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WSIS FORUM
DIGITAL SKILLS FOR DECENT JOBS FOR YOUTH

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>> Our session offers a platform to launch this ambitious campaign and to identify contributions all of us can make to the Digital Skills for Decent Jobs for Youth campaign. If you would like to tweet your comments and thoughts I would like you to combine two hashtags, digital skills and decent jobs for youth which together (audio issue). The senior youth employment specialist at the IOL who is sitting at the other end of the platform. We have an amazing panel lined up for you today that combines expertise of government, private sector and the U.N. system. We have Mr. William Hudson, senior adviser for international policy at Google, Susanna Puerto, His Excellency, Mr. Saso Florist, the Minister of labor, employment, Social Security from the Republic of Paraguay, Mrs. Ezita Berad, director policy department at the ILO and leads the initiative on decent jobs for youth, His Excellency, Minister of labor, youth, sports and manpower development in Malawi, Secretary-General of the commission of Tai (audio issue).

I would like to invite you first to set the framework for our discussions. We will introduce the initiative on decent jobs for youth and then the campaign. The floor is yours.

>> Berar Awad: Good afternoon, distinguished panelists. Ladies and gentlemen, I think the three of us are coming from across the street from the international labor conference where we're also discussing the issues related to employment and jobs.

It is really an honor, a pleasure to be here with you to join this high-level dialogue on digital skills for decent jobs for youth. We all know that digital technologies is transforming the way we live, the way we work, the way we communicate. Also it is creating (audio issue). A prosperous future.

Unfortunately I'll have to repeat some of the stark realities that we face today. We have some 70 million young people who are unemployed globally and more than 150 million young women and men who work, but live in poverty. They don't have the types of work that they need to be able to lift themselves and their families out of poverty. This is not a minor issue as unemployment and labor market detachment can lead to long-term scarring effects on our -- on the young generation but on our societies and on inclusive development. It is with this commitment, global commitment to the priority of promoting youth employment that the United Nations together under ILOs lead -- have launched what we call the global initiative on decent jobs for youth (audio issue).

First of all, you know there is multiple programs and initiatives for youth employment in all countries and across the globe. This is no longer a priority only in developing countries but in advanced and developed countries as well.

What we miss -- and that was the observation -- is scale and impact. The global initiative, the main objective of this global initiative is basically to scale up action at the country level and as well to increase the impact (audio issue). Four elements of the global initiative.

First of all, it is a strategic multistakeholder alliance. It is an open invitation to partner (audio issue). Private sector, Civil Society, the UN system I mentioned already. (Audio issue). Page 15 to 17. To advance on this priority we are developing concrete action plans and we're calling on all those engage. Partners to see how they can bring all their weight into this action plan for effective implementation. (Audio issue) but we really want to have a global platform in which we facilitate but also stimulate innovative thinking because we don't have the solutions for all the questions and definitely the conditions are evolving fast. The solutions of yesterday may not work or solutions in this particular context may not work in another. This global platform with facilitating knowledge and enabling capacity building.

Last, it is about resources, of course. The global initiative advocates for high-level commitment of local and international actors to increase resources through present and future funding facilities to enable scaling up activities in support of decent jobs for women and men and when we are saying resources we're talking about domestic resources, talking about international resources, we're talking about public financing but we're also talking about private sector financing.

We invite you to join the global initiative and to contribute to the thematic process with your resources and power. We'll support the initiatives that fit the principles that the global initiative has set for itself

and we will offer to partner and to synergize with other actions taken under the thematic plans. I would stop here and I'm happy to answer more questions later.

Thank you.

>> CHAIR: Thank you very much. Now can I give the floor to you to explain the digital skills for decent jobs for youth campaign.

