

Emerging trends and drivers of change in business and management education **What's next for MENA?**

Sherif Kamel

10th Eduniversal World Convention

9-12 November 2017

American University in Dubai

Dubai, UAE

Crystal ball?

1997: Was this a true prediction?

"Universities won't survive...higher education is in deep crisis...The college campus won't survive as a residential institution. Today's [college] buildings are hopelessly unsuited and totally unneeded"



Peter Drucker, 1997

Global trends affecting business education...

Growing
competition

Changing
learning needs

Economic
pressures
(inequality)

Globalization

Responsible
leadership

Innovation and
creativity
(talent)

Climate change

Nature and
mobility of work

Entrepreneurship

Digitization
(disruption v
learning)

Research impact

Immigration

Global interconnectivity

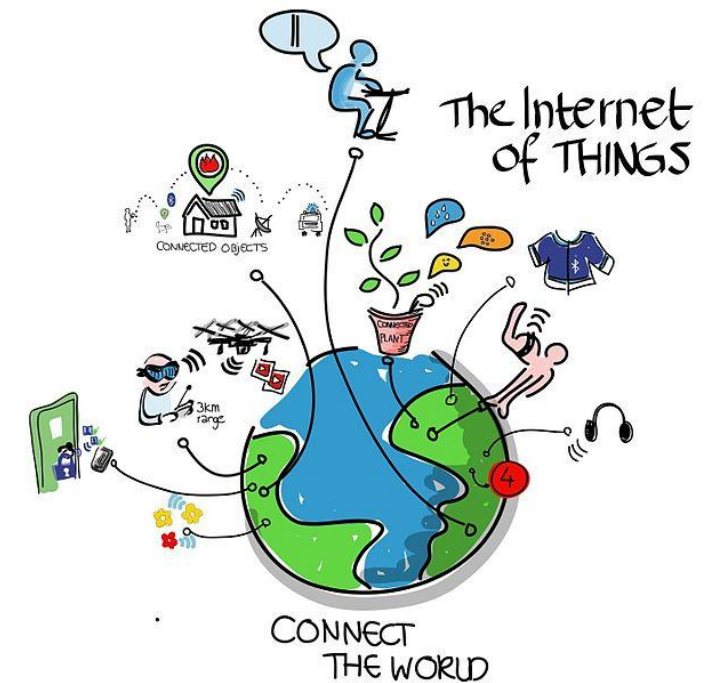
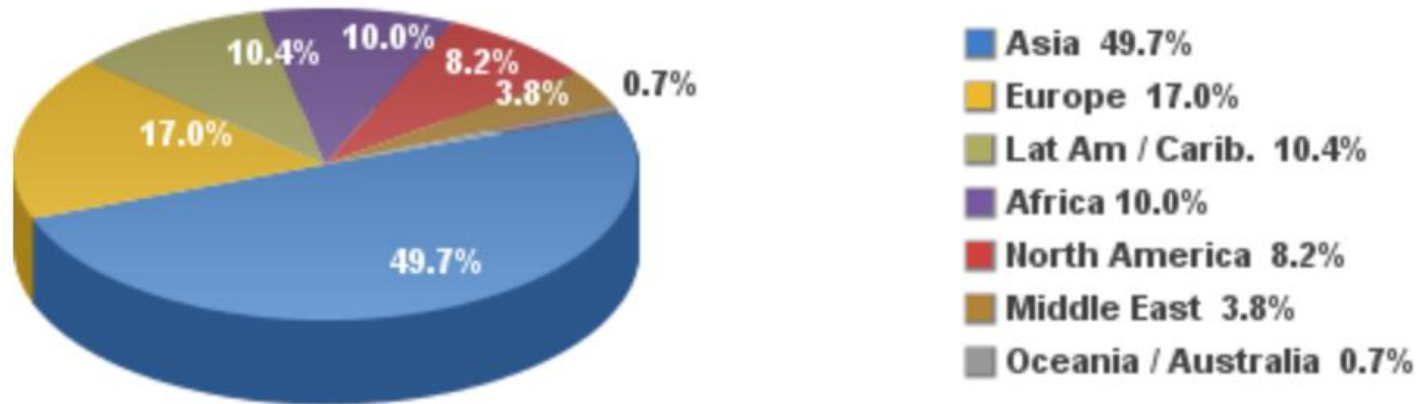
WORLD INTERNET USAGE AND POPULATION STATISTICS JUNE 30, 2017 - Update						
World Regions	Population (2017 Est.)	Population % of World	Internet Users 30 June 2017	Penetration Rate (% Pop.)	Growth 2000-2017	Internet Users %
<u>Africa</u>	1,246,504,865	16.6 %	388,376,491	31.2 %	8,503.1%	10.0 %
<u>Asia</u>	4,148,177,672	55.2 %	1,938,075,631	46.7 %	1,595.5%	49.7 %
<u>Europe</u>	822,710,362	10.9 %	659,634,487	80.2 %	527.6%	17.0 %
<u>Latin America / Caribbean</u>	647,604,645	8.6 %	404,269,163	62.4 %	2,137.4%	10.4 %
<u>Middle East</u>	250,327,574	3.3 %	146,972,123	58.7 %	4,374.3%	3.8 %
<u>North America</u>	363,224,006	4.8 %	320,059,368	88.1 %	196.1%	8.2 %
<u>Oceania / Australia</u>	40,479,846	0.5 %	28,180,356	69.6 %	269.8%	0.7 %
<u>WORLD TOTAL</u>	7,519,028,970	100.0 %	3,885,567,619	51.7 %	976.4%	100.0 %

