



GAN
GLOBAL

SHAPING WORKFORCES
OF THE FUTURE

**ANNUAL REPORT
2018-2019**





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NESTLÉ S.A.

THE CHAIR'S FOREWORD

♦
Laurent Freixe



We are living through an unprecedented time when the health, safety and well-being of our people is more important than ever. I trust and hope this message finds you, your families and employees, well and safe.

As Chair since June 2019, I have the privilege to represent GAN Global at a time when its mission is more relevant than ever. We have now shifted the GAN strategy to promoting sustainable workforce development, through work-based learning programmes, including apprenticeship, to better equip people for the Future of Work. This shift was necessary to take into account a world facing momentous changes, further accentuated by constant technological disruptions.

Despite this shift, the unique value proposition of GAN remains the same – as a convener of public and private partners who together, drive

the unique value proposition of GAN remains the same – as a convener of public and private partners who together, drive concrete actions globally, nationally and regionally

concrete actions globally, nationally and regionally. I am confident that this pragmatic approach will better support employers and society at large. I would like to express my thanks to all of our members and partners who have worked together on the business and policy landscape needed to increase the uptake of work-based learning.

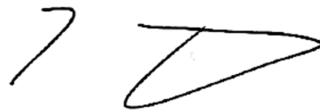
As CEO of Nestlé in the Americas, the value of reskilling and upskilling our people is more apparent to me every single day. At Nestlé, we see it as our responsibility to shape global and community approaches, and play a key role in high level policy debates to shape the future. I invite you to do the same -- to lead, shape and drive action aimed at aligning

skills development with labour demands, through work-based learning. This year's GAN Annual Report highlights a few of our achievements as a business-led coalition and a catalyst of multi-stakeholder dialogue. GAN Global is in a strategic position to bring together some of the world's

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largest global companies with key policy makers and social partners. Looking ahead, we aim for the further development of a strong research approach, which builds credibility with members and partners. We are targeting key stakeholders such as the World Economic Forum, the World Bank, UNESCO, the African Union (AU), the European Commission (EC) and UNICEF, amongst others, to align more closely with. In 2020, GAN Global will lay the foundations of a regional approach to work-based learning advocacy in Latin America. The results of recently conducted research from GAN Networks in Argentina and Costa Rica related to policies and practices in the space of youth employment will be shared widely with other Networks in the region and globally. Together we can shape global, national and local narratives around work-based learning, where both employers and governments can play equally important roles. I look forward to what we will achieve in the years to come.

Yours sincerely,



LAURENT FREIXE

*GAN Chair and Nestlé S.A. Executive Vice President
Chief Executive Officer Zone Americas (United States of America, Canada,
Latin America, Caribbean)*

GAN GLOBAL

ENABLING A FUTURE-FIT WORKFORCE

Nazrene Mannie



I am honoured to have taken on the position as GAN Global Executive Director in August 2019, working with companies who are paving the way forward with innovative examples of work-based learning and policy-makers who are creating and advocating for frameworks that enable employer-led investments in such programmes. Since assuming this role, I have had the privilege to engage personally with our member companies, network coordinators, stakeholders and partners across industries and countries and to learn from those who are implementing work-based learning, influencing policy, and driving business-led alliances in various regions and countries. The work they are leading is both inspiring and gratifying. Because of you - our members, partners, and networks - we are working towards accelerating skills acquisition across workforces around the globe.

Because of you - our members, partners, and networks - we are working towards accelerating skills acquisition across workforces around the globe.

Reflecting back on our highlights and achievements in 2019, together we have accomplished impressive results. Since our inception, as a call-to-action from G20 countries and B20 business leaders, we have influenced legislation and practice related to apprenticeship, first in Europe and Africa and now in Latin America and Australia.

In several countries, we are advancing the agenda of employer engagement in education, skilling and upskilling. Through this Annual Report, I look forward to sharing more with you about how your membership and support has impacted our strategy, advocacy and policy frameworks during the course of this year.

As this new decade unfolds, the mission of our work is more pressing than ever. Enabling a future-fit workforce requires two essential components: investing in work-based learning programmes, including apprenticeships, and employer engagement and buy-in.

As part of a multi-stakeholder alliance, representing employers, large multi-nationals, international organisations and governments, we all have a crucial role to play in skilling our workforce. At GAN Global, we are actively working to compile and leverage all of your experiences so we can influence and shape the policy environments and innovative practices in key markets to enable access and create new work-based learning opportunities for all segments of the workforce.

We thank all of you who have supported our efforts and hope that this fifth Annual Report, which ushers in a broadened strategy and new decade for GAN, will enlighten you on our collaborative milestones. We still have much work to do today to prepare for tomorrow's workforce, and we thank you for your continued inspiration and support.

Best regards,



NAZRENE MANNIE

GAN Global Executive Director

GAN AT A GLANCE

THE GLOBAL APPRENTICESHIP NETWORK

is a business-driven, multi-sector alliance that promotes work-based learning (WBL), including apprenticeship, as a way to overcome the skills mismatch and achieve a future of work that provides decent and sustainable employment opportunities for all. We do this by encouraging businesses to implement WBL programmes and advocating with governments for an enabling policy environment. We believe that by aligning workforce skills with labour market demands, businesses, people and communities will be empowered to thrive in a world of transformation.

Our Board Members include CEOs from many of the world's leading companies and top decision-makers from prominent international organisations. Together with GAN's leadership at the global level and activities that are being implemented in several countries around the world, we commit to ensuring that WBL empowers people and businesses to meet the rapidly evolving demands of today's labour market.

For more information, please visit: www.gan-global.org

GAN GLOBAL

MISSION & VISION

MISSION

GAN Global empowers people and businesses by promoting and advocating for the uptake of WBL, including apprenticeships, as a way to address the mismatch between the skills people have and the skills employers need.

VISION

To become the global reference on WBL for executive decision makers, governments and community leaders in order to drive the creation of a sustainable and inclusive workforce.

*We believe that by aligning
workforce skills with labour market
demands, businesses, people and
communities will be empowered to
thrive in a world of transformation.*



OUR STORY

GAN Global was founded in 2014 by multinational companies and international organizations, including the International Organisation of Employers (IOE), the International Labour Organization (ILO), the Organisation of Economic Co-operation and Development (OECD) and Business at OECD.

GAN's genesis lies in the 2012 call-to-action from G20 governments and B20 business leaders to close the skills gap and promote employment, especially for youth. Since then, the GAN has expanded its core focus beyond apprenticeships for youth to include WBL for all segments of the workforce.

Our primary role is to encourage businesses to implement WBL programmes, including apprenticeships, and to support the creation of an enabling policy environment.

WHAT WE DO

Our primary role is to encourage businesses to implement WBL programmes, including apprenticeships, and to support the creation of an enabling policy environment.

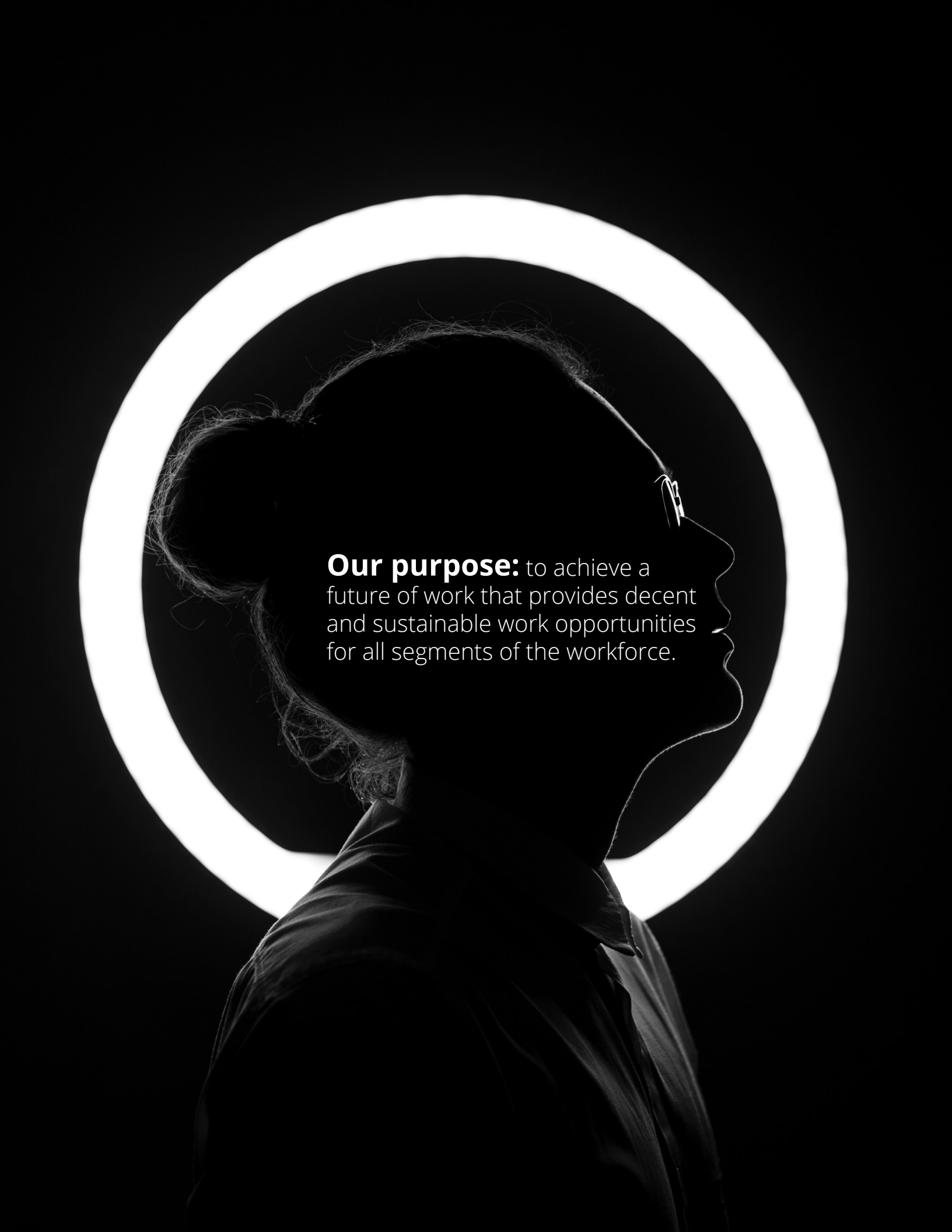
We do this by **advocating** with governments to improve the policy environment for enabling WBL; **facilitating** peer-to-peer sharing of industry best practices and learning; and **implementing** innovative models through our members, networks and in-country activities.

We believe that by aligning skilling practices with actual labour market demands through WBL, we will enable business, people and communities to thrive in a rapidly changing world of work.

WHERE WE WORK

GAN Global is based in Geneva, Switzerland. We are active worldwide, working with local and regional partners including IOE members, ILO regional and country offices and non-governmental organisations (NGOs).

We have also established GAN Networks in 15 countries, along with regional and local in-country activities.

A high-contrast, black and white image featuring a silhouette of a person's head and shoulders. The person is facing right, with their hair tied back. A large, bright white circle is centered behind the head, creating a halo effect. The background is solid black. The text is overlaid on the right side of the head silhouette.

Our purpose: to achieve a future of work that provides decent and sustainable work opportunities for all segments of the workforce.

GOVERNANCE

THE GENERAL COUNCIL

The General Council is the supreme decision-making body, comprising all members of the association, namely employer federations, GAN Global corporate members, founding partners – the International Organisation of Employers (IOE), the Organisation of Economic Co-operation and Development (OECD), the International Labour Organization (ILO) and Business at OECD (BIAC) - and other organizations that share GAN's goals. Amongst others, its responsibilities include the adoption and amendment of the Articles of Association, admission and exclusion of members, and dissolution of the association. The General Council also elects the Chair of the Management Board.

THE MANAGEMENT BOARD

The Management Board is the executive body of the association. It ensures that the objectives of GAN and the decisions of the General Council are implemented and the activities necessary to the proper functioning of GAN Global are undertaken, under the guidance of the Executive Director who is appointed by the Management Board. Both the Chair and Treasurer of the Management Board are elected for a period of two years and can be re-elected. The Management Board also consists of corporate members who elect to join at the board-level as well as the founding members of the GAN, including the Secretary-Generals of the IOE and Business at OECD (BIAC) who are ex-officio full members of the Management Board.

Employer organisations may serve on the Board as well. While the membership of the Management Board is limited to CEO-level personnel, each CEO also serves as the primary point of contact with the GAN.

LEGAL STRUCTURE

The Global Apprenticeship Network (GAN) is a Swiss non-profit association consisting of three principle governing bodies: the General Council and the Management Board.



