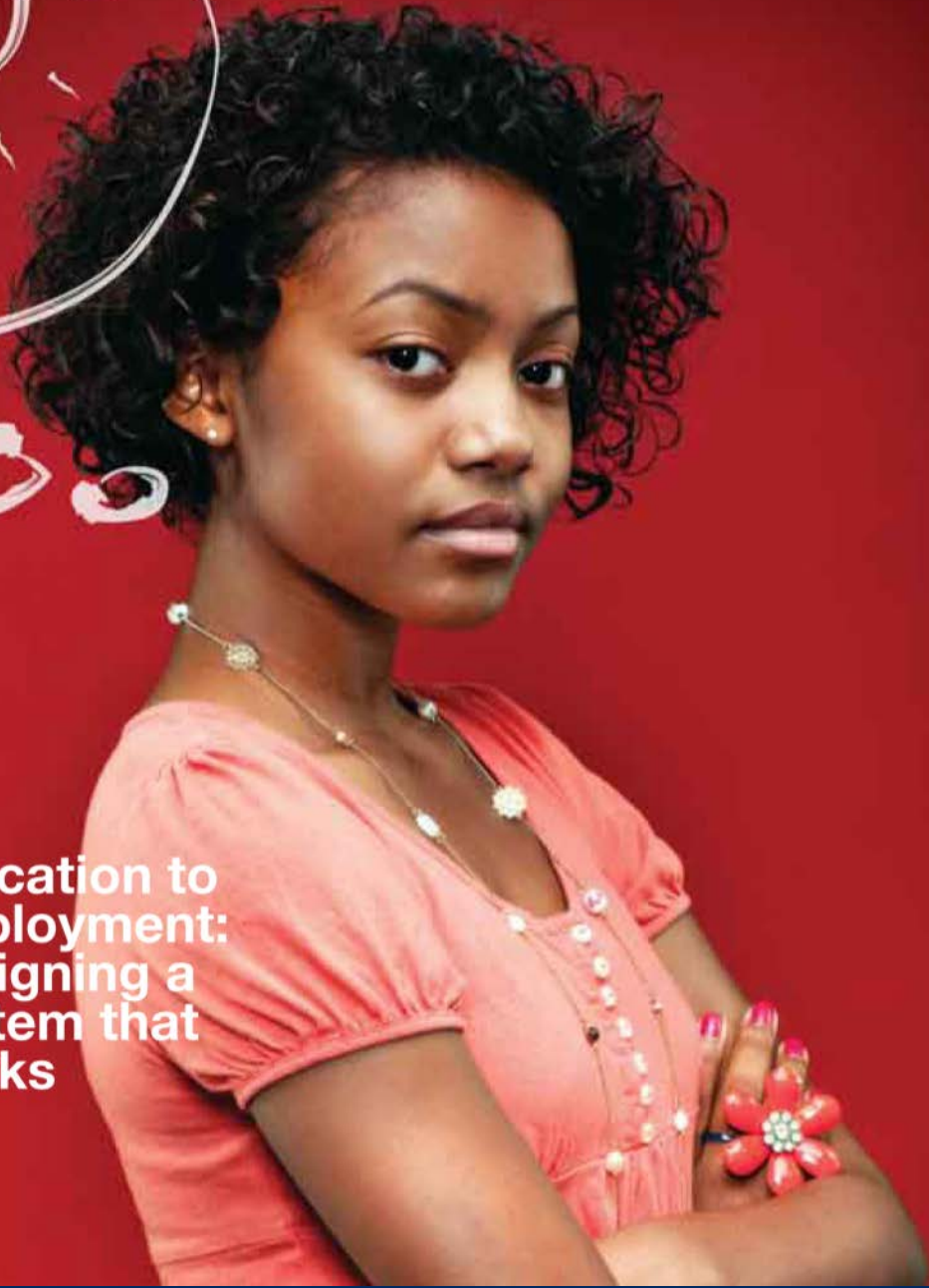


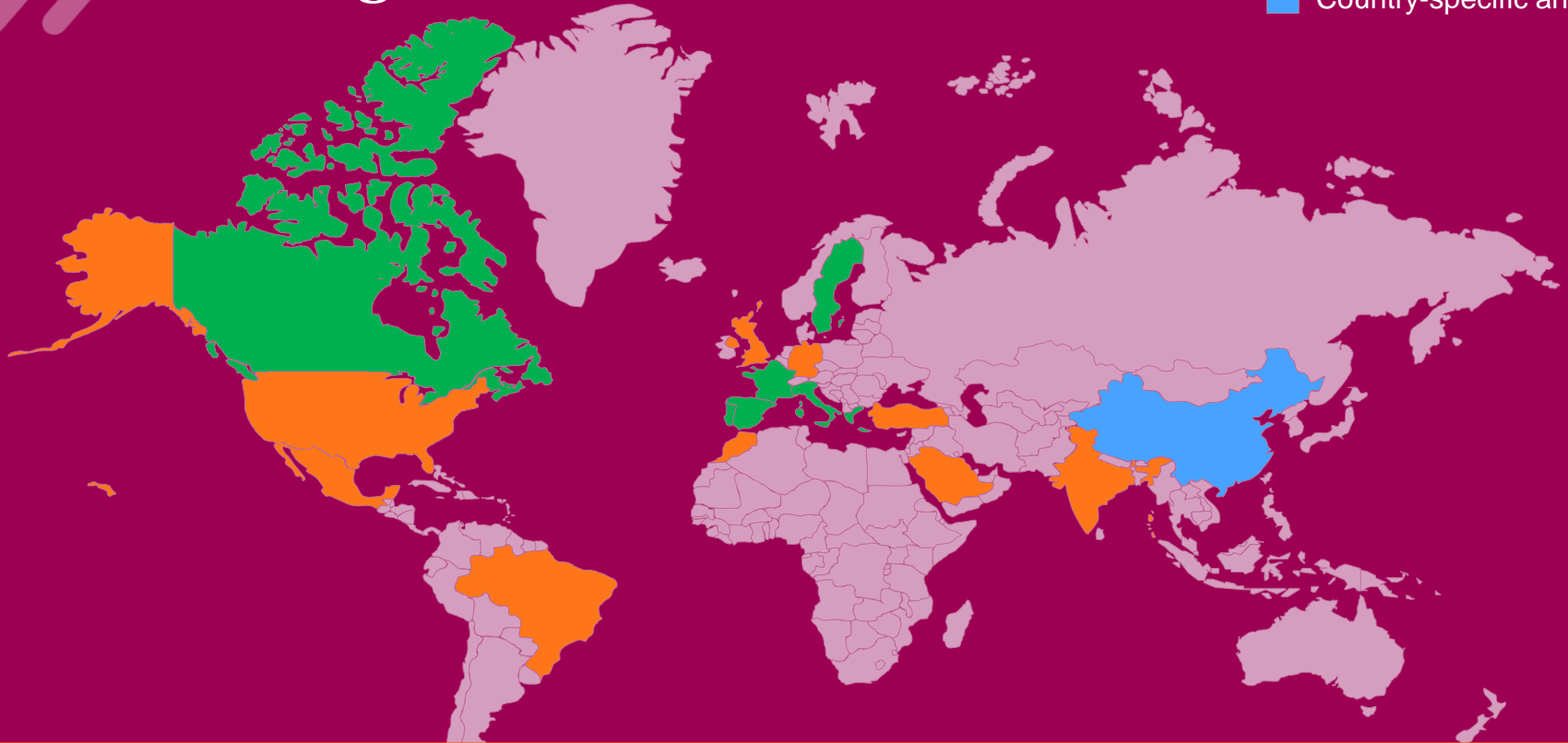


**Education to
Employment:
Designing a
System that
Works**



Our ongoing global research covering 16 countries to date

- 2012 Survey
- 2013 Survey
- Country-specific analysis



150+ case studies covering 25 countries

10,000+ youth globally
5,000+ employers
1,500+ post-secondary education providers

