

# Working Paper

Regional Center for Educational Planning

Sathya CHEA

2024

## From Classroom to Career: Embedding Employability Skills in K–12 Curricula

Working Paper for Seminar “Integration of Employability Skills in the K-12 Curriculum”





# From Classroom to Career: Employability Skills in K–12 Curricula

Working Paper for Seminar “Integration of Employability  
Skills in the K-12 Curriculum”

Regional Center for Educational Planning

Sathya CHEA  
Technical Advisor, Ministry of Education, Youth and Sport (Cambodia)





# TABLE OF CONTENTS

<b>Disclaimer .....</b>	<b>4</b>
<b>Regional Center for Educational Planning .....</b>	<b>5</b>
<b>Abstract .....</b>	<b>6</b>
<b>Introduction .....</b>	<b>7</b>
<b>Employability Skills Framework.....</b>	<b>8</b>
<b>Employability Skills Development.....</b>	<b>9</b>
<b>Program-level employability skills development.....</b>	<b>10</b>
<b>Classroom-level employability skills development .....</b>	<b>11</b>
<b>A literature synthesis .....</b>	<b>12</b>
<b>Active Learning .....</b>	<b>13</b>
<b>Recommendations.....</b>	<b>14</b>
<b>References .....</b>	<b>17</b>

## **Disclaimer**

This paper was commissioned by the UNESCO Regional Center for Educational Planning (RCEP) in Sharjah, United Arab Emirates. The paper falls under RCEP's second strategic objective, which is to produce and disseminate knowledge in support of education policies to enable planning of educational systems. The views and opinions expressed in this paper are those of the authors and should not be attributed to RCEP.

## **Regional Center for Educational Planning**

The Regional Center for Educational Planning (RCEP) is a regional educational organization with an international vision established through an agreement signed in 2003 between the government of the United Arab Emirates and the United Nations Educational, Scientific and Cultural Organization (UNESCO). Under this agreement, the Center is tasked with developing national and regional capacities in the areas of education planning and policies, educational leadership and management, and the production and dissemination of educational knowledge at the regional level. It places special emphasis on the Gulf Cooperation Council countries and Yemen, as well as consultations and technical support to enhance the efficiency, effectiveness, and quality of education systems in the Gulf Cooperation Council and Arab countries. These improvements aim to ensure that education is closely aligned with the demands of real-life situations and the workforce. RCEP collaborates with UNESCO and receives technical support through partnerships in numerous programs, projects, and initiatives related to education.

## Abstract

This paper examines the critical need for integrating employability skills into K-12 curricula to prepare students for the evolving demands of the 21st-century workforce. It reviews prominent employability skills frameworks (e.g., USEM, CareerEDGE, KSAVE) and national/regional adaptations, highlighting the shift from a narrow focus on technical skills to a broader conceptualization encompassing cognitive, interpersonal, and psychological attributes. The paper synthesizes research on program-level and classroom-level strategies for fostering these skills, emphasizing the importance of work experience, embedded curriculum, active learning, high-quality teaching, and student engagement. Grounded in learning theories such as constructivism, social cognitive theory, and experiential learning, the paper offers practical recommendations for policymakers, educators, and school management. These recommendations include curriculum revision to emphasize active learning methodologies (e.g., project-based learning, experiential learning), technology integration, targeted teacher professional development, building strong industry and community partnerships, promoting lifelong learning and growth mindsets, and implementing change with careful support to mitigate potential stress on students and educators. The paper underscores the need for a holistic approach that integrates theory and practice to effectively equip students with the employability skills necessary for future success.

## Introduction

Employability is a complex and multidimensional concept that is often challenging to define and quantify, as individuals from various backgrounds perceive the significance of employability skills in diverse ways (Cranmer, 2006). According to Yorke and Knight (2006), employability skills encompass “a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy” (p. 5). This definition implies that employability skills are linked to both short-term and long-term employment outcomes, enabling college students and graduates not only to secure employment more easily (short-term) but also to excel and advance in their roles (long-term).

Given the rapid pace of technological and social transformations in contemporary society, the nature of employment is also evolving. Consequently, merely possessing technical or discipline-specific skills is insufficient for university graduates to secure employment (Fulgence, 2016). Compounding this issue, the massification of higher education has resulted in degree inflation, exacerbated by an increasingly globalized environment, undermining the employability and earning potential of new graduates. (Mok, 2016). Concurrently, there has been a transition toward a knowledge-based economy, necessitating that students acquire a diverse array of transferable skills suitable for various roles and situations, promoting lifelong learning.

