

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*



"25 Years: 25 Lessons" tells the unique story of BTE and distills BTE's 25 years of experience into words of wisdom.

Johnson & Johnson launches the first international BTE program in Cork, Ireland.

- BUCHAREST, ROMANIA
- MUMBAI, INDIA
- NEW BRUNSWICK, NJ (5)
- SYDNEY, AUSTRALIA

- FRANKLIN TOWNSHIP, NEW JERSEY
- JOHANNESBURG, SOUTH AFRICA
- MADRID, SPAIN

- CAGUAS, PUERTO RICO
- LOS ANGELES, CALIFORNIA (2)
- NEW BRUNSWICK, NEW JERSEY (3)

Johnson & Johnson partners with the National Institute for Work & Learning, previously part of AED, now part of FHI 360.

- JACKSONVILLE, FLORIDA
- TRENTON, NEW JERSEY (2)

First Alliance Building and Training Session (ABTS) held in New Brunswick, New Jersey

- ALBUQUERQUE, NEW MEXICO
- EL PASO, TEXAS / JUÁREZ, MEXICO (2)
- MIAMI, FLORIDA (1)

- BOUND BROOK, NEW JERSEY (1)
- MILPITAS, CALIFORNIA
- ROANOKE, VIRGINIA

- BOGOTÁ, COLOMBIA
- INVERNESS, SCOTLAND
- ST. LOUIS, MISSOURI
- TRENTON, NEW JERSEY (2)

- AMBLER, PENNSYLVANIA
- LEDEN, THE NETHERLANDS
- NEWARK, CALIFORNIA
- PANAMÁ CITY, PANAMÁ

- LEEDS, ENGLAND
- PHOENIXVILLE, PENNSYLVANIA
- SANTA ANA, CALIFORNIA

Founded in 1992 in New Brunswick, New Jersey

1992-94

- CINCINNATI, OHIO (1)
- EL PASO, TEXAS / JUÁREZ, MEXICO (1)
- NEW BRUNSWICK, NEW JERSEY (1)
- OAKLAND, CALIFORNIA
- PONCE, PUERTO RICO
- TAMPA, FLORIDA
- TRENTON, NEW JERSEY (1)

1995

- FALL RIVER, MASSACHUSETTS
- LOS ANGELES, CALIFORNIA (1)
- ROCHESTER, NEW YORK

1996

- BRIDGEWATER, NEW JERSEY
- GUAYNABO, PUERTO RICO

1997

- CINCINNATI, OHIO (3)
- MIAMI, FLORIDA (2)

1998

- KENNETT SQUARE, PENNSYLVANIA
- SAN JOSE, CALIFORNIA

1999

- CINCINNATI, OHIO (4)
- SAN DIEGO, CALIFORNIA (1)
- WILMINGTON, DELAWARE (1)

2000

- LIVINGSTON COUNTY, NEW YORK
- SOLANO COUNTY, CALIFORNIA

2001

- LIVINGSTON, SCOTLAND
- NEW BRUNSWICK, NEW JERSEY (4)

2002

- CAPE TOWN, SOUTH AFRICA
- PRAGUE, CZECH REPUBLIC
- PARAÑAQUE, PHILIPPINES
- WILMINGTON, DELAWARE (2)

2003

- NAIROBI, KENYA
- NAPLES, ITALY
- NORTH PLAINFIELD, NEW JERSEY
- TAUNTON, MASSACHUSETTS

2004

- AUCKLAND, NEW ZEALAND
- BOUND BROOK, NEW JERSEY (3)
- CALI, COLOMBIA
- EAST LONDON, SOUTH AFRICA
- LAS PIEDRAS, PUERTO RICO
- MEXICO CITY, MEXICO
- TRENTON, NEW JERSEY (3)

2005

- BOUND BROOK, NEW JERSEY (2)
- CORK, IRELAND
- SILICON VALLEY, CALIFORNIA

2006

- GURABO/MANATÍ, PUERTO RICO
- HIGH WYCOMBE, ENGLAND
- SAN DIEGO, CALIFORNIA (2)
- SAN LORENZO, PUERTO RICO

2007

*Some locations have had more than one BTE program. The number behind a location indicates the number of times that location has had a BTE program.

