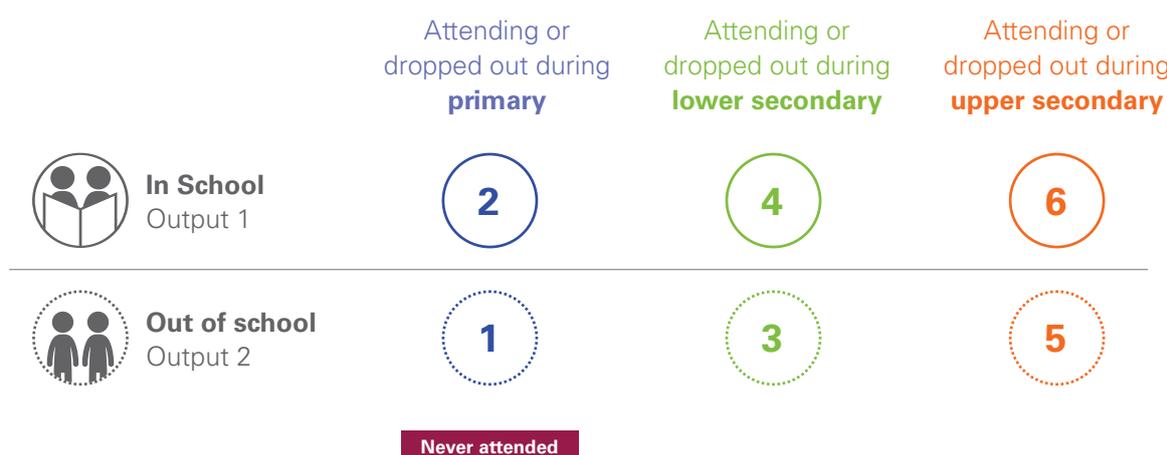
Groups 1, 3 and 5 are out-of-school adolescents and come under Output 2. **Groups 2, 4 and 6** are adolescents enrolled in schools who are at risk of dropping out or not learning, and come under Output 1. Country Offices may decide to work on both outputs, depending on their target groups.

Each Country Office would have different priorities according to their analysis and their CPD; thus, they will prioritize target groups according to the national context based on evidence and discussions with partners. In this regard, data disaggregation is key to analysis that uses a gender and equity lens. The **Out-of-School Initiative** is an excellent input into this process, as are existing situation analyses, household surveys and other sources.

CHANGE STRATEGIES

Country Offices are encouraged to perform extensive consideration, national consultations, insightful analysis and discussions at the national level with governments, adolescents and other actors on the significance of *change strategies*, to define their priorities accordingly. It is recognized that different country contexts will require different combinations of *change strategies*.

1. **Strengthening systems:** This includes technical support to policy development; education sector planning; monitoring and evaluation (M&E) and budgeting; capacity development for teachers, principals and education managers; and curriculum reforms. UNICEF's emphasis will be on promoting foundational and transferable skills development to ensure preparedness to transition to higher education or the world of work.

2. **Promoting alternative pathways:** This involves programmes such as accelerated learning; flexible learning; catch-up and bridging programmes; internships; apprenticeships; career counselling, etc. UNICEF recognizes, however, that quality second-decade learning can be sustained *only* if is connected to the education system. It is imperative that these programmes lead to examinations and certifications equivalent to those in formal school systems.

3. **Service delivery:** Programming includes education and psychosocial support to adolescent girls and boys in emergencies and fragile situations. This comprises bridging, back-to-school or catch-up education programmes, with their materials and teacher development strategies.

4. **Innovating and partnering:** Though *Generation Unlimited,[6] Education Cannot Wait, the Global Partnership for Education* and other partnerships with adolescents' groups, community-based organization and the private sector, UNICEF identifies, co-creates and scales up solutions related to second-decade education, skills development and gender empowerment. UNICEF tests innovative ideas that can help address challenges of second-decade education, leveraging major trends such as technical innovation, digitalization and the green and care economies.

5. **Working holistically across sectors:** UNICEF's Strategic Framework for the Second Decade of a Child's life emphasizes a holistic understanding of adolescents. This calls for integrated programming across the Adolescents, Education, Child Protection, Social Protection and Gender sectors of UNICEF, as well as cross-sectoral work within government systems.

"I feel that our education system does not encourage students to think. Students study just to pass their exams."

Foo Shyh Hua, youth, Malaysia[5]

KEY POINT 3: CONSULT, ANALYSE AND PRIORITIZE TARGET GROUPS AND CHANGE STRATEGIES WITH KEY ACTORS, INCLUDING ADOLESCENTS

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5   https://www.unicef.org/infobycountry/cambodia_25817.html
6   Partnership that seeks to ensure that every young person is in education, learning, training or age-appropriate employment by 2030.

KEY POINT 4 : MOVE FORWARD TO PLAN AND IMPLEMENT PROGRAMMATIC INTERVENTIONS WITH THESE NINE STEPS

Country-level implementation of the Guidance: Way forward

Under this strategic approach, Country Offices may want to align their present intended focus, prioritizing some of these adolescent populations and *change strategies*, with their CPD and agreed work plan with their respective counterparts. In this sense, indicators should be also aligned with Strategic Monitoring Questions and follow M&E approaches.

Lastly, the Guidance encourages Country Offices to consider following nine steps in planning their programmatic interventions to improve second-decade education.

Suggested steps to plan and implement programmatic interventions to improve second-decade education and learning

1. Have a clear understanding of the situation of adolescent girls' and boys' education in their countries using a data-driven and evidence-based approach;

2. Identify common areas where more evidence and data are needed and commission or look carefully for specific research;

3. Target adolescent groups identified as priority through the process suggested in this Guidance;

4. Map existing country-level interventions, partners and donors to align and track efforts;

5. Use gender technical expertise in developing Country Office adolescent skills-building plans;

6. Develop a position on different government and private sector initiatives, when they approach for partnerships or assistance;

7. Continue or start selected initiatives on adolescents' education and learning that are part of a strategic vision and have a results-oriented plan of action aligned with the CPD. Always plan the provision of alternative models using a clear scalability and sustainability lens and link them to the extent possible to the formal system;

8. Tell a coherent story of what the Country Office does to advance adolescents' education and how. Develop materials that will help in responding to ongoing requests from Private Fundraising and Partnerships and other internal initiatives, such as Generation Unlimited;

9. Keep a strong eye on monitoring progress and results; analyse achievements based on well-planned evaluations.

PURPOSE OF THE GUIDANCE

This Guidance aims to support Country Offices (COs) in advocacy and programming for second- decade education of adolescent girls and boys age 10–19 years. The Guidance clarifies the concept of second-decade education; defines target groups that should be the focus of country programming; proposes a Theory of Change; and describes desired outcomes, change strategies and interventions that will support countries in ensuring all adolescents have access to education, learn and successfully transition from childhood to adulthood and from education to work.

The Guidance recognizes that, to address the issues of second-decade education, it is critical for UNICEF to find its comparative advantage in each country, according to the specific context, and to plan its engagement strategically. Increasing impact will require UNICEF COs to be selective in their interventions, maintain an up-to-date understanding of the sector and create strong alliances for promoting second-decade education. **Commitment to equity and gender equality is at the core of the approaches suggested in this Guidance.**

The Guidance encourages the use of existing and new resources, networks, partnerships and initiatives to ensure adolescent girls and boys receive an education that promotes and nurtures their overall development and equips them with advanced skills for lifelong learning, employability, personal empowerment and active citizenship. Those are referred to throughout this document.

The Guidance can be utilized at various points in the country programming cycle:

- In the preparation of the new Country Programme (CP) and during situation analyses (SITANs) and/or Strategic Moments of Reflection (SMRs);

- When planning for a Mid-Term Review (MTR);

- When evaluations and assessments are undertaken to inform development of the new CP, a SITAN, an SMR or an MTR;

- When current or potential donors are interested in supporting second-decade education, learning and skills;

- To initiate policy advocacy following the Out-of-School Children Study Initiative and/or other research on the situation of adolescent girls and boys;

- When the government and critical stakeholders request collaboration on issues related to second-decade education, learning and skills.

The Guidance is divided into eight sections. Throughout the document, **youth voices** are highlighted, to acknowledge their views regarding their own education. After this section, **Section II** presents the background and key challenges to delivering second-decade education in the region. **Section III** offers crucial definitions as a way to establish a common understanding of the concept of second-decade education. **Section IV** provides arguments for engagement in second-decade education in the EAP region. A Theory of Change for promoting second-decade education is explained in **Section V. Section VI** suggests potential target groups and key change strategies to ensure all adolescents, especially the most at-risk groups, are provided with education and learning opportunities. **Section VII** suggests ways to monitor results while **Section VIII** proposes next steps for UNICEF CO programming engagement, and identifies the role of the Regional Office (RO) in promoting second-decade education.

ACHIEVING IMPACT

COMMITMENT TO EQUITY AND GENDER EQUALITY

UPDATED UNDERSTANDING OF THE SECTOR

SELECTIVE INTERVENTIONS

STRONG ALLIANCES

II BACKGROUND AND CHALLENGES IN THE EAP REGION

The second decade of life is a transitional period between childhood and adulthood that involves rapid physical growth and emotional, social and cognitive development. It is the period of individual identity development for adolescent girls and boys and an opportunity for exploration and creativity. Ensuring the realization of adolescents' right to health, wellbeing, education and protection increases the positive outcomes of this critical transition phase in life.

There are 174 million adolescent girls and boys of secondary school age in EAP. Thanks to the rapid development of and advances in education provision over the past few decades, the majority of them have an opportunity to grow in a safe and healthy environment and to learn and acquire education. However, despite significant progress for many children, key barriers to education persist, including lack of services, particularly in remote rural areas; irrelevant content and curriculums; inappropriate teaching practices; and poverty. Furthermore, barriers of child labour, gender discrimination, risky behaviours, adverse cultural norms and harmful practices (such as excluding pregnant girls and young mothers from education, or violence), migration, conflict and natural disasters have a negative impact on educational access, participation and overall performance (UNICEF, 2012).

Figure 1: Out-of-school adolescent girls and boys in East Asia and the Pacific

In EAP there are **174 million** adolescents of secondary school age

	PRIMARY EDUCATION	SECONDARY EDUCATION	
		LOWER SECONDARY	UPPER SECONDARY Academic and TVET tracks
In School	171 million	83 million	67 million
Out of school	7 million	8 million	16 million

24 million adolescent girls and boys are still out of school, of whom 15% have never entered the school system

Source: UIS

WHO ARE THE MOST EXCLUDED ADOLESCENT GIRLS AND BOYS?

FROM LOW-INCOME FAMILIES

FROM RURAL AREAS

WORKING ADOLESCENTS

ADOLESCENTS WITH DISABILITIES

ETHNIC MINORITIES

REFUGEES

MIGRANTS

"Mom is a single mother and the only breadwinner in the family. She works in a small factory that makes underwear. Her salary is not enough to cover our daily expenses. Putting me through school was very difficult for her."

Sifa Humaeroh, youth, Indonesia[8]

OUT-OF-SCHOOL ADOLESCENTS

Despite a rapid decrease in the proportion of out-of-school adolescent girls and boys in the region, from an average of 25 per cent in the 1970s to 6 per cent in 2016, **over 24 million girls and boys of secondary school age are still out of secondary education.** This is 1 in 11 of those who should be in lower secondary education (8 million) and almost 1 in 5 of those expected to be enrolled in upper secondary education (16 million).[1] At lower secondary level, dropout rates range from 1.7 per cent in Samoa to 33 per cent in Cambodia. In some countries, including Fiji, Niue and the Cook Islands, girls are twice as likely or more not to complete lower secondary education compared with boys (UNICEF, 2019).

For the region overall, transition rates from primary to lower secondary education are relatively high, at more than 90 per cent in almost all countries, except for Niue (77 per cent), Cambodia (87 per cent) and Lao PDR (88 per cent). The regional data on out-of-school adolescents reveals that 85 per cent of girls and boys who are out of school now were at some point in the school system but have dropped out, whereas **15 per cent have never entered the school system.**

According to the regional OOSC Initiative Study (UNICEF, 2019), the most excluded from education are adolescent girls and boys from low-income families, those living in rural areas, those engaged in domestic or other types of work, ethnic minorities, refugees, migrants, undocumented children, children with disabilities, children deprived of their liberty and those affected by disasters, climate change and conflict. It should be noted that data on the education situation for adolescents with disabilities is lacking, which creates challenges in targeting this vulnerable group.

As children enter lower secondary, it becomes increasingly common to be over-age. In eight countries, 20 per cent or more of children in lower secondary education are at least two years over-age. Larger gender gaps also emerge at this level, particularly in Lao PDR, Palau, the Philippines, Timor-Leste and Vanuatu, where boys appear to be lagging behind the official grade progression more than girls (UNICEF, 2019).