Numerous studies have underscored the significance of employability skills for both personal and professional success. For instance, a study by the World Economic Forum in 2020 identified critical thinking, complex problem-solving, and creativity as the top three skills needed for future jobs. These skills, often categorized as 21st-century skills, are essential for navigating a rapidly changing and technologically driven world. Graduates with well-developed employability skills are more attractive to employers and have higher job placement rates (Smith, 2018). Employability skills are vital for career progression and leadership roles (Robinson, 2019). These skills foster active participation in civic life and contribute to a strong democratic society (OECD, 2018).

With such significance, it is vital to examine how employability skills can be integrated into K-12 curriculums. The present paper presents the conceptualization of employability skills development frameworks and learning theories. It concludes with several recommendations for policy and practices to enhance employability skills among students.

---

## Employability Skills Framework

There has been a large amount of research to examine and develop employability skills frameworks. This section will provide a review of several prominent frameworks in the literature. Knight and Yorke's (2002) USEM model, grounded in social and cognitive psychology, defines employability skills as encompassing Understanding, Skills, Efficacy beliefs, and Metacognition. However, Pool and Sewell (2007) argued that this model was too complex for lay audiences. They introduced CareerEDGE, a more accessible framework that emphasizes the interconnectedness of career development learning, work and life experiences, discipline-specific knowledge, generic skills, and emotional intelligence. CareerEDGE highlights the critical role of reflection and evaluation in developing employability, recognizing the influence of psychological factors like self-efficacy, self-confidence, and self-esteem on career success.

Binkley et al. (2012) developed the KSAVE model, a 21st-century skills framework encompassing Knowledge, Skills, Attitudes, Values, and Ethics. This framework categorizes 10 key skills into four groups: ways of thinking (creativity, critical thinking, learning to learn), ways of working (communication, collaboration), tools for working (information literacy, ICT literacy), and living in the world (citizenship, life and career, personal and social responsibility). The World Economic Forum (2016) also outlined a core work-related skills framework, emphasizing three main categories: abilities (cognitive and physical), basic skills (content and process), and cross-functional skills (social, resource management, systems, problem-solving, and technical).

Employability skills are highly context-dependent, and different countries have different skill needs. The United States Department of Education (2017) categorizes employability skills into applied knowledge (academic and critical thinking), effective relationships (interpersonal and personal qualities), and workplace skills (resource management, information use, communication, systems thinking, and technology use). The Government of Ontario outlines "Essential Employability Skills" as being clear communication, collaborative work, continuous learning, and effective time management. The Australian Core Skills Framework (Department of Education, Skills and Employment, 2020) focuses on learning, reading, writing, oral communication, and numeracy. The UK emphasizes self-management, numeracy, literacy, ICT, teamwork, and interpersonal skills as key employability enhancers (Department of Education, Skills and Employment, 2020).

Asia has also developed their own national skills framework for national development. Regional frameworks like the ASEAN Qualifications Reference Framework (AQRF) (ASEAN Secretariat, 2023) emphasize skills development, including communication, critical thinking, and problem-solving, to facilitate regional labor mobility. The Indian National Skills Qualifications Framework (NSQF) (National Skill Development Corporation, n.d.) prioritizes both technical and generic skills, such as communication, teamwork, and problem-solving, to align vocational training with industry demands. Japan's Human Resource Development (HRD) Framework (Ministry of Health, Labour and Welfare, 2023) emphasizes lifelong learning and continuous skills development to adapt to evolving job markets. In the Arab world, TVET programs (International Labour Organization, 2023) focus on technical skills alongside soft skills, such as communication, teamwork, and problem-solving, while strong Arabic language proficiency (ALECSO, 2023) is significant for communication, cultural understanding, and navigating the local job market.

While numerous employability skills frameworks exist, the literature consistently demonstrates a broader conceptualization than simply a list of skills. As highlighted above, employability encompasses self-theories and management skills, enabling students to navigate challenges, manage their own learning, and build successful careers (Sumanasiri et al., 2015). However, it is worthwhile to be cautioned that most studies remain theoretical, lacking empirical evidence to substantiate these conceptual frameworks.