>> Torigue: Honorable Ministers, distinguished panelists, distinguished participants, ladies and gentlemen, It is my great pleasure to join this newly new campaign on dialogue Digital Skills for Decent Jobs for Youth. It is a very new topic. ICT for human resources, very new, but very important topic for us. On behalf of BDT director, this joint Digital Skills for Decent Jobs for Youth campaign to train 5 million young people globally with job-ready digital skills by 2030 the goal is to connect young men and women to the digital jobs because digital skills are key to addressing the global youth employment crisis. The Digital Economy is creating job opportunities and advances for those with digital skills. Indeed, estimates show that there will be at least 10 million unfilled jobs globally for people with advanced digital skills between now and 2030 because currently not enough young people are being trained with advanced digital skills leaving employers unable to find enough staff. The need for digital skills starts even before job entry as I'm sure you have seen, many jobs are listed exclusively online. For this reason we also need to (audio issue). In Africa for example it is estimated also that 1% of children leave school with basic coding skills. The opportunity is growing for higher pay. In Ghana digital jobs can have up to 5.5 times higher than official minimum wage. Workers with digital skills on average, 27% more than those without digital skills. Moreover, training youth will benefit everybody because when youth have decent jobs we all prosper. We'll all have a stake in preparing young people for a bright future. That is why ITU is delighted to see this panel composed of stakeholders that are already taking concrete steps to train young men and women with digital skills. Digital skills for decent jobs for the benefit of youth campaign will address all key issues to ensure that we empower young people with basic and advanced digital skills to work in all sectors. The campaign will incentivize a range of stakeholders to train in and out of school and are preparing young people for the Digital Economy. To succeed, we'll strengthen collaboration with education ministers and work closely with national governments, the private sector, training providers, academia, NGO and other members of the U.N. family. We look forward to hearing ideas on how to contribute to global campaign on digital skills for decent jobs for youth and how we can incentivize more stakeholders to take action.

ITU family believes that together we will succeed to connect young people with unprecedented job opportunity and contribute to the Sustainable Development Goals.

Please join us.

Thank you.

>> It is a pleasure to be here with you moderating the session. We'll start with an interactive conversation and we expect this conversation to be fluid bringing us together and closer to finding the solution to the digital employment youth problem and how to improve the skills young people need, particularly the digital skills young people need to succeed in the world of work.

In the interactive dialogue we're going to have three segments. The first segment is going to be focused particularly on the challenge, what's the challenge for young people to acquire digital skills. The second aspect will be what are the solutions, what are we currently doing from different sectors, what are investments happening to support young people in this context. The third aspect is how to work together, how we can (audio issue). Improve labor market outcomes for youth through digital skills.

I want to remind you before we start that we are using the two hashtags for Twitter and digital skills. @ITU youth and @ITU. That's before we start the conversation.

I'll start asking a few questions to a few of our panelists. I'll start with Your Excellency, welcome, minister. We would like to hear what are the challenges that young people are facing in Malawi to acquire job ready digital skills.

>> MALAWI: All right.

Thank you very much. Let me turn to Madam moderator and fellow cabinet ministers present, fellow panelists, ladies and gentlemen (audio issue) you may have known actually since the 2016 edition of the International Telecommunication Union, ITU, we're ranked at 168 out of 175 countries. That's very, very low in terms of access to digital skills, let alone to ICT. I was arguing with my officials saying what is it that I'm expected to talk about. Now listening to the moderator it is about Malawi. That makes me feel quite comfortable. We're a small country with 17 million people, that's our population, out of which 75% are youth. Because of this, the government has prioritized (Mussa) issues of youth development (audio issue). We're coming up with a program we're calling skill development for employment creation and it will be taught in our community technical colleges. Each district has or will (audio issue). But the challenge has always been that, fine, you may come out or graduate as a guru in ICT but now what's next? We really looked at the campaign in digital skills for decent jobs for the youth and I was thinking allowed saying in our community technical colleges and Malawi an agriculture-based economy we can do quite a lot in bringing in the youth, more jobs for the youth through this digital schools program. We are, for example, -- we can communicate with the rural settings how the weather is and how should they prepare, when the rain is expected, what are the prices of our commodities, what is the market asking for in terms of best crops and so on, so forth.

This is one of the (audio issue). In African Union is declared or has a theme called harnessing demographic evidence through investment in the youth. This theme was proposed by Malawi head of state who himself is a United Nations youth champion where issues that we're discussing today are key.

That particular morning I bumped into a colleague at a hotel where I'm staying, quickly he is an expat in matters of digital skills for decent jobs for the youth which resonates very well with what M a. Lawi is doing and the expression is the basic education for youth, majority of them school dropouts, very few have attended the minimum educational qualification that's Malawi school certificate and because of that low level IQ, access to ICT then becomes a challenge. This is an area that we're grappling with to make sure that education is of high standard of quality to make sure that the products that come out, the youth are able to apprehend issues from ICT without much difficulties. The over area that is a challenge is obviously capacity building and it is an area where we need ITU to consider in bringing in technical capacity with capacity building. We have had support (audio issue). In ICT. We do have smart phones, we have communications through SM Ss but we need to do more because things are have not much value. (Audio issue). So on, so forth. So in short I'll stop there for a moment. (Audio issue).