While Cambodia, Indonesia, Timor-Leste and Mongolia have achieved considerable progress in reducing the number of out-of-school adolescent girls and boys, rates of exclusion have increased in some Pacific Islands (Samoa, Nauru), DPR Korea, and Thailand. In Papua New Guinea, 12 per cent of lower secondary school-age adolescents are out of school (17.26 per cent of girls versus 7.05 per cent of boys), while Myanmar has the highest rate of exclusion from lower secondary education, at almost 30 per cent.

1   http://data.uis.unesco.org/ (accessed March 2018). The figure excludes those in China.
2   ASPBAE and UNESCO (2014).

Figure 2: Adolescent out-of-school rates at lower secondary level, Southeast Asia and Pacific 2010–2016 (%)
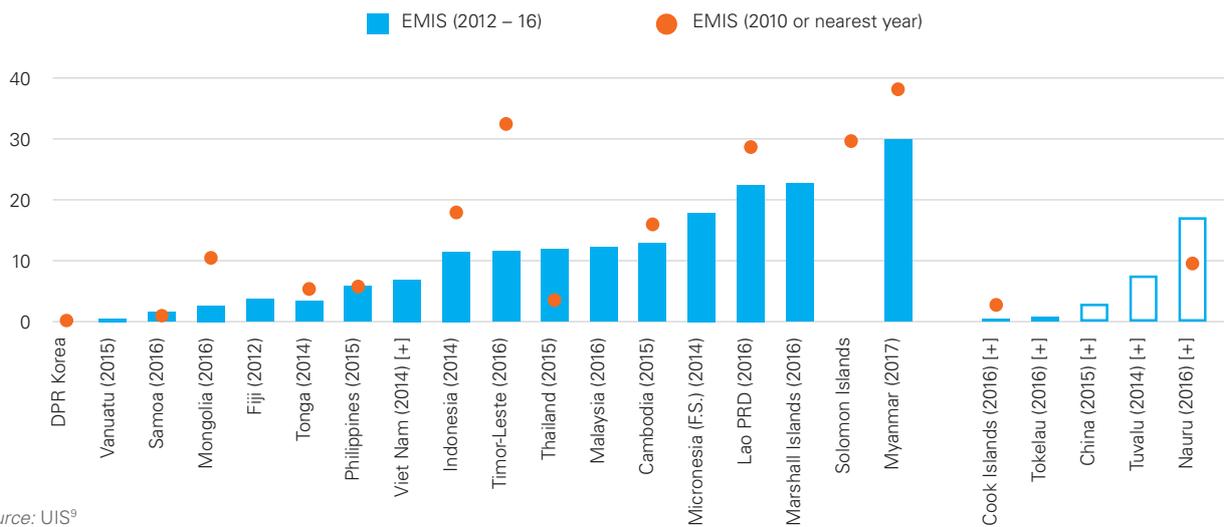
Source: UIS[9]

The OOSC Initiative Study shows that one of the key reasons for dropout before or during lower secondary is low learning achievement. Those who are falling behind in learning are likely to leave school (UNICEF, 2019).

These statistics call for increased attention to school dropout causes and policy and programmatic approaches to reduce exclusion from second-decade education for vulnerable adolescents.

LEARNING

In EAP, a significant number of adolescent girls and boys who attend school are not learning adequately or acquiring the skills they need to thrive. An estimated 1 in 3 children in Eastern and Southeast Asia and 1 in 5 children in the Pacific – over 70 million children – do not achieve a minimum proficiency in reading and maths, and thus do not acquire the foundational skills (UIS, 2017). In lower secondary, about 35 per cent of students do not achieve the expected reading skills; the figure is about 30 per cent for mathematics (see Figure 3). Boys perform better in mathematics and girls in reading. Regional differences exist, however. Fifteen-year-old students from China and Viet Nam outperformed the average for Organisation for Economic Co-operation and Development (OECD) students according to last available and comparable Programme for International Student Assessment results for math and science, whereas students from Indonesia, Malaysia, the Philippines and Thailand scored well below the OECD average (UNICEF, 2019).

70 MILLION ADOLESCENTS ARE NOT ACHIEVING THE MINIMUM PROFICIENCY IN READING AND MATHS

1 IN 3 IN SOUTHEAST ASIA AND 1 IN 5 IN THE PACIFIC

Figure 3: Learning achievements in reading and mathematics, by sex

Source: UIS

3   [+] Other national estimates, not comparable.

In terms of skills teaching and learning, while there is limited data from national assessments (which focus mostly on foundational skill measurement), some studies show that, much like in other parts of the world, not all learners are developing skills progressively and at scale, whether they are in or out of school. This is because of the following (Wilson-Clark et al., nd):

- Lack of holistic vision by governments and relevant stakeholders on skills needed, resulting in a breadth of skills not being developed through programming or over the life course;

- Lack of systemic approaches by governments and relevant stakeholders to skills development, resulting in unsustainable or short-term interventions with limited impact;

- Lack of coordination between governments and relevant stakeholders, resulting in missed complementarities and potentially conflicting approaches.

There is a need to ensure adolescent girls and boys receive quality, relevant and gender-responsive education and learning, through improving teaching and learning practice and equipping young people with relevant knowledge and skills they need to transition to adulthood and live fulfilling and productive lives. For more information on the situation of learning in EAP, please see the World Bank's Growing Smarter (World Bank, 2018a).

GENDER

Girls and boys in EAP experience the adolescent years differently. Girls face issues related to menstruation health and hygiene, teenage pregnancy, child marriage, sexual violence, domestic time burden, less access to formal employment markets and a gender wage gap. Boys face issues related to risky behaviours, uneven access to education at the secondary level, iliteracy and leaving school under pressure to find paid work to support the family.

In EAP, girls are more likely to be excluded from primary whereas boys are more likely to be excluded at the secondary level. In 2016, 55 per cent of out-of-school adolescent of lower secondary school age in the sub-region were boys. The most significant disparities at the expense of boys are observed at the upper secondary level: boys accounted for 62 per cent of out-of-school youth of upper secondary education age in the region. There are exceptions. In Cambodia, Timor-Leste and Vanuatu, girls are less likely to complete upper secondary education in Cambodia, Lao PDR and Papua New Guinea, more girls than boys of lower secondary school age are out of school (Figure 4).

IN CAMBODIA, LAO PDR AND PAPUA NEW GUINEA, GIRLS ARE MORE EXCLUDED THAN BOYS IN LOWER SECONDARY EDUCATION. IN THE OTHER COUNTRIES OF EAP, BOYS ARE MORE EXCLUDED

Figure 4: Gender difference among out-of-school adolescents in lower secondary
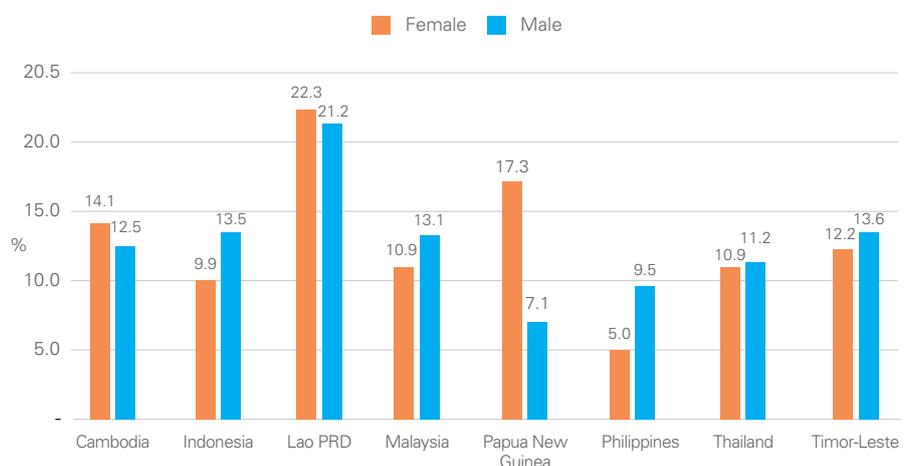
Source: UIS

The national averages also mask possible interactions of gender with other factors, like urban/rural location, indigenous population, provincial/regional location, wealth quintile and disabilities. Furthermore, girls with disabilities are more excluded than boys, and this characteristic is more discriminatory than the differences in wealth of the households in which children reside (Clark and Sawyer, 2014). In general, there is little or no integration of gender equity into national education policies or the curriculum in the region.

Lower educational attainment also seems to be a predictor of early marriage and early pregnancy, which result in girls leaving or being pushed out of schools. Adolescent pregnancy affects a substantial number of girls in the region, with an average adolescent birth rate of 47 per 1,000, currently above the global average. Teachers' attitudes and practices translate into different treatment of girls and boys, which can affect cognitive development and reinforce gender stereotyping (UNESCO, 2009). In this regard, it is important to emphasize the lack of quantitative data on gender equality in the region, which constrains further analysis.

Gender empowerment and equity are needed to ensure the barriers preventing girls from succeeding, such as social norms, discriminatory policies and gender-insensitive curricula, are removed. At the same time, in countries such as Tonga or Mongolia, where boys are disproportionally affected, specific policies need to be put in place to keep them in schools and learning. For more information, please refer to Girls' Learning and Empowerment – The Role of School Environments (Marcus and Page, 2016).

VIOLENCE

Violence in schools, including bullying, and corporal punishment are still worrisome in the region. For countries with data available, more than 30.4 million 13–15 year olds had experienced some form of violence in and around school in the previous six months (UNICEF, 2018). It is important to highlight the gender dimensions of such violence, which may be caused by inequitable gender attitudes among students, social expectations of women's roles, traditional gender stereotypes and lower value given to girls within the family (community) (OECD, 2016). Efforts are needed to prevent violence in schools that adversely affects learning and may cause dropout. For more information on school-related violence, please refer to An Everyday Lesson #ENDviolence in Schools (UNICEF, 2018).

CHALLENGES TO PROVISION OF SECOND-DECADE EDUCATION IN EAP

The situation of education described above is in many ways product of several key challenges that stand in the way of adolescent girls and boys accessing quality education and learning (UNESCO, 2007, 2015; USAID and Creative Associates International, 2011; Karakoç, 2012; Levin et al., 2012). For the region, the level of spending in most countries is below the OECD average. However, efforts to increase the education budget does not automatically translate into increasing learning so this must be accompanied by improvements in quality education (UNESCO and World Bank, 2012). Figure 5 presents four specific categories of challenges, related to: governance, policies and capacity; data and evidence; assessments and monitoring and evaluation (M&E); and partnerships and coordination.

GIRLS WITH DISABILITIES ARE MORE EXCLUDED THAN BOYS, AND THIS CHARACTERISTIC IS MORE DISCRIMINATORY THAN THE DIFFERENCES IN WEALTH OF THE HOUSEHOLDS IN WHICH CHILDREN RESIDE

"Our parents sent us to a school where we were discriminated against because of our culture and identity. This discrimination drives many of the young Aeta girls to drop out of school and marry."

Carol Doyanan, youth, the Philippines [10]

MORE THAN 30 MILLION 13–15 YEAR OLDS REPORTED EXPERIENCING SOME KIND OF VIOLENCE IN SCHOOL IN THE PREVIOUS SIX MONTHS

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4   ASPBAE and UNESCO (2014). The Aeta are indigenous people who live in the mountainous parts of the island of Luzon, Philippines.

Figure 5: Challenges in delivering second-decade education

GOVERNANCE, POLICIES AND CAPACITY

- Low insitutional and human resource capacity
- Absence of relevant policies/poor implementation of existing ones
- Poor planning without indicators and evidence-based strategies with gender and equity focus
- Lack of adequate alternative models

DATA AND EVIDENCE

- Lack of reliable data (disaggregated by gender, urban/rural, ethnicity, disability, migrants, etc.)
- Weak education management information system not capturing relevant data
- Lack of evidence on dropout prevention, remedial/alternative programmes with gender and equity lens

CHALLENGES

ASSESSMENTS AND M&E

- Lack of assessment tools for measuring learning outcomes (formative, which include transferable skills)
- Lack of monitoring and accountability systems at all levels
- Lack of impact evaluation of policies and programmes

PARNTERSHIPS AND COORDINATION

- Lack of integrated services in education, health, social protection, planning, etc. to respond to multiple needs of adoelscents
- Lack of coordination between government and partners
- Low involvment of private sector in solutions

Two specific challenges need to be highlighted:

1. There is a lack of understanding of second-decade education as encompassing various pathways – from formal education to informal settings to workplace. While there are alternative education programmes in several EAP countries, many lack quality and relevance, and they often do not provide students with recognized accreditation and equivalent access to further education levels.

2. Where some innovative models are implemented, they are often delivered through short-term projects, targeting small numbers of beneficiaries, and are disconnected from the education system. Sustainability and scale-up is thus a major challenge.

There is growing recognition that the traditional school model alone cannot effectively respond to the needs of today's adolescent girls and boys, particularly vulnerable adolescents who tend to be excluded from the current secondary education system. In addition to issues around "employability" and "school-to-work transition", there is growing consensus that transferable skills need to be further nurtured to allow adolescents to unleash their potential.

