Identifying Win-win Partnerships for Youth Employment in Health

Experiences linking the future health workforce, educators, and employers

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Setting the Stage

• 71 million unemployed youth

• An estimated 40 million new health jobs by 2030

• What are ways we can support and prepare youth to become the future health workforce?
Setting the Stage

In this session, we will:

✓ Hear from two program experiences linking the future health workforce, educators, and employers
  • Johnson & Johnson’s Bridge to Employment Program including examples from Ireland, South Africa, and San Diego
  • USAID-funded Human Resources for Health in 2030 Program (HRH2030) including a global framework and case study in Indonesia

✓ Engage in dialogue around both programs related to identifying program efficiencies, considerations when replicating the approach, and developing plans for sustainability

✓ Present small group discussions, recommendations, and take aways
Bridge to Employment

Johnson & Johnson
About Bridge to Employment (BTE)

BTE helps young people build solid futures by introducing them to a broad array of careers in health care and providing them with real world experiences.

**Long-Term Outcomes**
- Increase the number of students who enroll in higher education
- Increase the number of students pursuing a career in the health sector

**Program Strategies**
To achieve these goals, all BTE sites target program activities in three key areas:
- Academic Achievement & Enrichment
- Career Readiness & Exploration
- Higher Education Awareness & Preparation

**Employee Engagement**
Johnson & Johnson employees serve in various capacities as:
- Mentors
- Speakers
- Workshop coordinators

**Management**
- Johnson & Johnson partners with FHI 360 to provide global program management, evaluation support, and technical assistance.
- FHI 360 is a nonprofit human development organization dedicated to improving lives in lasting ways by advancing integrated, locally driven solutions.

**Partners**
- Local Operating Company
- Secondary School
- Institution of Higher Education
- Community-based Organization

**Outgrowth of BTE**
- Pathway to Success Program
Proud 25+ Year History

25 YEARS IN
80+ LOCATIONS*
BTE Sites

Source: https://www.bridge2employment.org/bte-around-the-world/
BTE Global Program Model

Target Populations:
- Youth in their last three years of secondary school residing in under-resourced communities with a J&J local operating company presence
- Johnson & Johnson local operating companies and their employees
- The local community, educators, and partners participating in a BTE program

Inputs
- J&J Corporate funding, expertise, publicity & marketing of the BTE model
- Local Operating Company management commitment & volunteer expertise and engagement
- Community Partners: NGOs, Secondary Schools, Institutions of Higher Education
- FHI 360 Expertise
- Independent Evaluators

Strategies
- Technical Assistance to local BTE sites: Site Cultivation, Site Exploration, Strategic Planning, Implementation Support, Partnership Development, Evaluation Liaison, Knowledge Enhancement & Skills Development
- Global Networking, Promotion & Resources
- Formative & Summative Evaluation
- Global Management
- Alliance Building & Training Session (ABTS)
- Forums, Webinars, Twitter Chats, Alumni Groups, & Networking Opportunities
- Global Youth Activities & Scholarships
- Resources & Materials: Website, Online Toolkits, Lesson Plans, Tip Sheets, & Lessons Learned Publications
- Volunteer Trainings
- Evaluation Data & Case Studies

Outputs
- BTE Programs
  4-year funded partnerships between community partners and J&J local operating companies targeting youth in their last 3 years of secondary school in underserved communities. Site-based Program Activities target:
  - Academic Enrichment
  - Career Awareness & Readiness
  - Higher Education
  - Exploration & Preparation
  - Community Building & Engagement
- Increase youth academic achievement
- Increase youth higher education knowledge, planning and readiness
- Increase youth career knowledge, planning, and readiness
- Increase youth “giving back” to their community

Short-Term Outcomes
- Increase commitment of local J&J operating companies to community engagement
- Increased engagement of J&J local operating companies in local communities per Credo

End-of-Grant Outcomes
- Ensure sustainable BTE program components
- Increased collaboration among business, education, and community organizations
- Changes in pedagogy, practice, and policy
- Scalable and replicable BTE program

Long-Term Outcomes
- Increase in the number of youth enrolling in, attending, and completing higher education
- Increase in the number of youth enrolling in higher education
- Increase in the number of youth pursuing careers in the STEM&D sectors
Program Site: Cork, Ireland

