Skills to Succeed Virtual Roundtable
Accelerating Impact: Deep Dive on Leveraging e-Learning and Digital Skills
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Foreword

We are delighted to share this summary of our inaugural Skills to Succeed Virtual Roundtable. The roundtable was broadcast live from nine Accenture telepresence suites around the world on June 26, 2014. This report highlights themes and direct quotes from a dynamic, global group of Skills to Succeed practitioners who came together around a virtual table to share their considerable experience in a moderated discussion on two key topics:

- How to leverage e-learning to expand reach and enhance outcomes for job seekers and entrepreneurs – including how to overcome obstacles and build strategies to unleash the potential of blended learning as a mechanism to scale effective skills development approaches.

- How to build digital and professional skills of underserved youth to improve their opportunities to build competency, confidence, and obtain employment.

Thank you to the featured speakers and Accenture moderators who were willing to invest their time to help shape this first virtual convening on behalf of the full network. Thank you to the over 290 Skills to Succeed experts and practitioners from 80 organizations and 33 countries who tuned in to participate in the live broadcast, including those who gathered for hub events in Dublin, Buenos Aires, and Washington, DC, as well as the hundreds more who have viewed the replay.

Over the past five years, we have worked together with leading nonprofit and other delivery partners across our markets to equip over 508,000 people with the skills to get a job or build a business. We all know that none of us alone can solve the global issues of unemployment and underemployment rates worldwide. Our hope is that this convening marks an important step toward creating an active learning network of Skills to Succeed practitioners. With this aim in mind, the objectives of the Skills to Succeed Virtual Roundtable were to start:

- Harnessing the deep experience that exists across the international Skills to Succeed practitioner network through an active dialogue

- Translating that experience into actionable insights about ‘what works’ in context and ‘scalable solutions’ to improve outcomes for job seekers and entrepreneurs

- Disseminating these leading practices across the network so that we can all find ways to improve our performance and results
We were pleased to learn that 90% of respondents rated the roundtable as having been useful or very useful and that 99% wish to continue to engage with the Skills to Succeed practitioner network. While bringing together 290 leaders with a common mission is clearly a milestone, we hope this is just the first of many conversations we have together about how to improve our collective performance.

Let’s build on this momentum. We are committed to continue experimenting with ways to distill and disseminate shared insights that will collectively improve results for jobseekers and entrepreneurs. We encourage you to give us your feedback and help us shape the journey ahead together.

Jill Huntley,
Managing Director
Global Corporate Citizenship, Accenture

Lisa H,
Director
Global Corporate Citizenship Programs,
Accenture
Roundtable 1

How to leverage e-learning to expand reach and enhance outcomes for job seekers and entrepreneurs

Roundtable speakers shared perspectives on how to capture the potential of e-learning, i.e. digital content via online courses, instructional videos, educational games or virtual simulations. They shared the belief that e-learning, when blended with classroom training, has the potential to accelerate and improve skilling results for underserved populations if it can provide consistently high-quality, low cost instruction to large audiences. The group also saw a natural advantage to e-learning through the built-in functionality of data analytics embedded directly into the curricula. This enabled instructors to track both how well students are learning as well as how effective a course is. However, the roundtable also surfaced how hard it is to realize the promise of e-learning.

Following is a summary of the key themes that emerged from the roundtable discussion with direct quotes from the five Skills to Succeed practitioners about (1) ‘what works’ in e-learning program design and (2) overcoming barriers to deliver e-learning at scale.

The five speakers are from Skills to Succeed delivery partners that work across 25 countries, with a collective experience of over 41 years in the social sector.
‘What works’ in e-learning program design

Four key themes emerged from the Virtual Roundtable discussion on how to design effective e-learning programs:

1. Prepare for the Long Term
   Take a patient approach to investing in e-learning

2. Design Engaging Blended Learning Content
   Combine high-tech with high-touch in a flexible, “blended learning” approach, while also embedding incentives and creative, interactive features

3. Position the Instructor with a Mindset for Success
   Enable instructors to develop a digital learning mindset through support and understanding of new tools

4. Understand & Improve Performance
   Evaluate results and incorporate input of learners and employers to continuously improve programs

E-learning has the potential to accelerate and improve skilling results for underserved populations.

Nachiket Sukhtankar, Managing Director, Accenture Mumbai, India
1. Prepare for the Long Term
Roundtable speakers have learned to expect that training which includes e-learning will require a longer term process and vision. It takes significant time and investment to lay the necessary groundwork: fostering internal support and culture change, training the right people, setting up the infrastructure, and learning and adapting over time. As such, results are often achieved over years rather than months. They have found it useful to think of e-learning programs as an additional investment to an existing skilling toolkit as opposed to a discreet and limited element.

“You have to think of it as a long term process. Even if you want to achieve immediate results, you must keep in mind sustainability from the very beginning of the process. We are not thinking of a three or six year project. We are thinking of a very long term initiative that will last for generations.”

Luis Arancibia,
Executive Director,
Fundación Entreculturas,
Madrid, Spain

2. Design Engaging Blended Learning Content
• Combine high-tech with high-touch in a flexible, “blended learning” approach

The roundtable found e-learning to be most effective when blended with in-person instruction – to augment, rather than replace, the instructor. In this way, e-learning opens up opportunities for in-classroom instruction to focus on roleplaying and in-depth, often individualized, work while the core content can be delivered to all students consistently via the online platform.

“We are not just offering one single combination of technology and in-person learning, but we are trying to offer a wide range. … For instance, we have … technical courses that for many reasons are not suitable for e-learning but we can include in those courses some online pieces … And on the other side, we have some almost [completely] e-learning courses but we will try to have some in-person activities in order to help students in their learning process … as we have realized that that is a good way to reduce the high rates of drop out that e-learning programs usually have.”

Luis Arancibia,
Executive Director,
Fundación Entreculturas,
Madrid, Spain

“The e-learning process allows [teachers] to set a goal with the student (‘Take a look at this module. Do this training and then we are going to go back and talk about it.’) instead of having all of their time being just delivering material. It allows the conversation to move a lot further and to see where students are. … The testing pieces allow us to see… [if] students really digested what they have learned on the screen.”