---

## **Employability Skills Development**

There is a large body of literature to explore and explain the development of employability skills at different institutional levels. As this research focuses on (1) departmental/program level and (2) classroom level, this section reviews key literature on employability skills at these two levels. Existing literature considers teaching practices and methods at the classroom level, outside-class factors and the structure of an education program as a whole.

## Program-level employability skills development

Knight and Yorke's (2003) prominent study on employability skills development recommends four key enhancements within educational programs: work experience, entrepreneurship modules, career advice, and portfolios/profiles/records of achievement. They advocate for students to gain work experience during their undergraduate studies, while programs should integrate modules fostering the complex learning underpinning entrepreneurship. It is important to note that these four elements should complement, not replace, effective teaching and learning environments conducive to complex learning and employability skills development. Programs based on this model offer work-related learning opportunities, such as internships and job placements, providing practical experience for labor market readiness. However, implementing these opportunities may require reducing some academic coursework, necessitating careful consideration by planners and instructors to balance academic and professional benefits for students. A weakness in Knight and York's work is that it does not mention teaching and learning classes.

Jackson and Oliver's (2018) systematic review of adaptive learning programs for employability skills development highlights several key factors. Firstly, employer involvement is necessary, while collaboration between universities and employers in program design enhances student employability skills. Secondly, embedding employability skills within the curriculum, integrated with specific content, makes learning more meaningful and engaging. Finally, effective programs prioritize active learning strategies, including extra-curricular opportunities and work-based diaries, to maximize skills acquisition.

Similar to Jack and Oliver, Coetzee's (2012) comprehensive framework also emphasize that interaction with the world of work, embedded curriculum, and active learning strategies for developing graduate attributes and employability. In addition, Coetzee highlights the needs for authentic assessment, over traditional rote learning assessment, work-integrated learning, students self-reflection and self-management. Additionally, students should have opportunities to develop career-related psychological attributes, such as self-efficacy, self-confidence, and self-esteem; all of these attributes provide the motivation and commitment for students to pursue long-term career goals. This holistic approach ensures a structured and comprehensive development of graduate employability.

---

## Classroom-level employability skills development

Studies examining employability skills development at the classroom level focus mainly on adaptive teaching and learning practices. Lizzio et al. (2002), using Biggs' 3P model, investigated the relationship between university students' perceptions of the academic environment, their learning approaches, and learning outcomes, including generic skills. A survey of 5,000 students in an Australian university revealed that teaching quality (good teaching, clear goals, appropriate assessment, and emphasis on independence) had a moderate positive relationship with generic skills development, while workload had a minimal impact. This underscores the significant role of high-quality teaching in fostering employability skills. These results were confirmed by a later study by Smith and Bath (2006), adding the significance of collaborative learning and learning communities to enhancing employability skills development.

The importance of interactive and collaborative learning for employability skills development was also highlighted in studies outside Australia. For example, Kember and Leung (2005), surveying Hong Kong university graduates, found that teaching for active learning and understanding had a moderate positive effect on a range of employability skills (critical/creative thinking, lifelong learning, adaptability, problem-solving, communication, and interpersonal skills). Teacher-student relationships and staff assistance, however, only moderately impacted communication and interpersonal skills.

A recent study by Chea (2022) in Cambodia investigated employability skills development within an English program using a two-stage curriculum development framework: curriculum development (analyzing internal and external factors to determine curriculum content and teaching methods) and curriculum implementation (equated to classroom teaching and learning practices). A mixed-methods design was employed, beginning with qualitative semi-structured interviews (38 total) with management, lecturers, students, and graduates to explore perspectives on student engagement, its antecedents, and perceived employability skills taught by the program. This qualitative data informed a subsequent quantitative survey of 373 senior students, using an adapted Course Experience Questionnaire and additional questions derived from the interviews and document analysis. The survey tested a model positing student engagement as a mediator between institutional, classroom, and personal factors and employability skills development. Qualitative findings revealed the program's responsiveness to labor market demands, a combined implicit/explicit approach to teaching employability skills, and the importance of student

engagement, suggesting a need for a balanced student-centered and teacher-centered approach. The quantitative analysis confirmed the mediating role of student engagement in the relationship between various factors and employability skills development.

