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# NEXT GENERATION EMPLOYABILITY: PRACTICES AND PERSPECTIVES FROM OTHER COUNTRIES



## THE Panelists



CHAIR

**Nannette Ripmeester**  
Director at Expertise in  
Labour Mobility  
The Netherlands  
[@labourmobility](#)



**Prof. Shingo Ashizawa**  
Toyo University  
Faculty of Global &  
Regional Studies – Japan  
[@shingo1257](#)



**Dr Edilio Mazzoleni**  
Università Cattolica del Sacro Cuore  
Director, Global Engagement &  
International Education – Italy  
[@ucsc\\_int](#)



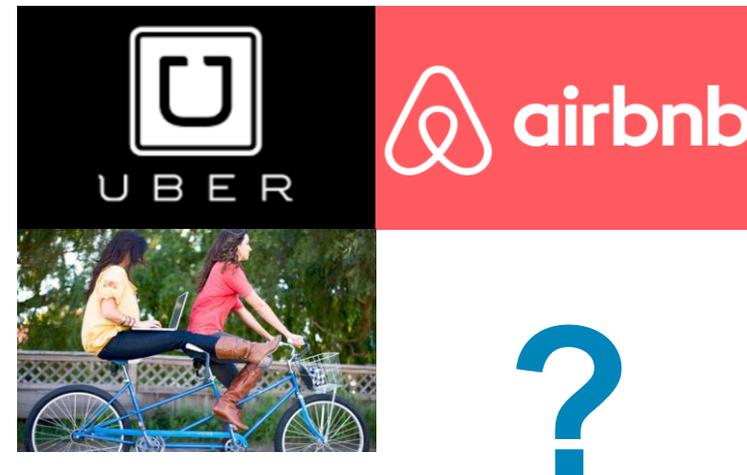
**Dr Martha Johnson**  
University of Minnesota  
Assistant Dean, Learning  
Abroad - United States  
[@marthajanejohn](#)



**Brett Berquist**  
University of Auckland  
Director International  
New Zealand  
[@bberquist](#)

# The future workplace

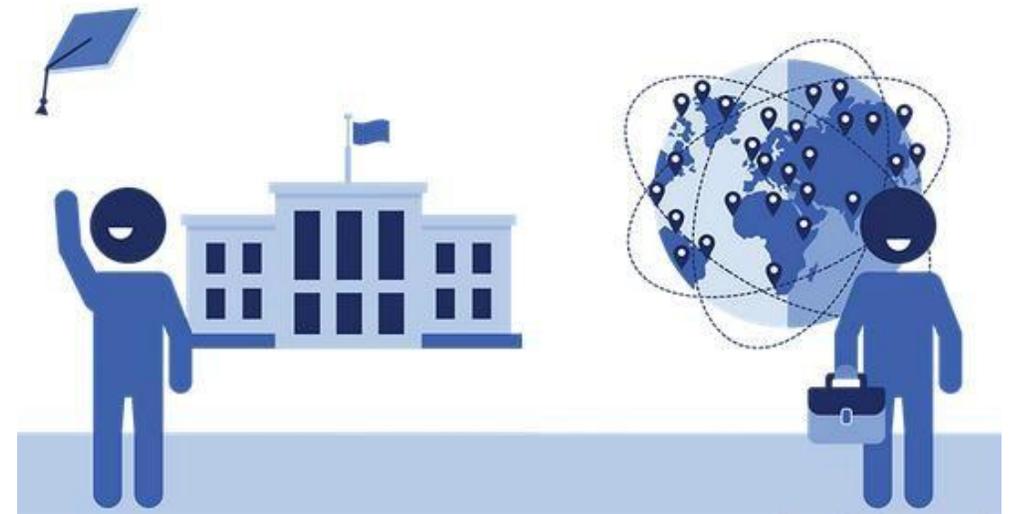
- 🌐 **65%** of children entering primary school today will ultimately end up working in **completely new job types** that don't yet exist
- 🌐 **50%** of subject knowledge acquired during the first year of a 4-year technical degree will be **outdated** by the time the student graduates
- 🌐 **5.1 million jobs will be lost** to disruptive labour market changes between 2015-2020
- 🌐 By **2020** more than a third of the **desired core skill sets** of most occupations will be comprised of skills that are not yet considered crucial to the job today



**CHALLENGES &  
OPPORTUNITIES**

# Employability matters...

- It is something **different** than ‘recruitability’
- It is the *‘ability to fish’*
- It is the entire academic journey that delivers *‘a **rounded candidate with right skills & knowledge**’*
- It encompasses those **transferable skills** that students need for the future workplace



# Support matters...



**79%** of graduates  
need help in finding  
employment

**87%** of graduates  
would like more careers  
advice from  
their university

**1/3** students  
feel lost in their  
career path

**63%** of alumni say their  
university could do better in  
communicating with them

**“Career advice is  
often too late, too  
little. This needs  
to change to  
close the gap”**

**Katie Orr**, Nova  
Scotia Community  
College – Canada  
Source: "Eyes on  
Employability, 2017"

Source:  
[www.labourmobility.com/student-employability-necessity-choice/](http://www.labourmobility.com/student-employability-necessity-choice/)

# What students say...

How well prepared do you feel for the job market?

“

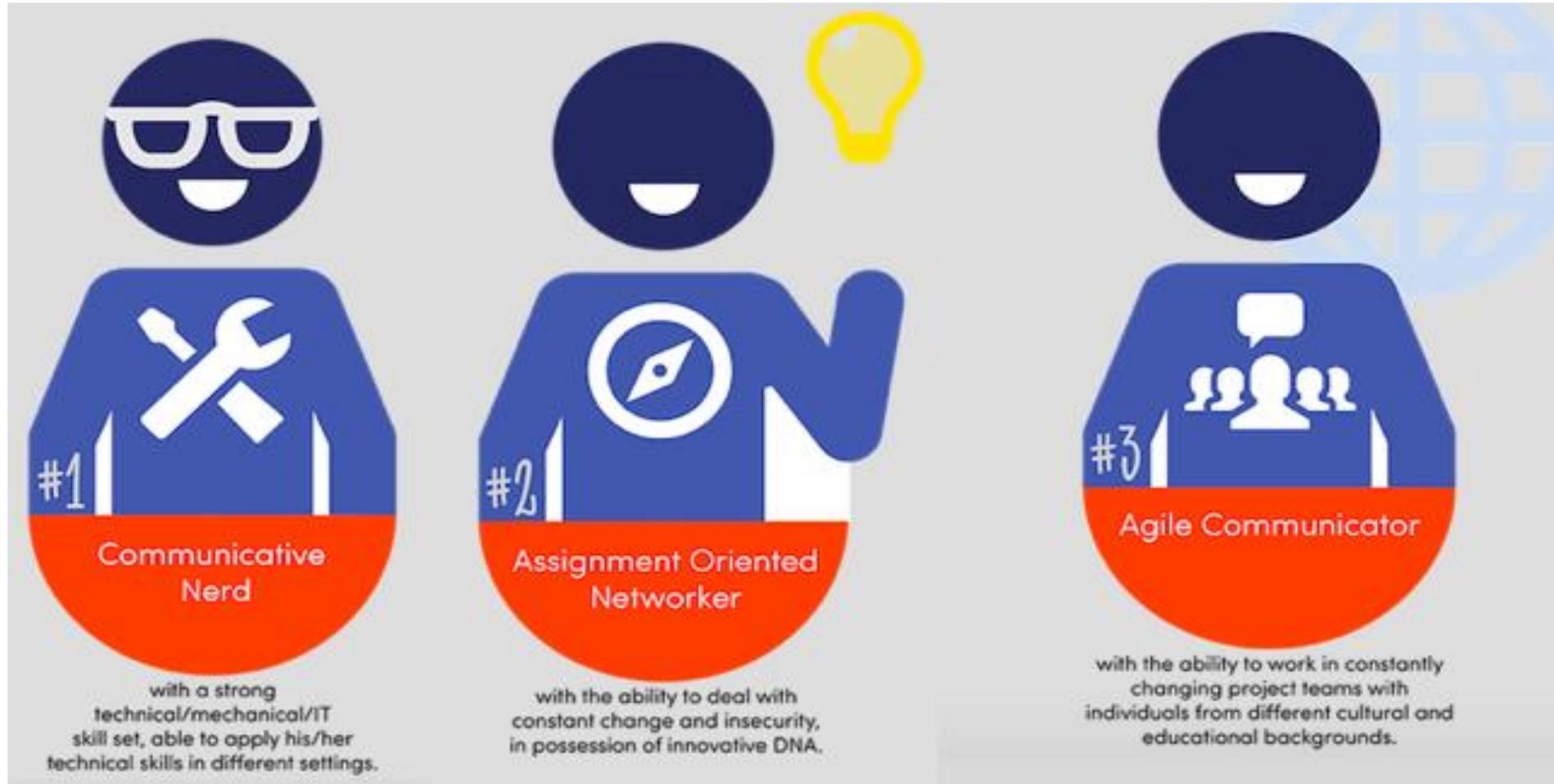
I feel quite prepared, but it would be helpful to have more time for this preparation. When you are a young student you want just to enjoy life so you start thinking about what you need for the employment only 1-2 years until the graduation.”



INESSA, Russia, MSc Financial Econom



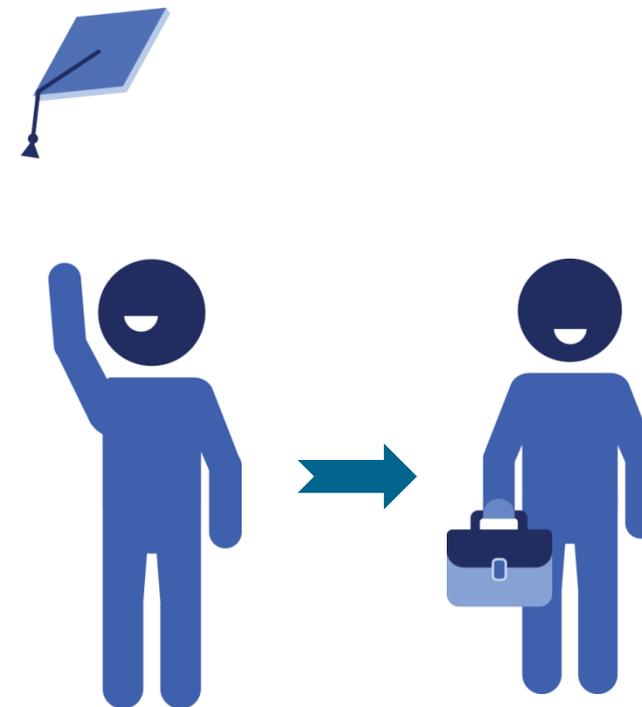
# Most wanted skills in 5 years time



Source: [www.linkedin.com/pulse/most-wanted-skills-5-years-time-nannette-ripmeester](http://www.linkedin.com/pulse/most-wanted-skills-5-years-time-nannette-ripmeester)

## 5 Guiding Principles

- 1: Take international graduate employability serious
- 2: Treat employers as partners, not the enemy
- 3: Embed graduate employability into curricula
- 4: Provide international career advice to all students
- 5: Don't be afraid of technology



**Source:** WHEN BEING 'BOOK-SMART' IS NOT ENOUGH, SKILLS GRADUATES NEED TO SUCCEED IN THE FUTURE WORKPLACE, Internationalization of Higher Education Handbook, 2018

# The Dutch Case vs the German Case

👤 Talent shortage, particularly in tech & finance sector



👤 “too much English” taught classes

👤 **Side jobs:** 16 hours/week during studies

👤 **After graduation:** 12 months work permit

👤 Overall talent shortage, in large number of sectors, political support for retaining international students



👤 Most classes taught in German → easy transition to job market

👤 **Side jobs:** max 120 days/year

👤 **After graduation:** 18 months work permit

# The Swedish Case vs the Finnish Case

👤 Talent shortages, strong political support for retaining international students



👤 High level employer support (but may not always cascade down to practical hiring level)

👤 **Side jobs:** No limitations to work during

👤 **After graduation:** 6 months work permit

👤 General talent shortages

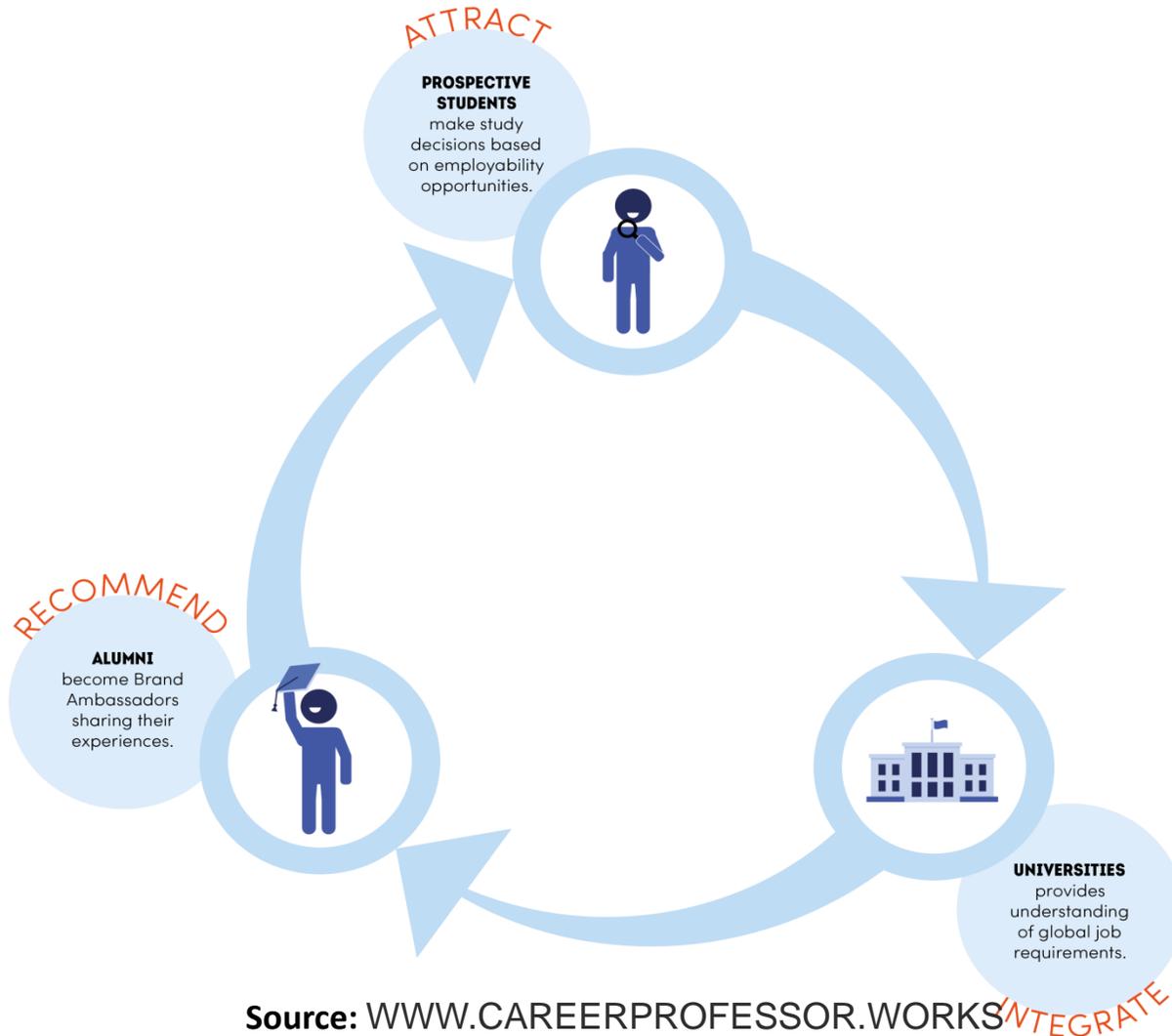


👤 “So, you’ve fallen in love with the Finns ...”