Tevera Stith,
Director of KIPP Through College,
KIPP DC,
Washington DC, USA

• Embed incentives and creative, interactive features

The roundtable speakers found that learners will utilize and more eagerly complete e-learning curricula if there is a mix of incentives and engaging features built in. For example, an incentive used by more than one practitioner is to make access to job interviews with potential employers contingent upon successful completion of the e-learning program.

Several confirmed that gamification and other interactive formats work well to draw learners in and raise their commitment to the courses. For example, the East London Business Alliance attributes part of the appeal of their course for NEET (not in education, employment or training) youth to their dynamic use of gamification, competitions, roleplaying simulations, multi-media, and flexible pacing.

“We find there generally needs to be an incentive…. a link perhaps to a job interview, … an apprenticeship opportunity, or some sort of other outcome, … [it] really help[s] people engage with e-learning and … see the value in it. … Traditionally we had a drop out of about 20 to 25 percent. … This year we built in Skills to Succeed Academy modules where they have to work on their interview technique [and]… the condition of them getting an interview slot was that they complete these modules … the dropout rate is now lower than five percent. … [Our] product… uses very young technologies so it has a very gamey feel. It uses … ‘performance simulation’ … so you are learning the ‘how-to’ from … a character you can relate to, and you’re making mistakes through them. [W]e are finding … that the use of younger technologies like that … really transforms employability training.”

James Innes,
Program Manager,
East London Business Alliance,
London, UK
3. Position the Instructor with a Mindset for Success

Roundtable speakers maintained that instructors who are most successful with digital curricula view their role less as a lecturer responsible for presenting content (‘sage on the stage’) and more as a facilitator or coach whose role is to ensure that the students internalize and can apply the skills being taught (‘guide on the side’). This often requires a mindset shift for a trainer who may not have been taught with online content herself.

The roundtable speakers described three components to inspiring instructors to embrace the digital mindset. First, speakers recommended making it as easy as possible for instructors to adopt e-learning. For example, bundling ‘how to’ guides and advice for trainers along with the curricula. Second, finding champions and ‘early adopter’ role models who can champion and build confidence has proven valuable. Third, creating communities of trainers and peer-to-peer networks helps instructors get access to practical information and tips.

“How do you sell this idea of e-learning and digital learning to the trainer? ... He or she is still the coach, and is really the torch bearer of the entire process. ... What we ended up doing with the trainers was, one, giving them some time to really make the medium their own. ... It wasn't prescriptive. They were allowed a chance to really feel it and experience it. The other thing was to bring this mindset shift of being the sage on the stage to being the guide on the side which ... involved them [being] comfortable with the idea of not having to lecture every day, [and instead] really look at ... specific issues and specific learning gaps that certain learners have, and be able to provide more personalized support to groups of learners. And finally, creating trainer communities. Making them feel part of a larger network. ... Giving them constant recognition and access to new learning materials. ... All of these things really support the trainer and ... made sure that it is not a threat but [rather] ... a better option of learning and engaging [a] young person.”

Aakash Sethi,
Executive Director,
QUEST Alliance,
Bangalore, India

4. Understand & Improve Performance

Roundtable speakers cited flexibility to adapt programs to employer needs and student reactions as key to ensuring curricula remain relevant. They recommended proactively measuring, tracking and analyzing the performance of e-learning programs as a basis of continuous improvement.

“After you develop a product, look ... at what has gone well and what has gone poorly. Make sure you are debriefing every session so you know how your trainers need to grow but also how enthused the students were and then finally, don’t be afraid to ... innovate around the materials that have already been produced to make sure you’re impacting students.”

Tevera Stith,
Director of KIPP Through College,
KIPP DC,
Washington DC, USA

“The key learnings [are] to be very close to the field, understand what are the real needs, [and the] real difficulties, and see how [far] you can push [the use of] technology down as close as possible to those people in order to make sure that you have very impactful courses that at the end will have the entrepreneurs be effective, sell more water, serve more people, therefore improve the health of the people in the villages.”

Jean-François Rambicur,
Chairman,
1001fontaines,
Paris, France

“We wanted to be more market-oriented so we had to review all our content, all our strategies. We changed all of our courses, and we came out with new initiatives like pathways to the labor market, internships and many other initiatives in order to ease the transition from education to the labor market.”

Luis Arancibia,
Executive Director,
Fundación Entreculturas,
Madrid, Spain

James Innes,
Program Manager,
East London Business Alliance
London, UK

Tevera Stith,
Director of KIPP Through College,
KIPP DC
Washington DC, USA
E-learning can be used to provide consistent, high-quality instruction to broad audiences at a fraction of the cost.

Breaking barriers to delivering e-learning at scale

Three key themes emerged from the roundtable discussion about breaking down barriers to scaling e-learning delivery:

1. Fit E-Learning Programs within the Available Technology
   Fit the program to the available technology rather than trying to adapt technology to fit to the program

2. Leverage Three Types of Delivery Networks
   Drive relationships with existing networks, industry networks, and a network of trained trainers that will embrace, use, promote, and deliver the e-learning program

3. Secure Internal and External Support through a Strong Business Case
   A convincing business case shows impact for all stakeholders, including learners, instructors, employers, and the organization as a whole
1. Fit e-learning programs within the available technology

Structural barriers, including information technology infrastructure and bandwidth, can prevent program adoption at scale. Roundtable speakers faced different technological challenges given the realities of the infrastructure and access in the countries where they operate. They all agreed that it makes sense to find creative ways to adapt curricula to fit environments with unreliable technological infrastructure, such as working in an offline mode, rather than taking on the enormous task of trying to change the available infrastructure.

“[We took] the entire e-learning package ... which would be otherwise streaming off the web, [and] installed it on a local area network that would allow for more seamless access to the material. [We also got] the trainers and ... the institutions [used to the fact] that sometimes technology has downtime and that, in that downtime, we [are] able to provide them with remote ... or continuous support so that they don't lose faith in the system. ... [Finally,] ensuring that some of these locally installed systems are [familiar to] trainers – [that is, giving] them tutorials on how to deal with some of the breakdowns themselves, how to not always rely on phone calls to be made to people who are not within their system but take on some of those roles more proactively – was definitely something that we tried and to an extent succeeded [with].”

