



Creating Jobs: Education's Role in Reducing Unemployment

Wednesday, May 22
10:00 am EDT

GoToWebinar Attendee View

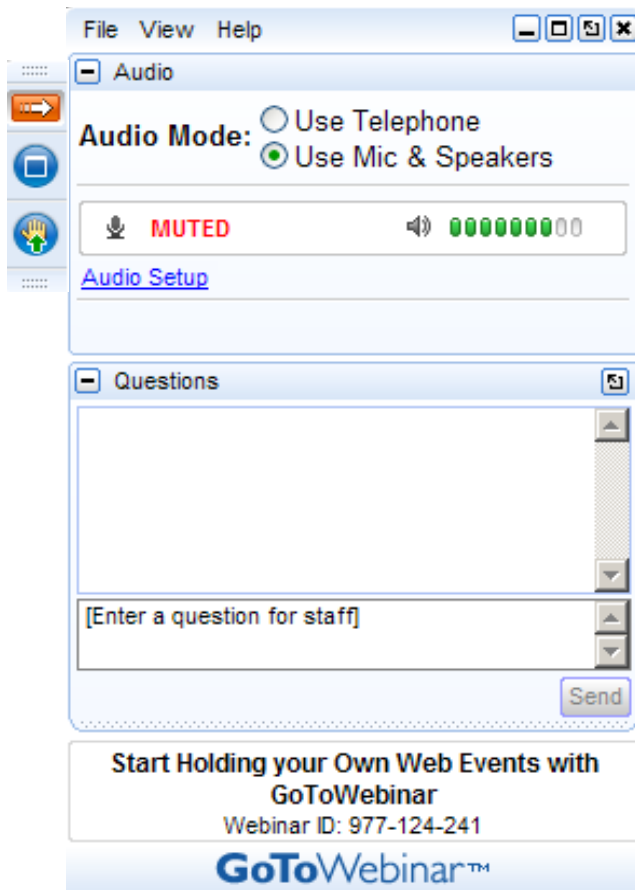
The screenshot displays a web browser window with the address bar showing www.gbsnconnect.org. The website features a navigation menu with 'home', 'about', 'contact', and 'register'. A world map is prominently displayed with numerous blue location pins across various continents. Below the map, there are filters for 'university', 'business', 'government', 'foundation', 'NGO', and 'other'. A 'Sign in' section includes fields for email and password, a 'login' button, and a 'Remember Me' checkbox. A green banner reads 'Not yet registered? sign up here!' and an orange banner says 'Business Schools APPLY NOW for membership'. At the bottom, logos for partner institutions like Duke University, Universidad de los Andes, University of Virginia, ISB, Columbia Business School, and INSEAD are visible.

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Using GoToWebinar



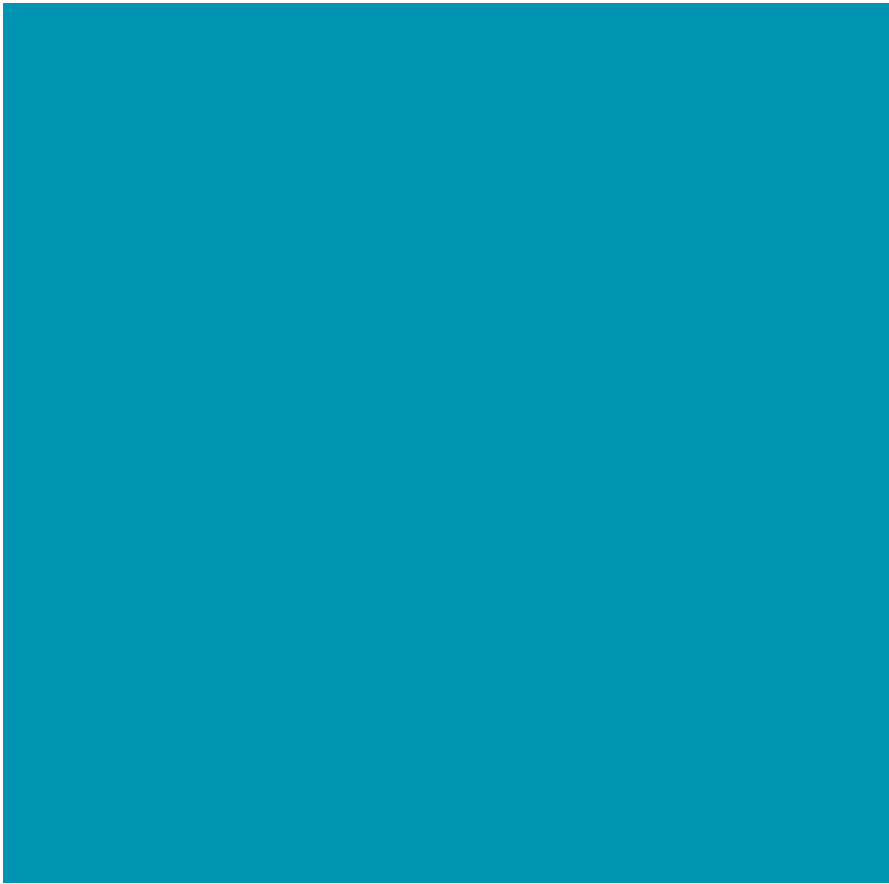
- All lines are muted
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- Raise your hand
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- Q&A addressed at the end of today' s session

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- After the webinar, you can ask follow-up questions by emailing us at info@gbsnonline.org



Global Business School Network

Building Capacity to Change the World

GBSN's Mission



Build management education capacity for the developing world.

We harness the power of a global network of leading business schools to facilitate collaboration and share knowledge, advancing management education that delivers international best practice with local relevance.



Network Activities



- Annual Conference
- Webinars
- Panel Discussions
- Online Community and Working Groups
- Peer-Mentoring

2013 Conference “Education, Employment and Entrepreneurship”



*June 10 - 12
Tunis, Tunisia*

gbsn GBSN Annual Conference
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- Learn about innovative programs being implemented around the world
- Share ideas and best practice in management education with colleagues
- Cultivate partnerships with like-minded peers from across the globe
- Collaborate to solve problems of access and quality of management education in the developing world

Presenters

Nora Brown

Chief Operating Officer
Global Business School Network



Lisa Leander

Membership Officer
Global Business School Network





Creating Jobs: Education's Role in Reducing Unemployment

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Global Snapshot

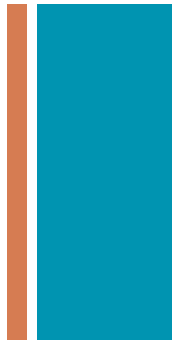
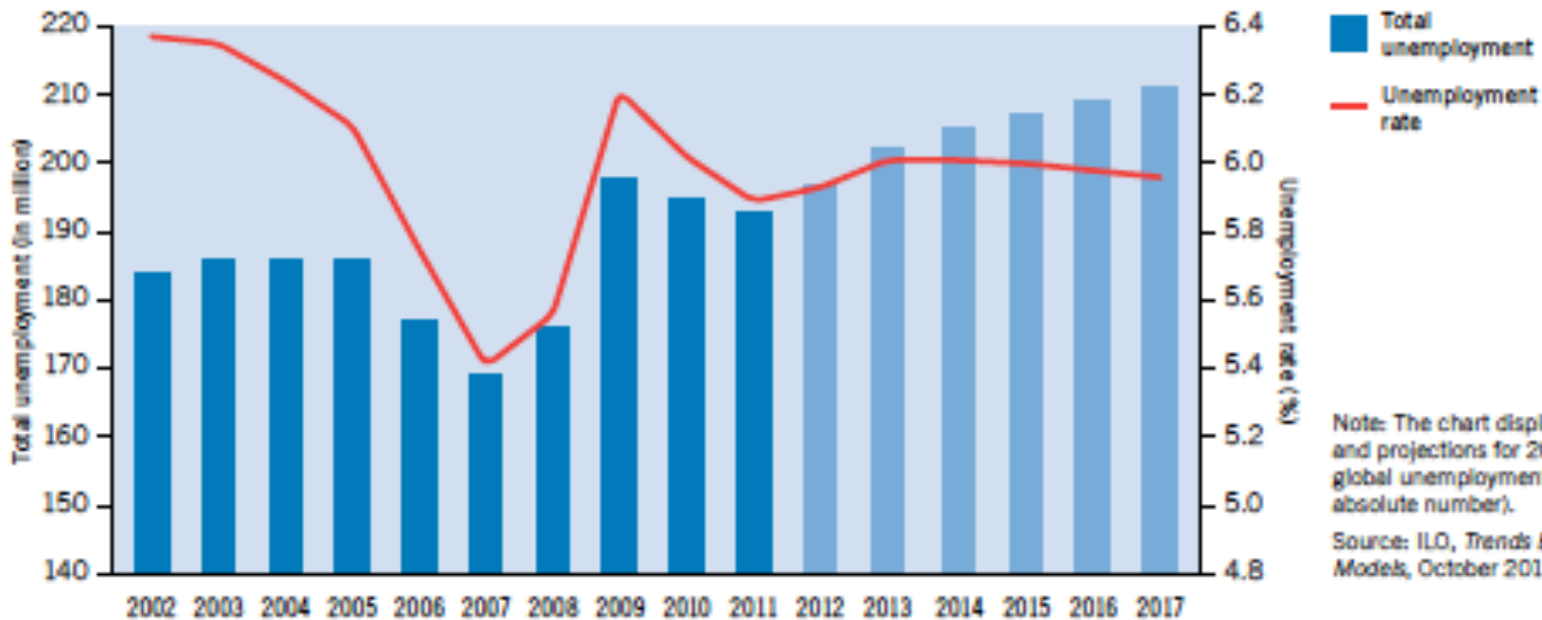
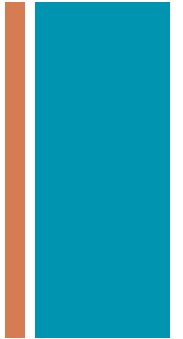