2008

- NORRISTOWN, PENNSYLVANIA
- PINWOOD, ENGLAND
- YOKNEAM, ISRAEL

2009

2010

2011

2012

2013

2014

2015

2016

2017



CELEBRATING THE BTE STORY:
25 YEARS,
25 LESSONS



BTE Around the World



LOW BANDWIDTH LOGIN SELECT LANGUAGE

Explore Sites Program Management Student Activities ABTS Publications

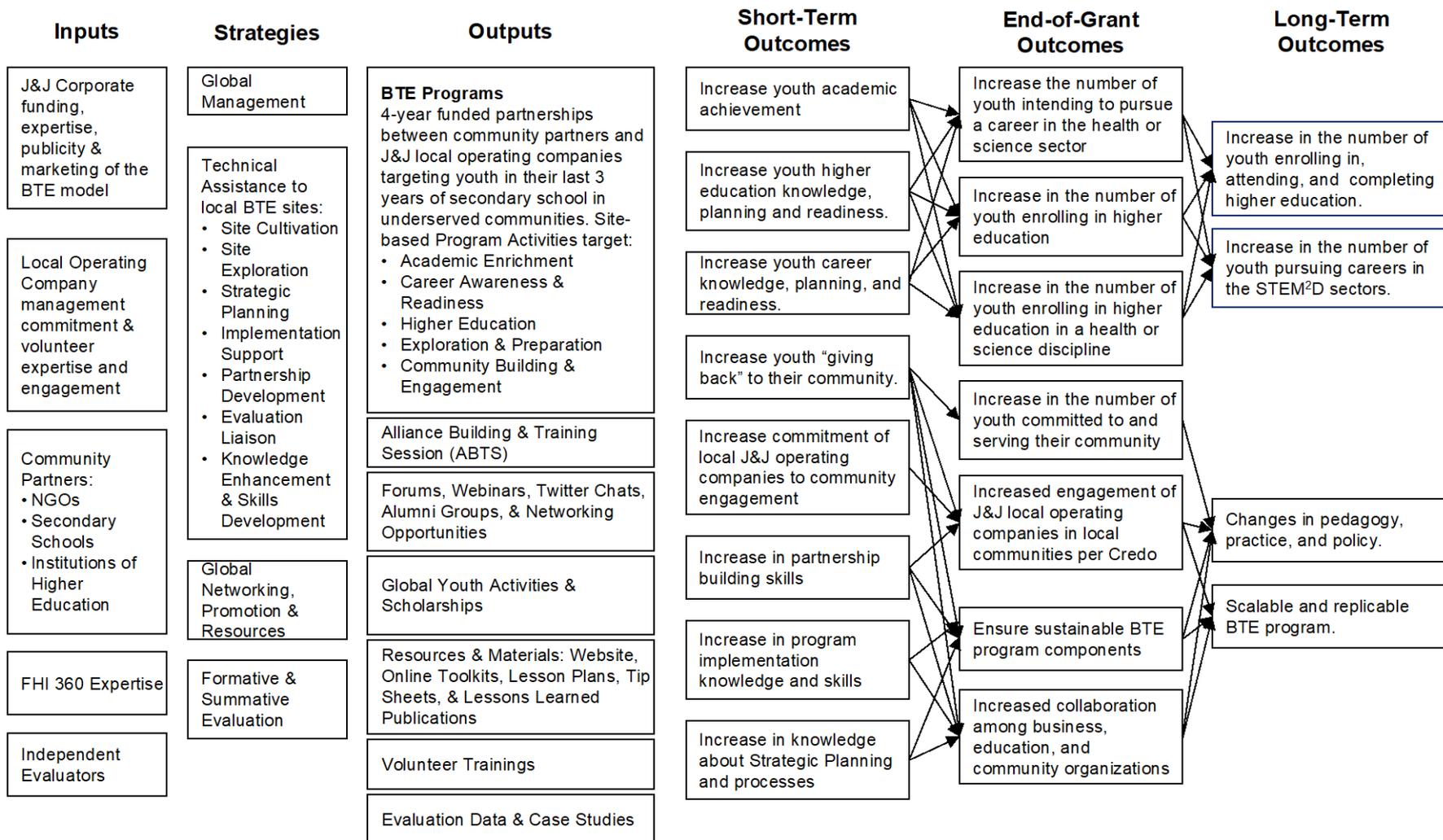


BTE Sites

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



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.



Win-Win-Win



