

Summary of Participant Evaluations HERE Study Visit

Universities and the employability agenda: Strategies, student support and industry partnership

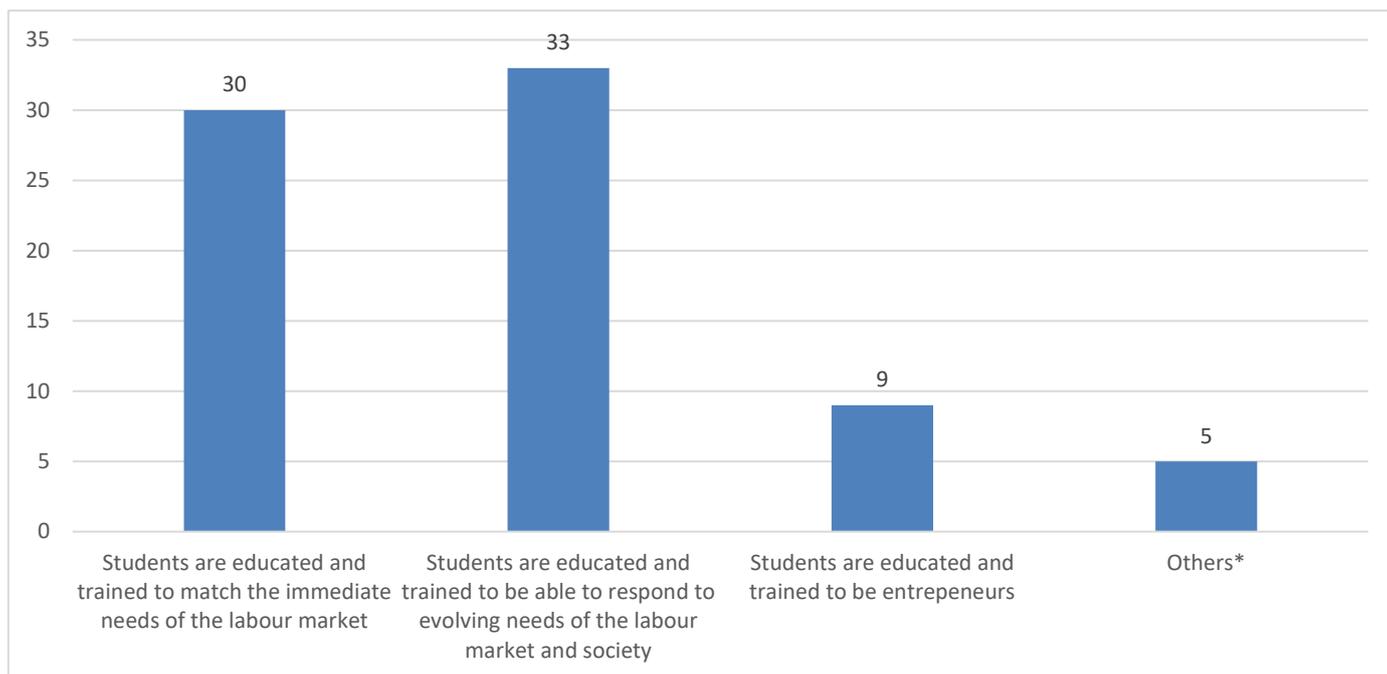
Number of answers: 45

Countries that answered the evaluation form:

| Country | Number of answers |
|------------------------|-------------------|
| Albania | 3 |
| Armenia | 3 |
| Azerbaijan | 2 |
| Bosnia and Herzegovina | 3 |
| Egypt | 1 |
| Georgia | 3 |
| Israel | 1 |
| Jordan | 3 |
| Kazakhstan | 3 |
| Kyrgyzstan | 2 |
| Lebanon | 2 |
| Moldova | 3 |
| Montenegro | 1 |
| Morocco | 1 |
| Palestine | 3 |
| Russia | 3 |
| Tajikistan | 3 |
| Tunisia | 1 |
| Ukraine | 2 |
| Uzbekistan | 2 |

Answers

1. How is the word 'employability' understood in your higher education system? (tick all that apply)



*Other:

