



Lifelong
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Employability of Higher Education Graduates – Findings and Policy Implications from the Selected EU Projects

Samo Pavlin, University of Ljubljana (samo.pavlin@fdv.uni-lj.si)

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50 let znanosti o družbi.

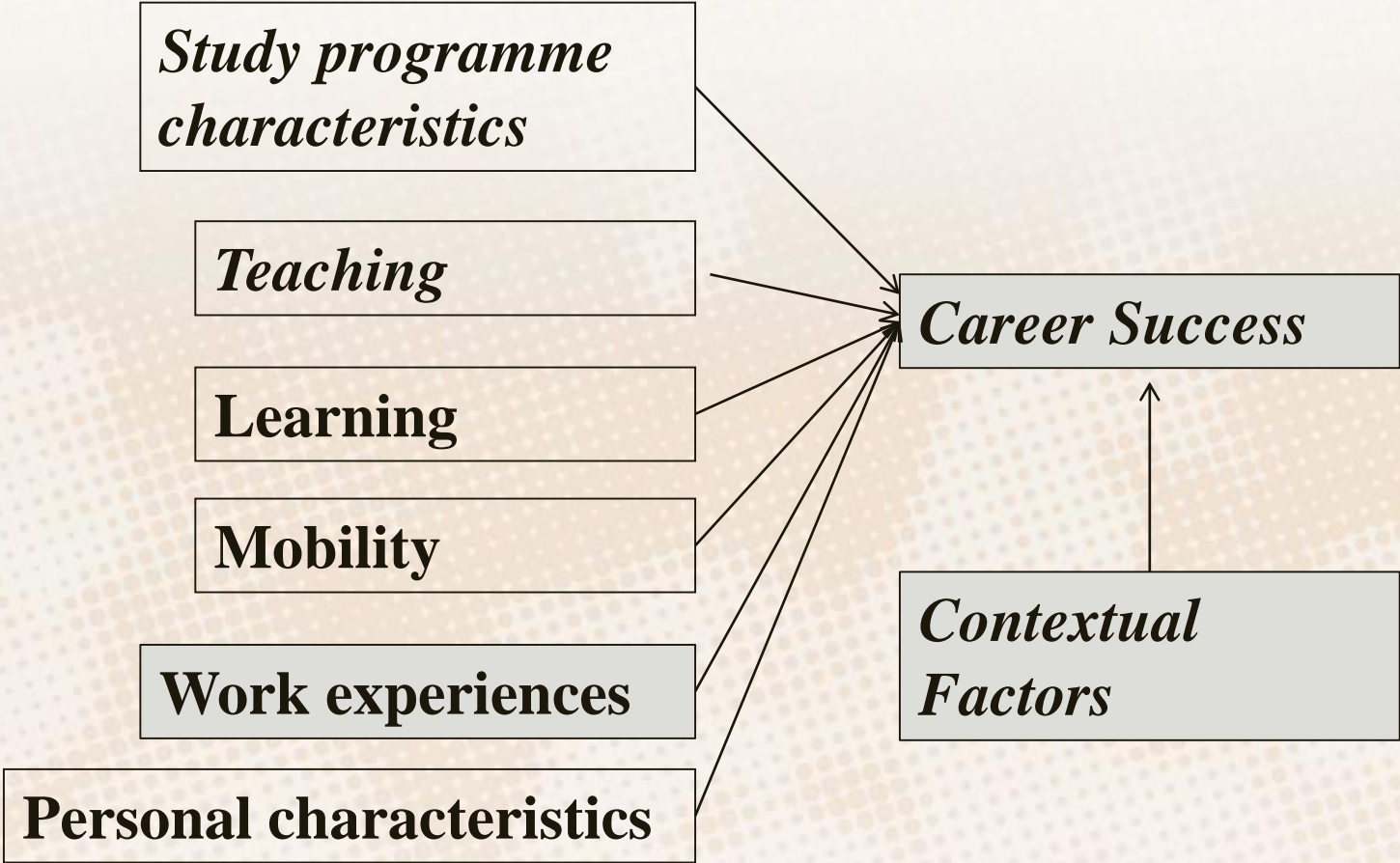


What are HE graduates employability and career success about?

...getting a job with a high ...

- job security, professional status and prestige;
- payment;
- promotion possibilities;
- chances to utilise own knowledge and skills;
- work autonomy;
- work satisfaction.

Which are the main drivers of career success?