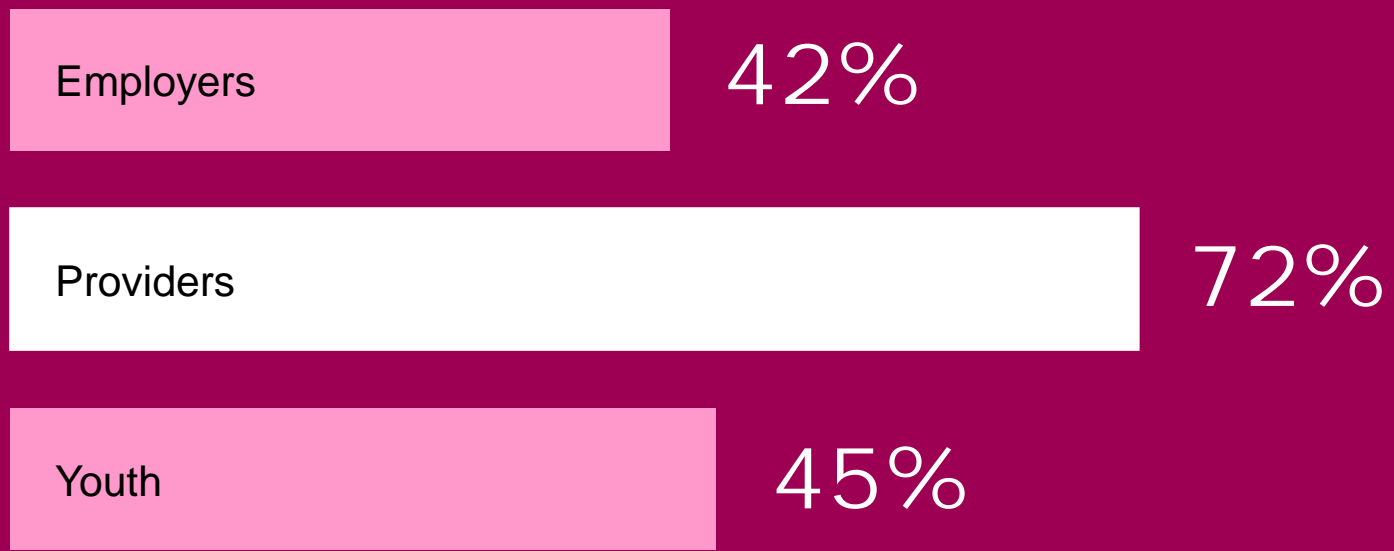
1 Employers, education providers, and youth live in parallel universes.

What should I learn?





Preparation of new graduates for the workforce



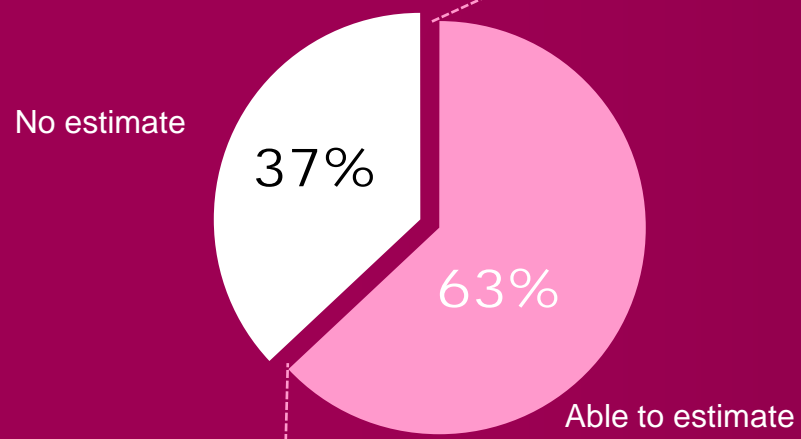
% who agree youth are adequately prepared



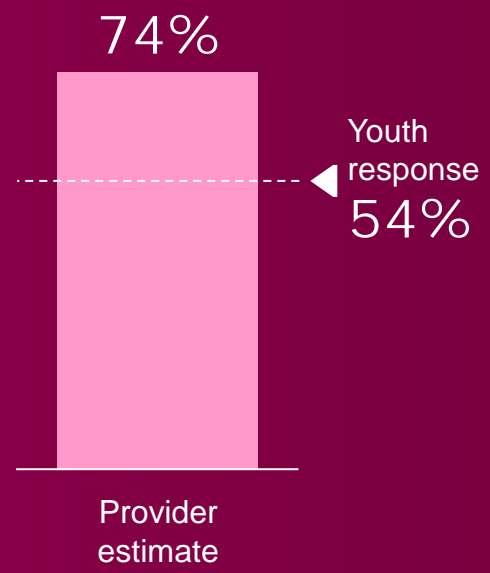
A third of providers are unable to estimate job placement rates; those who do are too optimistic

