

UNICEF EVALUATION OFFICE

Evaluation of UNICEF work on acquisition of transferable skills among adolescents and young people

Summary Note

Type of Evaluation	Summative and formative evaluation
Duration	October 2025 to June 2026 (9 months)
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Introduction

Transferable skills, also known as life skills, 21st century skills, soft skills, or socio-emotional skills allow children, adolescents, and youth to become agile, adaptive learners and citizens equipped to navigate personal, academic, social, economic challenges, and crisis-affected children. Transferable skills include foundational skills of literacy and numeracy, problem solving, negotiation, managing emotions, empathy, and communication, among others, and they work alongside knowledge and values to connect, reinforce, and develop other skills that are required for lifelong learning, such as digital skills and job-specific skills.

Evaluation Purpose, Objectives, and Scope.

This global evaluation serves a dual purpose of accountability and learning. From an accountability perspective, the evaluation will generate evidence on UNICEF performance and strategic priorities of UNICEF-supported transferable skills programming and the achievement of intermediate and final outcomes. From a learning perspective, the evaluation will distill UNICEF's unique experiences, practices, and lessons across diverse contexts to inform adaptive programming and policy decisions.

The **temporal scope** of this evaluation is from 2020 to 2026, the **geographical scope** is global, the **thematic scope** focuses on UNICEF's support to the development of transferable skills for adolescents and young people aged 11–24, with a particular emphasis on two interdependent thematic pillars: enabling environments and systems strengthening.

General question areas

Relevance , agility, and alignment of UNICEF strategic and conceptual approach to transferable skills development with priorities and emerging needs.
Contribution of UNICEF work around transferable skills towards the achievement of results for all adolescents and young people, including marginalized groups.
Coherence of UNICEF work around transferable skills across different contexts, attention to programmatic integration, alignment with external frameworks, and the meaningful participation of adolescents and young people.
Sustainability of UNICEF efforts to create enabling environments for transferable skills work and to improve systems for learning and skills development for all adolescents and young people.