NEXT GENERATION EMPLOYABILITY: PRACTICES AND PERSPECTIVES FROM OTHER COUNTRIES
THE Panelists

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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50% of subject knowledge acquired during the first year of a 4-year technical degree will be **outdated** by the time the student graduates.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.
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/
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 Economics

Source: careerchats project, www.careerprofessor.works
Most wanted skills in 5 years time

Source: www.linkedin.com/pulse/most-wanted-skills-5-years-time-nannette-ripmeester
Building an employability strategy

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
Strategic Approach towards Employability of students in Japan

Shingo Ashizawa
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Self Introduction

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UMAP International Secretariat

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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
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)

Europe (incl. NIS) 8,669 (3.2%)
Africa 2,230 (0.8%)
Central & South America 1,426 (0.5%)
Middle East 1,533 (0.6%)
North America 3,182 (1.2%)
Asia 249,242 (93.3%)
Pacific Ocean countries 756 (0.3%)

Total 267,042

Source: JASSO
Student Mobility (Inbound)

- International students (Total)
- Higher educational institutions (universities, junior colleges, colleges of technology, special training colleges)
- Japanese language institutes

Source: JASSO

2018/10/11
Shingo Ashizawa
Student Mobility (Outbound)

<table>
<thead>
<tr>
<th>Region</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe (incl. NIS)</td>
<td>18,852</td>
<td>23.2%</td>
</tr>
<tr>
<td>Africa</td>
<td>316</td>
<td>0.4%</td>
</tr>
<tr>
<td>Middle East</td>
<td>330</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asia</td>
<td>24,907</td>
<td>30.7%</td>
</tr>
<tr>
<td>North America</td>
<td>26,144</td>
<td>32.2%</td>
</tr>
<tr>
<td>Pacific Ocean countries</td>
<td>9,556</td>
<td>11.8%</td>
</tr>
<tr>
<td>Central &amp; South America</td>
<td>566</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

Source: JASSO
Student Mobility (Outbound)

(Number of students)

- Blue bars: # of agreements
- Orange bars: # of Japanese students studying abroad
- Grey dashed line: ~ 1 month
- Yellow dotted line: 1 month ~ 1 year
- Blue dotted line: 1 year ~

(Number of agreements)

Source: MEXT, JASSO
2. Demands from Industries & Government Initiative
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

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of products, services having global acceptance</td>
<td>27.0%</td>
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<tr>
<td>Securing necessary funds for globalization</td>
<td>15.6%</td>
</tr>
<tr>
<td>Thorough dissemination globally of management philosophy, vision</td>
<td>26.6%</td>
</tr>
<tr>
<td>Common acceptance globally of company’s system, practices</td>
<td>40.7%</td>
</tr>
<tr>
<td>Acquiring information on advanced countries’ legal systems, markets, etc.</td>
<td>42.2%</td>
</tr>
<tr>
<td>No particular problems</td>
<td>9.9%</td>
</tr>
<tr>
<td>No response</td>
<td>2.3%</td>
</tr>
<tr>
<td>Others</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

Source: “Questionnaire Survey on Development of Global Human Resources,” METI. (March 2010).
Companies responding: 259 (listed companies: 201; unlisted companies: 58)
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).

- Enhancing name recognition, image of company at overseas bases
- Internationalization of human resources (Japanese, foreigners) hired in Japan
- Introduction of adequate training system for human resources hired overseas
- Developing executive human resources who can play active role overseas
- Transfer of technology, knowhow to overseas bases
- Optimal selection, assignment, movement of global human resources
- Equal opportunities for fair and equitable personnel evaluation, promotion
- Introduction of remuneration and evaluation systems to secure talented foreign staff
- Facilitating smooth intra-company communication, including at overseas bases
- Efforts for diversity-sensitive management (regarding foreign employees)
- Understanding, dissemination of corporate philosophy, core values
- Provision of reasonable and flexible work-styles and adequate health and welfare benefits
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
Comprehensive International Strategies & Goals