Laurent Freixe
Executive Vice President
CEO Zone Americas, Nestlé

CORPORATE MEMBERS

Laurent Freixe Executive Vice President CEO Zone Americas, Nestlé	Thomas Meyer Senior Advisor, Accenture Switzerland	Viswas Raghavan CEO in EMEA and Head of Banking for the region's Corporate & Investment Bank, JPMorgan Chase & Co.	Jean-Philippe Courtois Executive Vice President and President, Global Sales, Marketing & Operations, Microsoft
Francois Rohrbach General Manager, Switzerland SVP Human Resources	Sergio P. Ermotti CEO, UBS	Peter Robinson President and CEO, United States Council for International Business (USCIB)	Mario Greco Group CEO, Zurich
Christopher J. Nassetta President and CEO, Hilton		Alain Dehaze Group CEO, The Adecco Group	

INTERNATIONAL ORGANISATIONS

Sangheon Lee Director, Employment, Policies Department, International Labour Organisation (ILO)	Roberto Suárez Santos Secretary General, International Organisation of Employers (IOE), GAN Secretary	Stefano Scarpetta Director of Employment, Labour and Social Affairs, Organisation for Economic Co-operation and Development (OECD)	Russel Mills Secretary General, Business at OECD, (BIAC) GAN Treasurer
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The collaboration with our members - represented by companies, founding partners, and individuals who lead large companies - is at the heart of our success. We want to thank you, your organisations and companies for your continued support in helping us to enable future-fit workforces.

HIGHLIGHTS FROM Q4 2018-Q4 2019

NEW STRATEGY

In 2018, GAN Global's Management Board agreed to a new, streamlined focus on work-based learning (WBL), including but not limited to apprenticeships, to better equip all people, young and older, for the future of work (FoW). At the 2018 Board Meeting, kindly hosted in London by GAN Board Member JP Morgan Chase, members expressed a firm belief in the new direction of GAN's approach and positioning. The new strategy was crafted in close partnership with our members, and in 2019, the organisation spent an extensive period engaging with members to confirm the expanded mandate. The new areas of focus include the strategic vision of partner organisations (the ILO, the IOE, Business at OECD (BIAC) and private sector members), as well as the development of strong research and the creation of an enabling policy environment to support workforce development, using WBL as the key approach for creating an enabled, equitable and

responsive world of work.

The GAN's unique value proposition, however, remains the same - as a multi-sector network that smartly convenes public and private sector partners to drive concrete actions that respond to the challenges and opportunities of the workforce, for today and for tomorrow.

Our members have remained committed to creating skilling opportunities and pathways into the labour market for young people, although the expanded focus ensures that all segments of the workforce are equipped through reskilling, upskilling and new learning opportunities. Together, our aim is to create a more inclusive and equitable future by enabling businesses and workers to thrive in an era of transformational change.

NEW LEADERSHIP

2019 has been a year of change. Mr. Laurent Freixe, Executive Vice President & CEO of Zone Americas at Nestlé S.A., became the new Chairman of the Board in June 2019.

Shortly after, in August 2019, Ms. Nazrene Mannie came from South Africa to join the team as the new GAN Executive Director. With this new leadership, GAN has remained focused on working with members and partners to advocate for a flexible legislative framework around WBL, and remains a catalyst for skilling and WBL, almost six years after our establishment.

GENESIS

Our genesis lies in the 2012 call-to-action by G20 governments and B20 leaders to close the skills gap and promote employment, especially for youth.

Although we have since expanded our core focus beyond youth and apprenticeships to include WBL for all segments of the labour force,

EXTERNAL PARTNERSHIPS AND NEW MEMBERS

We believe that our strength is in numbers. Bringing about needed change requires a level of scale and collaboration across sectors and disciplines, and businesses have a significant role to play.

In line with our new strategic positioning, based on member expertise and practice, GAN Global has strengthened partnerships with key international players including the ILO, UNESCO, the World Bank, UNICEF, the EU, and the African Union (AU). In 2019 we welcomed new Board Members, including Firmenich, the largest privately owned Perfume and Taste Company in the world,

and the United States Council of International Business (USCIB), a policy advocacy and trade services organisation dedicated to promoting open markets and representing American business interests internationally.

Since January 2019, GAN has also developed several new partnerships with other non-profit organisations, where there is an opportunity for a win-win relationship and collaboration toward the organisation's objectives. This year we have signed memoranda of understanding (MOUs) with the following organisations:



Solutions for Youth Employment

Solutions for Youth Employment (S4YE), World Bank is a multi-stakeholder coalition among public sector, private sector, civil society actors, government officials, foundations, think tanks, and young people that aims to provide leadership and resources for catalytic action to increase the number of young people engaged in productive work.



Eidos

Eidos is a global organisation that develops educational solutions for companies, organizations and governments around the world who want to make an impact and need to equip people with skills and knowledge essential for life and work in the 21st century.



TranZed

TranZed is a specialist Non-Profit Modern Apprenticeship Intermediary in the USA, providing services related to apprenticeship, delivery, development, consultancy and research as well as mentoring, coaching and training.



Route2China

Route2China helps young people and companies prepare for the future by offering a unique work exchange program in China for apprentices and their managers.

workforce development remains a core strategy for governments and policy-makers in the countries and regions where we work.

In 2018, the B20 Employment and Education Taskforce reported increased unemployment for almost all OECD countries, and in 2019, the G20 presidency under Japan noted

GAN Global as the first policy action to increase knowledge on TVET learning – underpinning GAN's continued relevance as a multi-sector network.

2019 was a banner year, but we still need more business champions who are committed to the development of the workforce, who understand that skills and competencies are the ultimate differentiator for business sustainability and growth in an era of continuous, rapid change, and who recognise the need for business leadership in skills-building through WBL. By leveraging the experience and expertise of diverse businesses and game-changers, we aim to scale-up learning and sharing of information between businesses and countries to create a larger, more positive impact.

JOINT ACTIVITIES WITH MEMBER AND PARTNERS

Following the Board Meeting in 2018, GAN Global collaborated with the ILO on research that further pursued the topic of [how to integrate SMEs in the wider apprenticeship system](#). The results of the WBL methodology and findings for SMEs will be released in 2020, along with a toolkit on Quality Apprenticeships, for which GAN members contributed case studies.

At the GAN Board Meeting in 2019, generously hosted by Nestlé in Vevey, Switzerland, a peer-to-peer workshop was held on [“Redesigning Hiring and Training to Attract Talent, Grow Business and Build an Equitable Future of Work”](#). This was a unique opportunity for human resources (HR) professionals to share their experiences as critical players in articulating the operational design and planning necessary to strengthen future workforces. Internally, we have deepened our engagement with members by defining our value proposition and services, and have developed over 30 joint activities with our members this year, including podcasts, thought pieces and virtual panels, namely through the [SkillingNow](#) platform. Since the adoption of our new strategy, GAN has been increasing our reputation internationally for the novel approach to develop an inclusive workforce through WBL. This year, GAN has also continued toward our initial target from 2016 to engage with GAN corporate members on the commitment to create 9 million opportunities for youth through 20 networks and 20 board members. At the 2017 Board Meeting, this number was increased to 20 million opportunities. Since then, we have undertaken extensive desk research and engaged with members to understand the type of opportunities that have been created since the launch of the 20x20x20 challenge.

In this Annual Report, we have included case study examples developed with our members, and in 2020 we will disseminate these in collaboration with USCIB on their [BusinessFor2030](#) platform. These case studies are prime examples of member company commitments towards the Sustainable Development Goals (SDGs), particularly SDG 4 on inclusive and equitable quality education and lifelong learning opportunities for all, and SDG 8 on decent work and economic growth. Please refer to Annex 1 for more detailed information on these member case studies. Looking ahead, a number of activities have been planned, including activities with the African Union (AU), a regional Latin American event on WBL, and field visits to Networks and interested countries. A range of virtual events are also being prepared to showcase our peer-to-peer learning approach. In the coming weeks, GAN will be hosting webinars exploring timely topics on the effects of COVID-19 on youth employment, as well as workplace learning innovations and solutions in response to COVID-19.

A number of publications are also in preparation for 2020, highlighting original research and country-specific lessons to influence and shape the international discussion on WBL and the FoW.

Danièle Castle, Senior Director Education & Talent, Nicolas Bürer, digitalswitzerland; and Amélie Villeneuve-Moore, UBS University recording our latest SkillingNow podcast, available on our website.



#SKILLINGNOW

SKILLINGNOW

THOUGHT PIECES

We are engaging top leaders to co-develop thought pieces with the goal of inspiring an interactive discussion with our campaign partners and around the world.



PODCASTS

Each episode will showcase conversations about challenges and what works in the skilling landscape today.



A woman with long blonde hair is wearing a VR headset. The image is overlaid with a solid purple color. A quote is displayed in white text on the right side of the image. The woman's hands are visible, holding the sides of the VR headset.

“

*We believe that by
aligning workforce skills
with labour market
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thrive in a world of
transformation.*

FROM GLOBAL TO LOCAL



GLOBAL NETWORK

GAN Global has ensured a global presence, from Australia to Argentina, to influence and inform stakeholders about the pathways into the labour market, the role of responsive policy frameworks, the value and influence of development partners, and the role of the private sector in shaping discussion and making an impact. Aside from our work on a global level, we continue

NETWORK COUNTRIES

+15

to work with Networks on the ground, which represent over 15 countries. Looking ahead, it has become clear that there is widespread demand for additional partnerships, and we have received interest from several countries in Eastern Europe and Southern Asia. The GAN team is considering a range of

+ MULTIPLE LOCAL AND REGIONAL PARTNERS INCLUDING IOE MEMBERS

approaches to provide support to interested parties. In the following sections, we have highlighted our work in various countries, regions and counties, describing the lessons learnt related to governance and structure, potential funding possibilities and the way forward.

GAN NETWORKS

One of the unique characteristics of GAN Global is its link to GAN Networks in 15 countries around the world.

These Networks implement projects on the ground and adapt our concepts to the unique national, regional or local contexts in each country. The GAN Networks are led by host organisations, which may be employer organisations, companies or government. The aim of each Network is to bring together all the necessary actors to create an enabling environment for the development and implementation of successful WBL programmes.

In 2018, the adoption of a new GAN strategy gave us the opportunity to review our relationship with the GAN Networks. Our new strategy includes a mandate to focus not only on apprenticeships, but WBL programmes in general, considering the future of work and allowing the GAN Networks some flexibility on their modalities and target groups, depending on the country context. As the ILO Global Commission on the Future of Work points out, in its report [“Work for a brighter future”](#), we need to operate with a human-centred agenda, which includes support during all types of work transitions, whether it be school-to-work transitions, which are particularly important for countries with expanding youth populations, or upskilling and reskilling for countries with ageing populations.

We have extracted valuable lessons from our experiences over the past five years, and consequently, created a new model that better adapts to the needs and capacity of our GAN Networks. The new GAN Network Model was created through several consultations with the Networks and defines three distinct groups, each with a different level of engagement and operational capacity. Based on this model, new Memoranda of Understanding will be signed with the GAN Networks in 2020. The new agreements seek to strengthen the internal structure of the GAN Networks, put in place communications and sustainability plans, and provide the Networks with the necessary tools for growth. The various national contexts in the GAN Network countries are very different and, in this section of the Annual Report, we highlight four unique contexts and the approach that the GAN Networks are choosing.

GAN AUSTRALIA

GAN Australia was launched in March 2019 and is hosted by the Apprenticeship Employment Network ([AEN](#)). One of the biggest challenges regarding apprenticeships in Australia is the stigma attached to them and the predilection and expectation that most students will go to university. Before the launch of the Network, an AEN delegation participated in a [study tour](#) to Europe, visiting Germany and Switzerland to better understand the key elements that build successful apprenticeship programmes in both countries. GAN Global played a crucial role in facilitating member company tours and visits to local government authorities to better understand the Swiss educational model. In September 2019, GAN Australia launched the [Apprenticeship Vacancy Index](#), an interactive

dashboard that shows advertised apprenticeship vacancies around the country. The Network also released the policy paper “[Time to get on with the job – Utilising the apprenticeship system to support youth and strengthen Australia’s skills needs](#)” providing recommendations and best practice examples about how an adequately-funded and agile apprenticeship system can lead to a higher skilled and stronger workforce. By end 2019, GAN Australia awarded two prizes at the [AEN Annual Awards Dinner](#): the GAN Australia National Youth Initiative Award that went to the Adecco Group Australia for their CEO for One Month programme, and the GAN Australia International Apprentice Scholarship.

