



BUSINESS FIGHTS POVERTY ONLINE 2020: REBUILD BETTER

TRANSCRIPTION: DEVELOPING SKILLS AND QUALITY JOBS FOR YOUNG PEOPLE

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THEME: 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 Kwa Kwa*, Director, Global Impact, Group Sustainability, *Standard Chartered Bank*.

THIS SESSION ASKED HOW WE CAN SUPPORT AND EQUIP YOUTH 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. CROSS-SECTORAL COLLABORATION IS ESSENTIAL TO CREATE LONG-TERM, INCLUSIVE AND HOLISTIC CHANGE.

This session was part of a webinar series with Futuremakers by Standard Chartered, titled "Driving Enterprise and Employment with Young People".

Tracey MacDermott (00:31):

Thank you very much and welcome everybody. Good morning. Good afternoon. Good evening wherever you are. My name is Tracey MacDermott, I'm at Standard Chartered and one of my roles, one that I'm particularly passionate about and excited about is to drive our Futuremakers initiative. And this forum is the third webinar in a series, which we're looking at, "How do we explore and find solutions for some of the challenges that young people face today in terms of skills and employment?" So I'm delighted to be here today on World Youth Skills Day with an absolutely illustrious panel to facilitate a discussion about one of the most pressing issues of our time, and that is really, "How do we equip our young

people with the skills they need to succeed in employment both now and in the future?" And this couldn't be more important.

Tracey MacDermott (01:22):

We know that already 71 million young people globally are unemployed. We also know that 150 million are getting by on less than \$3 a day and every month, 10 million, more young people reach working age. So this challenge continues to grow in size and scale. And, of course, the pandemic has exacerbated this challenge, a number of young people who have been stopped in their tracks, whether that's in terms of education, employment opportunities, or entrepreneurship, their own businesses that they've been starting up. And we know that the informal economy has been absolutely disrupted by the pandemic and the steps that have been taken to try and manage that. So it's more important than ever that as we look to rebuild from COVID, that we look at, how do we do that in a way, which



doesn't leave a generation behind in which really enables our young people to develop the skills they need for now and the future.

Tracey MacDermott (02:18):

And what we're going to explore today is really how do we collaborate across sectors to make that happen? So how do we look at how we can build scalable solutions so that we can be more than the sum of our individual calls? And it does take everyone to do this. It obviously takes first and foremost, the young people themselves. And they've been a key contributor to the questions we've been asking during this series, but it takes businesses like Standard Chartered. It takes NGOs, it takes government, it takes entrepreneurs. And I'm very excited to have a panel here who represent all of those different areas. And I'm going to hand over to them briefly to just say who they are. We'll then hear some prerecorded thoughts.

Tracey MacDermott (03:01):

And then we'll open it up for questions to the panel. And I'd like to just reiterate the invitation to use the chat, to put questions you want to put on the table and we'll try and pick those up. And really what we're looking to come out of today is some real concrete ideas, actions, and commitments that we can all take away in our respective organisations to make happen, and also how we can collaborate and work together to deliver those. So without further ado, I'm going to go around the puddle by alphabet order by first name. So Carolina, hopefully you're there.

Carolina Perez (03:38):

So I'm Carolina and my organisation is an official nonprofit called STEM Hive, where we work to increase the number of underrepresented students so that they can have an opportunity to achieve a degree in STEM.

Tracey MacDermott (03:52):

Thank you very much. While I wait for Eunice, I'll go to Kesia.

Kesia Hudson (03:56):

Hello everybody. My name is Kesia Hudson, and I am delighted to be here. I'm calling in

from New York and it's a great way to start off my morning. I am the managing director for the Standard Chartered Women's Tech Incubator, as well as the interim executive director for Design Innovation Center. Both of these organisations are located on the campus of City College. Our mission is to make entrepreneurship accessible to a young adults. Happy to be part of this conversation.

Tracey MacDermott (04:25):

Thank you, Kesia, and apologies for pronouncing your name wrong. I'm probably going to do that more as I go through the rest of the session. So Ketan, over to you.

Kietan Deshpande (04:36):

Thank you. Delighted to be here. Thank you for the opportunity. I'm Ketan Deshpande. I'm the founder and CEO for FUEL, and we work in the area of future skills and providing career counselling and guidance to rural youth.

Kietan Deshpande (04:49):

I started FUEL at very young age and probably I'm very young still, and that's how I've been working with FUEL. Nice to be here. Thank you.

Tracey MacDermott (04:56):

Thank you Kietan. So Suzanne.

Susannah Porto (05:00):

Hello everybody. My name is Susannah Porto. I work for the International Labor organisation. It is a pleasure to meet you and to join this panel. I will be talking about our experience on youth employment primarily building from our alliance of multiple partners under the Global Initiative On Decent Jobs For Youth, which stands for a mission very much focused on scaling up action and impact on the youth employment.