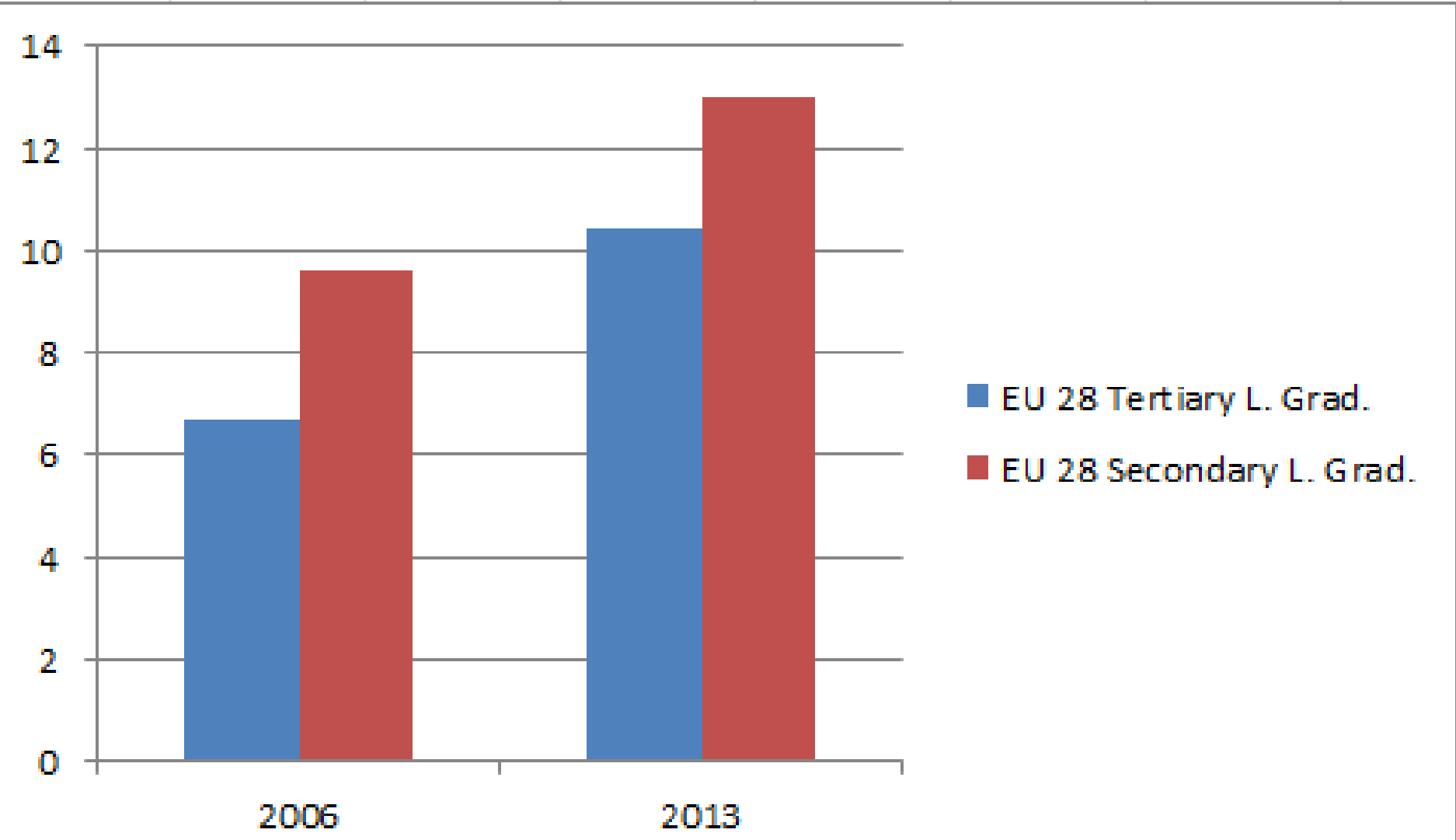


Employability is ...

- ...individual potential to find a meaningful job,
- and is much broader concept than employment;

However, it is the employment crisis that fostered HE to orient policies and practices towards labour market requirements.

LFS Unemployment Rates of 25 to 29 Years Old Graduates in EU-28; 2006-2013; By Level of Education in Percentage