Figure 2. Global unemployment trends and projections, 2002–17



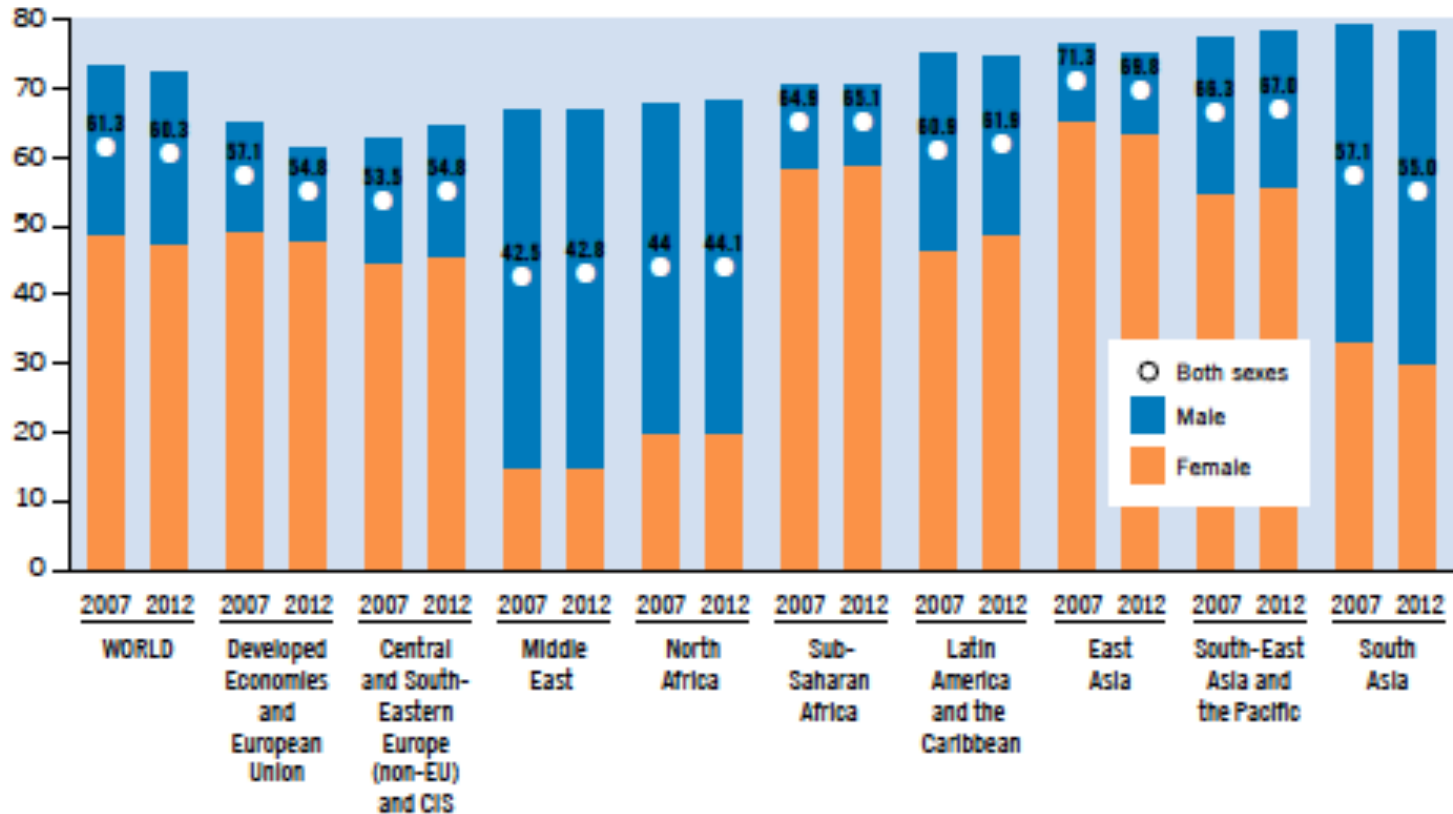
Global Snapshot



- 202 Million – number of people unemployed globally in 2013
- 600 million – number of new jobs needed to absorb burgeoning working age population
- >10% - aggregate unemployment rate of MENA region
- 3.3% - global economic growth in 2012, down from 5.1% in 2010
- 7.9 million – projected population growth in developing countries by 2050
- 12.3% - global youth unemployment rate in 2013, 1.1% higher than pre-crisis levels

Share of employment by gender

Figure 10. Employment-to-population ratios by sex, world and regions, 2007 and 2012



Source: ILO, *Trends Econometric Models*, October 2012.

Youth unemployment

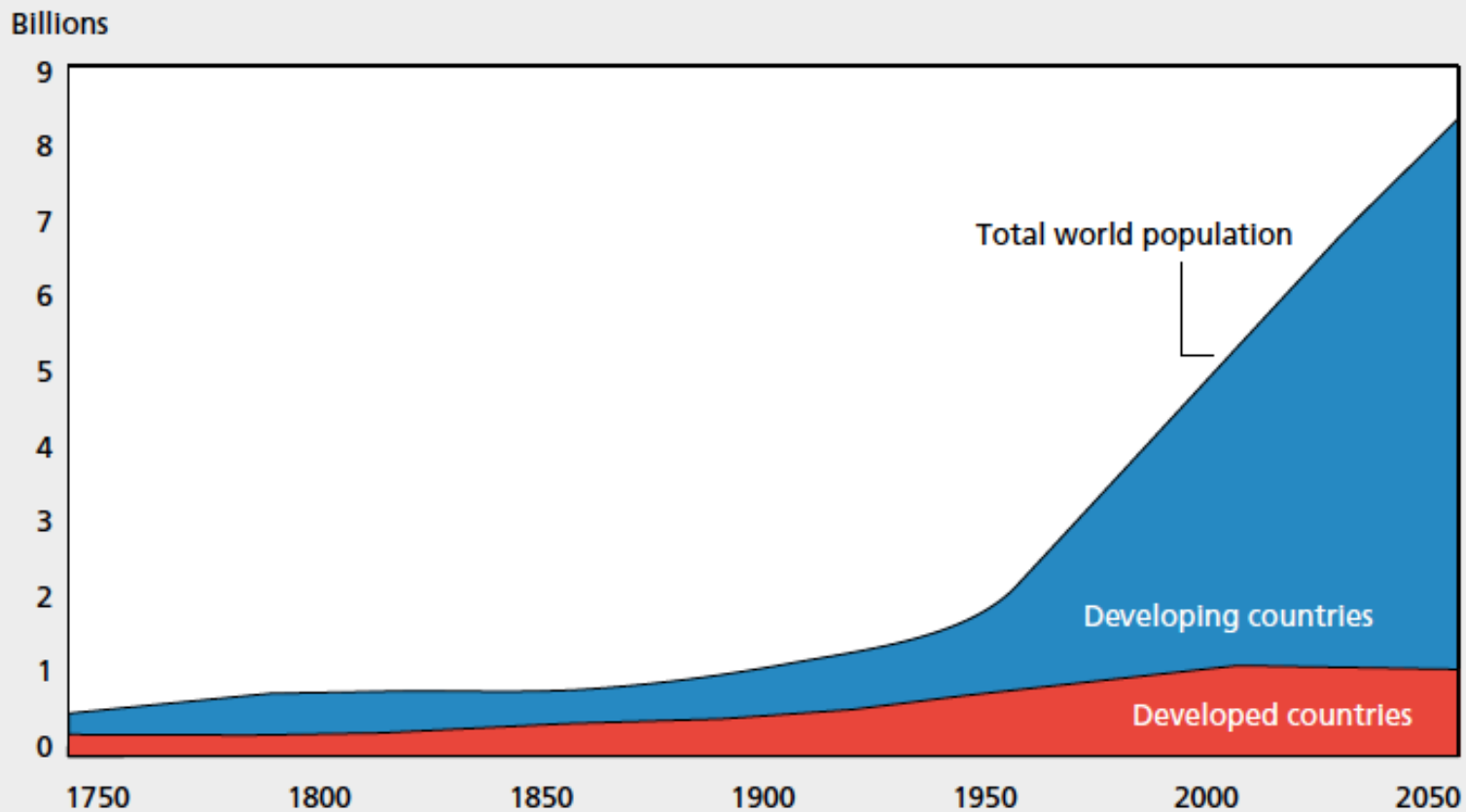
Region	Young Unemployed	
	(millions)	(%)
World	74.5	12.6
Developed Economies and EU	10.8	18.0
Central and South-Eastern Europe	4.4	17.6
East Asia	12.9	9.0
South East Asia and the Pacific	7.8	13.5
South Asia	13.0	9.8
Latin American and the Caribbean	8.9	14.3
Middle East	3.4	26.5
North Africa	3.9	27.9
Sub-Saharan Africa	10.3	11.5

How did this happen?



Figure 3.1

World population, 1750–2050





Dow Jones Industrial Average Jan 2006 - Nov 2008

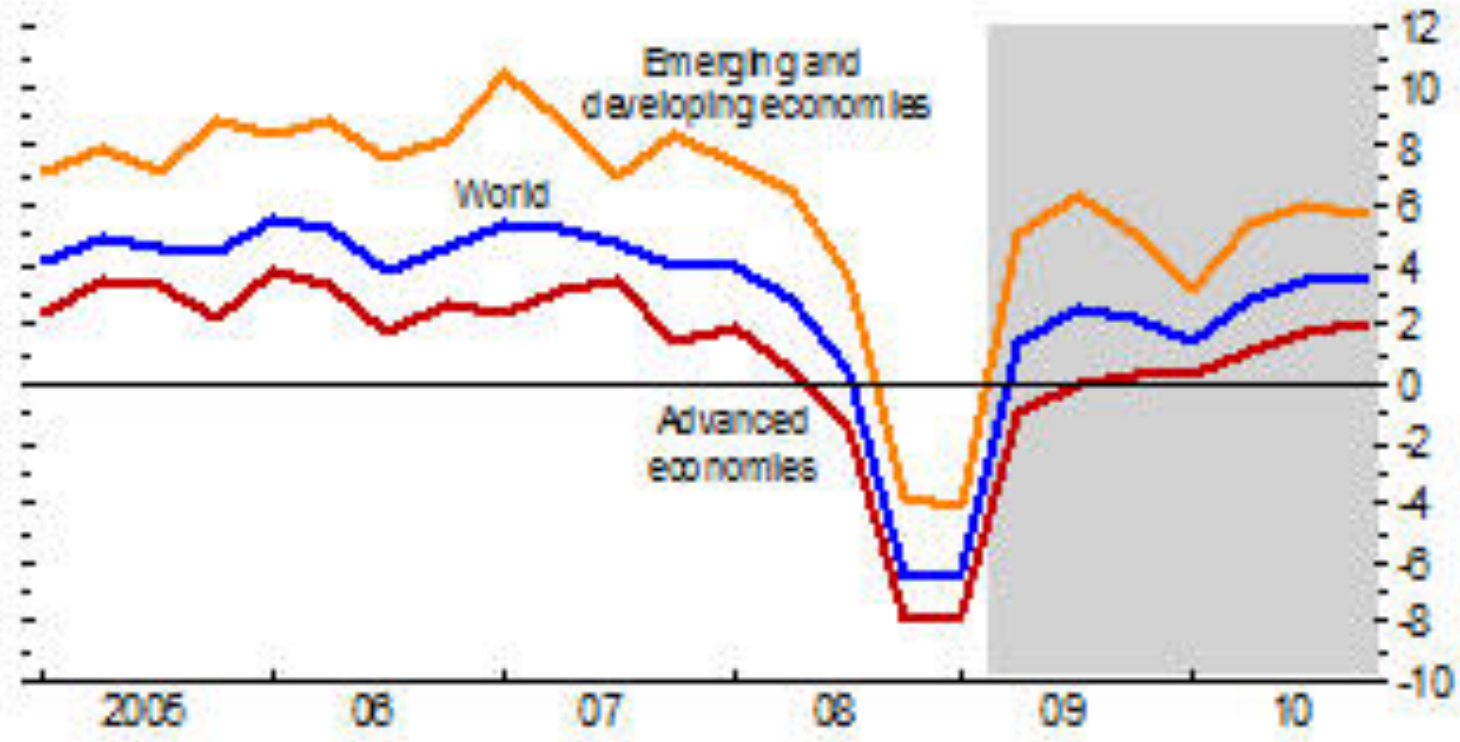


World-Crisis.net



Figure 1. Global GDP Growth

(Percent; quarter-over-quarter, annualized)



Source: IMF staff estimates.