GAN GUATEMALA

GAN Guatemala is our newest GAN Network in Latin America and has a very specific need. It is projected that the country will have a demographic youth bulge in the next 10 years, when an expected 65% of the population will be 15-29 years old, ranking Guatemala as the country with the youngest population in the region. With an employment deficit of 150,000 a year and such demographic projections, Guatemala urgently needs to find a solution to the existing labour offer and demand mismatch. Launched in 2018 and hosted by the Coordinating Committee of Agricultural, Commercial, Industrial, and Financial Associations ([CACIF](#)), the Network focused first on bringing together its members and understanding their priorities. To translate that information into activities, GAN Guatemala developed and has been successfully executing a work plan with support from

GAN Costa Rica. The first step for the Network was to conduct a member survey to understand existing WBL programmes, the challenges of setting them up and the kind of regulations that would be beneficial to further develop an enabling environment. To draw from the experience of other countries, a peer-to-peer learning opportunity was organised, bringing together the coordinators from GAN Argentina, GAN Colombia and GAN Costa Rica to discuss the corresponding national policies and legislation on different WBL modalities. As a result of this discussion and after a thorough analysis of the national legislative and policy framework in Guatemala, the Network expects to publish a toolkit in 2020 to help employers set up WBL programmes.

GAN NAMIBIA

Launched in 2018, GAN Namibia is hosted by the Namibia Employers' Federation ([NEF](#)). Youth unemployment is a big challenge for the country, as the unemployment rate estimate was 46% in 2018, according to the [ILO](#). Since its inception, GAN Namibia has made huge strides by participating in career fairs to inform Namibian youth about the opportunities that apprenticeship programmes offer. In 2019, GAN Namibia became a key partner of the Namibia Training Authority (NTA) in the implementation of the National Apprenticeship Programme, taking care of the recruitment process as a service to employers.

GAN FRANCE

GAN France was launched in 2017 and is hosted by The Adecco Group France. Recent legislative changes have allowed companies to come together and create apprentice training centres (CFA – Centre Formation Apprentis), with diplomas that will be recognised nationally. This allows forward-thinking companies to create training programmes to cover the needs of specific sectors, including relatively recent professions. The Adecco Group France, together with other partners, has already created CFA diplomas in the hospitality and culinary arts and for recruitment professionals.

In 2019, GAN France organised the second edition of the National Apprenticeship Day (Journée Nationale de L'apprentissage) in collaboration with ANAF (Association Nationale des Apprentis de France), an initiative that they launched in 2018. This year, the official godfather of the event was Guillaume Gomez, Head Chef at the Elysée. Events took place in Lyon and Paris, giving youth the opportunity to interact with former apprentices and representatives from companies that offer apprenticeship positions.



GAN France organised the second edition of the National Apprenticeship Day (Journée Nationale de L'apprentissage) in collaboration with ANAF (Association Nationale des Apprentis de France).

PROMOTING APPRENTICESHIP AS A PATH FOR YOUTH EMPLOYMENT IN ARGENTINA, COSTA RICA AND KENYA – PROJECT OVERVIEW 2016-2020

In 2016, GAN Global secured financial support from the United States Department of Labor (USDOL) to implement a project working with employers, NGOs and governments to increase awareness and coordination related to WBL programmes, with an emphasis on vulnerable and marginalized youth.



The project creates and strengthens public-private partnerships dedicated to the promotion of WBL as a solution for youth employment. WBL Platforms have been created in Argentina and Costa Rica. While a Platform was also originally envisioned in Kenya, through the course of the project it became evident that this was not feasible; however, a more limited set of activities have been conducted in this country.

As the project progressed, the WBL Platforms in Costa Rica and Argentina have developed beyond functioning primarily as conveners and dialogue facilitators, toward the implementation of activities intended to advocate for WBL and promote policy change.

As part of this shift, GAN Costa Rica was involved in the revision of protocols related to dual education law, while GAN Argentina, together with the Argentine Industrial Union (UIA), collaborated on the development of a proposal to “Develop a Better System of Educational Practices,” which was presented to the Ministry of Production and Labour.

The proposal represented the private sector’s recommendations to improve the incorporation of young people into WBL practices. As the project comes to a close in June, this shift in focus from convening stakeholders to actual policy influence will continue, and has served as a lesson learnt both for GAN and its Platforms in Costa Rica and Argentina as it implements its new strategy to develop upcoming country projects.¹

¹ Funding for this project is provided by the USDOL under cooperative agreement number IL-29557-16-75-K-1. This material does not necessarily reflect the views or policies of the USDOL, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

In Kenya, the project took a different route. Fieldwork in the country showed that the creation of a Platform was not feasible and that the space dedicated to youth, skilling and TVET reform is rather crowded.

Major players, including the multilateral development banks, are heavily vested in overhauling and modernizing the technical educational system in Kenya and promoting youth entry into the job market.

It is a politicized space with players vying for influence, control and results. As a first step, GAN Global's communication activities in Kenya awakened companies and individuals engaging with the private sector about the benefits of WBL for their businesses, which include growing their own talent and becoming an employer-of-choice by top candidates.

Project activities in Kenya have also supported dialogue related to elevating WBL as a viable strategy for integrating vulnerable youth into formal employment. The project also partnered with established actors in Kenya, such as the Global Development Incubator and the African Managers' Institute, to implement a skills anticipation study in the creative sector in Mombasa County and a training programme for youth to thrive at work. The GAN team hopes these efforts will serve as a rallying call for interest among the private sector about the benefits of WBL programmes.



Back in September 2019, GAN Costa Rica hosted a TEDxZapote talk on lifelong learning. The event was attended by more than 400 vulnerable youth from the country, including youth from marginalised communities, refugees and migrants.

HIGHLIGHTS FROM 2019

COSTA RICA

In September 2019, GAN Costa Rica hosted a TEDxZapote event on lifelong learning. Attended by more than 400 vulnerable youth from the country, including many from marginalised communities, refugees and migrants. The Costa Rican and international speakers, including Ania Zongolowicz of GAN Global, focused on the opportunities that WBL can provide for individuals and their communities. Click on the video¹ below to learn more about how lifelong learning has impacted one individual from a rural community in Costa Rica in particular.



ARGENTINA

In [February 2020](#), GAN Argentina awarded certificates to the participants of its second edition of the Training of Trainers (ToT) program, an activity conducted in December [2019 in partnership](#) with the Argentine-German Chamber of Commerce and Industry ([AHK Argentina](#)) and the [Argentine Industrial Union \(UIA\)](#). For many of the newly-awarded recipients, who represent various businesses and organizations in Argentina, this was their first time managing youth onboarding in the workplace. The course and certification provided an important knowledge framework for facilitating the creation of a favourable work environment for all who participated.



²

<https://www.youtube.com/watch?v=WMEsZyAjUYE&feature=youtu.be>

KENYA

In November 2019, the GAN Project Director, at the invitation of the Aga Khan Development Network and the Global Development Incubator, joined the Global Opportunity Youth Initiative (GOYI) Partner Engagement Week in Mombasa, Kenya. The GOYI Mombasa builds a collaborative infrastructure that brings together youth, government, the private sector, civil society, educators, funders and field builders to share data and evidence in order to inform decision-making and the co-design of activities in the space of youth employment. The goal of the GOYI, based on an evolving theory of change that contributes to directly impacting 30,000-40,000 youth (10% of the youth population in Kenya) over the next 2-3 years, is to:

1. Establish the youth voice at the centre of decision-making in Mombasa County; and
2. Invest in emerging pathways that have the potential to shift the TVET system, such as developing market demand linkages and future job demand mapping, as well as aligning skilling needs, support and policies to develop small and medium enterprises (SMEs).

Following this engagement, the GAN USDOL team signed a grant agreement for a skills anticipation study in the creative industry in Mombasa County. The study involved key informant interviews and expert panels in Nairobi and Mombasa, a youth-led survey of over 500 youth active in the creative economy in Mombasa, as well as desk research and online consultations with experts in the creative field. The final report is due to be released in May 2020 and will form the basis for policy advocacy and intervention design in Mombasa County.



LOOKING INTO THE FUTURE

As USDOL funding comes to a close in the second half of 2020, the Platforms have begun to brainstorm regarding sustainability mechanisms to support the continued operation of the WBL Platforms in Argentina and Costa Rica. Particularly, the project has been considering sustainability related to resources, technical/managerial capacity, motivation and linkages.

1. Resources

The securing of resources to fund the continued existence of the WBL Platforms, as a mechanism to coordinate the various in-country activities to promote WBL, is one of the most critical components of sustainability. Other than project funds, contributions toward the WBL Platforms have primarily been in the form of non-monetary resources from stakeholders in Argentina and Costa Rica. The continued reliance on these strategic partnerships will support the sustainability of the Platforms, and members and partners are expected to continue to contribute in-kind resources for the implementation of activities. As an example, these Platforms have been and will continue to be housed within host organisations (the Costa Rican Union of Chambers and Associations of the Private Business Sector, UCCAEP in Costa Rica and UIA in Argentina), using their facilities as a meeting space.

Private sector contributions

While Platform membership fees may not be realistic given the economic context of each country (e.g. a recession in Argentina), the private sector may still be interested in funding various activities related to skilling, especially those geared toward specific issues such as women in the STEM field and the development of soft skills. Many companies already have initiatives in these areas and appreciate the ability to join efforts through the WBL Platforms in order to maximize their reach.

NGOs

The continued partnership of NGOs is expected, because several of the organisations that work on providing training for vulnerable youth have expressed interest in working with GAN's platforms in Costa Rica and Argentina. Several among

those expressed that it is difficult for them to insert young people into the labour market, and they have appreciated the expedited access to businesses through their participation in the WBL Platforms.

Due to the relatively competitive nature of grant funding, it is an unfortunate reality that NGOs often see each other as competitors rather than allies. Given this scenario, some NGOs have expressed that it has been helpful to have a neutral, outside organization such as GAN to unite organisations and coordinate efforts.

Government

Throughout the life of the project, the governments in both Argentina and Costa Rica have become increasingly interested in the various WBL modalities as a means to address national unemployment. Both countries have recently improved their legislation in this area, which opens a window of possibility to seek financing from local governments. It should be noted, however, that in Costa Rica, after the passing of the dual education law, some business chambers and business associations have also started working and seeking funding for WBL initiatives.

2. Technical/managerial capacity

Sustainability of the technical/managerial capacity of the WBL Platforms in Argentina and Costa Rica depends on the continued interest of the host organizations in spearheading the 'movement,' and continued interest in WBL as a viable pathway into employment for vulnerable youth. The project has found that a major factor in the success of a network depends on having a strong Coordinator in place (either as a staff member of the host organization, or a consultant with strong links/relationships with key players in the private sector) who can animate, motivate, and connect key players in the WBL space.

3. Motivation

A key factor in the sustainability of employers' and stakeholders' motivation to continue partnering with the

Platforms depends on their ongoing interest in WBL – as a pathway for decent work for vulnerable youth (and beyond), as a way to enable secure employment for the next generation, and as a viable strategy for companies to upskill and reskill to meet the challenges and opportunities presented by the future of work. Sustained motivation also depends on continued interest among the private sector in sharing experiences and soliciting the expertise of the non-profit sector to facilitate access to key population groups that could benefit from WBL.

Companies are facing challenges and opportunities brought on by the future of work, and recognition has been growing among the private sector that WBL is a key adaptation strategy. Along with this, it is important for them to recognize that WBL offers a viable route into employment not only for vulnerable youth but also as a way to employment for other segments of the population, including those 40 and over who represent a crucial demographic group.

Yet awareness is only the first step; Platforms in Costa Rica and Argentina are now in a more advanced phase, moving beyond promoting WBL and sharing international good practice toward actively advocating for improvement by rallying stakeholders around particular activities designed to showcase the benefits of WBL in their operational context. This has included: assisting companies to implement WBL; helping them wade through legislation; enabling access between candidates and institutions; and providing continuous training on various models of dual education, WBL and apprenticeships per sector, profession or age group, etc.

Finally, also related to motivation is the fact that 2020-2023 Strategic Plans are in place for both Costa Rica and Argentina, which identify the thematic priorities for each of the Platforms and will guide the design of future activities. Communication strategies are also in place to help deliver the GAN's messages on WBL to broader audiences, based on research and activity reports. Members and partners were closely involved in developing these plans, particularly the strategic plans, and it is expected that this will support stakeholders' continued motivation for involvement and investment in the WBL Platforms.

4. Linkages

During the life of the project, the WBL Platforms in Costa Rica and

Argentina, as well as the GAN Global Project Director who spent significant time in Kenya, have become increasingly connected to international and regional dialogue on the issue of WBL. The project has been actively working on building trust between the public and private sectors on the issue of WBL and the benefits of communicating with each other on common challenges and opportunities. In Costa Rica, GAN has become an important partner in discussions related to the implementation of the dual education law. In Argentina, GAN has been spearheading a regional approach and dialogue on WBL.

In Kenya, the decision was made to focus efforts on parts of the country where interest in WBL was most evident, in order to secure data and arguments that will help GAN pursue a broader policy reform agenda. One important aspect of promoting WBL in Kenya is to render this form of training as relevant within the context of national qualification frameworks and their sectoral partners through the development of a formal recognition or certification system for the valuable non-formal skilling that many youth receive through learning with a master craftsman.