Provider perspective on job placement rates

Ability to assess graduates job placement rate, percent of providers



Percent of graduates who find under 3 months, estimate

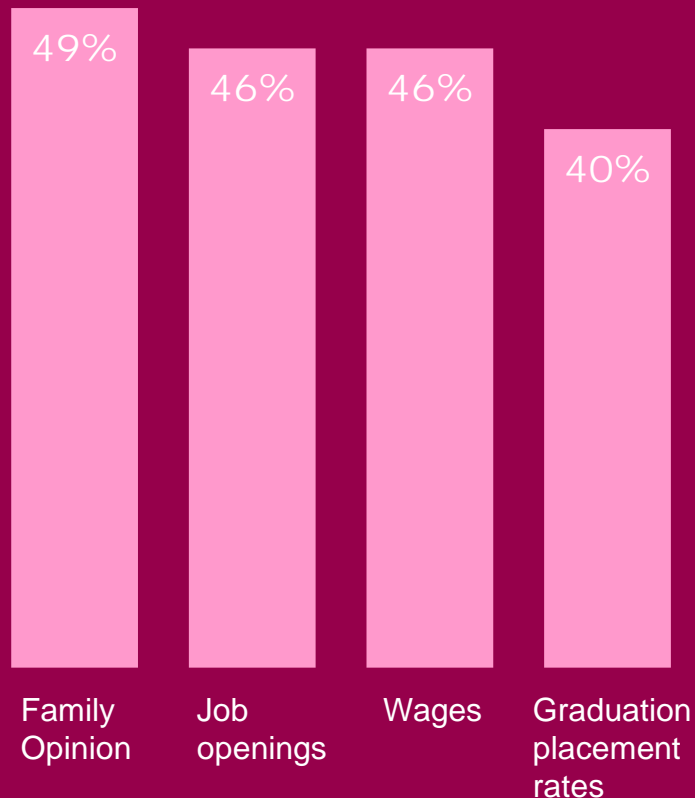




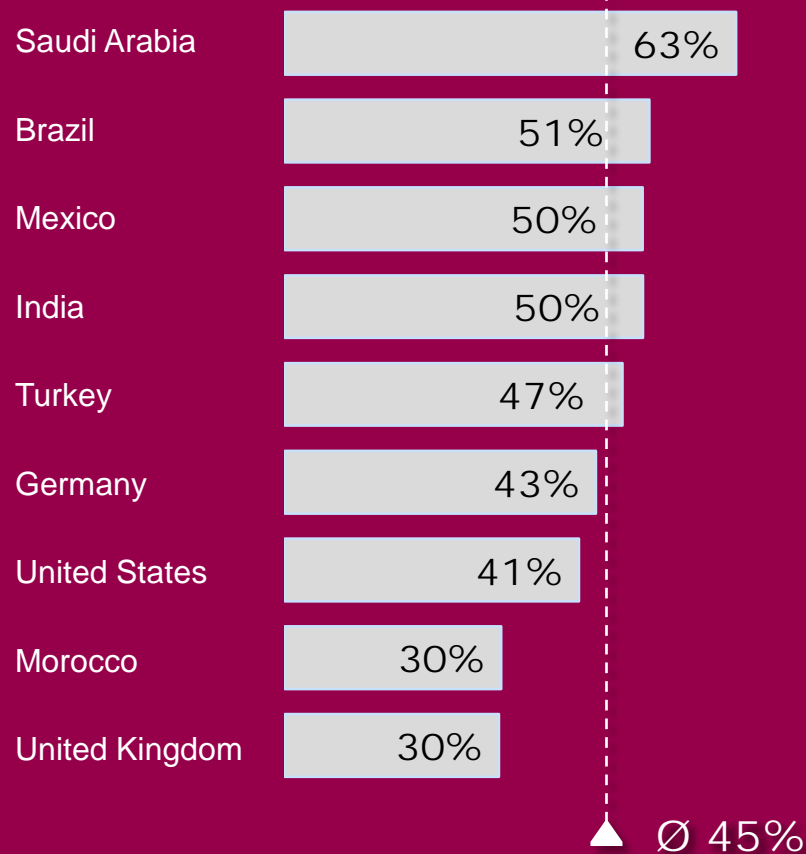
Youth are not well informed when making educational choices

Youth knowledge when choosing what to study

Percent of respondents agreeing that they knew about the following areas when choosing what to study



Percent of respondents, overall average of four areas



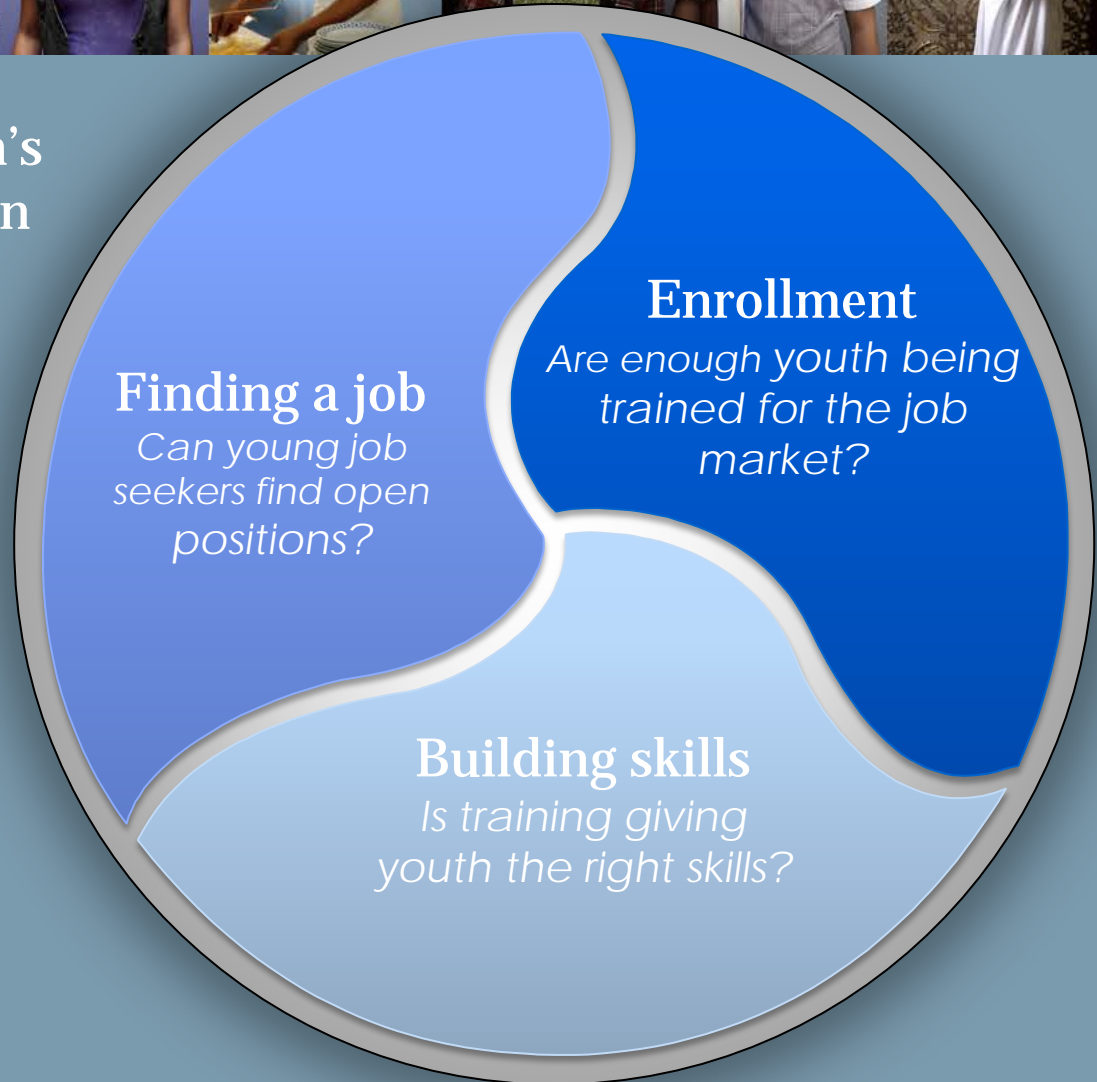
2 | The education to employment journey is fraught with obstacles