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

● 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

<table>
<thead>
<tr>
<th>National</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
</table>

**Hokkaido**
- Hokkaido University

**Kanto**
- University of Tsukuba
- University of Tokyo
- Tokyo Medical and Dental University
- Tokyo Institute of Technology
- Keio University
- Waseda University
- Chiba University
- Tokyo University of Foreign Studies
- Tokyo University of the Arts
- International Christian University
- Shibaura Institute of Technology
- Sophia University
- Toyo University
- Hosei University
- Meiji University
- Rikkyo University
- Soka University

**Tohoku**
- Tohoku University
  - Akita International University
  - University of Aizu

**Kyushu, Okinawa**
- Kyushu University
  - Kumamoto University
  - Ritsumeikan Asia Pacific University

**Chugoku, Shikoku**
- Hiroshima University
  - Okayama University

**Chubu**

**Kinki**

**Chugoku, Shikoku**

**Kyoe**

**Source**: MEXT
The Japanese Government (MEXT) ’s “Career Development Program for International Students in Japan”

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.

Started in 2017 (5 year )

2018/10/11
Shingo Ashizawa
3. New Trends in Mobility & Impact Survey Result in Japan
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

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2016</th>
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</thead>
<tbody>
<tr>
<td>Less than 1 month</td>
<td>18,308</td>
<td>60,145</td>
</tr>
<tr>
<td>1 month – 1 year</td>
<td>16,873</td>
<td>33,381</td>
</tr>
</tbody>
</table>

2. Diversification
   Internship & Field study

3. “Outcome”

   Output : # of study abroad
   “learning outcome” become critical

2018/10/11
Shingo Ashizawa
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

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

2018/06/25
Long Term Impact Study-Result 1

<table>
<thead>
<tr>
<th>Study Abroad</th>
<th>Non Study Abroad</th>
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</thead>
<tbody>
<tr>
<td>N=4,489</td>
<td>N=1,298</td>
</tr>
</tbody>
</table>

### Global Citizenship

- Greater awareness of being Japanese: 41.9% (Studied) vs. 3.2% (Non-Studied)
- Greater awareness of being Asian: 20.4% (Studied) vs. 13.0% (Non-Studied)
- Greater awareness of being a global citizen: 15.8% (Studied) vs. 12.7% (Non-Studied)
- Greater interest in diplomacy/international relations: 30.8% (Studied) vs. 3.0% (Non-Studied)
- Greater awareness of coexisting with people who have diverse values/cultural backgrounds: 36.2% (Studied) vs. 5.6% (Non-Studied)
- Greater awareness of taking risks/taking on challenges: 24.6% (Studied) vs. 4.2% (Non-Studied)

### Risk-taking Mindset

- 45.0% (Studied) vs. 49.2% (Non-Studied)
- 30.5% (Studied) vs. 52.1% (Non-Studied)
- 36.5% (Studied) vs. 50.4% (Non-Studied)
- 12.5% (Studied) vs. 35.4% (Non-Studied)
- 22.7% (Studied) vs. 42.4% (Non-Studied)
- 4.3% (Studied) vs. 24.7% (Non-Studied)
### What is your current annual income?

<table>
<thead>
<tr>
<th>Average annual income (unit: 10,000 yen)</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
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<tr>
<td>645.0 (6.45m)</td>
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<td>611.3 (6.11m)</td>
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### Long Term Impact Study-Result 2 Employability

**What is your current annual income?**

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</table>

**Average annual income (unit: 10,000 yen):**

- 645.0 (6.45m)
- 611.3 (6.11m)
- 575.7 (5.75m)
- 439.1 (4.39m)
- 345.5 (3.45m)
- 330.7 (3.30m)
- 722.2 (7.22m)
- 577.6 (5.77m)
- 805.7 (8.05m)
- 514.6 (5.14m)
4. Case Studies I

“Toyo Global Diamond” Project
Efforts in Internationalization

Number of international students

全学生に占める外国人留学生数
(大学院含む)

- 2015年度: 608名
- 2023年度: 2,720名

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)

- 2015年度: 819名
- 2023年度: 2,870名

2018/06/25
## Global and Regional Studies

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.