III CONCEPTS AND DEFINITIONS

Learning is a process whereby learners build mental models of the world based on their experiences and prior knowledge. Learning is social; it occurs through interacting with others and is driven by the learner's desire to know. Learning results in a change in knowledge or behaviour. It takes place in a variety of contexts – through formal education system and inside the "school walls" but also in informal settings – in families, in communities and with peers. Families impart values, deliver guidance, shape behaviours and provide environments that affect adolescent girls and boys' development (OECD, 2015). Communities offer contexts where adolescents practise learned skills through civic and cultural activities (ibid.).

SECOND-DECADE EDUCATION AND LEARNING

The concept of second-decade education and learning is based on three premises:

- Understanding of learning as a dynamic process that occurs in different contexts;
- Recognition of diverse groups of adolescent girls and boys – some still enrolled in primary schools, some in secondary schools or alternative formal or non-formal education and some out of the education system all together, or in the labour market;
- Recognition that the traditional school model alone cannot effectively respond to the needs of today's adolescent girls and boys, particularly vulnerable adolescents who tend to be excluded from the secondary education system.

In UNICEF programming, **second-decade education and learning** encompasses formal secondary education (general and TVET) and non-formal education pathways, as well as informal and workplace learning. Through second-decade education programming, UNICEF aims to help adolescent girls and boys develop relevant foundational, transferable or job-specific skills that will prepare them for the productive transition to adulthood. Second-decade education encompasses different responses depending on where adolescents are in the education system (see Figure 6).

SECOND-DECADE EDUCATION AND LEARNING ENCOMPASSES FORMAL SECONDARY EDUCATION (GENERAL AND TVET) AND NON-FORMAL EDUCATION PATHWAYS, AS WELL AS INFORMAL AND WORKPLACE LEARNING.

Figure 6: Second-decade education

SECOND-DECADE EDUCATION

PRIMARY | LOWER SECONDARY | UPPER SECONDARY

Secondary education

Adolescents' formal education

Non-formal education
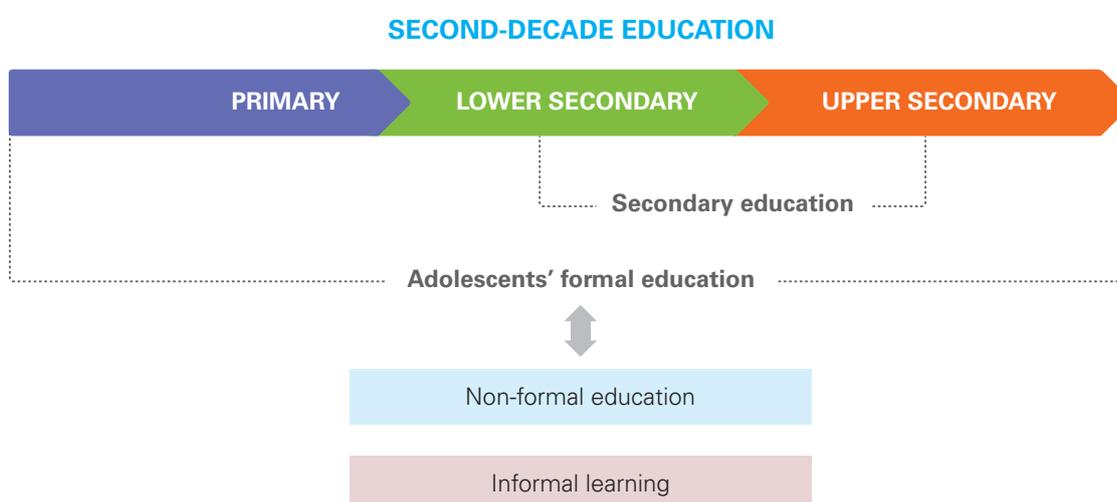
Informal learning

Definitions of key elements of second-decade education and learning are presented next.

Formal secondary education is commonly divided into lower secondary (lasting three to four years) and upper secondary (lasting two to three years). Upper secondary education is further differentiated into two streams: general (or academic) education and TVET, which may also offer apprenticeships or on-the-job training. Countries in addition offer job-specific skills in specialized training institutions that are private or linked to other ministries, for instance Youth and Sports or Labour. These programmes could be part of formal or non-formal education, and their provision is emphasized for the youth, not only for adolescents.

While almost all countries in the region have fee-free and compulsory primary education,[1] the situation varies for lower and upper secondary, with varied compulsory status and fee requirements (see Annex 1 for details). For example, most countries have fee-free lower secondary education but charge fees in upper secondary. Similarly, for the majority of countries in the region, with the exception of a number of Pacific Island countries, upper secondary education is not compulsory.

Non-formal education (NFE) provides learning opportunities that are accredited and have a clear pathway to continue learning in formal education or in other non-formal alternative programmes or to transition to the labour market for those older than 15 years old. NFE can include (UNESCO, 2014):

- *Accelerated learning programmes,* which condense primary and/or lower secondary curriculum content into a short timeframe and lead to certification;

- *Flexible education programmes,* which adapt the secondary curricula to flexible timeframes and use pedagogies and materials that require fewer teachers or rely on information and communication technology (ICT), and which also lead to certification;

- *Programmes focused on skills* acquisition for employability (job-specific and transferable skills).[2]

Another category of NFE programmes that may be required entails bridging or catch-up education programmes. These target specific groups of children whose education has been abruptly interrupted by emergencies or fragile situations. These programmes do not lead to certification but are designed to keep children learning.

IT IS IMPERATIVE THAT NON-FORMAL EQUIVALENCY PROGRAMMES LEAD TO EXAMINATIONS AND CERTIFICATIONS EQUIVALENT TO THOSE OF FORMAL EDUCATION

Integrating NFE into the educational system provides a continuum for lifelong learning (Vartolomei, 2016). Ideally, NFE should function in relation with formal education in a coordinated and reciprocal way. In this sense, NFE can cover programmes for out-of-school children and youth literacy as well as programmes on life skills, work skills and social or cultural development.[3] Many countries in the region, including Cambodia, Indonesia, the Philippines, Thailand and Viet Nam, are pursuing a combination of non-formal equivalency programmes to primary and secondary education (UNESCO, 2015). It is imperative that these programmes lead to examinations and certifications equivalent to those of formal school systems.

Informal learning is defined as a form of learning that is intentional or deliberate but not institutionalized. It is consequently less organized and less structured than either formal or non-formal education. Informal learning may include learning activities that occur in the family, workplace, local community and daily life, on a self-directed, family-directed or socially directed basis.

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1 Except Cambodia.
2 These could include entrepreneurship, apprenticeships, career guidance and mentorships.
3 https://unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&id=185

THE IMPORTANCE OF SKILLS

A growing body of evidence suggests that successful performance in school, work and life needs to be supported by a wide range of skills and values, the development of which should be fostered by education systems (UNICEF MENA, 2018). UNICEF recognizes that schools must continue to harness academic and non-academic skills; and alternative opportunities must be provided for adolescent girls and boys to further develop their skills within and outside of education systems. In its second-decade education programming, UNICEF seeks to promote skills development through all pathways – in formal and non-formal education. UNICEF distinguishes between four types of skills:

Foundational skills consist of literacy (read, write, communicate-speak and listen), numeracy (use, interpret and communicate mathematical information) and digital literacy (use ICT to find, evaluate, create and communicate information) – skills that everyone needs regardless of their employment status or aspirations. They are essential for engaging in further learning and formal employment and for civic involvement. There is robust evidence that **foundational skills of the population, rather than mere school attainment, are related to individual earnings and distribution of income** (Hanushek and Woessmann, 2007).

Figure 7: Four types of skills in UNICEF programming

| Foundational skills | Transferable skills | Job-specific skills | Digital skills |

Source: UNICEF (nd)

Transferable skills *(21st century skills, life skills, etc.)* such as communication, creativity, problem-solving and team-work are those that everyone needs to function effectively in the home, the school, the wider family and the community. Raising levels of transferable skills – such as resilience, self- management and empathy – can have a particularly strong effect on fostering foundational skills and improving health-related outcomes, subjective wellbeing and reducing anti-social behaviours. Transferable skills include 12 core and interrelated skills connected to the improvement of learning, employability, empowerment, active citizenship and social cohesion outcomes. These are: **creativity, critical thinking, problem-solving, cooperation, negotiation, decision-making, self-management, resilience, communication, respect for diversity, empathy and participation.**

UNICEF's definition of transferable skills is underpinned by recognition of the four dimensions of learning: cognitive dimension (learning to know); instrumental dimension (learning to do); individual dimension (learning to be); and social dimension (learning to live together). The four dimensions overlap and reinforce one another. The 12 core skills allow countries to adopt similar terminologies and definitions so that further collaboration and investment can be made in the development of relevant curricula, pedagogies, assessment

SUCCESSFUL PERFORMANCE IN SCHOOL, WORK AND LIFE NEEDS TO BE SUPPORTED BY A WIDE RANGE OF SKILLS. UNICEF SEEKS TO PROMOTE SKILLS DEVELOPMENT THROUGH ALL PATHWAYS – IN FORMAL AND NON-FORMAL EDUCATION

"[E]fforts to find work were hampered by lack of fluency in English and limited IT skills."

Fonseca Goveia Leite, youth, Timor-Leste[14]

RAISING LEVELS OF TRANSFERABLE SKILLS – SUCH AS RESILIENCE, SELF- MANAGEMENT AND EMPATHY – CAN HAVE A PARTICULARLY STRONG EFFECT ON FOSTERING FOUNDATIONAL SKILLS AND IMPROVING HEALTH-RELATED OUTCOMES, SUBJECTIVE WELLBEING AND REDUCING ANTI-SOCIAL BEHAVIOURS

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4   ASPBAE and UNESCO (2014).

guidance, tools and strategies. The framework recognizes the complex political nature of education systems and the need for countries to define the skills they want their citizens to develop. Within this context, the identification and further evidence-based technical description of interrelated skills and their relevance can provide many countries with a good starting point to conceptualize or strengthen holistic and lifelong national approaches to the development of a breadth of skills. For more information please refer to Life Skills and Citizenship Education Initiative (UNICEF MENA, 2018).

Figure 8: Transferable skills

PARTICIPATION
CREATIVITY
EMPATHY
CRITICAL THINKING
ACTIVE CITIZENSHIP
LEARNING
RESPECT FOR DIVERSITY
PROBLEM SOLVING
COMMUNICATION
COOPERATION
PERSONAL EMPOWERMENT
EMPLOYABILITY & ENTREPRE-NEURSHIP
NEGOTIATION
RESILIENCE
SELF MANAGEMENT
DECISION MAKING

Source: UNICEF MENA (2018)

Digital skills are skills that allow young people to participate positively, safely and effectively on the web and in other forms of media and to utilize the opportunities offered by technology. Digital literacy includes the ability to use technologies to navigate the digital space safely and productively.

Job-specific skills (also known as technical and vocational skills) are associated with one or more occupations. Some have very narrow application in a single economic sector, such as bricklaying in the construction industry; others are more mobile across sectors, such as accounting. The broader the application of a skillset, the more flexible and responsive the holder of these skills can be in a changing labour market (UIS, 2011; UNICEF, nd).

The skills are interdependent. Foundational skills do not function in isolation; they interact with transferable skills, cross-fertilize and further enhance children and adolescents' learning. Moreover, children and adolescent girls and boys with more transferable skills today tend to have both more foundational and more transferable skills in the future (OECD, 2015). Those with more skills have a higher capacity to benefit from future learning investments. Therefore, adolescents need environments that encourage a balanced set of foundational and transferable skills to adapt to today's demanding and changing world. They also need continuous opportunities to keep learning.

Investments in both foundational and transferable skills through all levels of education will allow access to further training and employment that requires higher-order thinking; however, adolescent girls and boys left behind and not acquiring these skills will be excluded from the benefits of future work opportunities (World Bank, 2018).

IT IS IMPORTANT TO RECOGNIZE CERTAIN CHARACTERISTICS OF SKILLS:

- Individuals develop skills over their lifetime, from early childhood until adulthood.

- Skills are cumulative. Those with higher levels of skills accumulated in the past tend to have higher levels of skills in the future.

- Learners develop skills in different learning contexts –through formal education, non-formal education or informal learning and should do so in safe and protective learning environments.

- Skills' development is harder than just mere content knowledge memorization. Pedagogical content knowledge has a great impact on how students develop and employ their foundational and transferable skills; in this regard, skills development requires active, student-centred, gender-responsive, age-appropriate pedagogies, such as project/problem-based learning and different approaches to assessments (formative).

- These pedagogies intrinsically include **real-world applications, hands-on projects and community engagement** that are directly linked to the context where adolescent girls and boys live, and encourage adolescents' participation and empowerment. For more on empowerment please refer to the Adolescent and Youth Engagement Strategic Framework (UNICEF, 2018c).

For more information on skills, please refer to the UNICEF Skills site.

IV WHY SECOND-DECADE EDUCATION IN THE EAST ASIA AND PACIFIC REGION?