By 2020, 66% of the MENA region
will have mobile/internet
penetration

MENA interconnectivity

- Between **26-30** billion devices on the **Internet of Things** by 2020.
- Today, there are **3.8** billion Internet users.

**Internet Users in the World
by Regions - June 30, 2017**



The world...

Today



2017 *This Is What Happens In An Internet Minute*



The classroom of today – “digitization”

COMPONENTS OF A

21st Century Classroom

Technology is undeniably changing the face of education, and it's easy to see the impact already. Imagine what classrooms will be like in 20 years with the speed of technological innovation. Learn more about some of the key advancements in the 21st century classroom.



of teachers have computers in their classroom...



...but just **1 in 5** feel their classrooms have the right level of technology

INCREASING THE PRESENCE OF THE FOLLOWING TECHNOLOGIES COULD CHANGE THAT RATIO DRASTICALLY

Real World Education

Project-based learning (PBL) teaches concepts, but also organization, articulation, project management and collaboration



Integrating life skills into education can improve student engagement and retention and prepare them for 21st century careers



Online Courses



Almost a third of all college students take at least one online course

Online enrollments saw 21% growth while overall higher education student population only saw 2% growth

Over 65% of education institutions count online learning as critical for long-term educational success

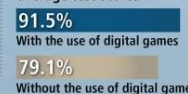


Games and Gamification



of teachers have used online games in the classroom

In one study, games raised average test scores:



Learning Analytics

Help teachers assess top concerns and achievements related to their students



Registration for the Learning Analytics and Knowledge conference doubled between 2011 and 2012



One system claims to predict whether a student's likelihood of sufficient course completion with about 70% accuracy, highlighting risk factors for individual students



Open Source Textbooks

In the next decade, open source textbooks are expected to grow to 25% of the textbook market



6 in 10 students have used a digital textbook - just 4 in 10 had in 2011 -

By 2013, e-textbooks may comprise



81% of teachers believe tablets enrich classroom learning

86% of students believe they study more efficiently with tablets

1 in 5 students have used a mobile app to keep their coursework organized

29% of teachers use social media for coursework, compared to now **80%** of college professors

59% of students would like to use their own mobile devices to enhance learning

Top 3 Reasons for Teachers to Use Technology in the Classroom



Adapt to diverse learning styles



Boost student motivation



Enhance the material being taught



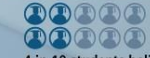
Over 51% of colleges cited wireless upgrades as their tech priority in 2011-12 given the **60% increase** in mobile devices on campus in the previous year

