

## Futuremakers Forum

# Developing skills and quality jobs for young people



DATE: 15 JULY 2020  
THEME: EDUCATION AND SKILLS  
FORMAT: ONLINE EVENT

## SPEAKERS

- **Carolina Perez**, CEO, STEM Hive
- **Eunice Esther Nyadoi**, student and Goal entrepreneurship beneficiary, Uganda
- **Kesia Hudson**, Interim Executive Director, Zahn Innovation Center, Managing Director, Standard Chartered Women's Entrepreneurship Program

- **Ketan Deshpande**, Founder & CEO, Fuel India
- **Susana Puerto-Gonzalez**, Senior Youth Employment Specialist, International Labour Organization
- **Suzanne Biegel**, Co-Founder, GenderSmart Investing Summit

**Moderators:** Tracey McDermott, Group Head, Corporate Affairs, Brand & Marketing, Conduct, Financial Crime and Compliance, Standard Chartered and Natasha Kwakwa, Director, Global Impact, Group Sustainability, Standard Chartered.

## INTRODUCTION

This online event asked how we can support and equip young people with the necessary skills to succeed in employment, now and in the future. The focus was on understanding the skills that will be needed, and identifying concrete actions that the business community can take. The participants gave examples of impactful activity and explored how these can be scaled. The starting point of the discussion was that cross-sectoral collaboration is essential to create long-term, inclusive and holistic change.

## KEY INSIGHTS

### FOCUS ON TRANSFERABLE SKILLS THAT BUILD RESILIENCE

Many of the skills required for the jobs of the future are **transferable 'soft skills'** such as creativity and leadership, or **digital skills**. Suzanne Biegel and Kesia Hudson championed the need to teach **"how to be an entrepreneurial thinker and doer"** and to **"explore the intersectionality between entrepreneurship and intrapreneurship"**. Skills such as identifying opportunities and challenges, problem-solving, overcoming barriers, marketing and a customer-centric approach, will be essential to succeed in formal employment and in the entrepreneurial space. A **focus on growth industries** that will offer long-term career development such as the green economy was advocated by the panel. Tracey McDermott noted that **resilience** will be needed to navigate a more uncertain world of work, and Susana Puerto-Gonzalez remarked that initiatives should **address mental health and wellbeing** to build resilience in the face of this reality.



The event was part of the Futuremakers Forum, a series of events bringing stakeholders together to build partnerships and create opportunities focused on young people.

## CONNECT FORMAL EDUCATION WITH THE LABOUR MARKET

Eunice Esther Nyadoi called for collaborations between business (including investors) and the formal education sector to **integrate more practical experience alongside theoretical learning** through **internships, incubators and acceleration programmes**, and through **different forms of engagement** such as online and near-to-peer mentoring, and gamification. There is also a need to **coordinate formal learning curricula with the actual labour demand** of a post-pandemic world. Susana Puerto-Gonzalez highlighted the need to **"support and invest in the transition** of young people from education into a stable job." Carolina Perez urged business to do more to **explain the opportunities** to better inform young people about their options.

## TAKE A HOLISTIC APPROACH

Preparing young people to succeed in future jobs requires a holistic perspective: skills training, links between education and jobs, and **addressing wider barriers to success**. Susana Puerto-Gonzalez suggested that this could include **access to capital, loans and crowdfunding options**, support with **networking** and other resources to help young people get ahead. These resources include **support to overcome social barriers**, such as increasing access to sexual and reproductive health for women and girls.

## REVIEW CURRENT BUSINESS PRACTICES TO HELP OVERCOME INEQUALITIES

Programmes must be **inclusive of those who face disadvantage and discrimination**. Suzanne Biegel highlighted the development of **new skills platforms** that allow young people to showcase their talent to employers in a way that is not “based on their network or social status”. Businesses can **review recruitment practices**, thinking consciously about diversity and inclusion. There is a role for business to help **address the problems of unequal access to the internet and the private-public education gap**. While **short-term training and mentoring schemes** should be scaled up, perhaps using the public-private partnership model,

it is also important to think long-term, **increasing access to apprenticeships and other forms of vocational and technical education and training**.

## IDENTIFY METRICS TO MEASURE SUCCESS

As circumstances change, so do the metrics needed to measure success. Ketan Deshpande advised, “Before [the pandemic] it was **how many people can get the right jobs and opportunities**, the right internships. I think in relation to the pandemic, metrics will focus on how many people survived with the financial resources they had. I think we will be analysing **how much support people received**, how much was given in loans.” Looking forward, there is likely to be a shift towards viewing success in a more holistic manner, focusing on **measuring the wellbeing of people**.

### KEY RECOMMENDATION

Continue to share learnings from programmes, such as Futuremakers, on holistic skills development.

Create opportunities to connect young jobseekers and employers.

## BENEFICIARY CASE STUDY: EUNICE ESTHER NYADOI, STUDENT AND GOAL ENTREPRENEURSHIP BENEFICIARY, UGANDA

Eunice is studying Social Development at university; she is also a mentor and coach with Goal, Standard Chartered’s girls empowerment programme, delivered with BRAC Uganda. Having previously had to leave her studies because of financial constraints, she opened up a shop selling scholastic materials with an entrepreneurs grant from Standard Chartered, and the income has enabled her to return to university.

Eunice is keen to build on her experience to create opportunity for others. After completing her university studies, she has ambitions to complete a master’s degree, expand her business, train more girls in bookkeeping and start an organisation that supports young women.

Eunice’s experience shows how business can support young women: “Businesses can bridge the gap between the educational and business worlds, bring together like-minded people, and support young women’s financial and other needs.”



## BENEFICIARY CASE STUDY: CAROLINA PEREZ, CEO, STEM HIVE

Carolina is an undergraduate senior at The City College of New York and the CEO of STEM Hive, which aims to “sustain underrepresented students on a supportive path to a degree in science, technology, engineering and mathematics (STEM).”

Carolina’s personal experience of joining a robotics club at school impressed upon her the importance of female role models in encouraging girls into STEM. She highlighted that students also need opportunities to gain hands-on experience, and guidance on the different career opportunities that STEM offers, particularly in lower income communities.

STEM Hive provides near-peer mentoring where more experienced STEM students mentor those who are just beginning their STEM journey. Project-based workshops help students gain skills and exposure to different STEM disciplines, and an online gaming platform called Emblems gamifies resumé-building and connects students with career-building experiences.