

# Market Systems Development for Employment (MSD4E) landscape assessment

## Key insights

November 2024



International  
Labour  
Organization



# Contents

- 1. Executive summary**
- 2. Introduction**
- 3. General reflections**
- 4. Intervention-level analysis**
  - a. More work (job creation)
  - b. Access to work (skills development)
  - c. Access to work (job matching)
  - d. Better work (job quality)
- 5. Conclusion and recommendations**

**Annex: list of interventions**

# **1. Executive summary**

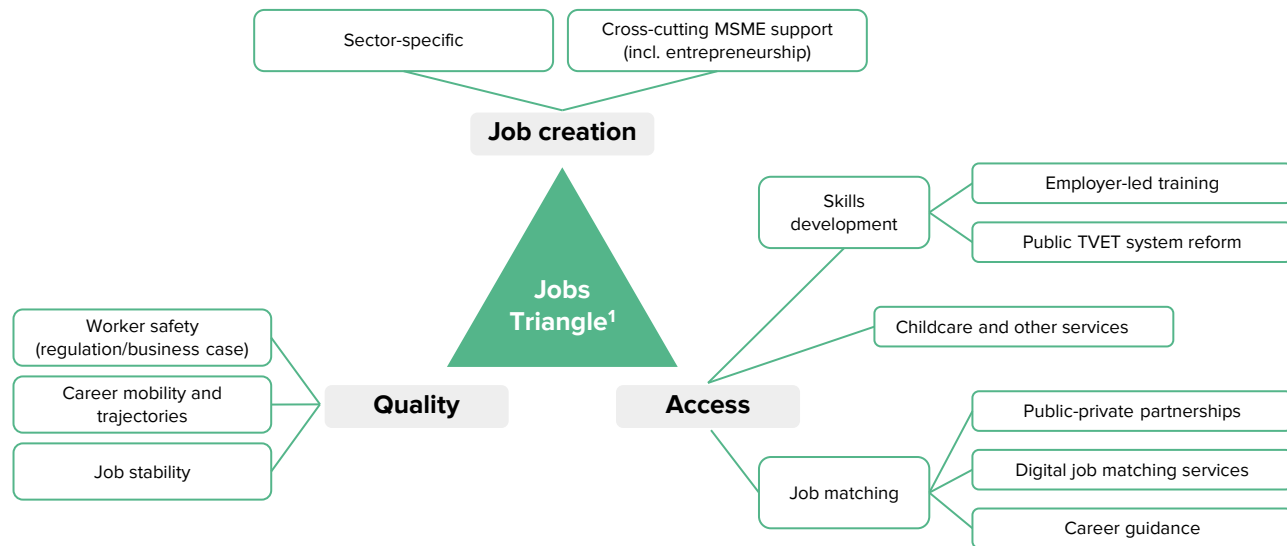
# Executive summary (1)

## The first overview of the MSD4E landscape

1. The MSD4E Landscape Assessment features summaries of 52 interventions, developed in collaboration with implementers
2. Focus on both waged and self-employment in non-agricultural sectors
3. This provides the first overview of where activity in MSD4E is concentrated:
  - a. **Employment objectives:** access to jobs (60%), job creation (40%), job quality (40%)
  - b. **Entry points:** demand (30%), skills (25%), job matching (15%), policy/norms (10%)
  - c. **Target groups:** youth (75%) and women (30%)
  - d. **Cross cutting priorities:** GESI (75%), digital (25%)
  - e. **Donors:** SDC and Sida (65% combined), followed by USAID, GAC, FCDO & Dutch MoFA (<5% each)
  - f. **Geography:** Eastern Europe and Africa (70% combined)

# Executive summary (2)

## Insights into clusters of interventions, by employment objective



<sup>1</sup>Adapted from Farole, Sanchez Puerta, Sole, Canut & Rizvi (2018). *Jobs in Value Chains Survey Toolkit*. World Bank, Washington, DC.

## Executive summary (3)

### Reflections on the state of the field

- **Growing momentum:** There is a growing and diverse body of MSD4E interventions and growing interest from implementers and some donors in this space (e.g. MSD4E COP, MSS deep dive, DCED Global Seminar).
- **Early signs of sustainability:** While ex-post evaluations are still rare, many interventions have focused on behaviour change and ownership from system actors, yielding early indications of sustainability.
- **Defining success:** More work is needed to define and understand what success - particularly scale - looks like in relation to different employment outcomes.
- **Evidence gaps:** There are still important gaps in the evidence on 'what works' in all three parts of the Jobs Triangle (job creation, access, and quality).
- **Pulling in the same direction?** There are a mix of objectives, approaches, and levels of ambition that can make it difficult to see the full spread of MSD4E interventions as a coherent whole.
- **Opportunities to link into other fields:** MSD4E can benefit from aligning more closely with development finance, public policy, and education and labour market research.

# Executive summary (4)

## Selected recommendations

### Donors

- Fill evidence gaps (e.g. pathways to scale in job creation) through a MSD4E research facility and/or standalone studies
- Strengthen evidence and benchmarking on employment targets, including more ex-post assessments
- Promote alignment in how employment outcomes are measured and reported

### Implementers

- Share emerging evidence on what works (and what doesn't) with the wider MSD4E community
- Engage with donors to align expectations on the scale of ambition for MSD4E interventions
- Undertake integrated analyses of market system and labour markets to target genuine binding constraints
- Disseminate MSD4E guidance/evidence to project teams. Offer more intensive support (e.g. coaching) where possible.

### All

- Join the MSD4E COP and contribute case examples, questions, or ideas on topics to explore in future
- Develop, support or participate in MSD4E training that draws together emerging good practice from across the field

## **2. Introduction**

# Introduction

## An implementer-led initiative to map and profile MSD4E interventions around the world

- **The challenge:**
  - The evidence base for MSD4E is still nascent
  - There was no straightforward way to learn about the work of others in the space
- **The landscape assessment offers:**
  - 50+ snapshots of MSD4E interventions around the world
  - A way for those active in MSD4E to connect and learn from each other
  - Evidence to inform new and existing projects
- This report summarises lessons from the landscape assessment and presents highlights from selected intervention summaries
- Implementer-led project co-funded by Mercy Corps, ILO and Swisscontact

# Methodology

## 1 Data collection

- May 2023 - January 2024
- Interventions identified using existing info (e.g. case studies, project websites), targeted outreach and online survey

## 2 Sampling strategy

- Identified interventions screened using MSD4E 'Litmus Test'
- Focus on both waged and self-employment in non-agricultural sectors

## 3 Data analysis

- Standard intervention summary template
- Rolling screening and analysis
- Multiple rounds of editing

## 4 Limitations

- Project-reported info (incl. results)
- Voluntary submissions (bias/completeness)
- Short format template limits detail
- The exercise is not an evaluation

52

Interventions

27

Projects

23

Countries

9

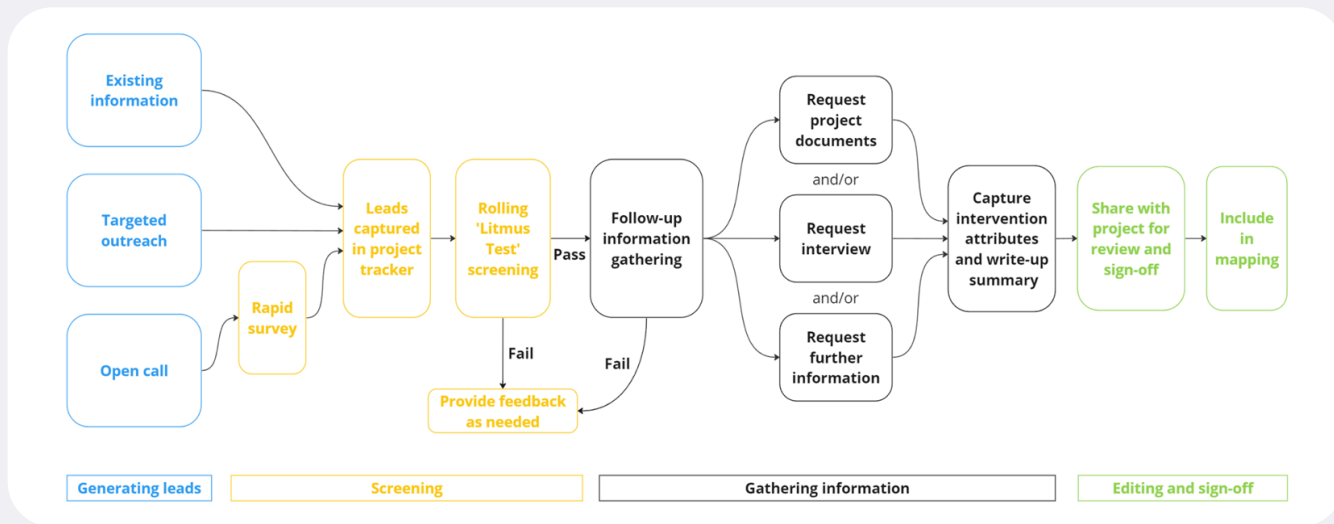
Funders

# Screening interventions

52 cases were taken from a longer list based on the screening process outlined below.

The selected cases highlight good practice, but the sample is not exhaustive.

Results were self-reported, with different approaches to measurement taken across the sample.



