



Key findings of the EMCOSU project (considerations for higher education institutions and employers)

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Emerging Modes of Cooperation between Private Sector Organisations and
Higher Education Institutions; EURASHE & EMCOSU valorisation workshop
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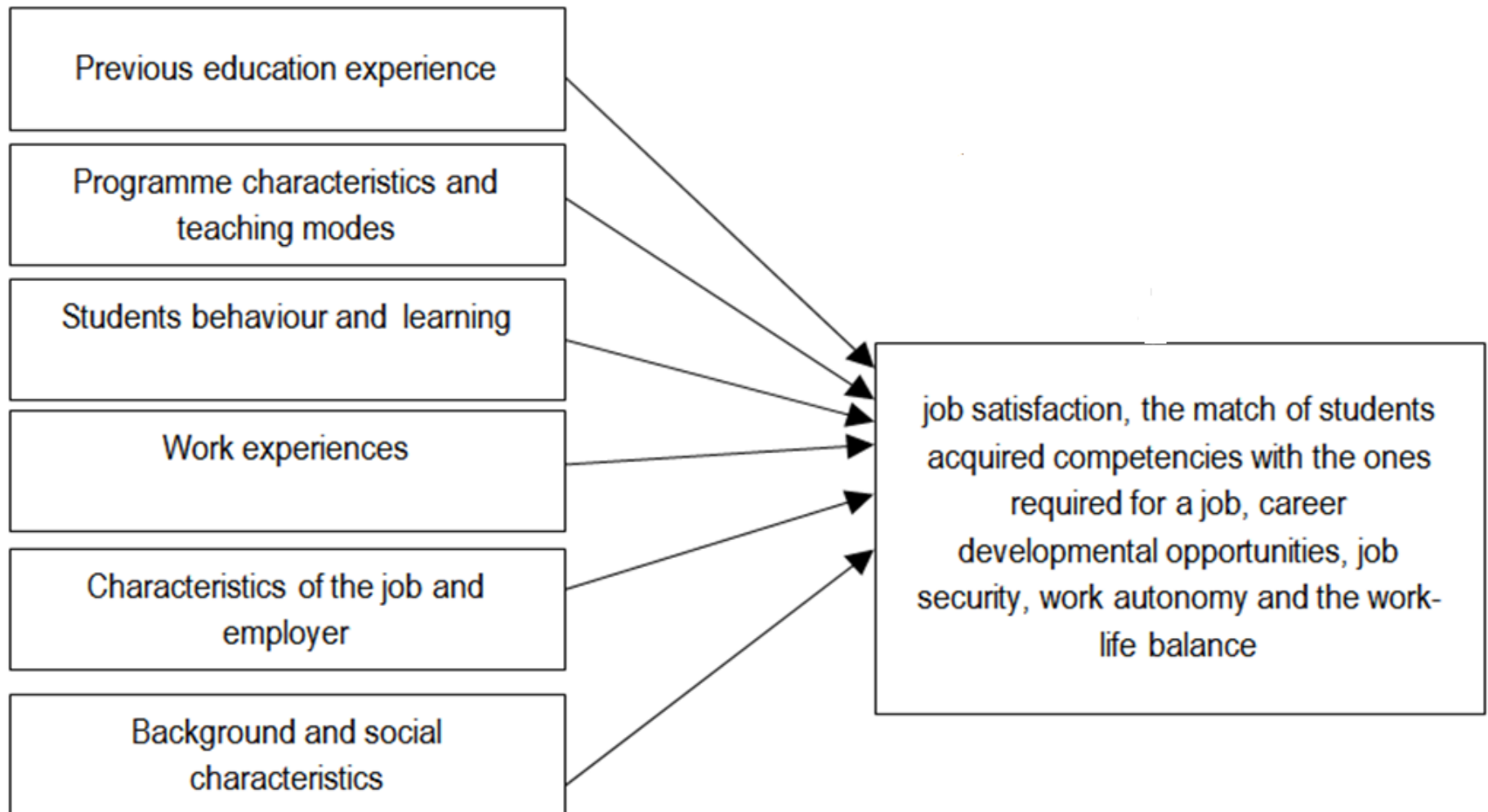
Project history (1): HEGESCO Project