The HEGESCO Project

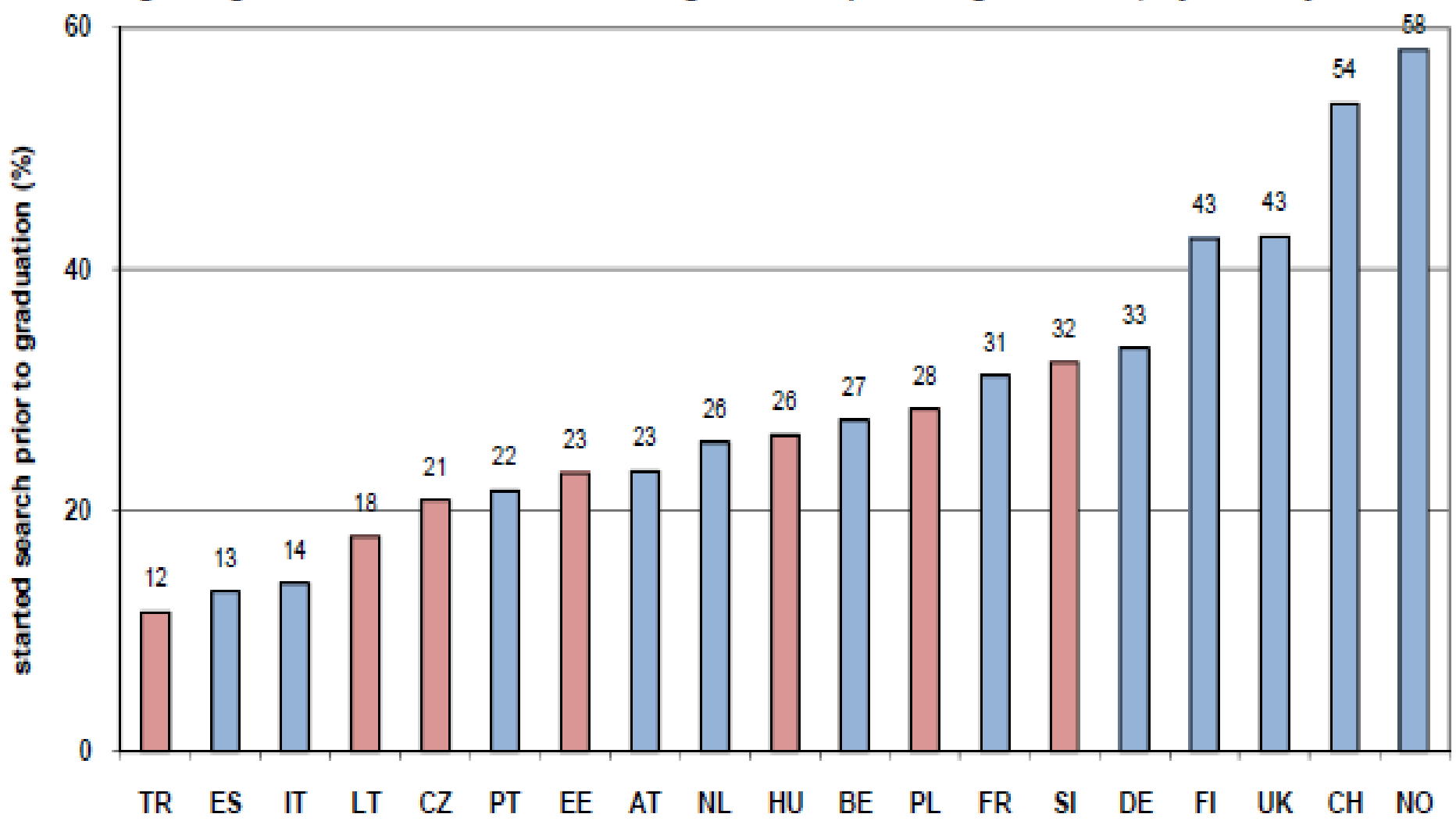
- Short for Higher Education as a Generator of Strategic Compences
- Graduate survey on transition from HE to work in 19 European countries + Japan (with the REFLEX project)
- Gross frame 110.000 graduates 5 years after leaving HE
- Response rate around 33 %
- Duration 2007-2009

Some key questions addressed in the REFLEX and HEGESCO projects

- What are the key competencies graduates need to function well in the workplace and in society?
- Which actors are mainly responsible for competence development?
- What are the most important teaching and training modes for the development of competencies?
- What path should higher education systems follow to foster the development of competencies?

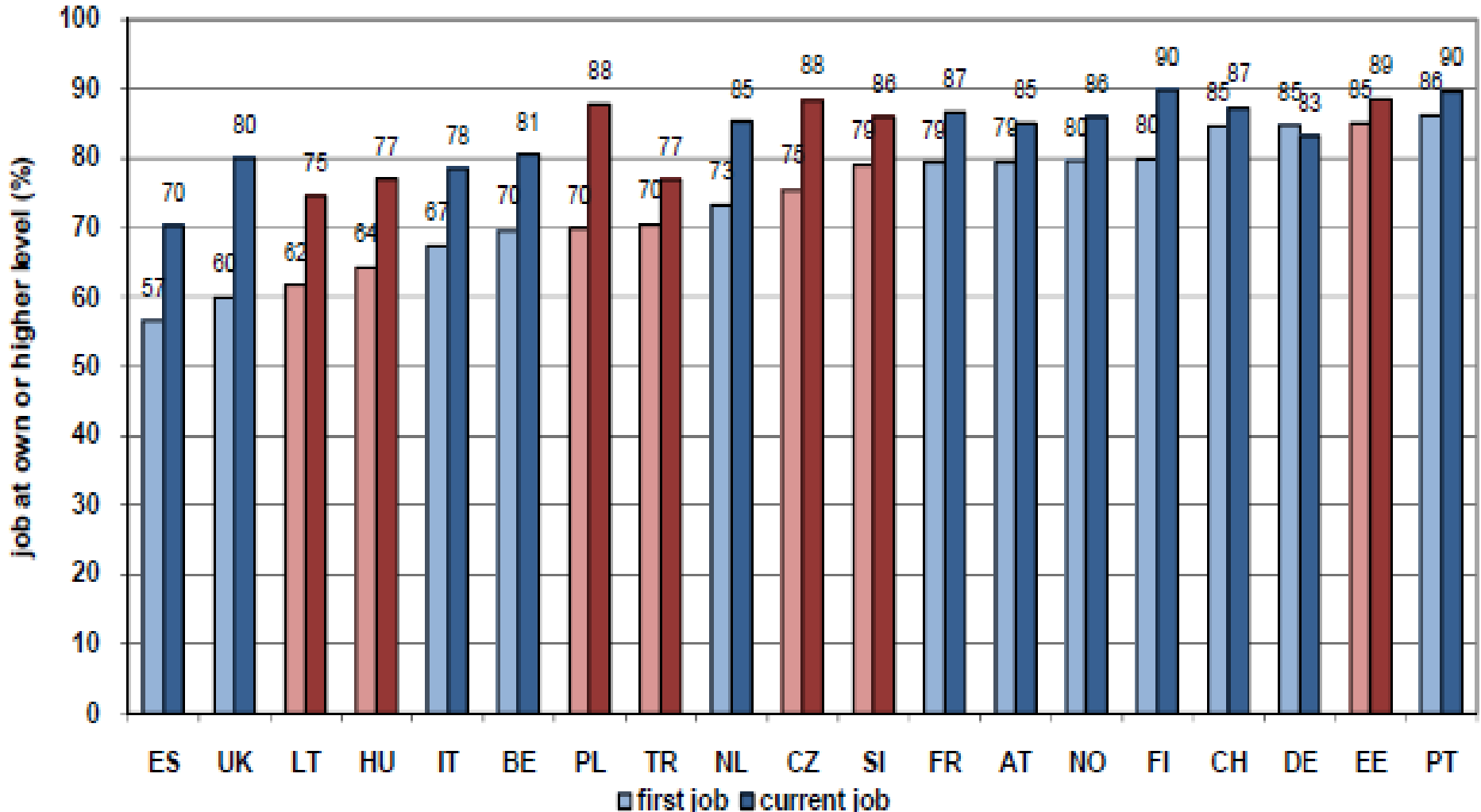
Transition to LM and Early Career (HEGESCO Final Report p. 30)