👤 **Side jobs:** 25 hours/week during studies (support in finding side jobs & highlighting what makes Finnish employers tick)

👤 **After graduation:** 12 months work permit

# Attract – Integrate – Retain/Recommend



Ensuring students leave your institution as Brand Ambassadors

Source: [WWW.CAREERPROFESSOR.WORKS](http://WWW.CAREERPROFESSOR.WORKS)

# **Strategic Approach towards Employability of students in Japan**

**Shingo Ashizawa**  
**ashizawa@toyo.jp**



**TOYO UNIVERSITY**



# Self Introduction

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**University Mobility in Asia and the Pacific**  
– Promoting student mobility in the region –



**Shingo ASHIZAWA**, *Deputy Secretary General*  
UMAP International Secretariat

**Toyo University**  
Professor, Faculty of Regional Development Studies  
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TEL : 81-(0)3-3945-8018 email: ashizawa@toyo.jp

# Outline

1. Background and Statistics
2. Demands from Industries & Government Initiative
3. New Trends in Mobility & Impact Survey Result in Japan
4. Case Study
  - 1) Toyo University
  - 2) UMAP



# Key Words

- Employability
- Students' Needs
- Diversification
- **Partnership**
- Resource Sharing
- Quality Enhancement
- Learning Outcome
- Government Support

# 1. Background and Statistics



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# Long-term Goals:

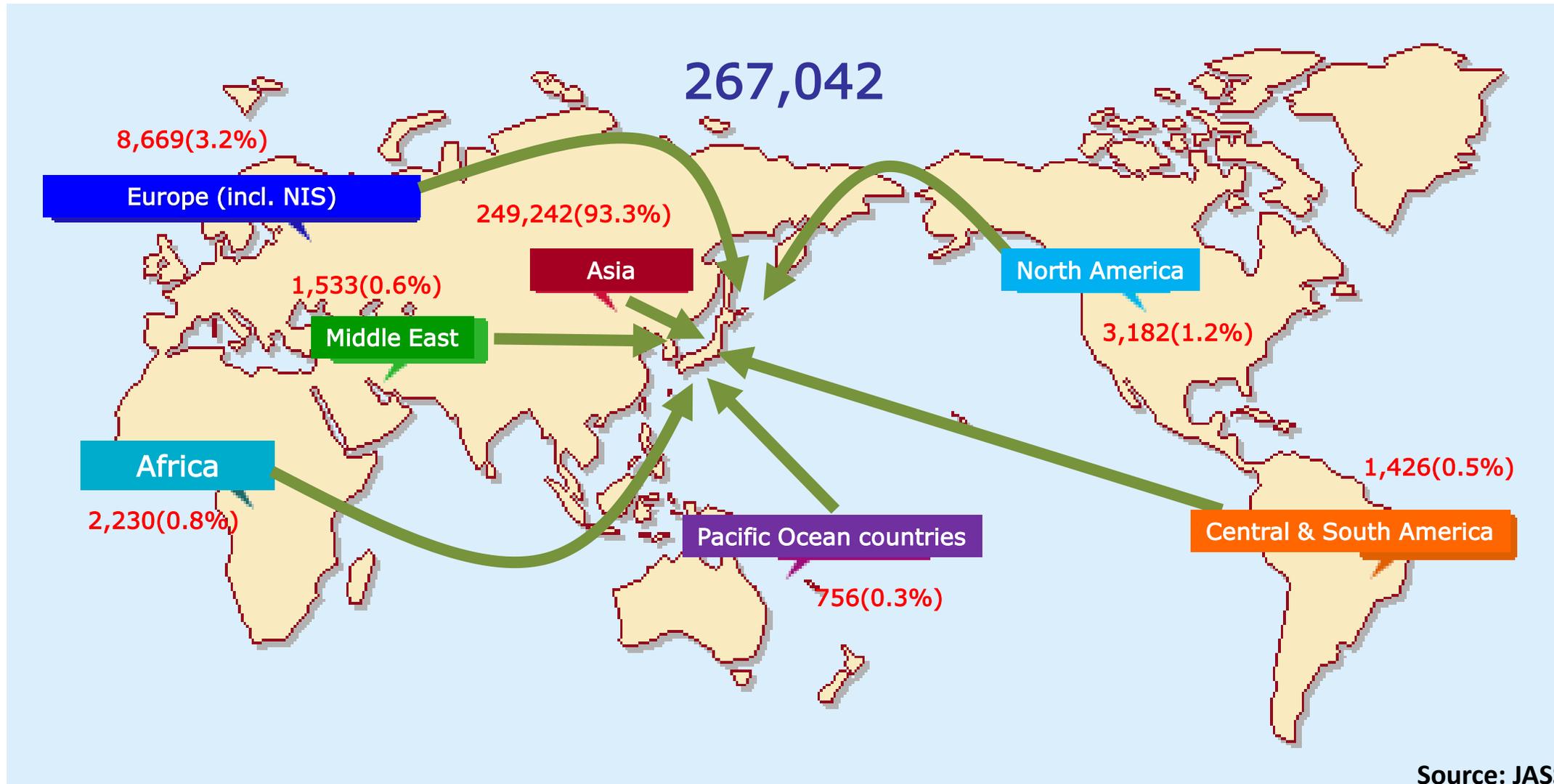
1. Internationalization of Japanese Higher Educational Institutions
2. Fostering Global human resources ... high-quality labor force