*To help highlight differences in results measurement, intervention summaries check for the involvement of a third party in measuring results, and a self-assessment of the intervention's contribution to partner behaviour change.*

# MSD4E litmus test

| Criteria                      | Description                                                                                                                                | Indicators                                                                                                                                                     |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Employment</b>             | Clear employment objective(s) aligned with the Jobs Triangle                                                                               | ✓ Intervention indicators aligned with the Jobs Triangle<br>✗ Income change indicators if not clearly linked to employment                                     |
| <b>System change</b>          | Systemic change objective and/or vision of desired future performance of key system(s): labour demand, labour market, supporting functions | ✓ System-level analysis and identification of binding constraints<br>✓ Defined systems change objective(s)                                                     |
| <b>Actor behaviour change</b> | Targeted behaviour change for system actor(s) that lead to employment objectives                                                           | ✓ Explicit behaviour change objectives with links to employment outcomes                                                                                       |
| <b>Sustainability</b>         | Incentives/capacity for behaviour change to continue beyond intervention                                                                   | ✓ Ex-ante sustainability analysis (e.g. who does / who pays, or similar)<br>✗ Direct delivery of goods/services without an identified pathway to system change |
| <b>Scale</b>                  | Scope for other system actors to adopt new behaviours and widening of employment outcomes/benefits.                                        | ✓ Potential pathway(s) to scale identified and modelled (e.g. using AAER, or similar)                                                                          |

### **3. General reflections**

# Philosophies and approaches across the sector (1)

## Where to find MSD4E in donor strategies?

1. For donors, MSD4E is not a visible or explicit department or stream of funding.
2. Instead, it sits between economic growth and education which can lead to a 'split' between sector-focused MSD and vocational skills programming.
  - a. USAID has an agency-wide Employment Framework, but most MSD work is agriculture-focused, funded through the Feed the Future mechanism
3. SDC's merger of Education and Economy is a rare example of integration into one department

## Where to find MSD4E in implementer strategies?

1. Implementers have an analogous "two-track" structure, with MSD/economic development usually separate from education/skills (e.g. ILO's SME unit vs. Skills branch)
2. Some implementers integrating MSD4E through new structures and cross-fertilisation efforts:
  - a. Helvetas: "Jobs, Skills and Income"
  - b. Mercy Corps: "Youth Employment and MSD4E"
  - c. Swisscontact: learning, guidance, clinics on MSD and skills/employment
  - d. ILO: MSD network spanning levels, countries and departments,

# Philosophies and approaches across the sector (2)

## The capacity building challenge

1. Donors sometimes struggle with MSD capacity building. MSD4E requires extra specialisation, a challenge given frequency that donor staff rotate between roles. There are examples of MSD training and internal 'help desk' facilities building MSD capacity.
2. Implementers are investing in MSD as an organisational competency. As interest grows in applying MSD outside of agriculture, there is a window to broaden MSD capacity building to meet growing interest in MSD4E.
3. Given the challenge for any one organisation to resource specialised training on MSD4E, collective approaches offer an avenue to build capacity for the field as a whole.

## Organisational specialisation and learning

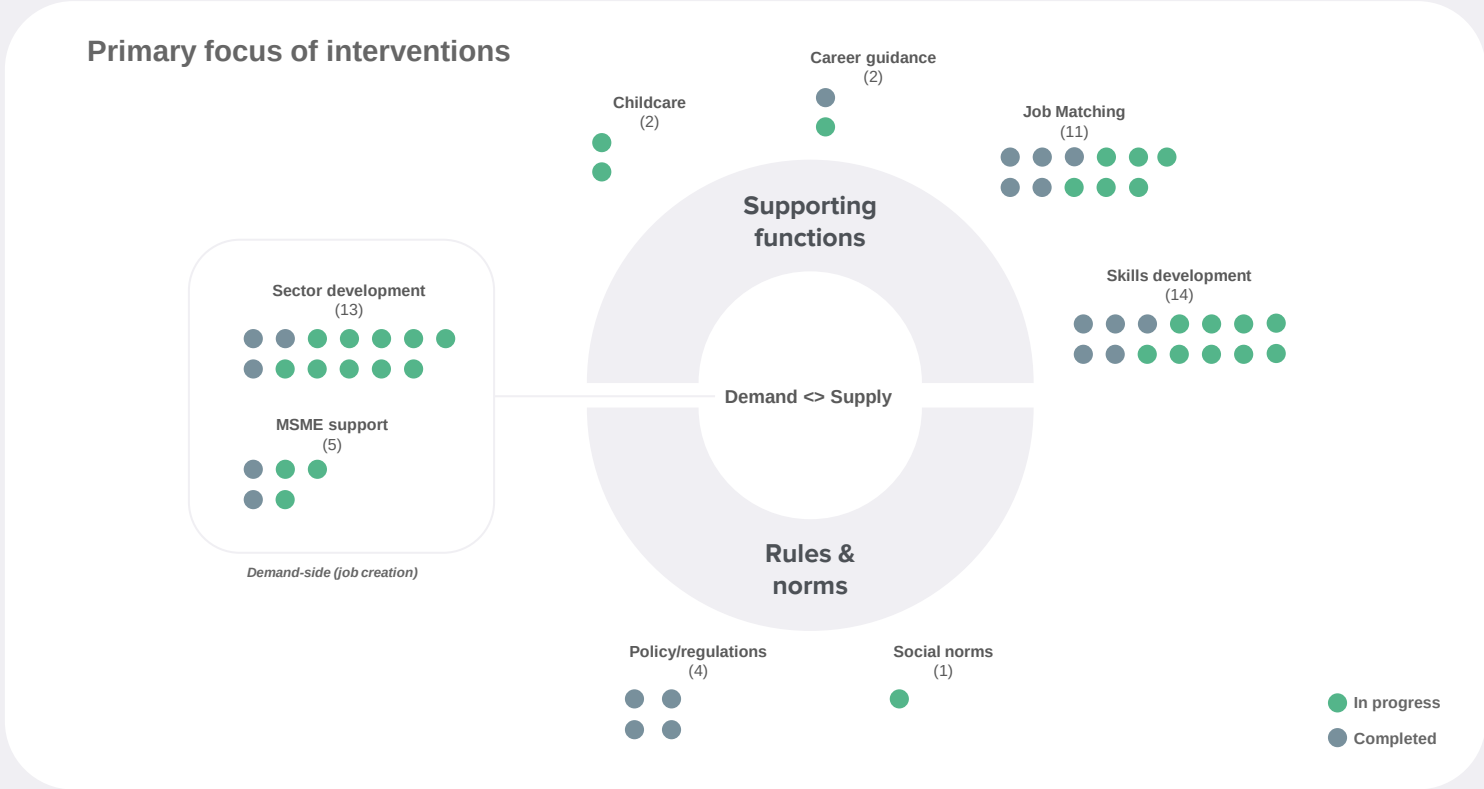
1. Many implementers have a niche or specialisation within MSD4E (e.g. youth employment, skills development, decent work). These mirror the structure of the MSD4E landscape study, with important nuances within different employment objectives.
2. Critical questions:
  - a. How to support learning for the public good, by stimulating exchange between organisations, on sub-topics such as job quality, access to work and job creation?
  - b. And at the same time, how to build community and coherence under the broader tent of employment?

# Concentrations of activity: summary

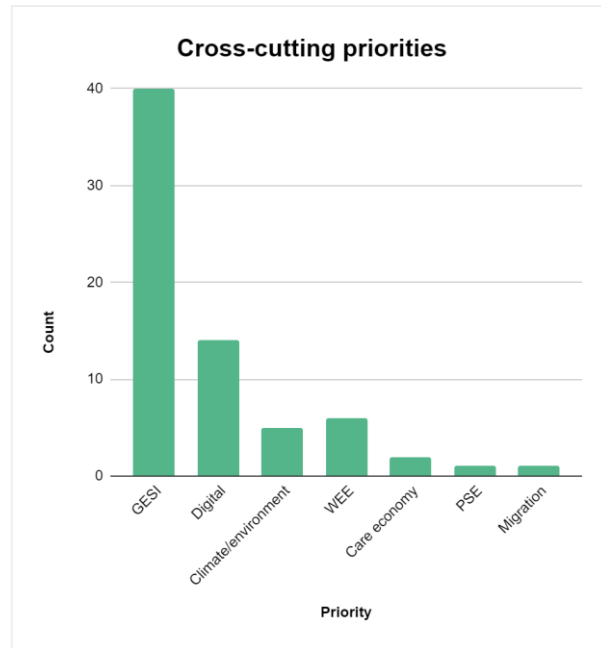
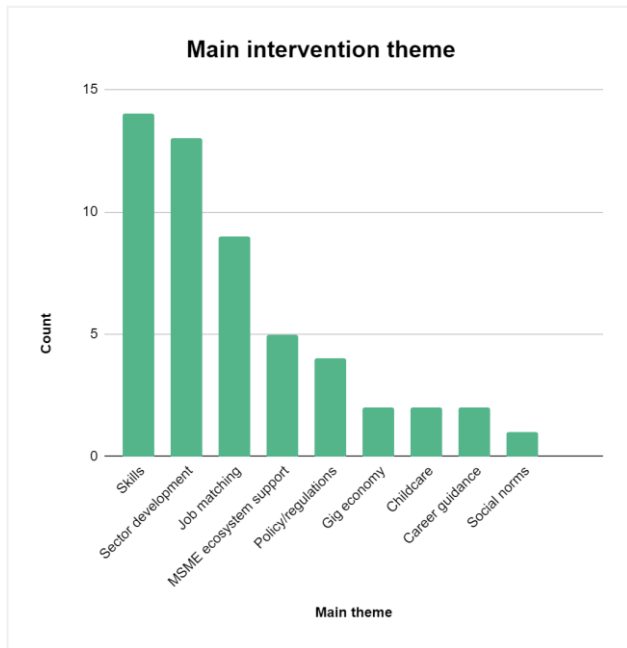
## Headline messages

1. MSD4E interventions address different constraints in labour markets: labour demand (18), skills development (14), job matching (11), regulations (4), childcare (2), career guidance (2) social norms (1)
2. The two prominent themes are sector development and skills development - representing the two main 'camps' of practitioners and projects
3. Youth are the most common target group and GESI is the most common cross-cutting priority, signalling the importance of inclusion in MSD4E
4. SDC and Sida funded nearly two thirds of all interventions
5. Interventions mainly concentrated in Eastern Europe and Africa