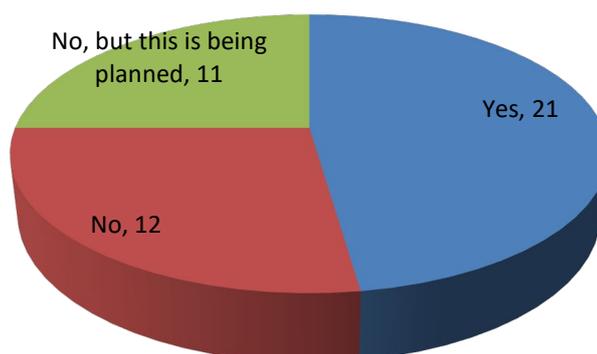
- **Bosnia and Herzegovina:** Students are trained to be able to answer to new challenges and learn permanently
- **Palestine:** Students often choose specialization based on the market need and not on the interest anymore
- **Ukraine:** This is general understanding among present leadership in education, however this term is not defined formally, and understanding may differ in society.
- **Ukraine:** All these concepts are present in different proportions in different HEIs and / or fields of education
- **Lebanon:** We have in Lebanon 219.248 students (Official stats 2018-2019) studying in 1 governmental university (The Lebanese university: 81.024 students ~ 37%) and 46 Higher Education private Institutions (HEPIs) where 15 HEIs (1 LU + 14 HEPIs) are accredited (External accreditation agencies: Mainly Europe and US). Our Lebanese HERE team disseminated a lot of information on employability through workshops and mails and documents (Concept note and readers in English and French) sent to the Presidents/Rectors. 27 (Lebanese University included) HEIs participated to our Workshop on "Programme design

to address employability" held in 2016 (<http://erasmusplus-lebanon.org/event/2016>). They represent without the Lebanese University 119.917 students (~81%) of the HEPIs.

For these reasons, we estimate the following:

- 1. (No more than 20%) Students are educated and trained to match the immediate needs of the labour market
- 2. (No more than 25%) Students are educated and trained to be able to respond to evolving needs of the labour market and society
- 3. (Around 30% of) Students are educated and trained to be entrepreneurs
- 4. By their General education Lebanese students are entrepreneurship-oriented mindset but they need to be trained.
- - The European entrepreneurship competence with its three clusters and 15 sub-competences is actually used to train students in some HEIs.
- - The AUF (Agence universitaire de la francophonie) promoted entrepreneurial learning within its members.

2. Has your country developed national schemes to support and boost HEIs' interaction with employers?



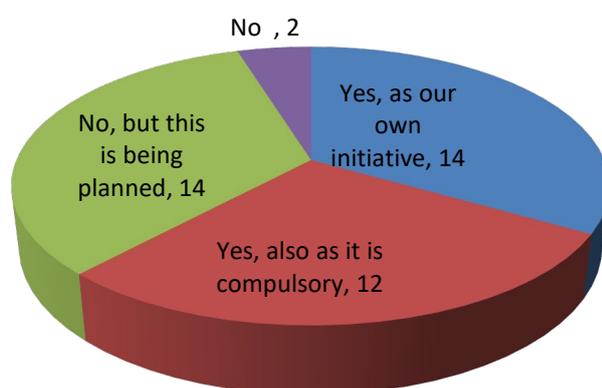
2.1 If yes, please provide an example:

| Country | Answer |
|---------|--|
| Albania | <p>In Albania there is a national student internship program. In this program young professionals from 21 to 26 years old, are invited to apply, requiring them to have completed at least the first cycle of studies 'Bachelor', and have not been part of the program during previous calls.</p> <p>Candidates must show interest in the selected sector, as well as have very good analytical and communication skills.</p> <p>Candidate has to choose the institution in the city where he/she lives, and after has been selected as part of the Program, he or she may gain the desired work experience!</p> <p>Applicant must have completed at least the first cycle studies 'Bachelor'!</p> <p style="text-align: center;">Stages of the Program</p> |