The Platforms in Costa Rica and Argentina have also found that the specific needs related to WBL differ between various industry sectors, which supports the creation of a sectoral approach to WBL (e.g. IT in Costa Rica and the hospitality industry in Kenya) to meet the common challenges experienced by companies. To further meet these needs, the Platforms plan to convene sectoral meetings on the issue of WBL to identify a sector on which to focus their work on mainstreaming WBL, in particular for vulnerable youth and NEETs (those who are not in education, employment or training).

The cross-pollination of learning, as well as the coordination of joint activities, between the various country-level WBL Platforms (previously called GAN Networks, a term that continues to apply to the partnership model in non-USDOL funded countries) has also been found to be very useful, particularly in the Latin American region³.

³ An example of this was the October 25, 2019 virtual meeting between GAN Colombia, Guatemala, Argentina and Costa Rica to exchange information about relevant WBL legislation in their respective countries.



TESTIMONIALS LUCAS SACLIER

Coordinator for IT Systems Program at the Argentine-German Chamber of Industry Participant at the Training of Trainers Event

My name is Lucas Saclier. I am a Systems Engineer, Software Engineering Specialist and Professor of Industrial Disciplines. I currently work as a teacher at several levels, but the role that most links me to this Training of Trainers seminar is coordinating the IT Systems program under the Dual Education System of the Argentine-German Chamber of Industry and Commerce (AHK), a role that I assumed in 2019.

When I received the invitation to this seminar from GAN Argentina, I found the proposal interesting because it's important to create tools that support the link between the training center and the company. Training for trainers is a great opportunity to implement "learning by doing".

The seminar was very enriching. It provided educational training strategies for the company context, helping tutors in their role as mentor. I also want to highlight the material provided, the organization, and the excellent teaching staff. Specific knowledge is essential, but many times it is more important to know how to select the right tool to communicate that information effectively. Proper planning of apprenticeship training is also essential, in order to provide visibility inside and outside the organization. For my role as teacher and coordinator of a dual education program, it is important to know what happens and how the training process is regarded within the company. This training allowed me to join forces toward that path.

After the completion of the seminar, our teaching team has placed greater emphasis on the reports presented by the scholars, in order to understand the details of the rotations within each company and how to better link it with the theory that is being taught. We also connect with the tutors on a more daily basis to improve the formation of the students. In conclusion, I can even say that the training was fundamental, both for the tutors in the companies and for the teachers in the training centers.



TESTIMONIALS

SILVINA YANSON

Trainer GAN Argentina

Within the Aceros 21 Company, we provide trainings in Dual System. My role within the company is to lead the Foreign Trade department. This sector is the most related to the studies of young entrants, so I am providing training as their Mentor. In this new role, part of the plan is to formally prepare myself for my responsibilities; that is why it was wise for me to receive a theoretical framework by participating in the Training of Trainers' course, organized by GAN Argentina and the AHK.

My expectations about this seminar were related to incorporating tools to address the different situations that may arise. However, I ended up taking away knowledge about the subject in general, from how to organize a training plan and how to address different solutions to problems that may arise between the parties, to taking into consideration the stimuli that young people need. I took from this seminar the constant reminder that I am forming future professionals, and that we need to impart ethical values that can later make a difference for them in the future.

From the course I also understood the importance of helping students understand that their role has weight in the company. They are not only performing tasks just to do something, but they are performing tasks in order to learn. This is when recognition generates motivation: the feeling that one is able to contribute as part of the team.

The seminar also showed me the importance of generating a content guide for all sectors, so that young people can help in different activities, not just the ones each Mentor comes up with. It is essential that they can see how the content of their training relates to what they are working on, and that they can see the results.

Moreover, I think that what added the most value to my future relationship with the students is learning that it is important for students to see that their Mentor has also received training to mentor them in a responsible way. An extra value of the course was that it was being taught by someone who has knowledge about being a youth educator; therefore, he shared his own experiences and opened the dialogue for all participants, so we could all talk about our own personal cases. In this practical way I understood that much of the success with young people in work-based learning programs comes from the connection between the parties. Therefore, it is essential that they can see that the Mentor who leads them has the right tools to share with them during these important years of training.



TESTIMONIALS **JENNIFER TORRES**

GAN Costa Rica

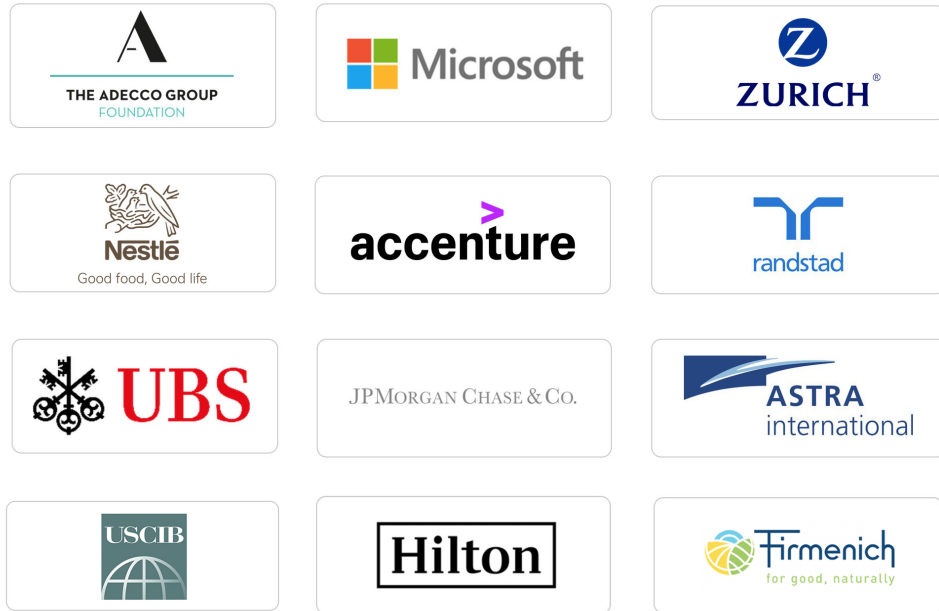
My name is Jennifer and I come from a rural community in the north of Costa Rica. I have always loved studying and constantly learning something new, and throughout my life that thirst for learning has allowed me to have many opportunities.

When I was in school, I remember seeing airplanes take off and dreaming that one day I would be able to travel in one - not just for the new places I could visit, but because of something else. For me, traveling meant that I would be a step closer toward ending hunger or helping children from rural communities like me gain access to quality education.

These were the reasons why I chose my career in agriculture, which allows me to develop the skills I need to make an impact. Yet even then, I understood that I needed more, a microphone or amplifier to project my voice and my achievements as a young woman from a rural area, so that other young people from low income areas like me could see what they can achieve.

Through the TEDxZapote event, GAN Costa Rica gave me that opportunity. I felt so privileged to be able to raise my voice and, through my story, tell them: "Yes, you can!" I can't deny that there were moments of insecurity during the process of preparing for the event, where I questioned: what do I have to say? But my work with communities made me feel sure that I have a story to tell and that my work is valuable. The experience of telling my story and sharing the stage with such important speakers from different parts of the world was amazing. They welcomed me as one of them, and even offered me their contact information for future projects. This has been an invaluable incentive in the process toward constructing my dream of making a positive impact in the world.

THANK YOU TO OUR MEMBERS AND PARTNERS.



GAN Global Partner Institutions



GAN Global Strategic Partners



ANNEX I

CASE STUDIES



“Committed to skilling people”

As part of its corporate citizenship initiative “Skills to Succeed”, Accenture advances employment and entrepreneurship opportunities for individuals around the globe, leveraging digital innovation to drive impact at scale.

The company addresses—at scale—the global need for skills that open doors to employment and economic opportunity. To date, along with its strategic partners, Accenture has equipped more than 2.8 million people with the skills to get a job or build a business. The goal is 3 million people by the end of 2020.

A LEADING GLOBAL PROFESSIONAL SERVICES COMPANY THAT SOLVES CLIENTS’ TOUGHEST CHALLENGES BY PROVIDING A BROAD RANGE OF SERVICES IN STRATEGY, CONSULTING, DIGITAL, TECHNOLOGY AND OPERATIONS.

How will Accenture achieve this goal?

Accenture has embarked on several initiatives to achieve this ambition. The company focuses on three main pillars:

DRIVE SKILLS DEVELOPMENT – Equip more than 3 million people with the skills they need to secure a job or build a business.

ENABLE EMPLOYMENT - Continuously improve how we transition people from skills development into work—with measurable outcomes.

COLLABORATE FOR CHANGE - Partner with organizations to create large-scale, long-term solutions that close global employment gaps.

Areas of interest to Accenture include training on universal skills such as technology basics, problem solving and interpersonal skills, coupled with relevant specialized skills, to address local priorities and market-specific needs.

As an example, this is how Skills to Succeed comes to life in the UK:

Motivated to drive a step change in employability support service for young people, Accenture reviewed the landscape of employment-support offerings in the UK designed for young people and recognised a need for high-quality, tailored and interactive learning that focusses on helping young people understand how to do things for themselves, while also building their skills and confidence.

The Skills to Succeed efforts in the UK help to equip young people – aged 15-24, who are not in education, employment or training – with workplace and entrepreneurial skills.

It is a free online learning programme, that offers three courses and 35 interactive online learning modules designed to help jobseekers build skills to choose a career; apply for and find a job; and be successful in a work environment. The character-based program engages participants with advanced learning technologies, gaming techniques, role-based simulations, telestrations, videos, quizzes and other interactive exercises. Young jobseekers are invited to access the online training through employment support programs run by Accenture’s national Skills to Succeed delivery partners.

Many other initiatives worldwide contribute to the same goal, including:

- **Wired for Work** collaboration in Indonesia and the Philippines which equips marginalized youth—with a special focus on women—with life skills and market-driven technical skills
- **Accenture Future Skills Builder** which uses an immersive learning game, to help teenage students develop critical thinking, problem solving and technical skills in a fun and interactive way, piloted in Dublin schools.



- **Hour of code** which focuses on developing digital skills towards meeting the challenges of an increasingly digitalized economy. Accenture has developed a special relationship with [Code.org](#) and supports their important mission to bring computer science education to students everywhere.
- **XR4 Hospitality: Virtual reality training to develop skills and confidence launched in Spain**, in collaboration with a variety of social organizations, companies and public organizations, to provide VR training for those seeking employment in the hospitality industry.
- **Collaboration with Save the Children** towards building web-based and mobile solutions that connect youth to e-learning modules that build on classroom training; job matching platforms that link youth to employers and available jobs; social media and SMS for behavior change and skills development, in Bangladesh, China, Egypt, Indonesia, Mexico, the Philippines and Vietnam, reaching 90,000 youth people.

Accenture Apprenticeship programs

Accenture launched its **UK Apprenticeship program** in 2013, aiming to expand the pool of talent beyond university graduates. There are different elements to this program:

- **Horizons** is an eight-month paid program for college graduates who want to gain professional experience during their «Gap Year» before starting university. Graduates get an opportunity to learn on-the-job, gain hands-on business experience and develop their technical skills. They partner with a buddy, who helps them with day-to-day issues and provides them with coaching and feedback on their performance.
- In addition, the **Accenture Apprenticeship program in the UK** was created to offer the opportunity for approximately 80 new apprentices each year to start to work on clients' real-world problems while studying a BSc qualification at college one day per week. The apprenticeship runs for 3 to 4 years with both classroom and live project experience.

In Canada and the United States, Accenture developed three impact hiring channels: [Skills to Succeed internships](#), an apprenticeship program and direct hiring. The Skills to Succeed Internship Program provides early career exposure and on-the-job work experience at Accenture for high school students and young adults who are referred to Accenture by nonprofit partners. In fiscal 2018, the company hosted nearly 200 interns across 22 cities. Accenture's apprenticeship program offers a pathway to full-time employment for non-traditional hires. In addition to providing the opportunity to build a career at Accenture to individuals without a four-year college degree, the initiative lays a foundation to reskill those whose jobs have been—or will be—disrupted by technology. By the end of 2019, Accenture will have trained 450 apprentices in the United States

What is next for Accenture?

By the end of fiscal 2020, Accenture will increase its focus on the successful transition from skill-building programs to sustainable jobs and businesses, and improve the collective ability to measure and report on these outcomes.¹

¹ Corporate Citizenship Report 2018. Pg. 9. Available [here](#).



Good food, Good life

Youth unemployment is one of the greatest challenges across the world and a major contributor to global poverty.

Nestlé recognizes the role that the private sector can play to provide young people with professional development opportunities and promising career pathways. Through the Nestlé needs Youth Initiative, Nestlé aims to help 10 million young people to access economic opportunities by 2030.

Nestlé wants to equip the next generation with the necessary skills in order to thrive in the world of work and help young people become inspiring leaders, successful agripreneurs, entrepreneurs and game-changers, regardless of their field or level of expertise.

Key Initiatives



Nestlé Needs YOUTH

In 2013, Nestlé launched the Nestlé needs YOUTH initiative in Europe, as a response to the high youth unemployment rates, at the time, in the region. As a result of its impact, the initiative expanded in 2017 globally and across the entire value chain – from Operations and Supply, to agriculture and innovation.

