

POP UP BUS PROTOTYPE V1 (rough)

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The goal of this Pop Up Bus prototype is that the prototype is universal enough to be used within, and adapted to, any community around the globe. The prototype is a working draft among Pop Up Bus team members. Once solidified, it will be designed and presented in a user friendly manner.

The prototype's cornerstones are:

1. Get to Know the Local Youth (Q&A)
2. Community Data Collection
3. Youth Learning + Training (with video component)
4. Youth Mentoring

If the above data – #1 (youth data) and #2 (community data) – is collected via form-based software like Open Data Kit (via mobile/tablet), the data can be analyzed at local, regional, and global levels. Depending on how granular the data collected is, these stats could be generated:

- local, regional, global trending jobs (heatmap)
- new categories of jobs being created
- youth skills in a certain community (and lack of skills)
- youth unemployment data in a specific community
- skills needed in local job sector
- Danny is a design university graduate with an BFA. He's located in Chicago. He is unable to land a first job in design.

1. Get to Know the Local Youth

When a Pop Up Bus Facilitator arrives in a community, the Facilitator interviews local youth to better understand the specific needs of youth within that community. This enables the Facilitator to customize a learning/training program for youth in the community. And, it allows the Facilitator to select certain youth within the community, who demonstrate motivation to achieve and empathy for their community, as Community Pathfinders.

Facilitator Questions for Local Youth

1. Do you have access to enough food and water?
2. Do you have access to doctors and health supplies when you need them?
3. Do you have adequate shelter?
4. Are you able to meet your rent? If no, are you living with roommates?
5. What level of education have you reached?
6. What level of education do you wish to reach?

7. What do your parents want you to be?
8. What do you wish to be?
9. What challenges/obstacles make it difficult for you to accomplish your education and career goals?
10. Who is the person or role model you most admire for his/her success?
11. List the role model's qualities and skills you admire.
12. What skills do you feel like you need?
13. What steps do you think you need to follow to develop those qualities and skills?
14. What would help you in obtaining those skills?
15. What programs have been helpful to you in the past?
16. Do you think youth in your school and community need similar skills?
17. What additional skills do you think would be beneficial to youth in your community?
18. Does your community offer many career opportunities in your area of interest?
19. Does your community offer many career opportunities for youth, or do youth have a difficult time finding jobs in your community?
20. Would you like to find a job in your community, or would you rather travel outside of your community to start your career?
21. What are the challenges to starting a career outside of your community?
22. Do you have access to professional (social) networks?
23. If yes, what networks are helpful to you. Are these in person or online meetups?
24. Do you have access to meeting spaces where youth (and potential employers) can gather?
25. Do you have a mentor?
26. Do you have access to mentorship programs?
27. Would you like a mentor?
28. Do you have a mobile phone or computer -- in order to access the Internet?
29. If you don't have a mobile phone or computer, how do you access the Internet?
- 30.

2. Community Data Collection

Facilitators select and train a handful of youth from within a community to be Community Pathfinders. These Pathfinders then help train other youth within their community. Pathfinders also help Facilitators gather data about their community that is pertinent to developing pathways and job opportunities for local youth.

A source that is inspiring how we frame some of this data collection is the Seattle Chamber's Job Sector Survey (see page 14 for data collected from this survey.)
www.seattlechamber.com/Advocacy/Issues/IssueDetail/Job-Sector-Survey.aspx

Types of Data Collected by Facilitators and Pathfinders:

1. Local graduation rates
2. Breakdown of total unemployment by academic level attained
Source (Wekesa): Extract from "Digital Jobs in Africa: Catalyzing Inclusive Opportunities for Youth, Kenya Summary Report. See page 17.
3. Expected digital job creation per industry
Source (Wekesa): Extract from "Digital Jobs in Africa: Catalyzing Inclusive Opportunities for Youth, Kenya Summary Report. See page 17.
4. What are the critical skill gaps
Source (Wekesa): Extract from "Digital Jobs in Africa: Catalyzing Inclusive Opportunities for Youth, Kenya Summary Report. See page 17.
5. Opportunity areas for driving impact
Source (Wekesa): Extract from "Digital Jobs in Africa: Catalyzing Inclusive Opportunities for Youth, Kenya Summary Report, See page 17.
6. Is there a tech hub in the community? If yes, where is it and is it youth accessible?
7. If there isn't a tech hub in the community, where is the closest hub?
Example: In Nairobi, Kenya one tech hub sources 47 surrounding counties.
Source (Wekesa): Screenshot from a conversation around Nairobi M-Labs and M-hubs. See page 18.
8. What technology and training does the hub offer? Is it self training, or are instructors there to help. What are the fees for using the hub, if any?
9. Business aspirations by village/community, county, city, employment sector and size
(Source: www.seattlechamber.com/Advocacy/Issues/IssueDetail/Job-Sector-Survey.aspx)
10. Details about skills needed by specific types of employers
(Source: www.seattlechamber.com/Advocacy/Issues/IssueDetail/Job-Sector-Survey.aspx)
11. Insights into prominent trading partners and goods
(Source: www.seattlechamber.com/Advocacy/Issues/IssueDetail/Job-Sector-Survey.aspx)
12. Examples of obstacles to success by type and size of business
(Source: www.seattlechamber.com/Advocacy/Issues/IssueDetail/Job-Sector-Survey.aspx)
- 13.