- **Global Innovation Studies**
  - 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.

- **Regional Development Studies**
  - 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.

### Information Networking for Innovation and Design

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.
Use of e-portfolio for Employability Enhancement (2016-)
### Individual Record of Global Learning

- **Global Learning**
- **Journal of Study Abroad (Monthly Report)**

### History of Academic Work

- **Courses**
  - **Courses for the Year 2017**
  - **Courses for the Year 2016**

### Journal of Study Abroad

- **Monthly Reports**
  - **January**
  - **February**
  - **March**
  - **April**
  - **May**
  - **June**
  - **July**
  - **August**
  - **September**

### Environmental Issues in Asian Countries

- **Aramaki Toshiya**
  - 2nd G / Mon 3: Wed 4

### Social Systems Theory

- **Ikeda Makoto**
  - Fall Mon / 3

### Dr. Enryo Inoue and Toyo University B

- **Murai Seiko**
  - Fall Tue / 2

### Macroeconomics I

- **Sakakibara Kuni**
  - Fall Tue / 3

### Seminar of Regional Development Studies II

- **Asahara Shingo**
  - Fall Wed / 4
  - Seminar of Regional Development Studies II
  - 2016-11-27 23:41:41
  - 0

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**Notes:**
- The image includes a variety of course descriptions and schedules, indicating a structured academic environment with a focus on global learning and regional development studies. Each course is assigned to specific days of the week, and some courses are marked with attendance numbers.
Employability Enhancement for Int’l Students

**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**

**Improvement**
- **Contribution**
- **Achievement**

**Raise International student employment ratio to 60%**

**Increase employment ratio**
- 51 students ➞ 260 students (2025)

**1. Increase the employment ratio by improving Japanese business language skills and offering private consultations**

**2. Expand employment opportunities with I-Turn Employment**

**Expanding mutual employment opportunities in rural cities and Tokyo**

**Internship Company visit**

**International Student I-Turn Employment Promotion**

**Labor Shortage**
- Neighboring university
- Ichigaichi
- Other prefectures
- Shimane

**Few rural companies**
- Neighboring university
- Kanazawa Senyo Uni.

**Industry-Government Academia Partnership**
- Career Development Education
- 250 hours a year Study Japanese business language

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

**Achievement**
- Raise International student employment ratio to 60%
5. Case Studies  II
UMAP (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 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

Shingo Ashizawa
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
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

- 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

- Analytical & Critical Thinking
- Applied Problem Solving
- Oral & Written Communication
- Teamwork & Leadership
- Ethical Reasoning & Decision Making
- Innovation & Creativity
- Engaging Diversity
- Career Management
- Digital Literacy
- Active Citizenship & Community Engagement
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?

- Yes: 84%
- No: 16%

"Though mostly indirect, study abroad has probably had the biggest impact on the direction in my life. If my single experience I can point to is drive 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 acquiring skills that influenced your career?

- Minimal: 57%
- Somewhat Important: 10%
- Significant: 17%
- Very Important: 34%
- Essential: 30%

"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?

- Not important at all: 18%
- Somewhat important: 16%
- Neutral: 21%
- Important: 32%
- Very important: 13%

"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 as a receptionist, and hired on full-time after school. I would not have this position without having studied abroad."