Today, Nestlé needs YOUTH is one of the three Creating Shared Value flagship initiatives at Nestlé, directly supporting Nestlé's ambitions and commitments to help young people thrive in the world of work today and tomorrow.



Working towards the global ambition to help 10 million young people worldwide access economic opportunities by 2030, Nestlé needs YOUTH focuses on three key areas:

- **Employment and Employability**
 - Providing young people with the right skills, apprenticeships, training opportunities and by hiring young people
 - Since the beginning of the initiative, Nestlé has provided thousands of first work experiences, apprenticeships and on-the-job training opportunities around the world.
 - With the engagement and support of Nestlé volunteers, Nestlé has organized thousands of “readiness for work” events across the world.
 - Generating powerful alliances with the private sector, through the *Alliance for YOUTH* and with governments, recognized institutions and academia.
- **Agripreneurship**
 - Nestlé’s program for preparing the next generation of farmers by developing young people’s agricultural and business skills and making farming an attractive and viable career option.
 - In 2012, Nestlé started the Farmer Connect programme, to help inspire, train and enable the next generation of 'agripreneurs' – to give them the knowledge, skills and entrepreneurial spirit they need to manage farms in the 21st century.
- **Entrepreneurship**
 - Nestlé supports young entrepreneurs by helping them start and grow their business. Entrepreneurs are not only the innovators who can help us find solution to business challenges. Their vision, products and services can have the power to change the world. In 2018, Nestlé launched the Social Investment Accelerator program to help young social entrepreneurs gain access to finance. Created in partnership with the Swiss Agency for Development and Cooperation, designed and led by Ashoka, the programme aims to create growth and opportunity for young people worldwide, through finding the right types of financing for their business.¹

¹ Access to finance will make the difference for hundreds of young entrepreneurs. Available [here](#).



Image retrieved from: Nestlé- Global Youth Initiatives. Available [here](#).

The Alliance for YOUTH

The “*Alliance for YOUTH*” was created in 2014, in Europe by Nestlé as a platform to join forces with private sector companies and work together for youth employability. Through this regional alliance, many initiatives were born in order to give young people meaningful first work experiences and internships.

Following the great success achieved in Europe, the *Alliance for YOUTH* was launched in Latin America in 2017. First, in the Pacific Alliance countries (*Chile, Colombia, Mexico & Peru*) followed by Mercosur in 2018 (*Argentina, Brazil, Paraguay & Uruguay*).

Most recently, as a result of the regional success achieved, Nestlé and 21 private sector global companies have launched in 2019 the Global *Alliance for YOUTH* in the context of The World Economic Forum. The Global *Alliance for YOUTH* is a business-driven movement of like-minded organizations passionate about working together to help young people around the globe get the necessary skills to thrive in the world of work, today and tomorrow.

The Global *Alliance for YOUTH* aims to provide youth with the necessary knowledge and skills needed to work in the 21st century through learning experiences, support, advocate for and develop educational programs that enable young people to successfully transition from education and training to employment, support young entrepreneurs and promote the entrepreneurial mindset.

The 21 global partners include The Adecco Group, BT, Cargill, CEMEX, EY, Engie, Facebook, Firmenich, Mastercard, Mercer, Microsoft, Nestlé, Nielsen, Publicis Groupe, Rockwell Automation, SAP, Sodexo, Starbucks, Vodafone, White & Case and Willis Towers Watson.

By 2022 The Global *Alliance for YOUTH* has the ambition to impact 15 million young people in order to help them build the employability skills for the future.

Private companies are invited to join the *Alliance for YOUTH* and mobilize their employees globally, regionally or locally.



Good food, Good life

In Europe, the 'Alliances for YOUTH' companies are active members of the European Commission's European Alliance for Apprenticeships to promote work-based learning opportunities. The 'Alliance for YOUTH' unites more than 340 Europe-wide partners. This includes large employers such as The Adecco Group, Engie, EY, Firmenich, Microsoft, Publicis Group and Solvay.

The 'Alliance for YOUTH' has also joined forces with Junior Achievement Europe, the largest provider of entrepreneurship education programmes for young people in Europe. Under the impulse of EY, the ambition of this unique collaboration² is to support 500 school and vocational students in obtaining the Entrepreneurial Skills Pass.

Since 2014, Nestlé and the Europe-wide partners of the 'Alliance for YOUTH' have offered more than 310,000 jobs, apprenticeships and traineeships to young people across Europe, Middle East and North Africa (EMENA).³ Altogether, the participating companies have also set up 1,100 apprenticeship schemes across the same region.

In October 2019, we launched the Regional Alliance for YOUTH in Sub Saharan Africa in 3 countries; Cote d'Ivoire, Angola and South Africa. Here, we partnered with 15 companies which include organizations such as ABB, Publicis, Nielsen, MTN, Societe Generale and others. The Alliance also collaborates with the International Labour Organization (ILO) and implementation partners such as the African Development Bank (AfDB).

In the context of the IV Pacific Alliance Youth Summit in 2019, the Regional *Alliance for YOUTH*, has made the commitment under Nestlé's leadership, to provide 35'000 young people with working opportunities by 2020 in Chile, Colombia, Mexico and Peru.⁴ So far, the regional Alliance has provided professional development opportunities to more than 25'000 youth in The Pacific Alliance Countries.

In 2018, in Mercosur, The Regional *Alliance for YOUTH*, pledged to offer 40'000 professional development opportunities to young people in Argentina, Brazil, Paraguay and Uruguay.

The *Alliance for YOUTH* is a powerful private sector movement in the Latin American region that helps to create overall awareness about the youth unemployment challenge and opens a valuable dialogue with local Governments and Academia.

More than 100+ LATAM partners include large employers such as Accenture, The Adecco Group, AdecoAgro, ApexAmerica, Arla Foods, Cargill, CEMEX, Clariant, Endress+Hauser, EY, Engie, Facebook, Firmenich, GE, Grupo Sigdo Koppers, Kuehne & Nagel, L'Oréal, Manpower, Mercer, Microsoft, Nielsen, Owen Illinois, Publicis Groupe, SAS, Sodexo, Syngenta Crop Protection, Rockwell Automation and TetraPack.

² JA Collaboration. Available at : <http://www.jaeurope.org/medias/news/575-ja-europe-and-the-alliance-for-youth-are-working-together-to-teach-young-people-the-soft-skills-so-hard-to-find-by-ceos.html>

³ Alliance for Youth. Video link <https://www.nestle.com/csv/global-initiatives/global-youth-initiative/alliance-for-youth>

⁴ Alliance for Youth. Available at: <https://www.nestle.com/csv/global-initiatives/global-youth-initiative/alliance-for-youth>

Background

In 2014, Hilton committed to opening doors for at least one million young people by 2019 by connecting, preparing or employing them. In the hospitality industry there is not only a skills gap but also an information gap, with minimal exposure to the nature and extent of meaningful careers in hospitality—which is why Hilton created diverse youth initiatives, including an annual event, Careers@hilton, to help young people understand and experience the career opportunities offered in the hospitality industry.¹ In the words of Hilton’s CEO, Chris Nassetta, has “It’s imperative that we work together to help youth advance. After all, we have a generation at stake, jobs to fill, and economies to grow.”²

As a global employer in an industry based on people serving people, Hilton’s business depends on having a strong base of passionate, driven, and hard-working employees. Also, Hilton believes that a new generation of employees can provide fresh, new ideas and important insights to better serve the growing cohort of young travelers. And in an era in which automation is reducing the demand for people in a variety of jobs, the hospitality industry, as the single largest employer is poised to grow, presenting an opportunity for the industry to play an important role in addressing the youth unemployment crisis.³ To date, Hilton has reached over 900,000 young people, through multiple initiatives with partners.⁴

The Business Case

The expansion of the Hilton brand across the world has necessitates engaging skilled individuals to manage portfolios including front office, kitchen staff and management staff, amongst other functional areas. However, finding this talent has become increasingly challenging, especially in locations where existing infrastructure for training is lacking, or at an inferior quality.⁵ To transcend this challenge, the Hilton Global Apprenticeship program serves as an in-house platform to equip individuals with the right attitude and values, with skills to succeed at Hilton. Developed alongside City & Guilds, which certifies that program, the Hilton training program offers an individual the opportunity to pursue a career at Hilton, not only in food and beverages, but other areas within the hospitality industry.



“The talent gap is one of the most important issues facing businesses, governments, and communities today, and is a direct contribution to the high youth unemployment rate.”

Christopher J. Nassetta, CEO, Hilton Worldwide

¹ Daniella Foster (2017), “How Hilton Plans to Open Doors for 1 Million Youths.” For more, click [here](#).

² Ibid

³ For more on the diverse initiatives of Hilton, please see:

<http://news.hiltonworldwide.com/index.cfm/misc/youth-programs>

⁴ For more on the number of people reached, see: CSR Report, 2018 Available [here](#).

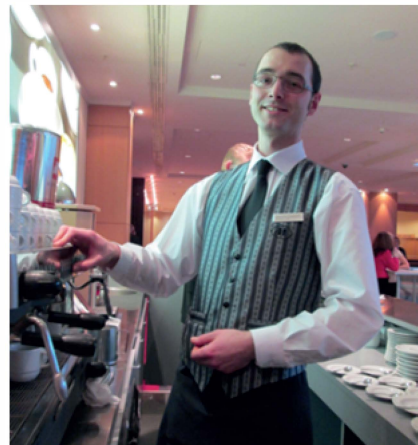
⁵ In countries where the training infrastructure meets the needs of Hilton, the company strives to make use of this infrastructure for its training needs.

Summary of Key Initiatives

Program	Key Insights
Passport to Success (PTS) for Hospitality	<p>Through a global partnership with the International Youth Foundation (IYF), Hilton since 2012 has provided local skills training and insights across the globe. PTS equips young people with the skills that help keep them in school and are in high demand by employers (we will appreciate more information on the specific skills). At the core of the program is an 80-module curriculum developed and refined by IYF and Hilton.</p> <p>PTS trainees gain skills in ten key areas including: self-confidence, conflict management, job preparation, respect, workplace, anger management, and Career planning. Today, Hilton has trained more than 8,200 young team members and local youth across 14 countries in the life-skills training program.⁶</p>
22 SCHOOL ALLIANCES	<p>This program in China contributes 1,200 to 1,500 interns and management trainees to Hilton hotels every year. The program's beneficiaries are trained to fit diverse roles including food and beverage, front office and kitchen. Currently, 350 universities, colleges and school partners, including Sichuan Tourism University, participate in the program. As part of this partnership, Hilton co-develops curriculum for training, ensures a mandatory Hilton brand training at the school, and on the job training and hotel immersion for the teachers. Three Hilton teaching and practice centers have been established in Jinan, Chengdu and Foshan to facilitate training of beneficiaries. The program serves as a talent incubator base and as a teaching and practice center.</p>
YOUTH IN HOSPITALITY	<p>Annual career awareness celebration that has engaged more than 265,000 young people through job fairs, career guidance talks, and job shadowing events hosted by Hilton hotels and offices</p>

Meet Christoph Tünaethal,

Christoph Tünaethal completed his three-year apprenticeship in Germany, followed by a short spell at Hilton Bremen as Front Desk Agent and Banqueting Team Member. He is now part of a 12-month management trainee program at Hilton Vienna in Austria — in an assistant head of department role for conferences and events



⁶ Passport to Success. Available at: <https://jobs.hilton.com/files/ksa/IYF-PTS-brochure.pdf> and at: <http://news.hiltonworldwide.com/index.cfm/misc/youth-programs>

Case Study

Program and Location	Background	Target & Goal
HILTON APPRENTICESHIP Hilton, United Kingdom	<p>Launched in 2012, the Hilton Apprenticeship (United Kingdom) provides more than 200 people across the U.K. with the opportunity to train with Hilton Worldwide through one of six 12-month apprenticeships. Program participants can focus on one of the following: professional cookery, front desk, food and beverage service, multi-skilled hospitality service, exercise and fitness and sales. The Apprenticeship is fully funded, including tuition fees and travel expenses, plus participants receive a salary while in the program.</p> <p>Hilton is collaborating with Lifetime UK, an organization with extensive background and expertise in workforce training and skill development.</p>	<p>To provide people with the opportunity to learn the art of hospitality through hands-on exposure to a range of industry disciplines</p> <p>TARGET POPULATION All job seekers across the United Kingdom</p>

Yoandry Martinez Thomas, apprentice sous chef at Hilton Hotels



Meet Yoandry Thomas, a 32 years old chef apprentice at the Waldorf Hilton. According to him:

I joined Hilton London Kensington as a Junior Sous chef in September 2017 and then moved on to be Sous chef at the Waldorf in October 2018. I am currently studying towards an apprenticeship, which gives me the opportunity to gain more skills and become a better professional. I've loved having the opportunity to expand my knowledge by attending masterclasses and have received some great training. Eventually, I would like to become Head Chef for one of Hilton's hotels. I'd highly recommend an apprenticeship to young people. You can learn on the job, earn a wage whilst you're doing so, and there are so many disciplines to suit different skill sets.