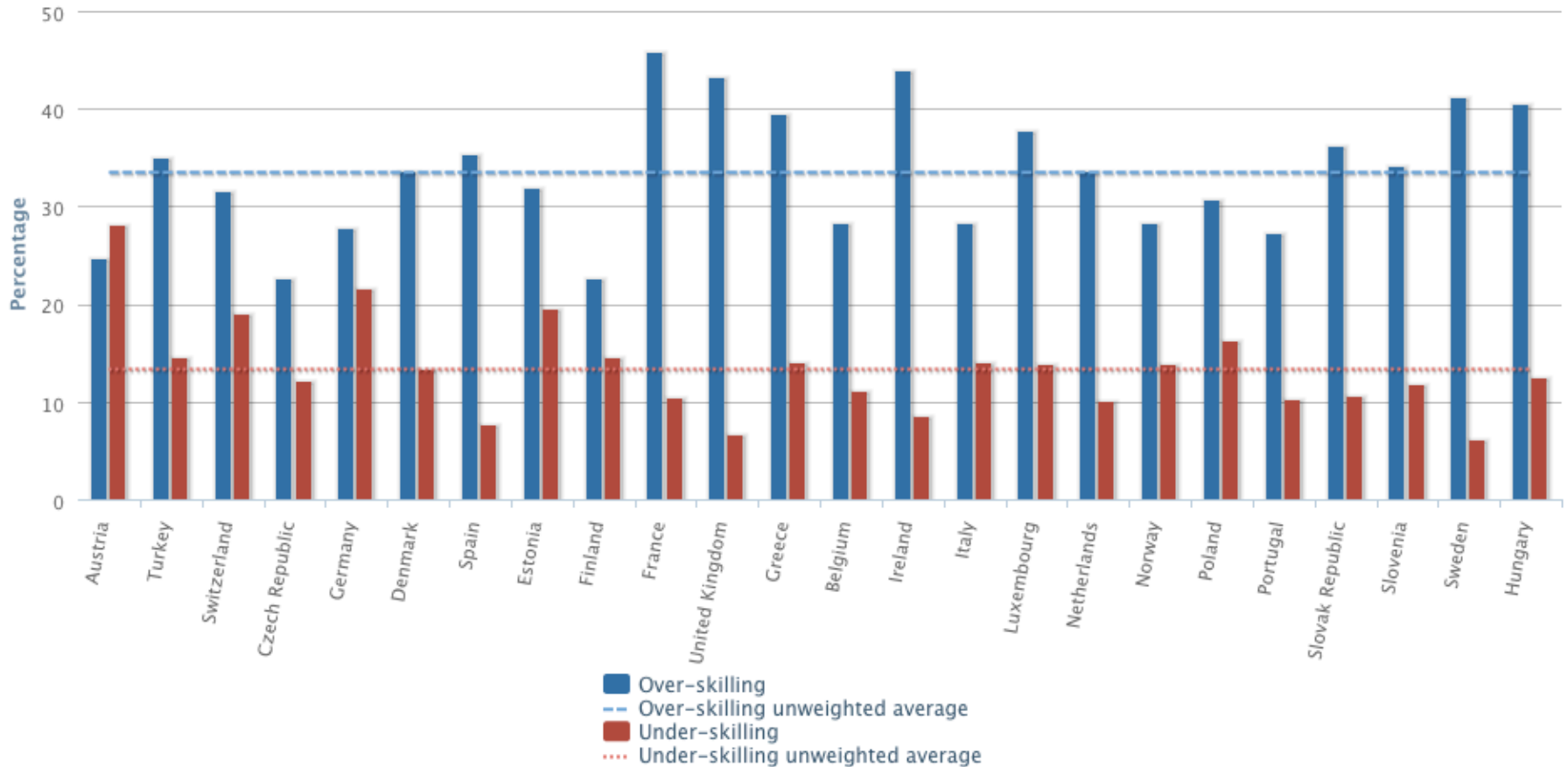
Jobs and growth

In general, when real global gross domestic product is growing, the unemployment rate declines. The jobless rate generally increases when the world economy is shrinking.



Sources: International Labor Organization; and IMF staff estimates.

Self-reported skills mismatch in OECD & select countries, 2010

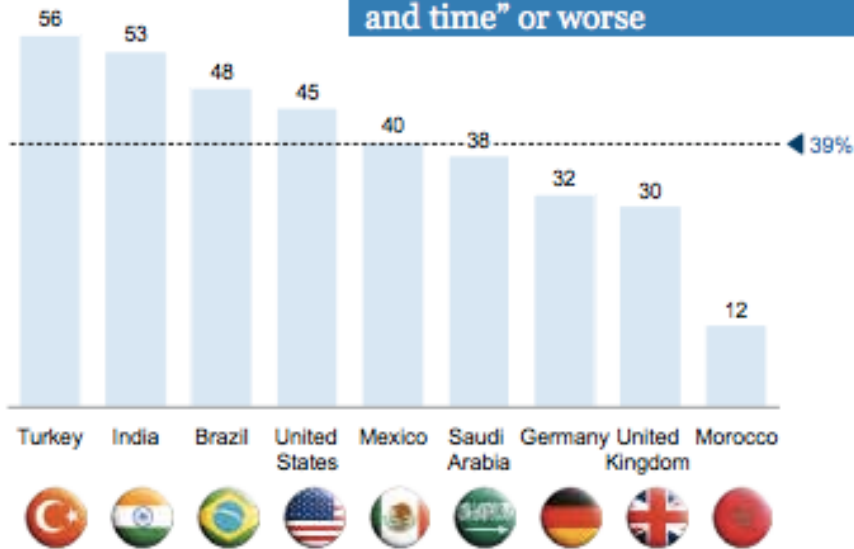


39% of employers say a skills shortage is a leading reason for entry-level vacancies

Lack of skills is a common reason for entry-level vacancies

% of employer respondents

36% of employers also reported a lack of skills caused "significant problems in terms of cost, quality, and time" or worse



SOURCE: McKinsey survey, Aug-Sept 2012

Why do we care?

Jobs are the foundation of development

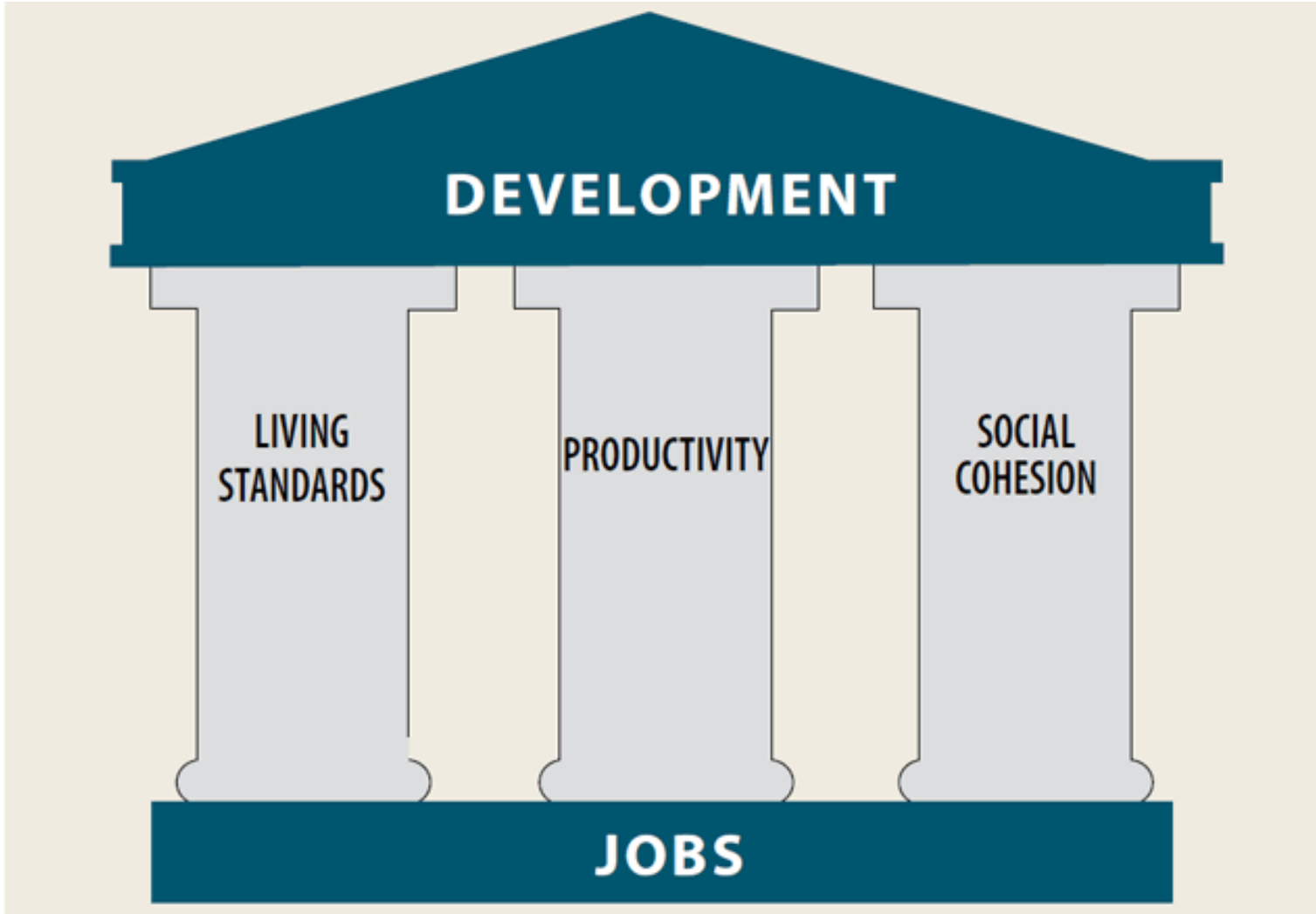
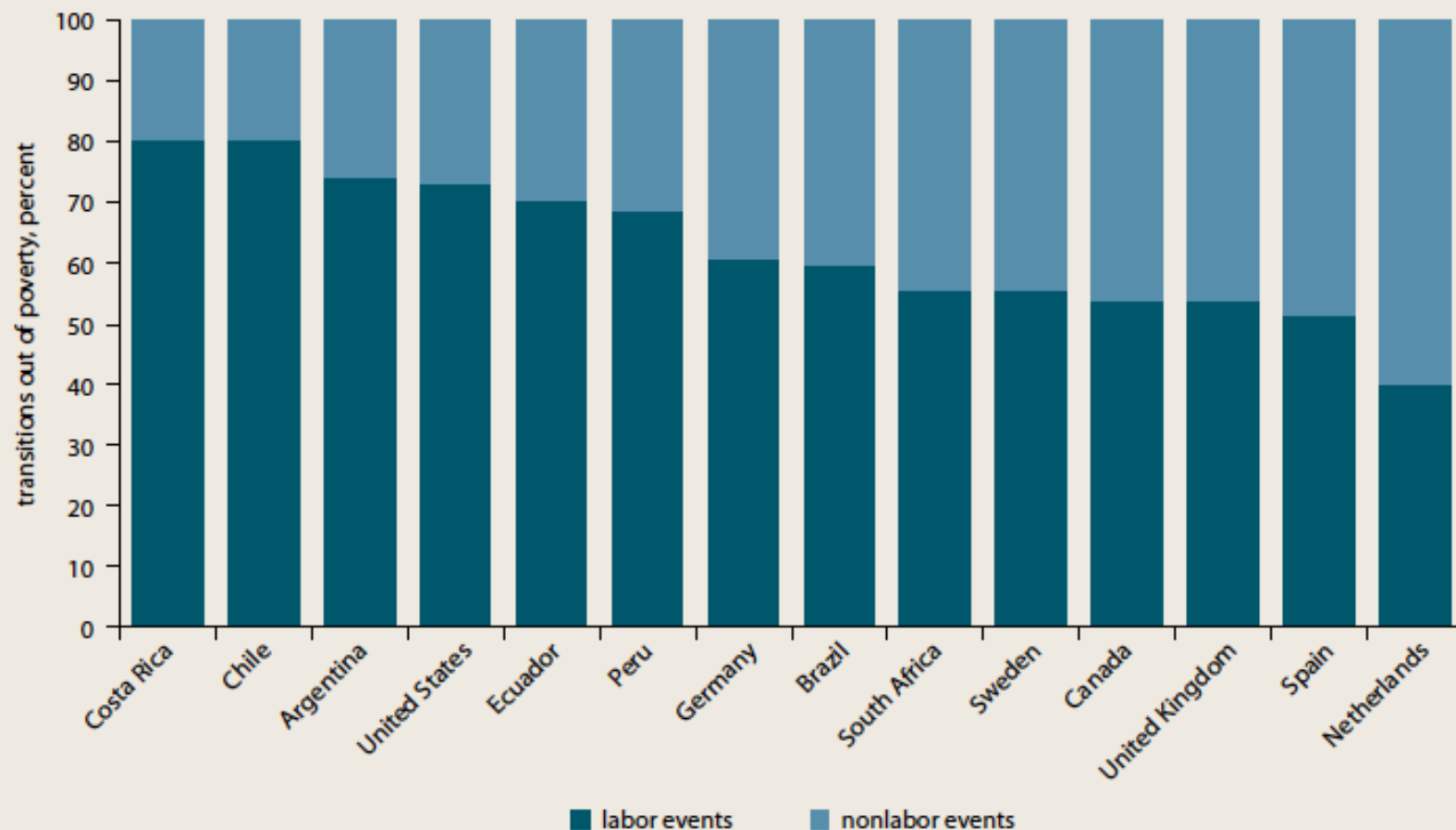