Integration of Social Networks

Engaging students with a free tool they already use can help them learn in new ways, gain focus and increase participation



One social media pilot program assisted in a class' 50% rise in grades



4 in 10 students believe integrating social networks into the classroom would benefit their education

Sources: <http://www.pbs.org/about/news/archive/2012/teacher-survey-facts/> • http://www.pearsonfoundation.org/downloads/PF_Tablet_Survey_Summary_2012.pdf • <http://www.nytimes.com/2011/11/24/world/americas/schoolwork-gets-swept-up-in-rush-to-go-digital.html?pagewanted=all> • <http://techcrunch.com/2012/01/18/open-source-textbooks/> • <http://www.graviti.com/news/2012/03/06/708880.html> • http://www.pearsonfoundation.org/downloads/PF_Tablet_Survey_Summary.pdf • <http://edtechdigest.wordpress.com/2011/10/18/trends-survey-says-wireless-networks-expand-for-mobile-growth/> • <http://patricicklarm.org/wordpress/wp-content/uploads/2011/10/09/29/social-media-in-school.pdf> • <http://www.bobson.edu/Academics/Centers/blank-center/global-research/Pages/bobson-survey-research-group.aspx> • http://www1.umn.edu/news/2012/01/18/PersonalizedLearning_Students.pdf • <http://www.scholastic.com/news/article.jsp?id=3751748> • http://thedaily Sentinel.com/news/article_4b83f0c0-4c10-11e1-8269-001b713cc6c.html • http://www.bae.org/research/experimental_study_of_bae_project_based_economic_units • <http://www.research.org/OpenLearningAnalytics.pdf> • http://learninganalytics.net/LAK_12_keynote_Siemens.pdf



Open Colleges

graphs.net

Business and Management Education...

- Traditional/conventional **methods/approach** - What's changing?
- Online and distance **education/learning** – is it really growing?
Where? What form? Degree and non-degree programs?
- Blended education/learning methods – is it growing fast around the world? Is it really the **best of the 2 worlds** (mix of traditional and unconventional approaches)?

Business and
management education
for a **smarter** planet

More challenges, more
opportunities...in the 21st
century...**smarter**
solutions

How human capital perceive learning?

- Changing the mindset from once in a **lifetime education** to **lifelong learning**.