“One of the greatest challenges we face is ensuring everyone has access to the skills and knowledge they need to succeed. As technology advances, we’re committed to ensuring people aren’t left behind.”

Naria Santa Lucia, Senior Director of Skills for Employability at Microsoft Philanthropies

Rapid advances in technology like AI and cloud computing are reshaping our global economy, transforming how we live, how we work, and how we learn. There is incredible potential in these new technologies to advance nearly every field of human endeavor and to address society’s biggest challenges. But the rapid pace of this change is also creating challenges. One such challenge is that AI and automation are impacting the skills needed for employability.

There is a growing skills gap that is impacting both employees and employers.

AI is displacing some jobs, creating new ones, and changing others. Not only does this impact employability prospects for individuals, it has a systemic effect on the ability of companies and industries to find workers with the digital skills they need. To address this, we must change both the way people are educated and trained, and the way companies hire and support employees throughout their careers. By 2030, up to 800 million people will need to learn new skills for their jobs due to automation¹, 54% of all employees will require significant reskilling in the next two years² and 2/3 of students will work in jobs that don’t exist yet³. To meet this challenge, Microsoft is investing our resources and our voice to equip people unreached or displaced by technology with the computing and AI skills needed to gain employment in the digital economy.

We’re making progress, but there’s much more to do.

Thanks to our many partners around the world, we’ve made important progress towards closing the skills and employability gap, but we are just getting started. In FY19, through more than **123** partnerships with nonprofits and NGOs across **42** countries, we reached **15** million young people with quality digital skills experiences and computer science education, helping to ensure we prepare them to pursue today’s jobs and tomorrow’s opportunities.⁴ Our grantees have trained more than **180,000** teachers to teach computer science, equipping them with the skills and resources to reach millions of students with high-quality, inclusive CS education. Over **50%** of the individuals served through Microsoft partner-funded programs are female, and more than **80%** are from underserved communities. In strengthening the ability of nonprofit organizations and schools to offer computer science education and AI skills, Microsoft generates excitement and demand for computer science education, as well as helping more students and workers adapt to the digital economy and changing workplace.

¹ [McKinsey Global Institute Analysis November 2017](#)

² [World Economic Forum: Future of Jobs](#)

³ [Deloitte: Future of Work, October 2017](#)

⁴ 2019 CSR Highlights. Available at: <https://www.microsoft.com/en-us/corporate-responsibility/digital-skills-career-pathways>

PROGRAM	APPROACH	KEY INSIGHTS
 MICROSOFT TEALS PROGRAM	<i>Build Capacity in US and British Columbia, Canada</i>	<p>Microsoft Philanthropies TEALS (Technology Education and Literacy in Schools) helps high schools throughout the US and British Columbia, Canada build and grow sustainable computer science programs. Through TEALS, since its inception in 2009, we have matched technology volunteers with teachers to bring computer science education to 75,000 students across 625 U.S. high schools. Industry volunteers and partner teachers create a ripple effect, impacting the students they teach, and the many students who will study CS in the future. Learning computer science empowers young people to compete in the global economy and pursue careers across all sectors because it teaches students computational thinking and problem-solving skills applicable in any industry.</p> <p>https://www.microsoft.com/en-us/teals</p> 
 GRAB AND ASEAN FOUNDATION	<i>Build Capacity & Scale in Southeast Asia</i>	<p>Through our partnership with Grab and ASEAN Foundation, we are combining our resources and expertise to upskill Grab's drivers, partners, and their families to help them pursue pathways to the digital economy. A multi-faceted partnership, one key element is our work with universities in Indonesia, Vietnam, and Singapore to train students with real-world, in-demand technical skills. To build local capacity to do so, Microsoft is providing access to learning pathways, a learning platform, and industry-recognized certifications. Grab will support by offering industry-relevant challenges, hackathons, and internships. Building the capacity of these academic partners helps make this collaboration bigger than Microsoft and Grab. It has the potential to open new upskilling paths for millions of people across Southeast Asia.</p>
 SIMPLON, CREDIT AGRICOLE	<i>Apprenticeship Program in France</i>	<p>To keep up with changing technology and be competitive in the future, we need to train people in data and AI skills, especially young people or those who are at risk of being displaced from their jobs. In partnership with Simplon and Credit Agricole, we are developing Microsoft AI School in France, which will combine 7 months of free, intensive coursework with 12 months of apprenticeship to get young unemployed people the skills they need to become developers specialized in AI. At the end of the training, participants receive a certification recognized by the Ministry of Employment and several industry-recognized credentials from Microsoft that will improve their ability to secure future employment. The first joint school with Credit Agricole opened in October 2019 with plans to expand. It will train more than 500 people over three years to help address the 3,000 new jobs in the French digital ecosystem.</p>

Microsoft Apprenticeship Program in the UK

Goals

Microsoft launched its apprenticeship programme in 2010 with three main objectives: help more people access digital careers, enable employers to widen their talent pool, and by extension, address



critical shortages of digital specialists. More than ten years later, and with over 25,000 apprenticeship starts delivered by Microsoft Learning Partners, the programme has been established as a mature and proven model. It is delivering a valuable talent acquisition option for employers and an attractive career strategy for new entrants.

Implementation

While Microsoft leads on programme design and content creation, training is carried out by learning partners⁵ who hold a direct relationship with apprentices and employers. Learning partners also assist employers with apprentice recruitment and engage prospective employers to join the programme. Microsoft ensures the programme content is relevant and attractive to employers and apprentices, while its reputation also amplifies learning partners' local reach.

Benefits

Based on research commissioned by Microsoft UK and conducted by Edelman Intelligence in May 2018, the benefits of the apprenticeship include:

To Employers

- Employers reported a £36,840 uplift as a direct result of taking on apprentices.
- Improved workforce diversity in terms of age and background.

"There's no doubt digital apprenticeships supported by Microsoft work. They offer sustainable, well rewarded careers in an industry that is crying out for talent in the UK. We've seen tens of thousands of young people go on to new jobs over the ten years we've been running the programme, but our ambition doesn't end there."

Hugh Milward, Senior Director, Corporate External and Legal Affairs, Microsoft

To Apprentices

- Apprenticeships brings tangible financial returns with apprentices estimating that they earn £5,200 more in their annual salary as a result of choosing an apprenticeship.⁶
- Providing apprentices with strong knowledge base and opportunity to jumpstart their careers

Discover more here: <https://www.microsoft.com/en-gb/athome/digitalskills/>

⁵ Microsoft Apprenticeship Programme Research Dec 2018 <https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RWviKb>

⁶ Apprentices also said that the programme offers them greater financial independence compared to their peers (75%), for example compared to those who have opted to go to university. 7 in 10 apprentices also say the programme puts them on the right track to buy a house (Source: Microsoft Apprenticeship Programme Research *White Paper*, 2018).

Randstad not only contributes to society on an international level, but the wider Randstad community also implements in many countries it has business to build the skills of the youth as well as mitigate the challenges of unemployment. As part of this commitment to society, diverse skilling initiatives are implemented as part of Randstad's sustainability programs across the globe. As stated by Jacques van den Broek, CEO Randstad Holding, 'In the ideal future of work, everyone should be able to participate in the labor market, whatever their background or circumstances.'¹

Youth Employment Initiatives

People are – and have always been at the heart of Randstad's business. To support the development of skills that match the needs of the rapidly evolving workplace, Randstad initiated diverse programs towards building the skills and talent of youth across the world. Some of these programs are detailed below.

Randstad Australia

There are over 250,000² young people who are not engaged in education, training or employment. The country's youth unemployment rate is more than double the national average of 5.3%, at a concerning 11.8% (source: ILO stats, 2018).³ **Randstad Shaping Young Futures Program** was launched in April 2015 to help young unemployed Australians develop their job seeking skills and to connect them with organizations willing to invest in the talent force of the future.

In order to support these young job seekers, the Randstad Shaping Young Futures Program is based on four key pillars:

- Coaching and mentoring programs;
- Preparation and development of career awareness and job-seeking skills with the aid of the 'Make It Happen' toolkit and networking skills training;
- Employer partnership programs with real job outcomes.
- Networking, coaching and matchmaking events with clients and consultants.

Randstad Australia further works with partner organizations such as The Smith Family to help young people who are not in education and not in employment between the ages of 15 and 24 to receive complimentary career coaching and guidance from Randstad Australia's specialist consultants. This is carried out through a network of 'career buddies'. The Randstad career buddies provide advice and guidance on career aspirations, help youngsters develop their career awareness and job-seeking skills, connect students with jobs, and share practical job seeker tips, such as writing a résumé and practicing interview techniques.

Randstad Argentina

Randstad Argentina is well aware of the huge problem young adults (18-24) have in finding their first employment. To make things worse, 60% of informal jobs are carried out by this group, which further complicates their career chances.

¹ Message from the CEO, 2018 Annual Report. Available [here](#).

² Figure referenced from Randstad Sustainability report, 2018. Pg. 13. Available [here](#).

³ For more on the unemployment stats, please see the ILOStat country profile, available here <https://www.ilo.org/ilostatcp/CPDesktop/?list=true&lang=en&country=IDN>

For this reason, Randstad Argentina organizes diverse initiatives to help these youngsters find their first job. On the one hand, Randstad's corporate volunteering program enables Randstad employees to train vulnerable groups, giving them tips, do's and don'ts, and other important information on how to build their résumé, deal with interviews, and where to look for jobs. This training program is called 'My first Job'.

On the other hand, Randstad works closely with two NGOs, Fundación Pesar and Fundación Forge, who specialize in educational programs for people in this age group. Randstad has been able to place many beneficiaries of the from these NGOs with clients. Randstad further visits poor neighbourhoods to get in touch with youngsters and set up interview sessions with them. In just a few visits, it was able to interview over 500 candidates and hire over 100 for different positions.

"For Randstad, it is a priority that the world of training joins the business world and it is essential to increase and enhance the employability of students. University must be a means and not an end. Our strategy, in this sense, is to join those centers that offer studies with a greater deficit of professionals, to be able to identify the talent and put them in contact with companies that offer employment."

Rodrigo Martín, Randstad Spain and Latin America

Randstad Italy

To attract the best people on the market, Randstad Italy focuses on the millennials target group for the events, workshops and seminars it organizes. The diverse initiatives also aim to mitigate the youth unemployment in Italy. Some of these initiatives include:

Allenarsi per il Futuro – This activity, carried out in partnership with Bosch, consists of training sessions with companies and sports champions for students at all levels of education, with the aim of creating awareness of the importance of Randstad's passions and exploring ways of boosting youth employment through short traineeships. By the end of 2018, 450 schools (approximately 6,000 students) had been visited. The program started in 2014 and will end on December 31st, 2019, and the beneficiaries are students from the secondary schools interested in the program. There is no guarantee of placement but students have the possibility to do work based learning programs of 2/3 weeks at the partner companies.

LabOrientificio – Vocational Education Training sessions were given at 120 strategic secondary schools. In the school year 2018/2019, 16,000+ students and 30+ companies are involved. Leonardo da Vinci, Florence and Enrico Mattei, Sondrio are 2 schools involved in the project. The programme has a variable duration, from 2 hours to 10 and is linked to the skills connected to the Technical, Hospitality and Construction Specialties, in addition to the general career orientation options.

ScopriTalent - designed by the Marketing Department and run in collaboration with the Sodalitas Foundation, the program invites the most talented young people from secondary schools and universities to meet delegates from major Italian companies. ScopriTalent aims to give graduates an opportunity to familiarize themselves with the world of work and be interviewed by big companies; in this way getting to know their strengths and weaknesses. The event is hosted by Randstad at its headquarters in Milan, and is now in its 9th year. In total, over 400 students and 50 companies have

⁴ Spain – Randstad signs training agreement with the Polytechnic University of Madrid. Available [here](#).

taken part. Other initiatives by Randstad for these young people include career guidance and training, as well as personal presence and counseling, given at schools, universities, and training institutions.

The Family & Friends project - run by the Randstad Italy's HR Department focuses on students and their employability skills. This project particularly targets students or unemployed youth who are relatives or friends of Randstad employees. In the summer, these young people can undertake an internship at Randstad HQ for a month. In 2018, Randstad invited 13 boys and girls to its headquarters for a 3-day orientation program on the world of work, meetings with headquarters managers, an online orientation test, and a selection interview. A further target group for this project is unemployed people over 30.