Tracey MacDermott (05:30):

Thank you and Suzanne.

Suzanne Biegel (05:33):

Hi, I'm Suzanne Biegel and calling in from London. I am the co founder of the Gender Smart Investing Summit and Catalyst at large. And we have just

produced a report which is going live this afternoon with the UNICEF and Volta Capital about the pathways to employment for adolescent girls and young women in low and middle income countries.

Suzanne Biegel (05:52):

And I'm just so excited to be here with the perspective of an investor, thinking about how do we invest in skills and quality jobs for young women. Thank you.

Tracey MacDermott (06:04):

Thank you, Suzanne. Natasha.

Natasha Kwak Kwa (06:07):

Thanks, Tracey. My name is Natasha Kwak Kwa, I'm Global Impact Director to Standard Chartered Bank, and I'll be managing the chat today. So do post your questions. Thanks very much.

Tracey MacDermott (06:16):

Okay. Becky, do we have Becky now?

Katie Hyson (06:20):

We don't, but we do have Eunice. She's just been [inaudible 00:06:24] if you wait half a moment, her audio is just joining in my mic, but what I can do if it's useful, I also got the prerecorded pieces that we can play whenever you're ready, I'm poised.

Tracey MacDermott (06:38):

Why don't we start with that, because we're going to hear from Eunice in the pre recorded video anyway. So let's start with that.

Eunice Esher (06:47):

My name is Eunice Esther, I'm a social development student at Makerere University. I'm a mentor and a gold coach at BRAC Uganda where I train adolescent girls financial literacy and lay skills through sports. I'm a beneficiary of the education for entrepreneurs grant, which I received in 2018 from Standard Chartered bank. And since I had received an apprenticeship training in bookmaking, I opted to start up a stationary shop that deals in scholastic and office materials like books, rims of paper, office folders, pins and pencils and other stationary services like printing and

photocopying. The business also sells soft drinks and home utensils. So one of the challenges that I've faced is dropping out of school. I dropped out of schooling under university due to financial constraints. And one of the ways I've overcome these challenge is by staying focused and believing in myself that one day I'll go back to school and finish my studies.

Eunice Esher (07:56):

I also looked for volunteering opportunities in organisations like BRAC Uganda to gain confidence, build my esteem and also get experience in the field of work. I also face a challenge of inadequate capital to finance my business and I have overcome this challenge by saving and reinvesting all the profit that I make into my business to buy stock. And also talk about balancing school and work, this has been a challenge, but I've overcome this challenge by employing one of the adolescent girls in my class be running the business as I'm always at the university. And last I'll talk about COVID-19 is a big challenge, because I deal mainly in Scholastic materials and schools have been closed due to COVID-19 this means that I have been left unemployed since schools are closed right now. Yeah. So I'll go straight to how business support education and schools in young people.

Eunice Esher (09:07):

And I'll start by saying, "School is more of a theoretical and businesses more practical". So business helps to bridge the gap between school and employment since business is more practical and school is theoretical in nature. Yeah. So I'll also go direct to talk about how business provides a platform for young women to meet and mingle with like minded young entrepreneurs to build like entrepreneurs to learn from exchange ideas, leverage their networks to grow in business and academics. And I'll give an example of Standard Chartered bank enabling us to have a variety of trainings and meetings with successful entrepreneurs like Enterprise Uganda and Challenge Uganda. I'll also talk about business provides financial support to young women through profits and this enables them to meet their needs. For example, needs of education, personal

needs, shelter, and all that. I'll give an example, I'm in school but part of the school fees or tuition I get from my business that I operate. So I'll go direct to my future plans.

Eunice Esher (10:32):

As a young person, I have a plan of finishing school, "Oh my God, I can't wait to finish school and graduate. I think I'd be the happiest on my graduation day. I can't wait", and also I have a plan of going back to school to pursue a ... I want to do a master's degree after this degree, after a bachelor's degree and a master's degree, and a secondly, I'll talk about expanding my business. I would love to expand my business and train more adolescent girls in my community in book makings, as a way of creating employment for them. And lastly I'll talk about an organisation that ... I'd like to set up by an organisation that supports and empowers young women. Thank you so much for this opportunity.

Tracey MacDermott (11:26):

Thank you. Fantastic to hear from Eunice. And I think we now hear from Carolina.

Carolina Perez (11:32):

Firstly, I'm going to talk a little bit about myself. I've always had a passion for STEM. In high school I joined the first robotics club and when I joined, there was a woman that led the club. However, I noticed that when she and others graduated, the number of girls greatly reduced in the club because a lot of the girls that left felt isolated or discouraged, but it didn't stop my passion for STEM. As of now I am an undergraduate senior at the City College of New York, and I'm doing research at Dr. Carnaval's lab where we are researching the species distribution of the Anole lizard in Brazil. So STEM has mission is that we aim to sustain underrepresented students and then supportive path to degree in STEM. Part of the problem is that especially in lower income communities, students lack the experience to do different hands on activities.