# Mid-term Goals:

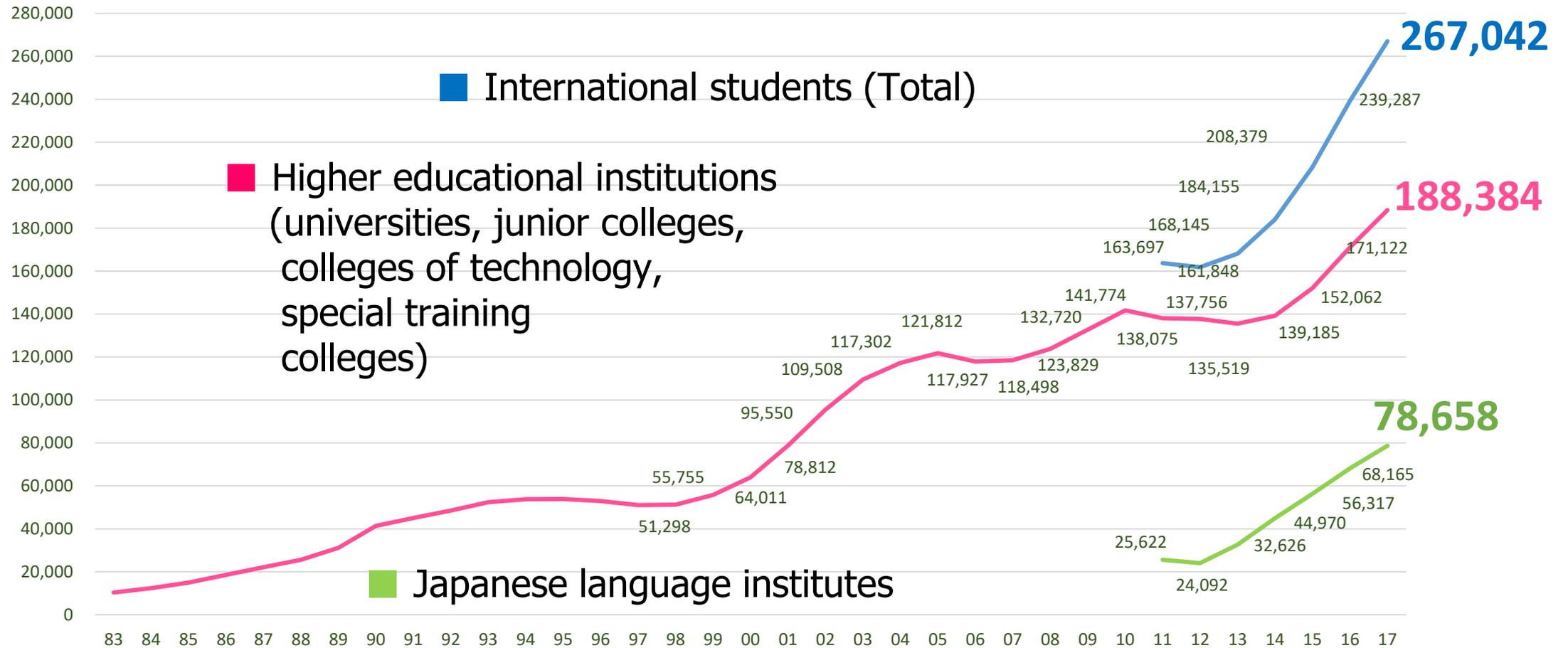
**By 2020**

**300,000 inbound students**  
**and**  
**120,000 outbound students**

# Student Mobility (Inbound)

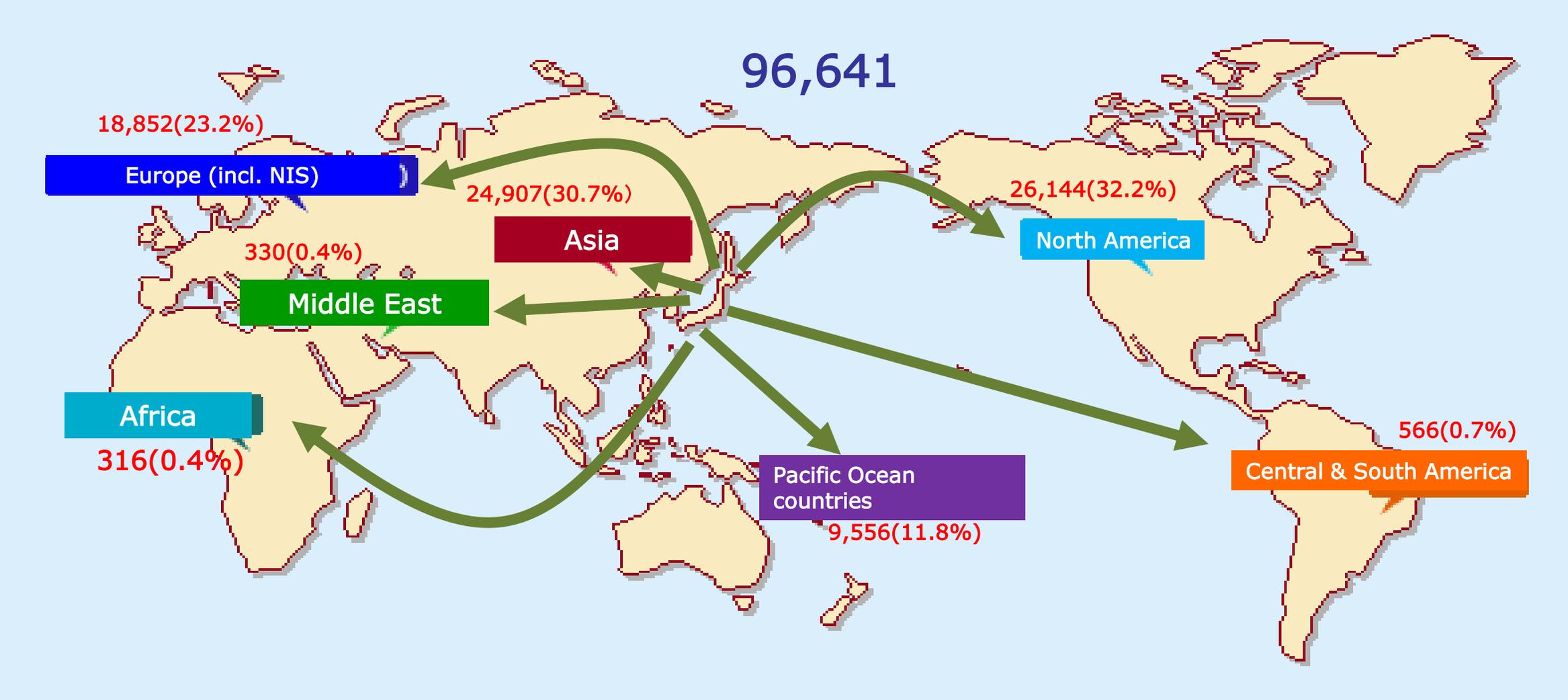


# Student Mobility (Inbound)

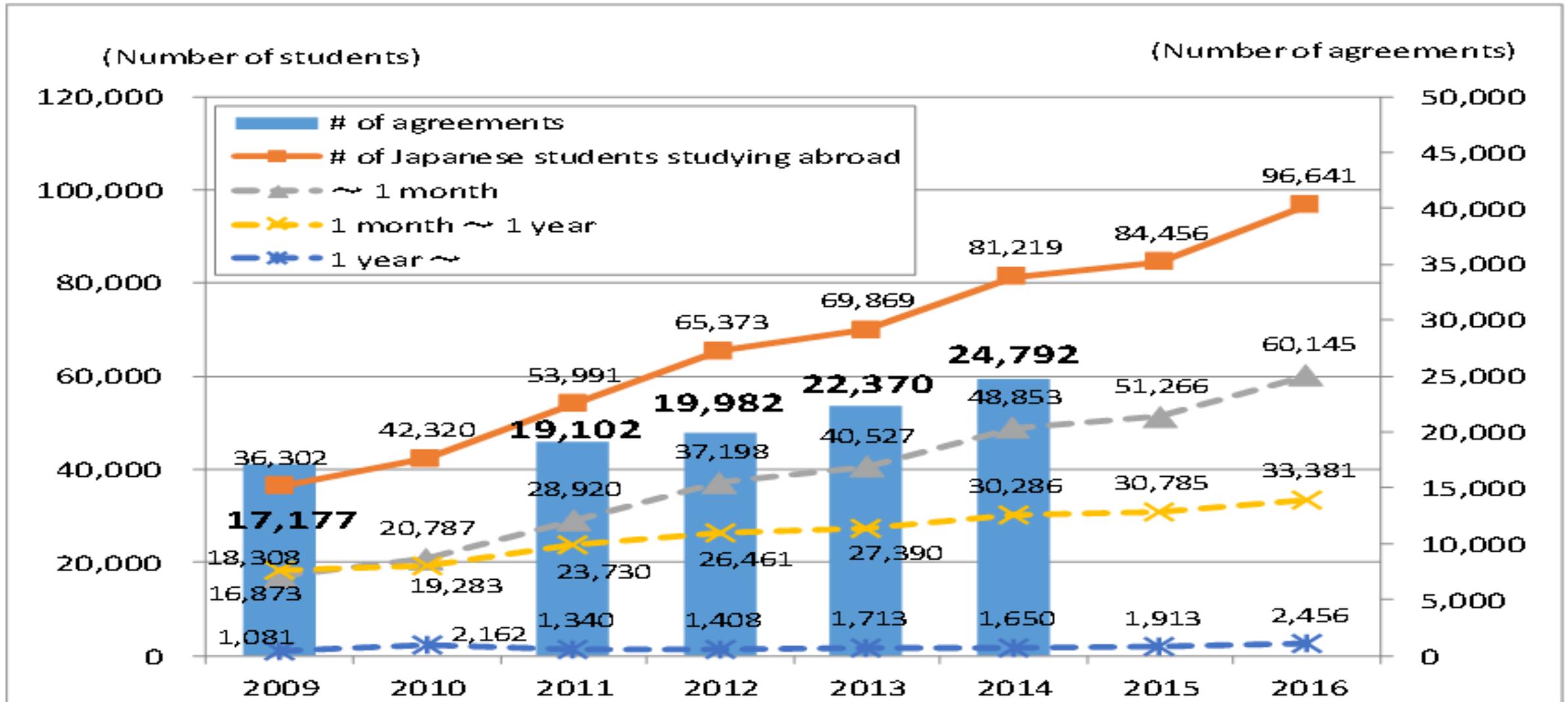


Source: JASSO

# Student Mobility (Outbound)



# Student Mobility (Outbound)



Source: MEXT, JASSO

## 2. Demands from Industries & Government Initiative



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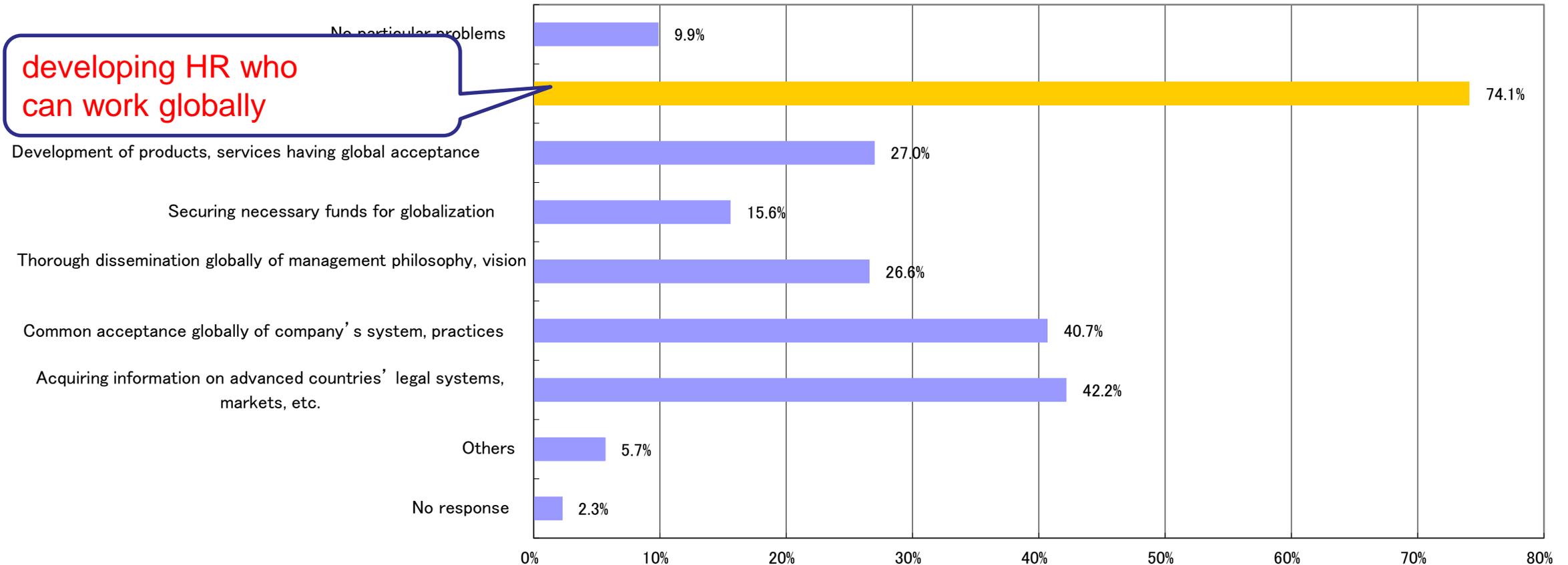


# Demand for “Global Human Resources”

- High percentage of companies that are establishing overseas bases feel they have problems in securing and developing domestic human resources who can promote their globalization.

## Challenges in establishing and managing overseas branches

developing HR who  
can work globally



# Situation of HR Demands in Private Industries

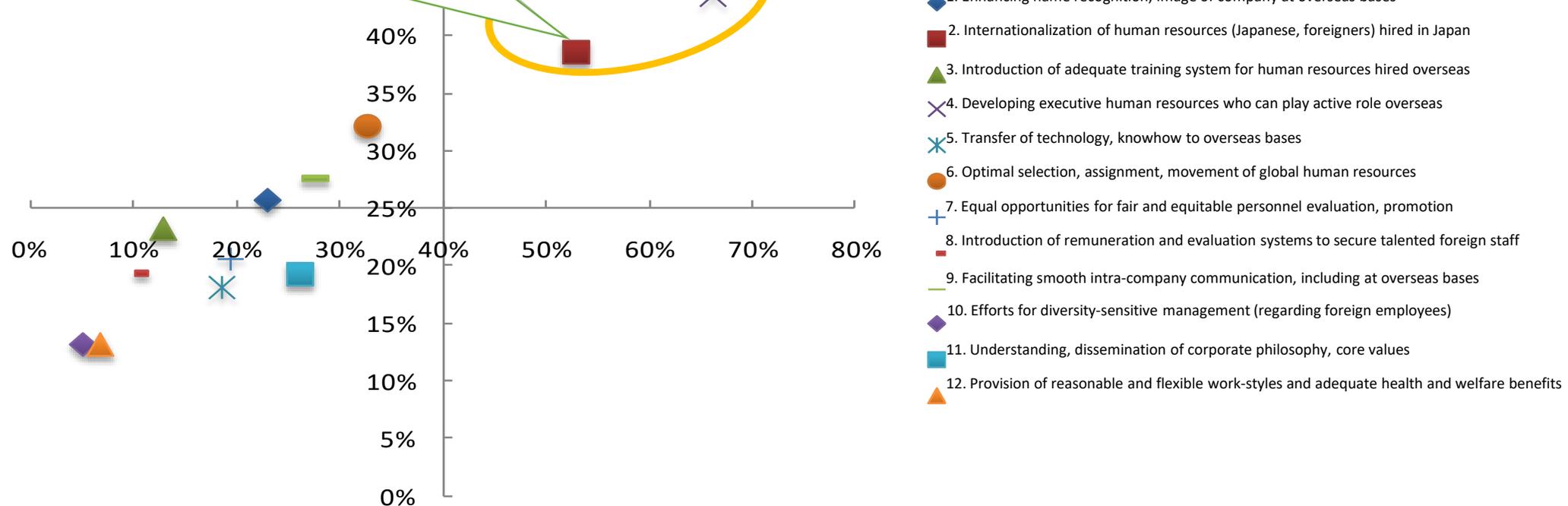
- Companies establishing overseas bases particularly think “developing executive human resources who can play active roles overseas” and “internationalization of human resources hired in Japan” are challenging issues; they also recognize the importance of these factors.

Particularly important areas, issues for internationalization of human resources (Could select at most four areas).  
n=280 (companies setting up overseas bases)

**Internationalization of HR**

**Developing executive HR  
who can play active roles overseas**

Percentage of companies responding, “There is a challenging.”



Percentage of companies responding, “Particularly important area.”

2018/10/11

Shingo Ashizawa

# Government Policies & Initiatives

**2008** *300,000 International Students Plan (-2020)*

**2009** **Global 30 (-2013)**

**2011** **Inter-University Exchange Project (2011-)**

**2012** **Go Global Japan (-2016)**

**2013,14,15,16,17** *Japan Revitalization Strategy*

*(Inbound 300,000, Outbound 12,000)*

**2014** **Top Global University Project**

**TOBITATE! (Leap for Tomorrow) Study**

**Abroad Initiative**

**2015** **Joint Degree Scheme**

**Coordinator for Study in Japan**

**2017** **International Student Employment Enhancement**

**2018** **Study in Japan Global Network Project**

# Top Global University Project

## Comprehensive International Strategies & Goals

- 23 goals related to structural reform
- 18 numerical target
- University specific goals

● **37 top global universities**

**Top Type: 13** universities to rank in the  
top 100 in the world

**Global Traction Type: 24** universities to lead  
the internationalization

● **10-year long special budget**

# Top Global Universities

- **Top Type** : 13 universities
- **Global Traction Type** : 24 universities

National Public Private

• **Kyoto U**

• **Osaka U**

• Kyoto Institute of Tech

• Nara Institute of Science & Tech

• **Ritsumeikan U**

• **Kwansei Gakuin U**

Kyushu,  
Okinawa

• **Kyushu U**

• Kumamoto U

• **Ritsumeikan Asia Pacific U**

Chugoku,  
Shikoku

• **Hiroshima U**

• Okayama U

Kinki

• **Tohoku U**

• Akita Int'l U

• U of Aizu

Chubu

• **Nagoya U**

• Kanazawa U

• Nagaoka U of Technology

• Toyohashi U of Technology

• **International U of Japan**

Hokkaido

• Hokkaido

Tohoku

• **U of Tsukuba**

• **U of Tokyo**

• **Tokyo Medical and Dental U**

• **Tokyo Institute of Technology**

• **Keio U**

• **Waseda U**

• Chiba U

• Tokyo U of Foreign Studies

• Tokyo U of the Art

• **International Christian U**

• **Shibaura Institute of Tech**

• **Sophia U**

• **Toyo U**

• **Hosei U**

• **Meiji U**

• **Rikkyo U**

• **Soka U**

Kanto

Source: MEXT

# The Japanese Government (MEXT) 's “Career Development Program for International Students in Japan”

Started in 2017 (5 year )

## **Employability Enhancement for International Students**

- ✓ Aims to increase opportunities for foreign students to secure employments in Japan.
- ✓ Promotes collaboration among universities, local governments and industries.
- ✓ Subsidizes universities that offer business Japanese language education, career development education, and internships.

# 3. New Trends in Mobility & Impact Survey Result in Japan



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University Mobility in Asia and the Pacific

# Trends: From “Elite” to “Mass”

## < Study Abroad for Elite >

- National level scholarships (e.g. Fulbright)
- Support service not critical, applicants are independent (best and brightest)



## < Study Abroad for Mass Market >

- More students with their own funds
- Support services essential (e.g. language instruction, test prep, counseling service, visa application)

# Short Program, Diversification & “Outcome”

## 1. Participation in Short Program in Japan

	2009	2016
Less than 1 month	18,308	60,145
1 month – 1 year	16,873	33,381

## 2. Diversification

Internship & Field study

## 3. “Outcome”

Output : # of study  
abroad



“learning outcome” become  
critical

# Long Term Impact of Study Abroad

## Large-scale retrospective online survey

### Enquiries about this survey

**Masahiro Yokota, School of Global Japanese Studies, Meiji University**

**Email: yokotam@meiji.ac.jp      TEL / FAX: +81-3-5343-8262**

Enquiries about data

**Motoi Kawamura, Yell Value, Inc.**

**Email: contact@yellval.co.jp**

Global *JINZAI* 5000 Project <http://gj5000.jp/>

The results of this survey are also available on the above website, along with project outcomes.

**Survey of Global Personnel Development and  
Long-term Impact of Study Abroad**



# Long Term Impact Study

## Research Method:

### Large-scale retrospective online survey

#### Survey period and respondents

##### 1. People with SA experience

Those who studied abroad for three months or more after graduation from a Japanese senior high school