University model

First/last Job

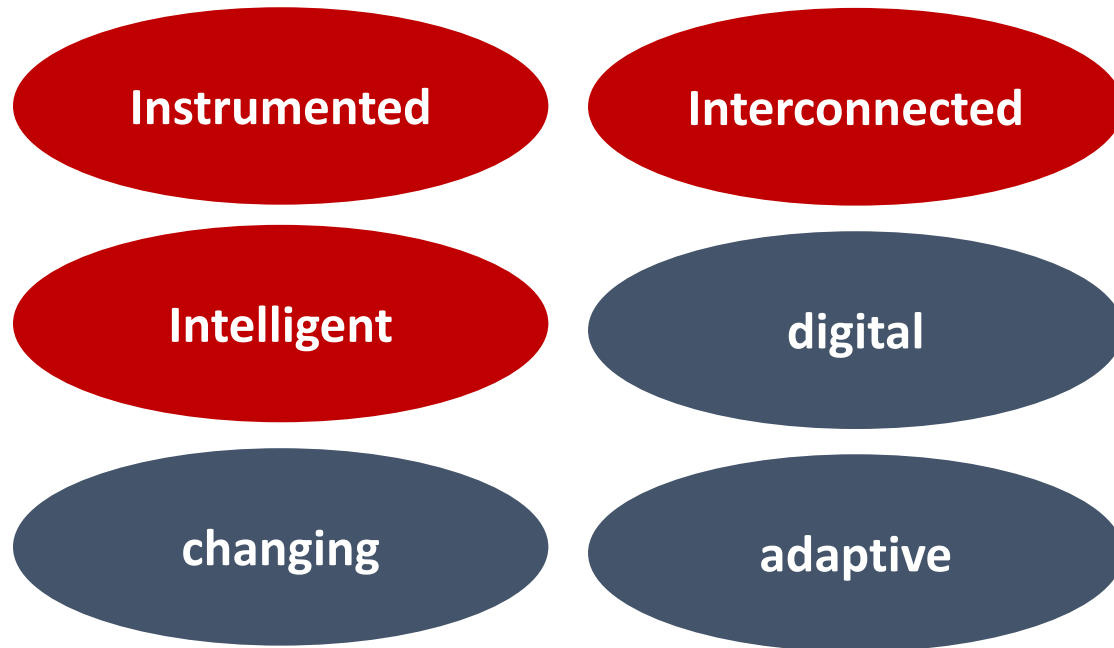
Dynamic world

Iterative/evolving/
changing setting
(from static2mobile)