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| | <p>The first phase of this Program, known as the ‘internship period’ lasts three months, is known as work experience, during recruitment in public administration institutions and is free of charge.</p> <p>The second phase offers the student the opportunity to win a one-year employment contract, based on individual performance and the requirements of the institutions themselves.</p> <p>The procedure specifies that the winners have to be notified via email from the relevant institutions</p> |
| Bosnia and Herzegovina | <p>The strategy for the development of the education of the Republic of Srpska in 2016-2021</p> <p>The network of HEI and study programmes of the Republic of Srpska</p> |
| Jordan | <p>Placing faculty to each factory</p> <p>Inclusion of private sector in curricula development</p> |
| Morocco | <p>Several projects have been set up by our ministry. As an example, I cite open days with the socio-economic world, ERASMUS + projects in particular the ISLAH and TUNED project.</p> |
| Morocco | <p>universities have a set offices for industry-university relationship enhancement</p> |
| Palestine | <p>Graduate Tracking System organized by MOHEI</p> |
| Russia | <p>Agreement between universities and enterprises for student internship</p> |
| Tunisia | <p>Several projects have been set up by our ministry. As an example, I cite open days with the socio-economic world, ERASMUS + projects in particular the ISLAH and TUNED project.</p> |
| Ukraine | <ol style="list-style-type: none"> 1. Employers are involved in developing and updating higher education standards and educational programs 2. Interaction with employers is taken into account when accrediting educational programs 3. Employment of graduates is taken into account in the distribution of budget funding for HEIs |
| Moldova | <p>The accreditation methodology of the study programs includes standards that require HEIs' interaction with employers (when developing study programs, involving employers in teaching, providing internships, assessing the satisfaction of employers)</p> |
| Ukraine | <p>Participation of employers in different universities and educational bodies and activities is either mandated or at least permitted by the law and regulatory documents.</p> <p>Examples of mandated participation of employers: National Agency for Quality Assurance in Higher Education and its working bodies, National Agency of Qualifications, National Instructional Committees, definition of profiles of state funding for higher education etc</p> <p>Examples of highly recommended participation of employers - graduation exams, development of educational programs, requirements, standards of higher education, review of regulatory documents, membership at Academic</p> |

councils, Board of Trustees, etc

3. (If you come from an HEI) Has your institution developed schemes to support and boost HEIs' interaction with employers?