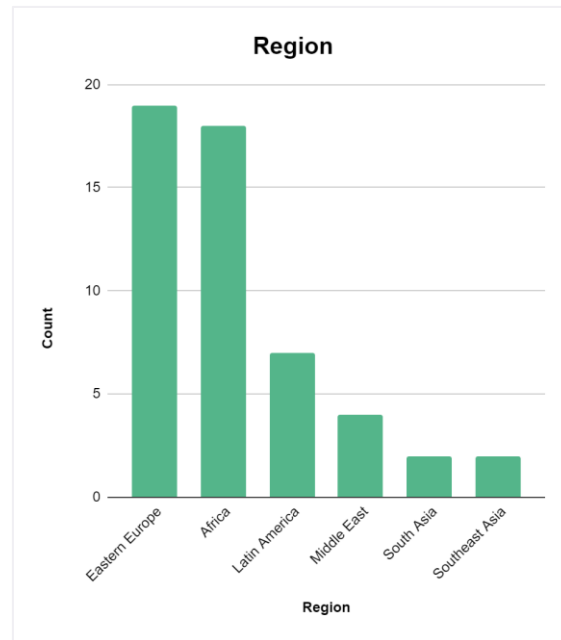
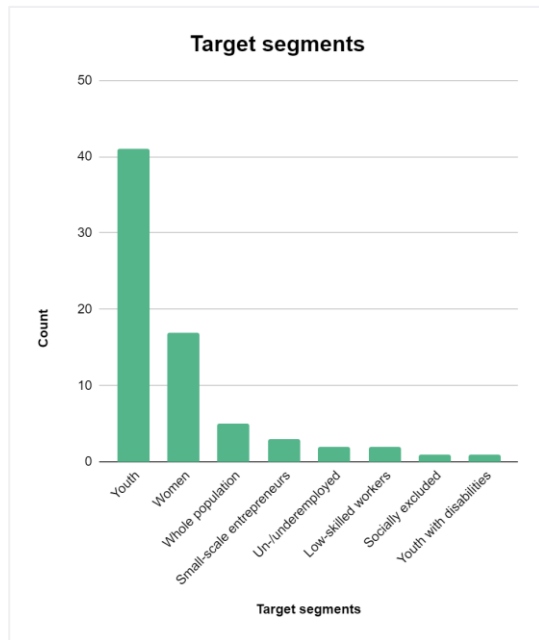
# Concentrations of activity by theme (1)



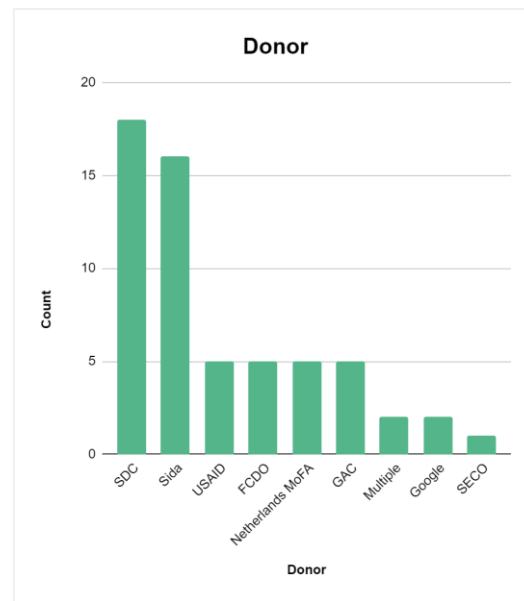
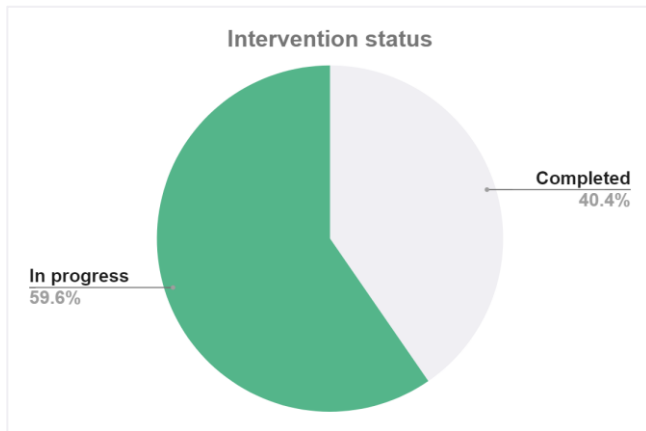
## Concentrations of activity by theme (2)



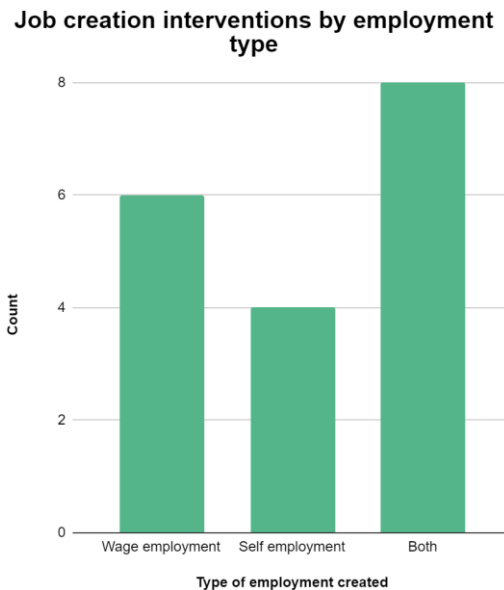
# Concentrations of activity by target segment and region



# Concentrations of activity by status and donor



# Wage versus self-employment

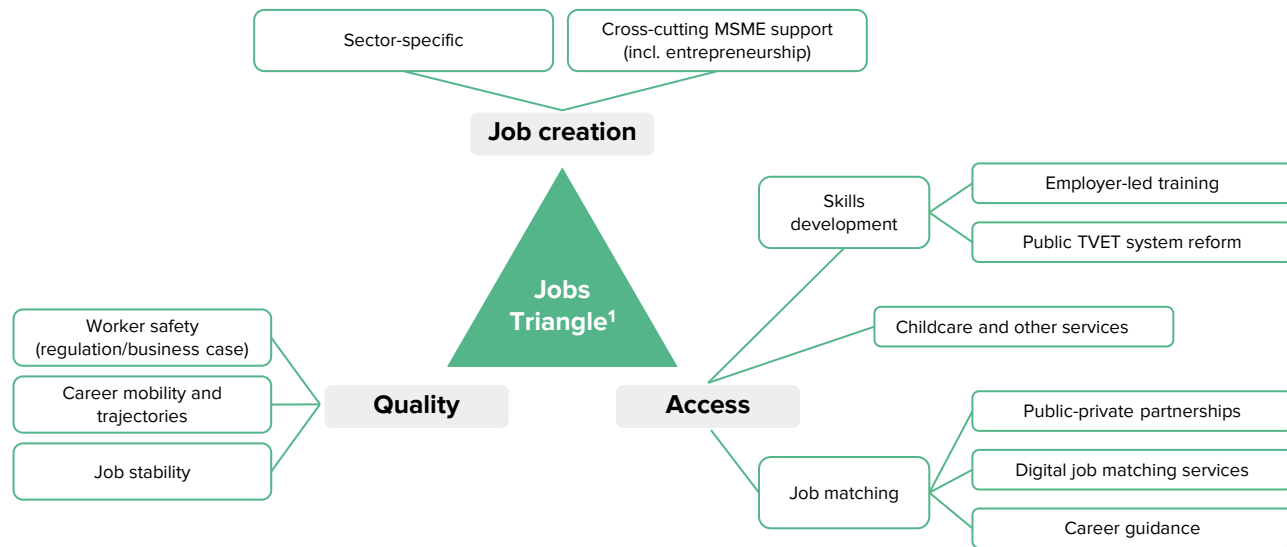


*Authors' estimate based on information provided by projects (note that most did not provide disaggregated data on wage versus self-employment)*

## **4. Intervention-level analysis**

# Categorising interventions

## Insights into clusters of interventions, by employment objective



<sup>1</sup>Adapted from Farole, Sanchez Puerta, Sole, Canut & Rizvi (2018). *Jobs in Value Chains Survey Toolkit*. World Bank, Washington, DC.

# 1. More work (job creation): summary

## Headline messages

1. Two main models: a) sector-specific (n=13) and b) cross-cutting MSME growth / entrepreneurship (n=5)
2. Different approaches to measuring jobs and sometimes difficult to compare 'like for like'
3. Most focus on sector-level SFs and rule/norms (limited focus on macro-level constraints)
4. Limited evidence on post-intervention outcomes (e.g. jobs sustained, quality of those roles)
5. More research is needed on the mechanisms and costs of job creation, and on pathways to scale

### PROSPECTS-IV

*(Sida/Mercy Corps, Liberia)*

Building linkages between 'anchor' consumer goods suppliers and groups of micro-distributors.

<https://beamexchange.org/resources/2056/>

### TMS Honduras

*(USAID/ACDI-VOCA, Honduras)*

Promoting coordination among tourism industry stakeholders to market Honduras as a destination.

<https://beamexchange.org/resources/2067/>

### M-SAWA

*(GAC/MEDA, Kenya)*

Supported Lead Firms to strengthen small entrepreneurs and SMEs within their supply chains, enabling growth and job creation.

<https://beamexchange.org/resources/2051/>

# 1. More work (job creation): reflections

- **Job creation interventions generally followed one of two models:**
  - **Model 1: Job creation in specific sectors (n=13)**, for example through business model innovation (e.g. micro distribution) or supporting longer-term sector development (e.g. destination promotion for tourism). These interventions aimed to create a mix of formal and informal wage employment.
  - **Model 2: Promoting job creation by addressing cross-cutting constraints to MSME growth (n=5)**, for example by improving business services and market linkages for MSMEs. These interventions generally aimed to create self-employment for small-scale entrepreneurs, or informal wage employment for MSME workers.
- **Numbers of jobs created:** Sector-specific interventions created between 100 and 1,300 jobs each, while MSME-focused interventions created between 500 and 15,000 jobs. *Direct comparison within/between these groups is difficult because interventions are at different stages of maturity, have different timeframes and budgets, and take different approaches to measuring and reporting jobs created. For example, there may be differences between 'engagement' via a sales agent model and 'employment' via a full-time wage job.*
- **There were different approaches to 'counting' job creation across the sample:** formal/informal, direct/indirect jobs, quantity of hours, waged/self-employed, pay levels, using proxies vs using surveys, how long job is sustained for, etc.
- While most interventions did aim to address **supporting functions and rules/norms** specific to the sector or target MSMEs, there was **limited attention on macro-level drivers of job creation** (e.g. industrial and fiscal policy and large-scale investment attraction/facilitation).
- **There is limited evidence so far on post-intervention job creation outcomes**, for example the long-term sustainability and quality of jobs created, the impact on employers from creating new roles, and the experiences of those working in the newly-created jobs.