Carolina Perez (12:26):

And so after talking to a community of parents, teachers and students, what students really lacked was guidance. They

had a lack of knowledge on different career opportunities and that there was a need for student engagement. So STEM Hive created a solution of near peer mentoring where an older student who already has some background in STEM can help mentor a younger student who is just beginning on their journey. We also have project based workshops that allow students to learn different skills of their different disciplines of STEM. And we have our online gaming platform, which we call Emblems. As students go through different workshops, their skills are represented by these different emblems that could be tracked on their online profile, allowing these students to build a resume from an early age. And then these emblems can then be redeemed for different career opportunities, such as one on one meetings with people in the field or going on field trips.

Carolina Perez (13:23):

Just as an overview on STEM Hive on our mentoring program, creates a community of support for our students our project based workshops, allow students to learn skills and gain exposure of the different disciplines in STEM and their Emblem program increases student engagement by making STEM learning fun and gamefying resume building.

Carolina Perez (13:45):

And all of this is in the effort to create a more diverse features STEM. This is the STEM Hive team. We come from different backgrounds and all have a passion for encouraging different youth in STEM. As of now STEM Hive has accomplished more than 30 workshops in New York city and Ecuador. We have spoken at about nine different speaking events and are currently hosting virtual workshops. As of now, STEM Hive has impacted about 500 students. When we first began our after school program in person in fall of 2019, we begin with eight students, but by the end of our session, we had 25 students present. Part of our challenge is how do we transition to these online platforms while keeping student and parent engagement high? Part of that is that we have to pivot our in person workshops to online workshops, using Zoom as our platform to communicate with our students.

Carolina Perez (14:41):

Our workshop had to change because we created these workshops more at home friendly by changing our materials to materials that students can easily find at home. Right now, we are currently hosting our music and technology workshops. And we are teaching students how to use an online software such as GarageBand so that they can create their own music at home. And some of the challenges STEM Hive is facing financially is how can a nonprofit organisation find funding opportunities other than donations and grants? Our primary source of funding at STEM Hive is our first place win at the Zone innovation competition, where we were a part of the Standard Chartered track where STEM Hive won \$25,000. As of now, STEM Hive is running primarily donation-based because of the economic stress than most families are facing due to the pandemic. STEM Hive is accepting donations through our PayPal and their GoFundMe. And another challenge that STEM Hive is facing is how can STEM Hive partner with other organisations that have the similar messages that we do so that we can increase impact of different students.

Carolina Perez (15:56):

So thank you so much for listening and please help support STEM Hive on our mission to create a more diverse future in STEM. Please follow us on our social media and feel free to contact me@influencestemhivenyc.org, or check out our website. Thank you so much for listening.

Tracey MacDermott (16:12):

Thank you. So we've heard two different stories that are from two very different voices. So from Carolina in the U S and from Eunice in Uganda, and I think what came through from that is two things for me. One is a recognition that this is a problem, which is not about one particular country or one particular location, this is a global issue of how we equip our young people for the future. And the second thing that came through to me was just listening to the ambition and energy and commitments of the young people speaking, and I was fascinated Eunice to hear you talking about, not only do you want to finish school,

graduate, do your postgraduate degree, get your business up and running, but you also want to create jobs and also support and empower other young people, which I think is incredible to hear, and also amazing to hear from Carolina about the work that has been done in New York to enable the education and of you're going to continue through the pandemic, really showing the power of that energy and creativity.

Tracey MacDermott (17:17):

So I am going to turn to our panel now for some questions to think about some of the challenges that Eunice and Carolina have raised. So the first question to ask, and I'm going to ask each of our panelists, so Suzanne, Becky, and Ketan, to comment on this question quickly or briefly, please, so we can get as much info as possible. So first question is How can our business support young people, particularly girls to develop the skills and knowledge that they need for today's workplace and tomorrow's workplace? So maybe Suzanne, if I can start with you.

Suzanne Biegel (17:57):

Yeah, thank you so much. And I just have to say how inspired I am by hearing both of these stories. So number one, what can businesses do? They can realise that we need jobs specific skills and transferable skills. And we need to be thinking holistically around the interlinking of education and apprenticeship and jobs, and thinking about things like safety, things like sexual reproductive health access and affordability, things like inclusion, and the social dimensions of what adolescent girls and young women are going through as they enter the workforce. And that think holistically around the fact that there are multiple barriers that girls and young women have. We've heard about some of those, but about that passion and that aspiration to really be able to support it with a holistic point of view that I'm just thinking about the job, or just thinking about the entrepreneurship opportunity, isn't enough that we need to be thinking systemically.