3. Youth Learning + Training

The Pop Up Bus learning and training experience is part "edutainment," part experiential learning, and integrates video in creative ways. taken from other local communities, leadership and entrepreneurship development, marketing and business skills (working and learning in context as Dan says).

The Pop Up Bus Experience: Edutainment

Just when is Pop Up Bus coming to your community? – Pop Up Bus is a fun, anticipated learning experience, aka "edu-tainment." Team member Rehmah Kasule's excellent suggestion: "Consider experiential learning to keep participants interested. Example: In marketing we do road shows where a bus/truck goes into communities and people gather, they set up a stage and interact with audience for 3-4 hours and move to another community. Because of the fun and learning (edu-tainment), by the time the bus arrives people have already gathered waiting. So by all means incorporate music, drama, role playing, video and audio." Though Pop Up Bus would be in a community for longer than 3-4 hours, this is the type of experience we want to build into

any learning activities hosted by a Pop Up Bus. This idea aligns with the idea of teaching youth to never be afraid to "play" to build professional, creative confidence.

"Play" defined by IDEO's Tim Brown:

"Tim Brown talks about the powerful relationship between creative thinking and play."

www.ted.com/talks/tim_brown_on_creativity_and_play

The Pop Up Bus Experience: Video

Pop Up Bus plans to incorporate video as part of the learning experience. This is based on Meena Kadri's excellent suggestion of sharing individual youth journeys (and community journeys) via video as part of the Pop Up Bus experience. Facilitators and Pathfinders record, via video, youth stories from within a community. This samples, as Meena says, the "local identity." These videos are then shared along a Pop Up Bus' route and with the global network of Pop Up Bus youth. As Meena says, this is "partly to inspire and partly to highlight the divergence and convergence of the identities of (communities and youth within those communities)." The sharing of journeys – from hardships, to milestones, to accomplishments – can spark inspiration. When a young person sees that another young person has a similar struggle to their own, it can make that struggle more approachable and doable. And it can sometimes transcend any cultural barriers or differences.

There is also a possibility of integration with Daniel Kolodziej's *Delfee* idea. If Delfee incorporated instructional career track videos into its business model, like,

"Career Track: Engineers – Types of Engineers, What Engineers Do and Who They Work With"

or *"Career Track: Designers – Types of Design Career Tracks, What Skills Do Designers*

Have, Who Designers Work With" then Pop Up Bus could share these videos with local youth.

In terms of video style, check out John Greene's "Crash Course in World History Series" for inspiration. These videos are engaging, fun, and appeal to youth:

<https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9>

Pop Up Bus Training Tracks

(note: our team wanted to get all ideas out first, and then we will price them accordingly)

1. farming / agriculture (ex. Grameen Foundation's Community Knowledge Workers model)
2. healthcare for women and girls
3. basic numeracy & literacy via mobile (ex. similar to Stepping Stone's approach)
4. microwork (See Dan's business model)
5. soft skills
6. hard skills
7. how to professionally network
8. a trade (ex. woodworking, plumbing)
9. resume drafting, job application etiquette, professional networking

10. basic computer programming (ex. HTML, CSS, basic Javascript – perhaps using preexisting training like Codecademy.com)
11. advanced technology (ex. a course in CAD)
12. short workshops (ex. UI/UX for Beginners)
13. learning tracks that bring in local professionals/mentors to teach what goes into a specific career trajectory (ex. What goes into being an Engineer & Who Works with Engineers on a Daily Basis, OR What goes into being a Designer & Potential Designer Career Tracks...)
14. hands-on maker tracks that pair building a product, a business plan and a marketing strategy (see below “Pop Up Bus Learning + Training Tracks”)
15. leadership and entrepreneurship development
- 16.