Aakash Sethi, Executive Director, QUEST Alliance, Bangalore, India

2. Leverage three types of delivery networks

The roundtable identified three viable models they are using to expand the reach of their e-learning curricula. Each model has its own challenges, advantages, and pre-requisites. Taken together the three approaches offer a menu of options to consider for scaling digital learning curricula across a variety of contexts:

- Partner with nonprofits across existing organizational networks

Many national, regional, and/or international nonprofits operate across a network of organizations. These ready-made networks can be a natural route to multiplying reach across distributed groups of target beneficiaries much faster than if the program had to develop networks from scratch. The networked organizations may also have staff that can quickly transition into becoming effective trainers. However, the roundtable pointed out that it is rarely simple to drive adoption of a curriculum or program across a network, and one needs strategies to overcome resistance to change. Adoption is not a given without a credible business case, strong champions, and a deep understanding whether what worked in one environment will also be effective in other organizations.

“We have spread the project all over eight countries in Latin America, and we are intending to expand it further ... This was possible, I think, because we were building over an already existing strong and big network. If we had to do that from scratch, it would have taken a lot of energy and time ... If you want to scale up, it’s quite intelligent to try to take advantage of already existing capacities especially within networks ... But, we had to overcome cultural resistance to change ... Many people were asking themselves ‘Why do we have to change? We don’t need it.’ Most of our teachers are not so familiar with technology, and in many cases they feel quite threatened by it ... We made political decisions at the highest level so everybody could see this is the direction we want to go. Second, we tried to make things easier for teachers, to make technology familiar to our teachers.

The third element is that, once the project was starting, we were able to show results and share those practices with others.”

Luis Arancibia, Executive Director, Fundación Entreculturas, Madrid, Spain

- Go beyond captive organizational networks to multi-channel strategy

In the absence of captive organizational networks, another approach to roll out curricula broadly – used, for example, by the East London Business Alliance – is to work across multiple channels including government, corporates, and vocational training providers. Driving adoption across multiple channels requires champions, credibility, a business case and incentives which can be even harder to secure without the organizational accountability across an existing network. The beauty of this approach is that reach is not dependent upon any single network.

“One of our challenges was identifying [organizations with] the infrastructure and the incentive to want to help us achieve scale in rolling out the Skills to Succeed Academy. ... The approach we take is to engage a senior leader within the organization and more often than not they will see the benefits and value at their organization, and it’s then a question of having a strategy rolled out regionally ... It is important that it is a flexible program and that you can align it with their objectives as an organization.”

James Innes, Program Manager, East London Business Alliance, London, UK
Develop a train-the-trainer network

Another way to extend program reach is to train up a trainer network. This approach was a breakthrough for 1001fontaines to use e-learning to skill up a network of trainers in rural areas in Cambodia who were then able to personally reach illiterate micro-entrepreneurs who lacked access to computers.

In designing train-the-trainer programs, QUEST Alliance has found it effective to use the online environment to create a virtual support network where the trainers can interact and share tips. They also offer constant recognition to trainers who complete their training successfully, provide access to new e-learning materials and share ongoing tips, tools and messages for learners.

The roundtable speakers felt that equipping thousands of instructors with the skills to utilize e-learning approaches would increase the likelihood that skills instruction would be both more effective and reach greater numbers of learners.

"[Our instructor-centric strategy has enabled us] to scale to ... about 140 trainers in a matter of two years, reaching out to about 4,000 youth across ... 250 centers across different Indian cities."

**Aakash Sethi,**
Executive Director, QUEST Alliance, Bangalore, India

3. Secure internal and external support through a strong business case

Roundtable speakers shared that they have often encountered a range of skeptics when mobilizing others to adopt a digital learning curriculum. They described the importance of making a clear business case that shows the benefits (e.g. lower cost per learner, higher content quality, valuable credential, increased student engagement, etc.) for all stakeholders, including learners, instructors, employers, and the organization as a whole.

"We have to sell the value of e-learning and enable the take up of the platform to encourage widespread adoption among networks. This means making a business case of delivering better results at lower costs."

**Nachiket Sukhtankar,**
Managing Director, Accenture, Mumbai, India

"For us, it is ... really about making sure first that everyone in the organization is invested. Two, that everybody understands the product, all its pieces, and why it's important. Three, that they see the absolute enthusiasm of students when they use the materials. And then finally, that there is a place and a way to evaluate success and to course-correct."

**Tevera Stith,**
Director of KIPP Through College, KIPP DC, Washington DC, USA
Case studies

Skills to Succeed E-Learning Program Description

QUEST Alliance’s E-Learning for Employability program has trained 3000 youth to obtain employment in India’s Retail sector and thus far achieved a placement rate of 70%. It has successfully seeded a blended learning approach at its 35 Vocational Training Centers, and developed locally-adapted digital learning resources to upskill trainers and facilitators.

The program has been particularly successful at achieving a shift in the mindset of its trainers, encouraging them to view themselves as facilitators rather than instructors. It advocates giving students both the voice and the choice in their content and speed of learning. The program places a strong emphasis on data-driven decision-making at both the trainer and center level, and uses a central repository to connect market needs with youth aspirations.

Trainers’ and Students’ Testimonials

Rajendrasinh Chauhan, a facilitator from Saath, Vadodara-Gujarat, felt that “the biggest hurdle to overcome was to change the learning habits of students which have been cultivated over many years. The blended learning approach followed in Skills to Succeed helped in this transition.”

The facilitator duo Barna Bas D. and Antony Arockia Doss S. from Don Bosco Tech, Thiruvannamalai – Tamilnadu, have found that the Skills to Succeed program has provided an easy and efficient methodology for facilitation. “Through QUEST facilitator trainings, we understood the need and importance for facilitators to understand oneself. We also learnt about the important skills that a facilitator needs to have. We understood that a facilitator needs to understand each student. As a successful team both of us learn from each other, help each other, and work together.”

Skills to Succeed student Smitha R.R. from Kollam-Kerala reflected that “the curriculum and training material that was provided – i.e. English, Retail, Life Skills & Work Readiness – helped me a lot. I saw myself growing from strength to strength, gaining skills that are needed in today’s world.”

Quotes on distribution model

“What we did was to develop a digital life skills toolkit back in 2006 which focused on the trainers as end users.”

“With Accenture, we developed an online professional development program for trainers which helps trainers become more reflective.”

Further Information

aakash@questalliance.net
Skills to Succeed  E-Learning Program Description

The Social Entrepreneur Academy was created to support the development of social entrepreneurs and help them secure their business models. Part of the Academy is a customized learning platform to equip underprivileged people with entrepreneurial skills.