IT IS A FUNDAMENTAL RIGHT

Adolescent girls and boys have a fundamental right to education. According to the Convention on the Rights of the Child, States must take measures to progressively achieve this right (Article 28). This obligation is not confined to primary-level education. The Convention recognizes that, while States shall make primary education compulsory and free to all, they should also encourage the development of different forms of secondary education, including general and vocational education, making them available and accessible (Article 28(1)(b)).

IT IS EMBEDDED IN GLOBAL COMMITMENTS AND ORGANIZATIONAL PRIORITIES

Sustainable Development Goal (SDG) 4 seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" and Goal 2 (Every Child Learns) of the UNICEF Strategic Plan 2018–2021 aims at "increasing access for girls and boys to skills for learning, personal empowerment, active citizenship and employability".

Impetus for strengthening work on second-decade education comes also from UNICEF's leadership of the Generation Unlimited (GenU) partnership, which seeks to ensure that every young person is in education, learning, training or age-appropriate employment by 2030. GenU brings together the private sector, governments and international and local organizations – and young people – to identify and scale up the best solutions for improving access to secondary-age education, skills for learning, employability and decent work and empowerment, especially for girls.

Figure 9: Generation Unlimited

SECONDARY-AGE EDUCATION

61 per cent of the world's 12 – 14 olds fail to master basic reading and math skills. Adolescent girls and boys need support to they can complete primary and secondary education with meaningful learning outcomes. Generation Unlimited will scale up innovative and attractive alternatives to traditional 'chalk and talk' approaches to education, such as flexible learning schedules, technology to connect rural youth, second-chance opportunities, gender-responsive curricula and teacher training.

SKILLS FOR LEARNING, EMPLOYABILITY AND DECENT WORK

While the global population of young people has grown, their participation in the workforce has declined. Young people, especially young women, should have access to opportunities to develop skills for learning, employability and active citizenship. They also need support as they transition from education to work. Generation Unlimited will strengthen apprenticeships and internships, link education systems with job markets and support youth entrepreneurship.

EMPOWERMENT, ESPECIALLY FOR GIRLS

Adolescent girls, boys and other young people need support to understand their rights and build their own assets and agency to make life choices. This includes opportunities to civically engage, including digitally, and to voice their opinions on issues that affect them. When they start at a disadvantage, girls need extra support. Generation Unlimited will bring to scale solutions that will help young people, especially young woman, gain confidence and open doors to equal opportunities.

Source: http://www.genunlimited.org/

IT REPRESENTS THE SECOND WINDOW OF OPPORTUNITY FOR GROWTH AND COGNITIVE DEVELOPMENT

Emerging neuroscience evidence indicates that the brain undergoes substantial developments during early adolescence, at the neuronal, physical and situational levels.[1] Just as early childhood is a critical period of development, adolescence represents a second window of opportunity (Balvin and Banati, 2017). Early adolescence is a period of rapid social and emotional learning and development. Indeed, this is a critical period in life in which norms are either solidified, rejected or transformed. These changes affect learning, skills and physical and mental abilities that can be harnessed for positive outcomes. Studies also show that children with disabilities who receive secondary education are more likely to better cope with their disability than those without education (Bengtsson and Datta Gupta, 2017).

IT BENEFITS ECONOMIES AND REDUCES POVERTY

Competitiveness, especially in the high value added and knowledge-based sectors of the economy, requires human capital with higher-order thinking skills – abstract reasoning, problem-solving, analysis, languages and communication, as well as ICT and science. Investments in secondary education are key to achieving this aim.

Globally, the economic rate of return to secondary education is 6.8 per cent, on average; for low-income countries, it rises to 20 per cent (Montenegro and Patrinos, 2014).[2] The returns to secondary education for women are higher than those for men (Psacharopoulos and Patrinos, 2012). In EAP, the economic rate of return for secondary education is 5.3 per cent, second only to Sub-Saharan Africa.[3] An investment of just $22.6 per capita each year from 2015 to 2030 will generate economic benefits of about 12 times the costs by 2030. Evidence also shows that increasing parental schooling to a minimum of nine completed grades results in substantial reductions in both the prevalence of poverty and inequality in the parents' generation and the prevalence of poverty in cognitive scores for their children (the effect for primary schooling is little).

IT BENEFITS THE WHOLE SOCIETY

Second-decade education has positive effects on the health and wellbeing of young people and enhances protection from violations of their rights. While there is no established causation, for girls, second-decade education is correlated with lower rates of early marriage and teenage pregnancy. Girls' education has generally been lauded as "the world's best investment" for its longer-term impact on girls' livelihood capabilities, health and wellbeing (and those of their families), on their voice in family decision-making and on their participation in the community. Second-decade education also provides girls with greater autonomy and knowledge of their rights and sexual risks and how to reduce these risks (Ward and Viner, 2016). Similarly, lower incidence of cigarette smoking in low- and middle-income countries, as well as a reduction in the likelihood of taking illicit drugs, has been correlated with secondary education (ibid.). Some studies have shown that increasing secondary school graduation rates also results in fewer crimes in society (Hjalmarsson and

COMPETITIVENESS REQUIRES HUMAN CAPITAL WITH HIGHER-ORDER THINKING SKILLS. SECOND-DECADE EDUCATION IS KEY TO ACQUIRING THESE SKILLS

BEING IN SCHOOL CAN ALSO SERVE AS A PROTECTIVE FACTOR FROM EXPLOITATION, ABUSE AND VIOLENCE

SECOND-DECADE EDUCATION HAS POSITIVE EFFECTS ON THE HEALTH AND WELLBEING OF YOUNG PEOPLE AND ENHANCES PROTECTION FROM VIOLATIONS OF THEIR RIGHTS

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1 Several studies in psychology and neuroscience have revealed that, during adolescence, the brain faces a major reorganization (Giedd, et al., 1999; Albert and Steinberg, 2011; Blakemore and Robbins, 2012; Spear, 2013; Klapwijk et al., 2013; Konrad et al., 2013). The adolescent brain undergoes changes in its structure and functions, with the prefrontal lobe the last to mature, and, therefore, all functions related to it are affected, such as impulse control, planning and attention (Sackman and Terway, 2016).

2   For comparison, the returns to education are well above average returns to investment in stocks (4.6 per cent), bank deposits (4.6 per cent), housing (2.8 per cent) and long-term bonds (2.7 per cent).

3 East Asia (5.3 per cent), Europe/Central Asia (4.7 per cent), Latin America (5.2 per cent), Middle East/North Africa (4.5 per cent), South Asia (5.0 per cent), Sub-Saharan Africa (10.6 per cent), high-income (6.6 per cent).

Lochner, 2012). Being in school can also serve as a protective factor from exploitation (e.g. the worst forms of child labour), abuse and violence.

Second-decade education and learning also provides young people with opportunities to gain critical skills that lead to their empowerment, civic engagement and social cohesion in their communities. Secondary education plays a significant role in increasing women's decision-making power. A number of studies show that girls and boys who go through secondary education tend to be less accepting of harmful or discriminatory practices such as child or forced marriage and violence against women and girls, and are usually more supportive of gender equality (Marcus and Page, 2016).

IT CAPITALIZES ON INVESTMENTS MADE IN THE FIRST DECADE OF LIFE

Improving access to second-decade education safeguards the investments made at the primary education and early stages. Second-decade and first-decade education complement each other – enabling access to lower secondary education can be a powerful incentive to complete primary school. Evidence illustrates that, if transition rates from primary to lower secondary education increase, it is likely that primary education completion will rise and dropout rates in the final years of primary education might easily reduce (Marcus and Page, 2016). Also, the increase of universal primary education requires a good flow of educated secondary school graduates into primary teaching, otherwise demand for primary will falter.

IT HAS POLITICAL SUPPORT FROM EAP GOVERNMENTS

Governments in the region recognize that the second decade is a critical phase in preparing adolescent girls and boys to become empowered individuals, active citizens and capable contributors to countries' economic development and social cohesion. This has been made clear in governments' prioritization of adolescent girls and boys in their national development plans. The focus on second-decade education and learning is also evident in various regional initiatives, such as the 21st Century Curriculum,[4] Social-Emotional Learning, the Association of Southeast Asian Nations Priority Areas on Education[5] and Learning to Live Together. All this progress points to an increased momentum and willingness to engage in a broader and holistic agenda for second-decade education and learning.

GIRLS AND BOYS WHO GO THROUGH SECONDARY EDUCATION TEND TO BE LESS ACCEPTING OF HARMFUL OR DISCRIMINATORY PRACTICES SUCH AS CHILD OR FORCED MARRIAGE AND VIOLENCE AGAINST WOMEN, AND ARE USUALLY MORE SUPPORTIVE OF GENDER EQUALITY

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4   This is one of the seven Priority Areas for 2015–2035 for the Southeast Asian Ministers of Education Organization (SEAMEO): http://www.seameo.org/SEAMEOWeb2/index.php?option=com_content&view=article&id=90&Itemid=518
5   Priority Area 2.1: Promoting inclusive schools through improved access and provision of basic education to marginalised and OOSC; Priority Area 2.2: Improving the quality of basic education through quality-focused interventions.

V SECOND-DECADE EDUCATION AND LEARNING: THEORY OF CHANGE

The Theory of Change for second-decade education and learning describes the change pathway to move from the current manifestation of the problem, where *not all adolescents have access to effective learning opportunities and are not prepared to a meaningful transition to adult life,* to the **desired outcome,** where:

> *All adolescent girls and boys, especially those in marginalized and fragile contexts, have access to high-quality education and learning opportunities and are better able to contribute to their community and national development.*

To achieve the desired outcome, at least two critical **outputs**[1] must be met:

- Countries have **strengthened education systems** to improve learning and skills development of adolescent girls and boys, including those in primary; and

- Countries have **diversified education provision** to deliver education and learning opportunities to all out-of-school adolescents.

The Theory of Change identifies *change strategies* that will contribute to the outcome, as follows:

IF Education systems are strengthened to deliver quality learning to all adolescents, including supporting adolescents in primary education, with transferable skills, improved planning, capacity development, financing and budgeting, etc. and

IF Multiple pathways to gain foundational and transferable skills are offered to adolescent girls and boys who are out of school; have never entered; or are at the risk of dropping out and

IF Services are delivered to adolescent girls and boys affected by crisis and emergencies and

IF Partnerships between government, development partners, parents, communities, civil society, academia and young people are forged, and innovative approaches are identified and fostered through those partnerships and

IF Programmes for adolescent girls and boys are designed to comprehensively take into account their varied heath, protection, nutrition, education and other needs

THEN there will be an improved quality and relevance of the education system and all adolescent girls and boys in EAP, especially the most
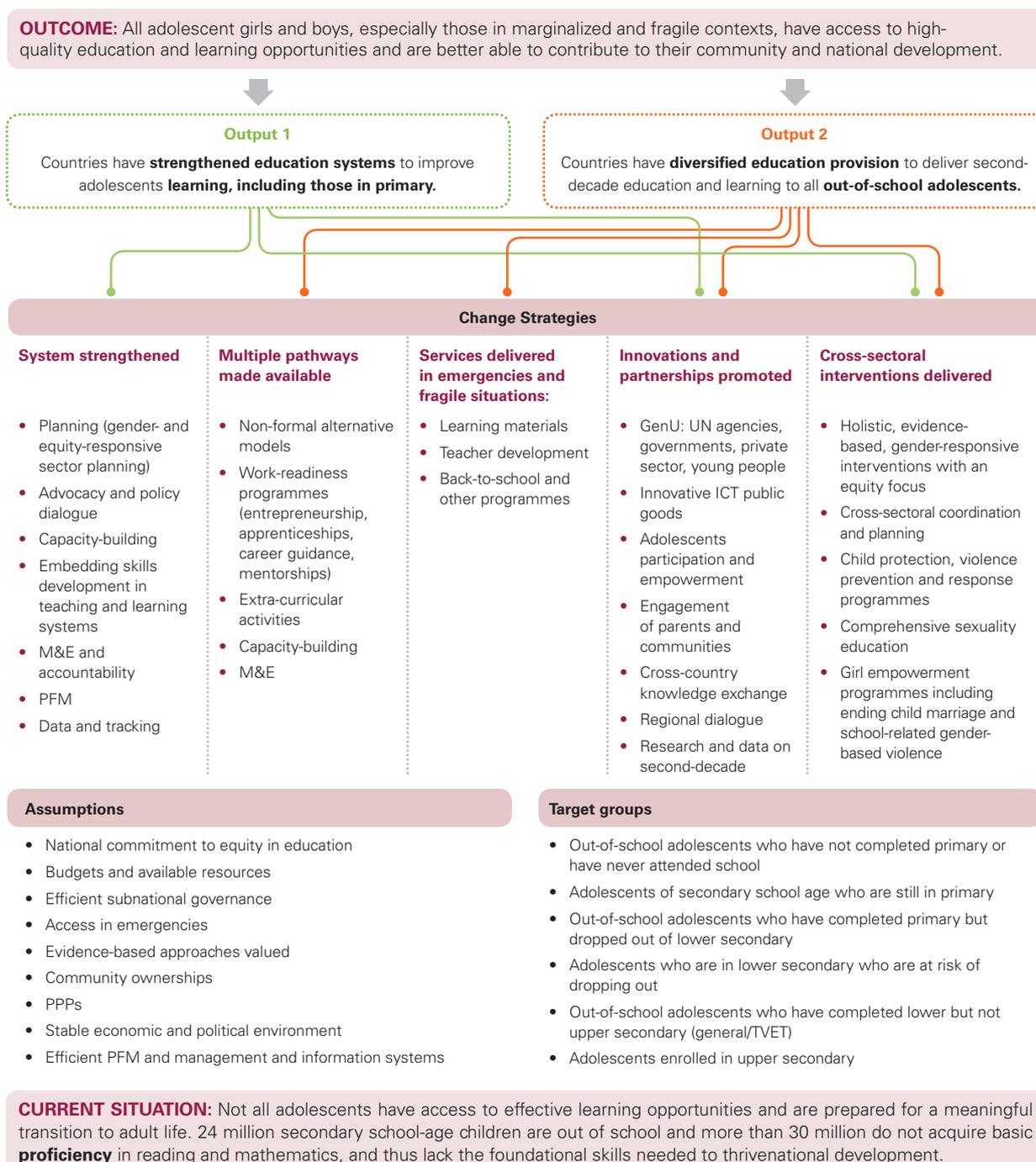
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1   For a detailed explanation on the outputs please refer to the *Change Strategies* in Section VI.

vulnerable, will benefit from improved access to high-quality, relevant and inclusive second-decade education and learning opportunities and will be better able to contribute to their community and national development.