Suzanne Biegel (18:56):

And I think that the access to capital issue is quite different obviously than the access

to the resources for secondary education, post secondary education, and even TVET. And so I'm just really excited about the investor perspective about as investors, "How do we invest in the kinds of ventures that are enabling this to happen?" And I asked the question of Natasha, while we were hearing from Carolina about whether STEM Hive is raising capital? I think the question for a nonprofit social enterprise in these alternative pathways to financial sustainability is to think about A, how do you line up with a business that is maybe a for profit business where you can partner and really get paid for your services, but also to think about whether you could take debt to grow and then repay that debt out of the fees that you would get. I'll stop there.

Tracey MacDermott (19:56):

Thank you. That's great and actually, I really liked the point you made around some of those practical life skills, which I think really resonates with what Eunice was saying around moving into the world of work is about going from theory into practice and real life and managing the rest of your life, not just your education and so Ketan, I'm going to come to you next, I think Becky is being defeated by technical problems. So maybe the same question to you around how you can see businesses supporting young people.

Kietan Deshpande (20:29):

Interesting, I think I agree with Suzanne and giving entrepreneurship and giving apprenticeship opportunities is very important with my experience of implementing large programs of skill development in the areas for women and girls. What I found is training the specific skills that the industry needs and connecting them with those opportunities is very important. And with this current pandemic situation, I think giving them flexible opportunities, giving them work from home, work from home town, are some of the key areas which businesses need to really think upon. Also, freelancing is going to be a new way to work for us and futuristic skills, which are digital in nature could be really penetrated, but of course we have to solve the technical problems which we are just facing with one of our

speaker. So connectivity would be important to reach out to those opportunities with that I can stop. Thank you.

Tracey MacDermott (21:24):

Thank you. That's great. And I know FUEL has an incredibly ambitious target for the people it's going to help into employment in your area. So maybe we'll hear a bit more about that as we go through. I'm going to come to you next because you're ... in terms of asking a question about entrepreneurs and we heard a little from Eunice on this as well, but what are examples you've seen of best practices to enable the growth of young entrepreneurs and to enable them to develop their businesses?

Kesia Hudson (21:57):

I think it's around formalised training. People don't tend to think of training coming into play when you think about entrepreneurship. I like to think of it as developing a new language, understanding the terms and methodology around entrepreneurship and some things such as incubators and accelerator programs, I think are very important.

Kesia Hudson (22:25):

We have several at the City College of New York. We have design innovation centre and we have a formalised incubator program teaching students the fundamentals of creating a business. So I think incorporating that will help develop the skill sets.

Tracey MacDermott (22:43):

Yeah. Really important point that training is just as important if you're running your own business, if not more important. Susannah interested in your thoughts on that question, around how we help entrepreneurs grow their businesses.

Susannah Porto (22:56):

Yes. Thank you, Tracey. To compliment them, I will say three ideas value chains, technology and the transition to the formal economy. So on the first side from our experience, we have seen that by bringing young entrepreneurs and youth led enterprises into local, regional or global value chains, they gain greater access to markets. And that also creates

positive [inaudible 00:23:25] because many of other members of the chain are also able to pass on technology and information to young entrepreneurs.

Susannah Porto (23:35):

And we can see these, for example, with foreign firms that make their technologies available to local suppliers. And indeed we see how young entrepreneurs that have business establish they strengthen the sustainability of those businesses through the transferability of skills, knowledge and technology. And speaking of technology, that is my second element that is very much linked to the digital skills that the panel referred before to, we have also seen in Latin America, an important role of geographical information systems on how young people can rely on those systems to understand their markets, to locate supply chains and to report on indicators like prices or sales or profits, and this help them to be active in the market. And last but not least, Ketan mentioned the ... let's say the grow in terms of freelancers.

Susannah Porto (24:40):

When we speak about formalisation, we don't think about formalisation as an end, but as a mean, as a mean to create equality as a mean ... whether quality of jobs. So what we have seen, for example, that technology based solutions like electronic and mobile payments, they can help ... they are useful to formalising your businesses and they can also help young people to access mobile loans and crowdfunding channels and support their businesses and grow. And I think this is particularly crucial today when the pandemic has affected so severely businesses of young people, because they don't have the networks to help them sustain and let's say, "Whether the crisis". So those thoughts are for discussion.

Tracey MacDermott (25:34):

Thank you very much. So Natasha, I'm going to hand them to you now to put some of the questions that have been coming in on the chat to our panelists, and just a reminder to everybody that you can put questions on the chat, and you can also vote on other people's questions if you would like to hear

those answers too. So Natasha, over to you.

Natasha Kwak Kwa (25:54):

Great. Thanks Tracey. We've got a question. That's coming from Laura [Eat 00:26:00]. What are the vocational skills in high demand that employers need during this COVID phase? And as we come out of the COVID pandemic, I think that question will be best direct to Ketan and to Susannah. So I'll just repeat it. What are the vocational skills in high demand that employers need during this COVID phase? First, over to Ketan please. Thanks.