In June 2016, Randstad Italy founded the **ITS Technologies Talent Factory Foundation**, with the overarching objective of training young people to technological and other useful work skills. In Italy, there are two million NEETs, young people who are not in education, employment or training. The ITS is one way of reducing youth unemployment and provides young people with training in technological and digital skills (programming software, IoT, Cyber Security). The first course on software programming was given in October 2016, followed by two new courses in October 2017, one about the Internet of Things and the other about web and application development for mobile devices. In July 2018, the ITS TTF Foundation concluded a pilot edition on the themes of programming and development with Open Source technologies with its first twenty graduates, 85% of whom have already been placed with companies in the IT sector. In October 2018, the ITS TTF Foundation started two new training courses, one on smart manufacturing technologies, the other on the programming and development of applications with cloud technologies, designed in collaboration with Microsoft.

Since 2016, Randstad Italy has been one of the main partners in the **Palestra delle Professioni Digitali project**, a CSR initiative set up by Accenture Italy in 2013. Randstad's contribution focuses on pre-selecting participants and helping them improve their employability. The main goal is to increase the employability of young graduates (mainly with an arts degree) by redirecting their skills to digital professions that are in high demand.

This enables them to quickly enter the job market. Participants follow 120 hours of classroom lessons given by top management of mainly Italian IT companies, followed by 60 hours of project work (of which more than 20 hours are devoted to e-learning). So far, 444 students have been supported. 80% of these graduates found an internship within six months of the end of the course.⁵



Randstad Netherlands

Champs on Stage is a partnership between Randstad Netherlands, McKinsey, and the American Chamber of Commerce, supported by the Dutch Ministry of Education, Culture and Science. Its main objective is to reduce the number of high-school dropouts – an essential element in fighting youth unemployment. Through Champs on Stage initiatives and internships, students are introduced to a

⁵ Retrieved from local sustainability initiatives 2017. Available [here](#).



wide range of career options and learn about the personal skills they will need in the labor market. As a result, students are better able to make the right choices in higher education, and to complete their studies successfully.



THE ADECCO GROUP

A lack of experience is one of the main barriers for young people to boost their employability and access the world of work. Temporary work, internships, work experience schemes and apprenticeships can help youngsters to take their first step onto the career ladder. They can start to build up that much-needed experience through a variety of jobs. It's all about improving their employability. That's where Adecco comes in – aiming to help to bridge this skills mismatch by providing guidance and training, delivered through its flagship programs, CEO for One Month and Experience Work Day, designed to provide insight and experience on skills vital to work.

CEO for One Month

CEO for One Month is Adecco's global programme that seeks to positively impact the lives of young people, by preparing them for future employment, and equipping them with the skills and experience necessary to succeed in the world of work. The programme offers young people the opportunity to develop and showcase their leadership potential, to learn what it takes to succeed as a business leader, and to acquire the skills and experience needed to get a foot on the career ladder. At national level, the programme selects one successful candidate from the application pool shadowing the relevant

Adecco Group's country-level CEO for one month, working side by side to experience and participate in the life of a senior business leader. Outstanding national participants are then selected for a global boot camp where one amongst them is chosen to become the Global CEO for One Month and will work alongside the Adecco Group CEO Alain



Dehaze for one month. In 2019, Adecco received more than 260,000 initial applications for the programme. Those who failed to make it to the final round received information, tools and support that will help them move from the world of education to the world of work

Experience Work Day

This is a global initiative to give young people exposure to the world of work to help them make their first move into the labour market. On designated days, Adecco opens its 700 offices and branches in 46 countries to young people (nearly 9000 young people).¹ Participants had the chance to shadow more than 4000 of The Adecco Group's employees in the departments and roles of their choice, learn

¹ Delivering shared value in the world of work. Sustainability Review 2017. Available [here](#). Pg. 10



THE ADECCO GROUP

more about their preferred jobs by almost literally stepping into their mentors' shoes, and improve their skills through workshops and coaching. According to Adecco:

"We turn our employees into mentors. You learn from them, not a textbook. They transmit their day-to-day knowledge to all future talents, creating an experience that really works for you."

'I recommend young people to seek work experience as early as possible, to get the best out of it and build on it. At the same time, it is our responsibility - employers, policy makers, educationalists and the like – to create a favourable environment and make opportunities available. If even half the young people participating yesterday learned more about what their ideal careers might entail, they could focus on priorities, make better choices, join the labour market sooner and, eventually, propel themselves to bigger and better things'.

Alain Dehaze, CEO, The Adecco Group

The Adecco Career Centre

The [Career Centre](#) provides resources for young people to build their career skills and navigate the world of work. The content is constantly evolving, and includes topics such as:

- Useful digital content for career development like CV advice, cover letter preparation, interviewing practice and requesting informational interviews
- Cutting edge information on new fields like design thinking and innovation where there is increasing demand
- Information on the evolving job market, what skills will be needed in the future and new types of careers that are emerging
- Dealing with difficult decisions on the job



THE ADECCO GROUP

The Adecco Group Work-Based Learning Offer

The Adecco Group France created a recruitment solution based on the creation of skills, called “La Grande Ecole de l’Alternance” - a “school without walls”. By bringing together the needs of companies, the expertise of training partners and the career aspirations of youngsters and job seekers, The Adecco Group France puts together work-based training solutions tailored to address scarcity of competencies in high demand.

Launched in 2015, it has allowed The Adecco Group France to put to work over 12,000 persons in 3 years.

In 2018, 85% of individuals who completed their work-based learning programs were still in employment 12 months after. There was only 8% drop-out at national level.

Meet Luca Feser, 2018 CEO for One Month - Adecco Switzerland



“I attended all the meetings with Nicole Burth or other members of the management, at assessments or in meetings with other Adecco Group CEOs. We had long and very intensive working days with many meetings and client visits. You are in constant communication, listening, speaking and, in the end, you have to make important decisions. I liked the fact that Nicole Burth involved me in the decision-making process and asked me for my own opinion.” **Luca Feser, 2018 CEO for One Month - Adecco Switzerland**

Apprenticeships and Work Based Learning Programs are deeply rooted within the history of UBS¹. Currently, UBS has around 2'700 young people enrolled in one of its junior talent programs globally, ranging from apprentices to university graduates and being largely stable over the past five years. Working with apprentices and graduates gives valuable insight into the mindset and needs of the next generation of employees, and clients, whilst also providing a pipeline of talent to support the business of UBS and to developing its workforce of the future. UBS constantly evolves the offering and approach to Junior Talents knowing that their career aspirations are also evolving.



UBS has implemented diverse training programs for students and school leavers. For students, training opportunities include internships and graduate talent programs available globally. In addition, MBA and veterans associate programs are offered in the United States. School leavers benefit from multiple apprenticeship programs such as: apprenticeship in banking, the 18 month bank entry program for secondary school graduates (BEM), and IT training programs in Switzerland. UBS offers similar programs in other regions of the world, for example, the UK apprenticeship program for school leavers, and the four-year cadet program for high school graduates in Australia who will work at UBS during their entire university education in Front Office and Corporate Center functions.

1'700 candidates get hired at UBS every year.

UBS has a strong focus on targeting, attracting and hiring a diverse junior workforce. At the end of the program, UBS matches the alumni with the team most suitable to continue their career at UBS. Around three quarters of the apprentices and trainees remain with the bank

	Annual Hires	Participants in program
Apprenticeship / entry programs globally	490	1'200
Interns	600	600
Graduate Talent Program	420	600
Other trainee and development programs	190	300
Total	1'700	2'700

after their training is complete and many of them assume key roles over time. To further nurture the talent pipeline in Switzerland, UBS has established a two-year development program for high performing individuals from the apprenticeship in banking and BEM program. Participants acquire specialist know-how, enhanced social and methodological skills, and intense foreign language training.

Continue reading to discover four of these exciting programs in more details.

The Graduate Talent Program

UBS' Graduate Talent Program (GTP) offers opportunities to kick off a career in all UBS divisions: Global Wealth Management, Investment Bank, Asset Management, Private & Corporate Clients or Corporate



Center. The program spans a 18 to 24-month period and targets graduates with a bachelor's or master's degree. Rotations are a key component of the program, where trainees take on roles in related departments to gain a wider perspective. The program is structured to ensure trainees are involved in day-to-day operations alongside seasoned professionals, learn about financial markets, UBS' products, and other core business topics. Finally, they get to know UBS through mentoring, networking and social events, and cross-business trainings.

¹ UBS is a global financial services company maintaining presence in all major financial centers.

The Banking Apprenticeship at UBS (Switzerland)

UBS is a renowned training provider for apprentices in Switzerland. The banking apprenticeship is a three-year program aimed at secondary school leavers (16 years old), with a high degree of practical experience in various business areas in the banking business (e.g. retail banking, corporate banking and wealth management). The program supplements on-the-job training at UBS with theoretical knowledge from commercial vocational school, as well as in industry level training at the banking training center. UBS invites the program participants to various central and regional internal trainings and events to complement their general knowledge with the UBS approach to business.



Apprentices attend school for one or two days² a week during all years of the apprenticeship, and are assigned on-the-job trainers to introduce, train and mentor, and evaluate them on work performance at UBS. After completing the three-year training, students are awarded a Federal VET³ Diploma in Commerce.

UBS' IT training programs (Switzerland)

UBS is one of the largest employers and trainers in IT in Switzerland. Information Technology not only underpins the business of the bank but remains essential given the technological and digital transformation in the workplace. To develop IT talent and ensure a pipeline of talent to meet IT needs, UBS has implemented two training programs in Switzerland. These include:

1. IT Apprenticeship



The four-year apprenticeship program in Information Technology combines practical experience at UBS with weekly vocational training. Subjects such as business administration, languages, and scientific fundamentals, are taught at the vocational schools. The apprenticeship aims to enhance the knowledge of program participants on basic concepts of Information Technology. The training adopts a practical approach, where participants work on specific projects, with the intention to

deepen their IT knowledge, and acquire essential IT skills. As part of the training at UBS' Zurich offices, students have a choice between three disciplines:

- **Systems engineering:** comprehensive training in the areas of servers, operating systems, networks, hardware and software.
- **Application development:** comprehensive training in the area of software development.
- **Mediamatics:** comprehensive training in the areas of digital media, design, maintenance and editing of websites, marketing, communication, and administration.

Upon completion of the four-year training, apprentices are awarded a Federal VET Diploma in Information Technology or Mediamatics.

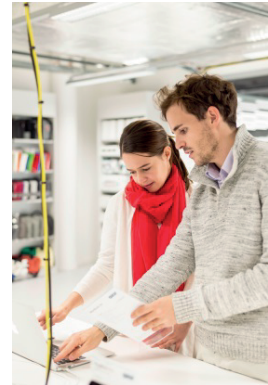
² The vocational baccalaureate involves the achievement of a higher level in particular commercial subjects (e.g. mathematics, economics, general knowledge), as well as two days of school and more intellectual performance.

³ Vocational Education and Training

2. *IT way-up Program*

A two-year program that focuses on application development. The **IT-way-up program** is aimed at graduates in commercial education at a bank, or a school or college recognized by a canton or the federal government of Switzerland, who are between the ages of 18 and 25.

The first seven months focus on basic training in IT, with external training modules offered by ICT vocational training association Switzerland. After the basic training, trainees work directly with project teams to build up practical experience in IT. This is to prepare them for project assignments with UBS. Upon completion, trainees are awarded with the Federal VET Diploma in Information Technology.



The UK Apprenticeship Program

The UK apprenticeship program is specifically designed for school leavers who leave school at 18 years old, and represents an important junior talent pipeline for UBS in the United Kingdom. The program is positioned as a viable alternative to university for applicants looking to join the world of financial services, and UBS, following school. It is an entry level program that attracts high quality and diverse school leaver candidates. The program provides apprentices with the skills and experience required to transition from school to the workplace, whilst working towards a professional qualification in their chosen business area. From Technology and Operations, through to Equities, Wealth Management and Compliance & Operational Risk Control, a wide range of opportunities are available. In addition to the exciting challenges of the day-to-day role, program participants also receive classroom based training on a variety of technical and behavioral topics to set them up for success in the world of UBS.



All qualifications are industry recognized, as well as being recognized by the UK Government. After an initial 18 month program, apprentices complete a professional qualification in their chosen business area. Apprentices then have the option to progress onto further study with higher level qualifications for an additional 2-3 years. Apprentices receive a full time salary and are sponsored for all professional qualifications costs.

UBS sees vocational learning as a highly effective form of education. Young people learn in the real business world, develop critical communication and teamwork skills, and bring their own perspectives to bear. On top of this, work-based learning adapts in real-time based on what's happening in the industry and environment.



ZURICH

Spain

In Spain, unemployment, with a particularly high rate of 35% of youth unemployment, is a key concern for us and reflected in where we focus our activities related to Corporate Responsibility. The three initiatives sponsored by the Z Zurich Foundation currently running in Spain are *Junior Achievement*, *Dual Vocational Training for the Insurance Industry*, and *Get Ready for Life*. They all aim to address **YOUTH EMPOWERMENT** and therefore positively influence the issue of youth unemployment.

Dual Vocational Training for the Insurance Industry: We are running this program, which was developed by Zurich and approved by the local Government, in three high schools. In its third year, we currently have 85 students participating.

