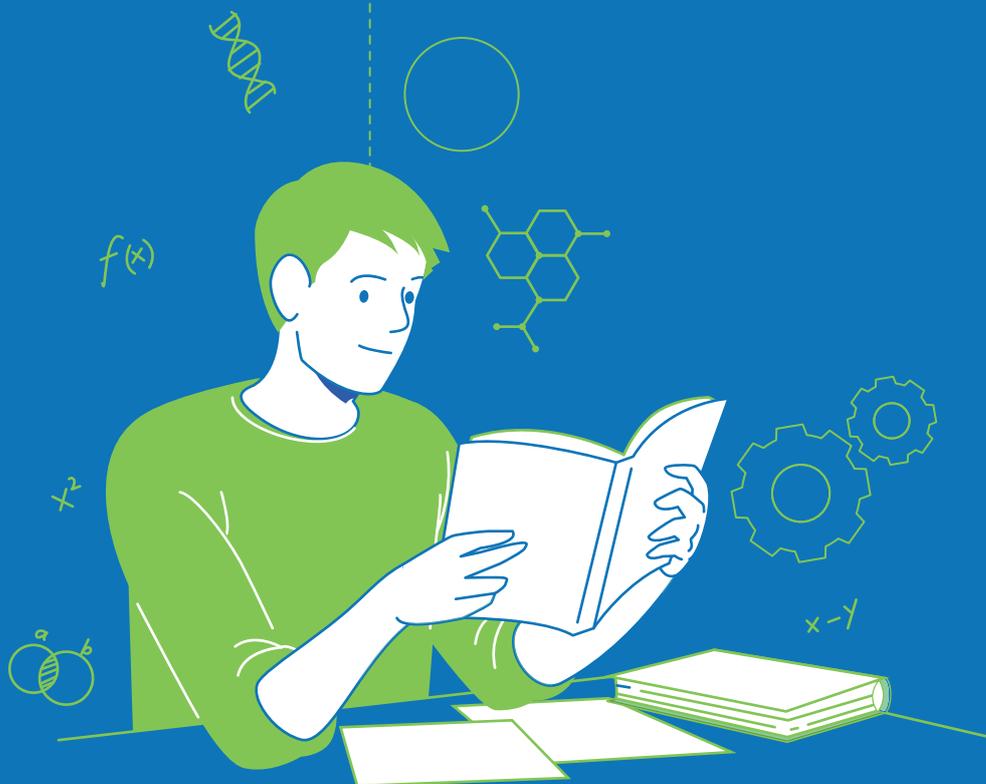


# Enabling Successful School-to-Work Transitions



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This summary note presents research findings on enabling successful school-to-work transitions for students (aged 15-29 years). It addresses emerging trends in the world of work, the need for 21<sup>st</sup> Century Skills, current practices in school systems, barriers faced and the need for a Systems Change approach to integrate 21st Century Skills in schools.



# Fast-changing World of Work

The ongoing pandemic has accelerated several trends which were predicted to impact our world several decades later

## Accelerated digitization

COVID-19 has accelerated digitization, resulting in significant changes in skill requirements. Due to rising automation, upskilling the workforce to familiarize them with digital tools and platforms is essential.

## Rise in gig work

In 2020- 2021, more than 50% of all new employment in India (both white and blue-collar jobs) was generated by the gig industry, across online crowd work and jobs undertaken via platforms like Uber and Urban Company.

## Demand in Education

### Technology

The pandemic pushed private schools in urban India to adopt a digital and remote pedagogy. Studies suggest that it was the second-most funded sector in 2020 and witnessed a 4.5x<sup>1</sup> growth.



1

2

3

4

5

6

## Changes in health and allied sectors, green sector job-led growth:

Telemedicine platforms, remote consultations and digital appointments are in demand. This will lead to low demand in the workforce support needed in hospitals and allied sectors. Additionally, a shift to a greener economy is expected to add up to 3 million jobs in India by 2030.

## Green sector job-led growth

It's estimated that a shift towards a greener economy can add up to 3 million jobs in India by 2030.