How do I find a job?





We have framed youth's journey from education to employment in three "intersections"





Cost matters everywhere, but value, lack of interest, and capacity also play a role in certain countries

Why did you not enroll in post-secondary education or training?



Reasons	Cost / need to work			Cost + value		Cost + lack of interest			Cost + capacity	
	United States	Brazil	Mexico	Turkey	India	Saudi Arabia	United Kingdom	Morocco	Germany	Overall
Could not afford	48%	43%	24%	20%	18%	38%	35%	34%	17%	31%
No time to study due to work	16%	25%	29%	21%	10%	16%	18%	21%	19%	20%
Not interested in more education	11%	4%	5%	15%	16%	41%	24%	27%	7%	15%
Did not think it would add value	13%	10%	8%	21%	21%	22%	13%	11%	7%	13%
No program for interests	11%	16%	10%	13%	7%	15%	12%	8%	12%	12%
Insufficient capacity	5%	12%	8%	11%	14%	8%	9%	6%	25%	11%
No offerings in area	12%	5%	14%	9%	8%	17%	10%	10%	12%	11%
Not accepted to program of choice	6%	3%	10%	11%	14%	26%	10%	5%	10%	10%
Salary won't change	7%	5%	6%	20%	5%	10%	10%	0%	10%	8%
Family did not allow	7%	3%	5%	11%	14%	13%	8%	4%	7%	7%
Can get employment otherwise	6%	2%	6%	8%	5%	10%	9%	2%	7%	6%

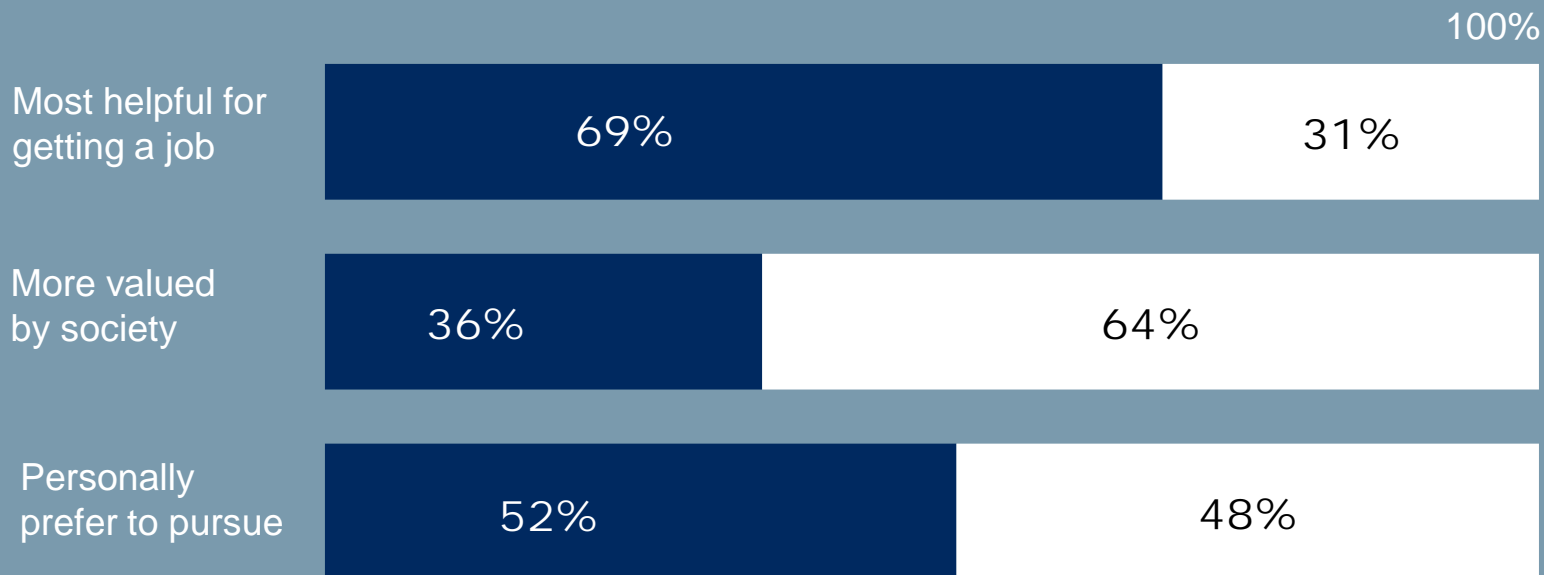


The perception challenge of vocational education

Value of program types

■ Vocational/skills program

■ Academic program



~38%

Of those who would prefer vocational, ~38% attended such a program if they went on to post-secondary