- **First International BTE Program:** proving the model could be adapted to different school settings and cultures
- **Multiple Community Partners with the Same Goals:** Built long-term partnerships between business, educators, community groups, and parents
- **Result:** Promoted a positive attitude to education and employment in the science industry and increased the number of students enrolling in and succeeding at Cork Institute of Technology (CIT) and the University of Cork College (UCC).
- Hands-on programming, job shadowing, and parent information sessions
- **“Taster Days”**: a full-day experience on a college campus to better link students with institutions of higher education
- **Increased Higher Education Enrollment:** 52% - 85% versus 26% - 72% with the comparison group in the three schools. A significant number were first-generation college students.
- **Increased Science Enrollment:** 10% - 43% versus 5% - 44%
- **Self-sustaining** – by establishing successful business-education partnerships, program sustained through grants from partners, local operating company and the colleges.
Program Site: Johannesburg, South Africa

- **Academic Enrichment**: Tutoring and STEM Expos
- **Applied Learning**: hands-on, research-based science, math, entrepreneurial, and health-based community service projects; and soft skills workshop series.
- **Career Exploration**: annual “school holiday camp” at Johnson & Johnson (featuring career discussions, tours, coaching and job shadowing); and core job readiness workshops (targeting interviewing and CV development).
- **Tertiary Education Linkages**: a “school holiday camp” at the University of Pretoria in the second program year involved tours, workshops, peer shadowing, and application support.
- Average **GPA increased** from 61.6% in year 1 to 64.9% in year 3. Similar trends from science (54.7% to 63.1%) and native languages (58.5% to 60.8%). Exceeded control group.
- On items used to measure work readiness skills, group scored high with 80%+ agreeing or strongly agreeing.
- All students expressed intention to move on to university studies. When surveyed, 95% had completed their applications and 62% had already registered.
Program Site: San Diego, California

- Partnership with Rady Children’s Hospital Center for Healthier Communities
- **Summer Enrichment:** Choice of Life Sciences Summer Institute (competitive application), the Summer Science Camp, or the Intro Life Science Experience Course through partnership with the Southern California Biotechnology Center
- **Company/Post-Secondary Tours and Tasters.** Students participated in hands-on tours of Janssen, as well as a UniversityLink experience (a one-day summer immersion session with enrolled college students) and “Explore Days” at San Diego State University and CSU San Marcos, among others.
- **Guest Lectures & Seminars** included a Diabetes Seminar, *Live From Cardiac Classroom*, and Johnson & Johnson’s Global Connect.
- **Hands-on Science and Community Service Projects.** Applied learning projects focused on topics, such as DNA, Chemistry, and the Ocean Discover Institute.
- **Parent Nights.** Monthly parent workshops and principal talks
- **Portfolio.** Reflected students’ BTE experience and its influence on their knowledge and understanding of health & science sectors, careers and their future.
- **Results:** 91% graduated with a GPA of 3.0 or higher
  - 77% plan to enroll in a 4-year college or university (vs. 55% comparison)
  - 68% plan to pursue a STEM2D discipline (vs. 60% comparison)
  - 100% commitment to their community through active involvement in community service.
Student & Family:
Improved skills that lead to employability and ability to support self and family as a contributing member of society

Schools & University:
Higher enrollment, prestige, and building and training the future workforce

City & Business:
Better trained and skilled workforce leads to a healthier local economy and community prosperity

Win-Win-Win
Pathway to Success
Pathway to Success

Our Purpose
To provide students from underserved communities a pathway to career success through education, mentoring, life skills, intern experiences and careers.

Our Unique Value Proposition
Pathway to Success builds on 25+ years of Johnson & Johnson’s successful Bridge to Employment program, which helps prepare high school students for college and career. The unique Pathways Model creates opportunities for high school students to chart a career path and prepare for college at the same time. Pathways is primarily focused on college success while allowing the students deep immersion in Johnson & Johnson culture and career opportunities.

Our Objectives
• Help youth from underserved-communities enter and succeed in college and successfully enter the professional workforce
• Improve communities in which Johnson & Johnson employees live and work
• Build a future pipeline of diverse talent for health care
• Engage Johnson & Johnson employees in relevant volunteer experience

Main Highlights
• Pilot program started in 2018 in the US
• Winter and summer workshops/seminars
• Internships at Johnson & Johnson
• On-line forum
• Career counseling
Human Resources for Health in 2030 (HRH2030)
About Us

**Goal:** to build the accessible, available, acceptable, and quality health workforce needed to achieve improved health outcomes

**Objectives:**
1) Improve productivity and performance
2) Increase number, skill mix, and competencies
3) Strengthen HRH leadership and governance capacity
4) Increase investment in HRH