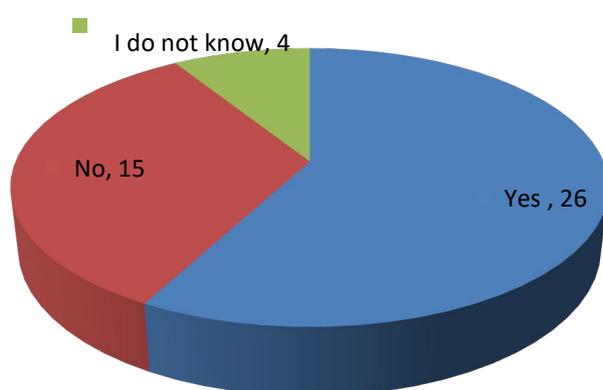


3.1 If yes, please provide an example:

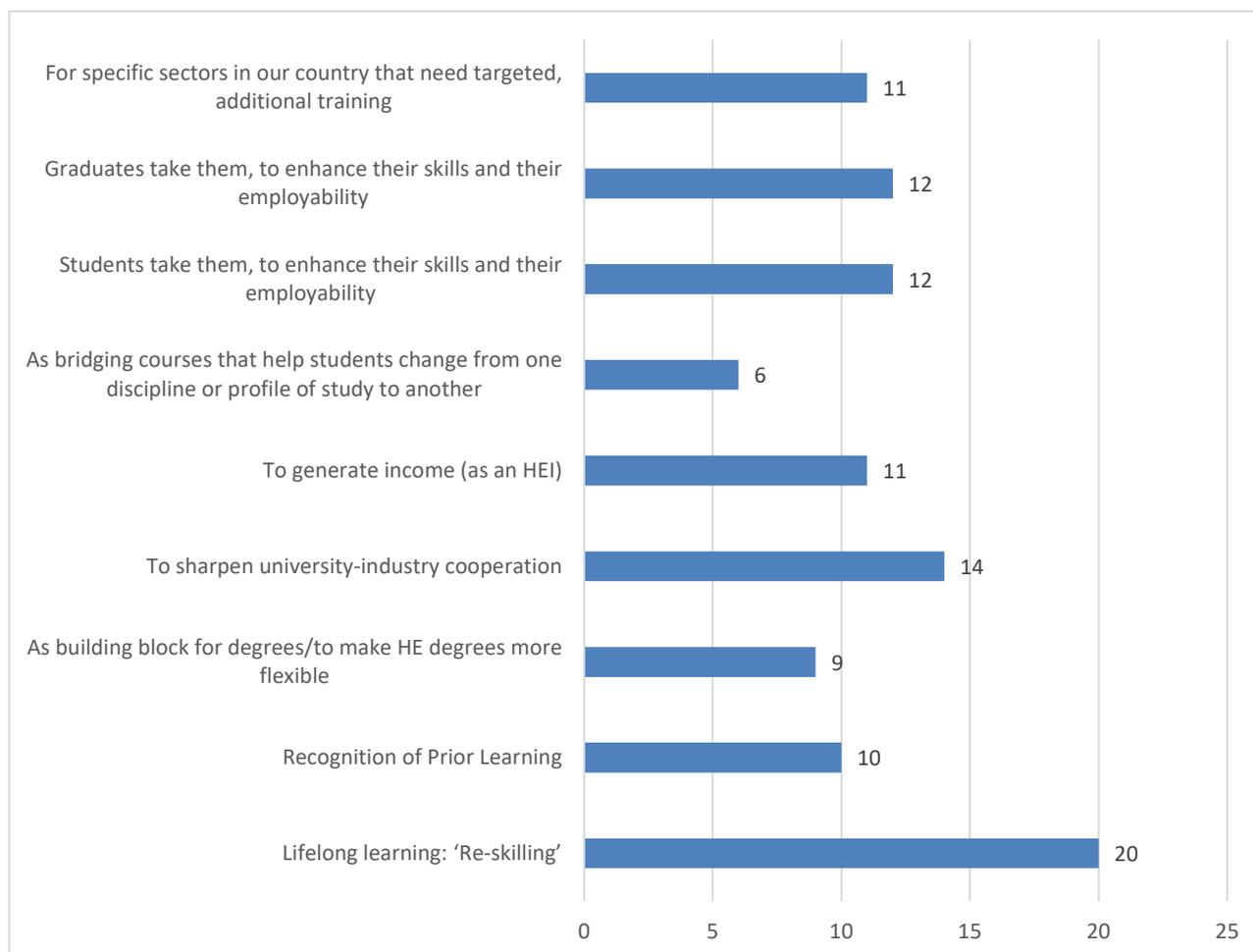
| Country | Answers |
|------------|---|
| Armenia | This is generally done through internships or organizing seminars at the University with the participation of employers. |
| Albania | Universities are working on signing cooperation agreements with various companies and institutions operating in the field of study programs that they offer |
| Egypt | We have Industry advisory boards for several programs. These boards consist of people from the industry and they sit together to discuss how to enhance education within the program. |
| Georgia | To include employers in design and development of educational programs and learning outcomes |
| Kyrgyzstan | Fist all its needed to plan study plans for accreditation process also required. |
| Lebanon | Yes by having students do internships as a requirement for graduation; by having students work with industry on capstone projects.. |
| Moldova | Yes, the Technical University of Moldova cooperates with enterprises for: research purposes, internships, teaching , enterprises managers participate the bachelor and master theses defending, supervise the theses, etc. |
| Moldova | Yes, because the accreditation methodology of the study programs incuds standards that require HEIs' interaction with employers (when developing study programs, involving employers in teaching, providing internships, assessing the satisfaction of employers) The practices of university collaboration with employers have existed for several years in some specialties and are more recent in other study programs. |
| Moldova | There is a University career guidance center and labor market relations. |
| Morocco | it is à master program développéed with industry support |

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| Palestine | An annual meeting between graduates and employers., administered by our Alumni Unit |
| Russia | The employers participated in educational process |
| Ukraine | <p>1. Recently, a regional EAM (Engineering, automation, mechanical engineering) cluster was established with the participation of the university, uniting leading employers and is expected to promote cooperation in the development of science-intensive technologies and training of relevant specialists.</p> <p>2. The University develops the program for training specialists in certain fields using dual form of study with the participation of employers</p> |