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



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)





USAID
FROM THE AMERICAN PEOPLE

HRH2030
HUMAN RESOURCES FOR HEALTH IN 2030

About Us

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

Objectives:

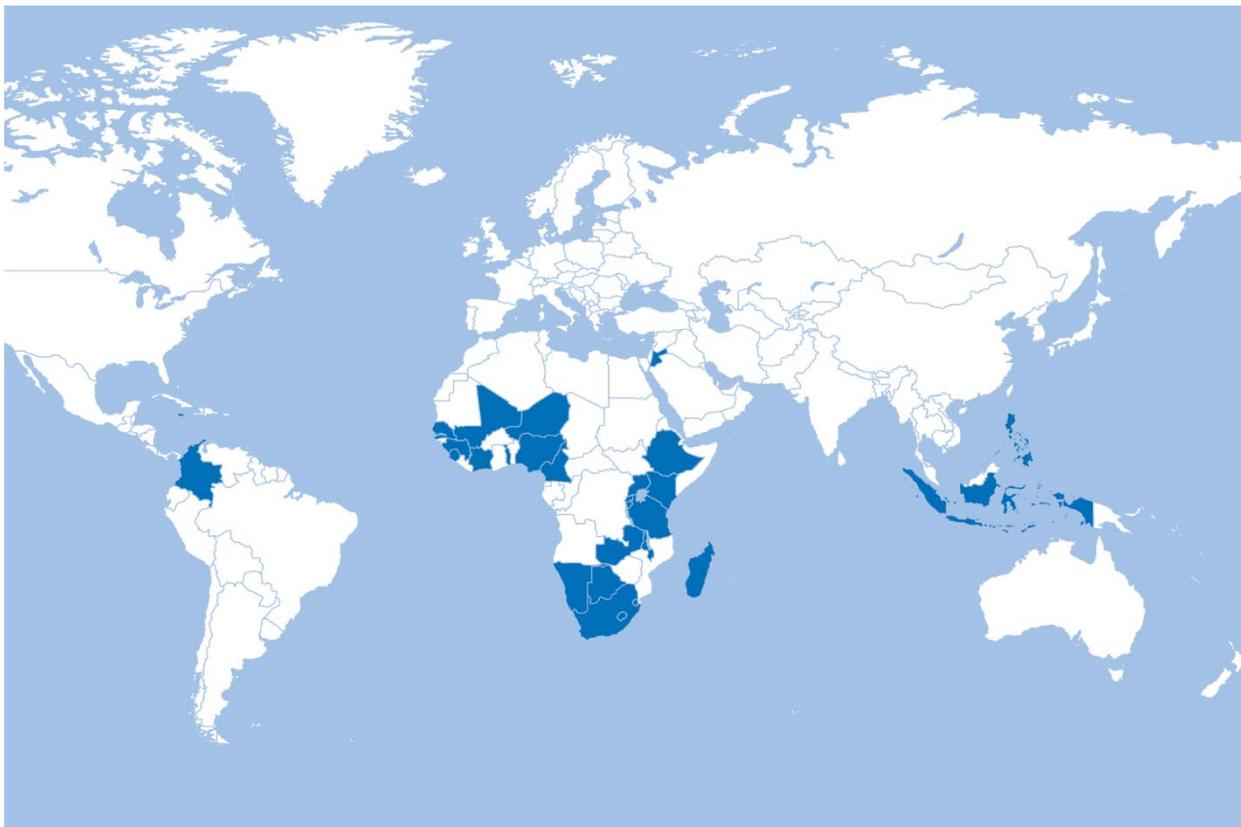
- 1) Improve productivity and performance
- 2) Increase number, skill mix, and competencies
- 3) Strengthen HRH leadership and governance capacity
- 4) Increase investment in HRH