Percentage of graduates who started looking for work prior to graduation, by country



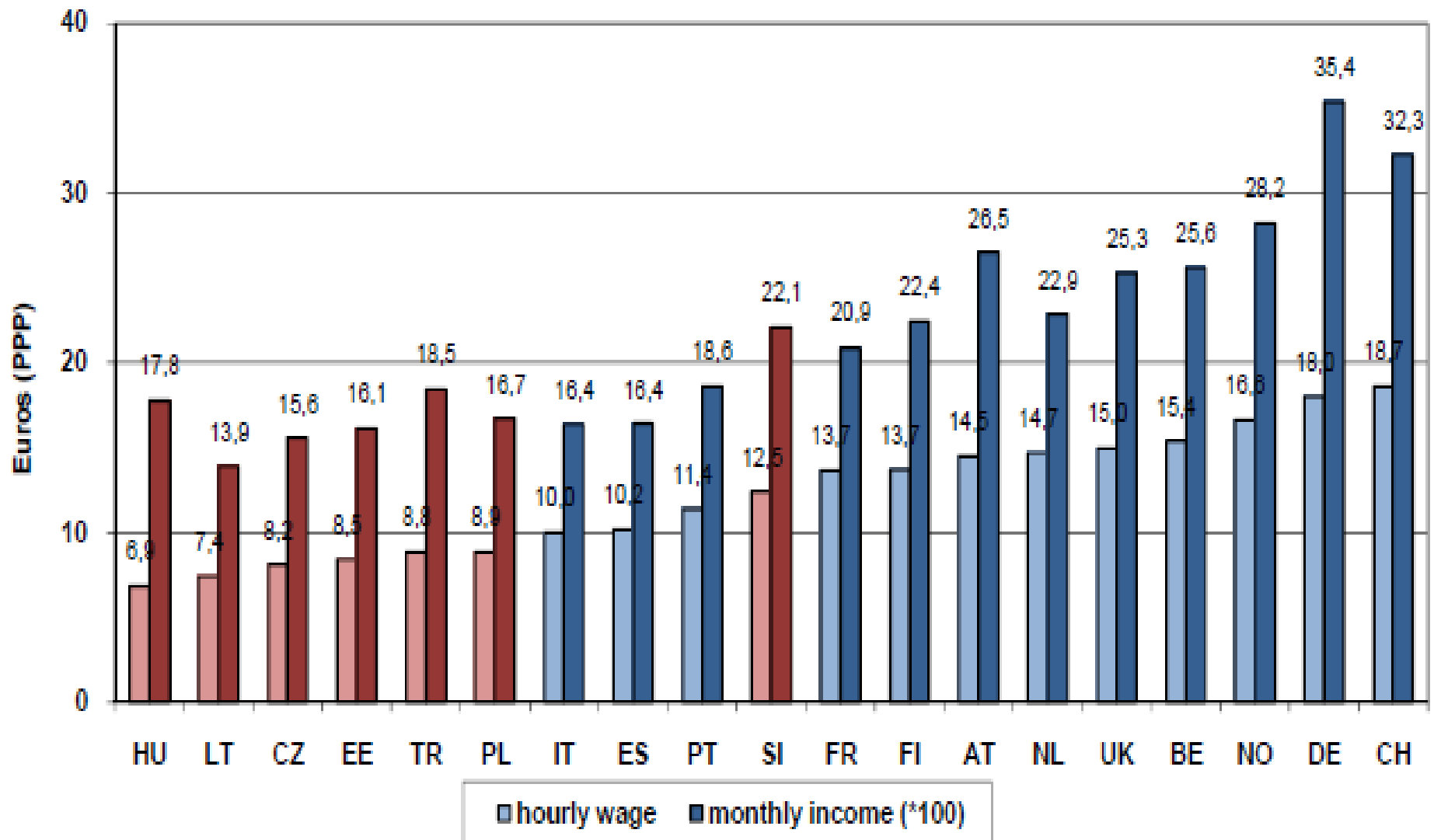
Transition to LM and Early Career (HEGESCO Final Report p. 40)