Pop Up Bus Hands-On Learning + Training Tracks

Maker kits paired with marketing and business training—i.e. 1) build a product and then 2) learn how to form a business plan around the product and 3) how to brand and market the product. Examples of maker projects that combine engineering, health, and science (our team has to price these out):

DIY Gamer Kit (with Arduino) ~\$107.00

“Build your own handheld games console that uses inputs to control an 8×8 LED matrix display. Solder together 40 parts on our custom circuit board to make your Gamer.

(Also available [pre-soldered](#)). Once the build is complete turn on the gamer and play snake to your hearts content. Then head to the library, download breakout and start to explore how the gamer works and get playing. The gamer is controlled by one of our favourite open-source platforms, Arduino. Head to the website download the Arduino software and introduce yourself to the wonderful world of physical computing. Use our online tutorials to get started. Use the custom library, our cheat sheets, how to videos and your imagination to start creating your own games. Now you can experiment, invent, play and share your creations. People have made everything from tetris to pacman!”

<http://www.techwillsaveus.com/shop/diy-kits/diy-gamer-kit-arduino/>

DIY Synth Kit

“Plug the components into the prototyping breadboard to make your own electronic musical instrument with no soldering required. The synth is reusable as it uses a bread board instead of soldering. Three potentiometers control the volume, pitch and frequency on this famously simple circuit. Make some crazy sounds and get down! Gain an understanding of how the various parts combine to create a whole plethora of weird and wonderful noises. With no soldering required, you can use your imagination to make changes to the circuit and add new parts to your heart’s desire. Add a light dependent resistor to control the volume, add a custom keyboard or even hook it up with an Arduino. Then design your own case to house it.”

<http://www.techwillsaveus.com/shop/diy-kits/diy-synth-kit/>

More DIY Kits from Technology Will Save Us: <http://www.techwillsaveus.com/shops/diy-kits/>

Bottle Radio

“Build a classic batteryless AM radio receiver and learn some modifications that let you eliminate the need for the long antenna usually required.”

<http://makezine.com/projects/bottle-radio/>

Beatband Sleeve

“Wear your heartbeat on your arm with the Beatband Sleeve. You’ll combine a pulse sensor with a DIY Arduino microcontroller (and a minty tin) to create this wearable pulse-blinking project. Connect the sensor to your body wherever you get a good pulse reading, and display your heartbeat on the five flashing LEDs. Wear it while you run, play video games, or even whasile you meditate to show your calming heartbeat rhythm.”

<http://makezine.com/projects/beatband-sleeve/>

DIY Blood Pressure Monitor

“So we came up with a DIY blood pressure monitor that’s better. It’s portable and battery-powered, making it great for areas with unreliable electricity. It’s solid-state, so it’s tough and reliable and doesn’t contain mercury. And it detects high blood pressure automatically, drastically reducing error. Here’s how you can build one for less than \$50 and test your blood pressure anytime.”

<http://makezine.com/projects/make-29/diy-blood-pressure-monitor/>

S.M.A.R.T. Alarm Clock

“Setup for Meetings, Appointments, Reminders, and Tasks, this clock uses an Arduino Yún and your Google Calendar to automatically set alarms. And it looks cool too!”

<http://makezine.com/projects/s-m-a-r-t-alarm-clock/>

Raise a CNC’ed Makerspace Shed

“Build a big, customizable, stand-alone workshop with CNC-cut trusses for about \$1,000.”

<http://makezine.com/projects/make-40/cnc-makerspace-shed/>

A Cheap Solar-Powered Oven That Bakes Bread Without Pollution

<http://www.fastcoexist.com/3033624/a-cheap-solar-powered-oven-that-bakes-bread-without-pollution>

Maker Projects Suggested by Wekesa for his community:

”Young people are hungry for good information. I see us making a dynamic business model...From solar lighting for "Mama Mboga's - (green grocery) stores to products for

households... I was in Mombasa's Kongowea Market at 9pm, and noticed the small paraffin tin lanterns that burn like candles and some IED-lights..." – Wekesa

Pop Up Bus Social Channels

YouTube or Vimeo: 1) share Pop Up Bus youth and community videos (per Meena's above ideas); 2) share mentoring videos (see below section #4 "Youth Mentoring"); 3) share career track videos (possibly in partnership with *Delfee*)

Twitter: Form a Pop Up Bus Twitter account with hashtag #PoppinUp. The goal is to build momentum on a global youth conversation on employment and pathway needs within their communities. Example of hashtag use, "Danny here. #PoppinUp from Dublin, Ireland. Dublin need more tech hubs!"

