



GOAL 2 TAKEAWAYS USAID EDUCATION SUMMIT NOVEMBER 2-4, 2015

THEME 1: SYSTEMS THINKING FOR WORKFORCE DEVELOPMENT

SESSION 1: WHERE DO JOBS COME FROM?

Time: Monday, November 2, 10:15-11:15

Summary: Training young people for jobs that don't exist results in a dissatisfied youth. Examining three economic growth paradigms, what chain of events can effectively produce jobs? In most economies, employment is often found in private enterprises, while in the developing countries where we work, the bulk of employment is found "off the books." So who really creates jobs, and how?

Facilitator: Alec Hansen, FHI360

Presenters: Ad Melkert, Former Minister of Social Affairs and Employment; Brian Levy, Johns Hopkins University, SAIS

Presentations: Where Do Jobs Come From?

Additional Materials: Where Do Jobs Come From? Written by Lara Goldmark and Tommy Galloway

Takeaways:

- 1.) Ad Melkert explains the complexities that arise among education and training institutes, future employment, and strong governance when building economic capacities. One issue with this is that "everyone is engaged in the conversation, but no one is taking responsibility."
- 2.) Brian Levy contextualized the growth paradigms (jobs first, skills first, growth first) and the overlay of governance and corrupt governance through examples from Bangladesh and the USPS in the 1880s. He noted that it is important to create problem-driven solutions instead of grand schemes to fix the system.
- 3.) The three paradigms (jobs first, skills first, growth first) are contextualized in different contexts, however, part of achieving change is creating a shared vision within these paradigms, supporting conducive learning and work environments under supportive governance.

SESSION 2: SYSTEMS THINKING FOR WORKFORCE DEVELOPMENT

Time: Tuesday, November 3, 10:15-11:15

Summary: Successful workforce development happens when all the WfD system's pieces are functional and working together towards an aligned purpose. Projects are embedded within this WfD system, while WfD itself is a system embedded within larger national, regional, and global systems. This session will define the

challenge, review traditional models, and conclude with an exploration of new models of systems thinking and their application to WfD programming.

Facilitator: Lara Goldmark, FHI360

Presenters: Michael Lisman, USAID

Presentations: What is a System?

Additional Materials: N/A

Takeaways:

- 1.) Systems thinking helps practitioners and stakeholders in a given context to consider an issue at all levels, thus imagining explicit entry points that may be more appropriate given the cultural nuances and social complexities of the context.
- 2.) Causal loop modeling is an important exercise because it makes the bias that exist explicit, creates a multidisciplinary perspective, and helps to understand the disconnects and strains within the system.
- 3.) In Central American private sector organizations, there is a lot of blame placed elsewhere that ultimately does not bring about solutions for marginalized youth. We must start systemic change by concentrating on the pockets of the system where we can work within to affect change.

SESSION 3: UNDERSTANDING THE SYSTEM: LABOR MARKET ASSESSMENTS

Time: Wednesday, November 4, 10:15-11:15

Summary: The labor market assessment (LMA) framework starts with a series of questions that need answers, forming the basis for an assessment. The questions fall into one of five buckets. These help guide you to tools to answer your questions, indicate parts of the WFD system that you should be looking at, and comprise the foundational pieces of a labor market assessment framework. The six are: 1. Systems; 2. Policy; 3. Economic Context; 4. Supply of Skills 5. Demand for Skills; 6. Alignment.

Facilitator: John Lindsay, FHI360; Bryanna Millis, FHI360

Presenters: Alec Hansen, FHI360; Katy Vickland, Creative Associates; Julie Lostumbo, RTI International

Presentations: Understanding the System, LMA Presentation; Creative Associates Infograph; RTI Infograph

Additional Materials: Understanding the System, LMA Guide; RTI Ecosystems Tool Handout

Takeaways:

- 1.) Labor Market systems are complex and context specific. While no one approach is best to understand all contexts, the key is to use a range of tools, data sources, and methodologies that answer the important questions related to the economic context, supply of skills, demand for skills, demographics, policy, and systems/stakeholders.
- 2.) While we work in challenging situations, through data and other analysis it is possible to find those bright spots where investments and interventions can be targeted.
- 3.) Assessment and analysis of the system is often viewed as a one-time process that helps inform project design. While this is a function of the assessments, for best practice labor market assessment should be incorporated into work as a constant process that informs continuous project targeting and improvement.