Kietan Deshpande (26:23):

Thank you. I think it's very difficult to answer this question because this is an unpredictable situation, which we never thought it will happen, but looking at the trend, which is too early to comment, digital skills, data analysts or giving artificial intelligence, internet of things related to digital age of skills would be in demand, especially related to e-commerce, logistics, healthcare, family, these sectors would be quite relevant. And as Suzanne was mentioning transferable skills, some of the skills which might not be there with you, but having those transfer of skills or artisan skills are also very important. And you need to work on those vocational occupations, which can help you and going with the important pandemic situation, I think most important would be having creativity, having that team leadership, adaptability. So anything related to those occupations would be in high demand. Thank you.

Natasha Kwak Kwa (27:29):

Thanks Ketan, that's great. And Susannah, do you have something to add on the vocational skills that will be in high demand from employers, both, I guess, during this COVID phase and as we come out of the pandemic.

Susannah Porto (27:43):

Just, indeed. Software skills they were critical before they are even more critical today. But if I can think of vocational and technical skills, I think it is very important to focus on occupations that ... what young people can have a niche to grow. And I'm rather thinking about what are the sectors

that were hit harder by the crisis? And we can think as well as other sectors or economies that have been able to sustain. So the digital economy, the green economy, these are environments where there is a niche for young people to grow and then occupations that are able, and therefore the skills that are able to bring young people into those economies would be very crucial today and in the near future.

Susannah Porto (28:44):

And if I can just quickly bring a thought that you're on the software skills and the technical skills, what we have seen today and answer the service at recent surveys is that, mental wellbeing of young people has been critically affected by the crisis. So integrating a skills and opportunities for young people to address those issues of mental health and mental wellbeing are very important. And is the same as we have done with software skills, where we have tried to integrate software skills into curricula, et cetera. Now, we need to really think about the reality of young people today, how they are suffering the pandemic and the economic consequences and integrating elements that can also help them with their wellbeing.

Suzanne Biegel (29:37):

So one of the things that we're looking at in our report is the difference between teaching entrepreneurship also and teaching entrepreneurial thinking and entrepreneurial being. And I think many of us have mentioned this, but the idea that whether you're in formal employment, whether you're in an apprenticeship, whether you're in an entrepreneurial situation, the more we can teach young people about how to be an entrepreneurial thinker and doer, but that is going to be something that will really be essential in this time.

Suzanne Biegel (30:07):

So what does that mean? That means how to think about where an opportunity is, where a problem is, how to problem solve, how to really be customer centric, how you're going to get something done in the face of challenges, whether the barriers are ... "Can I get the product to bring to market, or can I figure out a way to do

online payments or how can I take this business and be creative in a mobile world about how to market it". And so just that entrepreneurial thinking is really essential.

Kesia Hudson (30:40):

Oh, I think that that's a great comment Suzanne, and we shouldn't look at it as an either or that you have to be an entrepreneur or an employee. There is entrepreneurship. So going along the pipeline that you just shared about being that problem solver or being innovative within an organisation, developing new product lines or service lines, that's where the entrepreneurial thinking is. So I think we need to explore that intersectionality of entrepreneurship and filling the blank. So whatever that other interest is, how do we link those two to create opportunities?

Tracey MacDermott (31:24):

Excellent. Thank you, Kesia. I think ... Natasha is there other questions coming in on the chats that you want to pick up?

Natasha Kwak Kwa (31:34):

Yeah, there's a few comments coming in and I think we've partially answered one of the questions that was raised by Sabrina, regarding how to sustain a micro business during the COVID pandemic phase. So I'll pass on to another question raised around impact metrics. What are the metrics that are being used to measure success? And I think we'd like to stop that question and direct over to Ketan with your experience with FUEL India. So what are the metrics of success? What are you using to measure success? Ketan.

Kietan Deshpande (32:04):

I think a very poised question. The impact and success of any metrics are quite changing. Before pandemic the metric was how many people got the right jobs or right opportunities or right internships? I think after the pandemic, it will be how many people supplied with the financial resources they had because of that. So the matrix is going to change over a period of time. If you see traditionally the consumer behaviour patterns, as well as if you see the working, how it happens. So important things to mention related to impact metrics

would be high connect with the internships or job opportunities, connecting with the right scholarships or connecting with the economic opportunities in terms of entrepreneurship, I think how much loan did you get? How much financial support you got? I think that's something which you will need to work upon to measure the metrics, but right now, wellbeing of a person how he does the re silence from this pandemic after going through the entire situation would be also very important. I hope I partly answered that question.

Natasha Kwak Kwa (33:17):

Fantastic. Thanks Ketan., that's a great answer and very complete. And there's another question that's coming in. This is interesting and relates to future skills. I think I'd like to pass this to Susannah. So it's really around, in a fast changing world when it comes to technology, does the panel agree that the education system needs to change to accommodate this new world? So we start with Susannah. I think we could also open that out to the rest of the panel, Tracey. Thanks. Susannah.