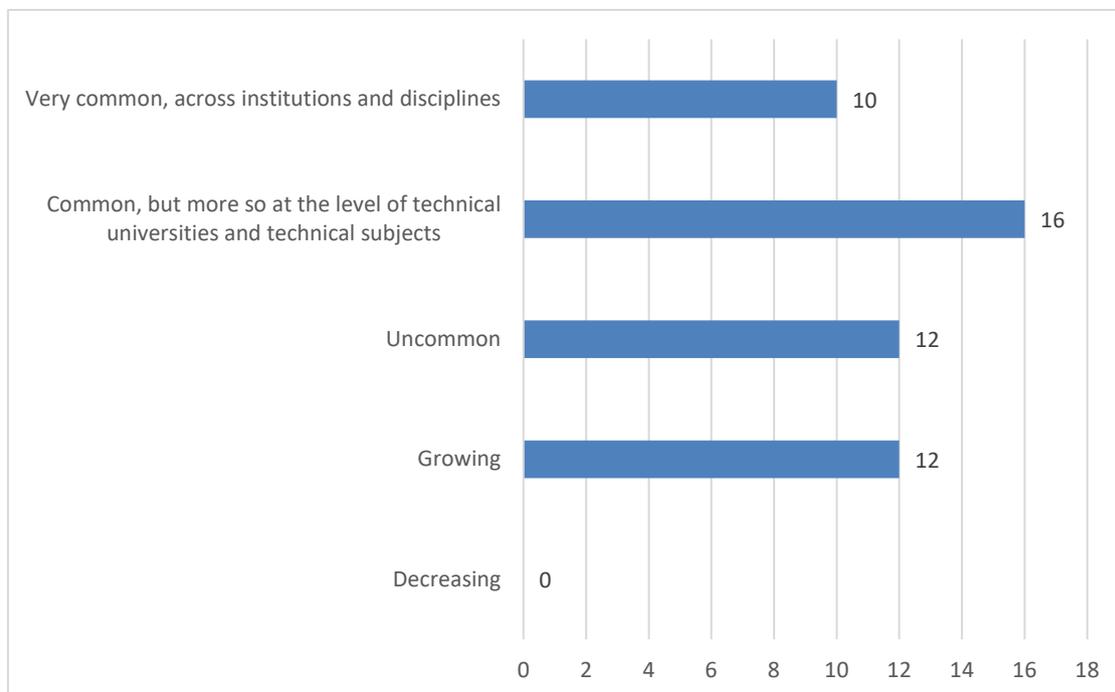
4. Is there a general trend/interest in developing and validating shorter units of learning (like micro-credentials)?



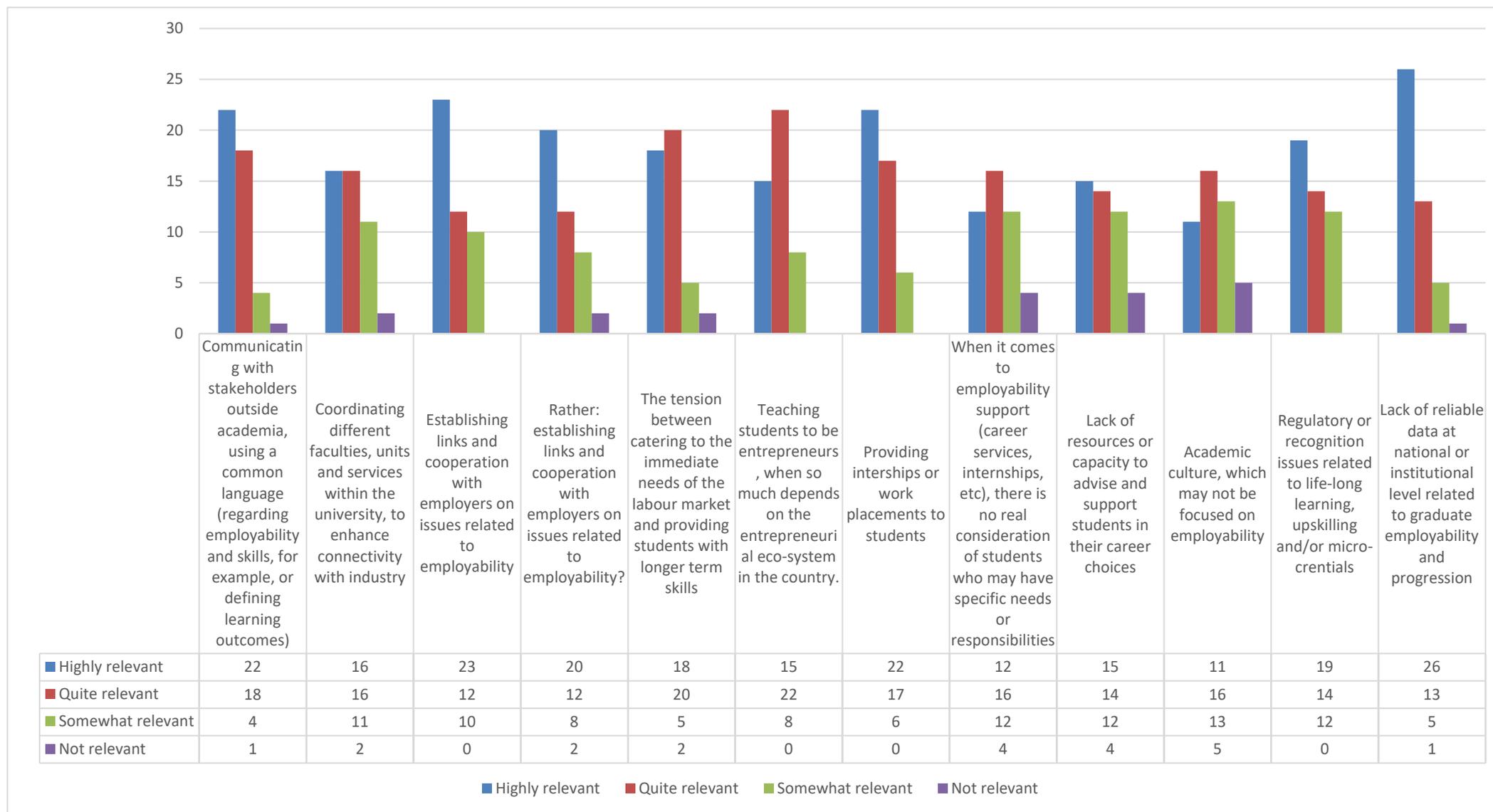
4.1 If yes, for which purpose? (tick all that apply)