- Short for Higher Education as a Generator of Strategic Competences
- Which competences are needed for successful entry into the labour market?
- Graduate survey based on methodology of earlier survey REFLEX and its predecessor CHEERS
- REFLEX: Transition from HE to work in 15 European countries + Japan; HEGESCO extension to Eastern Europe; PROFLEX extension to South America
- Gross frame 110.000 graduates 5 years after leaving HE
- Response rate around 33 %
- Information on career in HE and transition to labour market
- Erasmus LLP multilateral project
- Start November 2007 – finish December 2009

Project history (2): DEHEMS Project

- DEHEMS short for 'Network for Development of Higher Education Management Systems '
- Key Research Questions: “What are determinants of graduates early career success? How does HE management take into account employability data and surveys? How HE management should/could they take into account / How much is and should be evidence driven?”
- 6 Countries : TR, IT, SI, AT, DE and PL
- Erasmus Network Project (LLL)
- Duration : October 2009 – September 2012

Project history (3): Conceptual model of DEHEMS project



Project history (4): Key findings of DEHEMS project

Academics:

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

Employers, trade unions and students:

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

The EMCOSU Project: Basic Information

- LLP Project
- Duration: 9/2012–3/2015
- Coordinator: University of Ljubljana
- Project partners:
 - Slovenia – University of Ljubljana
 - Spain – University of Deusto
 - Netherlands – University of Groningen
 - Slovenia – Chamber of Commerce and Industry of Slovenia
 - Hungary – Chamber of Commerce and Industry of County Zala
 - Bulgaria – Business Foundation for Education
 - Poland – Polish Chamber of Commerce
 - Spain – High Council of Official Chambers of Commerce, Industry
- Associated partners: EURASHE, Petrozavodsk State University (Russia), TUNING Association

EMCOSU Key Conceptual Questions

- a) Which are the most relevant modes of cooperation between universities and enterprises, and why?
- b) What are current characteristics of cooperation modes and their future developmental needs?; and
- c) Which are key developmental drivers and motives on cooperation on the side of universities and enterprises?

Main objectives

- Comparative survey on the modes of UBC among enterprises and employers' associations among approximately 600 units
- Report on UBC in EMCOSU countries based on secondary sources and case studies
- Qualitative assessment of cooperation among HEI and employers in Europe (60 units)
- Feedback analysis among HE managers (60 units)
- Valorisation activities

Sectors with the highest UBC potential among the EMCOSU countries

- information and communication technologies,
- agriculture and food industry,
- logistics and transport,
- electrical energy and electrical industry (including renewable energy),
- and natural sciences (including biotechnology, new materials, medicine and pharmacy).

Selected conclusions from 60 emcosu interviews

- **Common goals** – cooperation should be based on mutual benefits, needs and aims;
- **Commitment** - the good partnership lays in the hands of the “right people”, starting from the leadership and involving all levels;
- **Communication** – establish ongoing and open dialogue, have mutual trust and good knowledge of each other - is a major milestone of UBC.
- **Context** - UBC should be reviewed as a priority and supported with adequate legislation and strategic incentives on European, national and institutional level.

Large Scale Survey Among Employers

- a) Recruitment practices
- b) Assessment of acquired graduates competencies
- c) Modes and activities of university business cooperation
- d) Attitude towards university business cooperation
- e) Beliefs about the future changes of higher education institutions
- f) Practices of university business cooperation
- g) Drivers and barriers of university business cooperation
- h) Outcomes of university business cooperation
- i) Case descriptions

Instrument has been developed in relation to: a) "Study on the cooperation between Higher Education Institutions and public and private organisations in Europe (2011)" implemented by Münster University of Applied Sciences and funded by the European Commission; b) the HEGESCO project (short for Higher Education as a Generator of Strategic Competencies) coordinated by the University of Ljubljana and funded by the Lifelong Learning Programme of the European Commission; and c) conceptual work of Professor Alice Lam (Royal Holloway, University of London).