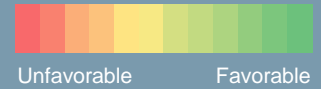
~80%

Of those who prefer academic, ~80% attended an academic program if they went on to post-secondary



Youth perception of jobs by country

Calculated as % who find the field attractive
(% who are familiar with it)



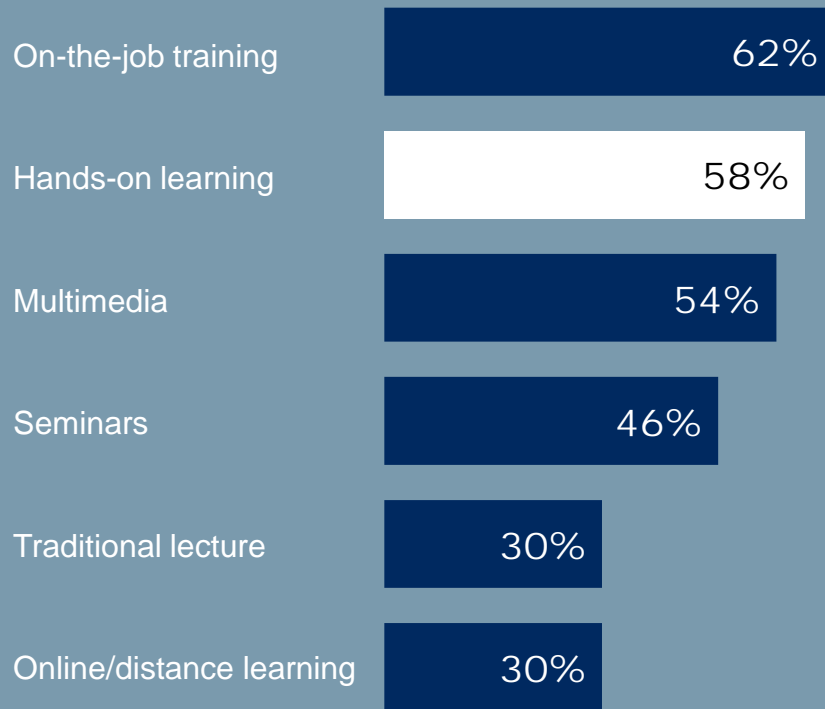
	Occupation	Brazil	Germany	India	Mexico	Morocco	Saudi Arabia	Turkey	United Kingdom	United States	Total
Professional degree	Engineer	71%	51%	65%	41%	54%	29%	57%	34%	37%	49%
	Doctor/Surgeon	60%	47%	60%	49%	46%	30%	55%	37%	37%	47%
	Lawyer	60%	48%	51%	43%	59%	35%	57%	37%	37%	47%
Bachelors	Financial analyst	57%	46%	53%	40%	50%	29%	47%	36%	29%	42%
	School teacher	33%	41%	50%	46%	42%	27%	48%	41%	42%	42%
	Accountant	50%	43%	52%	40%	41%	26%	43%	32%	31%	39%
2-3 year college degree	Web developer	64%	52%	60%	54%	42%	35%	52%	37%	42%	49%
	Graphic designer	66%	49%	59%	55%	61%	24%	48%	31%	45%	48%
	IT technician	59%	51%	58%	50%	39%	37%	51%	38%	39%	47%
	Social worker	50%	40%	62%	46%	58%	38%	41%	33%	36%	44%
Certificate	Police officer	47%	45%	50%	38%	53%	28%	35%	31%	30%	39%
	Medical assistant	45%	43%	48%	45%	52%	22%	41%	32%	32%	39%
	Health care technician	39%	36%	48%	47%	63%	32%	43%	25%	32%	39%
	Teacher assistant	43%	36%	46%	46%	37%	16%	41%	32%	34%	38%
	Secretary	47%	34%	42%	48%	33%	34%	32%	27%	34%	36%
	Electrician	37%	37%	42%	34%	27%	23%	35%	26%	29%	32%
	Mechanic	36%	39%	43%	31%	22%	21%	29%	22%	27%	30%
	Construction worker	38%	31%	42%	31%	14%	12%	26%	19%	22%	27%
Certificate / no education	Sales representative	54%	39%	45%	38%	43%	30%	32%	26%	24%	36%
	Customer service	36%	35%	46%	45%	44%	26%	38%	30%	28%	36%
	Food service worker	44%	42%	41%	41%	36%	17%	40%	25%	27%	35%
	Hotel staff	48%	33%	39%	42%	37%	20%	29%	28%	25%	33%