After a successful first pilot with 1001fontaines in 2013, the Academy went on to equip two further NGOs, Naandi and Soieries du Mékong, with:

- A comprehensive and customized training path to entrepreneurship
- Innovative and tailored learning tools (videos, card & board games, role plays, etc.)
- A learning platform (open source technology)

The Social Entrepreneur Academy has a legal framework and participative governance, supported by a charter co-signed by all contributors. It strives to provide solutions to social business challenges by:

- Promoting sustainability and scalability
- Developing entrepreneurship
- Deploying to other NGOs (forecast: 5000 entrepreneurs trained by 2016)

Beneficiary Testimonial

“In 2005, I volunteered for the position of entrepreneur. At that time I didn’t have a job and needed to reimburse debts. But to be honest, I really didn’t think it was possible to sell drinking water to villagers and, in any case, certainly not enough to make a living. I especially didn’t see the interest of drinking safe water. Then Chay Lo and other people of the NGO came to see me several times, to talk to me and motivate me. They helped me understand the importance of drinking safe water, and I really started to believe in the possibility of supporting my family thanks to this job. Now I hope that the Academy will help all the social entrepreneurs understand this faster and help them develop their entrepreneurial skills.”

On Bun Chien, Social entrepreneur for the NGO 1001fontaines since 2005

Quotes on distribution model

“In bringing together high-end technology with illiterate users, e-learning has been key in leveraging existing skills and knowledge.”

Further Information

http://www.accenture.com/fr-fr/company/citizenship/Pages/socialentrepreneuracademy.aspx?option=com_frontpage&Itemid=1
Skills to Succeed E-Learning
Program Description

Part of KIPP’s national movement, KIPP DC is a network of high-performing, college-preparatory public charter schools in Washington, DC. KIPP DC partnered with Accenture in 2011 to create Future Focus, a detailed college and career readiness program. Future Focus is now being rolled out to KIPP students across nine KIPP regions.

The program aims to expose students to essential career and life skills and provide a forum for students to network with career professionals from a variety of local organizations. This is achieved through a mix of instructor led and online training. Training is delivered by KIPP staff and external volunteers. Students apply their knowledge through robust internships.

Future Focus - KIPP DC
Represented by:
Tevera Stith, Director of KIPP Through College
Distribution Model:
Leveraging an Existing Network

Basic Information:
- Launched in 2011
- +70 distribution partners
- 16-24 year-old users
- +50,000 beneficiaries to date

Image: A KIPP DC student beams on her graduation day. © 2013 Steven List

Employer Testimonial

“It’s rare to find a recent high school graduate with such applicable skills that truly add value to our workplace. KIPP prepared Cristina in such a way that she was able to perform tasks we would have needed a full-time employee to do, had we not had her over the summer.”

Rebecca Ingram,
HR Specialist,
Bury + Partners

Quotes on distribution model

“Changing our organizational mindset started with asking, ‘are we preparing our students for university or are we preparing them for life?’”

“With all things new, people are skeptical. We have to put the product in front of them and show them how it’s making a difference for students.”

“Make sure everyone in the organization is invested, understands the product, and sees the enthusiasm of the students when they use the materials.”

Further Information

Please feel free to reach out to Tevera Stith, Director of KIPP Through College for KIPP DC at tevera.stith@kippdc.org or contact Edgardo Perez, Career Development Manager for KIPP Through College at edgardo.perez@kippdc.org. You can also find more information about KIPP’s Future Focus Program at www.kippdc.org.
Skills to Succeed E-Learning

Program Description
The project is focused on providing skills to young people in disadvantaged contexts to enable them to reach better vocational training, increase their knowledge, and access jobs. Among those skills are the soft skills and vocational training components which provide students with an additional advantage in the job market.

The program has successfully adapted country-specific approaches from the basis of a common network-wide plan. It is in the process of applying standardized measurement tools across all its distribution centers. Finally, it has benefited from collaborating with other big donors on vocational training programs in order to pool resources and thereby achieve greater impact.

Program Achievements
Creation of virtual components for high market-demand technical courses

- 33,920 trained
- 7,022 employed and 5,564 interns

Creation of virtualized Market-Oriented Technical modules for high market-demand technical courses

- 9,674 trained
- 3,002 employed

Creation of e-learning courses to ease transition from education to the marketplace and train students

- 19,158 trained

Creation of a Job Access Service

- 9,313 helped
- 7,827 employed

Testimonials
“The micro-financing course is having a very positive response from many financial institutions where our students are going. This shows that they get the skills they really need to find work.”

William Sanchez, Colombia

“I came to the technical center to get my certificate on maintaining and repairing computers. The center helped me to find a job. My family needed my support and now the situation has changed completely and I’m helping them financially. My attitude has also transformed and now I feel self-confident in my future.”

CFP Student, El Salvador

Quotes on distribution model

“Through this project we have been moving from a long tradition of conventional, in-person training to a more open, technological one.”

“We've had to boost internal cultural change, change our technological approach, and take a more market-oriented strategy.”

“We made political decisions at the highest level so everybody could see the direction in which we wanted to go.”

Further Information
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(Responsible for private programs)
**Skills to Succeed** E-Learning Program Description

The **Skills to Succeed** Academy is a free, highly interactive, online training program, designed specifically to meet the needs of 15-24 year-old jobseekers. Its aim is to help young people understand career choices, find a job and sustain employment by equipping them with key employability skills. The training consists of three courses and contains 35 online modules in total as well as offline activity packs and a mobile phone app.

The Academy engages participants with advanced learning technologies, gaming techniques, role-based simulations, telestrations, videos, quizzes and interactive exercises.

The **Skills to Succeed** Academy is being utilized nationally by the Department for Work and Pensions and the National Careers Service as well as within schools, colleges and universities.

**Beneficiary Testimonial**

At the age of 13, Jamie moved in with his grandmother and upon completing school wanted to start helping her out by supporting himself. He enrolled to take a chef qualification but had to discontinue due to financial constraints. Jamie found himself unemployed, demotivated and convinced the chance to follow his dream had gone.

Following an unsuccessful interview with a high street coffee chain, Jamie was referred to the **Skills to Succeed** Academy. “Before I took this training I really didn’t know what employers expected at interviews. After it, I felt so confident that I knew what they wanted and how to prepare for my next one.”