# 1. More work (job creation): follow-up actions

## Follow-up actions

1. More research is needed on **how jobs are created** in different sectors and contexts, **how different types of employers make decisions on labour**, and the **level of investment** required to create jobs (**i.e. the cost of a job**). Better understanding these factors will help outline the role that MSD4E interventions can most usefully play in supporting job creation.
2. There is also an opportunity to deepen research on **pathways to scale in job creation**, drawing from available cases within development and also learning from outside the sector. Two starting points are a) links with large-scale investment, for example through development finance institutions and other impact investors, and b) the role of host country governments in promoting large-scale job creation, for example through industrial policy, public-private dialogue, and infrastructure development.
3. Donors and implementers interested in job creation should work to **align expectations**, for example on the level of ambition that interventions in this space should have (e.g. on numbers and quality of jobs). **Fresh evidence is needed to inform this discussion.**
4. Programmes and donors should commission **more ex-post assessments** to gain insights into the quantity, sustainability, and quality of the jobs created through different types of intervention.
5. There is an opportunity to **standardise further how job creation is measured and reported**, to allow more effective comparisons between interventions.

# 1. More work (job creation): case snapshots (1)

## Sector specific

### Micro-distribution

**PROSPECTS-IV** ([Sida/Mercy Corps, Liberia](#)) is working to build linkages between 'anchor' consumer goods suppliers and groups of micro-distributors, offering a risk guarantee to consumer goods suppliers and supporting the training of micro-distributors, with 150 young people currently engaged.

**Kuza** ([ASI/FCDO, Kenya](#)) initially worked through a network of local kiosk owners to recruit and train teams of micro-distributors. After observing a high level of staff turnover, Kuza pivoted to working through existing youth groups with a higher degree of social cohesion, trust, and mutual accountability.

### ICT/BPO

**RisiAlbania** ([SDC/Helvetas, Albania](#)) aims to strengthen the provision of information security services to enable the private sector to access foreign markets, with 169 FTE roles created.

**MarketMakers** ([SDC/Helvetas, Bosnia & Herzegovina](#)) worked to improve the image of Bosnia & Herzegovina as a promising destination for BPO and boost its appeal to international investors, enabling the creation of 1,316 new or better jobs.

**RECONOMY** ([Sida/Helvetas, Montenegro](#)) is targeting job creation in the ICT and Business Process Outsourcing sector through relevant skills trainings, offered by an industry association to member companies.

### Waste management

**CEDIS** ([Sida/Mercy Corps, Zimbabwe](#)) aims to improve regulation and organisation of the private waste management market to strengthen trust between aggregators and waste pickers, through better information and formalisation of work.

**Kuza** ([ASI/FCDO, Kenya](#)) worked to demonstrate the market opportunity and business case recycling businesses - several of which were based in Nairobi - to invest in solid waste separation and recycling in Mombasa.

### Tourism

**TMS Honduras** ([USAID/ACDI-VOCA, Honduras](#)) has promoted coordination among tourism industry stakeholders to market Honduras as a destination, improve air access, professionalise the workforce and grow international tourism to the country.

**PPSE Kosovo** ([SDC/Swisscontact, Kosovo](#)) has diversified tourism offerings, boosted quality of offerings and increased international tourism numbers, creating 120 full-time positions in the tourism industry.

# 1. More work (job creation): case snapshots (2)

## Sector specific (continued)

**Childcare:** [WE LEAD \(GAC/WUSC, Jordan\)](#) supported the creation of early childhood development as an accredited occupation. This has led to new self-employment opportunities for women to run home-based nurseries. More childcare also means more women can access work in healthcare settings.

**Fruit and vegetables:** [RisiAlbania \(SDC/Helvetas, Albania\)](#) is working to develop the fruit and vegetable market by developing a business model where exporters provide embedded farm management consultancy services to farmers, which leads to product certification and improved quality and creating 491 full-time equivalent jobs.

## Cross-sectoral (focus on MSMEs and self-employment)

[M-SAWA \(GAC/MEDA, Kenya\)](#) supported Lead Firms working in agriculture, construction and extractives to build the capacity of small entrepreneurs and SMEs within their supply and distribution chains, and co-funded business consulting services with Kenyan BDS providers and investment firms. The intervention supported the creation of 14,166 decent work opportunities.

[Technolinks+ \(GAC/MEDA, Nicaragua\)](#) supported the creation of 1,256 decent work opportunities, the majority in agribusinesses, by facilitating farmers' access to productive and environmentally sustainable technologies through financial incentives and TA.

[LIWAY \(Sida/EKN/SNV/Technoserve/Save the Children/Mercy Corps, Ethiopia\)](#) partnered with a local digital services provider to develop a model that supports youth-owned MSEs to become agents providing digital financial services on a commission basis. 10,530 people (85% youth) are currently engaged.

[Rural SME Development \(SDC/Swisscontact, Georgia\)](#) has influenced accounting service providers to expand into financial advisory services for rural SMEs, increasing their access to finance to grow their business and create jobs.

[TMS Honduras \(USAID/ACDI-VOCA, Honduras\)](#) has supported more coherence in the ecosystem of service providers for MSMEs. Specialisation of services has enabled entrepreneurs to digitalise, access new market channels and ultimately grow their businesses, creating new and better jobs.

# 1. More work (job creation): lessons learned

*“One significant issue is the impact of social norms and cultural barriers on the involvement of young women. One example is the reluctance of ‘gatekeepers’ (such as family heads or community leaders) to approve their participation or act as guarantors. This issue became evident during the recruitment stages for sales agents, where young women faced difficulties in obtaining ‘authorisation’ from these gatekeepers.”* [CEDIS \(Sida/Mercy Corps, Zimbabwe\)](#)

*“Demonstrate the business case to companies. If the prospective business model is not viable then a high-performing business or entrepreneur will not engage. In this case, the waste characterisation study and financial model clearly highlighted a business opportunity that businesses saw as worth testing.”* [Kuza \(ASI/FCDO, Kenya\)](#)

*“Risi adopted an adaptive approach based on labor market research and market systems analysis. This approach enabled the testing of assumptions and the identification of more effective leverage points as Risi deepened its understanding of the information security market. It created new jobs using two entry points: 1. Strengthening the regulatory framework to mandate the creation of IT security positions in sectors of enterprises with critical information infrastructures, and 2. Developing the market for cybersecurity services, thereby creating jobs on both the demand and supply sides.”*  
[RisiAlbania \(SDC/Helvetas, Albania\)](#)

*“Consider—but do not force—alternative arrangements for doing business. In Mombasa, many young people already belong to youth groups that have been active in the city for years. These groups have high degrees of social cohesion and trust, and many also run other entrepreneurial activities. Because of this, they were able to pick up the micro-distribution idea quite effectively. Furthermore, in traditional enterprises, youth groups, or other business entities, youth may respond better to working alongside other youth.”* [Kuza \(ASI/FCDO, Kenya\)](#)

*“Exporters are a valid entry point for providing knowledge and embedded services to farmers, and for achieving scale. Each exporting company is connected to hundreds of farmers, creating a broad network for knowledge transfer and service provision.”* [RisiAlbania \(SDC/Helvetas, Albania\)](#)

*“The M-SAWA project has demonstrated that the Lead Firm approach is a viable model for catalysing economic growth and creating jobs in the agricultural sector in marginalized regions of the country. However, job creation by women-led SMEs was more challenging in light of discriminatory legislation and cultural norms.”* [M-SAWA \(GAC/MEDA, Kenya\)](#)

## 2. Access to work (skills development): summary

### Headline messages

1. Two main types of interventions: employer-led training and Public TVET system reform
2. Employer-led training is tightly linked to sector-specific needs, and involves company managers in the learning process - increasing relevance and use of skills
3. Public TVET reform interventions are transforming TVET institutions in significant ways - orientation to market, organisational structures, employment rates post-graduation
4. Challenge the assumption that skills are always a binding constraint to labour market performance

#### Suddokho

*(SDC/Palladium/Swisscontact,  
Bangladesh)*

In-house training by ready-made garments firms, adopted by 205 factories.

<https://beamexchange.org/resources/2065/>

#### Skills for Jobs

*(SDC/Swisscontact, Albania)*

New 'management model' for TVET focused on labour market needs and employment outcomes.

<https://beamexchange.org/resources/2059/>

#### INVEST

*(GAC/WUSC, Ghana)*

Scaling gender-responsive pedagogy via a national TVET teacher training institute.

<https://beamexchange.org/resources/2043/>

## 2. Access to work (skills development): reflections (1)

- A significant number of interventions (14) focused on access to work through skills development. The landscape study attempted to focus on the MSD or systemic-oriented subset of the much larger field of skills development. The latter is an important body of practice to influence in the long-run.
- There was a clear divide between **employer-led training** and **public TVET interventions**, with tradeoffs in terms of the targeting, speed, scale and sustainability:
  - **Employer-led training** typically focused in on a smaller number of specific sectors or industries. Change was typically more visible (i.e. new training offers where none previously existed) and it was easier to show how graduates became (or stayed) employed as a result.
  - **Public TVET system reform** interventions often focus on the whole system (or a group of occupations/trades). Change tended to take more time and sometimes was less visible, but with potential for significant scale and sustainability. Two key models of intervention were visible:
    - **Changes to vocational 'pedagogy'** - how teaching is done. Taking advantage of existing national structures and leverage points (e.g. TVET training institutions).
    - **Changes to management models** - how VET institutions are run/oriented. Projects are combining their in-depth work with changing individual TVET institutions with influencing government ministries to spread/scale these models through a range of tactics: from encouraging peer-to-peer exchange, to quality assurance practices, to actually changing regulations/laws governing TVET..
- In some cases, industry associations provided a structure for coordinating employer-led training at a wider sector or system level - a hybrid between the other two modes of intervention.