This Theory of Change is based on the assumptions that some risks would be mitigated or not part of the process. It assumes there would be national commitment to equity in education, increase available resources, efficient public financial management (PFM) and information systems, public–private partnerships (PPPs), evidence-based approaches, efficient subnational governance and community ownership. It also assumes economic and political stability, and that UNICEF would have access during emergencies and fragile situations.

Please see Figure 10 for a visual representation of the Theory of Change.

Figure 10: Theory of Change for second-decade education and learning in EAP

OUTCOME: All adolescent girls and boys, especially those in marginalized and fragile contexts, have access to high-quality education and learning opportunities and are better able to contribute to their community and national development.

Output 1
Countries have **strengthened education systems** to improve adolescents **learning, including those in primary.**

Output 2
Countries have **diversified education provision** to deliver second-decade education and learning to all **out-of-school adolescents.**

Change Strategies

System strengthened	Multiple pathways made available	Services delivered in emergencies and fragile situations:	Innovations and partnerships promoted	Cross-sectoral interventions delivered
• Planning (gender- and equity-responsive sector planning) • Advocacy and policy dialogue • Capacity-building • Embedding skills development in teaching and learning systems • M&E and accountability • PFM • Data and tracking	• Non-formal alternative models • Work-readiness programmes (entrepreneurship, apprenticeships, career guidance, mentorships) • Extra-curricular activities • Capacity-building • M&E	• Learning materials • Teacher development • Back-to-school and other programmes	• GenU: UN agencies, governments, private sector, young people • Innovative ICT public goods • Adolescents participation and empowerment • Engagement of parents and communities • Cross-country knowledge exchange • Regional dialogue • Research and data on second-decade	• Holistic, evidence-based, gender-responsive interventions with an equity focus • Cross-sectoral coordination and planning • Child protection, violence prevention and response programmes • Comprehensive sexuality education • Girl empowerment programmes including ending child marriage and school-related gender-based violence

Assumptions

- National commitment to equity in education
- Budgets and available resources
- Efficient subnational governance
- Access in emergencies
- Evidence-based approaches valued
- Community ownerships
- PPPs
- Stable economic and political environment
- Efficient PFM and management and information systems

Target groups

- Out-of-school adolescents who have not completed primary or have never attended school
- Adolescents of secondary school age who are still in primary
- Out-of-school adolescents who have completed primary but dropped out of lower secondary
- Adolescents who are in lower secondary who are at risk of dropping out
- Out-of-school adolescents who have completed lower but not upper secondary (general/TVET)
- Adolescents enrolled in upper secondary

CURRENT SITUATION: Not all adolescents have access to effective learning opportunities and are prepared for a meaningful transition to adult life. 24 million secondary school-age children are out of school and more than 30 million do not acquire basic **proficiency** in reading and mathematics, and thus lack the foundational skills needed to thrivenational development.

VI PATHWAYS AND PRIORITY STRATEGIES: OPERATIONALIZING THE THEORY OF CHANGE

Based on the Theory of Change presented in Section V, UNICEF will support national governments and partners to promote second-decade education and learning, especially for the most vulnerable groups of adolescent girls and boys.

In planning their engagement, COs are encouraged to undertake two steps: identify the **target groups** that will be the focus of their programming and select the **change strategies** they will use to improve the situation of education for the selected group.
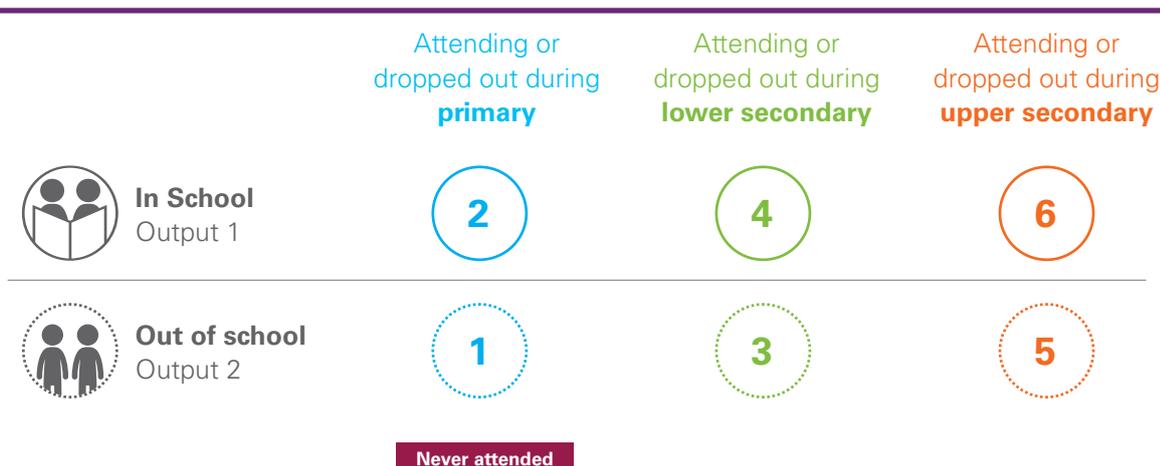
TARGET GROUPS

There are six target groups that are proposed for UNICEF intervention, which represent the most vulnerable adolescent girls and boys. These are:

- **Group 1.** Out-of-school adolescent girls and boys who have not completed primary or have never attended school;

- **Group 2.** Adolescent girls and boys of secondary school age who are still in primary;

- **Group 3.** Out-of-school adolescent girls and boys who have completed primary but dropped out of lower secondary;

- **Group 4.** Adolescent girls and boys in lower secondary who are at risk of dropping out;

- **Group 5.** Out-of-school adolescent girls and boys who have completed lower but not upper secondary (general/TVET);

- **Group 6.** Adolescent girls and boys enrolled in upper secondary education who are at risk of dropping out.

Groups 1, 3 and 5 are out of school adolescents and are related to output 2. **Groups 2, 4, and 6** are adolescents enrolled in schools at risk of dropping out or not learning, and are connected with output 1.

Figure 11: Target groups of adolescent girls and boys

	Attending or dropped out during **primary**	Attending or dropped out during **lower secondary**	Attending or dropped out during **upper secondary**
In School Output 1	2	4	6
Out of school Output 2	1	3	5

Never attended

DATA PLAYS A KEY ROLE: SITANS, OUT-OF-SCHOOL CHILDREN STUDIES, HOUSEHOLD SURVEYS AND OTHER RESEARCH REPRESENT A VALUABLE RESOURCE TO PRIORITIZE TARGET GROUPS

Deciding on the focus group(s) is the task that COs are encouraged to take in consultation with national counterparts and other partners in the sector working group. The criteria for selection may include size of the issue; comparative advantage of UNICEF *vis-à-vis* other partners; government capacity and willingness to engage with the specific group; budget and financing available; and opportunities for innovation.

Data plays a key role in determining engagement. COs should obtain a better understanding of the scope, relevance, size and composition of each target group in their country context. Existing SITANs, out-of-school children studies, household surveys, analysis such as Indonesia's SDG 4 baseline report and other research represent valuable data sources and should be the starting point in identifying the programmatic focus.[1] The aim should also be to obtain disaggregate data and analysis on gender, urban/rural, ethnicity, children with disabilities, socio-economic status, etc.). The more facts are in hand, the better positioned COs (and ultimately partners and governments) will be to fine-tune their response and pick the most appropriate course of action to define their desired positive pathways. Annex 2 suggests a systematic way to organize the existing data and to identify data gaps that may need to be filled by additional research.

From the equity perspective, **Groups 1, 2 and 3** may need more urgent support. These are usually the most vulnerable adolescents and more at risk of leaving their education definitively, and engaging in unhealthy and risky habits. Certain COs may also prioritize **Groups 4 and 5,** as these populations are in lower secondary programmes but may leave without concluding them or without learning; or conclude but do not continue to study in upper secondary. **Group 6** could be considered in those contexts where there are no major needs or gaps in education and learning for other groups of adolescent girls and boys. Furthermore, COs are encouraged to concentrate their initiatives on the most vulnerable populations within these six groups, particularly considering girls/boys, urban/rural, ethnic groups, adolescents with disabilities, adolescents on the move or in situations of conflict or the poorest adolescents.

Connecting target groups with the OOSC Initiative

This Guidance encourages COs to work with their governments to continue the OOSC Initiative, where detailed profiles for groups are developed, through disaggregation of statistics according to characteristics such as age, gender, location, household wealth, ethnic, linguistic or religious group and disability. Furthermore, barriers that lead to exclusion and solutions specified in the OOSC Initiative are excellent inputs into the present analysis of adolescents' education.

The OOSC Initiative presents five dimensions of exclusion for all out-of-school children.[22] The following figure links dimensions of the OOSC Initiative with this Guidance's target groups:

OOSC Initiative	Target groups
Dimension 3: Children of lower secondary school age who are not in primary or secondary school	**Group 1**. Out-of-school adolescents who have not completed primary or never attended school
	Group 3. Out-of-school adolescents who have completed primary but dropped out of lower secondary
Dimension 4: Children who are in primary school but at risk of dropping out	**Group 2.** Adolescents in primary education
Dimension 5: Children who are in lower secondary school but at risk of dropping out	**Group 4.** Adolescents in lower secondary who are at risk of dropping out

The OOSC Initiative so far does not include upper secondary education (Groups 5 and 6) since the level is not compulsory in most countries in the region. COs could nevertheless address these groups, especially for out-of-school children.

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1   It should be noted that, for adolescents out of school or enrolled in upper secondary education but at risk of dropping out, data may need to be collected. The OOSC Initiative so far has not included upper secondary education.

2   For more information, please refer to UNICEF (2015).

CHANGE STRATEGIES

To achieve the outputs and outcome of their work on second-decade education, outlined in the Theory of Change, COs are encouraged to use the five *change strategies* based on the UNICEF Strategic Plan 2018–2021. These are neither exhaustive nor necessarily applicable to all countries across the region, but serve to guide countries in designing their programmatic interventions for second-decade education. COs are encouraged to perform extensive consideration, national consultations, insightful analysis and discussions at the national level with governments and other actors on the significance of strategies to define their priorities accordingly.