Susannah Porto (33:48):

Yes. Thank you. I think the panel agrees indeed. One of the main issues that we see today, and this is a great segue to introduce some of the results from the recent survey on youth and COVID-19. 73% of the young people that answer our survey, they say that they were affected by closers in schools and institutions. And even though many of them report that they had moved to a digital delivery, 65% say that they are learning less than before, right?

Susannah Porto (34:25):

So this speaks about the ... let's say this call that the resistive to grow and improve the education system, but in a way, I was looking at how the crisis has impacted young people and how many people have lost their jobs. It also speaks about how important it is to reconcile, and bring coherence between the education system and the labor market now, what is the labor demand. And if we think about our world today, it is important to understand then what is the labor market today in a post pandemic or what will be the labor market in a post pandemic

environment and what are the skills that will be required for that environment?

Susannah Porto (35:17):

So we have spoken about some of them already, what I think it's super important is to think about not only constructing those skills, but also investing in the transition of young people to jobs. Before the pandemic, it would take in average, 14 months for a young person to transition from a school into a stable job, and that means a job with a contract for at least 12 months. So we can expect now the pandemic will exacerbate would make that transition much more arduous. So ensuring that there are linkages between the two systems, but at the same time strengthening the capacity of institutions to make the matching between supply and demand. It will be critical to ensure that indeed young people transition to good and quality jobs.

Tracey MacDermott (36:13):

Yeah. Thank you for that Susannah. Can I ask maybe Eunice, who's probably suddenly a lot closer to formal education than I am a long time since my formal education. Eunice, if the connection's working your views on this question. What would you like to see change in education to help young people like you be better equipped to enter the world of work?

Eunice Esher (36:38):

Okay. I thank you so much. My name is Eunice once again and one of the things that I'd love to see change in the education system is for educations ... we know that right now, education is more of theoretical than practical. I would love like that if it's possible for the government to change most of their courses, so that it deals more in a practical bit of it than just teaching the theory and also providing internships for students to be practicing what they are being taught in school.

Tracey MacDermott (37:18):

Okay. That's great. And Carolina, any thoughts from you on this question?

Carolina Perez (37:24):

Yes. Thank you. So, part of what we do at STEM Hive is that we acknowledge that

the students have a lack of the different career opportunities they have for them in STEM. I feel like that concept also reaches out to the entrepreneurial side. Me, myself before I began at the design innovation competition, I had no formal training whatsoever in the entrepreneurial sense. And when I first began, and the competition was something that was very new to me, and same goes for everyone that was a part of my teams since we were all students with a STEM background, myself and my biology major. I had no formal exposure to the entrepreneurial world until I joined the competition. And it's really unfortunate because I wish when I was younger, I had more exposure to this world because I think it's something that's very important. And it's something that would have been very useful to what I'm doing right now, but that hasn't stopped me.

Carolina Perez (38:23):

Kesia, has been a fantastic mentor throughout my whole process with STEM Hive and I wouldn't be where I am without the Zone centre and Standard Chartered. So if only more students had that opportunity as well.

Tracey MacDermott (38:38):

Thank you. And I could see those are question coming in on the chats, around the role of businesses. So maybe Natasha just conscious of time, maybe we'll move on to ... I'll let you pick another question from the chat.

Natasha Kwak Kwa (38:51):

Yes. Fantastic. Thanks Tracey. There's loads of questions coming in. So just say that will endeavour to answer some of these in the wrap up paper after the webinar as well, but there's a really great question, I think it's really pertinent to all of the panel, but to start with Suzanne Biegel for an answer. What role should business play in taking a proactive approach to address some of the deep rooted inequality in the labor market? So just to make sure that we don't see young people who face additional barriers getting further setback, so what's the role of business and Suzanne in this.

Suzanne Biegel (39:27):

So I think one of the most exciting things that I've seen in the last five years has been the development of these new skills platforms which are reaching deep into communities and really looking for different pipeline, different kinds of candidates. And then being able to service to employers who are looking for candidates based on their talent, based on their skills and their abilities, rather than, based on other factors in terms of their personal relationships or the network of contacts they may or may not have.

Suzanne Biegel (40:00):

And so things like short list, things like ... there's a whole new set of platforms here. One here in London is called the Hired Hands, whether it's about flexible work, whether it is about full time employment, whether it's about apprenticeships, where, and how are you finding that talent? And then how are you even advertising or speaking about what skills and qualifications somebody needs to have. But thinking very consciously about diversity and inclusion and just not being blind about that, I think is really critical.

Natasha Kwak Kwa (40:38):

Absolutely. Thanks, Suzanne. Should we pass that question also on to Ketan as well from your experiences. What role can business play in supporting reduction of inequality for young people?