## 2. Access to work (skills development): reflections (2)

- **A recurring challenge for skills development interventions, is to make a clear link to the actual labour market.** Most of the selected interventions had some mechanisms for ensuring that 'employability' was not equated with employment. Employer-led models often built employment into the agreement for accessing training, while much of the public TVET system reform work focused on developing 'tracer studies' - to be led by VET schools themselves, to track what happens to graduates - both for reporting and for learning.
- **When are skills the binding constraint?**
  - **Employer-led training interventions** were better able to pinpoint and prove why and how skills was a key constraint to performance of a particular sub-sector. Unfortunately, these interventions were more likely to 'abandon' the public sector TVET system for its slow pace, weak linkages to industry, thus missing an opportunity for creating change at a wider scale. Instead, the behaviour changes would need to be replicated in every sector to reach national 'scale'.
  - **Some public TVET interventions** were built on the assumption that unlocking skills will automatically lead to growth/performance (and to employment for the skilled graduates). This needs to be grounded with analysis of the real functioning of the labour market, and what drives business decisions/dynamics.
- **Employer-led training featured an interesting array of alternative training models,** from lead firms in key sectors (using training as a driver for sales/product recognition) to associations offering non-formal education to member companies, to a defined curriculum spread across hundreds of factories. This level of experimentation and innovation is promising.
- **Affordability for low-income segments was a challenge** in cases where skills development was based on a fee-for-service model.

## 2. Access to work (skills development): follow-up actions

### Follow-up actions

1. **There are good opportunities for collaboration and sharing insights** between employer-led training and public TVET system reform interventions (and projects). Some important areas for exploration include:
  - a. How can employer-led models for TVET delivery in one specific sector be adapted and spread to other sectors?
  - b. How can large-scale public sector reforms be piloted or tested in specific sectors to allow adaptation and iteration?
  - c. How can measurement approaches for tracking graduate employment be sustained and embedded in the practices of existing actors?
2. **More research is needed on the sustainability of skills development interventions** which are 'housed' in very different types of organisations, such as individual companies, industry associations, and public TVET institutions.
3. **There is a need for more operational guidance on strategies and tactics for public sector partnerships and influence** that distinguishes between working with various organisations at different levels of government, and playing different functions, for example:
  - a. Incentives and management approaches of individual TVET schools/institutions
  - b. Working with national agencies and ministries to encourage better regulation and quality assurance of TVET delivery

## 2. Access to work (skills development): case snapshots (1)

### Employer-led training

#### Employer-led models

**LIWAY** ([Sida/EKN/SNV/Technoserve/Save the Children/Mercy Corps, Ethiopia](#)) is working to encourage companies to establish their own satellite training centres, followed by delivering company-specific curricula, with assistance from industry bodies (e.g. the Leather Industry Development Institute). The customised training programs are delivered to new trainees who are expected to be employed after their training, increasing incomes for 1,870 women and young people.

**MarketMakers** ([SDC/Helvetas, Bosnia & Herzegovina](#)) tested a 'company-academy' setup, wherein private firms established non-formal education programs. The intervention also engaged key stakeholders to boost awareness about the merits of non-formal education and continuous learning. By the project's end, there were 11 company academies operating in the ICT and BPO sectors, employing 386 people.

**EYE Kosovo** ([SDC/Helvetas/MDA, Kosovo](#)) supported lead firms from the hospitality and wood processing sectors to establish training centres to provide commercially viable training solutions to their own employees and to the employees of other businesses in these sectors. In some instances, the establishment of a training centre has boosted company sales by 60%. A total of 1,000 young women and men have completed training to date.

**Suddokho** ([SDC/Swisscontact/Palladium, Bangladesh](#)) supported leading firms in the ready-made garments industry to develop in-house competency-based training for both current workers and future workers. The model uses hands-on training with mentorship from supervisors - which requires tricky buy-in. The industry-based training model was adopted by 205 factories, and over 45,000 workers (new and existing) accessed training, with 94% employed after graduation.

**S4J Albania** ([SDC/Swisscontact, Albania](#)) developed hundreds of 1-to-1 relationships between employers and TVET schools to create work-based learning opportunities for students. This has required new regulations for work-based learning, a shift in curriculum/pedagogy from schools, and development of in-house mentorship structures to support placements. More than 1,000 firms are offering apprenticeships, and 70% of graduates are now employed 1-year post-graduation.

## 2. Access to work (skills development): case snapshots (2)

### TVET systems

#### National TVET systems - vocational pedagogy

**LIWAY** ([Sida/EKN/SNV/Technoserve/Save the Children/Mercy Corps](#))

is running an intervention to improve the quality of TVET service delivery at a national level, working with the TVET institute to integrate vocational pedagogy courses into the TVET trainer curriculum. Five vocational pedagogy courses have been endorsed, with 2,259 women and young people accessing jobs as a result of having more market-relevant skills.

**S2B** ([SDC/Medicor Foundation/Swisscontact, Mozambique](#)) has leveraged national mandates for competency-based training to support training centres focused on trades in the building/construction sector. Centres have changed their approach to teaching and learning, including industry partnerships and placements. 3,812 youth participated in training, 42% of whom found work afterwards.

**INVEST** ([GAC/WUSC, Ghana](#)) has embedded gender-responsive pedagogy in Ghana's TVET system by partnering with a key national TVET teacher training institute that trains vocational teachers across the country.

#### National TVET systems - management models

**BRIDGE** ([GAC/WUSC, Iraq](#)) supported vocational training centres to become market responsive via industry partnerships, work placements, tracer studies and counselling. New organisational units have been adopted by 7 VTCs.

**S4J** ([SDC/Swisscontact, Albania](#)) has shifted the 'business model' for VET schools to respond to employers needs. Changes to governance, strategy, organisation with strong positive response from students/parents/employers.

**SDP** ([SDC/Swisscontact, Cambodia](#)) is transforming provincial TVET centres through links to government and employers. Revamped curriculum is being supported by new government QA functions.

#### Industry associations

**SDP** ([SDC/Swisscontact, Cambodia](#))

supports industry-based training in the hospitality sector through provincial tourism bodies and industry associations for particular occupations (e.g. chefs, hotels, travel agents). The training has shared buy-in from firms and a recognised brand..

**RECONOMY** ([Sida/Helvetas, Armenia](#)) is connecting industry bodies (hiking, cheese making, tourism) with universities to develop targeted skills trainings that address labour demand in those sectors. 1,534 young people have participated, with 225 achieving increased income or decent work.

## 2. Access to work (skills development): lessons learned

*“Top-tier factories were willing to make structural changes and fund skills training with no subsidies. A key challenge was overcoming the gap between senior management and mid-level factory management. Senior managers were quick to buy-in but production heads and mid-level managers were hesitant to spare senior multi-skilled operators to take on new roles as trainers. Pinpointing this and facilitating key conversations was critical to getting the buy-in for sustained implementation of the model.”* [Suddokho \(SDC/Swisscontact/Palladium, Bangladesh\)](#)

*“Key to the success of this intervention is buy-in and support from appropriate stakeholders. The TVET system has undergone a sweep of reforms, to the point where some principals of TVET training institutions don’t even know how they relate to some new bodies and agencies. When monitoring, the project heard from principals how the intervention has strengthened ties between training institutions and. In turn, AAMUSTED has learned how to approach principals in a less authoritative way to support learning and experimentation. These are worthwhile outcomes in their own right for systems functioning, but they also set the scene for deeper changes in the future.”* [INVEST \(GAC/WUSC, Ghana\)](#)

*“A bottom-up, grassroots approach of facilitating individual 1-to-1 dialogue between VET schools and employers was time-intensive but necessary for building trust and making a compelling case to both key actors of the benefits and willingness to change. Over time, S4J has been able to shift its role away from being the primary matchmaker/facilitator, to focusing on support structures in the schools that can play this role. Additionally, the success of this intervention is dependent on a series of other interconnected interventions, several of which focus on changes to the internal management model of VET schools.”* [S4J Albania \(SDC/Swisscontact, Albania\)](#)

*“Working with public sector VTCs, a critical challenge is to find the budget for new activities. BRIDGE succeeded in establishing new internal units through restructuring existing staff and resources, rather than adding any new positions or budget lines. This creates a challenge of internal change management to restructure VTCs internally, develop new ToRs and job descriptions, and help staff to understand and own their new roles. BRIDGE achieved this through close working relationships at the field/local level, with BRIDGE staff supporting, mentoring and eventually coaching VTC staff to take on the new functions without external support. A second layer is to help and encourage the broader ministry to support and reinforce the new structures.”* [BRIDGE \(GAC/WUSC, Iraq\)](#)

### 3. Access to work (job matching): summary

#### Headline messages

1. Interventions (n=13) included PPPs, digital job matching, and building career guidance into VET
2. Scale: examples of 100,000+ people reached (one intervention reaching 1m+) but more evidence needed on sustainability and quality of roles, additionality vs baselines, and net benefits
3. Both broad and targeted services (e.g. gig economy, blue collar roles, industrial park labour sourcing)
4. Sometimes challenging to reach marginalised jobseekers (digital access and weak commercial case)

#### SA Youth

***(Harambee Youth Employment Accelerator, South Africa)***

PPP-supported multi-channel job matching platform, with 1 million work opportunities enabled.

<https://beamexchange.org/resources/2031/>

#### Enterprise Partners

***(FCDO/DAI/First Consult/ITAD/Enclude/BCAD, Ethiopia)***

PPP labour sourcing & training programme for a textiles and apparel industrial park. 26,592 people recruited by Dec 2019.