EMCOSU stratified sample

	Bulgaria	Hungary	Poland	Slovenia	Spain	Non-EMCOSU	Total
Companies	98	74	70	80	74	89	485
Associations	14		30	19		6	69
Specific Sector		26			25	18	69
Total	112	100	100	99	99	119	623

Comparison ranks of UBC modes among employers, academics and HEI representatives

UBC activities	Employers	Academics	HEI representatives
Mobility of students	1	2	2
R&D	2	1	1
Curriculum development	3	4	4
Adult learning, lifelong learning	4	3	3
Mobility of academics	5	5	5

Question B1: To what extent does your organisation cooperate with HE institutions regarding the following activities? Responses 5 to 7 on a scale of answers from 1="Not at all" to 7="To a very high extent".

Sources: EMCOSU analyses, Davey et al. (2011b, 45-46)

Comparison ranks of drivers of UBC among employers, academics and HEI representatives

Drivers of UBC	Employers	Academics and HEI representatives
Existence of mutual trust and commitment	1	1
Existence of shared motives	2	2
Prior relationship with HEI	3	3
Interest of HEI in accessing practical knowledge	4	4 (Interest of business in accessing scientific knowledge)
Close geographical distance of HEI	5	6
Access to HEI's R&D facilities	6	8 (Access to business-sector research and development facilities)
Financial resources for working with HEI	7	5
Flexibility of HEI	8	7

Question B6: How much do the following statements facilitate your organisation's cooperation with HE institutions?
Responses 5 to 7 on a scale of answers from 1="Not at all" to 7="To a very high extent".

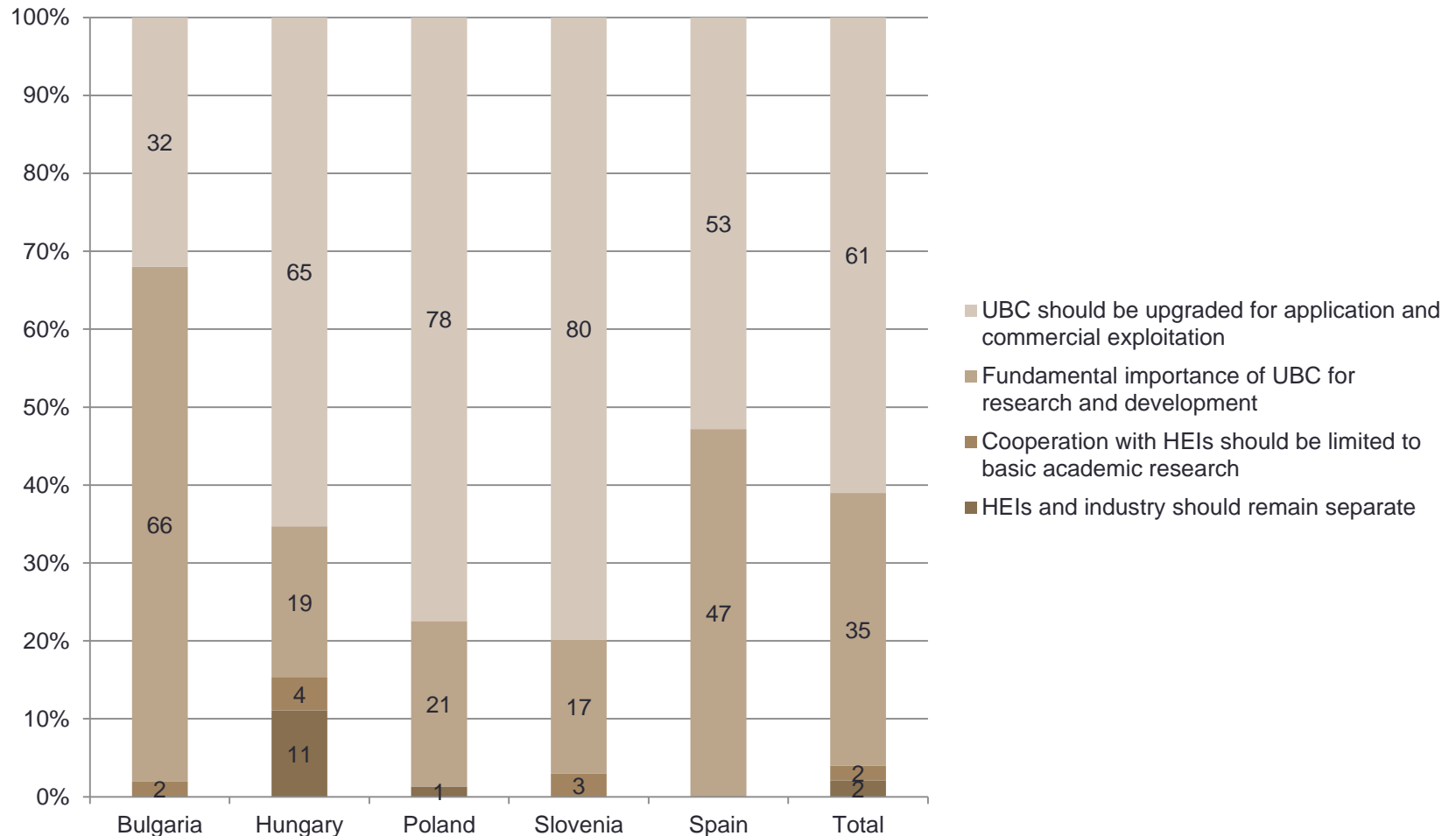
Sources: EMCOSU analyses, Davey et al. (2011b, 45-46)