That next interview wasn’t far away as soon after Jamie was referred to a one-year apprenticeship opportunity with Euphorium Bakers ... and he got the job! As an Apprentice Baker, Jamie is now able to earn a living wage as well as work towards the equivalent of a Level 2 City and Guilds Certificate in Baking Industry Skills.

**Quotes on distribution model**

“One of our challenges was identifying partners with the infrastructure and incentive to help us scale and roll out the **Skills to Succeed** Academy.”

**Further Information**

[http://www.s2sacademy.com](http://www.s2sacademy.com)

Roundtable speakers agreed that the need for digital skills is no longer confined to the information, communications, and technology (ICT) industry, but rather these skills are in demand across a wide variety of industries and employers. Roundtable speakers have taken a demand-driven approach, and by working closely with potential employers, found that while digital skills are required across sectors, they are not the sole requirement. They have identified the need for skilling to go beyond digital and other vocational skills to include broader professional skills, so that the youth are able to adapt to new and changing opportunities.

The group found that, as with other skilling programs, successfully transitioning from a digital skilling program to employment requires significant planning and support prior to and following the skilling process. Techniques such as upfront collaboration with employers to design demand-driven curricula, a focus on motivation and interest in technology during recruitment, and student support following the program have all worked to improve job placement for students.

Following is a summary of the key themes that emerged from the roundtable discussion with direct quotes from the five presenting Skills to Succeed practitioners about (1) ‘what works’ in building digital and professional skills and (2) scaling-up programs delivering digital and professional skills to disadvantaged youth. The five speakers are from Skills to Succeed delivery partners working with disadvantaged youth across 38 countries and with a collective experience of over 24 years in the social sector.
‘What works’ in building digital and professional skills

Four key themes emerged from the roundtable discussion about ‘what works’ in designing programs to build digital and professional skills of disadvantaged youth:

1. Create employment programs instead of training programs
Approach the design process with the end goals – job placement and long-term career agility – in mind

2. Meet the digital needs of employers and address market demand in the design of training curricula
Cater directly to employers by collaborating and partnering with them to create demand driven programs

3. Consider attitude, motivation and an interest in technology as key factors when recruiting beneficiaries
Ensure the selection process assesses prospective beneficiaries’ attitudes and selects for those who demonstrate a positive outlook

4. Provide continued support for program graduates
Run a mentorship scheme to ease the post-training transition

The acquisition of digital skills holds the potential to open a job seeker up to a career.

Gaston Podesta
Managing Director,
Accenture,
St Charles, USA

Moderator
1. Create employment programs instead of training programs

According to the roundtable speakers, ‘employment programs’ are preferable to ‘training programs.’ The difference is that while training programs teach skills, employment programs begin with the end in mind (the job). These programs start by analyzing and forecasting how employer needs are changing, how the characteristics of target beneficiaries are changing, and how to adjust and adapt training curricula to meet those needs. While technical skills are important, professional skills, like customer service, teamwork, and problem solving, are also critical components of technical positions. Employment programs place a laser focus on building digital and professional skills that will launch youth on a long-term career path.

“[W]e are obsessed with employment. … If you look at the training, you are looking only at the cost. If you are looking at the employment, you are looking also at the returns. As a matter of fact, [our] program cost[s] $840,000 but the aggregate salary of the people that we placed into jobs in just one year was $1.4 million. In three years we are expecting that those people generate $4.5 million for themselves, for their families, and for their community as a whole. So it is a return of investment of about five times. Everybody would bet on that.”

Salvatore Nigro,
Chief Executive Officer for Europe, Education For Employment, Madrid, Spain

“It’s not all about technology skills, we’ve just got to make absolute certain that our people have the necessary soft skills as well.”

Bob Paton,
Managing Director, Accenture, Newcastle, UK

2. Meet the digital needs of employers and address market demand in the design of training curricula

• Cater to specific employers and industries by involving them in the process

The roundtable speakers found that collaborating with employers in technical curriculum design is an effective strategy to link digital skill development to job placements. Collaboration means organizations strive to understand the positions employers need and then design training to support both the specific jobs and the careers that these will lead to.

Also discussed was an ancillary benefit of collaboration: opening the hearts and minds of industry partners to commit to finding placements – whether for an internship, apprenticeship or full time job – for job seeking youth that have not been able to access traditional educational resources.

“[W]e started with a very deep market analysis on what are the ideal jobs that companies are demanding. Those positions that are out there in the job market that nobody is filling. … We trained the young people for jobs that were already identified with the companies.”

Salvatore Nigro,
Chief Executive Officer for Europe, Education For Employment, Madrid, Spain

“You need to get as [many] potential employers … involved from the beginning and you need to get them taking part in the design, because you are really working for them.”

Carmen Garcia de Andres,
Chief Executive Officer, Fundación Tomillo Madrid, Spain

• Partner with employers to boost placement rates and credibility

Among the roundtable speakers, collaboration on program design has also led to a more formalized partnership with an ‘anchor employer,’ i.e. an organization that commits upfront to place program graduates into suitable job openings. Not only does such an agreement ensure employment for a wave of alumni, but also serves as a powerful strategy to market digitally skilled candidates to new employers.

“[W]e started working with [the company] in this program, … [and] they were really very … doubtful about the possibilities of these undergraduate young people to become network administrators. So we took the recruiter’s perspective as a starting point, and thought about how an enterprise, a company, would select these people. What are the preconditions for developing the technical requirements for this position? What are the personal pre-requisites? And what are the essential elements of knowledge, the essential soft skills needed for this position?”

Carmen Garcia de Andres,
Chief Executive Officer, Fundación Tomillo Madrid, Spain
3. Consider attitude, motivation and an interest in technology as key factors when recruiting beneficiaries

Roundtable speakers have found that the best predictor of beneficiary success in achieving employment is not years in school or test scores, but the changemaker skills, motivation, grit and drive to succeed. This is leading members of the Skills to Succeed network to find ways to evaluate the attitude of prospective beneficiaries.

“We're not looking at qualifications. We're not looking to see whether or not they take technology at school, but we're trying to establish whether or not they've got an interest in what we do. ... It's have they got an interest in the job that they [will] do.”