---

## A literature synthesis

Research on employability skills development spans program-level and classroom-level strategies. At the program level, key themes emerge: integrating work experience (Knight & Yorke, 2003; Coetzee, 2012), embedding employability skills within the curriculum (Jackson & Oliver, 2018; Coetzee, 2012), and prioritizing active learning (Jackson & Oliver, 2018; Coetzee, 2012). While Knight and Yorke emphasize practical experiences like internships, they neglect the role of classroom teaching. Jackson and Oliver stress employer involvement and meaningful integration of skills within content. Coetzee provides a more holistic framework, adding authentic assessment, self-reflection, self-management, and the development of psychological attributes like self-efficacy.

At the classroom level, effective teaching practices are central. Lizzio et al. (2002) and Smith and Bath (2006) highlight the importance of high-quality teaching, clear goals, appropriate assessment, emphasis on independence, and collaborative learning. Kember and Leung (2005) confirm the positive impact of teaching for active learning on various employability skills. Chea (2022) demonstrates the importance of program responsiveness to market demands, a combined implicit/explicit teaching approach, and balanced student-centered and teacher-centered methods, with student engagement acting as a salient mediator between various factors and employability skills development.

All the studies in literature point to the significance of active learning in promoting employability skills development. It is, therefore, important to understand the basic concept of active learning as summarized below.

---

## Active Learning

Active learning draws upon several key theoretical perspectives. Constructivism, rooted in Piaget's work (1970), emphasizes learners' active role in constructing their own understanding, aligning with active learning's focus on student engagement and application of concepts. Social Cognitive Theory, developed by Bandura (1977), highlights the significance of social interaction and observation, making group work and peer feedback integral to active learning. Cognitive Load Theory, proposed by Sweller (1988), recognizes the limitations of human cognitive processing, leading active learning strategies to break down complex tasks and provide ample practice and feedback. Experiential Learning Theory, developed by Kolb (1984), emphasizes the importance of hands-on experience and reflection, which are frequently incorporated in active learning methods through real-world applications, simulations, and case studies.

Furthermore, Vygotsky's (1978) Sociocultural Theory emphasizes the role of social interaction and cultural context in learning, aligning with active learning strategies that incorporate collaborative learning and culturally relevant contexts. Humanistic approaches to education, advocated by Maslow (1943) and Rogers (1961), prioritize student motivation, self-direction, and personal growth. Active learning strategies that encourage student autonomy, provide opportunities for self-directed learning, and foster a supportive and inclusive learning environment are consistent with these humanistic principles.

Project-Based Learning (PBL) engages students in in-depth exploration of real-world challenges, fostering student ownership and collaborative inquiry (Blumenfeld et al., 1991; Jonassen, 1999). Inquiry-Based Learning (IBL) emphasizes student-driven inquiry, hands-on investigation, and the development of critical thinking and problem-solving skills. Cooperative learning fosters shared learning goals through positive interdependence, individual accountability, face-to-face interaction, and group processing (Johnson & Johnson, 1990). These pedagogical approaches offer valuable opportunities for students to develop deep understanding, enhance critical thinking skills, and cultivate essential 21st-century competencies.

---

## Recommendations

From the synthesis of the afore-mentioned theoretical perspectives of employability skills frameworks and learning theories, here are several recommendations for policy and practices for relevant ministries, development partners, school management, and teachers.

- **Introduce curriculum revision to emphasize employability skills development**

- **Encourage active learning:** Project-based learning and experiential learning are two prominent forms of active learning that promote essential employability skills development. Project-Based Learning (PBL) provides students with opportunities to apply their knowledge and skills to real-world problems, fostering creativity, critical thinking, and collaboration (Thomas & Brown, 2011). Examples include community service projects, entrepreneurship ventures, or solving local community problems. Experiential learning through internships, work-based learning, job shadowing, apprenticeships, volunteering, and community service experiences can enhance students' practical skills and expose them to workplace realities (Boud & Falchikov, 2006). Partnering with local businesses to provide students with work experience opportunities is crucial. Moreover, foster entrepreneurship, and innovation by providing opportunities for students to develop their own ideas experiment, and take calculated risks. For example, organize school-wide invention fairs or business plan competitions.
- **Integrate technology into the curriculum:** Technology-assisted teaching and learning can develop digital literacy, problem-solving, and communication skills (Mishra & Koehler, 2006). In addition, in contemporary society, students need to possess technological and digital literacy, in addition to basic reading and writing skills. Students must also be equipped with essential digital skills, such as coding, digital citizenship, online research, and using technology for communication and collaboration. For example, incorporate online tools for research, presentations, and collaboration (e.g., Google Docs, Google Slides, online forums).