THEME 2: A SHIFT IN PHILOSOPHY: FOCUSING ON EMPLOYMENT OUTCOMES FOR YOUTH

SESSION 1: HIGHER EDUCATION AND TRAINING: WHAT HAVE WE LEARNED

Time: Monday, November 2, 1:45-3:00

Summary: Goal 2 of the Education Strategy calls for workforce relevant skills from both higher education and workforce development. Through the lens of past projects, the session will examine how seemingly disparate projects unite through a focus on common outcomes for youth.

Facilitator: Barney Singer, FHI360

Presenters: Rosemary Ortlieb-Padgett, SUNY Albany; Katherine Andrade, Catholic Relief Services; Catharine Chan, University of Hawaii

Presentations: Jóvenes Constructores/CRS: https://prezi.com/5msp3brvmw1e/crs-jovenes-constructores-presentation-oct-2015/?utm_campaign=share&utm_medium=copy#; **University of Hawaii:** UPLOAD JOBS for Mindanao

Additional Materials: N/A

Takeaways:

- 1.) Kay Andrade and Catholic Relief Service's Jovenes Constructores works with high-risk youth in El Salvador. In a response to the question if the program was preventing violence, Kay notes that while this is a complicated to measure, the program builds in efforts to increase resilience and protective factors around youth participants. Kids need something different in this type of programming, and building in this distinctive culture of resistance is a powerful tool against violence.
- 2.) "Train the trainer" type models loop back to the importance of higher education institutes. These institutions are critical for building capacities in all sectors of the future workforce.
- 3.) Security is the most important issue to consider in the Central American context because it affects all aspects of our participants, staff, and their ability to "navigate the murky" waters between territory lines and boundaries. If you start with security

SESSION 2: A FOCUS ON CORE INDICATORS AND EMPLOYMENT OUTCOMES

Time: Tuesday, November 3, 1:45-3:00

Summary: Traditional skill development programs have been dominated by output measures often quantified by the number of young people who access, participate in, and/or complete training programs and certifications. Understanding if we are reducing unemployment necessitates a coherent strategy to measure whether young people, get and/or keep employment, in whatever form that may take.

Facilitator: Diana Rutherford, FHI360; John Lindsay, FHI360

Presenters: Elena Vinogradova, EDC

Presentations: Measuring Workforce Development Outcomes

Additional Materials: Measuring Workforce Development Outcomes

Takeaways:

- 1.) There are any number of indicators that a workforce development project would use to monitor, evaluate and report on. Many of those indicators tend to be output indicators focused on the supply side. Workforce programs need to do a better job of understanding, tracking, and measuring for employment outcomes, especially for young people.
- 2.) Linear logical frameworks are the norm in the development industry. Most from the community recognize that these are limiting and don't necessarily fully reflect the systems within which we work. Newer models would help, but for now these are the tools we have to work with on the project level.



USAID

WORKFORCE CONNECTIONS

fhi360

3.) Measuring skills, and showing a change in skill level based on an activity or intervention is a priority for the community. Difficulty lies in aggregating skills measures across different types of skills, especially for technical skills which vary by sector and industry. Common measures may be found in soft skills, and tools to standardize these measures are needed.

SESSION 3: OUTCOMES FOR YOUTH, WHERE DO WE WANT TO GO

Time: Wednesday, November 4, 1:45-3:00

Summary: This session will provide a forum for community of practice members to explore a multitude of approaches across the implementation field. These approaches will be connected to learning with a focus on future directions for USAID investment.

Facilitator: Phil Psilos, FHI360

Presenters: William Baldrige, USAID; Andrew Baird, RTI International; Nancy Taggart, EDC

Presentations: Value Proposition Canvas

Additional Materials: Value Proposition Canvas

Takeaways:

- 1.) Nancy Taggart, EDC: Embedding workforce skills training in coursework or career counseling is sustainable over time.
- 2.) Fiona Macaulay (CEO, Making Cents) It is important and necessary for workforce training to : Train these individuals in digital skills and train in the language of business. E.g. English language skills and fostering positive attitudes.
- 3.) Andrew Baird, RTI: Higher Education and Workforce programming is important across educational levels (Primary, secondary and higher education. It is important to figure out what type of programming that breaks down boundaries faced by students and how they can be better prepared for the competitiveness they need. The government wants a mobile and not a static workforce while private firms want individuals who will come and stay/remain with them.

THEME 3: IT'S NOT JUST ABOUT SKILLS: MODELS FOR PRIVATE SECTOR COLLABORATION

SESSION 1: SKILLS AND SKILL FRAMEWORKS, PAST TO PRESENT

Time: Monday, November 2, 3:15 – 4:30

Summary: This session will start by covering skill frameworks more familiar to education experts, move through to newer models for skill frameworks, and culminate in a rethinking of skills frameworks based on firm (business process) needs. Following the frameworks the session will work in a facilitated way towards an understating of how new approaches to skills align with participant's programming needs.