Learning Abroad Center
University of Minnesota
Thank you!
Next generation employability: practices and perspectives from other countries - Italy

Edilio Mazzoleni
Global Engagement & International Education, Director
Sydney – October 11, 2018
Università Cattolica
FACTS & FIGURES

Founded in 1921

30,000 Students (FTE)
3,972 International students

12 Schools, 4 Campuses across Italy
1. MILAN | 2. FIACENZA-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

UNIVERSITÀ CATTOLICA DEL SACRO CUORE – www.ucscinternational.it
International Outreach

INTERNATIONAL STUDENTS
3,972 International Students
Nearly 100 different nationalities

#1 USA
#2 France
#3 Albany
#4 Germany
#5 China
#6 Peru
Employability – Paradigm Change

Larger Population of International Degree-Seeking Students

Increased Demand for International Internship Opportunities

Increased Demand for International Job Opportunities After Graduation

Synergy Between Career Service & International Office

From Passive Employment Service to Active Facilitation, Relationship Development

Study Abroad with Purposeful Advising Practices

From Placement to Pro-Active Building of Connections & Communities
European Centre for Career
Entrepreneurship
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
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
Outputs & Actions:

- European Career Guide
- Staff trainings
- Workshops
Development of an integrated web-platform for domestic and international internships open to students and employers both international and domestic.
Next generation employability: practices and perspectives from other countries

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
Next generation employability: practices and perspectives from other countries

- 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.

UCSC Outbound Students

UCSC students - International Internship

- PROVIDERS
- Web Platform
- Offline Management

<table>
<thead>
<tr>
<th>Year</th>
<th>Providers</th>
<th>Web Platform</th>
<th>Offline Management</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>60</td>
<td>291</td>
<td>222</td>
<td>373</td>
</tr>
<tr>
<td>2016/17</td>
<td>70</td>
<td>190</td>
<td>222</td>
<td>482</td>
</tr>
<tr>
<td>2018</td>
<td>121</td>
<td>557</td>
<td>0</td>
<td>678</td>
</tr>
</tbody>
</table>
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
#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
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”
NZ TALENT – open letter 210 businesses – will consider all applicants regardless of qualification for a range of skills based roles.

- 2nd 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
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 BUSINESS¹

5th in Asia-Pacific for INNOVATION²

3rd out of 139 nations for GLOBAL CREATIVITY³

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
Young NZ stay rates (MoE 2014 & 17)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Domestic</td>
<td>Bachelors Domestic</td>
<td>Bachelors INTL</td>
<td>Masters INTL</td>
<td>PhD domestic</td>
<td>PhD INTL</td>
<td>84%</td>
<td>72%</td>
<td>69%</td>
<td>64%</td>
</tr>
<tr>
<td>91%</td>
<td>55%</td>
<td>46%</td>
<td>41%</td>
<td>39%</td>
<td>35%</td>
<td>21%</td>
<td>31%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
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 quality of their programme 82%

UG 94.4%
PG 96.1%
PhD 97.2%

Employment rate 95.4%
Graduate destination survey 2017
Nov 2017 – N= 2,445 (13.6% international)

Graduate Profile

- Disciplinary knowledge and practice
- Critical thinking
- Solution seeking
- Communication and engagement
- Integrity and independence
- Social and environmental responsibility

<table>
<thead>
<tr>
<th>Stay rates Yr1</th>
<th>UoA Domestic</th>
<th>UoA Intl</th>
<th>MoE NZ Domestic</th>
<th>MoE NZ Intl</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>93%</td>
<td>79%</td>
<td>91%</td>
<td>55%</td>
</tr>
<tr>
<td>PG</td>
<td>94%</td>
<td>71%</td>
<td>84%</td>
<td>58%</td>
</tr>
</tbody>
</table>

UoA Employment Yr1

- Domestic
  - UG: 95%
  - PG: 94%

- International
  - UG: 89%
  - PG: 93%

The University of Auckland International Office
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.
HOW WE DO IT

POST-STUDY WORK RIGHTS
GRADUATE EMPLOYABILITY AND INTERNATIONAL EDUCATION: TOWARDS THE FUTURE OF WORK

REGISTER BY 23 OCTOBER TO SAVE
www.eaie.org/spotlight-seminar-employability
INTEGRATING EMPLOYABILITY OUTCOMES THROUGH GLOBAL INTERNSHIPS

JULY 2 – 5, 2019
AUCKLAND, NEW ZEALAND

globalinternshipconference.com
Thank you for listening!

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