Period: January-May, 2015

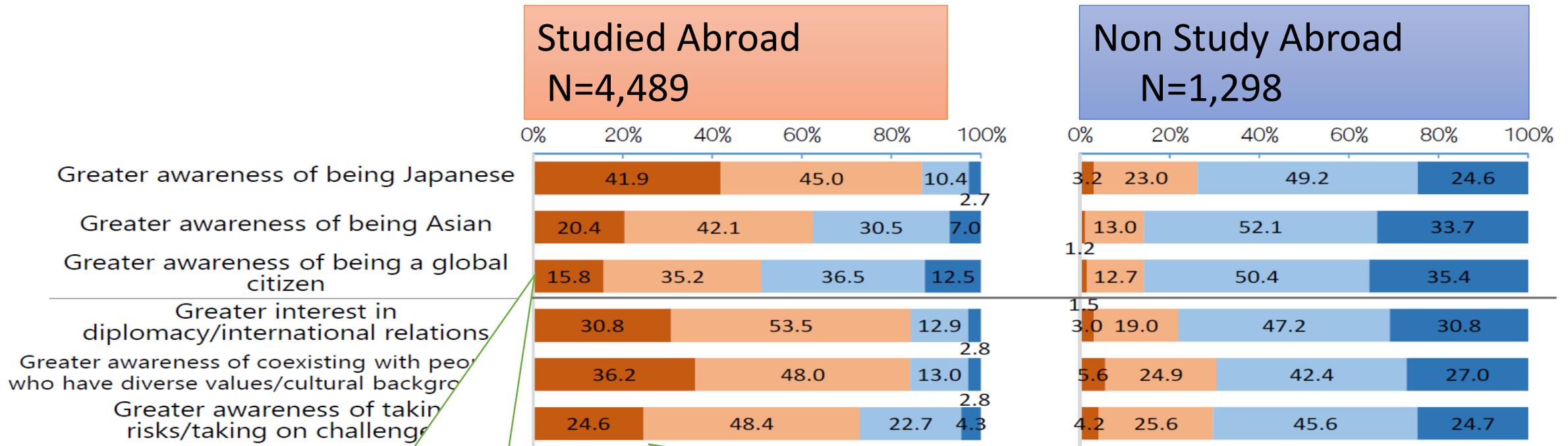
Number of respondents: **4,489**

##### 2. People without SA experience

Period: August-September, 2015

Number of respondents: **1,298**

# Long Term Impact Study-Result 1

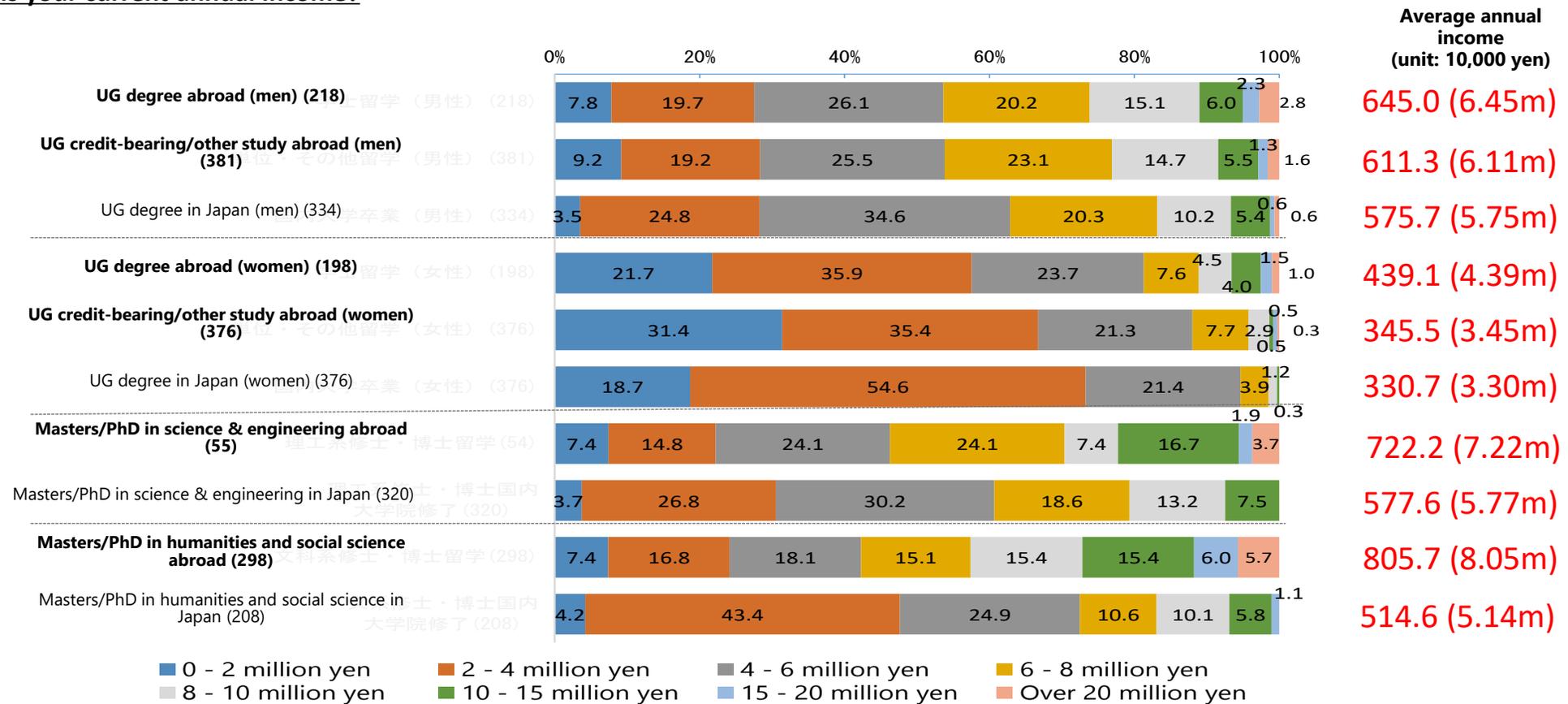


**Global Citizenship**

**Risk-taking Mindset**

# Long Term Impact Study-Result 2 Employability

## What is your current annual income?



# 4. Case Studies I

## “Toyo Global Diamond” Project

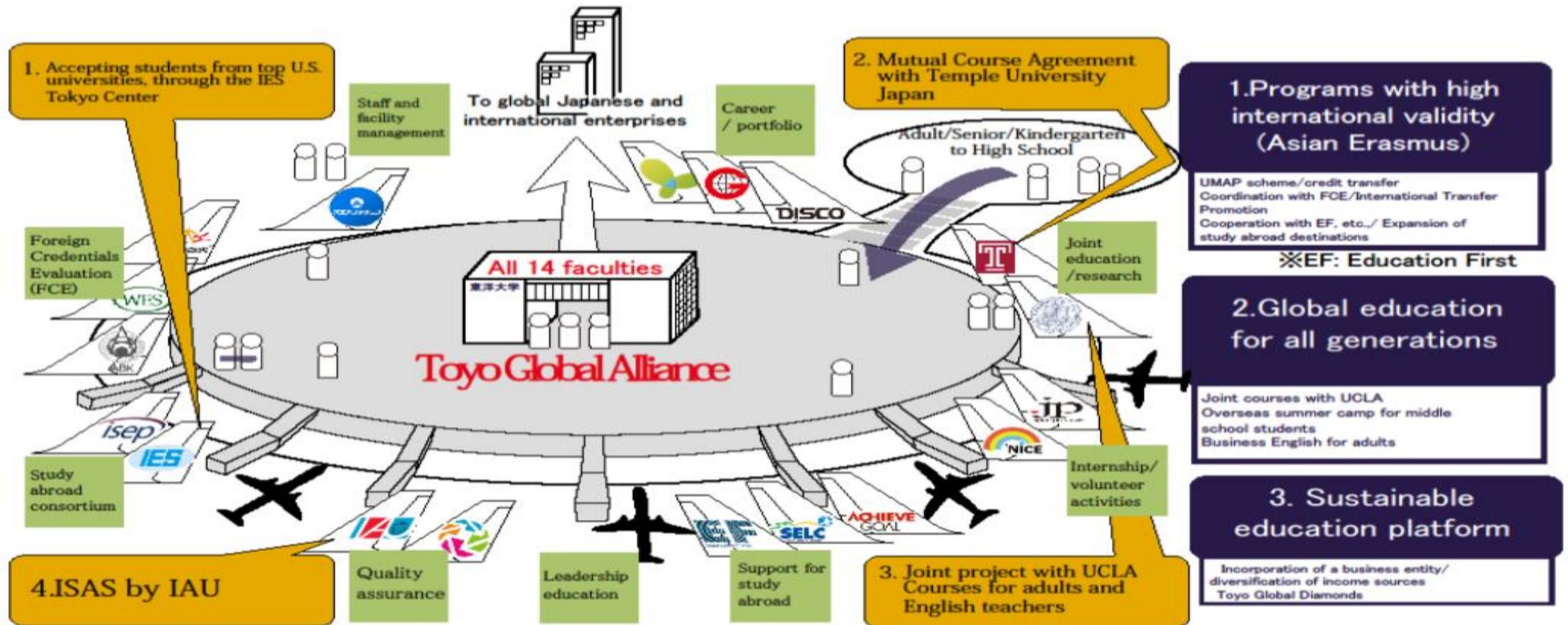


**TOYO UNIVERSITY**



University Mobility in Asia and the Pacific

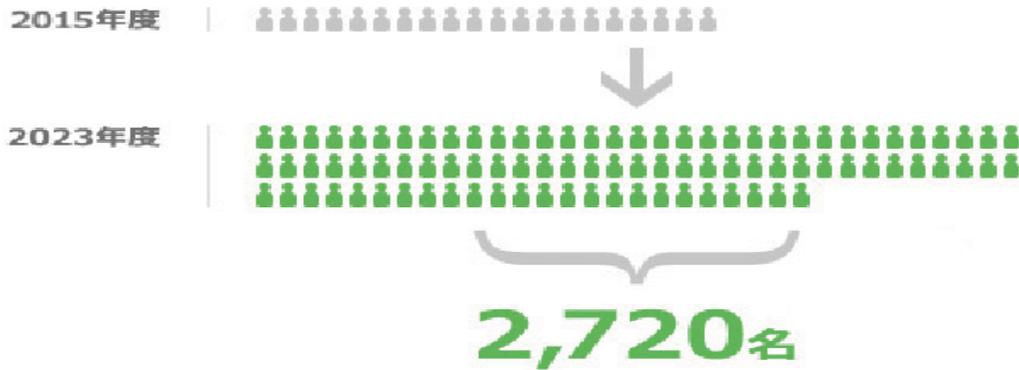
# Toyo Global Alliance



# 国際化への取り組み

Number of international students

全学生に占める外国人留学生数  
(大学院含む)



Number of Japanese students who study abroad

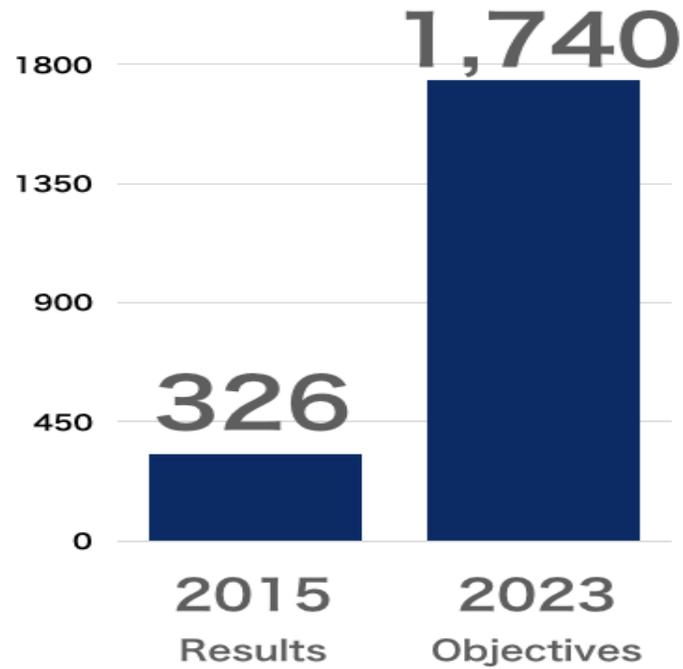
日本人学生に占める留学経験者数  
(大学院含む)



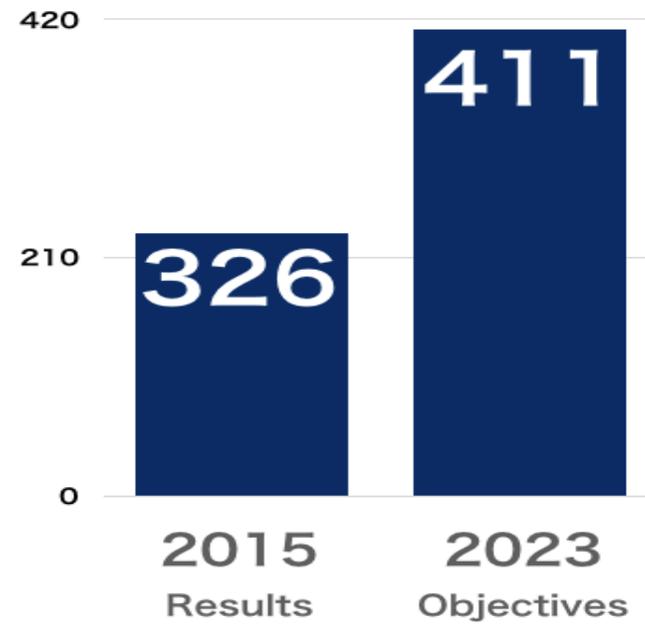


# TOYO UNIVERSITY

No. of courses offered in foreign languages



No. of non-Japanese faculty members



# English Taught Programs (ETPs) & EMI

*Since 2017*

Faculty		Department	Educational Goal
<p><b>Global and Regional Studies</b></p>	<p>The Faculty of Global and Regional Studies aims to develop practical human resources that can play an active role in the dynamically changing global community, in which a variety of issues – such as economic, poverty-related, resources-related, environmental, and conflict-related issues- are constantly emerging. There is a critical need for innovation in various social systems as well as their background cultures and values.</p>	<p>■ <b>Global Innovation Studies</b></p>	<p>GIS develop new leaders with an international outlook who can work within existing frameworks and establish new systems to create innovative solutions to the unprecedented challenges which today's generation faces.</p>
		<p>■ <b>Regional Development Studies</b></p>	<p>In RDS, students acquire the ability to see various issues in countries, regions , and communities around the world from a global perspective. It aims to train experts who can promote hands-on regional development mainly in Asia through business activities and development assistance.</p>

Faculty	Department	Educational Goal
<p><b>Information Networking for Innovation and Design</b></p>	<p>■ <b>Information Networking for Innovation and Design</b></p>	<p>The Faculty of Information Networking for Innovation and Design is being designed to develop individuals with expertise in the comprehensive management of information and the promotion of technological innovation. Students will acquire proficiency in networking and managing information by using state-of-the-art ICT (information and communication technology), cloud computing, and big-data analysis.</p>

# Use of e-portfolio for Employability Enhancement (2016-)



東洋大学 授業支援システム/通信教育 (メディア授業)

## ToyoNet-ACE (manaba)

- ・資料配布(コンテンツ)
- ・出席/リアルタイムアンケート (クlickカー)
- ・小テスト/ドリル/レポート
- ・掲示板 ・プロジェクト など

 **respon** (出席・リアルタイムアンケート)  
専用アプリを使うと便利です! [iOS/Android対応]

### ➔ ToyoNet-ACE

ID  ×

Password

Login

Individual Record of Global Learning

History of Academic Work

Journal of Study Abroad (Monthly Report)

Courses Search Memos respon 日本語

management (Updated : 2016-06-01 04:08 Comments: 0) profile

Rank TGL

Achievement MEMO

Portfolio

TGI Program Application System

9999

FileBox(for all users)

高等教育推進センター

2999

TOYO GLOBAL DIAMONDS (International Activity)

Information Sharing [RDS]

2017/11/14(土)TOEIC-IP申込みフォーム【1部3~4年生・】

【国際交流ポイント】テンプル大学ジャパン修了書【】

[RDS] ESP 2014

[RDS] Study Abroad [2015]

留学を振り返って:【国際地域学部】長期留学 [2015]

Monthly report in May:【国際地域学部】長期留学 [2015]

Monthly report in April:【国際地域学部】長期留学 [2015]

Monthly report in March:【国際地域学部】長期留学 [2015]

Monthly report in February:【国際地域学部】長期留学 [2015]

Monthly report in January:【国際地域学部】長期留学 [2015]

学期終了報告:【国際地域学部】長期留学 [2015]

Monthly report in December:【国際地域学部】長期留学 [2015]

Monthly report in November:【国際地域学部】長期留学 [2015]

Monthly report in October:【国際地域学部】長期留学 [2015]

Monthly report in September:【国際地域学部】長期留学 [2015]

【SGU】TGL Camp [me... Super Global University Project...