I will stop here for now and I'm open for questions at an appropriate time.

I thank you.

>> CHAIR: Thank you.

We have heard some of the specific challenges around the links between the education sector and the labor market, the activity, particularly in the case of youth in rural areas and the opportunities of skills offer to youth.

I would like to ask you how about young women? What is the situation of young women in Thailand and what is the experience from the digital economic commission and understanding what are the different difficulties young women are having in accessing digital skills.

>> Good afternoon, His Excellency, ladies and gentlemen.

I would like to thank you, ITU and others for inviting me to join with this forum today. Before going into detail, my office is the Office of National Digital Economy and society commission and it was launched last year in September and in Thailand this year in January we have accepted the Digital Economy act and we're a part of that since last month. Another thing I would like to address today, we have different issues. The first is about the building digital infrastructure and the second issue is boosting Digital Economy and the third is about boosting digital society and the fourth is about developing digital government, the fifth is developing for us and the last thing is about building trust.

Based on the answer for the forum today and the forecast on creating and quality and society through a digital world and developing

workforce in the digital era. In Thailand right now it is about girls cannot obtain digital skills enough. All that to say that in this July my minister is coorganizing a digital skill training program for female University students, girls in ICT day is an initiative by ITU to encourage girls and young women to continue their studies and carry out information and communication technologies. .

Thailand also is concerned about the equality of male and female by developing skilled workforce, creating jobs and building strength from within. This year my minister organized the Girls in ICT day 2017 with the theme of digital skills for girls on July 17 through 21st and our aim is to encourage and support young Thai women to be impressive in education and career information and communication technology which leads to further employment in the future. By doing this program my ministry doesn't do alone, we cooperate with the private sector and NGO like Food and Agriculture of United Nations, Microsoft Thailand and physical system Thailand. We decide our program with three Coffers, Entrepreneurship with ICT, security and your first site. We hope that our participants have deeply understood how to apply ICT and innovation in their area of agriculture, learn hour to do business by using the digital media and learn how to seek the data. We all hope we'll continue this organized program every year.

Thank you very much.

>> CHAIR: Thank you very much. Now it is with great pleasure that I address you, minister.

Minister, let's focus on the challenge, on the problems of young people at this point. what are the issues in Paraguay? What are the problems that young people are facing to accessing the digital skills?

>> PARAGUAY: We have a high level of competition as we have seen in Paraguay we have focused on different skills, skill sets to provide young people with. Very often the schools do not really fit well to the realities or requirements and we have seen other countries do this but we could focus on a number of important aspects which we're emphasizing and the work is focused on. First of recall, the digital divide has been closed to a certain extent, quite drastically in recent years. To have been able to close the gap to a certain extent is due to three factors namely. First and foremost we have the increasing use of smartphones within the population of Paraguay. With this we have a high level competition in the areas that work in this business and we have a massive (audio issue). To to the management of digital value and if you look at the demographic and makeup of the country 75% (audio issue).

The level of -- rate of unemployment is twice as high amongst women, young women as it is in young men. I will be able to focus on some solutions we have worked on to deal with these issues. We find -- we see if we look at the situation of young people, we see them as a resource, a wonderful potential here so we're able to thanks to training our young people to deal with) audio issue (.

>> CHAIR: A couple of questions that the audience may have particularly around the challenge.

>> Thank you very much. I'm from Bangladesh working with access to information program Prime Minister officials and disabilities. As a person with disability, skills, especially the digital skills, they're very important. We in our country are just considering people with disabilities as a very active workforce. We have launched some skill development for people with disability, especially on the information communication technology. If I were to get an idea from your end, how you're dealing with the people with disabilities and accessibilities when considering digital skills.

Thank you very much.

>> CHAIR: Thank you very much.

Any other questions, please? Gentleman? It doesn't work? Can you use the one next to you.

>> I'm from Ghana. With digital skills and jobs for youth, I want to find out if there is a policy on this particular digital skills for development of stakeholders and it is an employment policy which is available that stakeholders or developed partners should follow with these skills, it is carried out.

>> CHAIR: Thank you very much.

I would like to turn back to the panel and ask whether there is anybody who would like to reply to these two questions, the first one on disability and the second question on policy framework to support digital skills for youth.

Minister, please.