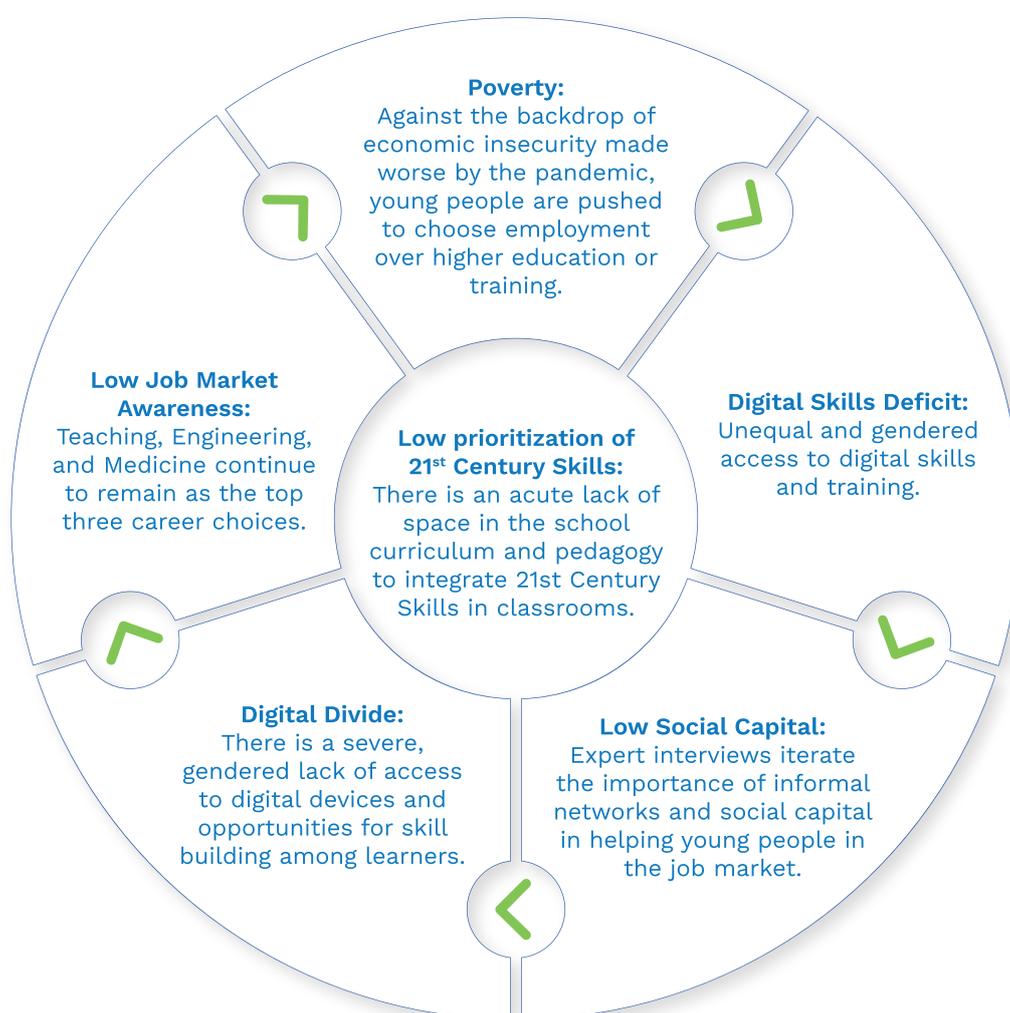
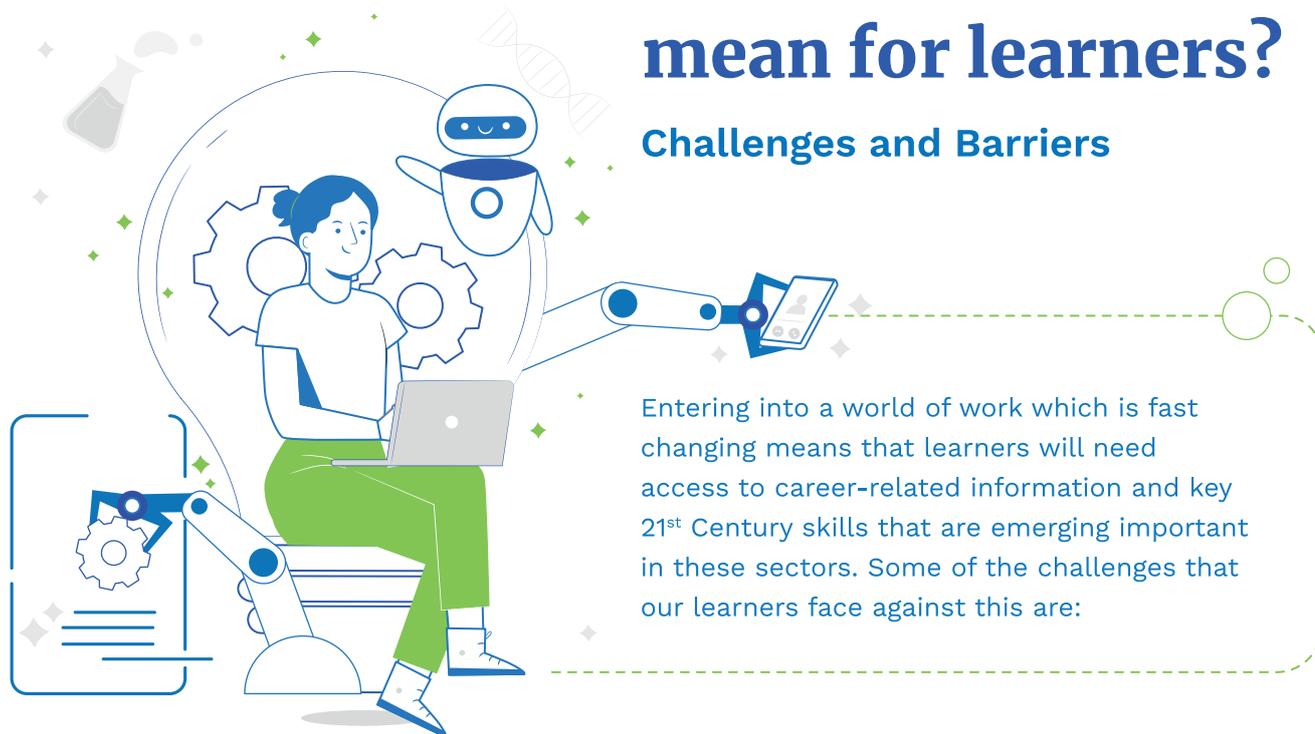
## Key 21st Century Skills