**Duration:** 2015 – 2020
Optimal Partnerships & Opportunities for Positive Youth Development and Health for All

CONTRIBUTION: Youth engagement and vocation for a career in health

ENABLING ENVIRONMENT: Support, value and recognition: physical and psychological safety; inclusivity; opportunities for community/prosocial engagement

ASSETS & AGENCY: Potential and demonstrated interpersonal & STEMM (Science, Technology, Engineering, Math and Medicine) skills; formal education and training; perseverance & goal setting; positive identity and self-efficacy

ASSETS & AGENCY: Refined interpersonal & STEMM skills; continued professional development and career opportunities; enhanced positive identity & self-efficacy

Best Practices to Build, Optimize and Sustain the Youth Health Workforce

**EDUCATION SECTOR**

*Building the workforce*

- Recruit high-potential students committed to their communities
- Provide opportunities for professional preparedness
- Further develop interpersonal & STEMM skills
- Invest in faculty skills as mentors
- Engage employers to develop relevant, practical curricula

**HEALTH EMPLOYERS**

*Optimizing and Sustaining the workforce*

- Focus on “private-for-public-purpose” sector jobs
- Establish career development paths in emerging areas
- Provide mentoring and continued professional development
- Promote decent work and cadre professionalization

Our Work in Indonesia

USAID/Indonesia’s strategy

• Seeks to support the **1.7 million Indonesian youth** entering the workforce annually
• Emphasizes strengthening education institutions and TVET programs

Our case study will:

• Adapt and apply HRH2030’s global framework in **Jakarta and South Sulawesi**
• Focus on youth (**under 30**)
• Focus on technical and vocational education and training institutions (TVETs) and health-focused high schools (SMKs)
• Include courses of study in **nursing, midwifery, laboratory, pharmacy, health analyst, nursing assistant**
• Include **public and private educators and employers**
Our Work in Indonesia

How could results from a gamification application help youth identify specific careers within the health sector?

What certification options are available through TVETs and SMKs in Jakarta and South Sulawesi?

What can TVETs/SMKs do to support youth to be well-prepared and competitive for jobs in the health sector?

What can public and private health employers do to attract recently graduated young health professionals to available jobs?

What skills gaps currently exist in the health labor market?

How school
How training
How qualified
How employed
How health-care
How available, accessible, acceptable health workforce that delivers quality services

2019 Global Youth Economic Opportunities Summit #GYEO
The Educator Piece

Education institutions:
- 8 TVET programs in nursing and midwifery
- 7 SMK (health-focused high schools) in laboratory, pharmacy, nursing assistant, and health analyst

Interview questions:
- Student recruitment and enrollment
- Challenges to recruiting youth along the PYD approaches of assets, agency, contribution, and enabling environment.
- Support to students to secure employment upon graduation.

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2019 Global Youth Economic Opportunities Summit
#GYEO
The Employer and Youth Pieces

Employers
- Hospitals and clinics, and public and private employers

Interview questions
- Hiring challenges
- In-demand skills
- Labor market needs
- Linkages with education institutions

Youth
- Focus groups to understand experiences securing health jobs
- Including perspectives:
  - Currently employed
  - In final year of study at a TVET or SMK

HEALTH EMPLOYERS
Optimizing and Sustaining the workforce
- Focus on “private-for-public-purpose” sector jobs
- Establish career development paths in emerging areas
- Provide mentoring and continued professional development
- Promote decent work and cadre professionalization
How could results from a gamification application help youth identify specific careers within the health sector?
Expected case study outcomes

Youth have more information about potential health career opportunities

TVETs and SMKs understand employers’ skill needs and consider ways to tailor existing programs to respond to labor market needs

Employers outline desired skill profiles of prospective employees and develop health career paths for youth

Partnerships and opportunities are identified to strengthen the bridge from health education to health employment

High school
Training in health
Qualified health workers
Employed
Health-care sector
Available, accessible, acceptable health workforce that delivers quality services
Discussion: Piecing together the puzzle

**BTE**

1. The BTE program in Ireland is now self-sustaining, what are some program elements that enhanced this sustainability?

2. How can the BTE program be scalable and replicable in additional contexts? Could you incorporate elements of the program into your work?

3. Considering the different BTE program sites and partnerships, what are some partnerships you could incorporate into your work that you may not have previously thought of?

**HRH2030**

1. What are some lessons from the BTE program that HRH2030 can apply to the case study in Indonesia?

2. What are some gender considerations HRH2030 will need to ensure are incorporated into the case study approach?

3. How could the use of the gamification app – Knack – be used more broadly in supporting youth to secure employment in health?
thank you 😊