>> MALAWI: I'll tempt to respond.

We have policy on PPP, private public partnership, where on this particular program with youth we do have a company that will partnership and this partnership, it is particularly with the Minister of education, science and technology and we try to take on board the youth, on how to best manage ICT as a subject and then to see how we can then open up, create employment through the digital skills. Remember we talked about the Malawi economy being a place where the majority of our people are rural, in rural settings and communication becomes a challenge with the advent of the digital skills for decent jobs for youth which is quite exciting in our case.

It is where a lot of officials, effectiveness, the delivery of services are achieved.

Thank you.

>> CHAIR: Thank you.

(No English translation).

And they can be used, should be drawn upon thanks to the use of technology, digital technologies and should be able to get these people involved and have these people play an active role within society. The crucial aspect has to do with training, it is training that's all important. The

training someone with a different type of ability. This will set them apart from somebody that doesn't have that type of disability, special needs or elements. Those are elements that need to be taken into account and all too often they're not born in -- when working with people with some motor problems, something that's important for them is not so much the computer itself, that's not really an issue, but for them the issue is transportation going from point A to point B. The person can be taken to the place where they can receive the training, the teaching. That's the issue for them.

So I would like to say I'm very much in favor of the supporting the fact that we're not -- shouldn't only give possibilities to people, the so-called normal people as a work but people with a disabilities and we can train them effectively and we can get them in the swim of the labor market in the country.

Thank you.

>> CHAIR: Thank you.

I'll now hand -- I'll -- I apologize, I'll hand over to Susan so that we can continue the issue. We're discussing solution, it is a nice landing to our next discussion.

>> CHAIR: I want to say that ITU has been working very, very hard to promote accessible ICTs for Persons with Disabilities, including for example accessible government websites and as part of the work on accessible government websites we realize there is an important step to ensure that governments ensure that their websites are accessible and that is to have them checked by persons with disabilities. We believe that governments that move towards making their websites accessible can also help to promote employment to people with accessibility as web checkers.

Can we check to see if we have Ian? Please, go ahead. We would like you to share with us what solutions have been developed in Africa.

Thank you.

>> IAN MacDonald: Parents, children, teachers and another for young adults, we offer both courses in English and French at the moment and so far with our online courses and the physical workshops we have reached over 500,000 learners with these courses. Last year we were also able to position the online courses as part of the initiative of the European Union and also a refugee code week, a program developed in partnership with the U.N. high commission for refugees. Running online courses of this nature is proving popular. It is not without challenges such as electricity, Internet access in rural areas. However, we feel that we're just at the start of something quite big. For future versions of the course we would like to redesign them to focus on environmental topics, to raise awareness of the SDGs and also as an indirect means of diverging young people from the dangers of radicalization.

In a separate initiative for 2017 we are developing another online

course on designing apps. The course is intended for school and college leavers with no background in digital skills and we hope it will have global appeal and be a significant contributor in preparing young people for the digital world in which we work.

That's really barely scratching the surface. I'm grateful for sharing one, two aspects of what we're doing for the digital literacy. If you would like to find out more, then just Google open SAT and select courses under social responsibility.

>> CHAIR: Thank you for sharing the training that's already going on in Africa, you have trained 500,000 people which is a key challenge that we have to arrive on, how to start introducing coding and computational thinking in the education system and we have heard there are freely available resources to allow us to be able to do that. I would like to turn to some of our panelists and start with Bangladesh. Could you share with us some of the solutions that are already being implemented in your country?

Thank you.

>> Bangladesh (Speaker) thank you, very much, Susan. Honorable panelists, distinguished guests, youth unemployment is about 11% in Bangladesh and under employment is about 19% and rising. It is a big challenge for us. I'll talk about a few examples that we have taken a lot of initiatives and I'll talk about a few examples that may shed some light on what we're discussing. Digital skills for entrepreneurs, we have set up 5,000 digital centers across the country to serve millions of underserved citizens, 5 to 6 million citizens come to the centers every month.