required across sectors:  
**Learnability, Innovation, Entrepreneurial Skills, Critical Thinking, Digital Skills, Communication, Collaboration, Resilience, Problem Solving, Empathy and Creativity are emerging across sectors.**

<sup>1</sup> <https://yourstory.com/cs/uploads/H12020FundingReportJuly22final31-1596123189299.pdf>

# What does it mean for learners?

## Challenges and Barriers



## How is the secondary school ecosystem equipped to take these skills to learners against the demands of the industry

 Needs of the Industry	 Gaps in the Secondary School System	 System Stakeholders	 Areas for Intervention
Changing trends in work - vanishing and emergent roles in sectors	Lack of access to information on changing trends	Teachers Education officials Parents Learners	A comprehensive career input needs to be built into the system
21 <sup>st</sup> Century skills essential across sectors	Low prioritization of these skills in the system  Mindset-related challenges  Lack of definitional clarity  Ineffective compartmentalization of skills	Teachers Education Officials Parents	Current assessments to be revised to prioritize 21 <sup>st</sup> Century Skills  Training related to 21 <sup>st</sup> Century Skills to build capacity is needed
Increased digitization trends with a fast distancing economy	Digital divide major barrier to build on digital skills of students  Digital skills deficits in educators	Learners Teachers Educators	Accessible digital resources for students to be made available.  Digital skill-building training for educators crucial.

## Bridging the world of work and the education system

The complexity of the public education system (multiple stakeholders and barriers to integration) makes it imperative that solutions to integrate 21st Century Skills look at the system as a whole, for lasting and durable change. This calls for a Systems Change approach.

# Changing Status Quo – Recommendations for Systems Change

**1** To enable Systems Change, it is crucial to Influence- structural change (through policies, practices, resources), relational change (relationships and connections and power dynamics) and transformational change (mental models) in the education system towards integrating 21<sup>st</sup> Century Skills.

Collaborative models where solutions may be co-created with different departments and stakeholders in the education system are likely to demonstrate early success and allow the system to adapt and evolve in a need-responsive way.

**3**

**2**

Interventions must aim at the school, block, district and state level, and involve several actors-teachers, parents, education department functionaries and policymakers. They need to link priorities to the education system to enable ownership of these programs.

**4**

The duration and intensity of the program are key factors in enabling lasting change. 21<sup>st</sup> Century Skills need to be built into the day of the child by creating immersive experiences.

**5**

Introduction of multi-faceted, contextualized assessments that include self-reporting, feedback/observation from other learners/educators, roleplays with real-world situations and demonstration of learning through project and group work are found to be more effective.