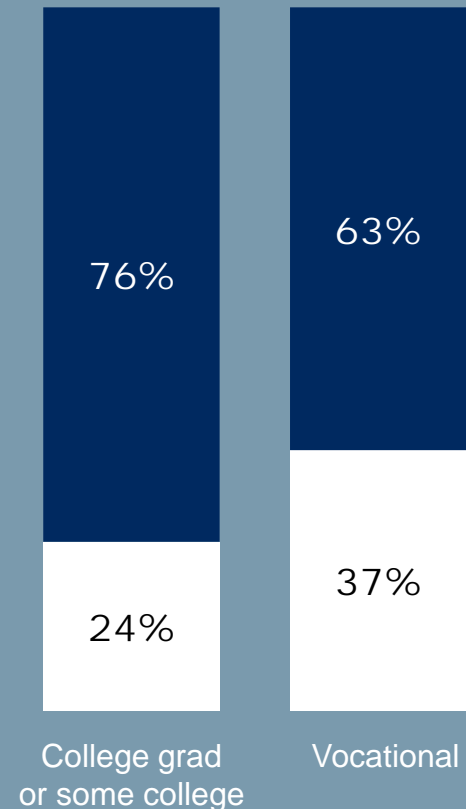
How young people prefer to learn

Most effective instructional techniques

■ Theoretical ■ Hands on



Use of hands-on learning in Academic and Vocational institutions

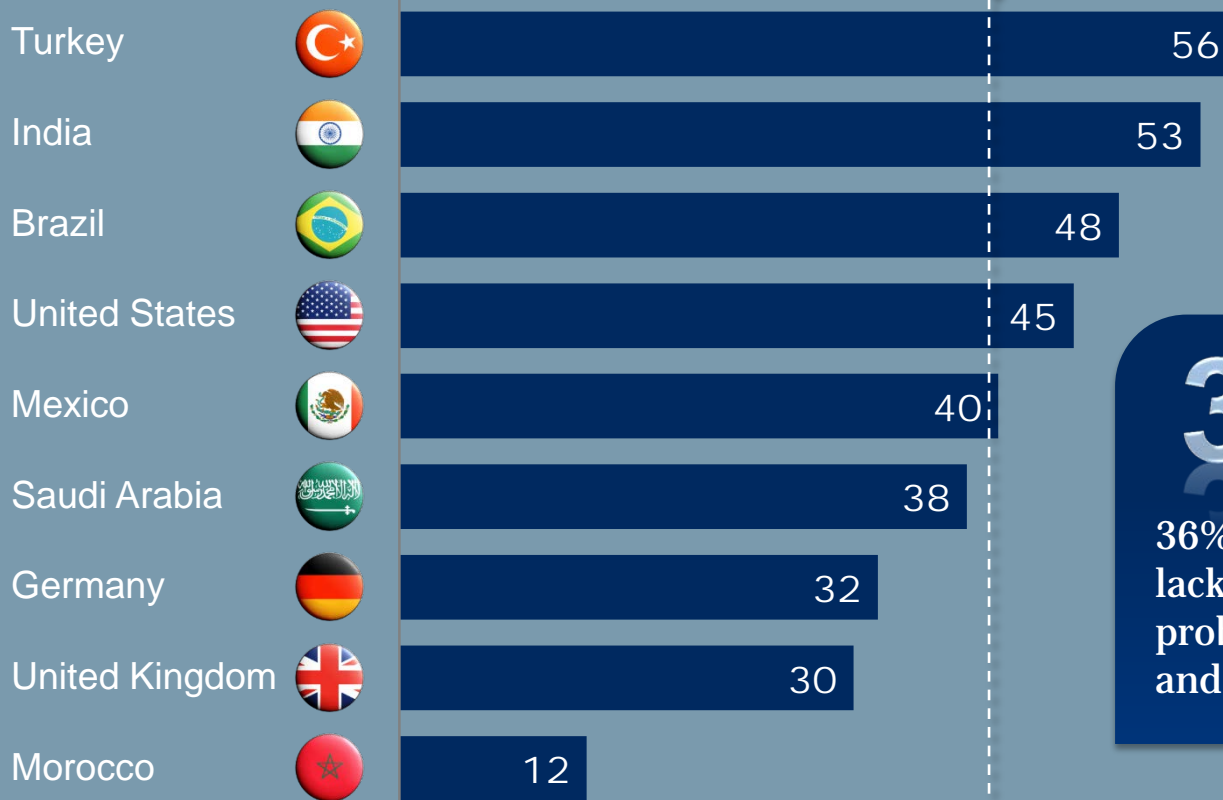




39% of employers say skills shortages are a leading driver of entry-level vacancies

Lack of skills as common reason for entry-level vacancies

Percent of employers respondents



Average: 39%

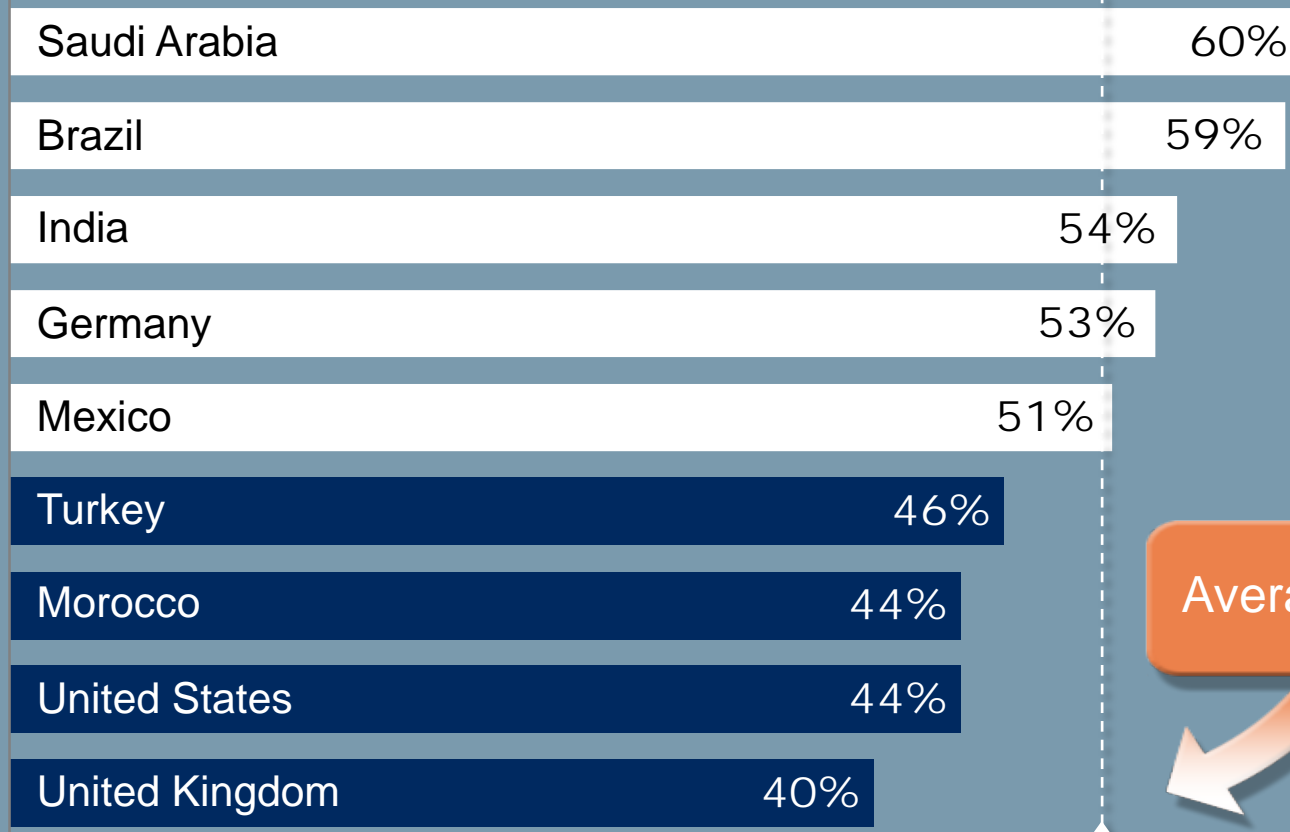
36%

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



Only one in two youth believe their education improved their chances of finding a job