The content and the train-the-trainer courses have been delivered by Zurich employees. Some of the initiatives Zurich offers, such as “speed dating” events bringing together students and insurance brokers or companies to match interests and start discussions on apprenticeship positions are very well received by both the academic partners and public administration. Our partner in this project has been the DVT Alliance established by the Bertelsmann Foundation in Spain.

Over the past two years, 33 Zurich employees have been involved in skills-based volunteering, sharing their insurance expertise. In total, 350 hours of teaching materials have been developed, and 50 school teachers have been trained. Over the course of the academic year of 2018/19, four volunteers acted as tutors for five apprentices at Zurich. This new academic year we have one student doing her apprenticeship with us.

Last June, the first 21 students graduated from this Dual Vocational Training program. 85% of them were offered the opportunity to continue working with the insurers and brokers they did their apprenticeships with. This highlights the high rate of job placements achieved with the program. Five students were trained in Zurich offices, with three of them currently working for the company.



Alba González Mayor - Montse Ostenero Sala - Sara Martín Moya - Laia Serra i Duran - Héctor Díaz Velásquez

Alba González Mayor continues as a trainee in the Catalonia/Andorra Territorial Direction, supporting Underwriting Commercial Insurance in Zurich Insurance PLC. Esp. in Barcelona.

Sara Martín Moya was hired as a technical Support Clerk in Reinsurance & Coinsurance department in Zurich Insurance PLC. Esp. in Barcelona.

Laia Serra i Duran was hired as a Customer Support Associate in the Joint Venture with Banc Sabadell in Sant Cugat del Vallès (BCN).

Switzerland

Young Professionals Assignment ("YPA")

From Zurich to Ireland with YPA

The Young Professionals Assignment ("YPA") program is an exchange program Zurich offers its graduates. Eligibility is based on performance and the decision to opt for a permanent position at Zurich. The YPA program allows graduates to complete a Zurich-financed language course in the form of a BEC Higher Diploma and to work for Zurich in Ireland (Dublin) for two months. In cooperation with Zurich Ireland, it was successfully run for the second time this year, and will be offered again to five Zurich Switzerland apprentices next year.

During the exchange program, Zurich not only supports its graduates by helping them to learn the language and broaden their professional knowledge, but also by sponsoring the flights, and reimbursing host families for accommodation and meals. Graduates also receive a daily allowance for other expenses such as lunch, bus tickets and evening activities.

Nadine Vincenz, Administrator for Corporate Customers Retirement Benefits Life, completed the exchange program at Zurich Ireland with Blackrock this year: "I found the Irish to be open and helpful by nature, and I greatly improved my language skills. In Dublin, I learned sound general business English as well as countless technical terms from the insurance industry. This was also reflected in the Cambridge Institute examination, where I passed the oral section with flying colors. Although I wasn't there for very long, I built up a good rapport with my work colleagues. They would have liked to keep me in Ireland. My supervisor even offered me a vacant position. We are still in touch today, and I think I will visit them again sometime in unforgettable Ireland."



From left to right: Melissa Byrne, Nadine Vincenz, Paul Murphy, Mark McEvoy, Eavan Henry, Kate McNamara, Mairead Rice

Zurich Life Assurance plc
Zurich House,
Frascati Road,
Blackrock,
Co. Dublin,
Ireland

Ireland

Zurich Ireland Apprenticeship

In 2015, Zurich Ireland, along with our educational partner, the Insurance Institute of Ireland, submitted an application to the Apprenticeship Council of Ireland to create a national and industry-wide professional apprenticeship program. Little did we know that it would go on to be the first new apprenticeship program in the country in more than 50 years, and the first ever level 8 apprenticeship in Ireland.

Zurich Ireland are the largest employer of apprentices in insurance in Ireland. Since 2016, when we first introduced the program, we have hired 25 apprentices into our Wexford Office, the first of whom will graduate this November with a BA Honors in Insurance Practice. The graduating class of 2019 has surpassed all expectations with more than 50% achieving a First Class Honors. The program is generating a new and exciting generation of talent for the industry.

Figure 1 Darragh Kavanagh, a Zurich Ireland Apprentice, pictured with his family on the occasion of receiving his Certificate in Insurance Practice



The Zurich Ireland Apprenticeship program focuses on giving our apprentices a broad experience of the insurance industry, including rotations across our core functions.

ANNEX II

FINANCIAL REPORTS

To the Management Board of the
Global Apprenticeships Network (GAN), Geneva

Lancy, 13 May 2019

Report of the independent auditor on the limited statutory examination

As statutory auditor, we have examined the financial statements (balance sheet, income statement and notes) of the Global Apprenticeship Network (GAN) for the year ended 31 December 2018.

These financial statements are the responsibility of the Management Board. Our responsibility is to perform a limited statutory examination on these financial statements. We confirm that we meet the licensing and independence requirements as stipulated by Swiss law.

We conducted our examination in accordance with the Swiss Standard on the limited statutory examination. This standard requires that we plan and perform a limited statutory examination to identify material misstatements in the financial statements. A limited statutory examination consists primarily of inquiries of company personnel and analytical procedures as well as detailed tests of company documents as considered necessary in the circumstances. However, the testing of operational processes and the internal control system, as well as inquiries and further testing procedures to detect fraud or other legal violations, are not within the scope of this examination.

Based on our limited statutory examination, nothing has come to our attention that causes us to believe that the financial statements and the proposed appropriation of available earnings do not comply with Swiss law and the statutes of the association.

Ernst & Young Ltd

Licensed audit expert
(Auditor in charge)

Licensed audit expert

Enclosures

- ▶ Financial statements (balance sheet, income statement and notes)
- ▶ Proposed appropriation of available earnings

GLOBAL APPRENTICESHIPS NETWORK (GAN)

BALANCE SHEET AS OF 31 DECEMBER 2018

All figures in '000 Swiss Francs (CHF)	Notes	31 Dec 2018	31 Dec 2017
ASSETS	1)		
Current assets			
Cash and cash equivalents		180.0	379.2
Funds receivable	2) & 3)	197.6	179.0
Other current receivable	4)	468.7	156.4
Prepaid expenses		21.9	0.7
Total current assets		868.2	715.2
TOTAL ASSETS		868.2	715.2
EQUITY AND LIABILITIES			
Current liabilities			
Other current liabilities		121.1	41.2
Deferred income	5)	493.3	150.0
Restricted funds	2)	0.0	0.0
Total current liabilities		614.4	191.2
Equity			
Cash brought forward		524.0	255.1
Net result for the year		-270.2	268.9
Total equity		253.8	524.0
TOTAL EQUITY AND LIABILITIES		868.2	715.2

(the accompanying notes are an integrant part of the financial statements)

GLOBAL APPRENTICESHIPS NETWORK (GAN)

INCOME STATEMENT 2018

All figures in '000 Swiss Francs (CHF)	Notes	31 Dec 2018	31 Dec 2017
Membership fees	5)	535.0	500.0
Restricted donations	6)	558.9	982.9
Other income	7)	63.1	95.3
Project expenditure	6)	-558.9	-982.9
Personnel expenses	8)	-705.7	-188.3
Other operating expenses	9)	-165.9	-102.7
Financial result	10)	3.3	-35.5
NET RESULT FOR THE YEAR		-270.2	268.9

(the accompanying notes are an integrant part of the financial statements)

GLOBAL APPRENTICESHIPS NETWORK (GAN)

NOTES TO THE FINANCIAL STATEMENTS AS OF 31 DECEMBER 2018

These financial statements have been prepared in accordance with the provisions on commercial accounting laid down in articles 957 – 963b Swiss Code of Obligations (CO).

Note 1 - GAN Organisation

The GAN was launched in 2013 by multinational companies and international organizations including the International Organisation of Employers (IOE), the International Labour Organisation (ILO), the Organisation of Economic Co-operation and Development (OECD) and Business at OECD (BIAC). Its genesis lies in the 2012 call to action by G20 governments and B20 leaders to close the skills gap and promote employment, especially for youth. Since its launch, the GAN has evolved into a global business-driven alliance where private sector companies, business federations, international organizations and committed groups come together around work-based learning including apprenticeships to share effective approaches, advocate for a supportive ecosystem including policies and legislation, and take action that benefits youth and life-long learners.

Membership of the GAN is open to: companies, Employers' Federations of IOE and BIAC, International Organisations, National Organisations. Companies join GAN as either normal members or board members, with a differential fee. At the end of 2018, GAN Gcomprised 15 member companies (11 board members and 4 normal members)

The governing bodies of the GAN are (i) the General Council which is composed of all members and which is the GAN's supreme decision-making body; (ii) the Management Board, comprising a maximum of 20 members, which sets the strategic direction and has oversight of GAN. The General Council elects the members of the Management Board and also the Chair, the Treasurer, and a vice Chair if deemed necessary. The Management Board appoints a Secretary from its members. Current Management Board membership comprises senior officials from the IOE, BIAC, the ILO and the OECD. It also includes all Board Member Companies and representatives from Employer Federations.

The GAN is organised corporately in the form of a Swiss not-for-profit association in accordance with Articles 60 et seq. of the Swiss Civil Code and the present Statutes.

Note 2 - Restricted Funds

When a donation is received for a specific project, a fund is created in the liabilities in "Restricted funds" versus a funds receivable account (or cash)The fund is then debited when the project expenditure is incurred.

Project funds from the U.S. Department of Labor (US DOL) Project: expenses are incurred first, with regular draw downs of amount spent in arrears from US Treasury. The amount to be received is booked in "Restricted funds receivable"; consequently, restricted funds in liabilities are nil at year-end.

Note 3 - Funds Receivable

In 2018, the restricted funds receivable comprised the US DOL Project. This project focuses on GAN activities in Kenya, Costa Rica and Argentina. The receivable relates to the part of the funds that were not received by GAN as of 31.12.2019 from US DOL. In prior years, restricted funds have also included the International Labor Organization (ILO) Project and Mastercard Foundation Project; these are closed in 2018.

	2018	2017
ILO	0.0	-219.2
Mastercard Foundation (Malawi + Tanzania)	0.0	-93.5
Mastercard Foundation (South Africa)	0.0	-161.8
U.S. DoL	-361.3	-329.4
Projects Expenditure for the year	558.9	982.9
Total funds receivable	197.6	179.0

GLOBAL APPRENTICESHIPS NETWORK (GAN)

NOTES TO THE FINANCIAL STATEMENTS AS OF 31 DECEMBER 2018

Note 4 - Other Current Receivable

	2018	2017
Membership fees	413.3	150.0
Rent subsidy	55.4	0.0
Other debtors	0.0	6.4
Total Other current receivable	468.7	156.4

Note 5 - Deferred Income & Membership Fees+A64

Member companies pay an annual charge of CHF 10'000 for Regular Members and CHF 50'000 for Board Members. When the membership is paid in advance, this is recorded through deferred income.

Note 6 - Restricted Donations & Project Expenditure

	2018	2017
ILO	0.0	219.2
Mastercard Foundation (Malawi + Tanzania)	0.0	93.5
Mastercard Foundation (South Africa)	0.0	161.8
U.S. Dol - see 5d) & 5e)	558.9	508.4
Total Project expenditure	558.9	982.9

Note 7 - Other Income

	2018	2017
Project delivery fees	51.4	87.1
Other income	11.7	8.3
Total Other Income	63.1	95.3

GLOBAL APPRENTICESHIPS NETWORK (GAN)

NOTES TO THE FINANCIAL STATEMENTS AS OF 31 DECEMBER 2018

Note 8 - Personnel Expenses

	2018	2017
Personnel expenses - GAN	-705.7	-188.3
Personnel expenses - included in project expenditure	-371.6	-624.7
Total Personnel expenses	-1'077.3	-813.0

Note 9 - Other Operating Expenses

	2018	2017
Rent	-29.4	-21.1
Travel expenses	-57.1	-8.7
General and administrative expenses	-79.3	-72.8
Other operating expenses - GAN	-165.9	-102.7
Other operating expenses - included in project expenditure	-186.5	-373.1
Total Other operating expenses	-352.3	-475.7

Note 10 - Other Operating Expenses

This is composed of bank charges and net exchange gain which mainly results from year-end revaluation of bank accounts in foreign currencies.

Note 11 - Liabilities to the Pension Scheme

	2018	2017
Liabilities to the pension scheme	2.4	10.6

Note 11 - The average number of full time equivalents over the year was:

	2018	2017
between 1 and 9	X	X
between 10 and 49		
between 50 and 249		

GLOBAL APPRENTICESHIPS NETWORK (GAN)

APPROPRIATION OF AVAILABLE EARNINGS AS OF 31 DECEMBER 2018

All figures in '000 Swiss Francs (CHF)	Notes	31 Dec 2018	31 Dec 2017
Balance brought forward		524.0	255.1
Net result for the year		-270.2	268.9
BALANCE TO BE CARRIED FORWARD		253.8	524.0