Facilitator: Monika Aring, FHI360

Presenters: Bryan Wilson, National Skills Coalition

Presentations: Skills and Skills Frameworks

Additional Materials: Outline of Presentation; Skills Glossary; Skills Needed for 21st Century/OECD; Workforce Connections Kenya Value Chain; IPI Indicators; Washington State Case Study

Takeaways:

- 1.) Combining sector partnerships, career pathways, wrap around services and counseling are critical in order to teach skills and allow student to make wise investments in their education.



USAID

WORKFORCE CONNECTIONS

fhi360

2.) The type of skills that students are looking to gain, particularly those out of school are a unique balance between technical and soft skills. Both skill sets are important to help an individual understand how to navigate the challenges of the workplace.

SESSION 2: SUPPORTING THE TRANSITION FROM SCHOOL TO WORK

Time: Tuesday, November 3, 3:15 – 4:30

Summary: This session will highlight some of the most promising practices for students to finance higher education in the United States and elsewhere and ease the transition from school to work. APLU will pull together a panel of US and foreign universities to talk about initial successes and the challenges of implementing new ways of supporting their graduates at the start of their careers

Facilitator: Anne-Claire Hervy, APLU

Presenters: Samantha Alvis, APLU; Michael Tanner, APLU; John Shumaker, ASU; Louis Soares, American Council on Education; Rebecca Ward, IREX

Presentations: N/A

Additional Materials: N/A

Takeaways: TO COME

SESSION 3: NEW MODELS FOR EDUCATION AND TRAINING

Time: Wednesday, November 4, 3:15 – 4:30

Summary: This session will include brief overviews of several new models of developing skill and learning, including: project based learning, experiential learning, lab-based work, simulated workplaces, among others.

Facilitator: Stephen Luke, FHI360

Presenters: Sarah Miller, CAEL; Roger Tadajewski, National Coalition of Certification Centers; Kamau Gachigi, Gearbox

Presentations: CAEL Education Ecosystem Insight; National Coalition of Certification Centers, FabLabs;

Additional Materials: Key Elements of Quality Apprenticeships

Takeaways:

- 1.) It is imperative that we eliminate the current divide that exists between learning and doing. – Monika Aring, FHI360
- 2.) Technology is changing everyday, and the cost of obtaining the necessary equipment, training teachers, and evolving curricula is an expensive and near impossible task. Roger Tadajewski from NC3 urges us that, “as we are studying, we cannot be standing” in order to remain globally competitive.
- 3.) Providing career guidance and information to students is imperative for responding to the demand needs of an economy. Students “don’t know what they don’t know” and counseling services need to understand the connections between education and workforce needs in order to find students decent work.



USAID

WORKFORCE CONNECTIONS

fhi360

OTHER:

TITLE: INSTITUTIONALIZING WORKFORCE PROGRAMS, EDC

Time: Wednesday, November 4, 3:15 – 4:30

Summary: Presenters will discuss specific strategies that were used to institutionalize their workforce programs including government and private sector partnerships, inclusion of youth, capacity building and policy reform and analyze how these components correspond with (or refute) current best practices in systems approaches to development. Presenters will represent perspectives of EDC field staff, government training institutions and USAID.

Facilitator: Mike Tetelman, EDC

Presenters: Robert Burch, USAID; David Rurangirwa; USAID; Kevin Corbin; EDC; Melanie Sany, EDC; Gjorgji Kusevski, EDC

Presentations: Institutionalizing Work Readiness Among Out-of-School Youth

Additional Materials: N/A

Takeaways: TO COME

TITLE: WORKFORCE CONNECTIONS AND THE COMMUNITY OF PRACTICE

Time: Tuesday, November 3, 4:40-5:30

Summary: Workforce Connections promotes evidence-based learning and peer-to-peer knowledge exchange in international workforce development. It brings together thinking across relevant disciplines including education, economic growth, and positive youth development. Funded by the USAID Office of Education and managed by FHI 360, Workforce Connections works to create an open space for stakeholders, develop a technically sound and accessible body of knowledge, and build the capacity of practitioners. The work is embedded in a community of practice composed of implementing partners, USAID staff, and other stakeholders working to improve employment outcomes for youth worldwide.

Facilitator: Lara Goldmark, FHI360; Dr. Anne Genin, Morgan State University

Presenters: Tommy Galloway, FHI360

Presentations: N/A

Additional Materials: Technical Brief: Youth and Informality



USAID

WORKFORCE CONNECTIONS

fhi360