% of respondents agreeing



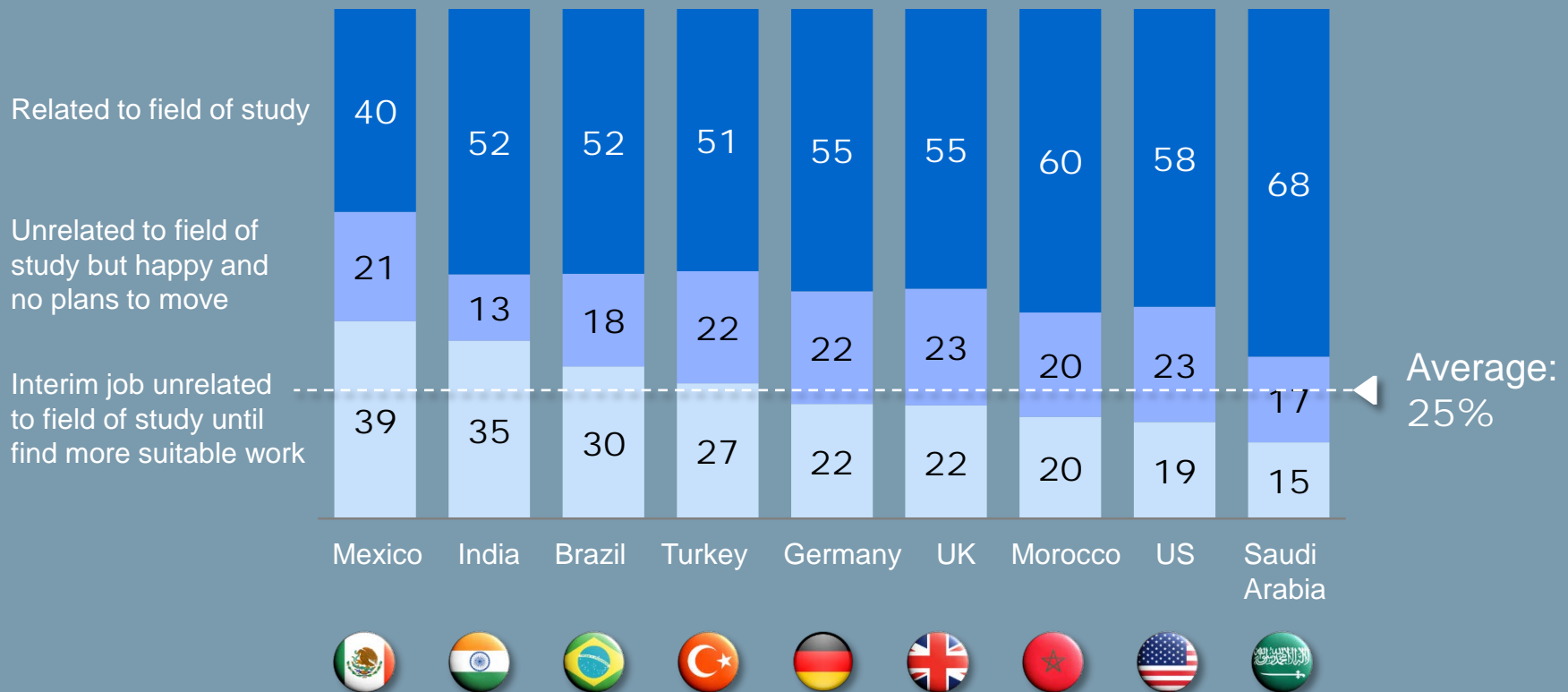
Average: 50%



One in four youth report taking an interim first job after graduation

Relation between first job and field of study

Percent of respondents



3 Innovative and effective programs around the world have important elements in common

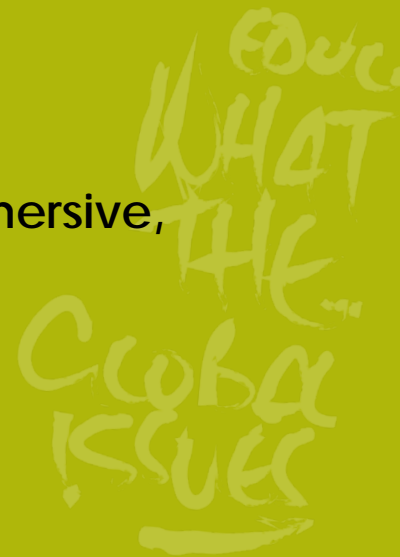
EDUCATION
WHAT
THE
GLOBAL
ISSUES





Based on our research, four components characterize a successful methodology for achieving youth employment

- 1 **Focus on middle skill jobs** that are high scarcity or high churn
- 2 **Pre-guarantee jobs or apprenticeship slots** with consortiums of employers
- 3 **Define the 10% of skills** (behavioral, technical) that matter the most for the target profession's daily activities and typical 'breakdown moments'
- 4 **Create a modular work readiness training** that is short, immersive, and highly simulation based; assess proficiency based on **demonstration**



1 Engage youth early



20 construction companies participating

60 students selected annually

2 years tutoring in math and science from grade 11

1 year of paid work experience

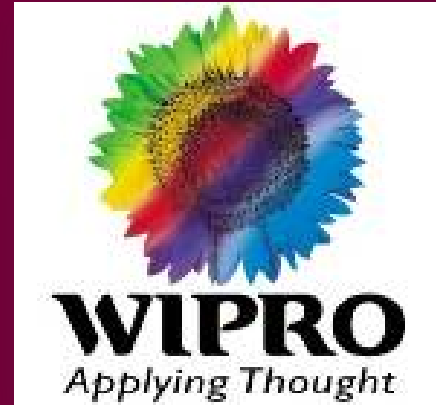
45% receive tertiary scholarship



5 year 'rebranding' campaign



2 | Run high productivity 'bootcamps'



30 students per batch for 9 weeks

25+%+ with no post-secondary degree

90% placement rate

15,000 engineering positions annually

30% with non-engineering degrees

12 week program across 50 technology tracks



3 Be your own provider

Huntington Ingalls, a ship building company, started its own training program called the “Apprentice School”

4-5 year program

780 apprentices as of 2011

19 courses, 90% hands-on learning

80% of graduates still employed at Huntington Ingalls 10 years after graduation



4 Partner with competitors



Sector wide collaboration between automotive industry and providers in the US

30 community colleges



34 auto-related plants of top car makers



110 common competencies, developed by employers and taught by providers



“ We now know what to expect when we get a résumé from someone from an AMTEC curriculum. It’s a validation ”