- **Provide teacher professional development (TPD) on employability skills development**

When curriculum is revised, teachers need to go through training to keep themselves updated with the revised programs. TPD should emphasize a clear understanding of employability skills, moving beyond traditional academic knowledge to encompass skills such as critical thinking,

problem-solving, communication, collaboration, teamwork, creativity, digital literacy, and adaptability (World Economic Forum, 2016). In addition, educators should gain an understanding of current and future labor market demands (OECD, 2019). Furthermore, TPD should emphasize the importance of authentic assessment methods that measure students' development of employability skills beyond traditional tests. This may include portfolios, presentations, projects, and real-world simulations.

- **Build strong partnerships with industry and the community**

Partnerships with local businesses can offer valuable insights into current industry trends, skill demands, and career pathways. This can include guest speaker presentations, industry site visits, internships, apprenticeships, and mentorship programs. Additionally, provide opportunities to enhance students' community engagement. Engaging with the local community provides opportunities for students to apply their learning to real-world challenges and develop a sense of civic responsibility. Community service projects, such as volunteering at local non-profit organizations, participating in environmental initiatives, or addressing local social issues, can provide valuable learning experiences and develop essential employability skills like teamwork, communication, and problem-solving.

- **Promote lifelong learning and foster a growth mindset**

As society keeps evolving, changes are inevitable, and students cannot depend on schools all the time. It is necessary that students need to take care of their own self-improvement through lifelong learning, and there are several strategies to encourage students to do so. First, foster intrinsic motivation by creating engaging and challenging learning environments that tap into students' interests and curiosity. Moreover, encourage self-reflection and goal-setting, while creating supportive learning environments that foster inquiry, curiosity, and risk-taking. Also, implement flexible learning pathways, encourage independent research, and provide access to a variety of learning resources. These are essential for empowering students to become lifelong learners and navigate the complexities of the 21st century.

- **A word of caveat: Introduce changes properly and provide support to prevent pressure**

Introducing employability skills requires a careful, phased approach to avoid overwhelming students, teachers, and management. Effective communication is needed, and transparency, use of multiple channels, and active listening to feedback are of paramount importance. Involving

relevant school directors and teachers through participation, training, and recognition fosters ownership and reduces resistance. Meanwhile, recognize that integrating these skills increases workload, which can create stress. Therefore, it is important to have robust support systems, including technical support from experts from relevant ministries and development partners. Recognizing that students are young, less experienced, and potentially more susceptible to pressure, initiatives should prioritize their well-being.

Academic, physical and mental well-being, and major and career counseling are all mandatory support to be provided to students to ease their tension in learning. A structured counseling program should begin in early high school, including, for example, large-group workshops engaging alumni from diverse sectors to share their learning and career experiences. Another form is individualized counseling sessions with school counselors and alumni mentors. Finally, national online platforms should be established to host videos featuring experts discussing various topics on learning strategies, motivation, stress and time management, major and career paths. These online platforms ensure students can access these resources anytime, anywhere.

## References

1. Arab League Educational, Cultural and Scientific Organization (ALECSO). (2023). <https://www.alecso.org/nsite/en/>
2. ASEAN Secretariat. (2023). *ASEAN Qualifications Reference Framework (AQR)*.
3. Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
4. Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., Miller-Ricci, M., & Rumble, M. (2012). Defining twenty-first century skills. In *Assessment and teaching of 21st century skills* (pp. 17-66). Springer, Dordrecht.
5. Blumenfeld, P. C., Marx, R. W., Krajcik, J. S., Blumenfeld, P. C., Marx, R. W., Krajcik, J. S., ... Soloway, E. (1991). Motivating project-based learning: Cognitive and social dimensions of engagement in schools. *Educational Psychologist*, 26(3/4), 309–336.
6. Boud, D., & Falchikov, N. (2006). *The challenge of professional and workplace learning*. Routledge.
7. Brown, J. S., & Collins, A. (1996). Design theories and interactive learning environments. *Educational Technology*, 36(4), 42–49.
8. Chea, S. (2022). *Developing employability skills through curriculum design and implementation: A case study of English language education in Cambodia*. [Doctoral dissertation thesis, Education University of Hong Kong]
9. Coetzee, M. (2012). A framework for developing student graduateness and employability in the economic and management sciences at the University of South Africa. In M. Coetzee, J. Botha, N. Eccles, N. Holtzhausen, & H. Nienaber (Eds.), *Developing student graduateness and employability: Issues, provocations, theory and practical guidelines* (pp. 119–152). Randburg: Knowres.
10. Cranmer, S. (2006). Enhancing graduate employability: best intentions and mixed outcomes. *Studies in Higher Education*, 31(2), 169-184.
11. Fulgence, K. (2016). *Employability of higher education institution graduates: Exploring the influence of entrepreneurship education and employability skills development programmes activities in Tanzania*. [Doctoral dissertation, University of Siegen]
12. International Labour Organization. (2023). *Technical and Vocational Education and Training (TVET)*.