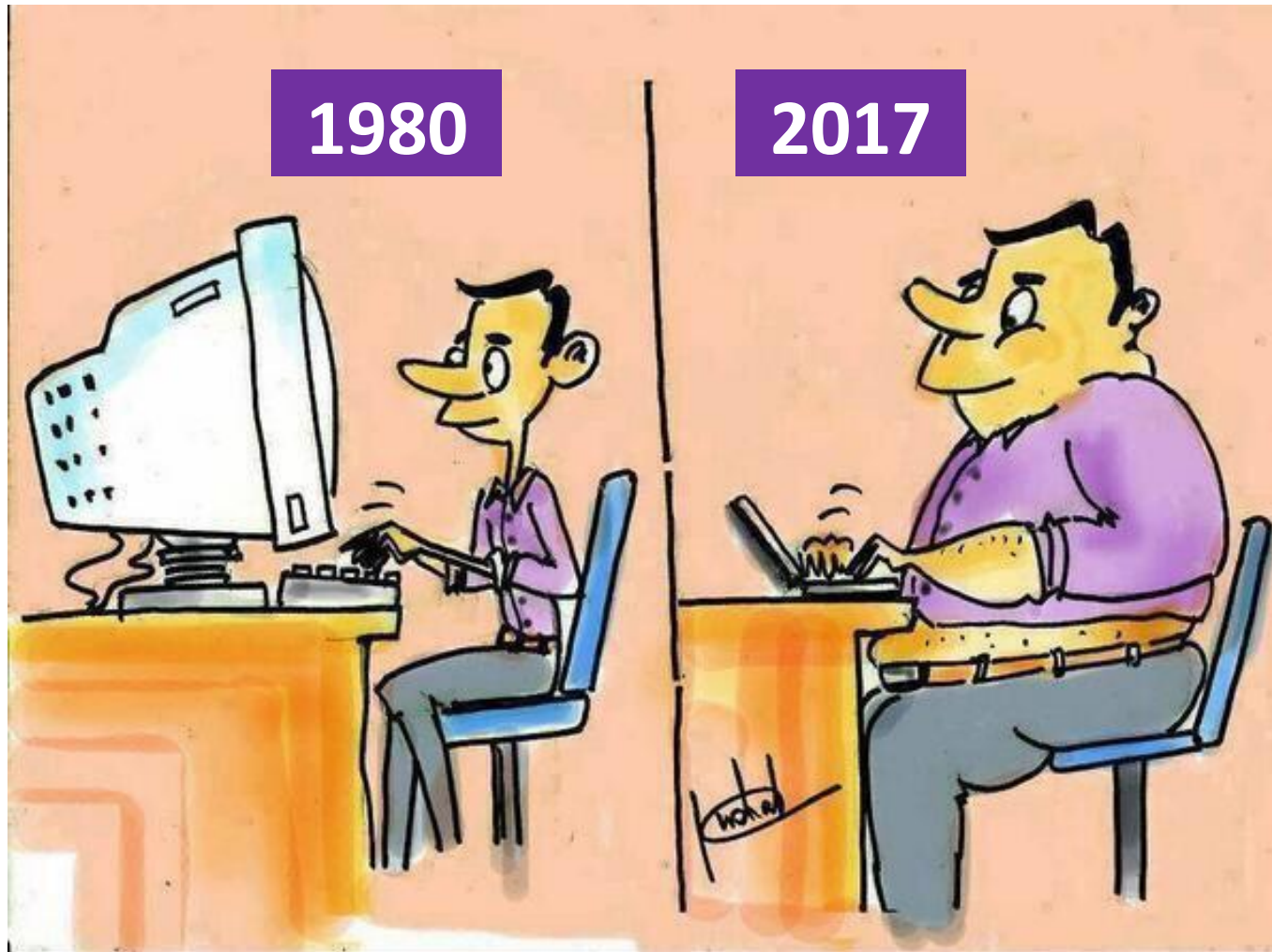
The future of learning...today

- The world is changing fast and the emerging cutting-edge innovative **information and communication technologies** are playing an invaluable role.



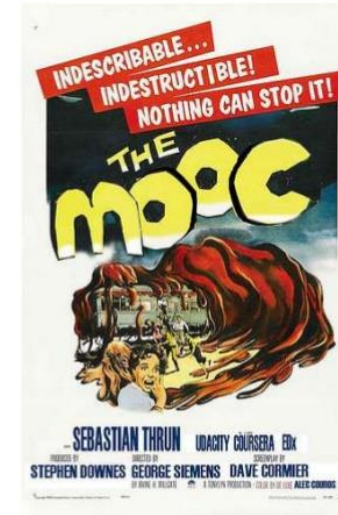
The “business” learner of today

Evolving, changing,
adaptive
environment/lifestyle

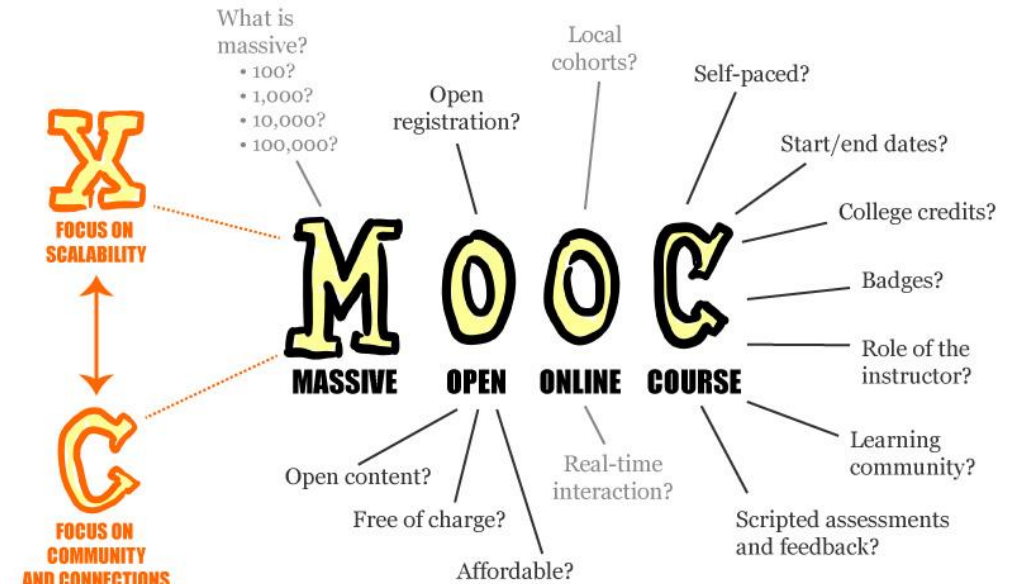


The world of MOOCs

- Massive Open Online Course; evolving since 2012.
- **Interactive** participants' forums supporting **diversified** stakeholders.
- **Complementing** traditional learning methods
- **Free** and universal **access** to education (different levels).
- **Decrease** the cost of higher education.
- **Replace** and **substitute** formal education.