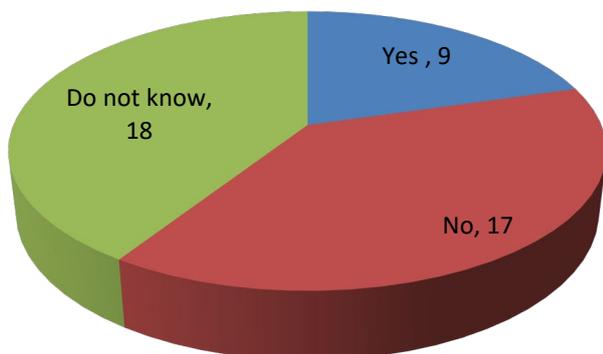
5. In your country, HEI collaboration with employers on curricula and study programmes is (select all that apply):



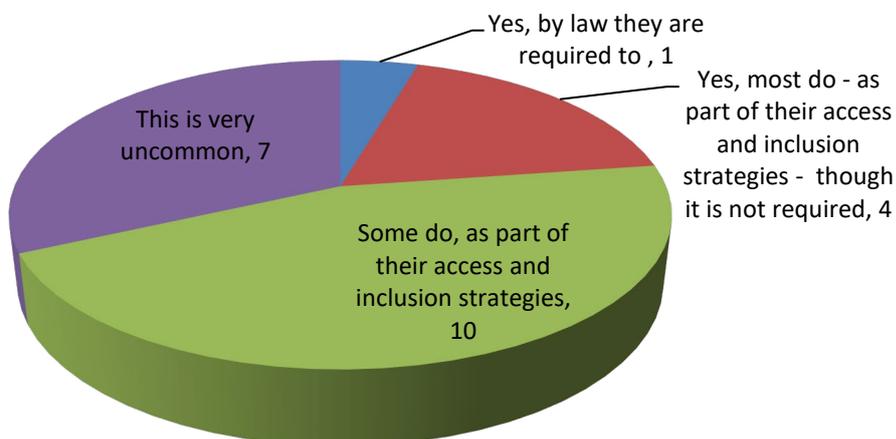
6. In tackling the issue of employability from the HE perspective, what are the biggest challenges?



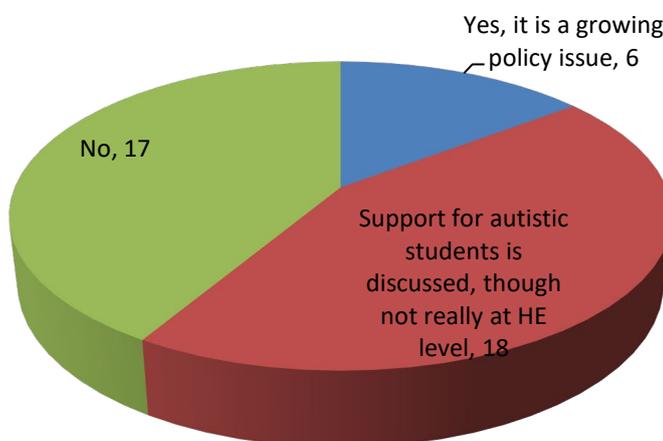
7. In your country is it possible for students to self-identify as autistic?