ガクチカサブリ 東洋大学

2017

Community Living Sasaki Shigeru Spring / Wed2

Seminar of Regional Development Studies III Ashizawa Shingo Spring / Thu2

異文化理解のプロセスについて:国際地域学演習III1	2017-08-06 13:25	0
テンプル大学共同授業(振り返り):国際地域学演習III1	2017-07-22 11:19	0
文献解題:国際地域学演習III1	2017-07-03 23:17	0
アンケートまたはインタビューガイドライン:国際地域学...	2017-06-27 23:56	0
序章フォーマット(2回目):国際地域学演習III1	2017-06-05 14:19	0
研究課題(Research Question)と文献解題:国際地域学演...	2017-05-17 00:52	0
序章フォーマットの作成:国際地域学演習III1	2017-05-10 00:38	0
文献検索:国際地域学演習III1	2017-04-26 00:10	0

Environmental Issues in Asian Countries Aramaki Toshiya 2ndQ / Mon3:Wed4

Environmental Issues in Asian Countries Aramaki Toshiya 2ndQ / Mon3:Wed4

【奨学金2017】日本学生支援機構 学生支援課

未来を拓くトップセミナー【2017】 Toyo University

2016

Social Systems Theory I Ikeda Makoto Fall Mon / 3

Dr. Enryo Inoue and Toyo University B Miura Setsuo Fall Tue / 2

Macroeconomics I Sakamoto Koichi Fall Tue / 3

Seminar of Regional Development Studies II Ashizawa Shingo Fall Wed / 4

ジョブ欲で学んだことと自己の進路:国際地域学演習II 2016-11-27 23:41 0

Seminar of Regional Development Studies I Ashizawa Shingo Spring Wed / 4

# Employability Enhancement for Int'l Students

\* In this program, "I-Turn" means the international students work in places different from where they studied in Japan

## Background

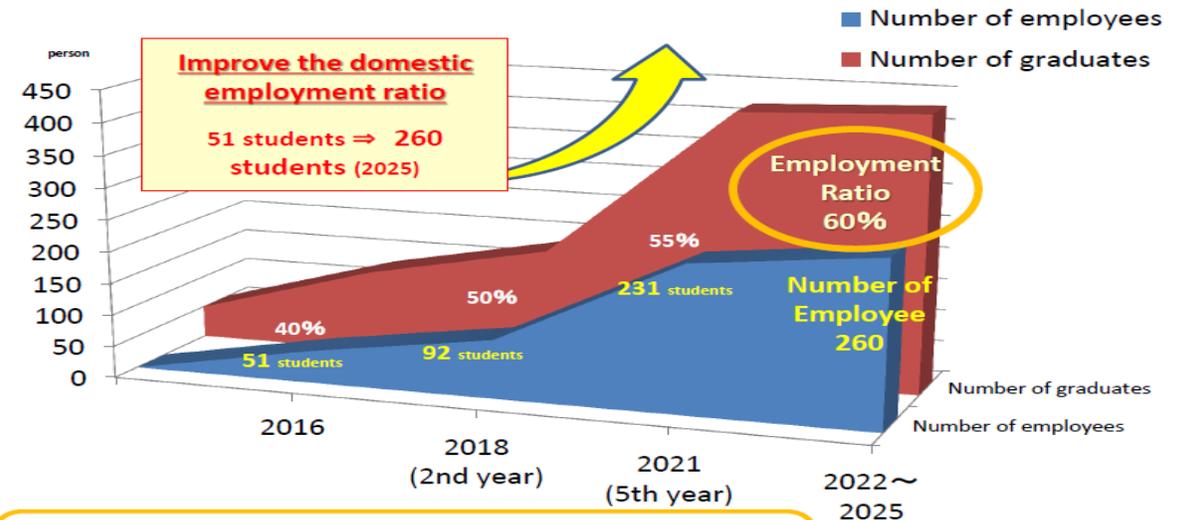
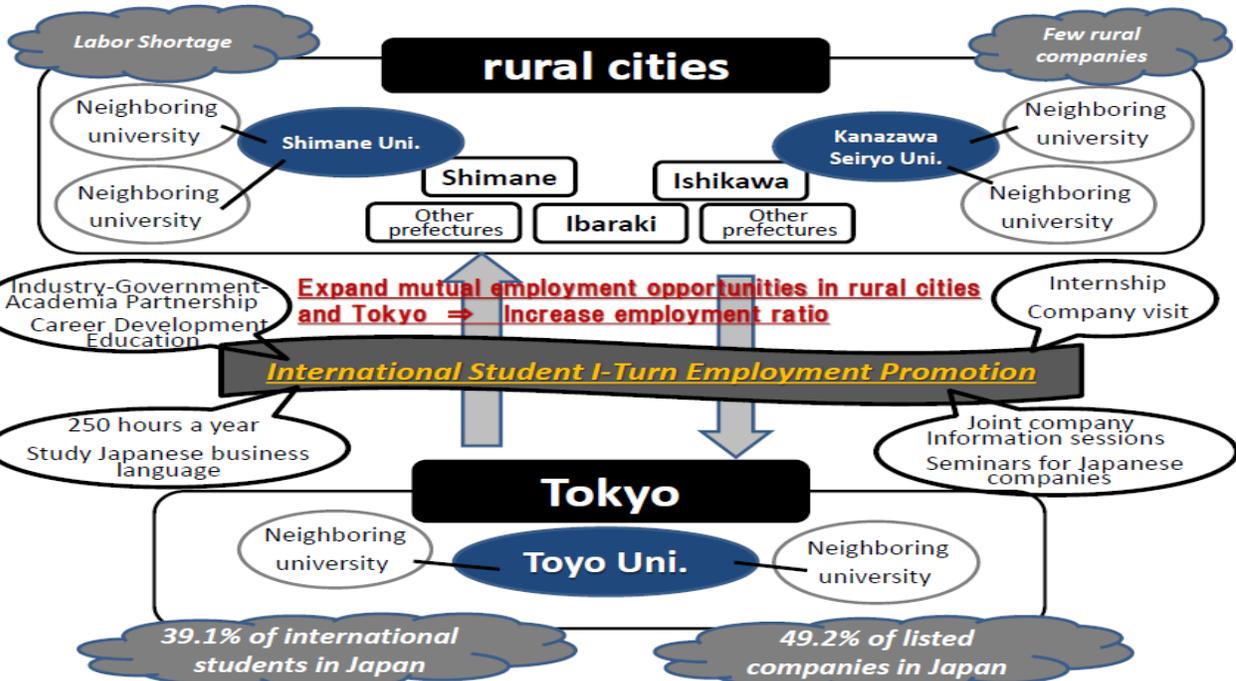
- International students studying in Tokyo have few opportunities to know about excellent companies located in rural cities
- An issue of a lack of young workers has become serious in rural cities, while a gap exists between the needs of international students studying in rural cities and rural companies.

## Plan

Promote I-Turn employment of international students in Tokyo and rural cities

Improve the issue of a lack of young workers in rural cities  
International student employment beyond cities in Japan

Raise International student employment ratio to 60%



- Improve the employment ratio 40% ⇒ 60% (2025)**
1. Increase the employment ratio by improving Japanese business language skills and offering private consultations
  2. Expand employment opportunities with I-Turn Employment

## 5. Case Studies II

# UMAP (University Mobility in Asia and the Pacific)



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University Mobility in Asia and the Pacific

# About UMAP

- UMAP is an acronym for the “**University Mobility in Asia and Pacific**”.
- Initiated in 1991, it is a voluntary association of government and non-government representatives.



UMAP 1<sup>st</sup> Meeting  
(1991)

UMAP 25<sup>th</sup> Anniversary

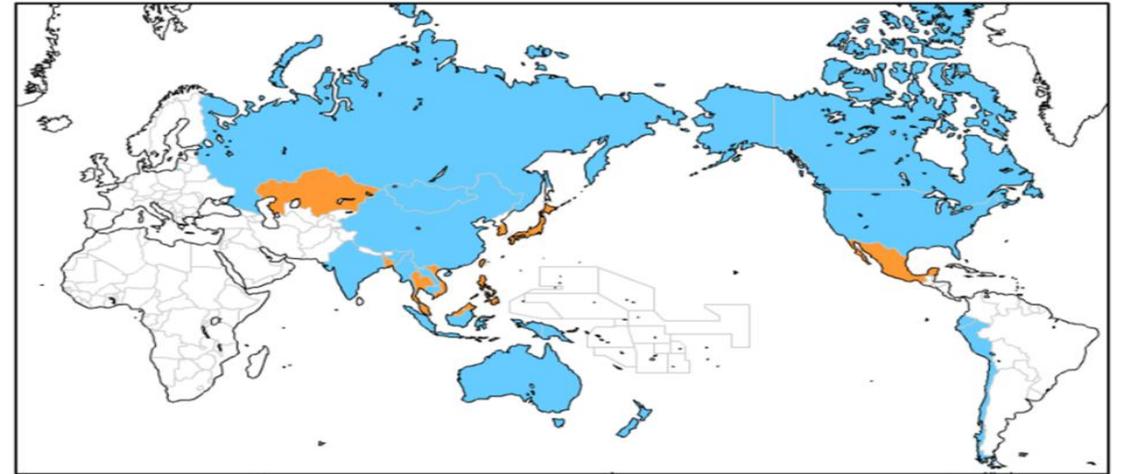


# UMAP Members

UMAP comprises **35 eligible countries/territories**.  
Currently **230 universities** in **16 member states** are active.

## Member Countries/Territories

Australia / Bangladesh / Brunei / Cambodia /  
Canada / Chile / People's Republic of China /  
Ecuador / Fiji / Guam / Hong Kong / India /  
Indonesia / Japan / Kazakhstan / Republic of  
Korea / Laos / Macao / Malaysia / Mexico /  
Mongolia / Myanmar / New Zealand / Papua  
New Guinea / Peru / Philippines / Reunion  
Island / Russia / Samoa / Singapore / Taiwan /  
Thailand / Timor-Leste / USA / Vietnam



Currently 16 states/regions shown in orange among 35 eligible states are FULL members (plus 1 sub-national area; New York state) which participate in student exchanges by paying the membership fees (\$500-4,000/year).

# UMAP is trying;

## 1. Diversification of the program

- Short term programs
- Practical learning opportunities and **employability enhancement programs (internship)**
- More government sponsored programs

## 2. Membership Enhancement

## 3. Collaboration with COIL project (since 2018)

<COIL; Collaborative Online International Learning>

# Offering Shorter Programs with government sponsorship



**Discovery Camp 2018**  
**Bangkok, Thailand**

22 July - 4 August, 2018

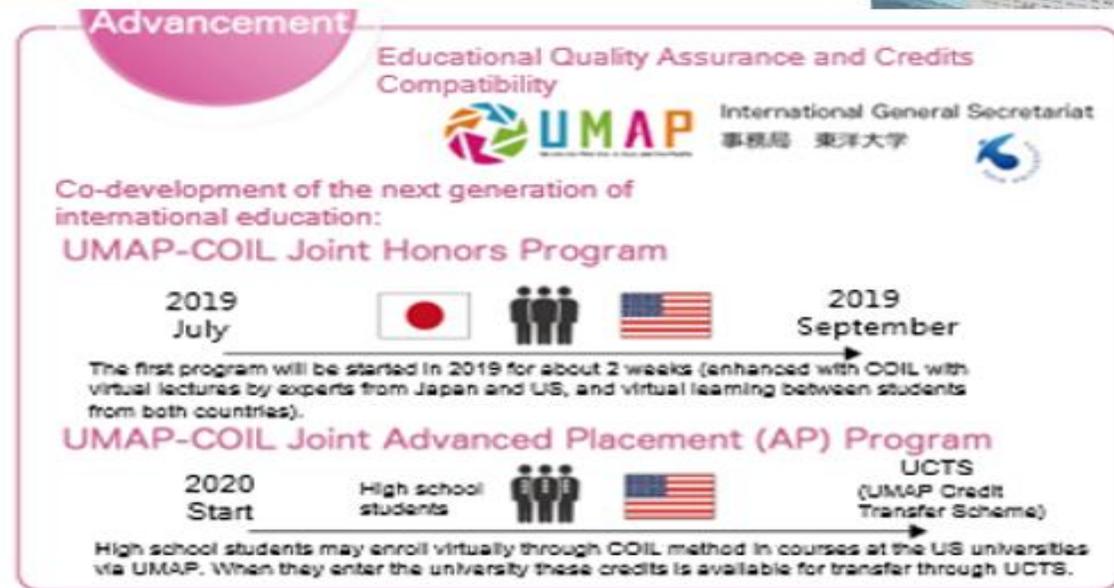


# UMAP-COIL Programs

-attracting Best and Brightest students-



## 1) UMAP Honors Program from 2019



## 2) UMAP Advanced Placement (AP) Program from 2020

# Conclusion

In order to enhance global employability of our students, we need to consider;

- 1) diversify programs which offers practical learning opportunities
- 2) enhance quality of educational programs by sharing resources with other institutions or third parties; **creating better partnership** is a key concept
- 3) strengthen international research networks to publicize value of global education

# Better Partnerships create the Future!!

**Shingo Ashizawa**  
ashizawa@toyo.jp



2018/10/12



S.Ashizawa

# The View From the US



# The University of Minnesota



5 campuses



47,000 students



30,000 undergraduates



18% students of color



7,000+ international students



4,000+ students learning abroad per year



18 colleges



\$1.5 million awarded in study abroad scholarships



3,000+ classes abroad approved for liberal education requirements



250 program options in 70+ countries for resident credit



37 in the World University Rankings



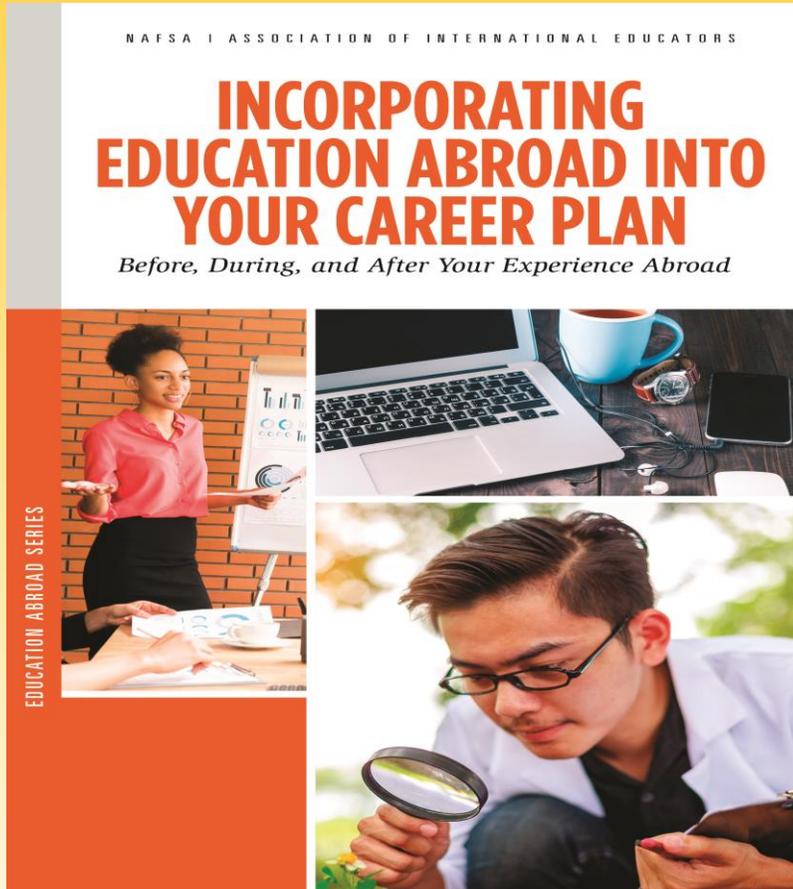
# Higher Education Landscape in the US 2018



- Professionalization of career advising
- Rise of tuition rates
- Critique of the project of higher education
  - *“College May Not Be Worth It Anymore”* NYT
  - *“Do Employers Overestimate the Value of a College Degree?”* The Atlantic
- ROI
- STEM focus
- Liberal arts debate



# Response from Higher Ed



# University of Minnesota Case Study

**LEARNING ABROAD CENTER**  
UNIVERSITY OF MINNESOTA

## HOW LEARNING ABROAD & CAREERS CONNECT



Learning abroad can lead to the beginning of intercultural competencies that are appealing to potential employers and graduate schools alike in our increasingly interdependent society. Start thinking about your academic and career goals before, during, and after your experience abroad.

### BEFORE YOU GO ABROAD

Think about how an international experience will impact your career and professional development. Identify professional development goals early in your advising appointments by engaging in self-assessment and reflection. Create a clear relationship between your academic and career goals and your international experience. Discuss the following with your academic adviser, career counselor, or a learning abroad staff member:

- The skills or proficiencies you hope to acquire or enhance while abroad
- Learning abroad program start and end dates and whether they conflict with internship dates and opportunities or graduate and professional applications
- How to research positions in your field and industry
- What you hope to gain from your international experience
- Whether to focus on academics or build in volunteer, work, or internship experience as well
- How an international experience can make you stand out
- How international experience fits with who you are professionally and personally

For more information about goal setting visit [www.umabroad.umn.edu/students/choosingprogram/settinggoals](http://www.umabroad.umn.edu/students/choosingprogram/settinggoals).