Facebook: Same goal as Twitter: The goal is to build momentum on a global youth conversation on employment and pathway needs within their communities. Include videos from YouTube and Vimeo.

Linked In: Same goal as Twitter and Facebook. Share youth stories from around globe. Employers can scout youth here.

4. Youth Mentoring

Pop Up Bus believes that it is critical to provide mentoring to local youth. Pop Up Bus follows Khin Tye's *KoKreation* "future scenario model" and Daniel Kolodziej's *Delfee* call to action "Be Who You Want to Be."

According to our Youth Mentor Lead, Khin Tye, "we all have a fundamental urge to develop and innovate. Youth have the innate curiosity to innovate ("play"). *KoKreation* and Pop Up Bus wish to cultivate this 'innate curiosity' and to provide youth opportunity through mentorship."

Example from Khin of youth inspired innovation:

<https://www.youtube.com/watch?v=RAoo--SeUIk&noredirect=1>

"In the Masai community where 13-year-old Richard Turere lives, cattle are all-important. But lion attacks were growing more frequent. In this short, inspiring talk, the young inventor shares the solar-powered solution he designed to safely scare the lions away."

Model 1: "The KoKreation approach transcends limitations and current views of one's limitations and brings out the best in youth. Using the technique of future scenarios, conduct KoKreation workshops that enable a mix of young and experienced people to articulate and visualise themselves doing fulfilling work that maximises their talents and skills in the given future

scenario.” Using the KoKreation approach, Pop Up Bus Facilitators and Local Community Mentors (from local companies) would be paired with local youth.

See page 9 for in depth information of Khin’s KoKreation project:

<https://openideo.com/challenge/youth-employment-pathways/ideas/co-creating-our-future>

Model 2 (suggested by Khin): “This workshop/mentoring approach can be supplemented with 3 or 4 role models from different (local) businesses who work with local youth. The approach is to use a round-robin style where each youth sub-group speak with one role model (Q&A about work, etc) for 20 minutes, and then the groups switch to the next role model. This round-robin style can be done in one hour.”

Model 3 (suggested by Khin): “Retired adults have a wealth of experience and more time to spare for the youth. Retired adults can also be paired with youth in a mentoring workshop.”

Model 4 (suggested by Khin): “Use Spiral Dynamics, a memetic developmental approach, to develop young people according to their value system. In sum, this approach 1) looks at the cultural environment of youth, 2) finds the next “new level” that would take youth out of their current situation, and 3) then finds a role model from the “newer level” to speak with the youth.”

Model 4, Example 1: “A group of young people (who are currently in a rural agricultural workstyle) want to go to the city or want to start their own businesses. The role model speaker would be from a business within a city, or is an entrepreneur.” – Khin

Model 4, Example 2: “Danny (a youth) is in an inner city gang, He is not socially mobile since he is stuck in his neighbourhood. A mentor who is in the tech field (an app developer) teaches Danny about app design and development, and how to launch an app on the App Store. This would help guide Danny out of his current physical situation.” – Khin

KHIN TYE'S KO-KREATION MENTORING MODEL

<https://openideo.com/challenge/youth-employment-pathways/ideas/co-creating-our-future>

Conduct Co-creating Our Future workshops with newbie and experienced young people and mature people, based on given future scenarios. The newbies and experienced ones will have to see themselves and their potential in contributing and sharing in the given future scenarios. Additional kudos will be given to those who not only find opportunities that fulfill themselves, but also create opportunities for their peers.

I think we pigeonhole young people to do the jobs that exist, instead of first asking 'what can you do if you are working 100% full capacity?'

The outcome is to have participants visualise their full potential in working and contributing, and also emphasize that we are all connected in a larger picture and future together.

Using the technique of future scenarios (see example below), conduct cocreation workshops that enable a mix of young and experienced people to articulate and visualise themselves doing fulfilling work that maximises their talents and skills in the given future scenario.

For the given scenario, if the participant creates employment opportunities for others, more 'kudos' will be given. New positive values such as collaboration, sharing, creative thinking in a 21st century future scenario are rewarded.

The cocreation facilitation would also generate ideas for work or job skills needed for the future scenarios.