Bob Paton, Managing Director, Accenture, Newcastle, UK

"From learning changemaker skills, really the qualification is the motivation, the willingness to take initiative and be entrepreneurial and lead a team and cause change. Within Ashoka, we've skilled up about 250,000 young people in changemaker skills and these kids come from all backgrounds, every background you can imagine. The only thing that really matters is being passionate about solving a problem and doing something that you really enjoy. ... Defining the problem, developing the solution, starting and running your own business and leading a team and causing change — that all just comes with the motivation and when you have that experience of doing that, it sets you on a trajectory for being the kind of person that is going to take initiative and mobilize teams to find solutions and solve problems throughout your career. That's a part of the training that we are working with our portfolio social enterprises and bringing into the skilling experience.”

Gretchen Zucker, Managing Director, Ashoka

4. Provide continued support for program graduates

Roundtable speakers have found that helping job seekers attain digital skills is a necessary but not always sufficient step in securing employment. The process of searching for and then keeping (and thriving in) a new job holds challenges of its own. The roundtable agreed that effective programs go beyond training to provide graduates with ongoing mentoring as they conduct job searches, adjust to work environments, and/or start businesses.

“We ... provide mentoring to the candidates after the program whether they have a job or not for two years. Why do we do that? Because they need to view their own life as a project. ... Finding employment is like a job in itself. ... Our beneficiaries feel that they belong to a community. The mentoring and the selection process has been very important.”

Silvia Rueda de Uranga, General Director, Fundación Pescar

“Mentoring is fundamental. ... Too many programs ... [stop] at the training ... and then there is no ... follow up. ... What I found really important in terms of mentoring, in all of our programs, is when you have your alumni acting as a mentor. Because they have gone through this process very recently.”

Salvatore Nigro, Chief Executive Officer for Europe, Education For Employment, Madrid, Spain
Breaking barriers to scale

Roundtable speakers focused broadly on three themes in scaling up effective skill building programs for disadvantaged youth:

1. Increase outreach to prospective employers
   Deepen existing partnerships, market the program, and include Small and Medium Enterprises among your target organizations

2. Overcome long-standing biases that limit the opportunities of core demographic groups
   Encourage engagement and placement of women and individuals from non-traditional backgrounds

3. Support low income job seekers with bridge financing
   Find ways to support low income participants so they can complete their training
1. Increase outreach to prospective employers

- Increase collaboration with employers

Roundtable participants stressed the importance of investing up front to collaborate with employers to find fit-for-purpose solutions. For example, Fundación Tomillo has built a placement pipeline with corporates in Spain to channel graduates directly into internships or jobs an employer needs.

“[W]e need to change from a push strategy – going and knocking at the doors of the different companies – to a pull strategy, [that is] attracting companies, making them collaborate from ... day zero [and] invest in educational partners such as NGOs or educational institutions that can provide those young people to them.”

Salvatore Nigro,
Chief Executive Officer for Europe,
Education For Employment,
Madrid, Spain

“[I]f the market understands the value that we are creating then you start to develop a robust and sustainable business model. ... The point is if we are skilling people, placing them in careers, and setting them up to outperform their peers, then there should be a market for that.”

Gretchen Zucker,
Managing Director,
Ashoka,
Washington DC, USA

- Aggressively market the program

Roundtable speakers found that they need a clear return on investment to get the attention of most employers. Employers will listen if there’s a business case that pitches the relatively low cost involved in obtaining a well-trained, high-skilled, productive, and loyal employee. It helps to promote programs that are successfully transitioning youth into employment loudly, frequently, and widely – and to tailor their messages to the audiences they are trying to reach.

“[W]e think that showing the success, showing [the] stories [of] people hire[d], – people working in big companies for many years after these training programs – is also a very good credential. We really use it very much to get new potential employers involved in the programs.”

Carmen García de Andres,
Chief Executive Officer,
Fundación Tomillo
Madrid, Spain

- Balance placement strategies to include big businesses as well as small and medium enterprises (SMEs)

Large businesses are a prime target for placements, but SMEs account for about 90 percent of businesses and more than 50 percent of employment worldwide. They are key engines of job creation and economic growth in developing and developed countries alike. SMEs need the same mix of digital and changemaker skills as large corporations – especially SMEs that serve the value chains of global companies. Engaging SMEs for job placement represents a vital opportunity for Skills to Succeed graduates.

“[D]on’t look ... only at the big companies. Accenture has hired some of the young people that were trained, but [in countries] like Morocco, 98 percent of the jobs are in the SMEs.”

Salvatore Nigro,
Chief Executive Officer for Europe,
Education For Employment,
Madrid, Spain

2. Overcome long-standing biases that limit the opportunities of core demographic groups

- Encourage engagement and placement of women

Roundtable speakers’ experience of recruiting and placing young women mirrors broader trends. For instance, women remain severely under-represented in degree programs for science and technology fields worldwide – making up less than 30% in most countries. In the United States, women hold only one quarter of computing occupations; a figure that is exceeded by very few countries.

To address the dearth of female candidates, Bob Paton of the Accenture Newcastle Delivery Center went upstream to develop talent by launching computer clubs for girls in local schools. On the other end of the spectrum, Silvia Rueda de Uranga, General Director of Fundación Pescar in Argentina, did not have trouble recruiting young women but rather in placing them in jobs and so has focused on engaging employers to see their value.

“What we decided to do was we wanted to attract more females to take on technology as an option, which actually meant we had to get to females before they set their school options. So, we are sponsoring computer clubs for girls in primary schools within the region of Newcastle. And this will take ten years to come to fruition but we are a big believer that business has to help education.”

Bob Paton,
Accenture Managing Director,
Accenture
Newcastle, UK

“We have a lot of women in our courses but then we have to fight to find [them] jobs ... Because Pescar has a lot of connections with businesses ... we go and promote our beneficiaries, telling [them] there’s no difference between a man and a woman for any technology.”

Silvia Rueda de Uranga,
General Director,
Fundación Pescar,
Buenos Aires, Argentina
Bob Paton also emphasized that expanding recruitment of a younger population requires eliminating common bias towards candidates with formal educational degrees. This means encouraging employers to change their restrictive HR policies, and building up the credibility of a program so that its graduates can compete.

"What made our scheme unique ... was [we] set no minimum education requirements to apply to be on the scheme. We only asked for two things: an interest in technology and the right attitude. ... [W]e had to convince people that this was a good approach, and we went right to the top of our organization both from a UK geographic but also from global delivery network point of view. It's been a massive success for Accenture, and a massive success for the young people."