**Coming to
a university
near you ...**



Middle East North Africa Region

Arab region/Arabia/Arab World



Education
is Key

Business and
management
education is a
priority

Young workforce
60+% < 25yrs

5,145,048
Square miles

350+ million people
“customers” (6% of
the world population)

One
language,
multiple
dialects

**Huge, young,
labor force**
**24/7
connected**

**Massive
untapped
resources**

Wired

Engaged

Exposed

different



Middle East/Near East Region

Disrupt or get disrupted...

- **Digital technologies** are changing the nature of jobs; hence changing the meaning/definition of today's work?
- How can **value** be created?
- Moderation? Interaction? Access? On-off campus activities? What else?
- How long before students would complete a business/management undergraduate or graduate degree or non-degree program without going to a university? Will that ever happen?



New business models...**new ways to think!**

- **Uber** – global transportation company with no cars...
- **Airbnb** – largest accommodation platform with no real estate...
- **Ali Baba** – massive global retailer in the click&mortar space with no inventory...
- **Facebook** – the 2+ billion citizens network “extended continent” with no content...etc.

How can business schools
adapt to the needs of the
individuals who can/want
to impact the
future/society?

Technology +
business/management
education = society
transformation

4th industrial revolution

- What can business schools do?
- What needs to be taught?
- How should it be taught?
- Where are we going from here....!!
- Do we know?