Kietan Deshpande (40:51):

I think there is a huge role which businesses can play, but playing it alone will be difficult. You need, whether it is educational institute or whether it is government, you all three will have to club together along with the civil society leaders and then create that possible opportunities, which is available. I think one important example, which I can share was where we work in this aspirational mystics in India, which are more prone to backward in terms of communication, in terms of connectivity and in terms of outreach. What we have done is we have done like a local LinkedIn model where opportunities are mapped to industries, and then the industries give out those opportunities in advance

to couple of years in those institutions to build those skills, to build those plans and accordingly the youth, as well as the institutes prepare for the futuristic skills for them, where the jobs are available.

Kietan Deshpande (41:51):

Some kind of a local model, which is vocal as well as gives those opportunities is something which is needed and businesses can play a huge role in doing that. We have medical emergency services where everyone has to go undergo one year compulsory internship before they become medicine doctors. Similarly, for young engineers for young labor forces will have to do that, so that they can get exposure through internships and apprenticeships.

Natasha Kwak Kwa (42:23):

Fantastic. Thank you so much. That's a really full answer and I think it provides a lot of insights from your work. We just want to take another question that is coming from the chat, there's loads. And it's really a question we started to touch on before, and I think really personal to you Eunice and Carolina as well on the call. How do we ensure that young people who don't have the kind of levels of internet access that some of us enjoy can also take advantage of education and skills offerings? And I think if I could start that question and take it over to Eunice actually to hear from you on that. Okay. I'll just pause for a moment Eunice, see if you come back. We pass that question on to Carolina as well.

Carolina Perez (43:11):

Thank you for the question. So this is something that we have struggled with, first of all, because the majority of the students that we work with are low income. So not all of them have the best access to technology or to internet. And we are trying to come up with solutions at the moment of how we can impact those students as well, because before when we were in person, students would just be able to come from their communities to join us at our workshops, but unfortunately we don't have that opportunity anymore. Something that we have been thinking about as an organisation is potentially creating some sort of STEM Hive toolkit that we can mail out to students

that maybe don't have the best opportunity to technologies, where we send students materials and instructions, and if they did have opportunities to technology, they can join our workshops as well.

Carolina Perez (44:06):

But just so that they can do their own interactive experiments at home just from a home setting. So that's something that we've been thinking about, but this is something that we could use help on as well, because that's more of a future goal, but we're not exactly sure what we can do now to help those students.

Natasha Kwak Kwa (44:23):

Thanks for those insights Carolina. And it's interesting to hear that these issues are prevalent everywhere. So there's a few other questions coming in Tracey, do you think we have time for one more?

Tracey MacDermott (44:35):

I think we've got time for one or two more if people are quick.

Natasha Kwak Kwa (44:43):

Yeah, absolutely. So there's a question here about bridging the public private sectors' education gap coming from Nazila Vali, excuse me, if I've not crashed your name properly. So let's start and take that question over to Susannah. So how can we bridge the public private education gap if we're serious about reducing inequalities within and between countries? So one of the examples that we have of the ways in which equitable access has been provided to education and learning opportunities to children and young people, Susannah.

Susannah Porto (45:20):

Thank you. Yes. I'm afraid I'm not an expert on education, so I will defer to the other colleagues in the panel to reflect on the differences between public and private. Nevertheless, I think if I can construct on the question and also reflecting on the previous one. As I just put on the chat today, our director general is launching the toolkit on quality apprenticeships. And if I think about if they call that will bring education system, labor market, employers, social partners. This means that the trade unions and

employers organisations to get there, it's a feud like quality apprenticeships, because it not only let's say requires regulations, it also is able to place the employers in the driving seat so that they are able to pinpoint what are the skills they need and let's say, "What is their role as private sector involvement in the development of the skill's curriculum".

Susannah Porto (46:39):

So the evidence from youth employment has shown us that on average skills training programs do improve the employment and the earnings of young people, especially in the longer term, but many times the size of that effect is very small. And it is often a small because the skills programs that we deliver for young people are very charged duration and they are very small scale. So that's why it's one of the reasons why it's important to work on private and public education, but also on the TVET system, because these are the channels through which we can really increase the skill. And we all know about the economic returns to a year of full time education in a developed country.

Susannah Porto (47:30):

So what can we expect from a program that provides a hundred hours or 200 hours of basic skills training? So it is important for us to reflect on how we can increase the intensity and the duration of offerings, and indeed the apprenticeship model is an opportunity to do that in a longer duration, the more structure setup that really build skills in connection to the occupations that are in demand and I pass the word to my colleagues in the panel.

Natasha Kwak Kwa (48:06):

Thank you, Susannah. I think, Suzanne was coming in with a couple of ideas. We just want to quickly comment on that.