Percentage of graduates working in a job for which their own or a higher level is considered most appropriate, first and current job, by country



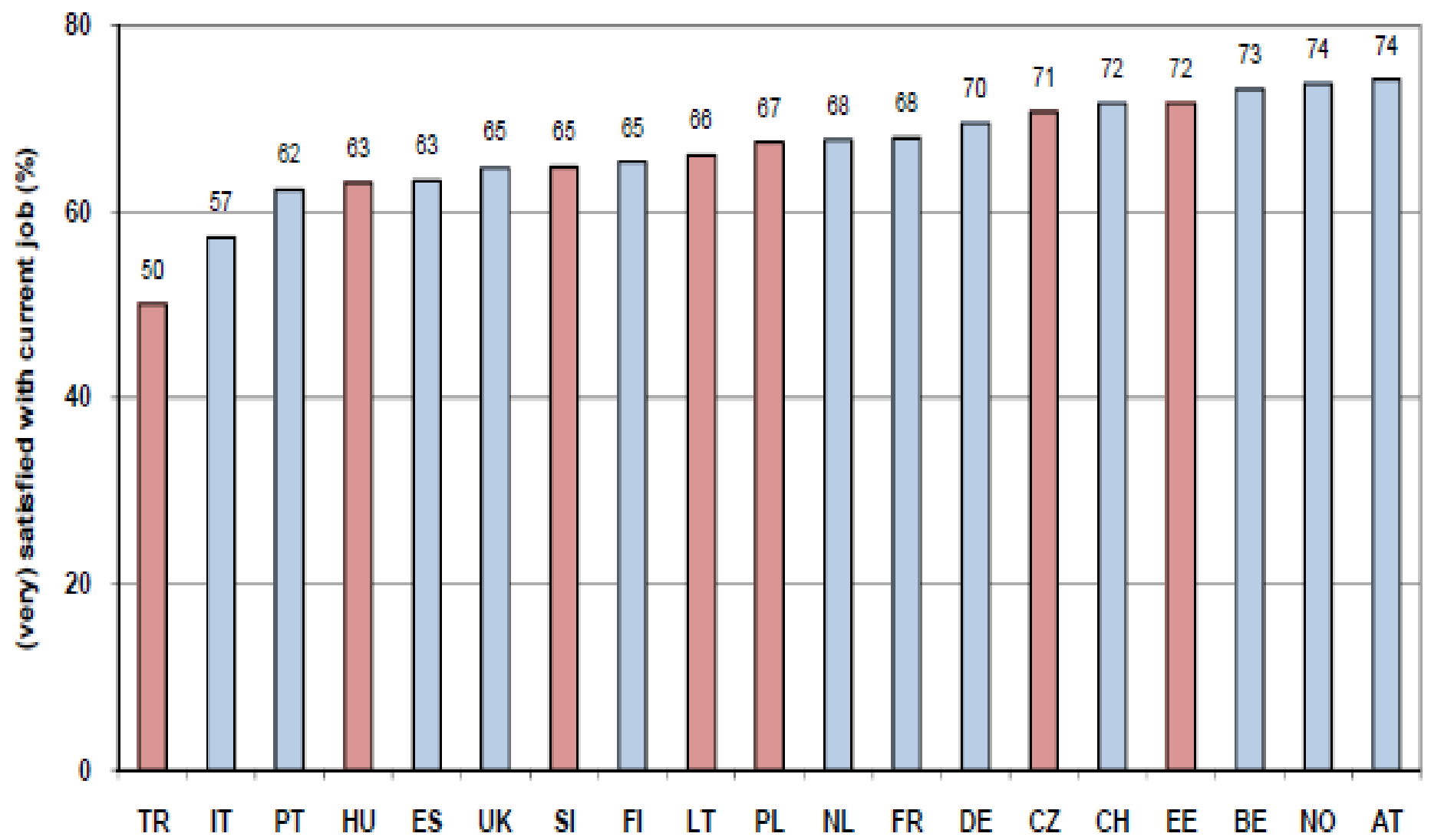
Transition to LM and Early Career (HEGESCO Final Report p. 42)

Mean hourly wages in current job and total monthly income from all jobs, by country



Transition to LM and Early Career (HEGESCO Final Report p. 45)

Percentage of graduates who report high or very high job satisfaction, by country



Shortages of Competencies

- Mastery of own field or discipline
- Ability to perform well under pressure
- Ability to use time efficiently
- Ability to negotiate effectively
- Ability to assert own authority

Surpluses of Competencies

- Ability to speak a foreign language
- Willingness to question new ideas
- Ability to use computers and internet
- Alertness to new opportunities
- Ability to present to an audience

How does on average early career of HE graduates look like?