These centers are ran by entrepreneurs housed in government offices, it is a unique public-private partnership we run across the country. These entrepreneurs have to be digitally equipped, we actually train them through a methodological process and there is refresher training going on, half of them are female. We did a partnership with Microsoft training 3,000 of the female entrepreneurs on hardware repair skills which is something that is very lacking in the rural areas. That's a unique idea we have developed and we're hoping to see new business women entrepreneurs. The Minister of ICT and the prime minister office together have trained 40,000 freelancers. We have the third largest freelance destination in the world and we have trained 40,000 freelancers to do different things falling under the digital skills that we had just heard about. Skills for problem solving, we have seen that competition is good, it is not traditional training but through a competition we can and we have Internet of Things competition, a device competition, several large national problems and we have seen a lot of University students learn new skills just because they want to compete in these competitions. In the last several years we have seen thousands actually flocking to solve problems and there are many winners we have funded. There is a pathway to developing digital skills by doing competitions and then forming new

innovative companies out of those.

The other thing I would like to talk about is life skills, the digital financial skills is only talked about and we're developing a payments platform for 20 million across the country for 100 plus social safe network programs we have and most beneficiaries don't have digital skills. That's a large challenge we have to tackle. Maybe suggestions, recommendations from the audience and panelist may help us there. We have developed online course platforms targeted at professional groups and migrant workers of which we have 10 million across different countries. We're developing new mechanisms of digital skills who can then -- so the migrant workers can use this online platform using mobile phones and the Internet to develop new skills and earn a higher pay. That's a unique experiment we're doing right now and it is expanding very quickly.

We have several portals we have launched targeted to young teachers, targeted to teenagers, targeted to about 300,000 religious leaders in mosques across the country and very unique as of recently, the most is used Facebook to do citizens driven issues, all districts of the country are now using Facebook to do complaints against the government for services and the government is taking measures to actually solve these problems. All that's required is digital skills, some are methodically in part and some are imparted because of incentive to learn the skills from many actors in the field both private and public sector.

The last thing I would like to mention is the new program that we started last year with ILO focusing on apprenticeships. Bev seen that apprenticeship is an area that is largely lacking in Bangladesh and many countries have actually used different apprenticeships to develop skills for employment to become market ready and we're using apprenticeship across non-digital areas and we're expanding to the digital areas to include apprenticeship in many sectors. I will stop there and there are other things I would like to mention.

Thank you very much.

>> CHAIR: Thank you very much.

That's certainly inspiring to hear that you have trained so many freelancers, for example, reaching out to the expat and migrant communities focusing on life skills and apprenticeships. I would like to hear from some of the members of our audience and some of the things that they're doing. I believe that Kenya is in the audience and ITU maintains a digital inclusion news blog frequently posting Articles about some amazing things happening in Kenya. If we could ask you to share some solutions you identified and ask people to start thinking forward about how we can collaborate and work together.

Thank you very much.

>> KENYA: Thank you.

Thank you for the opportunity to share experiences with you, apologies from the principle sector and the Minister of ITU had performed

participation but has not since been able to come.

In Kenya, what we found is that 50,000 from Kenya were doing online jobs through their own motions and based on that, based on the fact that we have found 80% employed were below 35 and the unemployment rate in the country is about 10% but we found the employment rate was about 30% and so working with the Ministry of Public service, youth and we developed agile digital program. This is an employment, a word for employment and the program, it is similar to the Honorable Minister from Bangladesh has talked about and it is basically a platform where skill but employed youth in rural areas can access online jobs to earn a living and make more than the minimum wage, which is about \$150. We're looking at this for multinational companies and private sectors in Kenya and encouraging local companies and on the parts to create digital work.

For example, there is a policy that's been concluded on the digitalization of the government records. We anticipate that we'll employ about a million youth to help with government records. The principle for the program, one is for the private sector to generate the value and two, to have a sustainable system where it can be self-regulating and let it grow organically. The third is to eliminate brokers who may come in the middle and we generate more value to the youth and lastly, it is to promote the domestic economy and grow and realize that Kenya is a knowledge economy.

We have also developed something called grassroots where we're told that the music industry in Kenya is worth 200 million U.S. dollars. We're putting studios in various parts of the country so that youth can go and actually record music and we have the national broadcasters that have set aside a TV channel where the music can be played on the radio station and that's proving to be popular.

Lastly, we have talked about something called the future work, how does the future work look like within the future work we look at online work.

We're preparing with future generations by giving devices to six and 7 year olds in primary school. Providing them with devices so that by the time think actually finish University they're equipped to perform the work that will be generated in the future. This is a very interesting project where we are manufacturing some devices locally and also providing jobs to the youth. There are many examples but because of time I will leave it at that.

Thank you very much for the opportunity.

>> CHAIR: Thank you for sharing the exciting initiatives.