I think this idea might succeed by making young people think beyond themselves and current limitations. A significant % of future jobs in 2020 are not even created yet, so this will be a leapfrog into future work. Young people can also see themselves as creators of work, and be positively energised by themselves creating meaning and purpose in what they do.

What?

- Future Scenario employment toolkit following the example from 'Forum for the Future' (see below)
- Co-creation workshops based on future trends using the Future Scenario and Task-based approach (see below for links to example from Forum for the Future)

Who?

Participants consisting of young people and experienced professionals.

Persona:

Jade is 17 year old in Singapore. She is in the top girls school and has always been a dutiful

daughter, and good student with 10 As in her last GCSE exams. Her parents, like most Chinese parents want her to be a doctor. She knows that she can do more and like the creative arts but her parents would not allow her to think otherwise.

Henry is 14 years old living in London's most exclusive neighbourhood. His father expects him to go to Oxford like him, and be a barrister. He loves studying history and law, but is he using all his talents? Henry loves air-fix.

Akin is 15 years old and live in a favela in Brazil. Just last week, two of his friends died in gang violence. He is angry that his teachers say that he won't be more than a shelf-stacker. He knows that he is a leader because he has organised his gangs, and is street-smart and observant. He does not want to die like his friends, but how can he use his street skills?

Luca is 30 years old and is an app entrepreneur in Rome. He loves his work and want to help young people realise their dream and potential. Luca used to live in a tough neighbourhood and trained to be a footballer. He was injured and found another outlet by designing a 'football' app that made him millions. He wants young people to realise their full talents. Luca did not know he had such creative technical talent if not for being laid up in the hospital from his injuries.

How?

All the people above are invited to a Co-creating the Future workshop. In the beginning of the workshop, each person is asked to list all the best qualities of themselves, what they like to do. They have to list to list the good and bad qualities that others have said of them, and reframe them in a positive way, or 'bin them - disregard the negatives'.

The participants now form a team to work on a future scenario together. They must think of themselves as a 'future self' in 2025 who is 100% positive, caring and helpful and make use of everything positive and all talents in themselves. What roles of work would they take on in the future scenario that would make use of all of themselves? What other jobs would need to be created to help with the scenario?

Future Scenario and task-based approach

The future scenario is in 2025. Technology is now freely available such as wearable technology, google glass (much cheaper), drones for delivery, biosynthesized materials, driverless cars, etc. A new disease with no known cure has just been detected in a remote part of Africa. People are dying and medical help by foot is slow to reach the village. There is a high likelihood of the virus spreading quickly if not stopped soon because the tribespeople are nomadic and also trade with townspeople.

In working on the scenario, Henry and Luca discover that Henry can make use his air-fix skills to help design a drone to deliver medication to the patients. Henry is now starting work as a drone developer. Luca uses his mentoring skills to help Henry with learning about technology. Jade who does not really want to be a doctor and wants to be a fashion designer wants to design

overalls for the medical team using bio-synthetic material. The overalls will change colour if it becomes infected by the deadly virus. Jade is now a wearable technologist. Akin can finally make of his leadership skills and organise the medical teams and drone delivery of drugs, this time of the life-saving kind. Akin makes use of the web, cloud technology to connect and organise. Akin calls himself medical operations officer. Luca himself finds that he can now start more companies and create jobs in wearable technology, drones, biomedical technology, etc. All these are done to help with a situation that is global and affects us all because we are all connected.

Outcome

Back in 2014, the young people realise that they can think outside of themselves and be more than what family, teachers and friends tell them. By visualising and acting from the best part of themselves, they will make use of their talents and do what they love to do.

Links for examples

See example of scenario-based approach (for the web)

<http://www.usability.gov/how-to-and-tools/methods/scenarios.html>

Another example of Future Scenario-based approach toolkit and workshop (courtesy of Forum for the Future for a future retail environment).

<https://www.forumforthefuture.org/project/consumer-futures-2020/more/toolkit>

Inspiring ideas from team

UrbanRevision - see the public space as a powerful, living system that needs to support human beings at all stages of the life cycle.

<http://www.urbanrevision.com/what/>

ThriveLabs - uses envisioning for meaning and purpose of being

<http://www.thrivelabs.co>

Who does this idea benefit, who are the main players and what's in it for them?

Young people in the target age group with no experience of work, and also those with some experience of work. The workshop will also include experienced professionals to form a diverse team for the scenario building. Young people will be energized by being connected to their own passion, and interests, and have meaning and purpose. Employers and organisations will get ideas for future work-roles and jobs that make use of skills and passions as articulated by young people themselves.