Change strategies in this Guidance are presented as they relate to the two outputs that COs would be aiming to achieve. It is recognized that a combination of strategies will be applied in the country approaches and that COs may decide to work on both outputs.
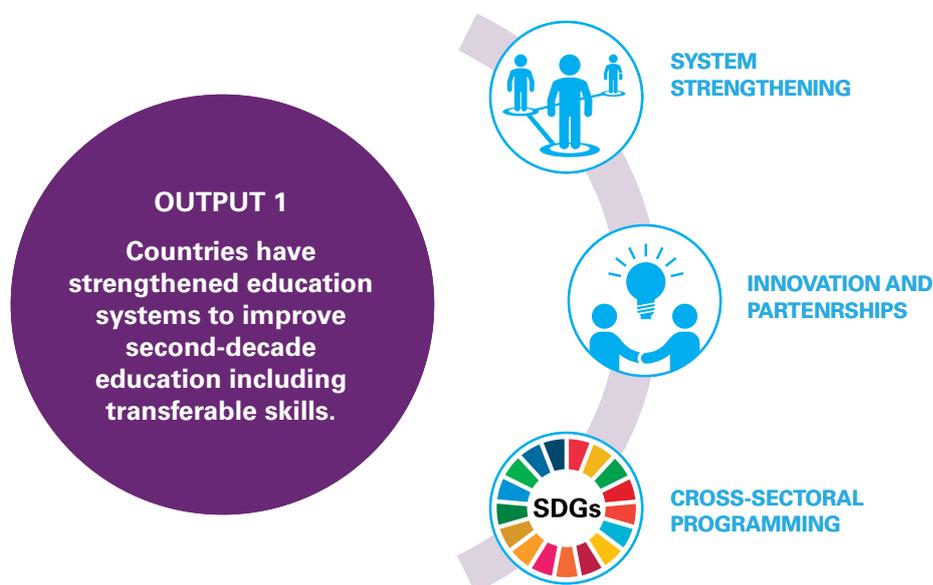
OUTPUT 1: STRATEGIES FOR IN-SCHOOL ADOLESCENT GIRLS AND BOYS – TARGET GROUPS 2, 4 AND 6

Output 1 is focused on adolescent girls and boys who are in **the formal education system** but still in primary (Group 2) or who are in lower secondary (Group 4) or upper secondary (Group 6) but at risk of dropping out or failing to learn. COs will work to help governments **strengthen their education systems** in order to ensure provision of quality and relevant secondary education for all adolescents. The system change required is a **long-term process** and it will be critical to **ensure sustainability and efficiency of policies and programmes,** so:

> All adolescents stay in the school (prevent dropouts) and learn the age-appropriate foundational and transferable skills.

In addition to strengthening formal education system, COs may want to engage in creating programmes particularly geared towards adolescent girls and boys aged 15 years and older for additional job-specific skills, including entrepreneurship, apprenticeships, career guidance, mentorships, on-the-job training and other school-to-work transition schemes. For this population, private sector engagement is key to provide relevant education.

Specific *change strategies* and accompanying interventions are described next.

COUNTRY OFFICES ARE ENCOURAGED TO PERFORM EXTENSIVE CONSIDERATION, NATIONAL CONSULTATIONS, INSIGHTFUL ANALYSIS AND DISCUSSIONS AT THE NATIONAL LEVEL WITH GOVERNMENTS AND OTHER ACTORS ON THE SIGNIFICANCE OF STRATEGIES TO DEFINE THEIR PRIORITIES ACCORDINGLY

OUTPUT 1

Countries have strengthened education systems to improve second-decade education including transferable skills.

- SYSTEM STRENGTHENING
- INNOVATION AND PARTENRSHIPS
- SDGs
- CROSS-SECTORAL PROGRAMMING

SYSTEM STRENGTHENING encompasses processes to identify, implement and monitor changes in policy and practice in a country's educational system so that governments can deliver quality secondary education services to all children in the country. A system approach is critical to ensuring national impact, which cannot be achieved through disconnected, small-scale interventions. UNICEF may choose different entry points for this work through a sample of interventions suggested below:

POLICIES AND PLANS

- Technical support to Education Sector Analysis and Education Sector Planning with indicators and evidence-based strategies on second-decade education, including strategies to address gender, disability and equity concerns. Policy dialogue and advocacy on continuity and transition to the next grade and level;

- Policy dialogue and advocacy on reintegration of over-age children into the system;

- Policy dialogue on how to attract and retain qualified teachers, especially in vulnerable environments;

- Policy dialogue on expanding extracurricular options for students to further develop transferable skills for employability and participation/empowerment;

- Policy dialogue and technical assistance to ensure adolescent mothers are supported to reintegrate into the formal education system;

- Policy dialogue on implementing or revising existing protection benefits to help vulnerable families in meeting the indirect costs of secondary education;

- Advocacy for improved financing of the secondary education;

- Policy dialogue and advocacy on expansion and improving the quality/relevance of TVET.

Curricula and assessments

- Policy dialogue to align curriculum, learning materials, teacher development and assessments, for foundational and transferable skills, with gender/equity lens;

- Policy dialogue to include foundational and transferable skills into the curriculum reform, pedagogy and assessments and/or ongoing programmes;

- Promotion of successful models from ongoing practice in the region for inclusive, gender-sensitive teaching and learning;

- Technical support on developing learning assessments, including transferable skills and measuring learning outcomes.

Capacity development

- Teacher training (pre- and in-service), on child-centred, gender-sensitive teaching approaches to promote transferable and foundational skills;

- Teacher and counsellor training on remedial education for students falling behind;

- School administrator training on leadership skills and learning-focused plans for school directors and teachers with gender/equity lens;

- Developing capacity of Ministry of Education and subnational authorities for M&E and education management information system (EMIS), including policy dialogue and technical assistance to ensure data disaggregated by sex and others is included in the EMIS.

INNOVATION AND PARTNERSHIP are at the core of UNICEF programming for second-decade education and a key strategy for GenU. UNICEF will identify, co-create and scale up solutions related to second-decade education, skills development and gender empowerment and test innovative ideas that can help address challenges, leveraging major trends such as technical innovation, digitalization and the green and care economies. Partnerships between public and private sectors, academia, civil society and communities, as well as young people, will be actively fostered through second-decade education programming.

This strategy is underpinned by robust knowledge and research. UNICEF can support public goods by helping build evidence and use it to advocate and generate policy dialogue, build capacity (especially at the subnational level) and enhance coordination across sectors such as gender, labour, protection, health and education. UNICEF may choose different entry points for this work through a sample of interventions suggested below:

- Activate a **GenU** platform at the CO level to bring together multiple partners including government, young people, parents, communities, civil society, private sector and academia;

- With private sector and schools, design programmes for enhancing job-specific skills, apprenticeships, mentoring, on-the-job training, career guidance and other school-to-work transition schemes;

- Promote innovation in teaching and learning for skills development through new technologies according to UNICEF Principles for Digital Development;[3]

- Design innovative programmes with and for adolescent girls and boys with disabilities, minority/indigenous adolescents, migrants and adolescents on the move;[4]

- Identify evidence-based and effective models for transferable skills inclusion in school curriculum with gender/equity lens;

- Promote adolescent girls and boys' participation in school decisions through UNICEF programming;

- Promote parents and communities' participation in school activities through UNICEF programming;

- Generate evidence on effectiveness and cost of services and rates of return of secondary education.

CROSS-SECTORAL PROGRAMMING is used in second-decade education programming in recognition of the **diverse and multiple needs of the adolescent girls and boys age group, including related to physical, social and mental wellbeing; acquisition of relevant education and skills; safety and protection; and productive and active engagement in their communities.** This holistic understanding calls for integrated programming across the Adolescents, Education, Health, Child Protection, Social Protection and Gender sectors of UNICEF, as well as through encouraging and facilitating cross-sectoral work within government systems. UNICEF may choose different entry points for this work through a sample of interventions suggested below:

- Develop programmes to improve adolescent-friendly learning environments including school safety; reduction of school violence/school-related gender-based violence; addressing social norms that perpetuate violence, including sexual and gender-based violence; and establishment of reporting and referral networks for adolescents affected by violence in and out of school. See **UNICEF Programme Guidance on Preventing and Responding to Violence Against Children and Adolescents** (UNICEF, 2017);

- Develop programmes to improve adolescent sexuality education and menstrual hygiene management;

INNOVATIONS TO BE TESTED: Coding

Teaching coding could help adolescents in learning general problem-solving and design skills; it also helps by introducing environments they will experience in the future; and it encourages more students to take up careers in coding. Some challenges should be noted: teachers may not have the skills to teach computer coding correctly, if they do not have the subject knowledge. Another challenge relates to developing a coding curriculum that places pedagogy at the heart of the lesson, thus students do not end up just 'code-copying' but rather analyse and really learn. Lastly, it is challenging to assess these lessons.

Sources: Sterling (2016) and Sentance and Csizmadia (2017)

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3   Resource: Raising Learning Outcomes: The Opportunities and Challenges of ICT for Learning (UNICEF, 2018a)
4   Resource: Innovation Labs – A Do-It-Yourself Guide

- Develop programmes to focus on reducing risky behaviours (drug use, smoking, HIV/AIDS);
- Develop programmes to address disaster risk reduction and climate change adaptation;
- Help set up national and subnational coordination mechanisms for and with adolescent girls and boys for cross-sectoral planning.

OUTPUT 2: STRATEGIES FOR OUT-OF-SCHOOL ADOLESCENTS – GROUPS 1, 3 AND 5

Out-of-school adolescent girls and boys need **diversified, alternative, accelerated and adequate learning programmes to provide them with relevant education.** Output 2 concentrates on adolescents who may have never attended school or have some but not complete primary education (Group 1) and adolescents who have dropped out or have been forced to drop out[5] before completing lower secondary education (Group 3) or upper secondary education (Group 5).

COs will work to help countries **diversify education provision** with alternative/ flexible models that correspond to learners' needs and context. **This is a medium-term goal and it should be seen as inextricably linked to system strengthening effort towards a situation where:**

All out-of-school adolescents have education opportunities that correspond to their needs and contexts.

Specific *change strategies* and accompanying interventions are described next.

OUTPUT 2

Countries have diversified education provision to provide adequate education and learning to all out-of-school adolescents.

ALTERNATIVE PATHWAYS

SERVICE DELIVERY

INNOVATION AND PARTENRSHIPS

SDGs

CROSS-SECTORAL PROGRAMMING
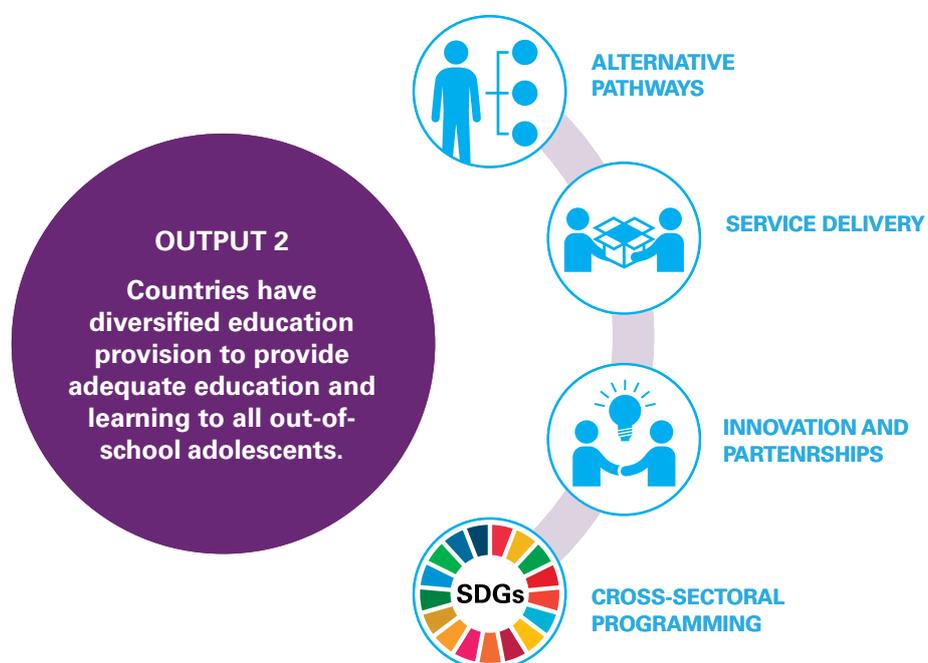
PROVISION OF ALTERNATIVE PATHWAYS is defined as provision of educational services to serve at-risk or out-of-school students whose needs are not being met in the traditional school setting. This is a critical

5   This includes adolescents who have been excluded or not granted access– e.g. teenage mothers/pregnant teenagers, adolescents with disabilities.

strategy that recognizes adolescent girls and boys' varied life situations and abilities to access second-decade education. It also recognizes that the skills development, which is part and parcel of the second-decade education work in UNICEF, can and should be developed through various pathways (formal, non-formal, informal, work) and modalities (face-to-dace, distance, blended, self-learning). For adolescent girls and boys aged 15 years and older, COs may want to include in programmes additional job-specific skills, including entrepreneurship, apprenticeships, career guidance, mentorships, on-the-job training and other school-to-work transition schemes.

Evidence suggests that investing in alternative programmes to increase access could be a cost-effective policy; however, such programmes should not be planned and implemented as separate from the formal system if the scale-up and sustainability are to be maintained (see Annex 4 for characteristics of effective alternative models). UNICEF may support development of alternative pathways or strengthening existing ones selected through the following interventions:

- Development and implementation of accelerated learning programmes (with pathway to certification) for those students of secondary school age who have dropped out of primary or never enrolled,[6] including multilingual education;

- Development and implementation of flexible learning programmes (with pathway to certification) that adapt the secondary level curriculum to flexible timeframes and use pedagogies and materials that require fewer teachers or rely on ICT;

- Development and implementation of skills-building programme to help adolescent girls and boys acquire transferrable, job-specific and foundational skills; and programmes that promote employability through internships, apprenticeships, career development, etc.;

- Policy dialogue/advocacy to evince this population, especially out-of-school adolescents without primary completion;

- Policy dialogue to create a specific strategy in education sector plans for out-of-school adolescents with gender/equity lens;

- Capacity-building of national and subnational governments to provide relevant alternative and flexible education/learning that ensures a response to a particular country/provincial/district context, especially for vulnerable populations,[7] with proper assessments and certifications;

- Capacity-building to ensure alternative education is comparable to formal education and learning outcomes are recognized and certified;

- Policy dialogue, technical assistance and services to ensure adolescent mothers receive education through alternative pathways;

- Strengthening data and systems to identify out-of-school adolescent girls and boys' exclusionary factors and triggers;

- Capacity-building to provide support strategies (psychological, sports, clubs);

- Capacity-building to ensure girls have access to new technologies and related relevant skills. In addition, programmes should consider that girls are more likely to be the target of online bullying, harassment and sexual abuse.