FIGURE 2.4 *Jobs take households out of poverty, especially in developing countries*



Source: Inchauste 2012 for the World Development Report 2013.

Note: Nonlabor events include changes in nonlabor earnings (such as rents or pensions) and demographic changes. A trigger event is defined as the most important event occurring during a poverty reduction spell among a set of mutually exclusive categories of events such as changes in family structure, in sources of income, and in needs of the household.

Employment = Civic Participation

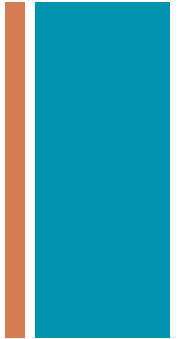


FIGURE 10 *People who are unemployed, or do not have motivating jobs, participate less in society*



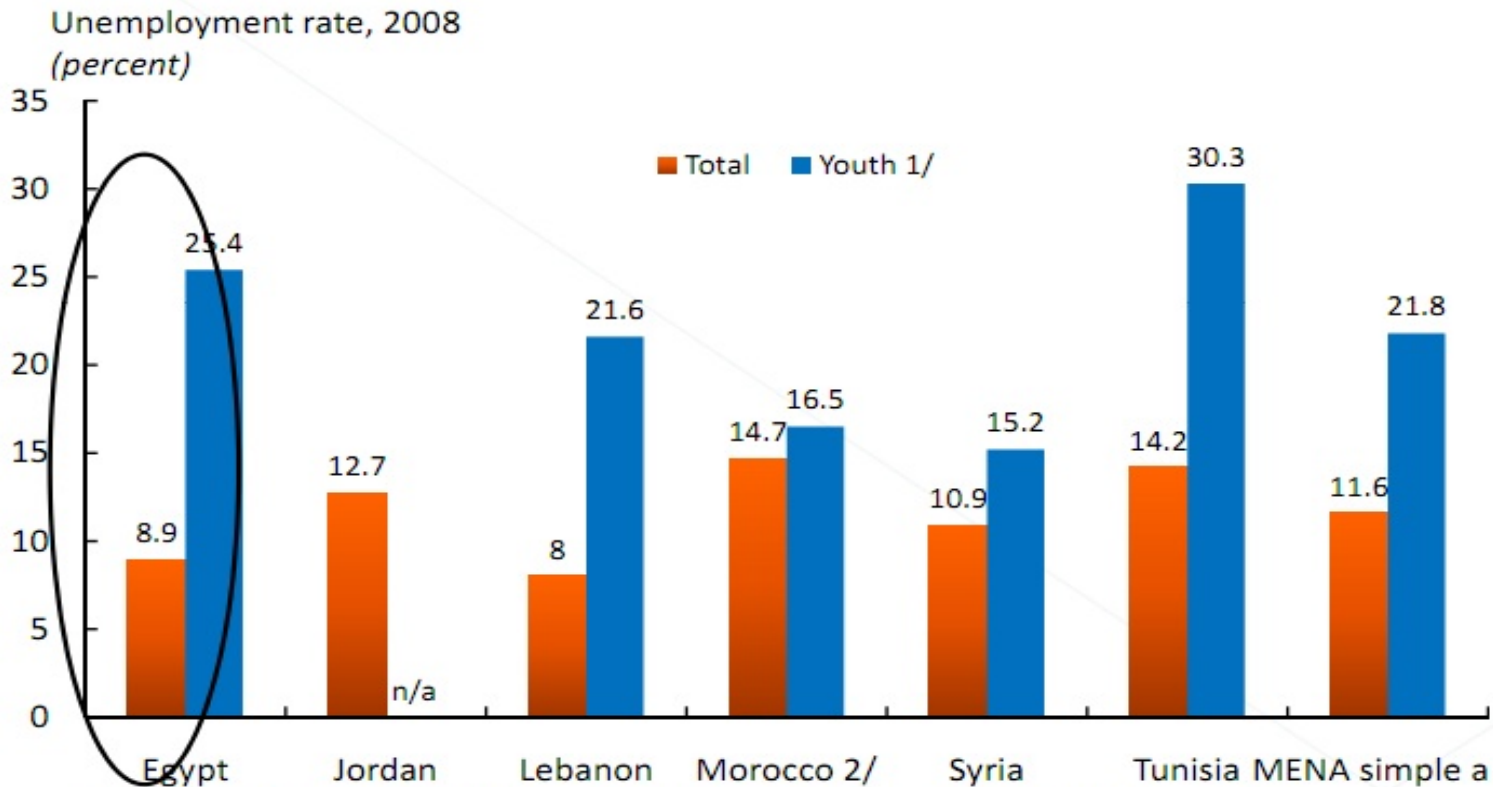
Source: Wietzke and McLeod 2012 for the World Development Report 2013.

Note: The vertical axis shows the probability of the respondent being an active member of one or more of nine types of associations, controlling for the income, education, and demographic characteristics of respondents. In panel a, the probability is linked to being unemployed, and panel b to having a job characterized as cognitive, creative, or independent. The vertical lines indicate the 95 percent confidence interval of the estimated probability.

Idle Hands...

Pre-Arab Spring Youth Unemployment

High unemployment: even higher for youth



Sources: National authorities; IMF, World Economic Outlook; staff estimates; and International Labor Organization.

1/ 2008, or most recent year for which data are available.

2/ Unemployment rate reflects data from Urban Labor Force survey.