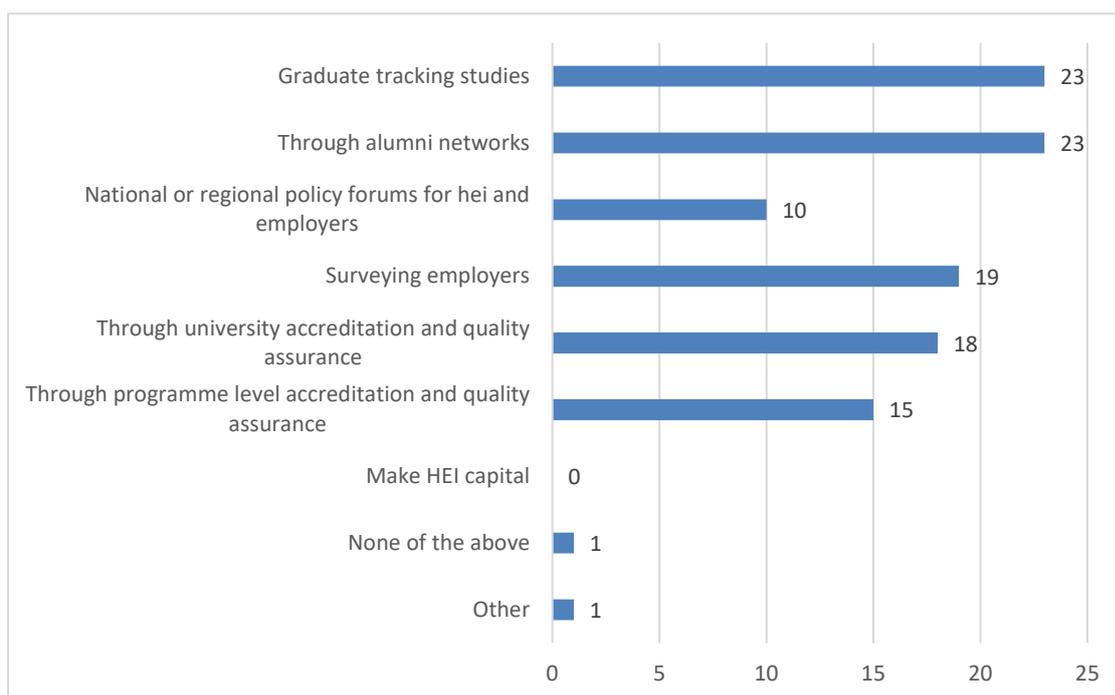
8. If yes, do HEI in your country provide support services for autistic students?