**Bob Paton,**
Managing Director, Accenture, Newcastle, UK

3. **Support low income job seekers with bridge financing**

Low income job seekers face two challenges with skilling programs. First, they may not have the resources to pay tuition. Second, even if tuition is covered, they may not have enough income to support their living expenses during the course. To address these challenges, the roundtable speakers described creative means to support tuition and in some cases provide participants with a stipend. Some raise enough money to provide scholarships. Others provide participants loans. Some will only recover loans if the job seeker obtains placement.

"[W]e are talking about a very intensive training program and it lasts for a number of months. One of the elements is that if a person is absolutely desperate ... to make money, the risk of losing this person during the process is very high. So ... we need to find some financial assistance to secure that she or he is able to stick with the process and not leave just as soon as he finds a very small possibility to get money."

**Carmen Garcia de Andres,**
Chief Executive Officer, Fundación Tomillo, Madrid, Spain
Skills to Succeed Digital Skills

Program Description

The project’s main purpose is to professionally place vulnerable youth through training in technology – specifically by providing training on the JAVA and COBOL programming languages to 25 youth – and then working with them on career development through an apprenticeship.

This project is a new stage of the ICT Specialized Training Program that the organization designed in 1999. It is based on the idea that, with strong technical and personal support, young people may substantially increase their employability and start a higher quality professional career in IT departments. The program places great emphasis on accurately analyzing the labor market in order to be able to adapt the training program to meet market demands.

Program Achievements

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Goal</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people entering training</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Young people completing training</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Young people in apprenticeship</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Young people with an employment contract</td>
<td>18</td>
<td>21</td>
</tr>
</tbody>
</table>

Testimonials

Before participating in the Programming For The Future scheme, Paloma was undergoing a truly challenging situation. With her unemployment benefit about to expire and being left out of most recruiting processes, she felt “there were no opportunities for me despite my education, years of experience and enthusiasm.”

Thanks to a teacher she had met in Fundación Tomillo, she took part in the screening process and was selected for a Cobol training course. “From the beginning, I acquired not only the technical knowledge needed for programming, but also the soft skills that now allow me to perform better in my personal and professional life.”

Currently Paloma works for Accenture, where she was hired after her apprenticeship. “I now have the chance to work in something I love, in an environment where I can develop my professional career and alongside a wonderful team. I could not be more grateful. I have a new job and feel I can be useful again.”

“The biggest reward was having the chance to provide youth with a new professional goal and the opportunity to start again.”

Raquel Sanchez, Mentor

Quotes from the Roundtable

“We are not just training to impart technical skills or even soft skills, we are training for a specific predetermined job position.”

“When working with people at a certain level of risk, one of the key elements is developing their self-confidence, because they will need that self-belief just to get through the process.”

Further Information

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libertad.martinez@tomillo.org
Skills to Succeed Digital Skills Program Description

The objectives of the Programming for the Future program have been to increase access to market-driven life and advanced programming skills training for disadvantaged youth; to increase the capacity of training organizations to deliver high quality, market-driven IT training services for young people in their communities; and to develop strategies and local, national, and international alliances to scale youth employability through IT training models and practices.

182 youth in 5 different countries (Spain, Morocco, Argentina, Brazil, and South Africa) initiated training to become programmers in Java, .Net, Cobolt, C#, and be placed into sustainable jobs. As of 31 August 2014, 174 youth have graduated successfully and 75% of these have been already placed in jobs.

Beneficiary Testimonials

“After only two months of training, I could prove my skills [so] I ... renegotiated a permanent job contract [to meet] all my expectations. My recruiter [asked] me, “Where did you learn all this?”

Siham Elhajjam, Morocco

“I learned useful things that I am applying in my professional and personal life. I am now able to cover my expenses and contribute financially to my family’s income. I plan to continue improving my English skills and study IT Engineering next year.”

Mariana Alanis, Argentina

“I felt desperate after having been unemployed for a long time and having to provide for my wife and three kids. After graduating from the Programming for the Future program, I interned at BBVA and was later hired at Accenture. Shortly afterwards, I was offered a position at Huawei almost doubling my salary. I am very grateful to the training program.”

Juan Carlos Arévalo, Spain

Quotes from the Roundtable

“We established a common methodology that started as peer-to-peer learning.”

“With graduates of private universities there is high turnover because companies are stealing talent from one another. What is needed is a paradigm shift and providing opportunities to young people who did not have it.”

“Before all else comes motivation. Motivation is key to a candidate completing the training program and keeping the job.”

Further Information

snigro@efe.org
Skills to Succeed Digital Skills

Program Description

The scheme has been designed and is being delivered in partnership with Newcastle College's School of Computing (for year 1) and Northumbria University (for years 2 and 3). Two tranches of 20 apprentices started the three-year program in February and July of 2013, with a further 20 joining in August 2014. The scheme has been a massive success, with apprentices who are keen, enthusiastic and a credit to both themselves and Accenture. It is a new approach to recruitment in Accenture's technology services business. There is no minimum educational qualification to apply.

Program structure:

- A three-year apprenticeship
- On-the-job training
- 200 days of classroom training
- A Higher Apprenticeship for IT, Software, Web & Telecoms Professionals qualification, including a Foundation Degree and Level 4 BTEC Diploma

Beneficiary Profile

First launched in Newcastle, Accenture's IT Apprenticeship program represents the company's new approach to recruitment and its commitment to investing in the UK workforce and economy.

During his visit to the Newcastle office, Olly Benzecry, Country Managing Director, UK & Ireland, presented the coveted Apprentice of the Year Award to Gavin Howard. Gavin, who has worked on a number of changes that the team has successfully delivered to the client, is a key contributor to the work that the test team does. He is a willing volunteer and has delivered a number of presentations about the apprenticeship program for local schools and colleges. In response to receiving this award, Gavin commented, “to be part of one of the UK’s most prestigious IT Apprenticeship schemes is a great honor, so when Olly announced I had won Apprentice of the Year, I was overwhelmed.”

Quotes from the Roundtable

“We invest a lot of effort and time into training people so we [asked ourselves, why] don’t we take people at pre-degree level and train them in the way that Accenture does their work?”

“We’ll talk to firms about what we are doing, the benefits and how to go about it. We found a huge amount of engagement with companies alongside us.”