Economic Activity after the Revolutions

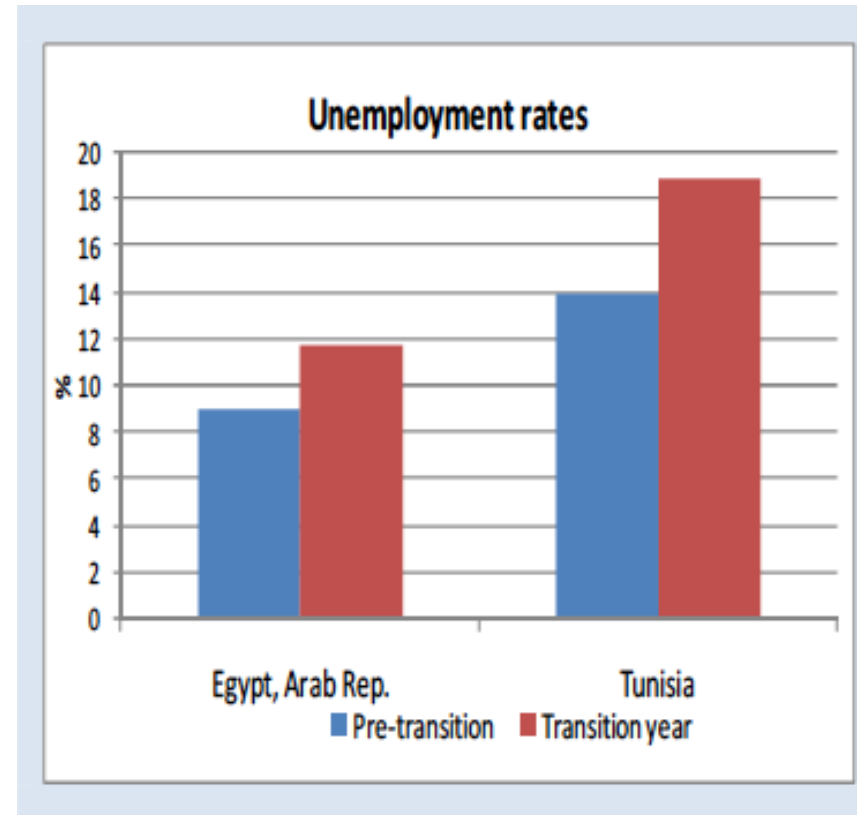
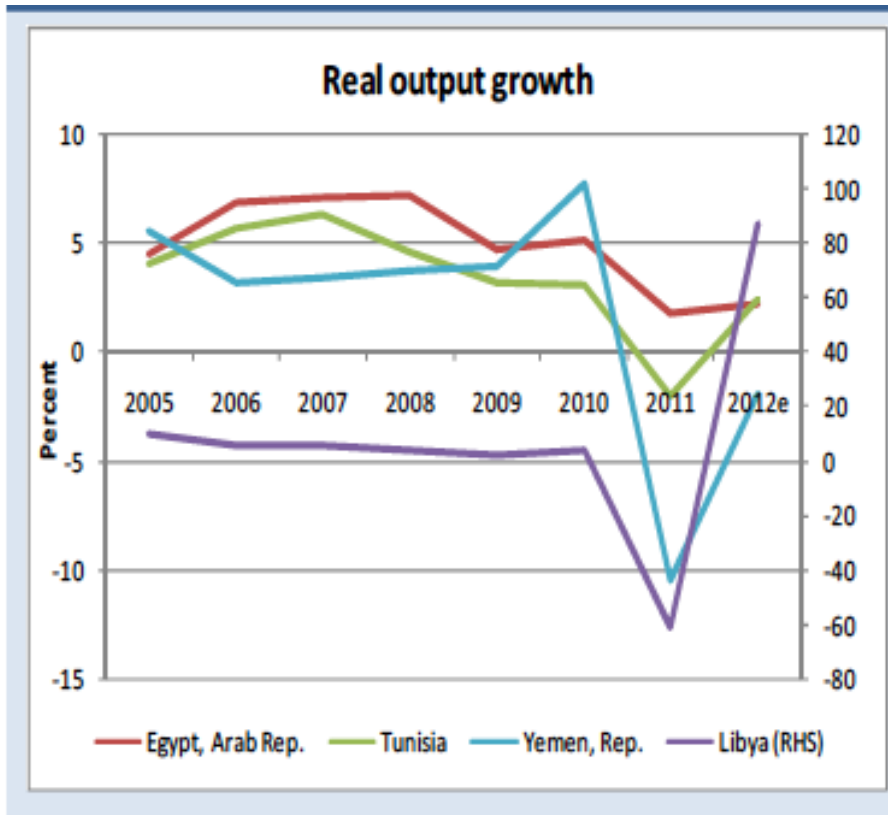
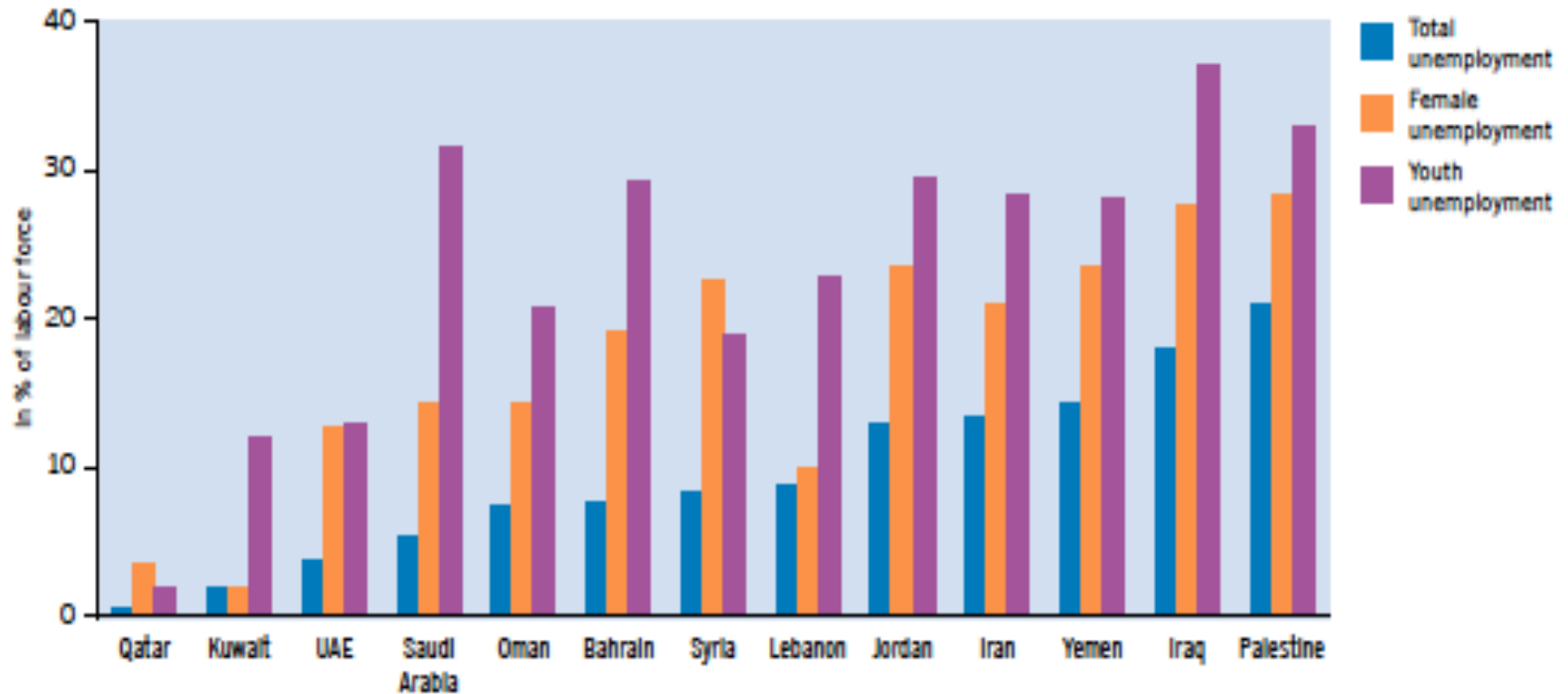


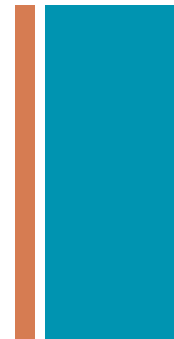
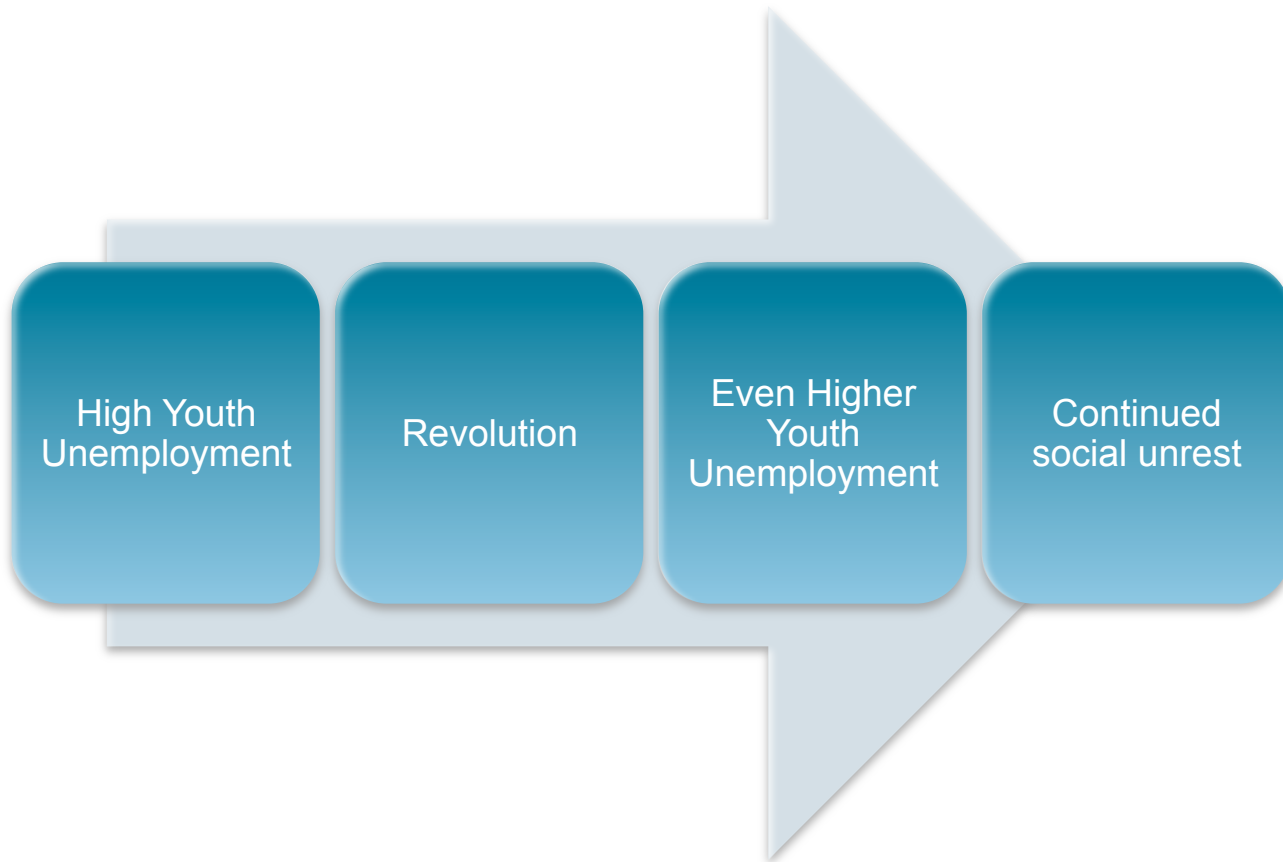


Figure 41. Unemployment rate in Middle Eastern countries (in %, latest year)



Note: Palestine refers to the Occupied Palestine Territory (West Bank and Gaza). Unemployment rates refer to 2011, except for Syria and Iran (2010).

Source: ILO, *Key Indicators of the Labour Market*, 7th edition; ILO, *Trends Econometric Models*, October 2012.



What is the role of education?