We have heard a lot from governments. What about the private sector? Should digital skills training only be the responsibility of the public sector? Can the private sector make a contribution? Mr. Hudson, can you share with us what Google's role is in investing in digital skills training and creating jobs in the Digital Economy?

>> William Hudson: The short answers are no and yes.

You know, as with most large problems, you know, one stakeholder group won't make progress on the issue alone. It is not purely going to fall to governments anymore than it purely falls to the private sector. I think one of the things that's important to remember and several panelists have talked about this a little and the diagram up here, it is helpful in this regard in that it is important when thinking about digital skills we're not thinking about just or exclusively or in some cases even primarily coding. That's obviously extremely important, we are talking about things relating to, you know, basic web skills, fundamental cybersecurity best practices for users and going a bit further to the outer edges, we're talking about things like digital advertising and marketing expertise and Entrepreneurship training and background.

To focus on two examples of what Google is doing and these are two examples and as you have already heard today Google is far from the only company doing work in this area so these are illustrative. In Africa, earlier this year we made an announcement that we had met a goal we had set in 2016. That goal was to train a million young Africans on digital skills in the course of a year.

We met that goal earlier this year and there were a lot of reasons for setting the goal in the first place.

You look at the demographics and about 60% of Africa's unemployed population are young people who are going to be getting or looking for jobs that are going to be different from the ones that were available a generation ago.

We saw the digital skills sustaining and an incredibly important component of that. We're talking about digital skills, I think it is important to say that we're focused on actual skills, something tangible that the people in the classroom took away from that they didn't have before.

Not things like an inspirational case study, sort of a general discussion about digital or the Digital Economy. These are helpful things and they need to be discussed as part of a broader education curriculum but for the purposes of this project we were focusing on skills. Like I said, we met a million person target and we didn't do it alone. We worked with 14 partners who knew the communities, knew how to deliver educational content, knew it would be effective and we trained people in 27 countries via a combination of face-to-face trainings, primarily face-to-face with some online component, some online training was delivered in an English, French, Portuguese. Moving forward on this, I think we took a couple of lessons from that, one of which is that a lot of the training was delivered in an off-line environment due to connectivity issues. A thing we're looking to do moving forward is provide more offline versions of the training that can be downloaded at a wi-fi hot spot or other area and used offline. We're also interested in continuing to focus on gender balance which was important for us when we began the training and moving forward we're looking to meet the target of 40% in the training classes being women.

Switching gears a bit, I'm being brief in the interest of time, but India is also an interesting case study where the partnership was a little bit different. Last year we announced the launch of a mobile skilling program which was aimed to training and also certifying 2 million developers in India in the next three years. With that in mind we created an especially designed certification training for the country and an interesting thing about that, the reason I bring it up, we have actually worked with established educational institutions in the country to incorporate that training as part of the computer science curriculum.

You know, these are two examples but the bottom line is that the answer to the first question is, you know, no, the public sector can't and shouldn't be expected to do it alone.

I think you also asked about job creation too, correct?

Very briefly, I think that -- you know, there is clearly a relationship between skills development and new jobs and training. You know, the European Commission did a study a couple of years ago that concluded that 70% of the jobs in Europe required some moderate level of digital skills training. Of that, there was a shortfall that they were looking at of about 900,000 unfilled jobs by 2020 as a result of lack of digital skills.

That's Europe where there has been a significant investment of digital skills training for a number of years, you can imagine what that problem will look like as you move to more emerging markets. A lesson we have taken from the job creation angle is that we're not -- we need to focus on creating, you know, the digital jobs and that's important.

We have to remember that for those digital jobs the coding jobs, whatever it is, also create non-digital jobs as well and again there was a recent study showing for everyone digital job created 4 additional non-tech jobs were created in markets as well. We're looking at building overall job growth, nodded just in the high-tech sector. Another interesting thing to remember, these are not just jobs that are in the high-tech space that are going to be focused on the local markets necessarily, an advantage of the open Internet is that you can, you know, you can create a job and compete at a global scale in a way that you couldn't before. This is also, you know, promoting competition in a good way.

A final point and I'll end with this, is that, you know, we have talked about hitech jobs, non-tech jobs and there are jobs that are frankly different than the ones we had a generation ago. You know, if you would have said 20 years ago you can make a living making online videos on YouTube people would have laughed at you and now that's exactly what's happening and to use Thailand as an example, one of the more vibrant YouTube communities Thailand has over 500 channels that have over 100,000 subscribers and over 50 channels with over a million subscribers. These are, again, different jobs requiring different skills not just coding but digital Entrepreneurship and marketing but I think things we would label as digital jobs that are being created through using the technology in new

and exciting ways.