### DURING YOUR EXPERIENCE ABROAD

Take responsibility for your own learning and engage your experience fully by making connections and documenting your experience.

#### Make Connections

- Build your network; collect and document contact information
- Develop friendships and professional relationships
- Conduct informational interviews
- Connect with alumni, use the Learning Abroad Center and UofM's alumni networks
- Request and document references or letters of recommendation

Over for more

- Career Integration initiative
- Alumni survey
- Expanded resources and engagement
- Advocacy with employers and leadership
- Convening conferences and publishing



# Career Readiness In the College of Liberal Arts

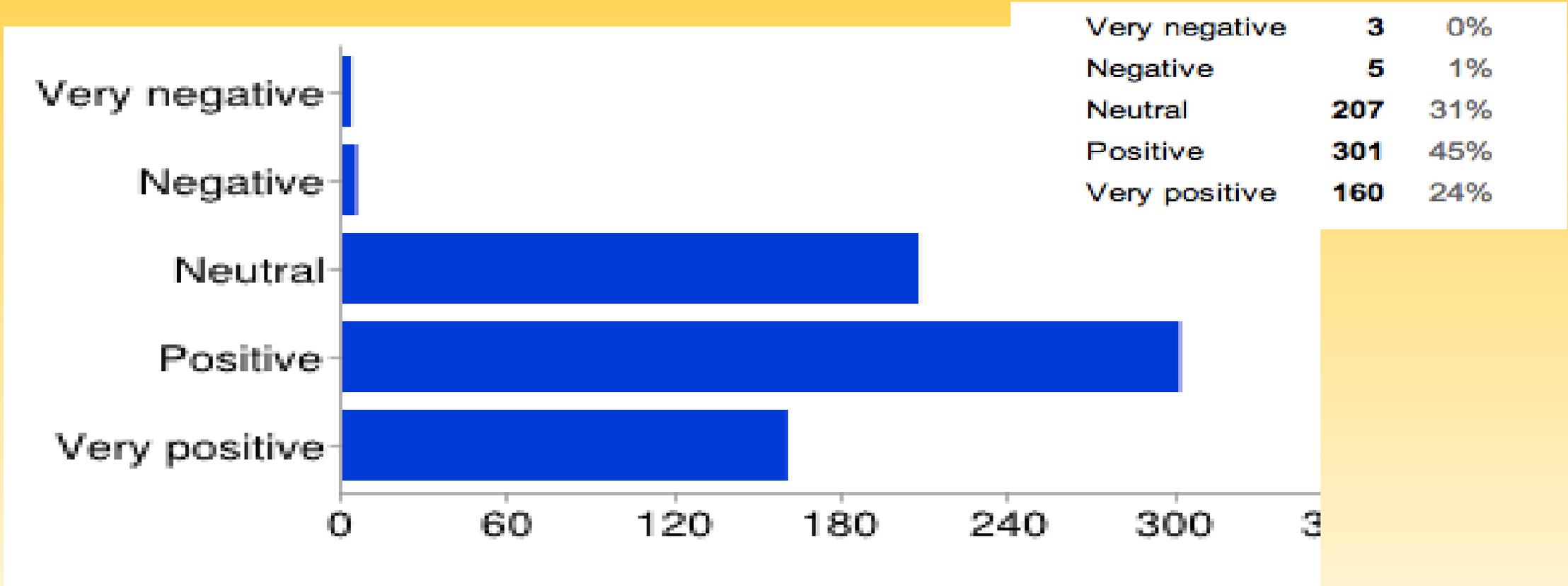
- Readiness defined as proficiency in 10 Core Career Competencies
- Competencies inherent to Liberal Arts
- Readiness understood holistically: more than “major” or “skills for 1st job”
- Emphasize competitive advantage of CLA graduates
- Forceful response to public & internal criticism



# Core Career Competencies



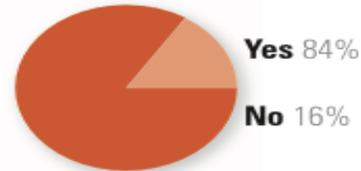
# What impact do you think your education abroad experience had on your long-term career prospects?



# Impact of Study Abroad on Career Development

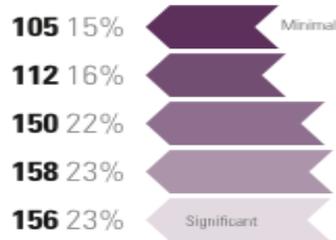
University of Minnesota Learning Abroad Center

## Did study abroad influence your subsequent educational experiences?



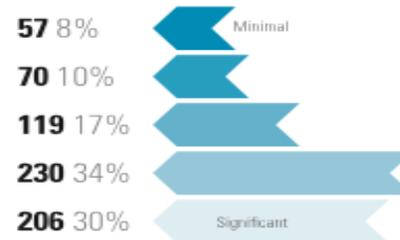
"Though mostly indirect, study abroad has probably had the biggest impact on the direction in my life of any single experience I can point to. It drove me to seek an advanced degree in an international field, and it has kept me in professional roles that all have at least some degree of international contact since the time I graduated."

## To what extent do you consider your study abroad experience worthwhile for igniting an interest in a career direction?



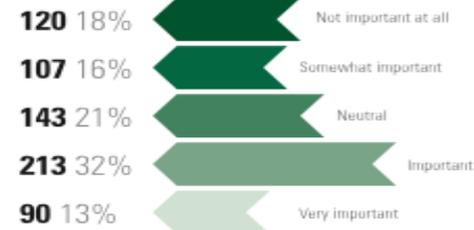
"My study abroad experience gave me a whole new perspective on the world, a greater self-confidence, and led me to find my true calling in life as a world language educator. It was the best experience of my life and changed me deeply in very positive ways. I hope as an educator I can pass on the desire to see the world, experience other cultures, and learn a language other than English."

## To what extent do you consider your study abroad experience worthwhile for acquiring skills that influenced your career?



"It enabled me to understand the different government and belief systems of the world. I was able to better understand how to approach a solution for someone from another country, because I understood what the underlying issues were."

## In your opinion, how important to your employer was your study abroad experience for recruiting you in your early career?



"The professor leading my study abroad put me in contact with my first employer. My class paper served as my 'interview.' I was brought on as an intern, kept on retainer during graduate school in Boston, and hired on full-time after school. I would not have this position without having studied abroad."

LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA



UNIVERSITY OF MINNESOTA  
Driven to Discover<sup>SM</sup>

**Thank you!**



UNIVERSITY OF MINNESOTA  
**Driven to Discover**<sup>SM</sup>



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CATTOLICA  
del Sacro Cuore

# Next generation employability: practices and perspectives from other countries - Italy

Edilio Mazzoleni

Global Engagement & International Education, Director

Sydney – October 11, 2018



Graduation Day at Cattolica

# Università Cattolica FACTS & FIGURES

Founded in **1921**



**30,000**  
Students (FTE)

**3,972**  
International  
students

**12** Schools, **4** Campuses across Italy  
1. MILAN | 2. PIACENZA-CREMONA | 3. ROME | 4. BRESCIA

**200+** Italian-taught programs

**30** English-taught programs

**70+** Research centers

**2,000** Faculty members



**12** Subjects in the TOP 250 QS World  
University Rankings by Subject 2018

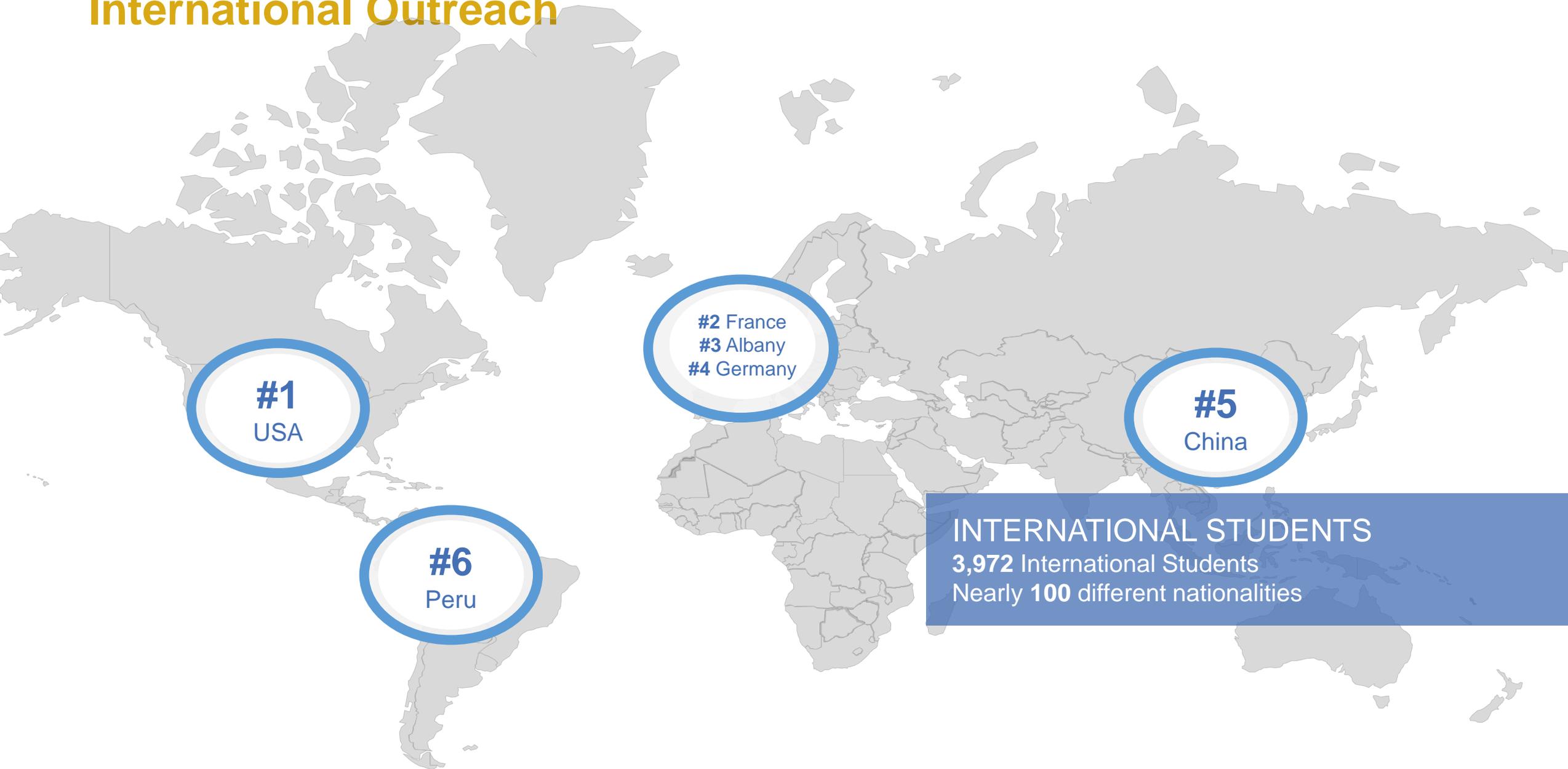


**8,000**  
Internships per year

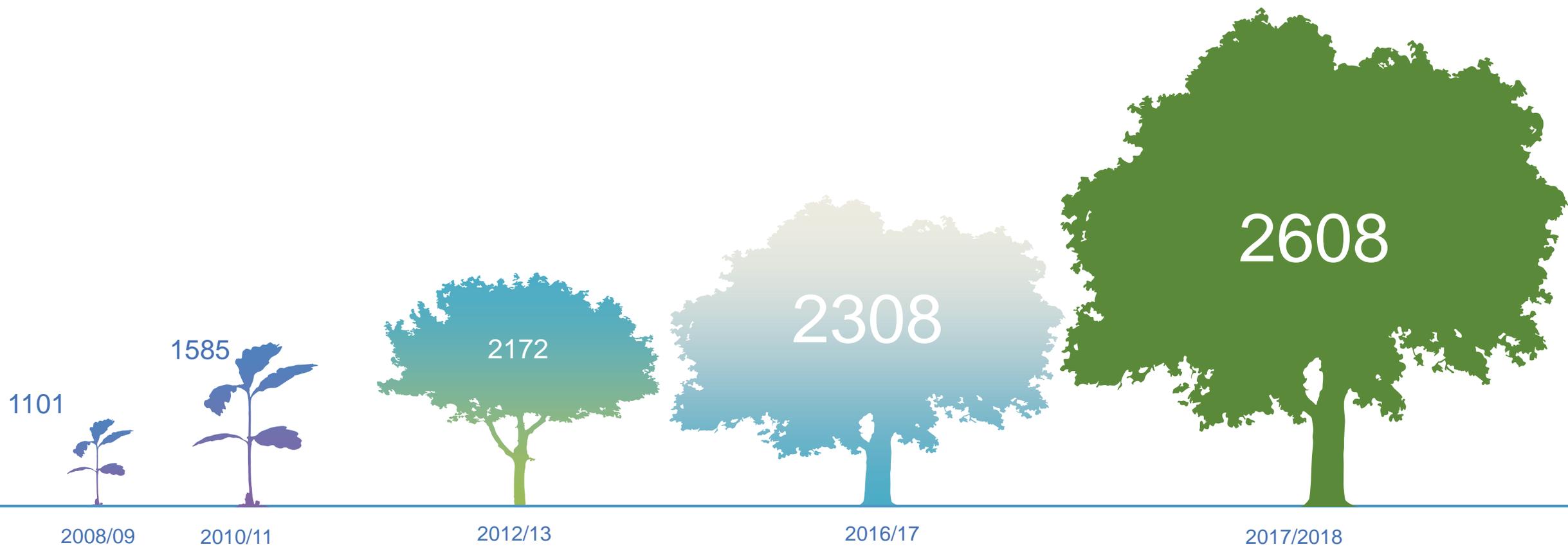
**#1 in Italy for Employer-Student  
Connections**  
QS Graduate Employability Rankings 2019