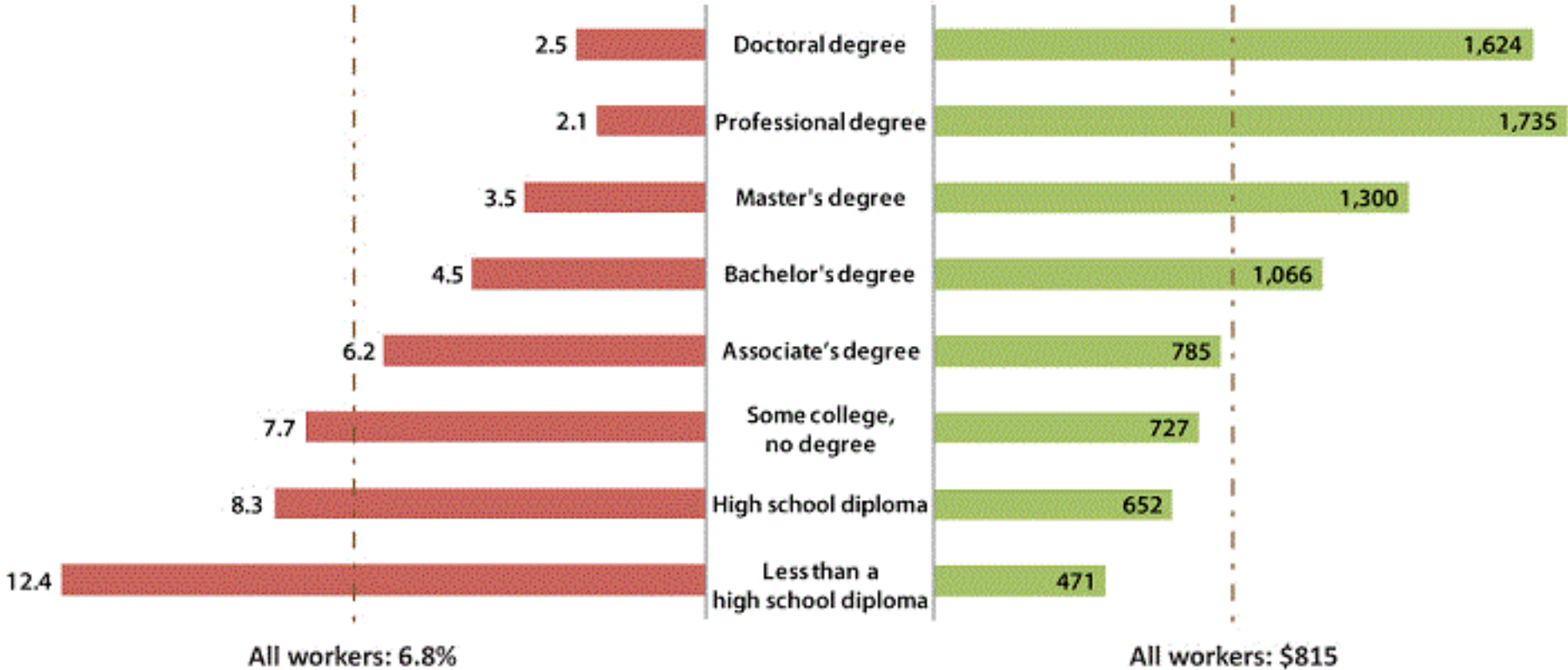




Earnings and unemployment rates by educational attainment

Unemployment rate in 2012 (%)

Median weekly earnings in 2012 (\$)

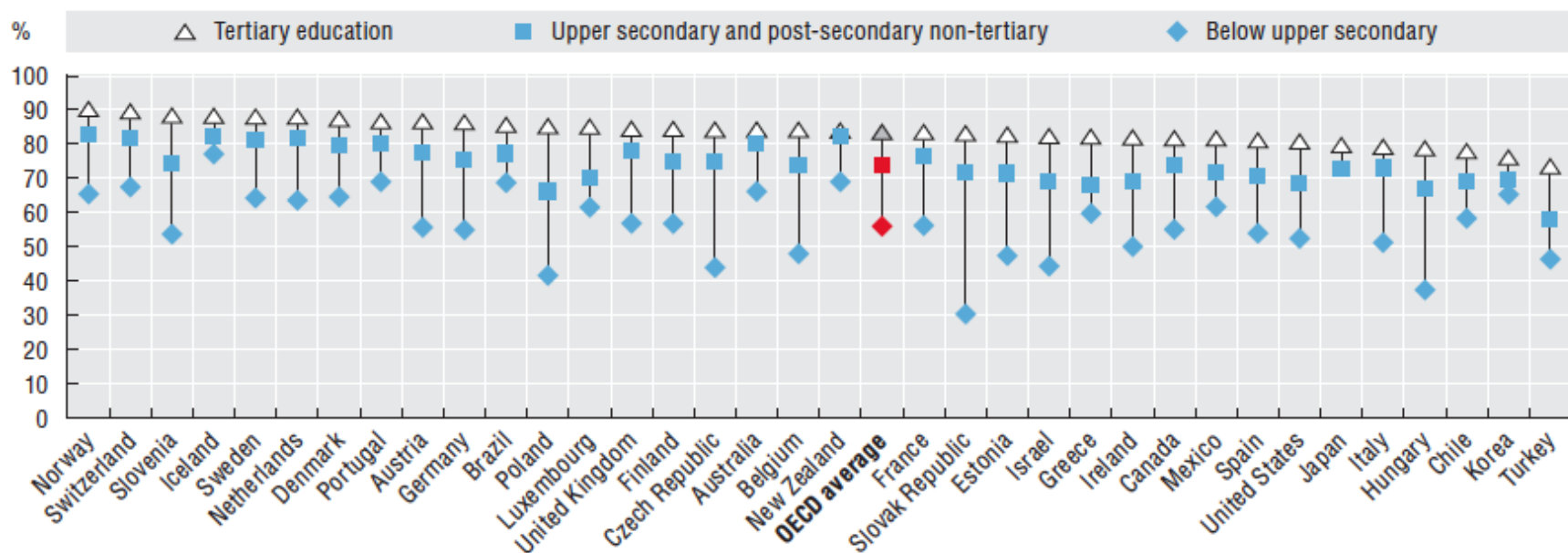


Source: Bureau of Labor Statistics, Current Population Survey

OECD – Education and Employment

Figure 2.3. **Positive relation between education and employment, 2009**

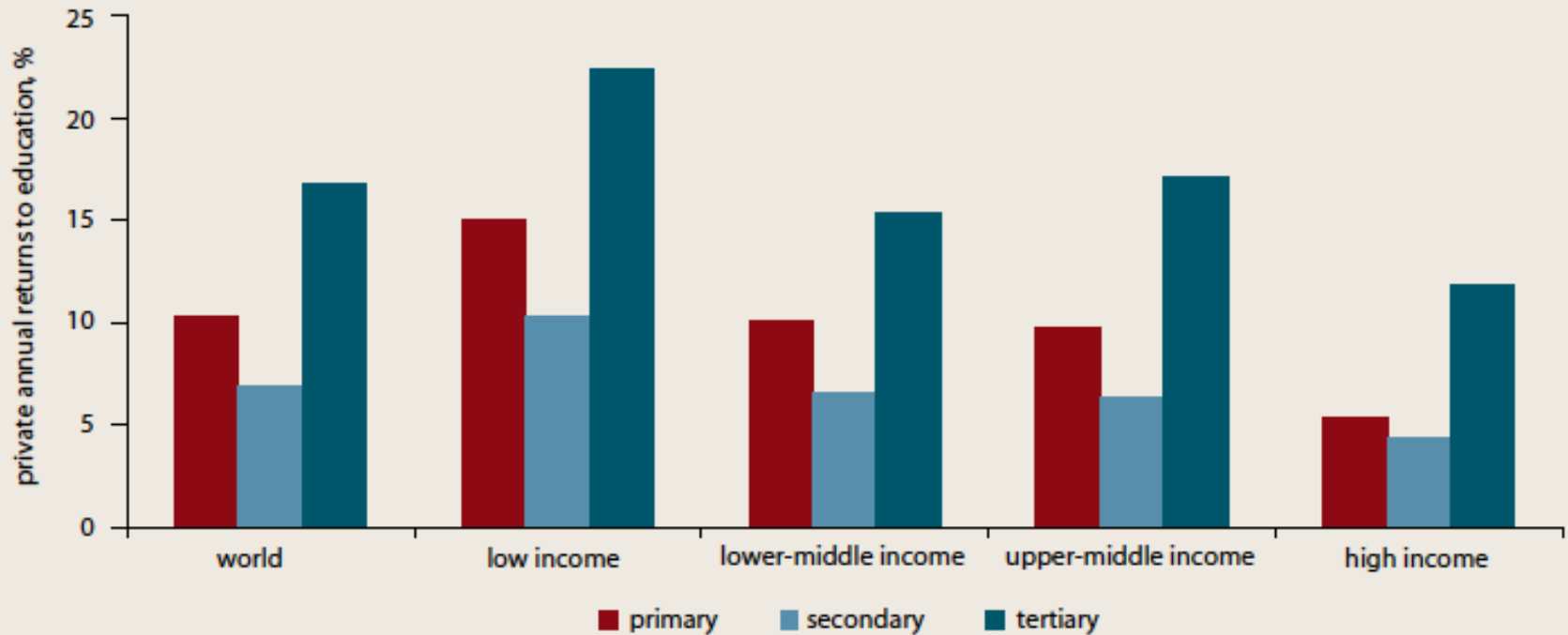
This figure shows how higher levels of educational attainment typically lead to greater labour participation and higher employment rates.



Source: OECD (2011), *Education at a Glance 2011*, Table A7.3a, available at <http://dx.doi.org/10.1787/888932462966>.



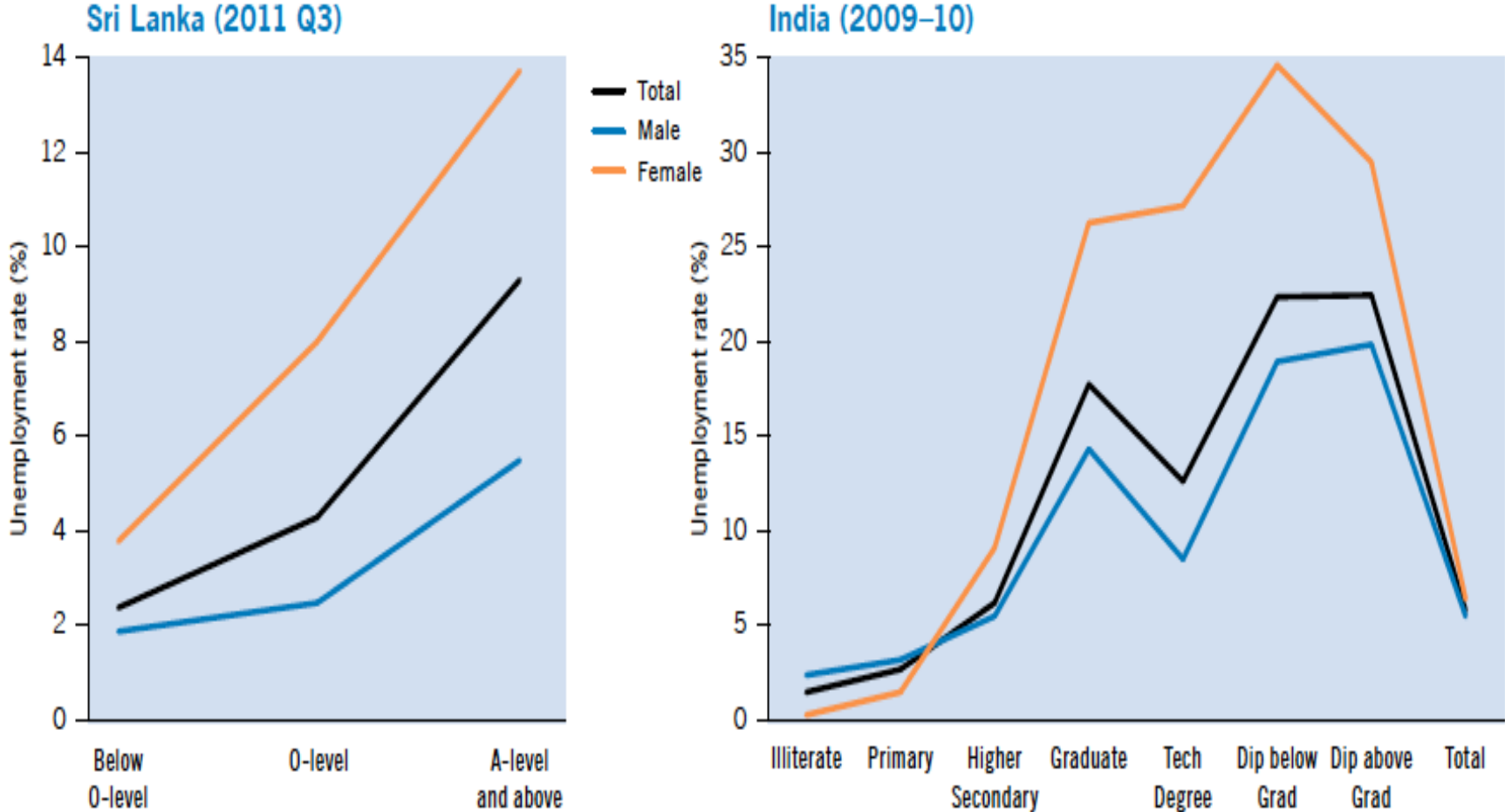
FIGURE 1.9 *Returns to education are higher in poorer countries*



Source: Montenegro and Patrinos 2012 for the World Development Report 2013.