- Related to international environment;
- Exposed to high level of competition;
- Innovation oriented;
- Graduates are facing high level of uncertainty and requirements to specialisation;
- Every second graduates has experienced reorganisation.

What could HE systems do in order to foster development of competences?

- Acquire knowledge on own programme characteristics
- Complement different teaching and learning modes and *assessment modes*
- Foster acquisition and recognition of relevant work experiences
- Acquire a detail picture of short and long term career paths of their graduates

Overview of DEHEMS project

- DEHEMS short for '*Network for Development of Higher Education Management Systems*'
- 6 Countries : TR, IT, SI, AT, DE and PL
- Erasmus Network Project (LLL) 2009 – 2012
- **Key Research Questions:**
 - How studies take into account the future professional activities of their graduates?
 - What does higher education institutions do to successfully help graduates to make the transition to work
 - What are differences and similarities among countries and professional domains?

Research Steps

- Theoretical Frame & Elaboration of Professional Domain Approach
- Data Analysis
- Interviews (320)
- Elaborated Final Reports
- Dissemination Support with two large international conferences

What academics believe HE should do to help graduates in employment?

- *Academics*: developing general and field-specific competencies by strengthening **practical training**, **internationalisation** and improvements **teaching and learning modes**;
- the need to establish and improve the work of career centres and establish systems for tracking graduates **has not been seen** from the HE system perspective as a priority in all study domains and countries;
- HE managers and staff perceive graduates' career dimensions and their determinants in a surprisingly **intuitive way** – **they are aware only of few dimensions.**

What academics believe HE should do to help graduates in employment?

Example of Business and Economics

- *Tailoring study programmes to labour market needs*
- *Providing general knowledge prior to specific training*
- *Practical focus of curriculum*
- *Monitoring LM developments*

What academics believe HE should do to help graduates in employment?

Example of Teaching and Education

- *Promote lifelong learning activities*
- *Internationalisation of programmes*
- *Strengthen relations with stakeholders*
- *Development of practical work and problem-based learning*
- *Widening professional domain.*

What *employers* consider HE should do to help graduates in career developments?

- They want any improvements in HE to be based on hard facts, such as the results of graduates' tracer surveys;
- they want these results to become broadly available, and integrated into HE systems in a transparent way;
- they want to have a formal role in processes related to transition from education to work.

Other Projects, Approaches, Initiatives, Research

<http://www.dehems-project.eu/en/papers/>

- Individual graduates tracer studies (WU, UNI-Ljubljana, ...)
- INCHER University Kassel (Germany),
- AHELO (OECD),
- PIAAC (OECD),
- AlmaLaurea (Italy),
- TUNING (World Association),
- Educatio (Hungary),
- Charles University (Prague),
- „DECOWE“ Researchers.

EMCOSU project (short for Emerging Modes of Cooperation between Private Sector Organisations and Universities)

a) Which are the most relevant modes of cooperation between universities and enterprises and why?