Duration: 2015 – 2020



Around the World



Botswana	Mali
Burundi	Namibia
Cameroon	Niger
Chad	Nigeria
Colombia	Philippines
Côte d'Ivoire	Senegal
Eswatini	Sierra Leone
Ethiopia	South Africa
Guinea	Tanzania
Indonesia	The Gambia
Jordan	Timor-Leste
Kenya	Togo
Lesotho	Uganda
Madagascar	Zambia
Malawi	



Learn More:



@HRH2030Program



@HRH2030



hrh2030program.org

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 & STEM (Science, Technology, Engineering, Math and Medicine) skills; formal education and training; perseverance & goal setting; positive identity and self-efficacy

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

POSITIVE YOUTH DEVELOPMENT

Source: HRH2030 2018. Adapted from Sousa et al. 2013 and Hinson et al. 2016.

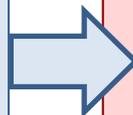


Best Practices to Build, Optimize and Sustain the Youth Health Workforce

EDUCATION SECTOR

Building the workforce

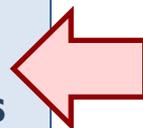
- ✓ Recruit high-potential students committed to their communities
- ✓ Provide opportunities for professional preparedness
- ✓ Further develop interpersonal & **STEMM** skills
- ✓ Invest in faculty skills as mentors
- ✓ Engage employers to develop relevant, practical curricula



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



Source: HRH2030, 2018. Adapted from Sousa et al. 2013 and Hinson et al. 2016.





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HRH2030
HUMAN RESOURCES FOR HEALTH IN 2030

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

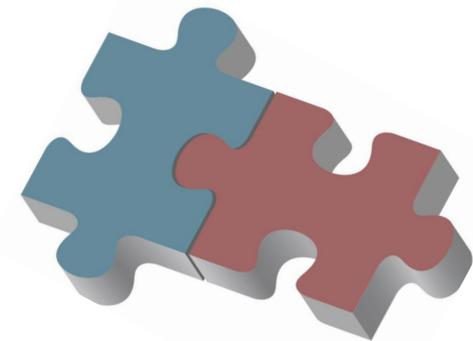
Our case study will:

- 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?



High school

Training in health

Qualified health workers

Employed

Health-care sector

Available, accessible, acceptable health workforce that delivers quality services

HEALTH FOR ALL





The Educator Piece



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**

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.