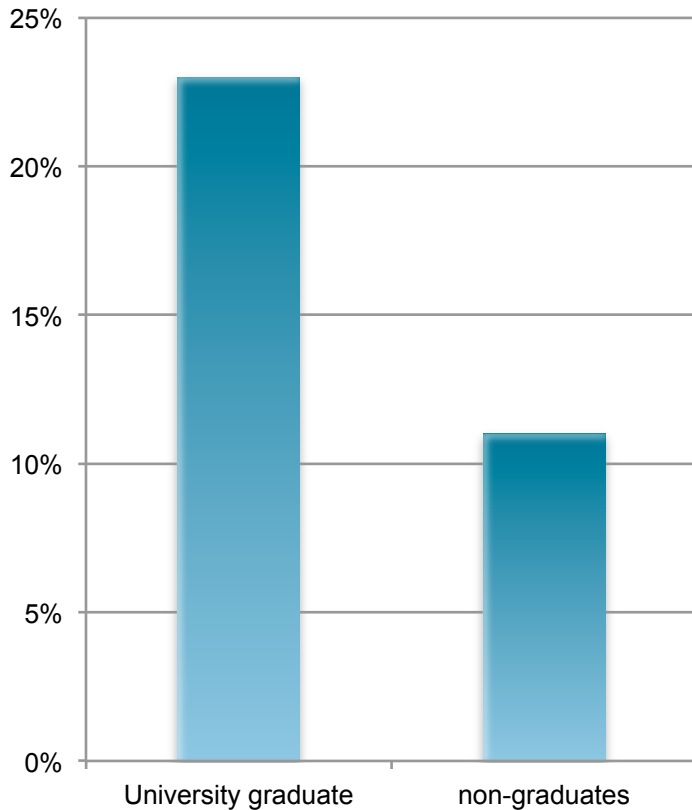
Note: Reported figures are unweighted averages of country-level private returns, for the most recent year within the period 2000–10 in a sample of 69 countries.

Figure 40. Unemployment rates by level of education, Sri Lanka and India (latest available period)

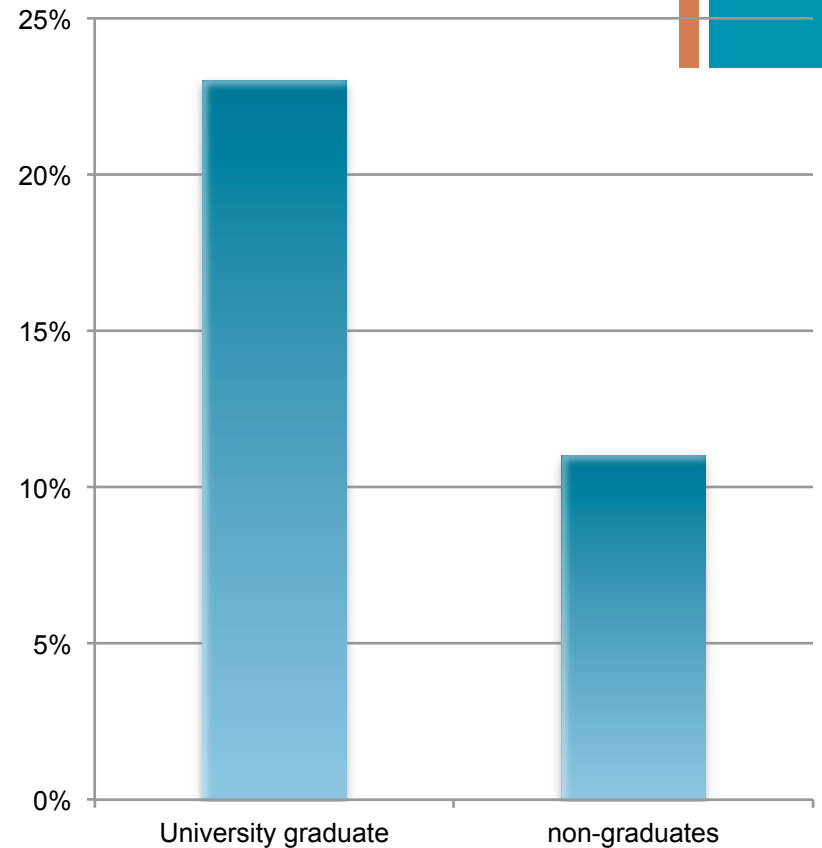


Source: Sri Lankan Labour Force Survey, Q3 2011; <http://www.statistics.gov.lk/samplesurvey/2011q3report.pdf>; Indian National Sample Survey 66th Round, NSSO.

Unemployment rates by educational attainment Morocco and Tunisia

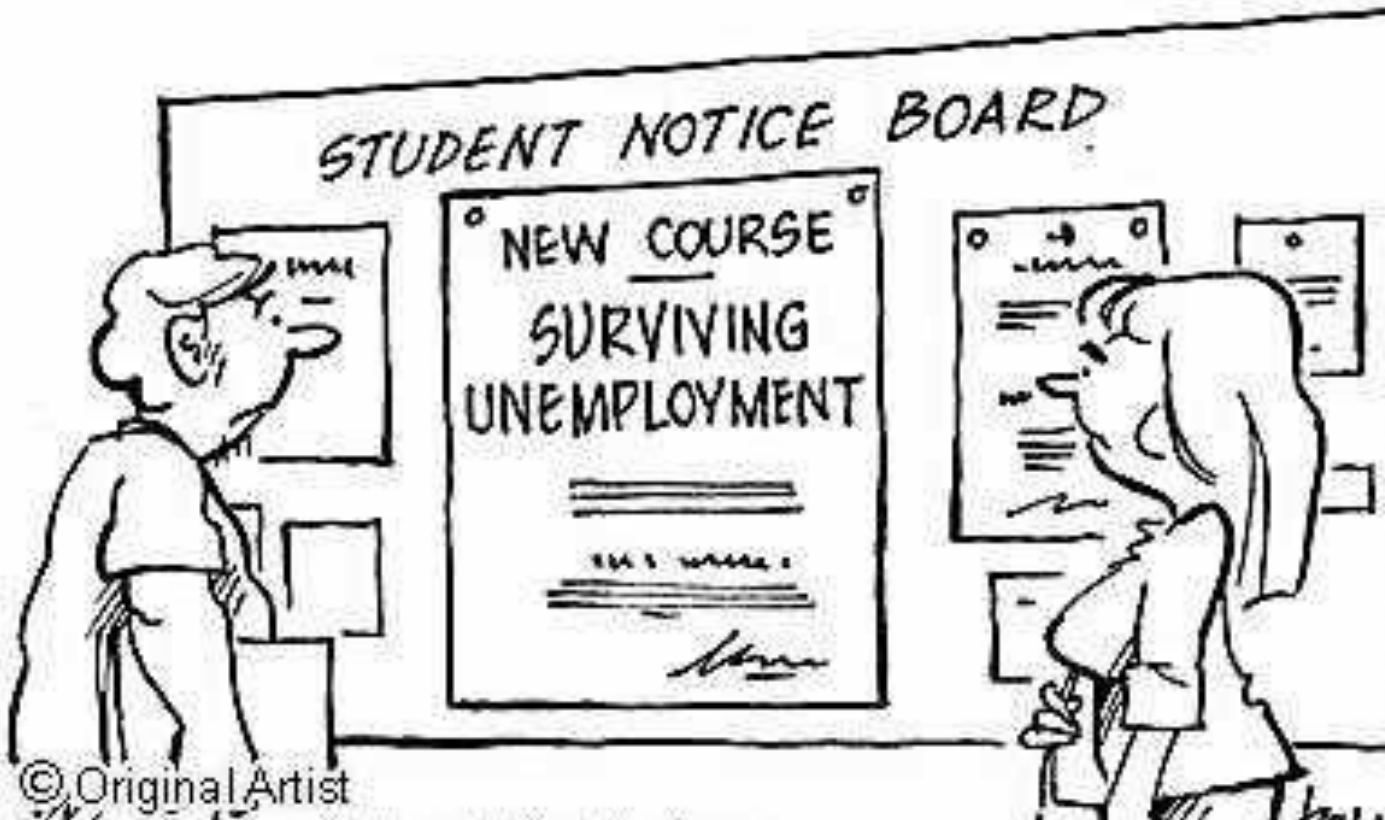


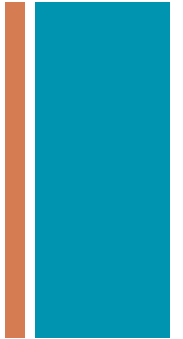
Morocco (2009)



Tunisia (2010)

Does Education = Employment?





When done right, education can have a big impact on employability of graduates.

But what does it mean to be done “right”?