“What I think we should be doing within Accenture, and with any influence we have on other technology businesses, is to give young people the opportunities to pursue a career in technology.”

Further Information

Skills to Succeed Digital Skills

Program Description
This is an intensive market driven training program that aims to provide underprivileged youth with technical professional skills (in this case .NET programming), and prepare them for future employment. Candidates are typically in their final year of secondary education or unemployed secondary graduates (not currently pursuing a formal career qualification), aged 17 to 25 years old. Beneficiaries are sourced mainly within the scholastic system and receive more than 500 hours of technical and soft skills training on top of their formal education.

Program Achievements

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Goal</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of beneficiaries</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Beneficiaries completing training</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td>Beneficiaries in employment within 6 months of completing training</td>
<td>80%</td>
<td>83%</td>
</tr>
<tr>
<td>Satisfaction once in employment</td>
<td>80%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Quotes from the Roundtable
“It is important to find training candidates who are [active] thinkers and who are going to be the creators of their own ‘life projects.’”

Further Information
www.pescar.org.ar
pescar@pescar.org.ar
www.facebook.com/pescarargentina
Twitter: @fundacionpescar
Skills to Succeed Digital Skills
Program Description

The Talent Growth Initiative (TGI) will be designed to invest in programs that are skilling up workers for success in the 21st century workforce, and to connect these workers directly to employers by addressing the talent supply-demand gap. TGI aims to create value for four key stakeholder groups: (1) under-served workers who lack the skills for and/or are disconnected from 21st century jobs; (2) employers that are experiencing difficulty in acquiring talent with skills needed and that risk losing the human capital battle; (3) innovations in workforce skilling and placement that have the potential, with TGI support, to scale more rapidly; and (4) workforce development initiatives nationally that can benefit from best practices in skills training, scaling strategy and/or a scalable business model of the TGI skilling partners.

Changemaker Characteristics and Skills

Changemakers have characteristics that set them apart. They view problems as opportunities; write their own job description; challenge their fears; tend toward action; mobilize for maximum impact; and are driven by impact for the greater good. They have skills that are important in any line of work: entrepreneurship; leadership; empathy; teamwork; social-emotional intelligence; creative thinking; resilience; and ethical fiber.

As societies, economies and workplaces change at an ever-accelerating pace, these changemaker skills will become essential and primary for most if not all jobs at all levels and of all types. “Changemaking” will also become the culture of successful organizations, with complex structures and a dynamic, constantly changing nature. Education and job training programs that provide changemaker skills development to young people are a primary focus of TGI, driven by demand from participating employers.

Quotes from the Roundtable

“The value that we are creating is a value for employers as well as a value for the job seekers.”

Further Information

http://www.changemakers.com/americandream

Gretchen Zucker
gzucker@ashoka.org
Looking ahead

The inaugural Skills to Succeed Virtual Roundtable marks an important step in our shared journey: an ambitious journey to harness and translate collective experience of the Skills to Succeed practitioner network into actionable insights that we can all use to improve our program performance and ultimately, successful outcomes for job seekers and entrepreneurs.

We are committed to build on the momentum created by the inaugural Skills to Succeed Virtual Roundtable and press ahead on this journey together by:

1. Curating and sharing content:
   This report plays back highlights of what we learned from practitioners in the conversations leading up to and during the roundtable. As we build out a learning agenda, we will proactively harvest, distill and disseminate knowledge and lessons learned from our global practitioner network and invite practitioners to do the same.

2. Requesting your feedback
   We are interested in hearing what value you took away from the roundtable and this publication, as well as how you would like to engage and shape the network going forward. Please share your thoughts with us at Skills.to.Succeed@accenture.com.

3. Inviting you to connect:
   We will continue to invite you to join us as we experiment with this and other formats to learn and build insights across our Skills to Succeed practitioner network. Watch for more invitations to engage.

As the next step in our journey we are embarking on a Digital Learning insight project, which will build and unpack the hypotheses raised in the roundtable to distill the learnings and make them actionable. The project will combine secondary research with results from peer reviews of leading practices from Skills to Succeed practitioners to achieve three objectives:

- **Demonstrate Success**: Assemble evidence that digital learning works in building skills

- **Formulate Insights**: Gather information on how digital learning programs can be more effectively designed to improve outcomes for jobseekers and entrepreneurs and ensure we are capturing information required to demonstrate these outcomes

- **Drive Action**: Provide a concrete and specific “how to guide” for managing a digital learning program to be shared and implemented across our network and beyond

We invite and encourage those with a passion to support job seekers and entrepreneurs to join us on this journey. We express our profound gratitude to the members of our Skills to Succeed practitioner network whose tremendous work and dedication inspires us every day.
Sources


Special Thanks

**Moderators**

Gaston Podesta  
Nachiket Sukhtankar

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Aakash Sethi  
Bob Paton  
Carmen Garcia de Andres  
Gaston Podesta  
Gretchen Zucker  
James Innes  
Jean-François Rambicur  
Luis Arancibia  
Nachiket Sukhtankar  
Salvatore Nigro  
Silvia Rueda de Uranga  
Steve Rochlin  
Tevera Stith

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Ana Millán  
Arun Madhavan Menon  
Dane Coalson  
Diana Miguel  
Emilie Guiral  
Fiona Power  
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Jeronimo Cellozambrano  
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About Accenture

Accenture is a global management consulting, technology services and outsourcing company, with more than 305,000 people serving clients in more than 120 countries. Combining unparalleled experience, comprehensive capabilities across all industries and business functions, and extensive research on the world’s most successful companies, Accenture collaborates with clients to help them become high-performance businesses and governments. The company generated net revenues of US$30.0 billion for the fiscal year ended Aug. 31, 2014. Its home page is www.accenture.com.

About Skills to Succeed

Accenture’s Skills to Succeed corporate citizenship initiative helps address the global need for skills that open doors to employment and economic opportunity. It does this by drawing on two of Accenture’s unique capabilities: training talent and convening powerful partnerships to develop collaborative solutions. Together with our strategic partners, we have equipped more than half a million people around the world with the skills to get a job or build a business, and by 2015 we will equip more than 700,000. For more information please visit www.accenture.com/skills-succeed.

Feedback

Please let us know how this event and report have been useful to you, topics or ideas for future roundtables, and anything else you would like to share at Skills.to.Succeed@accenture.com.