Comparison ranks of barriers to UBC among employers, academics and HEI representatives

Barriers to UBC	Employers	Academics and HEI representatives
Bureaucracy within or external to the higher education institutions	1	4
Different time horizons	2	1
Different motivations and values	3	3
Difficulty in finding the appropriate persons within HEI	4	7
Different modes of communication and language	5	6
Limited ability of knowledge transfer	6	5
HEI want to publish confidential results	7	8
Current financial crisis	8	2

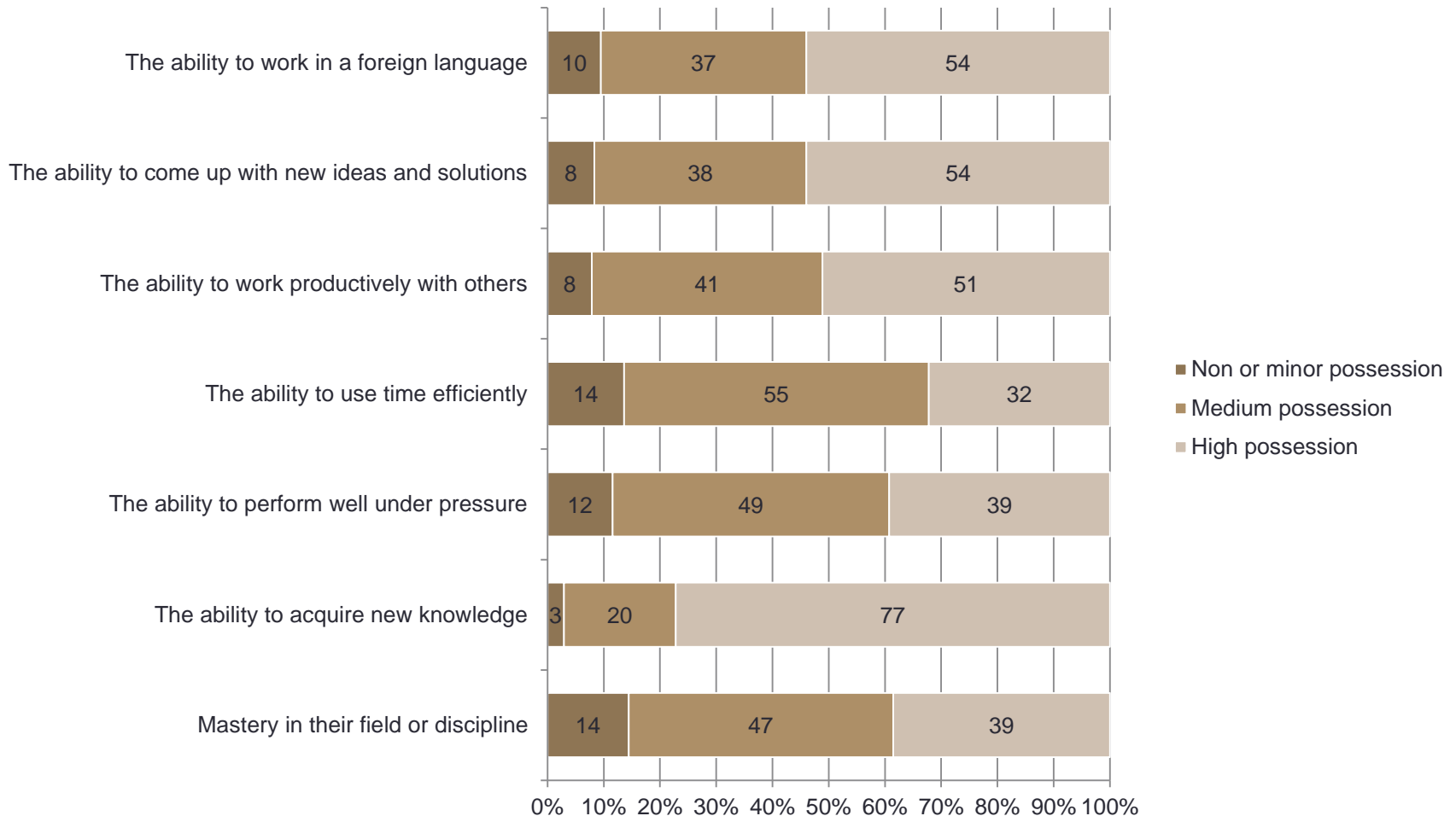
Question B7: How relevant are the following barriers to HE institutions-business cooperation? Responses 5 to 7 on a scale of answers from 1="Not at all" to 7="To a very high extent".

Orientation of companies on university-business cooperation



Question B3: Please indicate which statement describes the orientation of your enterprise.
Responses: "We believe HE institutions-business cooperation should be upgraded for application and commercial exploitation"

Possession of skills by the graduates (in per cent)



Question A6: Please provide information to what extent new graduates in your experience possess these skills? Responses 5 to 7 on a scale of answers from 1="Not at all" to 7="Very often".

Development needs of universities

- Strategic cooperation with business [1]
- Increase the practical orientation of teaching [2]
- Enhance traineeships and internships [3]
- Support an international orientation [4]
- Focus on long-term skill development [5]
- Enabling the valorisation of applied research [6]
- Focus on research and development [7]
- Improvements in their financial systems [8]
- Focus on short-term skill development [9]

Question B4: In your view, to what extent should higher education institutions change in the future? Mean of responses of a 7-level scale where 1="Not at all" and 7="To a very high extent".

Concluding considerations

- *There are highly diverse forms of university-business cooperation, yet one form of cooperation facilitates another*
- *Bureaucratic obstacles should be removed because enterprises regard them as the biggest barrier to cooperation with universities*
- *The development of competencies is perceived as the key outcome of UBC, and the performance of business as the least important*
- *Companies do not agree with the idea that university-business cooperation should be limited to basic research or even remain separate from industry*
- *Employers' associations have the potential to become stronger promoters of UBC*