Mind the Gap(s)

Find out what employers want and incorporate into curriculum

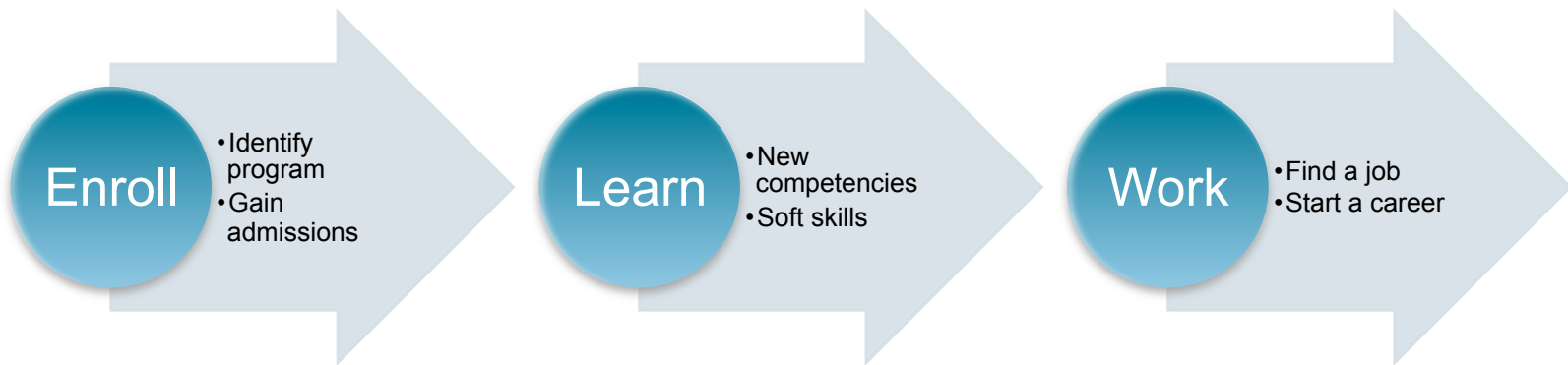
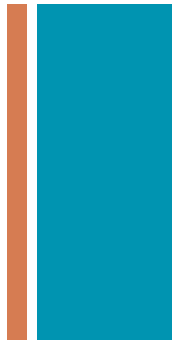
Africa Gaps

- Analytical
 - Basic Knowledge
 - Numeracy
 - Critical Thinking
- Technical
 - Depends on industry
 - Theory and Practice
- Non-cognitive
 - Attitudes
 - Communication
 - Leadership
 - Decision-making
 - Flexibility and adaptability

Asia Gaps

- Analytical
 - Ability to learn
 - Critical and analytical thinking
 - Computer Skills
 - Foreign language (English)
- Technical
 - Depends on Industry
 - Theory and Practice
- Non-cognitive
 - Communication
 - Leadership
 - Teamwork
 - Flexibility
 - Honesty
 - Resource and time management

Traditional linear path of education

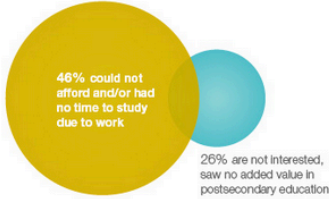


Rethink the linear nature of education

1. Enrolling

46% of youth cite cost-related reasons for skipping postsecondary schooling

Top reasons for not enrolling (respondents could select 1 or more)

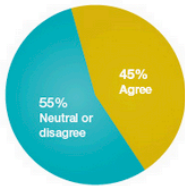


Fewer than half are well informed when making decisions about what to study

% of youth respondents who agreed they knew about the following



Knowing what I do now about the job market, I would choose the same field of study



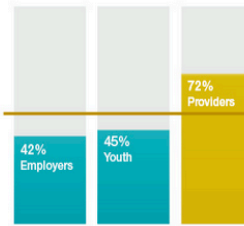
% of postsecondary respondents

Once in the job market, only 45% of youth were happy with their chosen field of study

2. Building skills

How ready are young people to enter the job market?

Less than half of employers and young people believe graduates are adequately prepared...



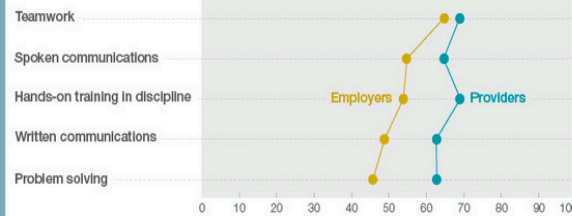
...in sharp contrast to what educational providers believe

% who agree that youth are adequately prepared for the workforce

A third or more of employers believe **new hires do not measure up** in terms of skills, while educational providers rate students more highly

Selected skills, in order of importance to employers¹

Share who rate youth as competent² %



3. Finding a job

Only 50% of youth agreed postsecondary education helped them get a job

Only 35% of employers said it was easy to identify qualified new hires

About a quarter of youth were **still looking for a job** 6 months or more after graduation



A comparable share of youth are **stuck in interim jobs** unrelated to their field of study

Was job related to field of study?



% of employed youth respondents

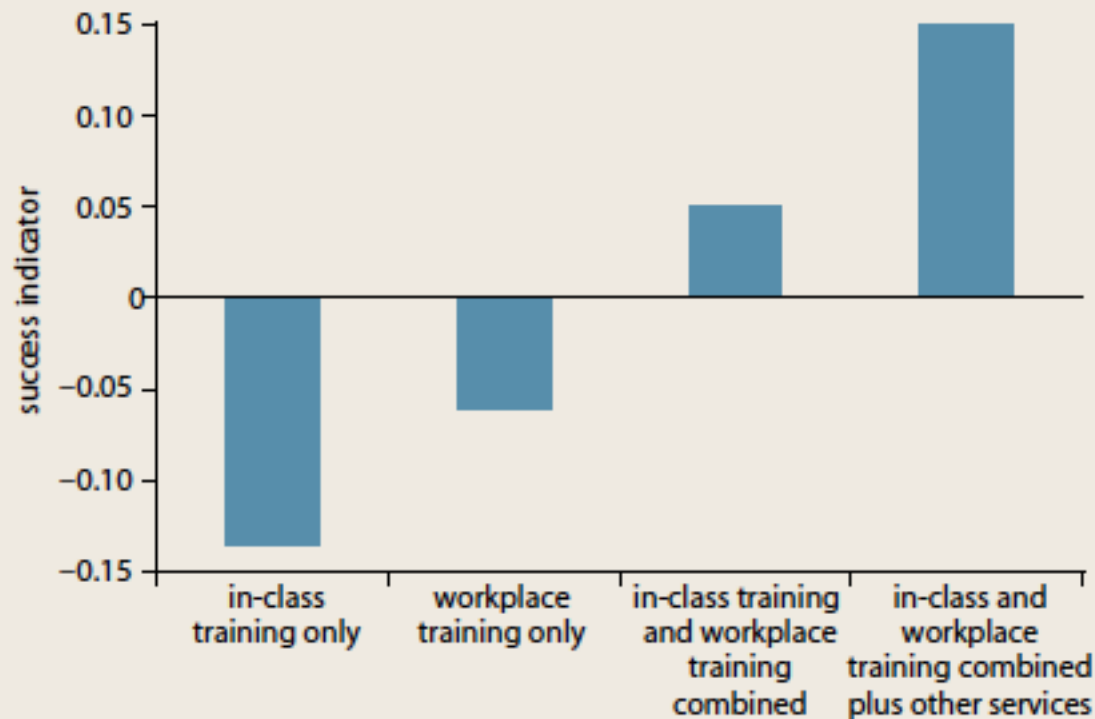
An infographic by GOOD and the McKinsey Center for Global Governance

Job-hopping is the new normal; education needs to keep up



Combine education and experience

FIGURE 18 *Combining work and training increases the success rates of programs*



Source: Fares and Puerto 2009.

Note: The figure shows the correlation coefficient between type of training and reported success of a program, with success defined as Improving employment or earnings and being cost-effective.

What is the Role of Business Schools in Job Creation?

Opportunities for Business Schools



- Focus on relevant skills, pedagogies that promote development of soft skills
- Experiential learning opportunities: on the ground experience
- Reaching new markets
- Management programs targeting various sectors
- Partnerships with primary and secondary schools
- Partnerships with employers
- Role of convener as well as research and policy recommendations: an enabling jobs environment
- Providing greater accessibility to training through MOOCs & technology

George Washington University



Guides and Toolkits Series

Guide to Assessing and Designing Tourism Workforce Development Programs

With a special focus on job and career opportunities for youth





Babson College

Creating Jobs: Education's Role in Reducing Unemployment

MAY 22, 2013 | Rachel I. Reiser, Assistant Dean, Undergraduate School

WHAT DO WE DO?

“Babson College educates entrepreneurial leaders who create great economic and social value – everywhere.”

WHAT DO WE DO?

1. Babson College Summer Study for High School Students

Program

2. Lemonade Day

3. Babson College Collaboration with LeadAmerica



SUMMER STUDY

FOR HIGH SCHOOL STUDENTS

Students explore and approach social, economic and environmental problems in the context of developing new ventures as solutions, learning how to grow commercial or social ventures, and developing tools and resources for business.



SUMMER STUDY

FOR

HIGH SCHOOL

STUDENTS

- **Life In Motion:** Promotes the awareness of causes including (but not limited to) suicide, poverty, and abuse via apparel and accessories.
- **Armadio:** An online interactive website that allows people to upload items in their wardrobe and arrange them in the form of a virtual wardrobe that can be shared with other.
- **Project Monster:** sells recycling bins in the form of friendly monster characters that are designed to engage children in recycling habits.
- **Recycled Notebooks:** collects unused pages of student notebooks and develops unique new notebooks to resell. For each notebook that is purchased, one is donated to a rural school of Turkey and Colombia.
- **Aspen Crunch:** A homemade healthy snack for the athletic market of Aspen, Colorado.
- **Mundra Dance Imaging:** Photography specialized in capturing dance recitals and performances for dancers and their families.

LEMONADE DAY



- Boston
- Elementary school and middle students
- Part of a larger nationwide organization
- Staff have educated teachers and agencies to teach about entrepreneurship prior to Lemonade Day
- Culminates in a citywide day-long event with youth-run lemonade stands throughout Boston



BABSON COLLEGE COLLABORATION WITH LEADAMERICA

“Innovate, Lead and Create Value – explore the many facets of business creation and what it takes to make your business ideas come to life!”

- Focuses on core issues faced by entrepreneurs
- Explores leadership and entrepreneurship as a means of value creation
- Engages Babson faculty in concert with LeadAmerica faculty and staff





UNC

KENAN-FLAGLER
BUSINESS SCHOOL



Julia Kruse, Executive Director
Center for International Business Education and
Research
University of North Carolina
Kenan-Flagler Business School

EL PEÑÓN



- El Peñon is an agricultural technical secondary school in the Valle de Amilpas, a rural area in Mexico that suffers from economic, social and educational deficiencies.
- This academic year 396 scholarship were provided for students to participate in the Distance Learning Program and Agricultural High School Program.
- IPADE supports the school through fundraising efforts for scholarships, and utilizing school volunteers to support the school.

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Breakout Sessions

- Youth & Unemployment: Addressing the Skills Gap
- The Role of Civil Society in Bridging the Employment Gap
- Entrepreneurial Ecosystem in Tunisia
- Dean’s Roundtable: Ensuring Employability
- Designing Action Oriented Entrepreneurship Curriculum
- Promoting Models of Inclusiveness in Agribusiness
- Peace Through Commerce: Business Innovations as a Pillar of Peace

Technology Panel

Technological Innovations in Management and Entrepreneurship Education

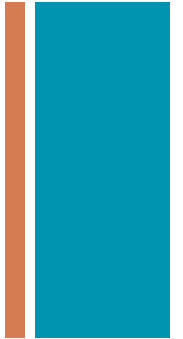


Jacob Korenblum,
CEO, Souktel
Palestine



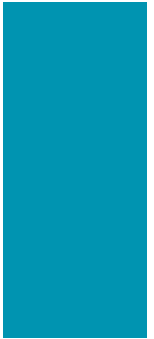
Kevin Dunseath,
Director of Global Education,
Cisco, Europe, the Middle East
and Russia
UAE

Technology Challenge Sessions




- Launching Africa's First MOOC
- The Power of Mobile Technology: Scaling Entrepreneurship Training
- Building a Collaborative Model to Train PhDs Across Borders
- Business Education: Innovations in Technology
- New Models for Entrepreneurship Education

Q & A



Ask questions via the chat box

or raise hand  to be taken off mute