- Nissan maintenance manager

5 Partner with allies



SME training consortium in South Korea led by a leading Telco player, SK elecom, to train its supply chain

21,000+ trained since 2006

300 business partners participating in 2012

100+ e-learning courses for technical and soft skills

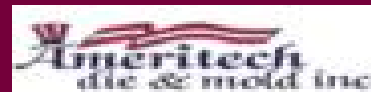


6 Partner functionally



Functional collaboration on mechatronics skills across companies in non-competitive sectors in North Carolina

1 community college



8 manufacturers in different sectors



8000 hour program, split 50-50 between work and study



175K \$/student for four year program

7

Change the delivery model: IL&FS Skills development corporation



India's fast growing network of skill schools

350+ locations

100,000 trainees in 2012

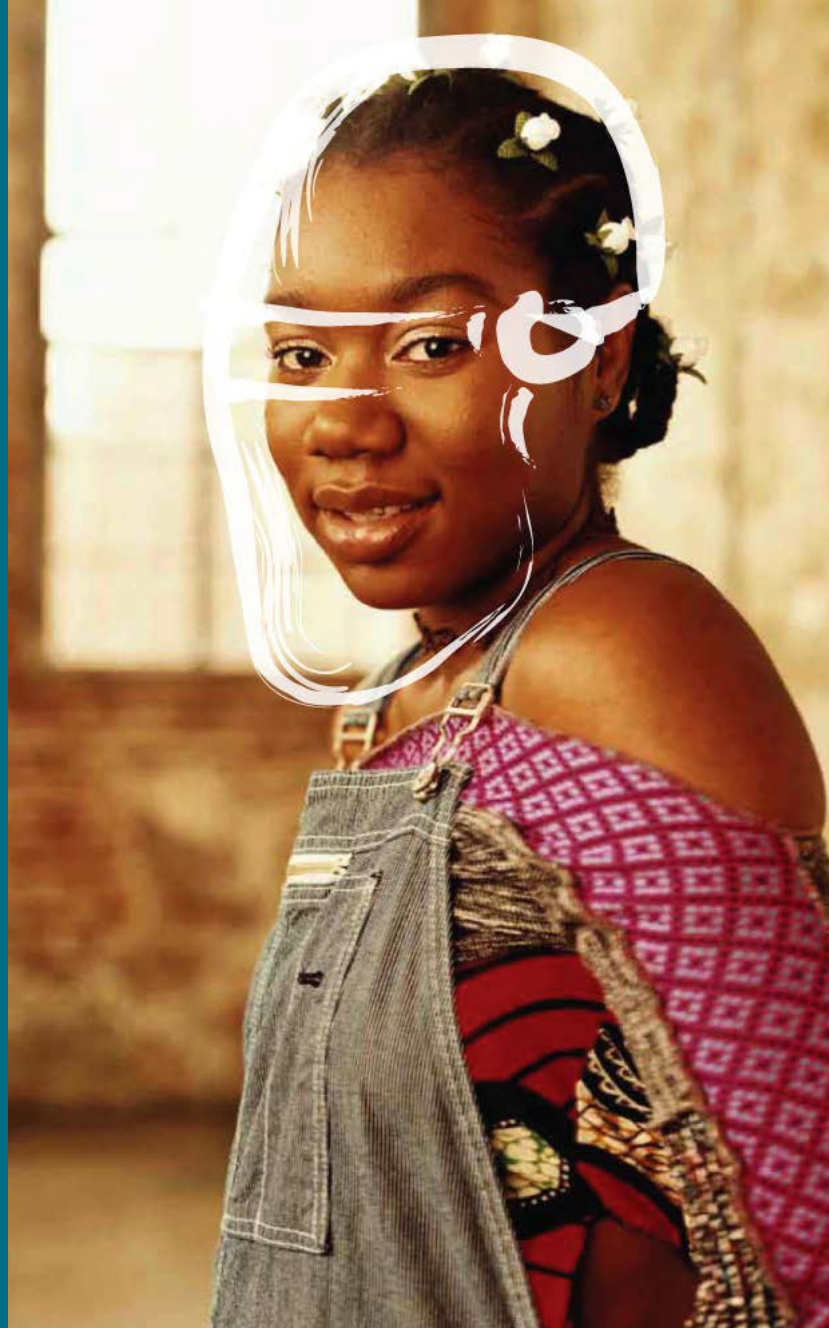
85% placement rates

1,000+ partnerships with employers






4 Education to employment solutions need to scale up

True Power is Love

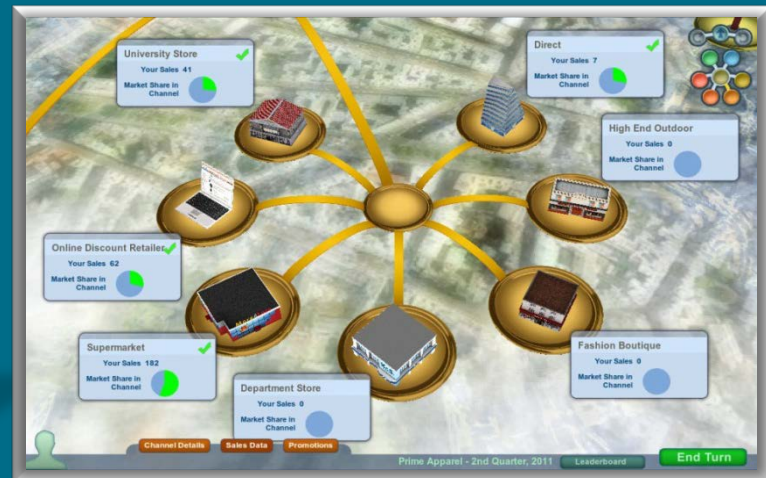


There are three primary barriers to scale

	Barriers	Solutions
1 	Constraints on provider resources (e.g., cost, faculty)	Highly standardized curriculum disseminated using non-traditional channels
2 	Difficulty in providing sufficient hands-on-learning opportunities	Serious games as 21 st century apprenticeship model
3 	Employers hesitant to invest in training except for specialized skills training	Standardized core curriculum and tailored electives



Barrier 2: The future of hands-on-learning could be hands-off





A CALL TO INDIVIDUAL AND COLLECTIVE ACTION

*True leadership
is power*