Thank you for letting me talk.

>> CHAIR: Thank you for joining us. We appreciate having Google here and hearing about the great work that you're doing.

You brought up coding in Europe. Now I'm delighted to give the floor over to you who joins us from Portugal and a coding boot camp there that focuses on youth that are unemployed, not in education and/or training. If you can share some solutions that you have found.

Thank you very much.

>> PORTUGAL: Thank you very much. Good afternoon. Thank you for the invitation. It is an honor for me to participate in this discussion.

Well, I would share our experience. Code for all is a social business focusing on solving skills sets. We realized a few years ago that it is a fast technological change that will lead to increasing skills gap and that was having huge costs for individuals and for governments.

Our education system was outdated and there was a huge mismatch in the labor market so we have all heard some figures this afternoon, we have 17 million of young adults unemployed but at the same time we have a huge ICT professional and we're talking about 5 million expected in 2020.

At the same time, the job that we're used to seeing are changing and there is a study recently that says that 50% of the jobs that exist today will disappear in 10 years from now.

What we did at that time was we tried to solve this problem through solutions where we would from one hand recruit young adults unemployed and then provide them with intensive courses with programming skills and then transform them into developers.

We work together with companies that were desperate to find the professionals and we develop a situation that's trying to address the market needs.

We partner with more than 50 companies that were hiring our students, we have 98 employed and it was funny because we got candidates for the courses that were young adults without higher studies but we had PhDs that were not finding jobs in their fields of studies. So while we were helping these people we were also saving money through the government because young adults unemployed, it costs the government. We were absorbing that cost into an income after they finished the course and started working. This was our solution to solve this issue. We understood that we were not solving a more structural problem which is why do we need these professionals and trainees and why is this need increasing to realize that we could stop this trend by introducing computer science and programming skills in schools, primarily in primary schools and we have developed a tool, a software where we can train teachers and provide a curriculum and content where we can help them in teaching the new subjects in schools.

Thank you.

I think together with the digital skills topic the main issue behind is the skill gap we have today because I think sometimes we're not preparing our children to the skills needed in the future.

I think -- I really believe that we can work together with public entities, private entities, social business and work partners together to improve it and give these kinds of solutions and there is another topic that's very relevant, we realized when we started these coding boot camps that the companies needed to change very fast, we started in 2015 and amp six months we have to review topics because the technology was not become used in the market these were demanding and we should be aware that we need also to not just solve this issue but also to support with continuous learning for all stakeholders involved. We are very, very pleased to participate and to partner and to help the campaign.

>> CHAIR: Thank you. We're excited to have your kind offer to join the campaign. These are the kinds of intervention we would like to see in this session.

We're really running out of time.

I'm going to go quickly. I notice that Rwanda wanted to share a solution. If we can ask you to do that in a minutes then we'll go to minister Sosa for a minute with another solution. I think that's all we have time for.

Thank you.

>> RWANDA: In the interest of time I won't talk much about what's happening in Rwanda. There is a lot happening. You know we have the Ministry of Youth and ICT already, that's something that shows you that Rwanda is moving into creating the digital skills for the youth and there are initiatives that we have in the Minister of youth and ICT. We have the national youth consult together working with the ministry in assisting the youth in helping in assisting them to achieve the skills and to compute in the available market. In the interest of time, like you said, I'm just going to let you know about next month we have the youth connect Africa Summit happening from 19th to 25 of July. This is to say that it is a fact that Africa has the youngest population and it is very difficult for that young population to join the continent looking for skilled jobs and everything. We believe that harnessing the demographic will assist us to have sustainable growth for the youth. They represent a very significant -- who are a significant asset in the sustainable development growth. The youth connect Africa is an initiative by the Government of Rwanda and 14 countries expressed interest in partnership with the UNDP and others and the Government of Rwanda will host the youth connect Africa summit that will initiate the program across the continent. Quickly the youth connect Africa summit is designed to create Entrepreneurship access to finance and jobs and awareness raising and youth development and promotional citizenship and leadership by changing mindset and encouraging youth in the national policies fostering and encouraging youth to the Sustainable Development Goals and it is going to empower 200 million African youth