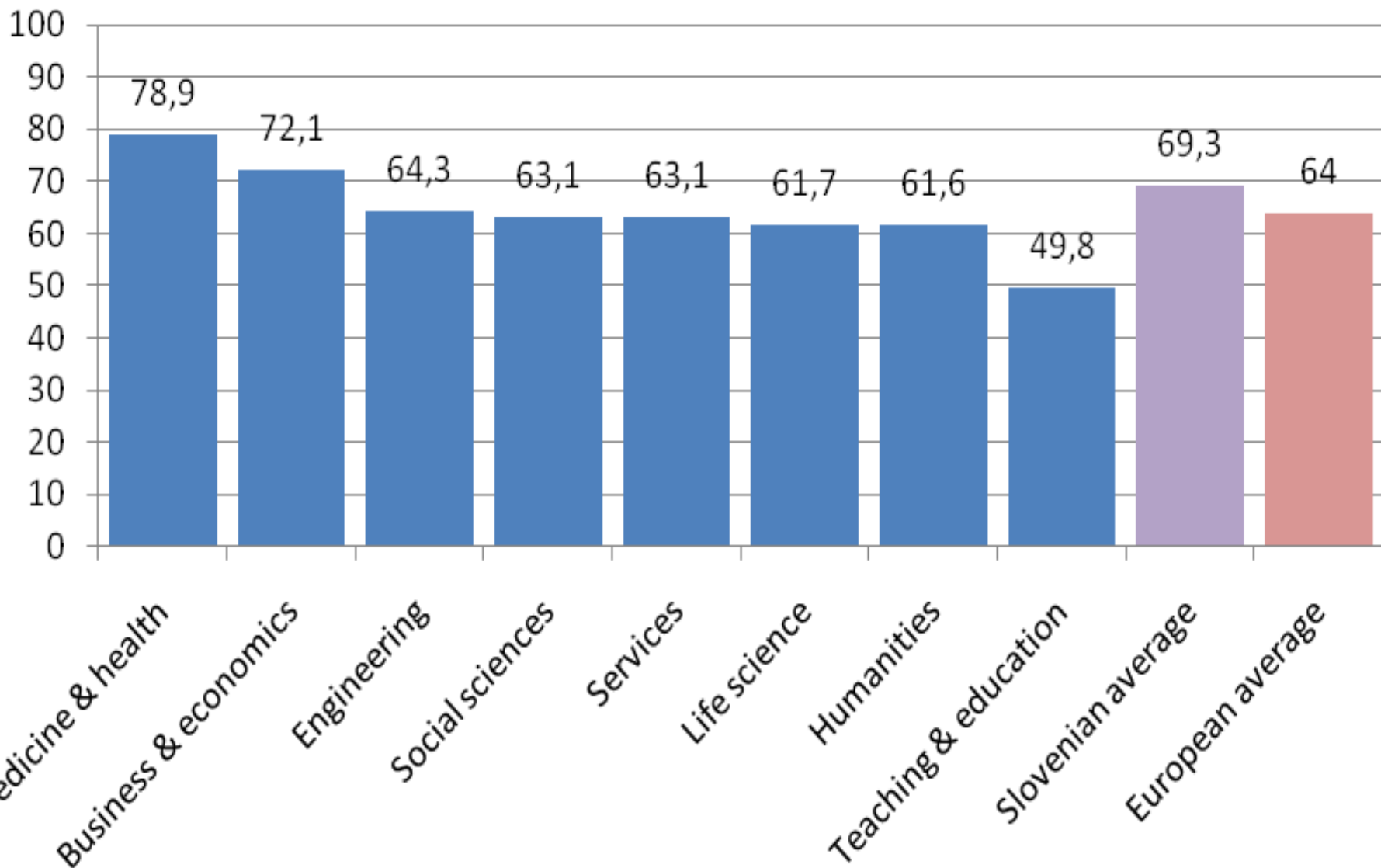
b) What are current characteristics of cooperation modes and their future developmental needs?; and

c) Which are key developmental drivers and motives on cooperation on the side of universities and enterprises?

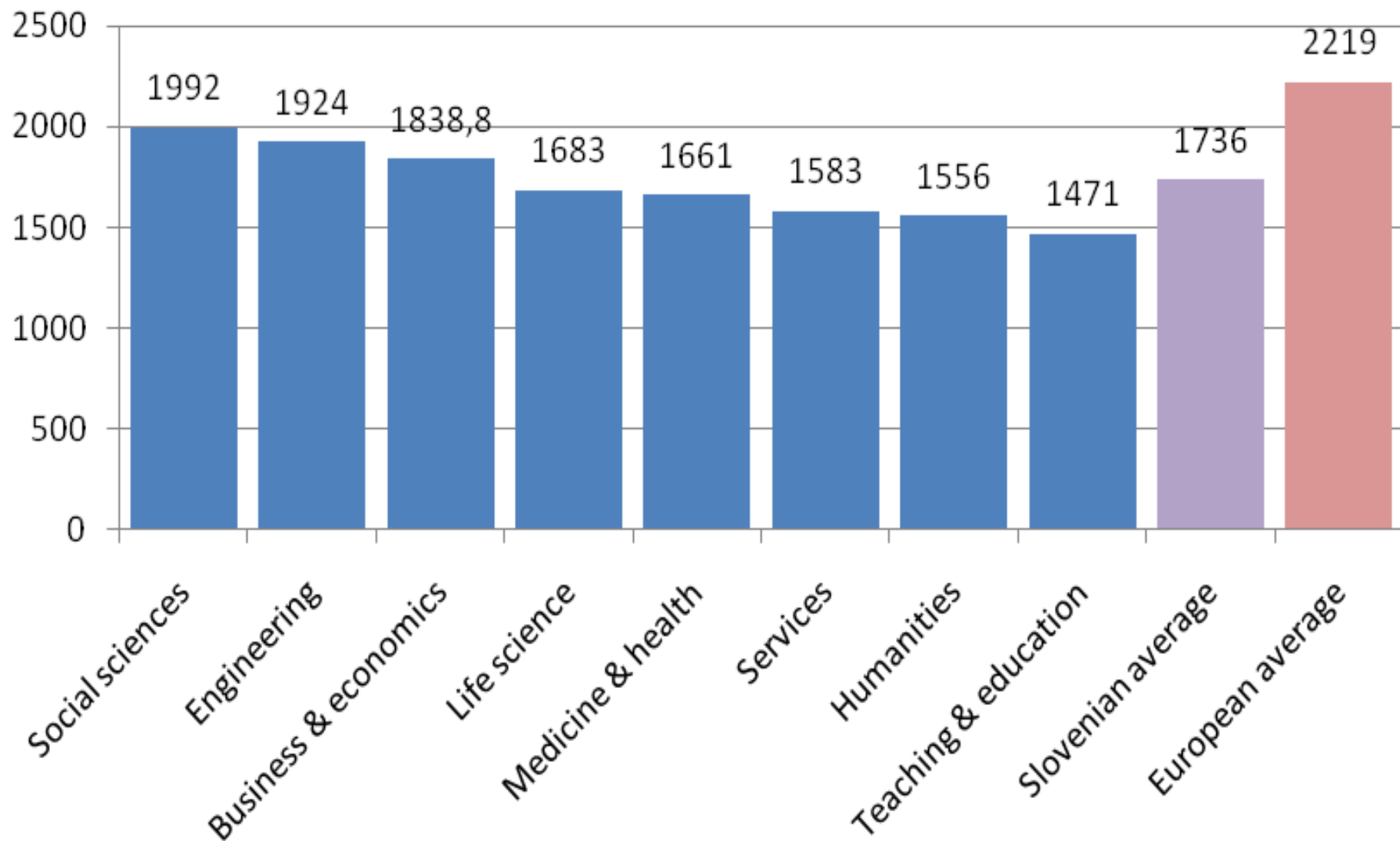
Thank you for your attention!