How is your idea specifically increasing access to employment opportunities and pathways for young people?

The idea empowers young people to positively visualise the best part of themselves to fulfill a positive future, without a current mind-set of limitations.

What early, lightweight experiment can you try out in your own community to find out if the idea will meet your expectations?

Invite a few participants with the targetted profiles and conduct the co-creation workshop using scenario-building and co-creation techniques.

What skills, input or guidance are you keen to receive from the OpenIDEO community to help you build out or refine your idea further?

Research and notes on future scenarios. Scenario-builing toolkit.

EXAMPLES & STATS:

TYPES OF COMMUNITY SPECIFIC DATA FOR POP UP BUS FACILITATORS AND COMMUNITY PATHFINDERS TO COLLECT

Data collected from a variety of sources. Sources noted.

Special note: *Wekesa Zablon, Pop Up Bus' first, real-time Community Pathfinder based in western Kenya, has been collecting community specific data points which are shared in this section. (Wekesa, we'd love to share more data that you've provided. Please let me know what data you are comfortable sharing beyond what is included here.)*

TYPES OF QUESTIONS TO ASK LOCAL COMPANIES DURING DATA COLLECTION PHASE:

SOURCE: SAMPLE JOB SECTOR SURVEY FROM SEATTLECHAMBER.COM'S "JOB SECTOR SURVEY"

<http://www.seattlechamber.com/Advocacy/Issues/IssueDetail/Job-Sector-Survey.aspx>

"The Job Sector Survey is an annual, one-of-a kind tool that provides a comprehensive, on-the-ground assessment of conditions, challenges, needs and opportunities for regional employers of all types and sizes.

This survey, now its third year, is a cooperative project led by economic development organizations in King, Kitsap, Pierce, and Snohomish counties. Through this survey we hope to gain insights that will help create prosperity for all businesses and a job-growing economy.

The Job Sector Survey represents a unique and valuable opportunity to bring the voice of business to all regional stakeholders. This year, the survey received over 1,700 responses in 15 industry sectors, providing a wealth of information that we were able to share with elected officials, policymakers, education leaders, economic development organizations and the general public.

Over the past two years, the Job Sector Survey has revealed:

- Business aspirations by county, city, employment sector and size
- Details about skills needed by specific types of employers
- Insights into prominent trading partners and goods
- Examples of obstacles to success by type and size of business

2012-13 JOB SECTOR SURVEY

The 2012-13 survey assessed companies within a four-county region including King, Kitsap, Pierce and Snohomish counties. Results will be coming soon. The Job Sector Survey is made possible by support from the Prosperity Partnership, Workforce Development Council of Seattle-King County, Economic Development Council, King County, Economic Alliance Snohomish County, Pierce County Economic Development Department, Kitsap Economic Development Alliance, Seattle Metropolitan Chamber of Commerce, The Seattle Times and the City of Seattle's Office of Economic Development.

2011 JOB SECTOR SURVEY: THE RESULTS

Nearly 1,700 businesses participated in the 2011 Job Sector Survey. Key findings include:

- Small companies with 6 to 100 employees are most likely to hire.
- Sectors expecting to add headcount include energy, aerospace and manufacturing, life sciences, and information technology and interactive media.
- Employers have a more pessimistic view of the overall economy, but a far more optimistic view of their individual prospects.

- Of the sectors expecting growth, only some say they will hire. Many others expect higher sales or new contracts but won't hire proportionately. This is especially true for sectors hurt badly by the decline in consumer spending in 2008 and 2009.
- One in four employers say they have to recruit outside of their county to attract top talent.
- There is universal appreciation for the high quality of life in the four-county region, but it is less so than in 2010. Tangible items such as proximity to universities, networking and transportation infrastructure have risen in importance since last year.
- As the economy remains unpredictable, employers grow by peer networking and recruiting top talent.
- Women and minority-owned businesses make up a low percentage of employers in high growth sectors, such as manufacturing, energy and environment, and life sciences. On the other hand, women and minorities are well represented in real estate, human services, education, retail, food and professional services.
- 79 percent of employers said specific degrees (BA, MBA) would make employees more valuable. These employers were in the life sciences, international trade, human services, education, professional services, health care and energy sectors. 59 percent said vocational training. These employers were in the energy, tourism and recreation, transportation, aerospace and manufacturing, and real estate and construction sectors.