to take a more proactive role in shipping -- in shaping their future. The goals, I'll quickly go through the goals. We have jobs and Entrepreneurship, it is going to create 10 million jobs by 2020. In sustainable job vs and emerging ministries, education and skills, creating opportunities through training and enrollment in workplaces. Civic participation and leadership, nurturing and growing, the leaders, gender, develop sustainable initiatives to reduce gender inequality, we know Rwanda is at the forefront in promoting gender and the youth are not left behind and we have technology and innovation by achieving these goals there will be policies and programs and partnerships and all of this will be -- I think earlier chairperson you asked about if the government only can obtain this and Mr. Williams said no, no that this will be a public-private partnership and we encourage the youth connect Africa summit and there is a lot that's going to be discussed but it will be hosted by His Excellency, the President of Rwanda and we have special guests that will include many and why not join us for the summit that is going to be helping the youth.

Thank you very much.

>> CHAIR: Thank you very much.

We're really running out of time right now.

I see the next session is already coming in. I would like to give any of the panelists that would like to indicate how they believe they can contribute to the digital skills for decent jobs for youth campaign 30 seconds each to share with you the ideas. Let's start from the left and go quickly one by one.

>> After these discussions we have a lot of ideas and we don't know how to implement the ideas because we have the experience of implementing the topics, the training and introducing computer science in primary schools and we're willing to participate and contribute.

>> Chouhury: Decent jobs for youth is high on our Agenda, we're forming a new institution called national development authority which is accessing a whole new approach to bringing in youth ministry, education ministry, labor ministry and several others. It is a very high priority for us.

I would like to express our interest in joining this campaign, whatever that format happens to be. We'll find out hopefully but hopefully we'll learn from other countries. Rwanda expressed what they're doing at the same time and hopefully we'll be able to share what we're learning in Bangladesh as well as with other countries.

>> CHAIR: Thank you.

Thank you very much.

Now I would like to give the floor to you.

>> Yeah. Thank you very much.

I think in Thailand we have a lot of programs for many people, children, disability people, I think for the digital skills training for 5 million young people in 2030 I think I can be a part of this program.

>> CHAIR: Thank you very much. Minister, would you like to take

the floor?

>> Mussa: Yes, in looking through the background, including this campaign, the vision is to equip 5 million youth with digital skills by 2030. This is an appeal to support -- technical support Malawi and we have the framework in place but what we now need is more focus into the digital skills for decent jobs for the youth.

It is that support we're appealing for.

Thank you.

>> CHAIR: Thank you very much.

Minister, the floor is yours.

>> Occupational training that's focused on digital schools and also making sure that people can get into the job market. Now we're working on three major lines. First of all, the design and implementing of a curriculum to make these young people employable so 3 to 6 months of training in that time period we can train young people so they're up and running, ready for work, ready for the job market. Not only to work as contact people but also they can run a help desk as well and in this way to nurture small, medium-sized companies as well to grow and the concept pertains to working as a community manager. Community manager for vulnerable groups so if you want to see to it, they can create more value for SMEs and also put in place synergies and help young people move ahead and the last concept, we want to see we can have more programmers. It has been shown that no matter what people have in terms of studies before they should be trainable within 6 months and they can be used in the private sector.

Google has just kicked off a program, the progressive web design program, it is very easy to generate programming and presence on the web so we are using this, making use of this. In short, working on three different lines, developing critical thought, logical thought as well, the coding, and also training people in social, emotional skills as well which is considered to be very important.

Thank you.

>> CHAIR: Finally, Will Hudson briefly.

>> We have to continue to recognize the range of what counts with digital skill. Two, I think it is important that we remain focused on skills, tangible, specific skills rather than more generalized things. Three, just continuing to work with partners that actually understand how to most effectively deliver training and education to local learners.

>> CHAIR: Thank you very much. We reached the end of our session. Thank you to the Honorable Ministers and the Secretary-General and all panelists for joining us. Thank you to the audience for joining the discussion. We have heard a lot of interesting ideas, promising ideas, many more ideas we need to test to make sure that the innovations really have a tangible impact on the lives of young people.

We don't want to finish the session without again inviting you to join the campaign. Please contact us. We have our e-mail addresses on the

screen. If tough questions, this is an idea that will continue to evolve and develop and continue. Please reach out and we'll be delighted to exchange and work with all of you to scale up the action and the impact on youth employment globally.

Thank you very much.