Internet of things

Robotics

Drones

3D Printing

Mobile Computing

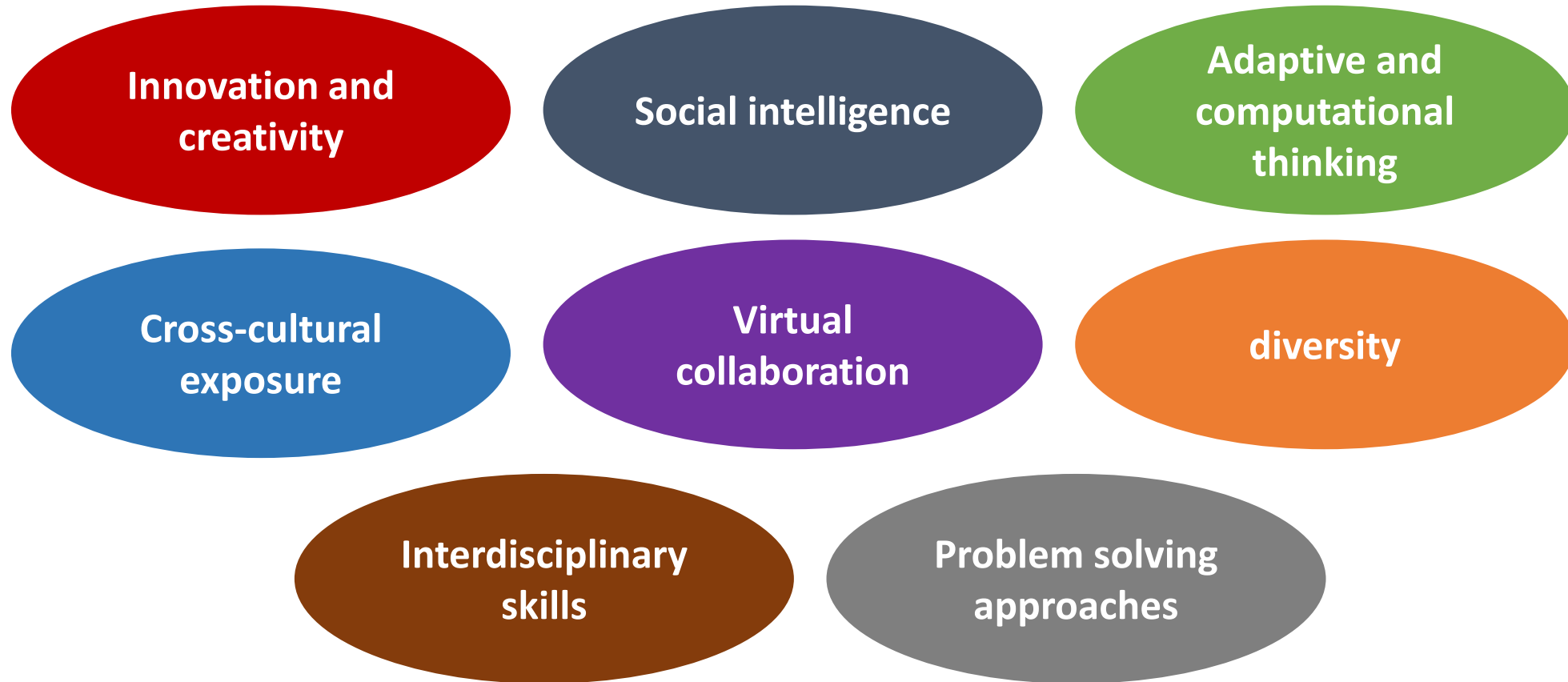
Artificial
Intelligence

The Fourth Industrial Revolution

Klaus
Schwab

Founder and Executive Chairman,
World Economic Forum

What are corporates looking for?...tips for schools



What can business schools do?

- Investing in **MENA's future** requires investing in **people** with a focus on **entrepreneurship and innovation**.
- Creating an **entrepreneurial culture** will be a **game changer** for MENA moving forward...
 - offering business and management education must cater to the local needs while keeping an eye on the global market trends and directions - **Glocalization**.
 - Developing new models of learning/knowledge delivery that are more interactive on and off campus with **full engagement** of business and industry.
 - Investing in technology access and **innovation** deployment to empower students and provide greater access to learning opportunities = **campus mobility!**
 - Technology can support the **democratization** and **access** of learning and knowledge.
 - Investing in **internationalization** through partnerships and collaboration.

Issues to address...

- Creating **jobs**! Creating **companies**?
- More **opportunities**! Better **economies**!
- More **challenges**, more **innovation**, **smarter** solutions!
- **University-based incubators/accelerators** for entrepreneurial activities!
- Partnerships with business and industry through **degree** and **executive education** programs and **internships + co-investments** "engagement" = **participatory environment** is invaluable.
- Fostering an **entrepreneurial culture** through a transformational change in the content and delivery approach of business and management education.

How can business schools in MENA change the entrepreneurial space?

- The learning **approach** undoubtedly impacts future entrepreneurs and business leaders (action-based learning approach).
- In an **interconnected** ecosystem, the learning space extends 24/7 and the **tacit** knowledge acquired off-campus through technology deployment is magnified compared to the on-campus interactions.
- Way beyond **case studies** and **internships** but more exposure, interaction and bringing the startup culture to the extended **learning space**.
- Entrepreneurship is all about **mentorship**, **empowerment** and **venturing** into **innovative endeavors**, unless this is embedded into the curriculum setting today how can future entrepreneurs get there?
- Expanding the **learning horizon** through emerging technologies.
- Effectively **engaging** with the startup community.

Entrepreneurship in MENA...



Example: the Center for Global Enterprise

- A research institute devoted to the study of global management best practices, the modern corporation, economic integration, and their impact on society.
- Focused on developing insights that help current and future business leaders build **enduring enterprises** in the **globally integrated economy**.
- Design and manage programs that enable individuals from around the world to have equal access to **leading-edge business knowledge**.



THE CENTER FOR
GLOBAL ENTERPRISE
www.thecge.net

Global scholars program

- **Online learning community** that empowers individuals with skills, experiences, **mentoring**, and **peer network** critical to success in the global economy.
- **Fills the business and management skills gap** that exists between higher education and what is needed to be successful employees, leaders, and **entrepreneurs** in the 21st century.
- Proven method of delivering **social and experiential online learning**.