**#101-110 Overall**  
QS Graduate Employability Rankings 2019

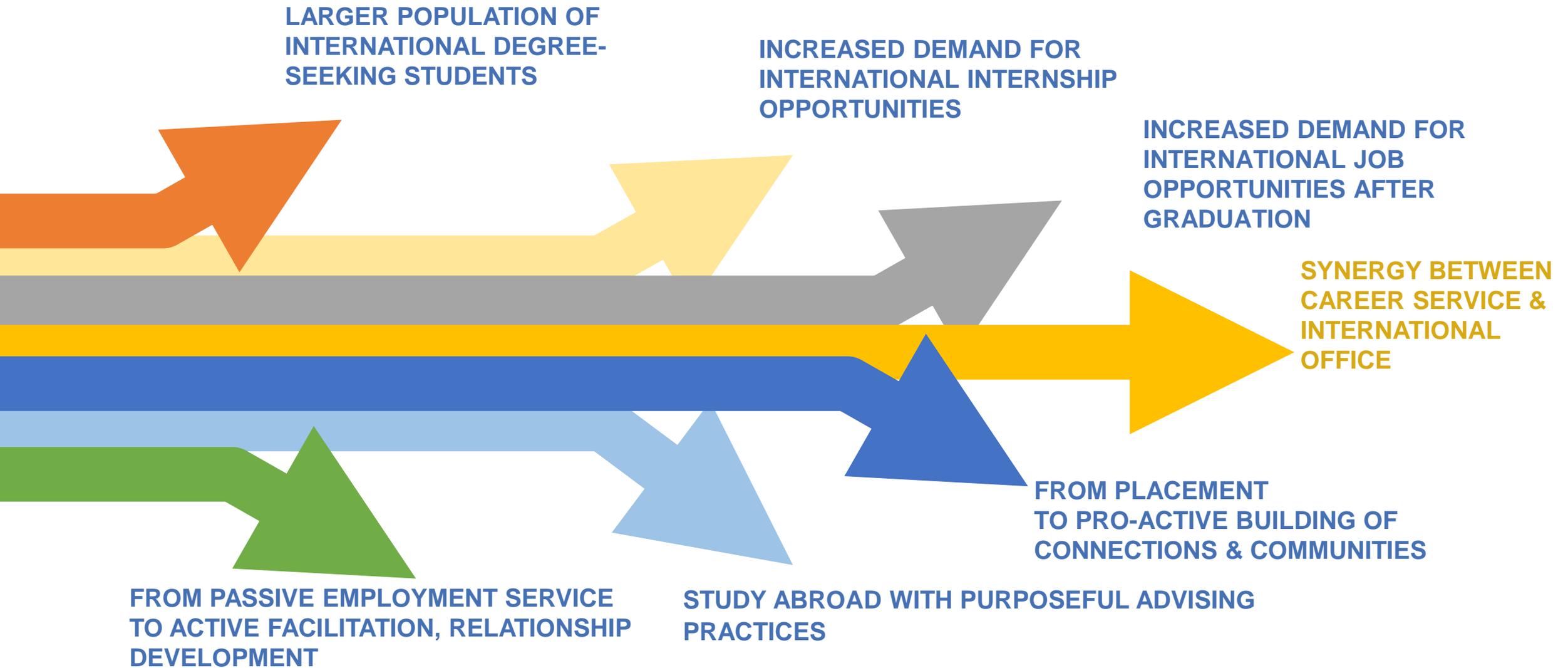
# International Outreach



## Outbound Student Mobility



# Employability – Paradigm Change



# European Centre for Career Entrepreneurship





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del Sacro Cuore

## Next generation employability: practices and perspectives from other countries

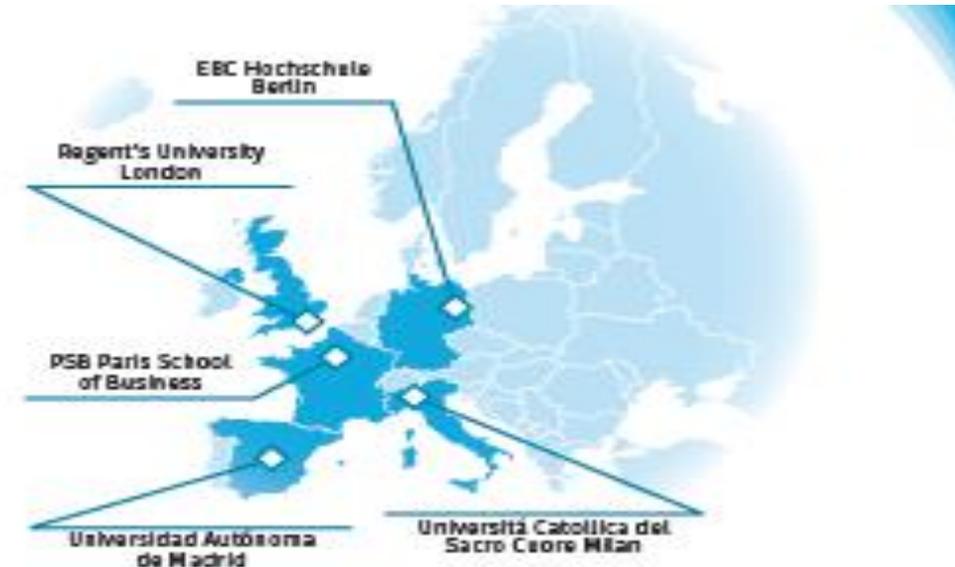
### Partners

- Regent's University London
- PSB Paris School of Business
- Universidad Autónoma de Madrid
- Università Cattolica del Sacro Cuore - Italy
- EBC Hochschule (Coordinator)

### Criteria

- Main countries/ cities receiving interns
- **Good combination of large Universities & smaller Schools**
- Specific expertise
- Involvement of CSs & IOs

European  
Centre for  
Career Development  
+ Entrepreneurship





## Purpose of project:

# Foster synergy between Career Services and International Offices

→ Internationalize Career Services & provide International Offices with more purposeful advising skills

## Secondary objectives:

- Improve career services through **specific staff training**
- Improve student employability
- Enhance mobility of students, teaching and administrative staff
- Enable graduates to access different European labor markets
- Share local resources

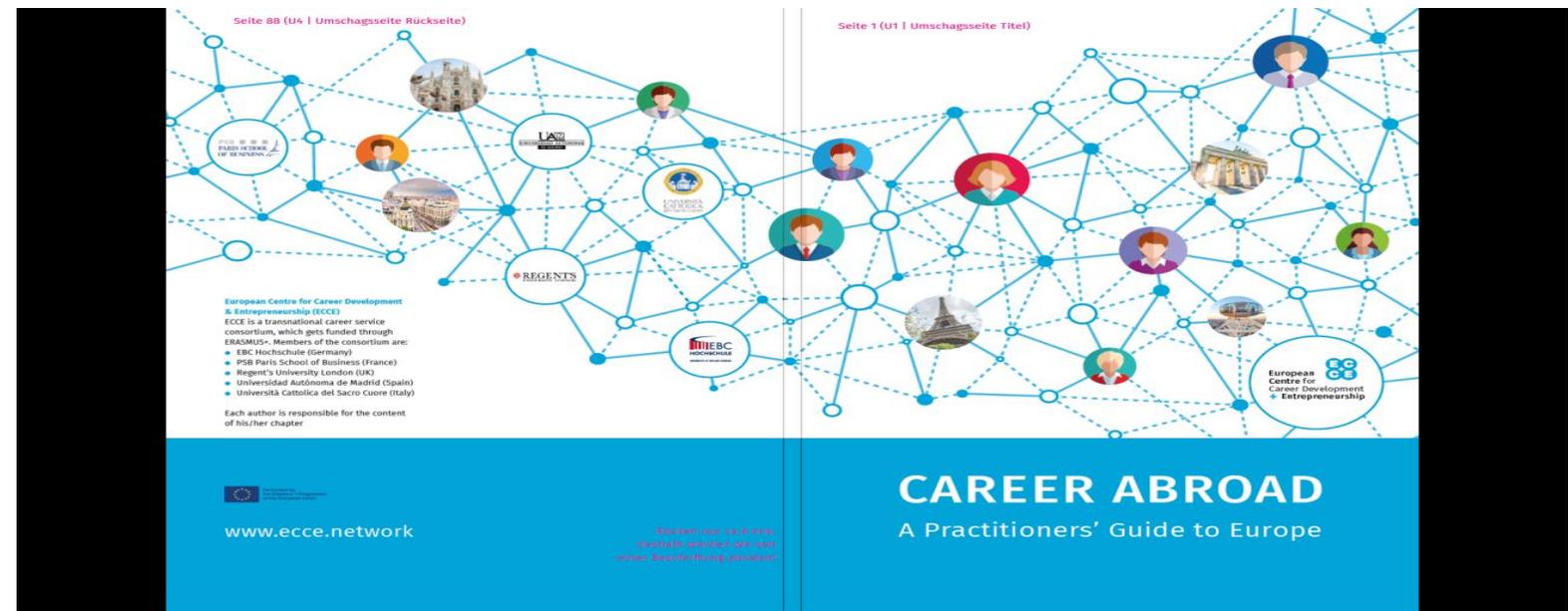


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del Sacro Cuore

## Next generation employability: practices and perspectives from other countries

### Outputs & Actions:

- European Career Guide
- Online Platform <https://www.ecce.network/en/>
- Staff trainings
- Workshops





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del Sacro Cuore

# Development of an integrated web-platform for domestic and international internships open to students and employers both international and domestic



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UNICATT | DOCENTI | SEDI | FACOLTÀ | ALTE SCUOLE | CENTRI DI ATENEO | BIBLIOTECA icatt

Welcome Campisano Erika  
Last access: 09/10/2018 00:56:15

BACK TO: HOME PERSONAL SETTINGS | LOGOUT

**jobiri** Accelera il tuo inserimento in azienda con Jobiri  
YOUR DIGITAL CAREER ADVISOR Jobiri è un consulente di carriera digitale che ti aiuta a trovare opportunità lavorative, a scrivere curriculum e lettere di motivazione efficaci e ad allenarti a superare i colloqui 24h/24

### Highlighted Ads ITALY

To see all the ads select "Search AD"

- INTESA SANPAOLO S.P.A**  
Stage Strategic Support | Stage  
Milano  
Published from 05/10/2018 to 04/11/2018
- DEUTSCHE BANK SPA**  
Stage Global Transaction Banking | Stage  
Milano - MI  
Published from 05/10/2018 to 04/11/2018
- DEUTSCHE BANK SPA**  
Stage Loan Operations | Stage  
MILANO - MI  
Published from 05/10/2018 to 04/11/2018
- DEUTSCHE BANK SPA**  
Stage c/o Direzione Marketing WM | Stage

HIGHLIGHTED ADS | MY ADS | MY SEARCHES SEARCH AD

### Stage

There are no internship

STAGE START YOUR STAGE

### Highlighted Ads ABROAD

To see all the ads select "Search AD"

- JOBTOME INTERNATIONAL SA**  
Head of Analytics | Job abroad  
Stabio - SWISS  
Published from 05/10/2018 to 08/11/2018
- CÁMARA DE COMERCIO E INDUSTRIA ITALIANA PARA ESPAÑA**  
Assistente Dipartimento di Formazione | Stage all'estero  
Madrid - SPAGNA  
Published from 04/10/2018 to 30/11/2018
- JOBTOME INTERNATIONAL SA**  
Product Manager | Job abroad  
Stabio - SWISS  
Published from 03/10/2018 to 10/11/2018

HIGHLIGHTED ADS | MY ADS | MY SEARCHES SEARCH AD ABROAD

MY APPLICATIONS

### Resume

Submit your CV to the employer. Click "INSERT YOUR CV"

DOWNLOAD CV INSERT YOUR CV

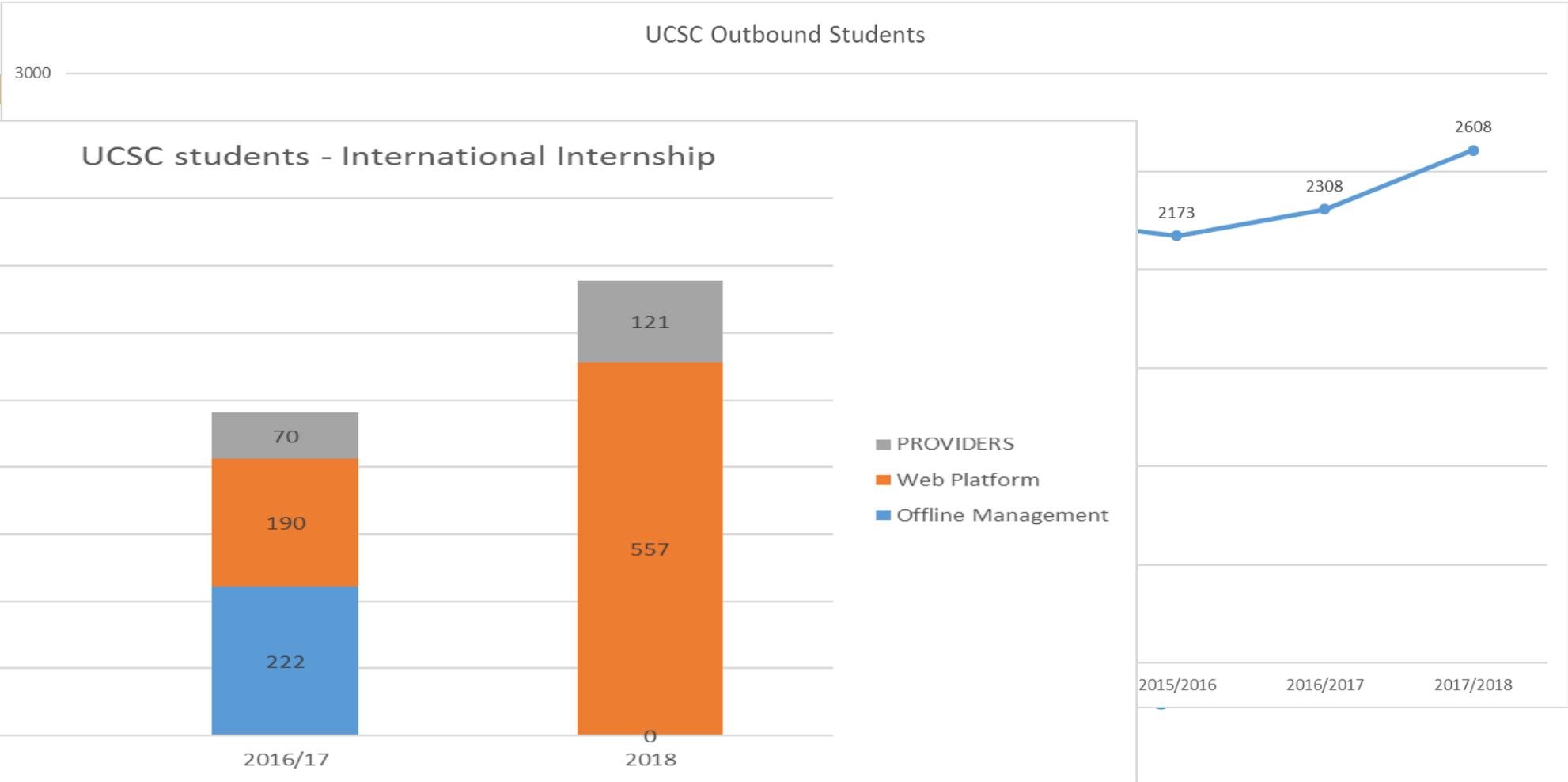


## Domestic students & Outbound Mobility students

- Introduction of career guidance for students applying to international internships (i.e. ECCE Career Guide);
- SCALABILITY
- Provision of training workshops with international experts (i.e. “Looking for work around the globe“)
- Increased scalability of service through Career Professor App
- Introduction of additional customized Internship Abroad opportunities provided by private agencies to increase destinations and introduce country specific career guidance and counselling



## Domestic stu





## Inbound Mobility students

### Design my Career program

- Integrated academic and professional learning experience
- Part-time internship during the semester
- Full-time internship after a semester of full-time study
- Academic and company/industry tutorship/advising

### Study abroad Impact Lab

is a workshop intended to:

- help students identify the values of their study abroad experience
- assist students with the development of cross-cultural competencies
- assist with CV building – identify and implement the skills they will convey in their résumé
- provide “personal branding” coaching
- help student resell their study abroad experience to different companies
- **Prep students with a FINAL JOB INTERVIEW SIMULATION**



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del Sacro Cuore

Next generation employability: practices and perspectives from other countries



**#101-110 Graduate Employability Ranking 2019**

**# 1 in Italy for Employer-Student Connections**

**# 3 in Italy for Employer Reputation**



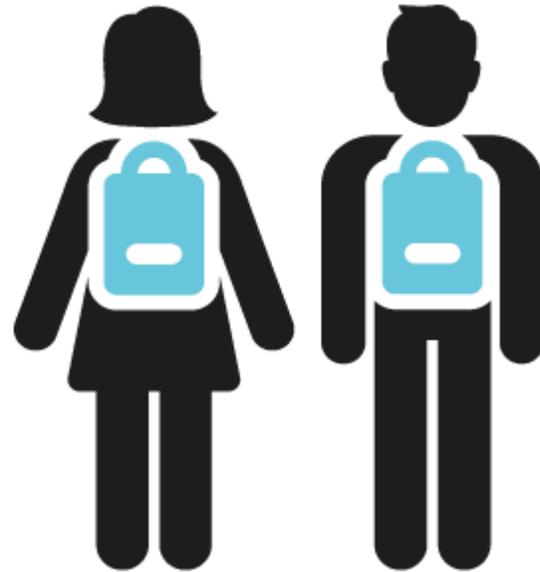
# New Zealand Future proofing our students

Brett Berquist  
Director International, The University of  
Auckland

**@bberquist**



**1<sup>ST</sup>**



**IN THE WORLD FOR PREPARING  
STUDENTS FOR THE FUTURE**

New Zealand ranks 1st out of 35 economies across 16 indicators, which cover education policy, teaching environment and social-economic environment for education between 15 and 24 years.