ON-GOING PRACTICE: Equivalency programmes in Indonesia and Thailand

In Indonesia, Equivalency Programme Packages (A, B and C) provide education for out-of-school adolescents. Package A is for adolescents (13 years or older) who have not finished primary education. Package B is for lower secondary education and Package C is for upper secondary education. The three packages provide the equivalent certificate and enable learners to leave and re-enter the programme. It also includes a special disasters' module, including psychological counselling and skills training.

Thailand offers three levels of equivalency programmes: primary, lower secondary and upper secondary, covering foundation subjects (languages, mathematics and sciences), experience-based subjects (social and community development and life skills development) and vocational development. There are four methods: self-studying, group studying, tutorials and practicum.

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6   Including children in irregular situations – children in places of detention, children in residential care, children on the move (migrants and refugees), children living and working on the streets, pregnant girls/girls with children who may be excluded from education in certain jurisdictions and children with disabilities
7   Ibid.

SERVICE DELIVERY in UNICEF second-decade programming includes education and psychosocial support (PSS) to adolescent girls and boys in emergencies and fragile situations. This may include:

- Development and implementation of bridging, back-to-school or catch-up education programmes (usually without certification) for students in emergencies;

- Delivery of supplies and materials to ensure continuity of learning, such as the Adolescent Kit;

- Training teachers and counsellors on PSS for students and teachers affected by emergencies.

INNOVATION AND PARTNERSHIP strategies for Output 2 target beneficiaries include the same entry points and interventions as for Output 1, with several additional ones suggested:

- Foster innovation in alternative and flexible programmes for adolescent girls and boys, especially for the most vulnerable (e.g. adolescents with disabilities, minority/indigenous adolescents, adolescent migrants, adolescents on the move, in detention or living and working on the street, pregnant teenagers/teenage mothers);

- Promote ICT through/in alternative and flexible education models;

- Identify evidence-based and effective models for transferable skills inclusion in school curricula with gender/equity lens;

- Promote adolescent girls and boys' participation in programme decisions;

- Promote parent and community participation in programme activities.

CROSS SECTORAL PROGRAMMING strategies for Output 2 target beneficiaries include the same entry points and interventions as for Output 1, with several additional ones suggested:

- Develop programmes to improve adolescent-friendly learning environments, including school safety; reduction of school violence/school-related gender-based violence; addressing social norms that perpetuate violence, including sexual and gender-based violence; and establishment of reporting and referral networks for adolescents affected by violence in and out of school;

- Develop a holistic approach to providing support services to adolescent girls and boys in emergencies and fragile/conflict situations, through the Education, Health, Social Protection and Gender sectors, including programmes to focus on reducing risky behaviours (drug use, smoking, HIV/AIDS), sexuality education and menstrual hygiene management (especially for girls in internally displaced person camps or disaster-affected areas);

- Conduct joint planning and implementation for the delivery of PSS through Child-Friendly Spaces and Temporary Learning Spaces.

VII MONITORING RESULTS

Monitoring is critically important to ensure UNICEF programming interventions meet the objectives set in the described in the Theory of Change, as well as in the context of programming at all levels of implementation. Monitoring for second-decade education should be aligned with the global and organizational targets set out in SDG 4 and the Strategic Plan 2018–2021, including the Gender Action Plan.

The Guidance proposes monitoring at **impact and outcome level.** The proposed indicators are selected from existing M&E frameworks for education as well as the 2030 SDG indicators for education. These indicators, where possible, should be disaggregated by sex, minority group, disability, etc. (see Table 1).

INDICATORS SHOULD, WHERE POSSIBLE, BE DISAGGREGATED BY SEX, MINORITY GROUP, DISABILITY, ETC.

Table 1: Suggested outcome indicators for measuring progress on second-decade education

Indicator	SDG	UNICEF Strategic Plan	Regional Headline
Percentage and number of out-of-school adolescents of lower secondary school age	4.1.5	2.4	3.1
Adjusted net attendance rate of children from the poorest quintile in primary and lower and upper secondary education		2.2	
Gross intake ratio to the last grade of lower secondary	4.1.3	Impact Indicator – I	3.1
Gross enrolment rate in upper secondary education		Impact Indicator – J	
Administration of a nationally representative learning assessment (b) at the end of primary education; and (c) at the end of lower secondary education	4.1.2 (b) & (c)		3.1
Proportion of children and young people: (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	4.1.1 (c)		
Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	4.3.1		
Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex	4.3.3		
Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	4.4.1		
Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	4.4.2		
Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation	4.4.3		
*Percentage of **adolescents** not in employment, education or training*	*8.6.1 (15–24 year olds)	2.7	

For output- and process-level monitoring, proposed indicators will be developed based on country-specific choices of strategies and interventions, according to their CPD.

Indicators selected to measure outcomes should also be aligned with the Adolescents Country Tracer (ACT) developed by UNICEF to help countries track progress towards achieving adolescents-related results. See **UNICEF Programme Guidance for the Second Decade** (UNICEF, 2018b).

VIII COUNTRY-LEVEL IMPLEMENTATION AND WAY FORWARD

In taking the agenda of second-decade education forward, COs are encouraged to complete an analysis of the situation of adolescent girls and boys' education in their specific context and review and determine, through consultations with partners, which strategies and interventions would be best suited for UNICEF engagement, in alignment with their CPD and agreed work plan with their respective counterparts. In this sense, indicators should be also aligned with Strategic Monitoring Question (SMQ) indicators and follow the M&E approaches.

Suggested steps to plan and implement programmatic interventions to improve second-decade education and learning:

1. Have a clear understanding of the situation of adolescent girls' and boys' education in their countries using a data-driven and evidence-based approach;

2. Identify common areas where more evidence and data are needed and look carefully for or commission specific research;

3. Target adolescents' groups identified as priority through the process suggested in this Guidance;

4. Map existing country-level interventions, partners and donors to align and track efforts;

5. Use gender technical expertise in developing CO adolescent skills-building plans;

6. Develop a position about different government and private sector initiatives, when they approach for partnerships or assistance;

7. Continue or start selected initiatives on adolescents' education and learning that are part of a strategic vision and have a results-oriented plan of action aligned with each CO CPD. Alternative model provision should always be planned with a clear scalability and sustainability lens and linked to the extent possible to the formal system;

8. Tell a coherent story of what the CO does to advance adolescents' education and how. Develop materials that will help respond to ongoing requests from Private Funding and Partnerships (PFP) and other internal initiatives such as GenU;

9. Keep a strong eye on monitoring progress and results; analyse achievements based on well-planned evaluations.

The following paragraphs illustrate the role of the Regional Office.

CONTACT THE REGIONAL OFFICE FOR:

PROVISION OF TECHNICAL SUPPORT

CROSS-SECTORAL COLLABORATION

ADVOCACY AND LEVERAGING PARTNERSHIPS

KNOWLEDGE MANAGEMENT

ROLE OF THE REGIONAL OFFICE

UNICEF EAPRO's priority is to support COs – conceptually, programmatically and technically – in promoting second-decade education and learning through:

Provision of technical support to COs and national partners: Based on this Guidance, and at the request of COs, the Regional Team will provide customized technical assistance remotely and on-site to COs.

Cross-sectoral collaboration: Considering that the SDG goals are interrelated, many SDG targets are also interrelated. As such, given UNICEF's holistic approach to adolescents' education, development and participation, horizontal coordination across sectors such as Gender, Labour, Protection, Health and Education, should be promoted/established/improved. Coordination across different sectors is essential to make it possible to achieve outputs by aggregating efforts and aligning budgets and strategies, and also to prevent duplication of actions. Accordingly, youth participation in sectoral interactions is needed and would help in generating better decision outcomes. The Regional Education Team works with Adolescents, Gender, Child Protection and Health teams to align guidance with COs. The cross-sectoral guidance on GenU will be provided in close collaboration with the Adolescent Development and Participation (ADAP) section.

Advocacy and leveraging regional partnerships: The promotion of second-decade education agenda will require continuous advocacy at both country and regional level, including through the mobilization of a large network of partners. Regarding UN coherence and sector-wide approaches, there is plenty of scope for cross-fertilization. Work done by UNICEF on second-decade education and learning can benefit countries for which youth are a priority target group. Working with sister agencies such as UNESCO, ILO, UN Women and UNGEI as well as civil society and non-governmental organizations will strengthen the work of EAPRO Education and regional partnerships and networks.

Knowledge management: Harnessing the knowledge and experience of global, regional and national partners, from UN agencies to regional bodies and the private sector, will contribute to forming a "community of practice" around second-decade education and learning. The RO will make various resources available on it **SharePoint** site. The site will be a repository for tools and resources at global, regional and country levels, which are currently being documented and circulated across the region. UNICEF EAPRO works with COs to capture their experiences in promoting second-decade education. Please see Annex 5 for additional resources.

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Annex 1: Overview of Compulsory and Fee-Free Secondary Education in the EAP Region

Table A1.1: Compulsory education years and formal provision of education in legal frameworks

Country	Lower secondary		Upper secondary	
	Compulsory	Free-fee	Compulsory	Free-fee
Brunei	Yes	NA	No	NA
Cambodia	No	Yes	No	No
China	Yes	Yes	No	No
Cook Islands	Yes	Yes	Yes	Yes
DPR Korea	Yes	Yes	No	No
Fiji	NA	No	NA	No
Indonesia	Yes	Yes	No	Small fee
Japan	Yes	Yes	No	No
Kiribati	Yes	Yes	No	No
Lao DPR	No	No	No	No
Malaysia	No	Yes	No	Yes
Marshall Is.	Yes	Yes	Yes	Yes
Micronesia	NA	Yes	NA	No
Mongolia	Yes	Yes	Yes	Yes
Myanmar	No	Small fee	No	Small fee
Nauru	Yes	Yes	Yes	Yes
Niue	Yes	Yes	Yes	Yes
Palau	Yes	Yes	Yes	Yes
Papua New Guinea	No	No	No	No
Philippines	Yes	Yes	No	No
Republic of Korea	Yes	Yes	No	Yes
Samoa	Yes	Yes	No	No
Singapore	No	Yes	No	Yes
Solomon Is.	NA	NA	NA	NA
Thailand	Yes	Yes	No	Yes
Timor-Leste	Yes	Yes	No	No
Tokelau	Yes	No	Yes	No
Tonga	Yes	Yes	Yes	No
Tuvalu	Yes	No	No	No
Vanuatu	NA	NA	NA	NA
Vietnam	Yes	No	No	No