<https://beamexchange.org/resources/2052>

#### EYE Kosovo

***(SDC/Helvetas/MDA, Kosovo)***

10+ years working with private job matching service providers. 390,000+ jobseekers now use the services. 34 active providers (up from 0 in 2016).

<https://beamexchange.org/resources/2077/>

### 3. Access to work (job matching): reflections

- **Job matching and related services (e.g. career guidance) was the second most common type of intervention in the study (n=13).** Common models included a) promoting digital job matching platforms, b) supporting public-private partnerships (PPPs), and c) improving career guidance services. Some interventions matched for gigs (engagement) and others matched for vacancies (employment).
- There were examples of some job matching interventions, particularly digital platforms (e.g. EYE Kosovo job matching, LIWAY gig platform) and large-scale PPPs (Ethiopia industrial park labour sourcing), **reaching hundreds of thousands of users, and one intervention (SA Youth) reaching over a million people.**
- There was **limited evidence** on a) the **quality and longevity of the roles** that users accessed, b) **additionality** versus the baseline 'do nothing' case, and c) **net benefits** to users, firms and the wider economy (e.g. considering potential displacement effects).
- **There were examples of both broad and targeted job matching services. Targeted services included sector-specific and location-specific job-matching** that aimed to meet the needs of specific groups of jobseekers and employers, for example around new industrial parks. Job matching was also applied to a range of categories of work including part-time "gig" work, freelancing employment opportunities, and 'blue collar' roles.
- **Several interventions experienced challenges when trying to scale job matching services to marginalised users**, for example due to lower digital literacy and access, and a weaker commercial case (e.g. employers preferring cheaper informal channels to source seasonal labour).
- **The level of involvement from government in job matching interventions varied.** Although the sample size is too limited to draw firm conclusions, government bodies played a role in several of the larger-scale interventions (e.g. SA Youth and the labour sourcing PPP for industrial parks in Ethiopia).
- **There are examples of career guidance interventions** reaching 10,000+ users, for example through embedding these services within existing institutions (usually VET schools). This overlaps with the management models from the skills development cluster, and highlights the need for scalable platforms that can provide information across different types of sectors and occupations.

### 3. Access to work (job matching): follow-up actions

#### Follow-up actions

1. **Further research is needed to assess the longer-term outcomes of job matching interventions**, to answer questions including:
  - a. What are the net benefits of job matching to the labour market? How significant are displacement effects?
  - b. To what extent does improved job matching impact company (employer) performance?
  - c. Which groups of jobseekers benefit most and least from job matching services?
  - d. To what extent do new job matching services influence the wider labour market system (e.g. by shifting social norms)?
  - e. How many of the 'matches' were actually 'jobs' (e.g. part-time gig work versus full time positions with benefits)?
  - f. Are the job-matching interventions also creating work (e.g. by increasing demand for labour by lowering search costs)?
2. **Projects need to continue testing approaches to reaching marginalised jobseekers through job matching.** This might include involving government actors (e.g. via PPP models); improving digital literacy and access among users in the case of digital job matching; and developing models that are better suited to particular populations (e.g. use of WhatsApp or SMS messaging instead of an app).
3. **Donors and implementers should carefully assess the relevance of job matching** (e.g. via MSAs and labour market analysis) prior to intervening, to confirm that this is a genuine and binding constraint in the context.
4. Given the high volume of work in this area, there is an opportunity for **more peer-to-peer learning between active interventions** (opportunities for workshops, communities of practice, knowledge sharing). It is also important that **new interventions in this space learn from the existing body of evidence.**

### 3. Access to work (job matching): case snapshots (1)

#### Job matching services

**SA Youth** ([Harambee Youth Employment Accelerator, South Africa](#)) is a national network for young people to access learning and earning opportunities for free. It is a collaboration between government, business and civil society and forms part of the Presidential Youth Employment Intervention – a coordinated national plan of action to tackle youth unemployment. SAYouth.mobi is a zero-rated multi-channel platform, that allows work-seekers and employers to connect. To date 3.5 million work seekers have been supported, with 1 million work opportunities enabled.

**Youth Impact Labs** ([Google/Mercy Corps, Jordan](#)) collaborated with the largest digital job-matching platform in Jordan, to develop an online job-matching platform specifically designed for blue-collar and basic skills jobs, a first in the country. Within a year of launch there were 200,000 users and 1,000+ blue-collar workers matched with jobs.

**EYE Kosovo** ([SDC/Helvetas/MDA, Kosovo](#)) has spent 10 years working with private job matching service providers (online portals, recruitment agencies, head-hunters) and organisations offering targeting matching services to increase the efficiency of labour market intermediation and open more opportunities to young jobseekers. More than 390,000 jobseekers now use the job intermediation services, with 34 registered private job matching providers (up from none in 2016).

**EDGE** ([USAID/ACDI-VOCA, Zambia](#)) has learned from prior projects which facilitated direct relationships between universities and SMEs that these relationships are rarely sustainable without an intermediary. In the current project, EDGE is supporting a talent acquisition agency to sell its services to SMEs for HR/recruitment, while also offering training/guidance to students in universities. This is an early stage intervention - a key question is SMEs' willingness to pay.

**LIWAY** ([Sida/EKN/SNV/Technoserve/Save the Children/Mercy Corps](#)) identified the potential of a gig work connection platform to help reduce job search costs and address the challenges of unemployment and underemployment. LIWAY partnered with GOnline Digital Advertising PLC, which has a digital platform called GoodayOn. GoodayOn connects gig workers with job opportunities through smartphones via a mobile application.

### 3. Access to work (job matching): case snapshots (2)

#### Job matching services (continued)

##### Gig matching

**MarketMakers** (SDC/Helvetas, Bosnia & Herzegovina) aimed to develop the freelancing ecosystem by providing information and awareness-raising, developing capacities, and advocating for improved policy measures. The intervention contributed towards at least 4,750 young people experimenting with, entering, and continuing to earn income as a freelancer.

**RECONOMY** (Sida/Helvetas, North Macedonia) has stimulated private trainings, the expansion of co-working spaces, and policy changes to allow freelancers to contribute to health and pension benefits on a voluntary basis. Over 600 people have been trained, with 444 finding work/employment as freelancers.

##### Industrial park labour

**Enterprise Partners** (FCDO/DAI/First Consult/ITAD/Enclude/BCAD, Ethiopia) initiated a PPP labour sourcing and training programme for a major industrial park focusing on textiles and apparel, after twenty foreign companies signed on before the park's launch, creating a need for 60,000 workers. 89,785 workers screened and 26,592 recruited as of December 2019.

**LIWAY** (Sida/EKN/SNV/Technoserve/Save the Children/Mercy Corps) is helping to establish more affordable, accessible and quality childcare services at Bole Lemi Industrial Park in Addis Ababa through a PPP model. The model was serving 162 parents as of May 2023.

#### Career guidance

**RisiAlbania** (SDC/Helvetas, Albania) has worked to strengthen the career guidance system in Albania, resulting in improved career guidance services for over 17,000 young people. The intervention has supported a range of partners - universities, private providers, and municipalities - to develop a career guidance system that benefits both young people and businesses, leading to more effective job placements and a skilled workforce aligned with company needs. 17,224 young people have received career guidance services with 353 gaining employment.

**EYE Kosovo** (SDC/Helvetas/MDA, Kosovo) is working with the public sector to invest in career guidance services - starting with embedding career guidance within VET schools. There are currently 60,000 users of these services and 1,000 businesses are collaborating with VET schools as a result of better career guidance activities.

### 3. Access to work (job matching): lessons learned

*“Entering immature and underdeveloped spaces can be challenging, but it can also be an opportunity. The key was to be willing to learn from failure. In the case of MarketMakers, it took two years and a few failed attempts before better entry points and partners were identified. Besides non-formal education providers, it was challenging to identify those with clear incentives to support new/inexperienced freelancers. Even after some breakthroughs, the long-term cost-benefit for partners to expand outreach and modestly invest further was uncertain amid other competing priorities and even difficulties with legislation (e.g. regulations on intermediation).*

*A balanced portfolio of interventions is also important, as it allows the project more time to find the right entry points and partners. This means having a mix of short-term and long-term interventions, as well as interventions that focus on different aspects of the labour market (demand, supply, and intermediation).”* [MarketMakers \(SDC/Helvetas, Bosnia & Herzegovina\)](#)

*“Young people's' journey from education to employment is not a straight line: it is a non-linear, dynamic experience of different types of earning and learning experiences that zig-zag in and out of the labour market. To increase employment, less fixation with straight lines is needed and more focus on steering young people to a variety of opportunities that allow them to get experience, build their CVs and earn an income.*

*Platforms such as SA Youth can support young people in navigating different types of earning and learning opportunities to help ensure consistent labour market access. While the formal economy – the location of the most stable and better-paid jobs – remains unable to accommodate all young people, it is important to ensure young people have sight of all types of earning opportunities. SAYouth.mobi supports young peoples' sometimes necessary, non-linear employment pathways and research has shown that engagement with the platform correlates with better employment outcomes. An increase in the average daily days on the platform by 0.1 days was associated with a 9.8% higher likelihood of transitioning to employment.”* [SA Youth \(Harambee Youth Employment Accelerator, South Africa\)](#)

## 4. Better work (job quality): summary

### Headline messages

1. Job quality featured in nearly half of the interventions (40% include job quality objectives)
2. Interventions covered a wide range of job quality dimensions: skills (n=9), job 'fit' (n=4), stability (n=6), health & safety (n=4), increased income (n=4), benefits - pension/insurance (n=3)
3. Quality is rarely the sole objective (n=6). Where it was, health & safety (n=3) most common.
4. Job quality often combined with job creation or access to jobs objectives (n=15), potentially signalling that programmes are integrating quality into their employment strategies
5. Definitions and measurement (for comparability and learning) remain major challenges

#### **Boneza**

*(Sida/ILO, Rwanda)*

Changed the building code to include inspection of working conditions on construction sites, forcing contractors to invest in health & safety measures.