9. Is career support for autistic higher education students an issue that is discussed in your country?



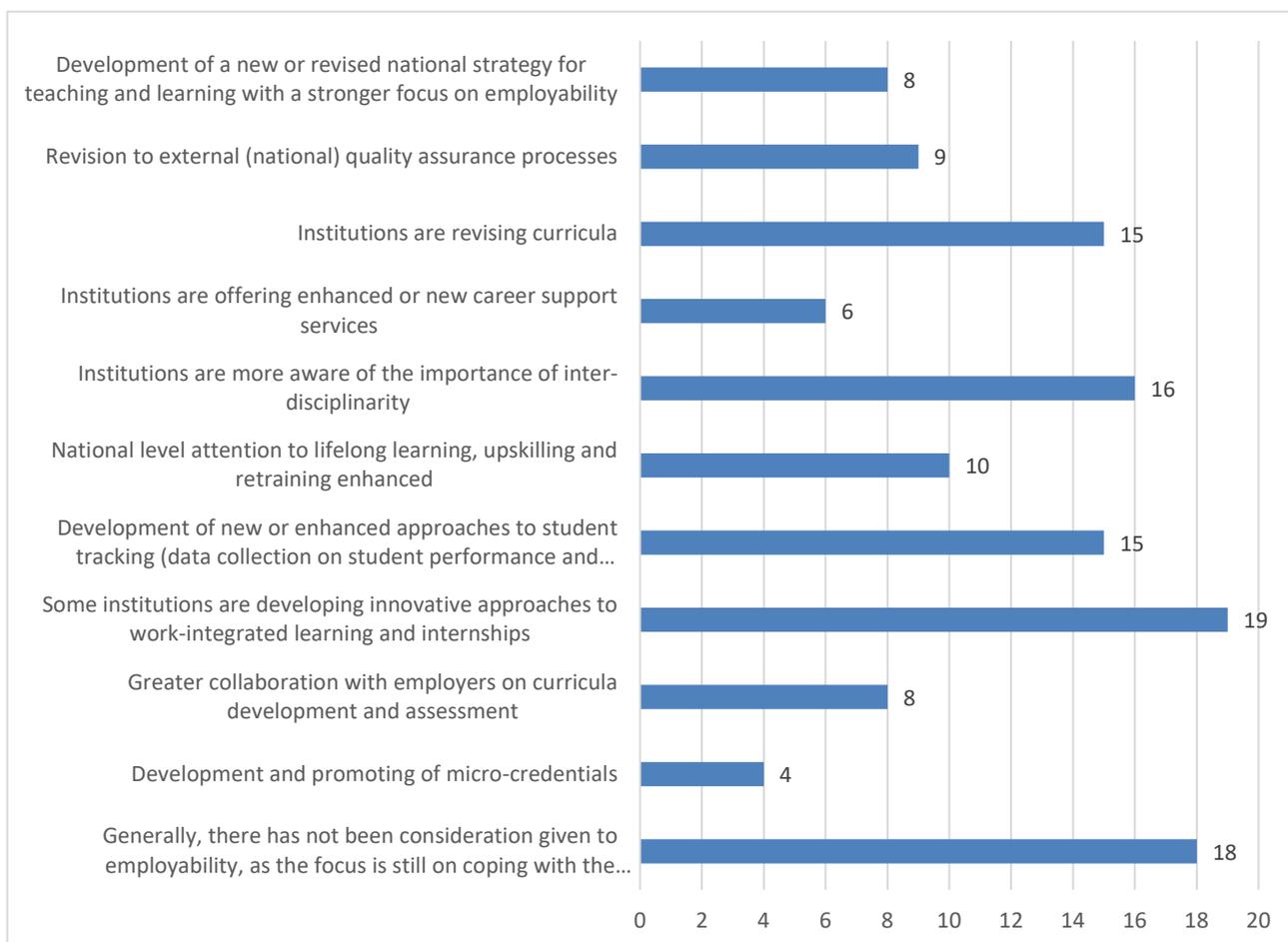
10. How is graduate employability assessed by your HEI or country? (select all that apply)



10.1 Please elaborate on your answer:

| Country | Answers |
|------------------------|---|
| Albania | The quality assurance offices in collaboration with the departments and the career office collect data on the employment rate of graduate students. However, it must be said that this process faces many difficulties, including the long transition of the country. |
| Armenia | Actually, the assessment of graduate employability is done differently from University to University and generally not on systematic level. |
| Bosnia and Herzegovina | It is still work in progress, but I think it is not neglected and will be enhanced in near future. |
| Bosnia and Herzegovina | We take data from our state service for employment. |
| Moldova | Mainly based on programme level accreditation and quality assurance. |
| Ukraine | The creation of a nationwide graduate tracking system is required by law. But today there is no such system yet. |
| Ukraine | The system of assessment and tracking of graduate employability is presently being developed through information exchange with State Pension Fund that gathers full information about official employment and social taxes paid by graduate. |

11. How has the global pandemic effected the link between teaching, learning and the discussions around employability of graduates? (select all that apply)



11.1 Please elaborate on your selection

| Country | Answers |
|---------|--|
| Armenia | It is important to revise curricula, make it cohesive with the new demands and new reality that we have had after Covid-19 pandemic, the universities need a greater collaboration with the employers |
| Moldova | Indeed, the focus is still on coping with the pandemic impact. |
| Albania | A needs assessment report on Virtual Collaborative Teaching and Learning in Albania has been published by consortium of Erasmus+ project. It was created by partners on the VALEU-X project and lead by staff at the European University of Tirana. It aims at laying the scientific foundation for effective and innovative intervention complying with international best practices in virtual innovative teaching and learning using state of the art ICT-based environments and tools. This needs assessment report is based on the finding from different resources and used tools, specifically: desk research, baseline reports and online survey run at |

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| | Albanian partner institutions (https://zenodo.org/record/4290969#.YAhKIRaCGUk). |
| Ukraine | Most of these changes are happening. But in the context of general education reform, not a response to the pandemic. |
| Bosnia and Herzegovina | Pandemic has caught us all off-guard, and due to all difficulties, that came along with it, HEIs have been struggling to keep everything going as planned. Things are slowly settling down, and their focus will be transferred to other topics soon enough. |

12. Did you participate in the SPHERE workshop on Micro-credentials on 26-27 November 2020