View full report:

http://www.seattlechamber.com/Libraries/Reports_PDF/JSSReport2011.sflb.ashx

The 2011 survey was supported by King County, the Prosperity Partnership, the Workforce Development Council of Seattle-King County, enterpriseSeattle, the Economic Alliance Snohomish County, the Pierce County Economic Development Division, the Kitsap Economic Development Alliance, The Seattle Times and the City of Seattle's Office of Economic Development.

2010 JOB SECTOR SURVEY: THE RESULTS

The 2010 survey collected data from nearly 1,200 businesses in 15 unique industry sectors in King County. Key findings and results by sector as well as company size are listed below. The final report is also available and includes questions asked and verbatim responses.

Key Findings:

- Survey participants were optimistic about their business prospects for 2011. More than 40 percent said they plan to hire.
- The five sectors that were most resilient in spite of economic conditions were IT-gaming, international trade, professional services, life sciences and health care.
- The five most challenged sectors were tourism-recreation, food-retail, real estate-construction, transportation and government.

- Small and midsize companies (six to 100 employees) within technical sectors were most likely to increase headcount. Most large companies and the public sector were continuing to downsize.
- Quality of life and the strong local economy were primary benefits to doing business in King County.
- 56 percent of employers recruit from outside of King County out of necessity.
- 80 percent said their employees need a bachelor's or master's degree and 56 percent said their employees need vocational training.
- Regional transportation infrastructure and proximity to customers is important.

Sector-by-Sector Results: (see website to link to these)

<http://www.seattlechamber.com/Advocacy/Issues/IssueDetail/Job-Sector-Survey.aspx>

- Aerospace and Manufacturing
- Arts and Culture
- Education
- Energy and Environment
- Food, Beverage and Retail
- Health Care
- Human Services
- Government
- International Trade
- IT and Gaming
- Life Sciences
- Professional Services
- Real Estate and Construction
- Tourism and Recreation
- Transportation

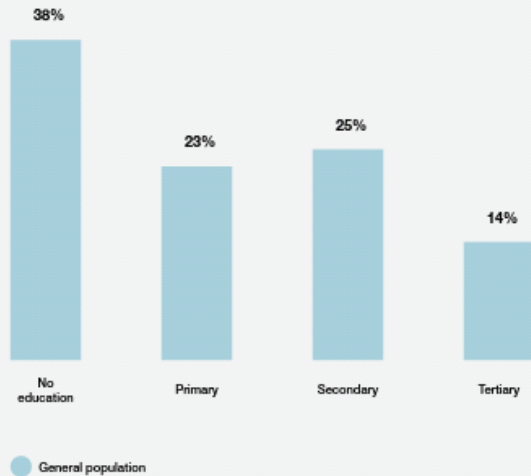
Results by Company Size: (see website to link to these)

<http://www.seattlechamber.com/Advocacy/Issues/IssueDetail/Job-Sector-Survey.aspx>

- Large Companies (More than 500 employees)
- Midsize Companies (51 to 500 employees)
- Small Companies (Up to 5 employees)”

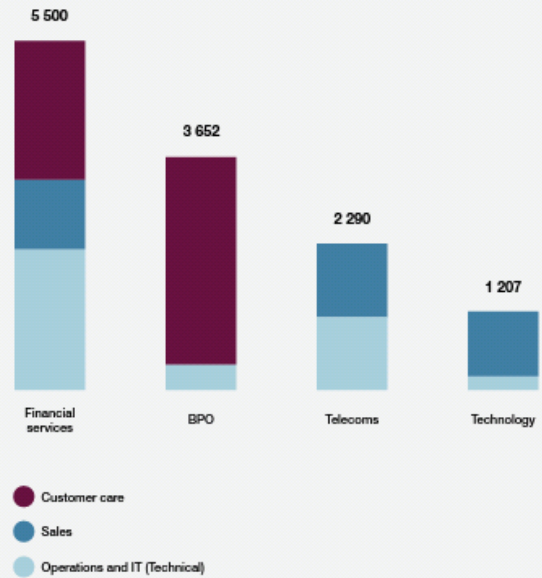
Who are the unemployed youth?

Breakdown of total unemployment by academic attainment (general population)



What industries are driving demand for digital jobs?

Expected digital job creation per industry by 2020



What are the critical gaps / challenges at play?