<https://beamexchange.org/resources/2075/>

#### **FDW - Workers in Construction**

*(Sida/ILO, South Africa)*

BDS providers offer services to improve working conditions (and productivity) of SME subcontractors in mining.

<https://beamexchange.org/resources/2049/>

#### **SDP**

*(SDC/Swisscontact, Cambodia)*

Industry-led training on hospitality skills. Recognises service workers' skills as key to quality (and growth) for tourism.

<https://beamexchange.org/resources/2041/>

## 4. Better work (job quality): reflections (1)

- **Job quality is the most heterogeneous outcome area of the jobs triangle.** Work on each different aspect of job quality yields different insights.
- **Improved skills and recognition (n=9) and satisfaction with 'job fit' (n=4):**
  - **Industry-based training/skills interventions** frame skill acquisition as a job quality outcome. This is heightened when skills are certified as part of a broader qualification, as workers can use that to navigate the labour market beyond one firm.
  - **Apprenticeships and 'job placements' within TVET programs** emphasize that greater alignment with employers leads to better 'job fit' for graduates, as another dimension of job quality.
- **Job quality via skills is different from access to work via skills:** The job quality outcomes related to a smoother school-to-work transition, better fit with an employer (and higher skills utilisation), as well as helping workers access qualifications and occupational identities/registrations that strengthen their overall position in the wider labour market. This is an area that would benefit from further research to test and hone these hypotheses.

## 4. Better work (job quality): reflections (2)

- **Working conditions: health and safety (n=4)**
  - **Top-down/regulation:** advocacy to shift key regulations that in turn create pressure or consequences for employers to change their behaviour. With the right timing and access to the right networks, rapid progress is possible (e.g. [construction labour inspections in Rwanda](#))
  - **Bottom-up/business case:** highlighting and communicating the incentives for an individual business to improve health and safety, based on their own self-interest. This is a relatively untested value proposition with mainly early stage interventions. Can firms see link between working conditions and labour productivity? And are they willing to pay for a service to help them improve this? (e.g. [BDS that targets improved working conditions that boost productivity in South Africa](#)).
- **Job stability (n=6) and increased income (n=4)**
  - **Increased income** - creating 'better jobs' that are higher paying (e.g. [salaried information security jobs](#)); access to promotions based on upskilling. A key question is under which conditions firms reward/compensate workers for improved productivity.
  - **Stability** - formalising work, clearer terms of employment informal work (e.g. waste management), or shifting from wage workers to micro entrepreneurs (e.g. micro-retail/consumer goods). Here there is a clearer value proposition to larger firms who are distributing or aggregating - the worker stability translates to more consistent and/or higher quality supply chains or distribution networks.

## 4. Better work (job quality): follow-up actions

### Follow-up actions

1. Gather more information and **conduct deeper analysis of job quality as a 'secondary' or 'joint' objective** for MSD4E interventions. How is job quality being defined and how is that integrated into the strategy for access to jobs or job creation?
2. **Promote uptake of the [Rough Guide to Measuring Job Quality in MSD\(4E\)](#):** This is an important newly published resource from the ILO (SCI) and Sida that addresses many of the challenges related to definition and measurement of job quality. Engaging practitioners - both team leaders, technical leaders and MEL managers - in applying the guidance can go a long way to shifting practice in this domain.
3. Programmes focused on job quality should **work closely with their MEL teams to define job quality and test their hypotheses** and assumptions surrounding these objectives:
  - a. Test the hypothesis that ongoing skills development is valued by workers (subjective assessment of job quality)
  - b. Pay careful attention to hiring practices to understand whether recognition of skills is actually a factor in hiring/promotions
4. **Consolidate evidence and tacit learning from programmes on systemic changes that support job quality**, especially in health and safety. A few of the interventions point to a potentially useful strategy of combining top-down regulations and enforcement with bottom-up articulation of the business case for particular employers. A small set of in-depth case studies could add significant value here.

## 4. Better work (job quality): case snapshots (1)

### Safer working conditions

#### Health, safety and benefits: regulation and enforcement

**Boneza** ([Sida/ILO, Rwanda](#)) advocated successfully for changes to the building code to include inspection of working conditions on construction sites in Rwanda. Contractors invest in occupational safety and health measures to protect informal workers to avoid fines and 'stop work' orders.

**Action Research in Peru Wood & Furniture** ([Sida/ILO, Peru](#)) advocated to the Ministry of Health to designate the carpentry occupation as 'hazardous' which unlocks access to better health insurance and services for carpenters. This was blocked by the employers association, as employers would have had to increase fees to pay for better health insurance coverage.

**RECONOMY** ([Sida/Helvetas, North Macedonia](#)) advocated for a new law for social insurance which recognises freelancers as a legitimate category of worker. This allows freelancers to contribute to health and pension benefits on a voluntary basis across all sectors.

#### The business case for better working conditions

**Action Research in Peru Wood & Furniture** ([Sida/ILO, Peru](#)) influenced the forestry authority to provide discounts on timber concessions to forestry enterprises that comply with best practices in forestry management, including working conditions. The discount ranged from 20-50% if firms met the conditions. Estimated to impact 13,000 workers in over 3,000 firms.

**Foundations for Decent Work - Labour Rights for Workers in Construction** ([Sida/ILO, South Africa](#)) is supporting a mining company to build the capacity of its SME subcontractors through a private BDS provider that is already selling its services to the mining company. The project is supporting the expansion of BDS services to include tools and approaches to improve working conditions that increase labour productivity while improving job quality for SME employees.

**CEDIS** ([Sida/Mercy Corps, Zimbabwe](#)) is supporting aggregators of solid waste to improve their relationships with informal waste pickers. This can increase trust, information flow and quality/consistency of supply while improving terms of employment and working condition for waste pickers.

## 4. Better work (job quality): case snapshots (2)

### Career mobility and trajectories

**Action Research in Peru Wood & Furniture** ([Sida/ILO, Peru](#)) has introduced the certification of skills of existing workers in the wood and furniture sector through occupational profiles developed by the Ministry of Production. Employers then use the profiles to certify and hire the skills of their workers. Longer-term, workers benefit from the recognition of their skills and the community of being part of an occupation beyond any one employer.

**SDP** ([SDC/Swisscontact, Cambodia](#)) brought together key players in the tourism industry to develop and roll out an industry-led training curriculum. This boosted the performance of the tourism sector as a whole, focusing on skills of service sector workers. Firms benefit from improved customer satisfaction.

## 4. Better work (job quality): lessons learned

*“This intervention demonstrates that policy changes are possible, even in a relatively short timeframe, under certain conditions and the right timing. In this case, a motivated and proactive housing authority was key to introducing new inspections focused on labour in existing processes. Also, the building code was being updated precisely at the same time the idea came to fruition. A key insight from a project perspective, is that finding this opportunity required the team to let go of the Ministry of Labour as the ‘theoretical’ actor to play that function, and instead search the particular market system in question (construction) for a much more high will, high skill actor. In part, this realization came from speaking with construction firms and hearing how seriously they took existing inspections - signalling that policy changes through that particular enforcement mechanism would be much more likely to impact workplace behaviours.”* [Boneza \(Sida/ILO, Rwanda\)](#)

*“There is a valuable incentive for mining firms in particular to invest in their supply chains under the rationale of ‘social license to operate’. This intervention connects that incentive with the more traditional profit motive, as the company can benefit from higher performance and increased productivity by its sub-contractors.*

*Another important insight is that the project is leveraging an existing set of partnerships and relationships between the large firm, BDS providers and SMEs. Because the firm is already paying for BDS services, the project is able to ‘test’ the market for additional services (more specific/valued, niche services related to decent work and productivity) without having to directly fund or subsidize those test offerings. This increases the potential for sustainability and the chances that the offerings get scaled up more widely (if they prove successful/valuable).”* [Foundations for Decent Work - Labour Rights for Workers in Construction \(Sida/ILO, South Africa\)](#)

## **5. Conclusion and recommendations**

# Conclusions

- **Growing momentum:** There is a growing and diverse body of MSD4E interventions and growing interest from implementers and some donors in this space (e.g. MSD4E COP, MSS, DCED Global Seminar)
- **Defining success:** More work is needed to define and understand what success - particularly scale - looks like in relation to different employment outcomes.
- **Early signs of sustainability:** While ex-post evaluations are still rare, many interventions have focused on behaviour change and ownership from system actors, yielding early indications of sustainability
- **Evidence gaps:** There are still important gaps in the evidence on 'what works' in all three parts of the Jobs Triangle (job creation, access, and quality)
- **Pulling in the same direction?** There are a mix of objectives, approaches, and levels of ambition that can make it difficult to see the full spread of MSD4E interventions as a coherent whole.
- **Opportunities to link into other fields:** MSD4E can benefit from aligning more closely with development finance (large scale investment focused on jobs); public policy (industrial policy, TVET policy and labour law); and education and labour market research (displacement and net jobs)

# Summary of recommendations (1)

## For donors

- 1. Take a proactive approach to filling evidence gaps, e.g. by a) establishing a research facility, b) supporting relevant existing mechanisms, and/or c) commissioning standalone studies. Example topics include:**
  - Mechanisms, costs and pathways to scale in job creation
  - The sustainability of different skills development models
  - Long-term outcomes of job matching interventions
  - Systemic changes that support job quality
- 2. Strengthen evidence and benchmarking on employment targets, particularly around job creation**
- 3. Commission more ex-post assessments focusing on employment outcomes**
- 4. Promote alignment in how employment outcomes are measured and reported by gathering researchers and MEL practitioners to share learning about emerging practices to measurement.**
- 5. Identify and prioritise specific employment objectives (see Jobs Triangle, slide 5) that are relevant for the target group**
- 6. Commission and support uptake of industry guidance on key themes (for example on strategies and tactics for public sector partnerships in employment interventions or measurement of job quality).**
- 7. Support community-building among MSD4E donors and implementers**
- 8. Commission, support and/or participate in MSD4E training initiatives**