# Actionable Insights to build a system change model



## Visioning

- Build a shared consensus in the system
- Align to education system's priorities
- Co-create vision for change with multiple stakeholders



## Planning

- Build an action plan from the visioning document
- Identify areas of support for the state
- Map ownership



## Implementation

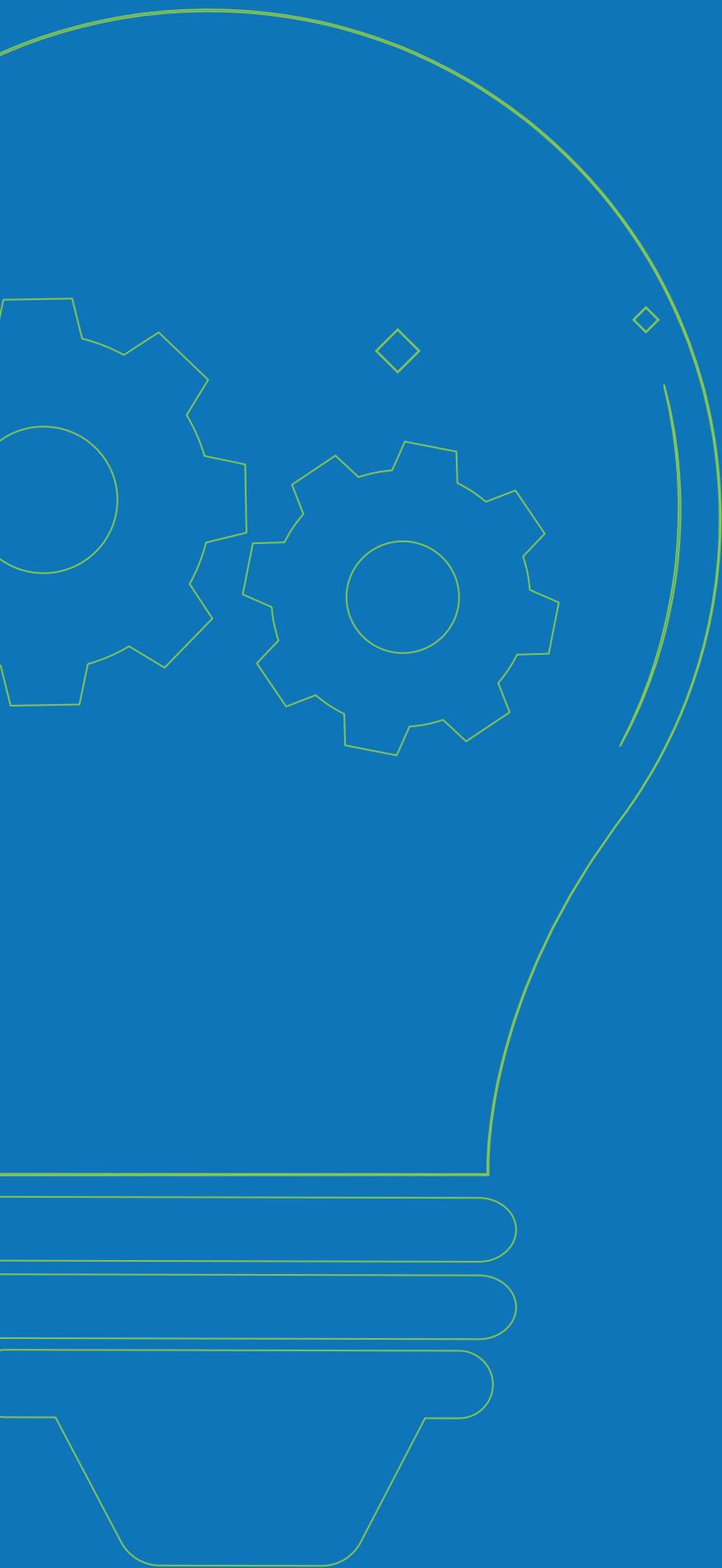
- Build a Systems Change model by
  - Determining scale
  - Determining entry points
  - Determining structure of engagement
- Build Curriculum outline by
  - Determining Approaching to 21<sup>st</sup> Century Skills
  - Contextualization of Skills
  - Determining how to measure success of the Skills



## Review

- Design continuous review cycles
- Harness Data
- Revisit Visioning





Please download the full report at :  
<https://www.questalliance.net/our-publications>