Exemplary disciplinary findings on HE graduates employability (for Slovenia)

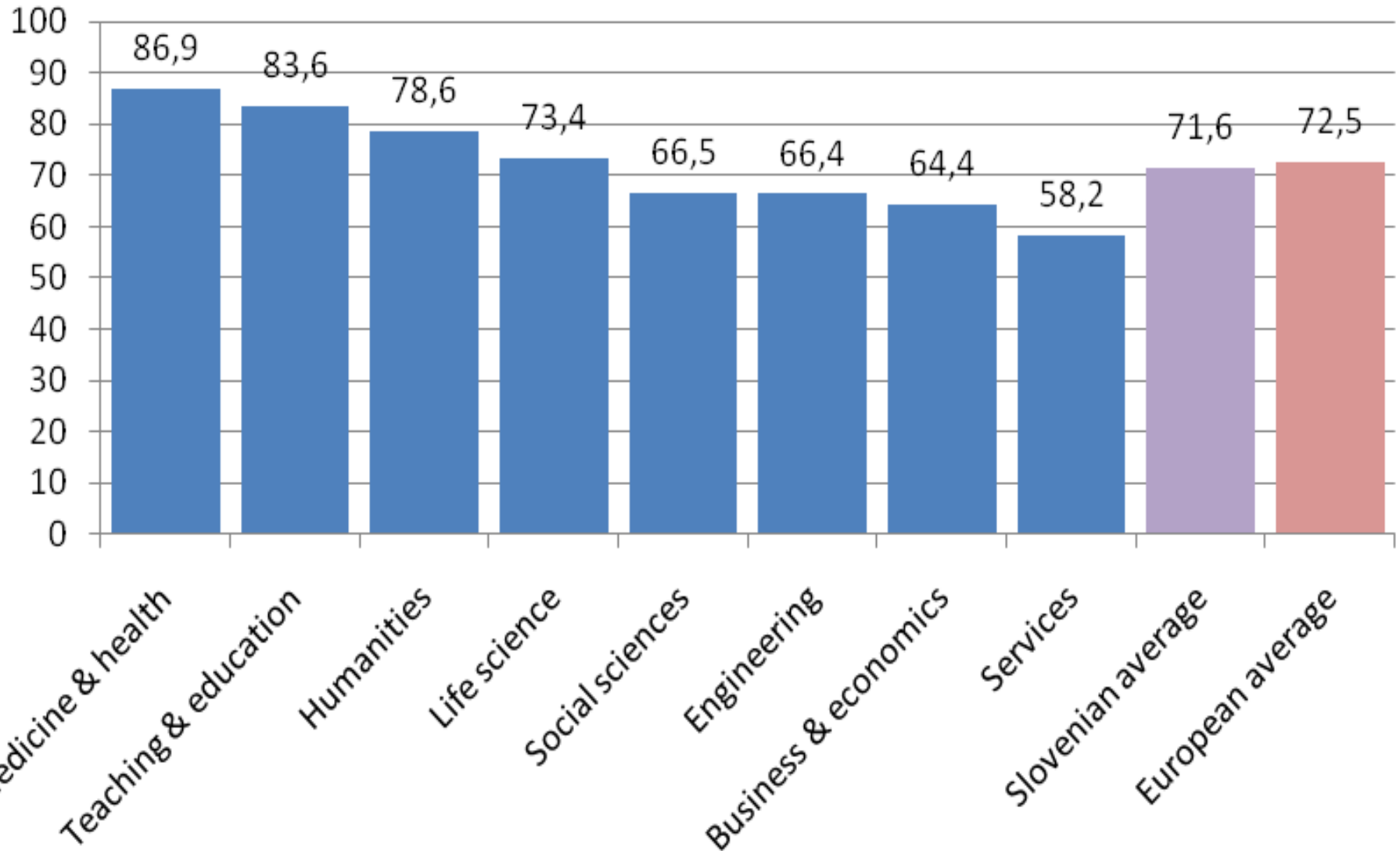
High job security, by field of study (in per cent)



Gross monthly earnings, by field of study (in Euro)



Utilized knowledge and skills in current work, by field of study (in per cent)



Satisfaction with current work, by field of study (in per cent)