Source: 2017 Worldwide Educating for the Future Index, Economist Intelligence Unit, Yidan Prize Foundation

# WHAT DOES THE FUTURE REQUIRE?

QUOTATIONS FROM THE REPORT

**“CONTENT KNOWLEDGE IS BECOMING A COMMODITY. THE WORLD NO LONGER CARES ABOUT WHAT STUDENTS KNOW, BUT WHAT THEY CAN DO WITH WHAT THEY KNOW”**

TONY WAGNER . HARVARD UNIVERSITY

**“EDUCATION MUST NOT STOP WHEN STUDENTS STEP OUTSIDE OF THE CLASSROOM ... LEARNING [IS] AN ORGANIC PROCESS, NOT ONE CONFINED TO TRADITIONAL TEACHING ENVIRONMENTS”**

**“A HOLISTIC AND FUTURE-READY EDUCATION SYSTEM IS INEXTRICABLY LINKED WITH SOCIETAL OPENNESS AND TOLERANCE”**

# ASB/KPMG Strategic Insights Panel



NZ TALENT – open letter 210 businesses – ***will consider all applicants regardless of qualification for a range of skills based roles.***

- 2<sup>nd</sup> phase - #CareersAdvice – videos on skills development from signatories.



# BEST IN CLASS

Overall Score: 88.9/100

**NEW ZEALAND**

CURRICULUM FRAMEWORK  
FOR FUTURE SKILLS

TEACHER EDUCATION

CAREER COUNSELLING IN SCHOOLS

GOVERNMENT EDUCATION EXPENDITURE

EFFECTIVE POLICY  
IMPLEMENTATION SYSTEM

UNIVERSITIES AND INDUSTRY COLLABORATION

CULTURAL DIVERSITY  
AND TOLERANCE

# KO TATOU NEI – IT'S WHO WE ARE

New Zealand is a progressive nation of creative idea-makers, delivering new solutions whilst always caring for people and place.

Our story is grounded in our values, it's who we are, what we stand for and what we offer the world.

Our uniqueness does not reside in any one of them, it is the combination of care and ingenuity, underpinned by integrity.



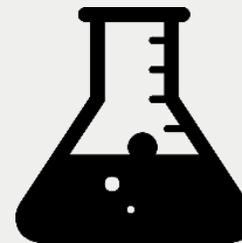
# INGENUITY

Challenging the status quo with original and bold solutions.



# #1

out of 190 economies of  
**EASE OF DOING  
BUSINESS<sup>1</sup>**



# 5th

in Asia-Pacific for  
**INNOVATION<sup>2</sup>**



# 3rd

out of 139 nations for  
**GLOBAL CREATIVITY<sup>3</sup>**

1. IFC World Bank, *Doing Business Report*, 2018

2. INSEAD Business School, *Global Innovation Index*, 2017

3. Martin Prosperity Institute, *Global Creativity Index*, 2015

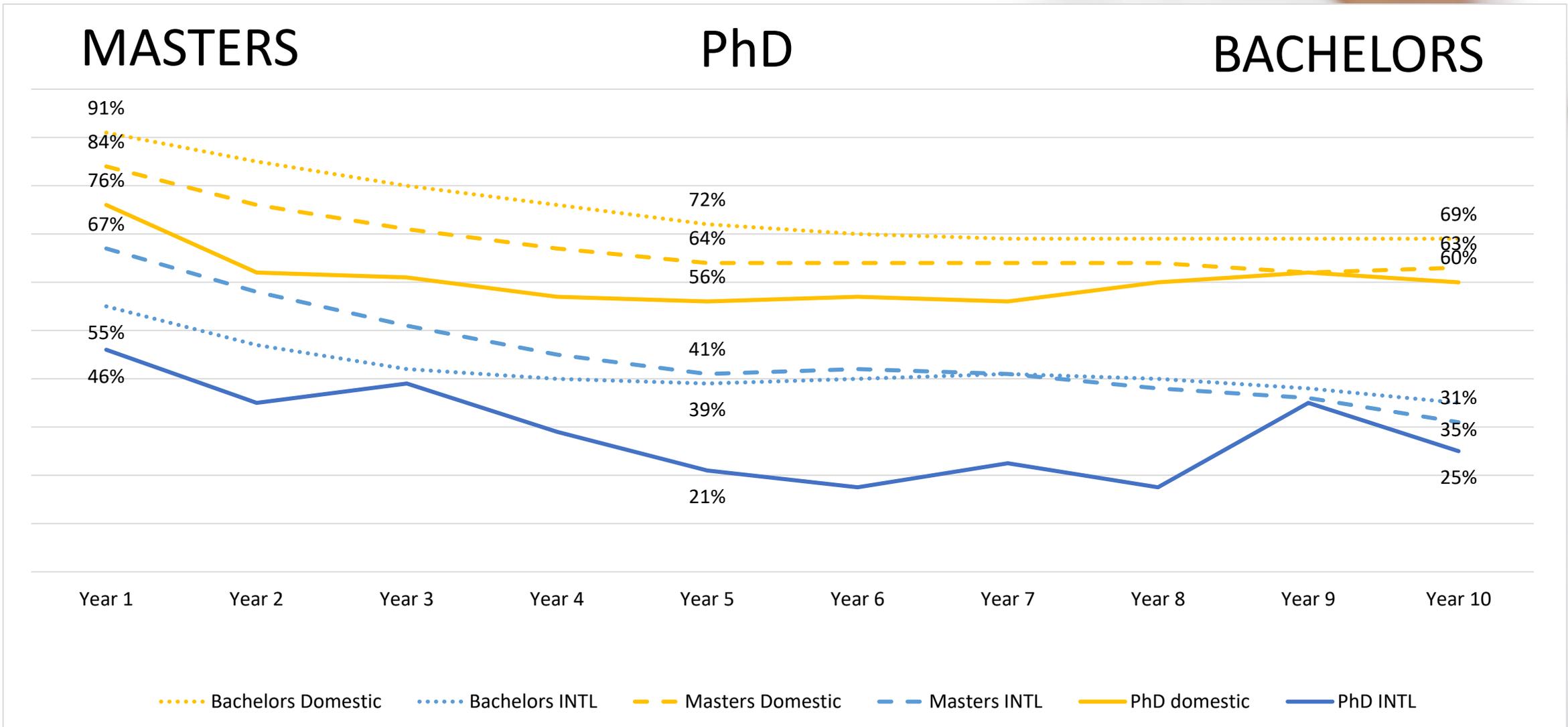
# Policy context

- Revisions to skilled migration
- Stimulating growth to regions
- International Student Wellbeing Strategy
- New International Education Strategy
- Revisions Post-Study Work Rights

*NZ Prime Minister Jacinda Ardern  
Vogue Feb 14 2018*

@bberquist

# Young NZ stay rates (MoE 2014 & 17)





Response rate **22.2%**

2,445 respondents

Median salary

**\$50,000 to \$59,999**

## Graduate Destination Survey 2017

70% employment  
24% further study  
3% seeking work

Satisfied with the

**82%**

quality of their programme

UG

94.4%

PG

96.1%

Employment rate

**95.4%**

PhD

97.2%

## Graduate destination survey 2017

Nov 2017 – N= 2,445 (13.6% international)

### Graduate Profile

- Disciplinary knowledge and practical skills
- Critical thinking
- Solution seeking
- Communication and engagement

UoA Employment Yr1	Domestic	International
UG	95%	89%
PG	93%	83%

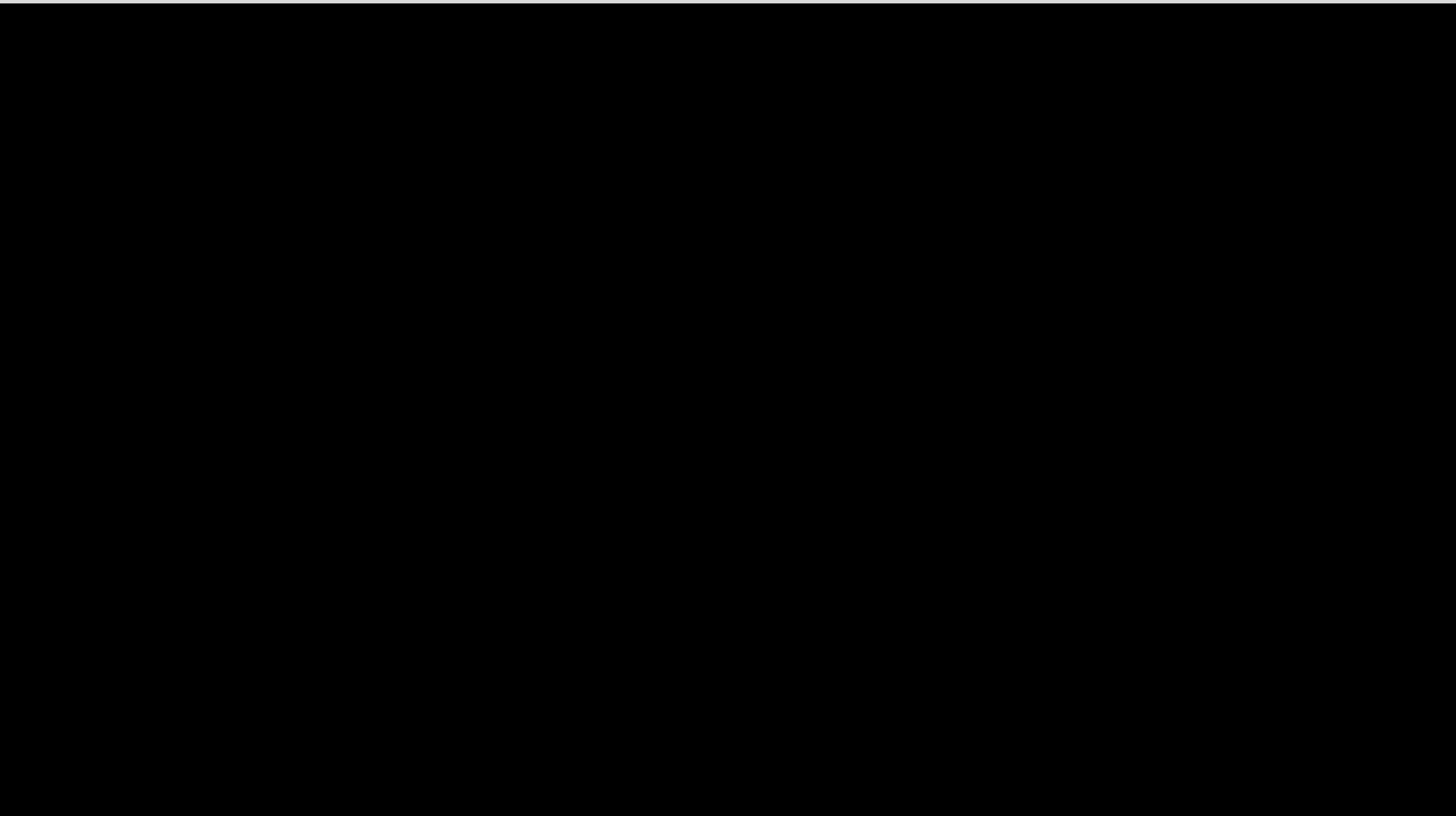
Stay rates Yr1	UoA domestic	MoE NZ domestic	UoA intl	MoE NZ intl
UG	93%	91%	79%	55%
PG	94%	84%	71%	58%

93%
88%



## Unleash Space

- Opened by NZ Prime Minister Jacinda Ardern in Feb 2018
- New innovation & entrepreneurship hub
- State-of-the-art maker space
- Growing ideas into ventures





# INTERNATIONAL EDUCATION STRATEGY

## HE RAUTAKI MĀTAURANGA A AO

2018–2030

## Our learning style

- Knowledge *and* how to apply it practically.
- Think independently *and* work collaboratively.
- Think critically *and* solve problems creatively.
- Be part of a community *and* a global citizen.
- Develop identity *and* strength of character.





THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND

# HOW WE DO IT

# POST-STUDY WORK RIGHTS

A woman with her hair in a bun, wearing a light-colored t-shirt and a backpack, is seen from behind, looking out over a vast cityscape under a clear sky. The city is densely packed with buildings, and the horizon is visible in the distance.

EAIE SPOTLIGHT  
**SEMINAR**

10-11 DEC 2018, DUBLIN

**GRADUATE EMPLOYABILITY AND INTERNATIONAL  
EDUCATION: TOWARDS THE FUTURE OF WORK**

REGISTER BY 23 OCTOBER TO SAVE  
[www.eaie.org/spotlight-seminar-employability](http://www.eaie.org/spotlight-seminar-employability)

# AUCKLAND

INTEGRATING EMPLOYABILITY  
OUTCOMES THROUGH GLOBAL  
INTERNSHIPS

JULY 2 – 5, 2019

AUCKLAND, NEW ZEALAND

THE UNIVERSITY OF  
AUCKLAND

## International Internships:

Mission, Methods  
& Models

A Collection of Papers from the  
Global Internship Conference

Edited by:  
Brett Berquist, Kate Moore, Joy Milano

[globalinternshipconference.com](http://globalinternshipconference.com)



ThinkNew

# QUESTIONS?

## Thank you for listening!



CHAIR

**Nannette Ripmeester**

Director at Expertise in  
Labour Mobility  
The Netherlands

[@labourmobility](#)



**Prof. Shingo Ashizawa**

Tokyo University  
Faculty of Global &  
Regional Studies – Japan

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**Dr Edilio Mazzoleni**

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**Dr Martha Johnson**

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[@bberquist](#)