“ The CGE course changed the trajectory of my career and my business model. This is an example of **how a single idea can change your entire life**. ”

-- Glory Enyinnaya, Nigeria

Learning programs



Alpha Team

Six-week, team-based virtual internship that convenes 21 global participants to address a real-world business problem for a company sponsor



Micro-Course

Four-week online training opportunity focused on building technical and business management skills



Micro-Lesson

One-to-two week learning experience featuring thought leaders sharing insights about current and future global business trends



Expert Connect

Webinar series in which business, academic, and community leaders discuss trending issues and respond to questions from around the world

Impact

Provided **105** individuals with innovative **virtual internship** experiences, leading to employment for several

Upskilled **86** entrepreneurs and SMBs on leading-edge **branding and marketing techniques**

Trained **482** African students, entrepreneurs and professionals on platform **strategy and management**

Educated **51** global learners on the intersection of **business and government**

19 alumni reported that a CGE course influenced their **decision to start a business**

Enabled **2** CEOs of African companies to address pressing **business challenges**

“Working on the Alpha Team was a transformational learning experience. The ability to collaborate across **multiple geographies and cultures** are key requirements for any individual wanting to **succeed in an era of rapid change and innovation.**”

-- Clint Hess, South Africa

Geographic scope

The Global Scholars network of individuals and educational institutions includes **180** universities across **92** countries

■ = Country with a Global Scholars member institution



African business schools

- CGE is committed to enabling equal access to business learning throughout the world.
- Of the 180 universities and business schools in the Global Scholars network, **50 are African**.
- Students from 10 African universities have participated in Alpha Teams, including:

African Leadership University ▪ Cairo University ▪ Gordon Institute of Business Science ▪ International University of Grand Bassam ▪ ISCAE Group ▪ Lagos Business School ▪ Strathmore Business School ▪ University of Cape Town, Graduate School of Business ▪ University of Mauritius ▪ University of Stellenbosch Business School

Alpha team: a **virtual internship**

Purpose Meet the rising demand for individuals to gain valuable **internship experience** and **bridge the gap between university and work**

Scope

- CGE selects 21 high-caliber individuals through a competitive application process to participate in an **online internship that provides a global, multicultural, and innovative learning experience**
- Layers a **virtual approach on the management consulting** model to apply top global talent and a fresh management perspective on a real-world business problem
- Entire program is **conducted online** in a highly-collaborative learning environment
- Direct interaction between participants and **senior executives** at the sponsoring company, including an in-person final presentation
- Accessible to any qualifying student, professional, or academic faculty member, regardless of physical location

Duration Six weeks; participants commit at least 5 hours per week

Alpha team: a **virtual internship**

Objectives

Alpha Team Members

- Develop a **global mindset** and **leadership, problem solving,** and **communications skills**
- Gain business **mentors** and a global peer network
- Secure **real-world business experience** working remotely with a global team

Company Sponsors

- Acquire actionable and insightful recommendations to address its chosen **business problem**
- Increase its access to **top talent** from around the world

Outcomes

Upon completion, Alpha Team members will:

- **Research, analyze, and develop actionable business recommendations**
- **Increase their global problem solving, leadership and communications skills**
- **Acquire a global peer network and business mentors**

Drivers of change

Democratization of knowledge and access

Ubiquitous content

Broader access to higher education

Increased participation in emerging markets

Innovation and digital technologies

Bringing the university to the device (MOOCs)

Bringing the device to the university (infrastructure)

Blended learning

Internationalization and global mobility

Global markets are becoming competitors for students

Academic talent increasingly sourced from emerging markets

Growth of truly global university brands

Integration with Industry

Scale and depth of industry-based learning

Research partnerships and commercialization

Industry as competitors in the certification and delivery of content

Competition of markets and funding

Competitive domestic and international student markets

Competing for new sources of funds

Conclusion

- The role played by business schools should be **sustainable** and **scalable** to be able to realize the targeted **impact** on the society and that primarily should focus on being the educational partner that is...

“promoting an entrepreneurial ecosystem that is government-enabled, private sector-supported, youth-led, innovation-inspired, knowledge-based and future-oriented”