Source: UIS

Figure A1.1: Theoretical duration of education levels in EAP (years)
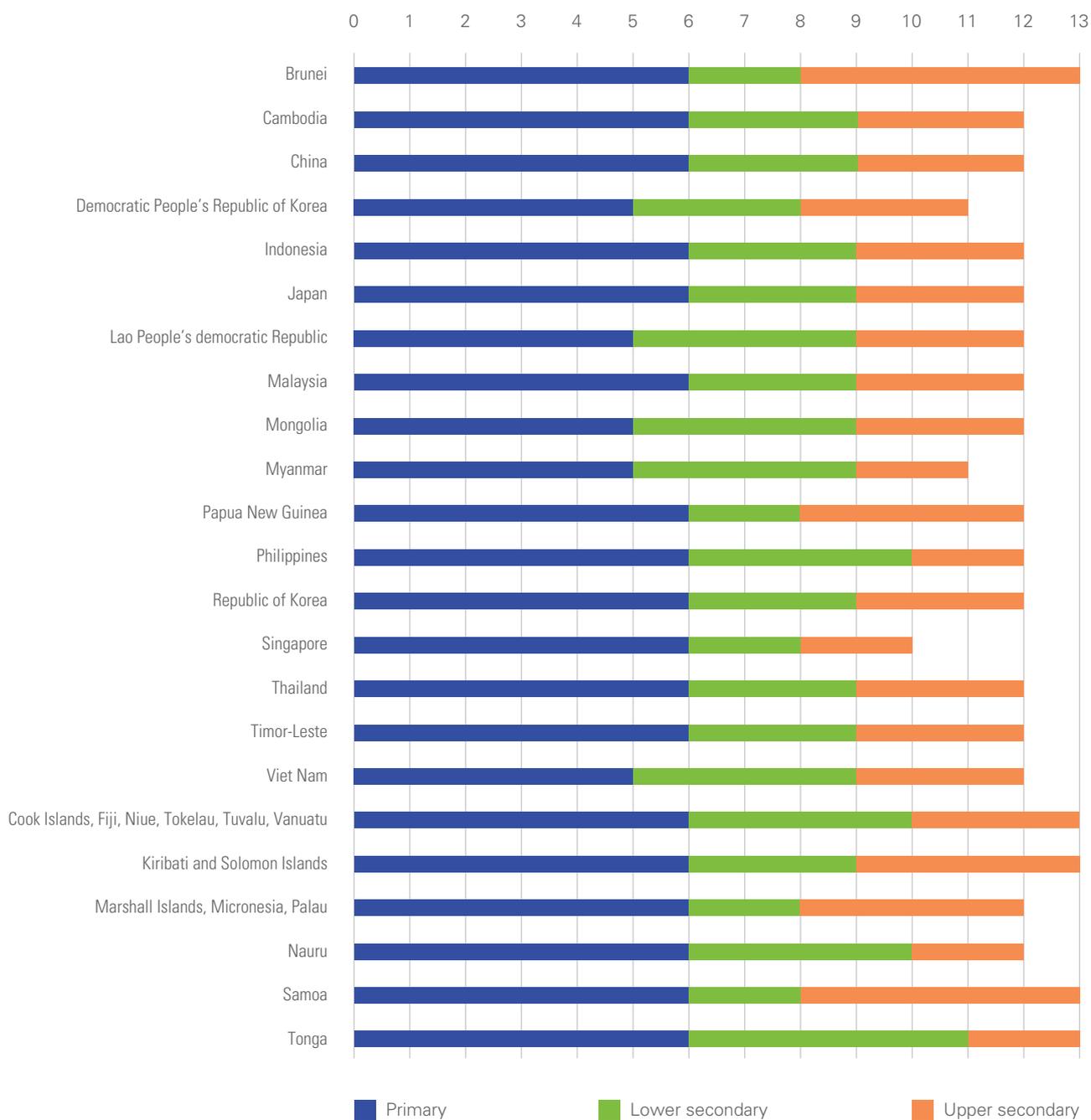
Source: UIS

Annex 2: Identifying the Second-Decade Population

Table A2.1: First step – identifying the second-decade population

Age	Primary		Lower secondary		Upper secondary	
	In school system	Out of school*	In school system	Out of school*	In school system	Out of school*
10–14						
14–18						

* The student should be enrolled at this level, according to the last grade finished.

As the second step, it is recommended that information be disaggregated by gender, urban/rural, income, minority group, disability, etc. In this sense, it will have more impact on strategic decisions (Table A2.2). For instance, if we consider out-of-school children at the lower secondary level, the suggested table would be the following:

Table A2.2: Second step – identifying characteristics of the second-decade population

Age	Lower secondary – out of school*					
	Urban			Rural		
	Poorest (decile)	Rest of population	Richest (decile)	Poorest (decile)	Rest of population	Richest (decile)
Total 10–14						
Children with disabilities 10–14 (%)						
Girls 10–14						
Boys 10–14						

If data availability is a constraint, for example on income/wealth, Table A2.2 would be reduced to Table A2.3:

Table A2.3: Second step – identifying characteristics of the second-decade population in contexts of data availability constraint

Age	Lower secondary – out of school*	
	Urban	Rural
Total 10–14		
Girls 10–14		
Boys 10–14		

The third step is to identify dropping out factors. As the majority of out-of-school adolescent girls and boys in the region are those who have dropped out of school, for those IN the school system it is a priority to identify possible factors/reasons for dropping out, for instance underperformance, grade repetition, absenteeism, over-age. If possible, complete Table A2.4, to identify the principal reasons for adolescents have for leaving the school system, by level and disaggregated by gender, urban/rural, minority group, disability, etc.:

Table A2.4: Third step – identifying dropout factors for primary/lower secondary education

Factors for dropping out by age	10–12	12–14	14–18
Underperformance			
Grade repetition rate			
Over-age			
Absenteeism			
Economic factors			
Lack of interest			
Becoming parents			
Others			

For out-of-school adolescents, the next questions would help guide data-driven analysis based on the OOSC Initiative and national studies:

- What is the number and rate of out-of-school girls and boys of pre-primary age, primary age, lower secondary age and upper secondary age?

- Who is most likely to be out of school at lower and upper secondary age (age/sex/ethnicity/disability)? Where do they live (household, location, region)?
    - What is the educational attainment of out-of-school adolescent girls and boys of lower secondary school age?
        - When did they typically drop out (grade and age), and of what programme stream (general or vocational programme)?
    - What is the educational attainment and employment status of out-of-school adolescent girls and boys of upper secondary school age?
        - When did they typically drop out (grade and age), and of what programme stream (general or vocational programme)?

Annex 3: Main Characteristics of Functioning Education Systems

The World Bank report Growing Smarter: Learning and Equitable Development in East Asia and Pacific (World Bank, 2018a) highlights the success of some education systems in EAP, and shows that students learn most when efforts focus on five policy domains (Figure A3.1).

Figure A3.1: Five elements of policies and practices that promote learning

- Ensure the basic conditions for learning are in place in all schools. Concentrate effective, equity-minded public spending on basic education.
- Spend effectively.

Align institutions to ensure basic conditions for learning

- Raise the selectiveness of who becomes a teacher.
- Support new teachers by observing classroom practices and providing feedback.
- Make teachers' jobs easier by providing clear learning goals and uncluttered texts.
- Keep experienced teachers in the classroom and leading as peers and researchers (communities of practice).
- Centre teacher training on classroom practice and the ability to teach the curriculum.

Select and support teachers throughout their careers to allow them to focus on the classroom

- Benchmark learning through participation in international large-scale assessments.
- Diagnose cohort progress at every educational sublevel.
- Inform instruction with data from formative classroom assessment.

Assess students to diagnose issues and inform instruction

Ensure children are ready to learn in school

Concentrate public spending on basic education

- Focus on physical and cognitive development.
- Coordinate across actors to deliver needed services.

- Channel resources to schools and districts that are falling behind.

Source: World Bank (2018a)

The OECD book World Class: How to Build a 21st-Century School System (Schleicher, 2018) illustrates key characteristics of high-performing school systems across the world (see Figure A3.2).

Figure A3.2: Characteristics of high-performing school systems across the world

Making education a priority

It is worth investing in the future through education, rather than spending for immediate rewards, and it is better to compete on the quality of labour rather than on the price of labour.

Believing all students can learn and achieve at high levels

Believe that all students can meet high standards (teacher behaviour); do not segregate students into tracks at early ages (lower secondary education). Address diversity with differentiated pedagogical practices, without compromising on standards, and invest in their well-being.

Setting and defining high expectations

Establishing standards; reducing overlap in the curriculum across grades; reducing variation in how curricula are delivered in different schools; and, perhaps most importantly, reducing inequity between socio-economic groups. Alignment of curricula, assessments and teacher training.

Recruiting and retaining high-quality teachers

Attract the strongest principals and talented teachers to the toughest schools and challenging classrooms. Improve the performance of teachers who are struggling, structure teachers' pay to reflect professional standards and encourage teachers to grow in their careers.

Seeing teachers as independent and responsible professionals

Education systems have moved on from administrative control and accountability to professional forms of work organization.

Making the most of teachers' time

There is a considerable emphasis on self-regulated learning and self-assessment by students and an increase in student activities in class relative to teachers' lecturing.

Aligning incentives

Incentives for students to study hard. Teachers to be innovative, providing an environment in which teachers collaborate not only with teachers in their schools but also through strong networks of innovation. Parents to have a close relationship with teachers (classroom teachers).

Developing capable education leaders

Recruiting high-quality teachers; providing a strong induction programme; making sure teachers have the skills and knowledge needed to teach the curriculum; supporting teachers to work together; monitoring and evaluating teacher practice; promoting teacher professional development.

Finding the right level of school autonomy

Once there is a clear expectation for students, school autonomy in defining curriculum contextualization and assessments is positively related to the system's overall performance. However, if those expectations are not clear and not aligned in the entire system, autonomy will not work.

Moving from administrative to professional accountability

"Professional accountability" refers to systems in which teachers are accountable not so much to administrative authorities but primarily to their fellow teachers and school principals. Promote research among teacher networks.

Articulating a consistent message

Align policies and practices across the entire system. Coherent policies over sustained periods of time, consistently implemented. Involve school leaders and teachers in designing policies. Plan and build the capacity to implement. Culture of continuous improvement, using data and practitioner experience.

Spending more vs. spending wisely

Prioritize better teachers, more instruction time, individualized support for students and more equitable access to education, over spending more, or in smaller classrooms.

Source: Schleicher (2018)

Annex 4: Characteristics of Effective Alternative Models of Education

Greater integration of formal and non-formal education

Programmes are often set within a formal school or community school or agency. There has been a gradual shift towards *greater integration of formal and non-formal education* through equivalency of learning content and development of qualification frameworks. Evidence also points to the importance of having coordination at all levels of government.

Accessible

Programmes are non-selective and ensure adolescents and their family know of their existence and pathways. Promoting a positive image in the community of these programmes is important to cope with the risk of stigmatization (blame students for their failure, rather than acknowledging school quality).

Personalized and inclusive learning

Key: student-centred education, inclusive pedagogy, and positive student–teacher relationships and care. Strong focus on socio-emotional or transferable skills. Flexible curriculum that is focused on learner needs and styles. iInovative and experiential teaching methods, applied to the context with real-world practices, and with a clear assessment.

Academic and psychosocial support

Students in these programmes usually had have a bad experience with education, they have fear of failure or examinations. For this, *effective classroom management* with a positive classroom environment is needed, with high rates of positive reinforcement, and support services with welfare agencies (meals and physical and mental health support).

Participation

Active student participation in classroom activities (work in groups), as well as involvement in programme governance and management decisions.

Peer-tutoring:

Older/faster-learning students assist students who need help.

High and clear expectations

Students should be held accountable. Learning goals are known by students, staff and parents. Some programmes use adult mentors, from the community or teachers, who provide positive reinforcement and special interest in students. Programmes track behaviour, attendance, attitude and grades.

Choice

Students should not be compelled to attend alternative education. Attendance should be voluntary and not be used by schools as an alternative to suspensions or exclusions. These are places that encourage students (no punishment for not appearing to fit in mainstream schools or to be "rehabilitated").

Flexibility

The curricula are academically rigorous and tied to national standards and accountability, but flexible in terms of different pathways (programmes) and timelines, for instance taking into account harvesting season, work schedules, etc.

Provide pathways

1. Transition to other programmes
2. Transition to the formal education system
3. Transition to the labour market

Key aspects: Career guidance. The receiving programme or formal school provides a plan and full support (a teacher or a psychologist).

Equivalent certifications

it is imperative that alternative models lead to examinations and certifications equivalent to those of formal school system.

Special teacher training

Instructors/facilitators or teachers in effective alternative programmes choose to be part of the programme and commonly they are from the community. They care for their students. Key: *Collaborative working relationships among teachers*. Teacher-to-teacher mentoring programmes and support. *Cooperation between schools/programmes* (including formal educational sectors).

Parent involvement

Accomplished through frequent meetings or calls with parents. Some programmes assign case managers to each family, some require that parents volunteer some of their time to the programme/school, others that they participate in family life seminars. Programmes offer parent education programmes, either at school or in the community.

Community involvement and support

Working with community organizations in school activities, fundraising and learning practices, like research projects. If the programme is provided by a separate non-formal school the involvement of the formal system is key. Some effective programmes are community-based.

Materials

Carefully developed self-guided materials, which students in smalls groups or alone can work on at their own pace, with help of peer students or teacher.

Effective leadership

Leaders to organize political support and resources, having power of persuasion and the respect of community members and local authorities.

Ongoing **M&E** systems that allow regular modifications accordingly.

For older adolescents

Opportunities exist for *on-the-job training, work experience and mentorships*. Partnerships are developed with potential employers.

Sources: Anzalone and Figueredo (2003); Ross and Gray (2005); Aron (2006); Balwanz et al. (2006); Quinn and Poirier (2006); Hartwell (2007); Kim and Taylor (2008); UNESCO (2008, (2014); Nelson and O'Donnell (2012); Sackman and Terway (2016); Mills and McGregor (2017)

Annex 5: Other Resources

- UNGEI Policy Brief: Marcus and Page (2016) Girls' Learning and Empowerment – The Role of School Environments
- UNGEI. Several resources
- UNICEF (2019) Global Programme Guidance for Secondary-Age Education Programme Division. Forthcoming resource
- UNICEF (2018) An Everyday Lesson-#ENDViolence in Schools
- UNICEF (2018) UNICEF Programme Guidance for the Second Decade: Programming with and for Adolescents
- UNICEF (2018) Adolescent and Youth Engagement Strategic Framework
- UNICEF Life Skills and Citizenship Education Initiative
- UNICEF Skills site
- Generation Unlimited
- Education 2030+ Thematic Working Group

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