Suzanne Biegel (48:12):

Yeah. In this question about the public to the private, one is when you have models like Moringa and Akila, which are doing training and then have these 80 90% job placement rates. For people who can't afford it, to be able to just be conscious that corporate philanthropy and other forms of support need to go to those who really can't

afford that opportunity. And that's one, and then the other is yes, there's need to think longer term. Short term programs, really, they just don't work. And so for us to think about consciously and more collaboration, the handoffs between each actor and who is best situated to play, which role I'm just thinking even about the ecosystem of players that are on this call, so that we can be thinking about a girl centred design approach, to get a girl from education through the pathways to employment.

Natasha Kwak Kwa (49:09):

Thanks so much Suzanne. I'll pose back to Tracey.

Tracey MacDermott (49:13):

We're almost close to time. I feel like I'm a real spoiler of this policy, because there's so many questions and so many things that we could talk about. Before I wrap up, I'm just going to go round the panelists and ask them, having heard this conversation, having been part of this conversation, what are the pledges that you're going to make? What are you going to do differently as a result of this? And I think Natasha will be asking all of the audience to make their own pledges. So now I'm going to start with you, Suzanne. Because I had to start with a pledge and what you were just talking about.

Suzanne Biegel (49:44):

I pledge to mobilise more investors globally, whatever kind of investment capital they have philanthropic blended or full commercial investment to think consciously about how they can be part of the solution on the pathways from education to employment for adolescent girls and young women.

Tracey MacDermott (50:05):

Thank you, Susannah.

Susannah Porto (50:08):

Thank you. My pledge, coming from the ILO is to strengthen our partnerships and collaboration in the context of the global initiative on decent jobs for youth, having seen the impacts of the pandemic on youth employment and listening to the voices of youth, we can all ready start developing or redeveloping, our offering

on the programs, and by working together, we can do that much more effectively.

Tracey MacDermott (50:38):

Thank you. Ketan.

Kietan Deshpande (50:41):

Yeah. Listening to the conversation, I think my pledge is to build this public private partnership, to build a university, especially online university for the underserved communities, which we do back in all the countries and help at least 100,000 future skills to connect them to job and opportunities.

Tracey MacDermott (51:02):

Thank you. Kesia.

Kesia Hudson (51:06):

I partly [inaudible 00:51:07] to Ketan to continue to explore public private partnerships and to make more pathways for young women and girls to become future entrepreneurs.

Tracey MacDermott (51:16):

Thank you. Eunice.

Eunice Esher (51:19):

Yeah, my pledge is to train more adults and girls in my community on how to make counter books and also to continue with school and reach my goal.

Tracey MacDermott (51:33):

Thank you. Fantastic. Carolina.

Carolina Perez (51:38):

So my pledge is definitely to reach out to some of the amazing organisations that have introduced themselves in the chat, while we were having this panel, I was just taking a look at all the amazing people that were there. So we're definitely looking to work with other organisations. So ,that's my pledge.

Tracey MacDermott (51:57):

Thank you. My pledge, I think this has been a fantastic conversation and the third of three fantastic conversations and my pledge will be that we will find a way with

Standard Chartered and Business Fights Poverty to keep this these sorts of foregoing as we go forward, so we can continue to explore these ideas. And it falls to me to try and conclude the discussion, which is incredibly difficult thing to do, even given the richness of the conversation and given everything I see on the chat, trying to summarise this is a big challenge, but I think my reflection taking a way from all of these, is three things really, the first one, and it harks back to Eunice's opening point is this question of, How do we make this practical? How do we move people along the pathways, various terms being used from education into employment, and how do we make sure education is adapted to make sure that it is teaching people the right sorts of skills to help them succeed?

Tracey MacDermott (53:01):

The second thing I would take from it is this importance of integrating skills. And I think Kesia talked about it as intersectionality, and I love the idea of entrepreneurial skills rather than the skill of being an entrepreneur problem-solving, customer focus, things that are really critical for the future. And also a question that are coming around the gig economy, the reality is that the world of work in the future is going to be more uncertain and more short term and the integrating life skills with technical skills, whether that be wellbeing and mental health, whether that be about sexual health is going to be a really important part of building the resilience that I think isn't talked about.

Tracey MacDermott (53:44):

And then the third thing I would say is that this is a longterm goal. This is not the sort of endeavour where you see the results five minutes after you do something. And so businesses, NGO et cetera have to have longterm plans and longterm metrics to measure those and Ketan gave us some great examples of how you measure success in this area of connection with opportunities, whether people are able to get access to finance and again, the wellbeing side. So there's a million other things I could say, but those would be the three key things I would take away.

Tracey MacDermott (54:18):

There will be a summary paper produced before the end of the month, which will summarise the highlights of the various discussions. There's also contact details in the chat box for the futuremakersforum@sc.com and we will be planning as I said, future events. So with that I think the only thing that I can say is a huge thank you to all of my fellow panelists, a huge thank you to Natasha and my team at Standard Chartered, a huge thank you to Katie and her team at Business Fights Poverty, and thanks to all of you for participating. And we look forward to continuing to work with you in the future. Thank you.