# Summary of recommendations (2)

## For implementers

- 1. Capture and share emerging evidence on what works (and what doesn't) with the wider MSD4E community, for example through the MSD4E COP, and via blog posts, case studies and reports. Example topics include:**
  - Pathways to scale in job creation (e.g. exploring different models, scale agents, commercial cases, etc.)
  - Adapting employer-led training models across multiple sectors
  - Sustainable job matching models for reaching marginalised groups
  - Combining top-down and bottom-up approaches to improving job quality at a systems level
- 2. Engage with project donors to align expectations on the scale of ambition for MSD4E interventions (using best available evidence) and encourage ex-post evaluations of these activities**
- 3. Identify and prioritise specific employment objectives (see Jobs Triangle, slide 5) that are relevant for the target group**
- 4. Undertake integrated analyses of market system and labour markets to target genuine binding constraints**
- 5. Review available evidence and guidance and curate/disseminate this to project teams. Offer more intensive support to project teams (e.g. coaching, peer-to-peer workshops, etc.) where resources allow.**
- 6. Join the MSD4E COP and contribute case examples, questions, or ideas on topics to explore in future**
- 7. Develop, support or participate in MSD4E training that draws together emerging good practice from across the field**

## **Annex: list of interventions**

## Annex: List of interventions (1)

| ID | Intervention name (click to link to interventions library)                  | Project                                             | Donor        | Implementer            |
|----|-----------------------------------------------------------------------------|-----------------------------------------------------|--------------|------------------------|
| 01 | <a href="#">Skills development with industry leaders</a>                    | EYE Kosovo                                          | SDC          | Helvetas/MDA           |
| 02 | <a href="#">Private job intermediation</a>                                  | EYE Kosovo                                          | SDC          | Helvetas/MDA           |
| 03 | <a href="#">Career guidance</a>                                             | EYE Kosovo                                          | SDC          | Helvetas/MDA           |
| 04 | <a href="#">OSH changes through the building code</a>                       | Boneza (Rwanda construction)                        | SECO         | ILO                    |
| 05 | <a href="#">Occupational profiles in the carpentry sector</a>               | Action Research in Peru's Wood and Furniture Sector | Sida         | ILO                    |
| 06 | <a href="#">Designating carpentry as hazardous occupation</a>               | Action Research in Peru's Wood and Furniture Sector | Sida         | ILO                    |
| 07 | <a href="#">Incentives for job quality in forestry</a>                      | Action Research in Peru's Wood and Furniture Sector | Sida         | ILO                    |
| 08 | <a href="#">Regional Research and Education Center</a>                      | Serbia Big Small Business Project                   | USAID        | ACDI/VOCA              |
| 09 | <a href="#">Youth Placement Program</a>                                     | Zambia EDGE                                         | USAID        | ACDI/VOCA              |
| 10 | <a href="#">Temporary worker system</a>                                     | Honduras Transforming Market Systems (TMS)          | USAID        | ACDI/VOCA              |
| 11 | <a href="#">Entrepreneurial ecosystem development</a>                       | Honduras Transforming Market Systems (TMS)          | USAID        | ACDI/VOCA              |
| 12 | <a href="#">Honduran tourism destination promotion</a>                      | Honduras Transforming Market Systems (TMS)          | USAID        | ACDI/VOCA              |
| 13 | <a href="#">Private training providers</a>                                  | Sudokkho                                            | FCDO and SDC | Swisscontact/Palladium |
| 14 | <a href="#">Industry-based training</a>                                     | Sudokkho                                            | FCDO and SDC | Swisscontact/Palladium |
| 15 | <a href="#">Developing private waste management markets</a>                 | CEDIS                                               | Sida         | Mercy Corps            |
| 16 | <a href="#">Expanding accounting services to rural SMEs</a>                 | Rural SMEs Development Georgia                      | SDC          | Swisscontact           |
| 17 | <a href="#">Reorienting &amp; restructuring vocational training centres</a> | BRIDGE Iraq (TAWASOL)                               | GAC          | WUSC                   |
| 18 | <a href="#">Developing early childhood development systems</a>              | WE LEAD Jordan                                      | GAC          | WUSC                   |
| 19 | <a href="#">Workplace learning (apprenticeships)</a>                        | Skills for Jobs (S4J)                               | SDC          | Swisscontact           |
| 20 | <a href="#">TVET provider management model</a>                              | Skills for Jobs (S4J)                               | SDC          | Swisscontact           |

## Annex: List of interventions (2)

| ID | Intervention name                                                                                                                   | Project                                                                 | Donor                     | Implementer                                   |
|----|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------|-----------------------------------------------|
| 21 | <a href="#">Creating employment opportunities with a digital connection platform</a>                                                | LIWAY                                                                   | Sida and Netherlands MoFA | SNV/Technoserve/Save the Children/Mercy Corps |
| 22 | <a href="#">Enhancing women's employability through PPP childcare services</a>                                                      | LIWAY                                                                   | Sida and Netherlands MoFA | SNV/Technoserve/Save the Children/Mercy Corps |
| 23 | <a href="#">Consumer goods distribution</a>                                                                                         | Prospects IV                                                            | Sida                      | Mercy Corps                                   |
| 24 | <a href="#">Influencing social norms relating to youth employment</a>                                                               | Prospects IV                                                            | Sida                      | Mercy Corps                                   |
| 25 | <a href="#">Waste management</a>                                                                                                    | Kuza                                                                    | FCDO                      | ASI                                           |
| 26 | <a href="#">Micro retail</a>                                                                                                        | Kuza                                                                    | FCDO                      | ASI                                           |
| 27 | <a href="#">Industrial Park Sourcing and Training Employees</a>                                                                     | Enterprise Partners                                                     | FCDO                      | DAI/First Consult/ITAD/Enclude/BCAD           |
| 28 | <a href="#">M-SAWA</a>                                                                                                              | M-SAWA                                                                  | GAC                       | MEDA                                          |
| 29 | <a href="#">TechnolinksPlus</a>                                                                                                     | TechnolinksPlus                                                         | GAC                       | MEDA                                          |
| 30 | <a href="#">Support Construction Sector Sub-contractors to provide decent working conditions and to enhance labour productivity</a> | Foundations for Decent Work – Labour Rights for Workers in Construction | Sida                      | ILO                                           |
| 31 | <a href="#">Moving training centres to competency-based training</a>                                                                | Skills to Build (S2B)                                                   | Multiple                  | Swisscontact                                  |
| 32 | <a href="#">Destination Marketing and Investor Services</a>                                                                         | MarketMakers                                                            | SDC                       | Helvetas                                      |
| 33 | <a href="#">Freelancing Promotion</a>                                                                                               | MarketMakers                                                            | SDC                       | Helvetas                                      |
| 34 | <a href="#">e-commerce Facilitation</a>                                                                                             | MarketMakers                                                            | SDC                       | Helvetas                                      |
| 35 | <a href="#">Non-formal education promotion</a>                                                                                      | MarketMakers                                                            | SDC                       | Helvetas                                      |
| 36 | <a href="#">Gender-responsive pedagogy in TVET</a>                                                                                  | INVEST                                                                  | GAC                       | WUSC                                          |

## Annex: List of interventions (3)

| ID | Intervention name:                                                                                             | Project:                 | Donor                     | Implementer                                   |
|----|----------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------|-----------------------------------------------|
| 37 | <a href="#">Reforming provincial training centres</a>                                                          | SDP Cambodia             | SDC                       | Swisscontact                                  |
| 38 | <a href="#">Building tourism and hospitality skills through an industry association</a>                        | SDP Cambodia             | SDC                       | Swisscontact                                  |
| 39 | <a href="#">Introducing Improved Vocational &amp; Pedagogical Skills for Effective Employability (IVoPSEE)</a> | LIWAY                    | Sida and Netherlands MoFA | SNV/Technoserve/Save the Children/Mercy Corps |
| 40 | <a href="#">Workforce development through satellite training centres</a>                                       | LIWAY                    | Sida and Netherlands MoFA | SNV/Technoserve/Save the Children/Mercy Corps |
| 41 | <a href="#">Inclusive job matching</a>                                                                         | Youth Impact Labs Jordan | Google                    | Mercy Corps                                   |
| 42 | <a href="#">Social Business Incubator (iPark)</a>                                                              | Youth Impact Labs Jordan | Google                    | Mercy Corps                                   |
| 43 | <a href="#">Tourism product development</a>                                                                    | PPSE Kosovo              | SDC                       | Swisscontact                                  |
| 44 | <a href="#">Self-employment through freelancing</a>                                                            | RECONOMY                 | Sida                      | Helvetas                                      |
| 45 | <a href="#">Vibrant service sector for better economic opportunities</a>                                       | RECONOMY                 | Sida                      | Helvetas                                      |
| 46 | <a href="#">Enhancing economic opportunities through non-formal skills development</a>                         | RECONOMY                 | Sida                      | Helvetas                                      |
| 47 | <a href="#">Competitiveness and sustainability in the textile and apparel sector</a>                           | RECONOMY                 | Sida                      | Helvetas                                      |
| 48 | <a href="#">SA Youth</a>                                                                                       | Harambee                 | Multiple                  | Harambee                                      |
| 49 | <a href="#">Digital Financial Service for Business Opportunities for MSEs</a>                                  | LIWAY                    | Sida and Netherlands MoFA | SNV/Technoserve/Save the Children/Mercy Corps |
| 50 | <a href="#">Promoting fruit and vegetables market development</a>                                              | RisiAlbania              | SDC                       | Helvetas                                      |
| 51 | <a href="#">Career guidance for young people</a>                                                               | RisiAlbania              | SDC                       | Helvetas                                      |
| 52 | <a href="#">Developing the market for information security services</a>                                        | RisiAlbania              | SDC                       | Helvetas                                      |
| 53 | <a href="#">Fee-based short training courses through TVETs</a>                                                 | RIPA-North               | USAID                     | Mercy Corps                                   |