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

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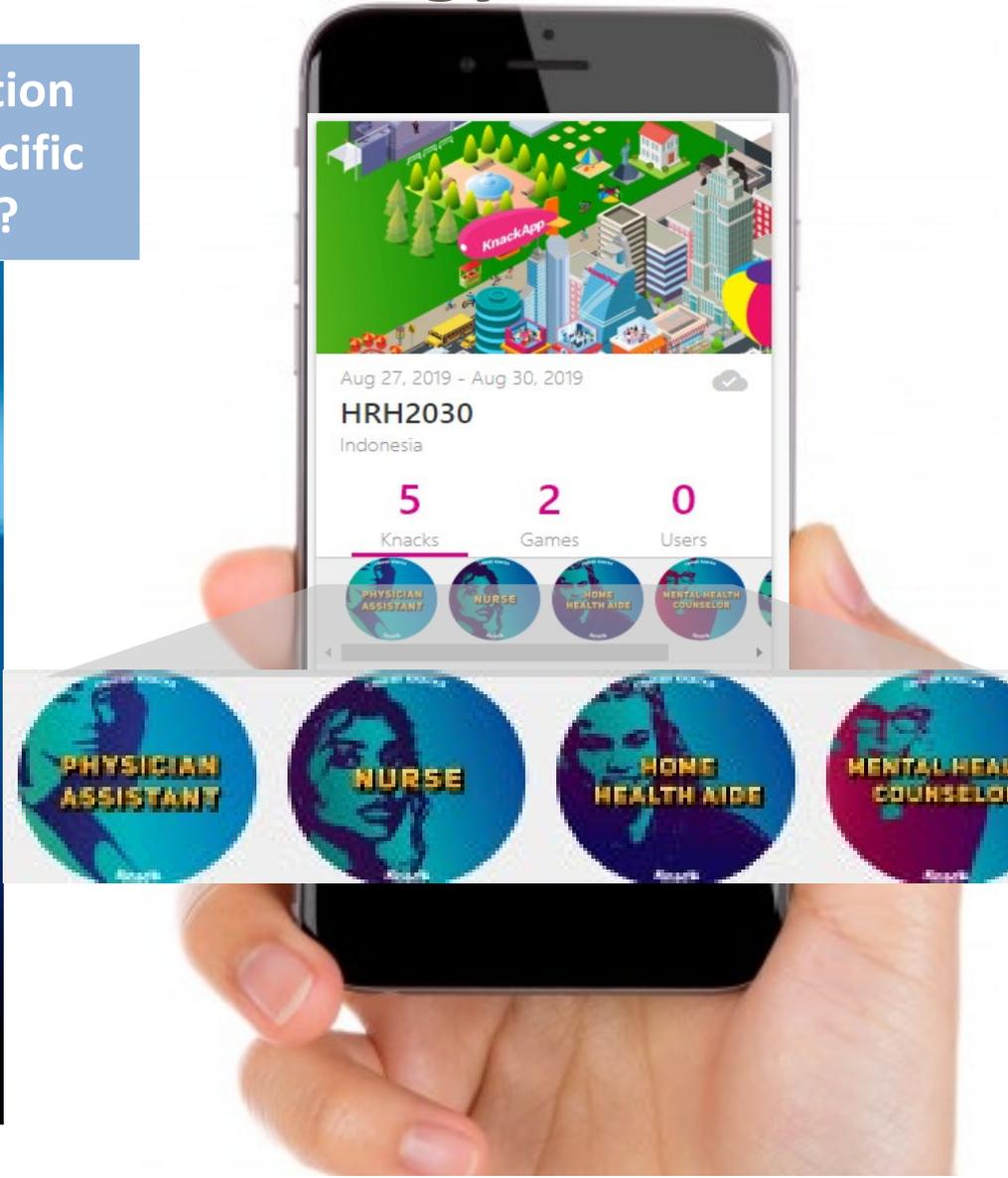


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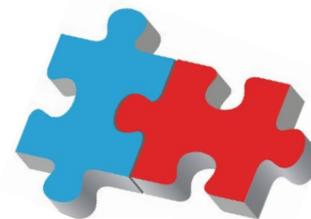
HRH2030
HUMAN RESOURCES FOR HEALTH IN 2030

The Technology Piece

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



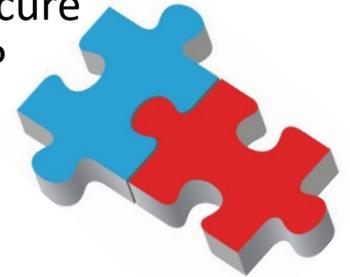
Discussion: Piecing together the puzzle

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?



Reporting Out – Thoughts – Take Aways



thank you 😊