Information asymmetry:

Youth do not know what jobs are available, employers are unaware of youth skills

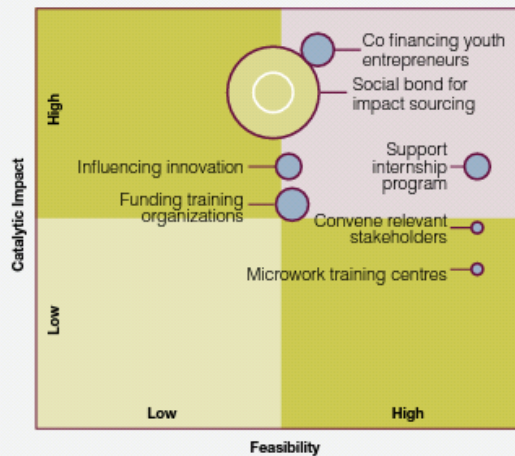
Quality:

Youth lack soft and some technical skills that limit employability

Quantity:

Too few jobs being made in the economy, compared to youth entering the workforce

Opportunities for driving impact



34 23:44

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Arielle Sandor @ ArielleSandor 4h

What about the creative process...how does it overlap between art and tech? [@whiteafrican](#) [@MugsGitau](#) [@iHub](#) [@Pawa254](#) [#ArtMeetsTech](#)

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Pawa254 @ Pawa254 4h

[#ArtMeetsTech](#) [@iHub](#) [@thenailab](#) and [@Pawa254](#) are very Nairobi-centric and need to grow to the other 46 counties.. [@bonifacemwangi](#)

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Pawa254 @ Pawa254 4h

[#ArtMeetsTech](#) As a techie we've created platforms such as Ushahidi - [@whiteafrican](#) I don't wait for GoK, I get ahead and do it.

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Pawa254 @ Pawa254 4h

[#ArtMeetsTech](#) As an artists, I can create content that will engage people in conversations on social change. - [@Misskihor](#)

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iHub @ iHub 4h

Source (Wekesa): Screenshot from a conversation around Nairobi M-Labs and M-hubs

The Need for Hubs

Written by Wekesa Zablon in 2013

<http://weke-ziggy.tumblr.com/post/34226147753/the-bridge-mobi-eco-incubation-hub-the-need>

“The bridge, mobi, eco incubation hub...”

The need for creative and geek incubation Hubs in demand worldwide, Universities are occurring academia hubs. The physical location of some of these universities comes with added advantages; their proximities to the busiest business hub the East side of the African Sahara. In order to maximize capacity, dedicating the Gardens, parking lots, playgrounds and other open spaces as a part time Public creative’s Hub with the mandate of:

- Providing a platform for young innovators from the region of East Africa (Kenya, Tanzania, Rwanda, Burundi, Sudan and Uganda) showcasing their practical technology innovations to East Africa countries, corporate, governments, NGO’s and fellow young professionals.
- With such a platform in place, recognition, awarding and promoting innovation among young professionals as well as creation of opportunities for commercialization of their technologies by linking them to mentor is activated
- Initiate the move towards bridging the student, industry, government gap. In that developing centers of excellence that bridge the gap between business, academia, research and government.
- Exploring it as a possible solution to the cost of education vs. inclusion.

The concept

A fully furnished “trailer” equipped with wireless internet connectivity with a 100metre diameter, and other supporting tech is to be developed and deployed ... It’s a mobile platform for talks, performances and other mentorship activities. It’s got a possible sitting and bed space capacity and a power backup capability, it’s also mobile and easy to deploy.

Eco abilities: it energy friendly abilities; Solar powered, low energy consumption, its outreach capacity vs. its size

Co-functions

- It’s a mentorship platform
- It’s a mobile resource/information platform
- A campus solutions centre: IT related problems, student life and campus maintenance reports
- Advertizing platform
- Research and development platform for city based universities

Other functions

- Running social media strategies for university sports teams and clubs ‘campus life’:
- Enabling successful sporting activities with an online outreach, sporting tips and sporting gear recommendations

- Monitoring and spreading modern human culture

Partners/ powering organs

- the mentors
- the industry
- the students
- the government

Supporting provisions

Power sharing policy: the trailer needs a power source so the participating campus needs to power it when they can.

Parking space policy: availing a secure parking/docking space for the hub

THE CREATIVE HUB

A team of designers, engineers and other professionals man the hub attending to the students needs. They develop ways to solve current academia problems from the available tools for home grown solutions.

The creative hub structure (the bridge)

The bridge: the central office it handles management and backup of information

The mobi- hub: a trailer platform that is equipped with hub handling capabilities

The eco- hub: trailer docking outdoor spaces with lots of room for free sitting audience and close proximity to a power source when necessary: grass lawns, benches, play grounds...
Mainly for people with portable devices”