13. Jackson, T. P., & Oliver, S. (2018). Adaptive learning program for developing employability skills. *Journal of Pedagogic Development*, 8(1).
14. Jonassen, D. H. (1999). *Designing constructivist learning environments*. Routledge.
15. Johnson, D. W., & Johnson, R. T. (1990). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book Company.
16. Kember, D., & Leung, D. Y. P. (2005a). The influence of active learning experiences on the development of graduate capabilities. *Studies in Higher Education*, 30, 155–170.
17. Knight, P. T., & Yorke, M. (2002). Employability through the curriculum. *Tertiary Education and Management*, 8(4), 261-276.
18. Knight, P. T., & Yorke, M. (2003). Employability and good learning in higher education. *Teaching in Higher Education*, 8(1), 3-16.
19. Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.
20. Lizzio, A., Wilson, K., & Simons, R. (2002). University students' perceptions of the learning environment and academic outcomes: implications for theory and practice. *Studies in Higher Education*, 27(1), 27-52.
21. Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.
22. Ministry of Health, Labour and Welfare. (2023). *Human Resource Development (HRD) Framework*. Retrieved from <https://www.mhlw.go.jp/english/>
23. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teacher education. *Journal of Teacher Education*, 57(1), 10-20.
24. Mok, K. H. (2016). Massification of higher education, graduate employment and social mobility in the Greater China region. *British Journal of Sociology of Education*, 37(1), 51-71.
25. National Skill Development Corporation. (n.d.). *National Skills Qualifications Framework (NSQF)*.
26. OECD. (2018). *PISA 2018 Results: What Students Know and Can Do*. OECD Publishing.
27. OECD. (2019). *Education 2030: Building the foundations for all to succeed*.
28. Piaget, J. (1970). *The psychology of the child*. Basic Books.

29. Pool, L. D., & Sewell, P. (2007). *The careerEDGE model of graduate employability*.
30. Robinson, V. M. J. (2019). *Developing employability skills in higher education*. Routledge.
31. Rogers, C. R. (1961). *On becoming a person: A therapist's view of psychotherapy*. Houghton Mifflin.
32. Smith, M. K. (2018). *Learning for work: A guide to learning and development*. Routledge.
33. Smith, C., & Bath, D. (2006). The role of the learning community in the development of discipline knowledge and generic graduate outcomes. *Higher Education*, 51(2), 259-286.
34. Sumanasiri, E. G. T., Yajid, M. S. A., & Khatibi, A. (2015). Conceptualizing Learning and Employability" Learning and Employability Framework". *Journal of Education and Learning*, 4(2), 53-63.
35. Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257-285.
36. Thomas, J. W., & Brown, A. C. (2011). A review of the research on project-based learning. *New Directions for Teaching and Learning*, 126, 5–14.
37. United States Department of Education. (2017). *Employability skills framework*. Retrieved from <http://cte.ed.gov/employabilityskills/>.
38. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
39. World Economic Forum. (2016). *The future of jobs: Employment, skills and workforce strategy for the Fourth Industrial Revolution, Global Challenge Insight Report*. [https://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs.pdf](https://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf)
40. World Economic Forum. (2020). *The Future of Jobs Report 2020*. Author.
41. Yorke, M., & Knight, P. (2006). *Embedding employability into the curriculum* (Vol. 3). York: Higher Education Academy.



## Contact us:

 +971 6 5077560

 [www.rcepunesco.ae](http://www.rcepunesco.ae)

 [info@rcepunesco.ae](mailto:info@rcepunesco.ae)