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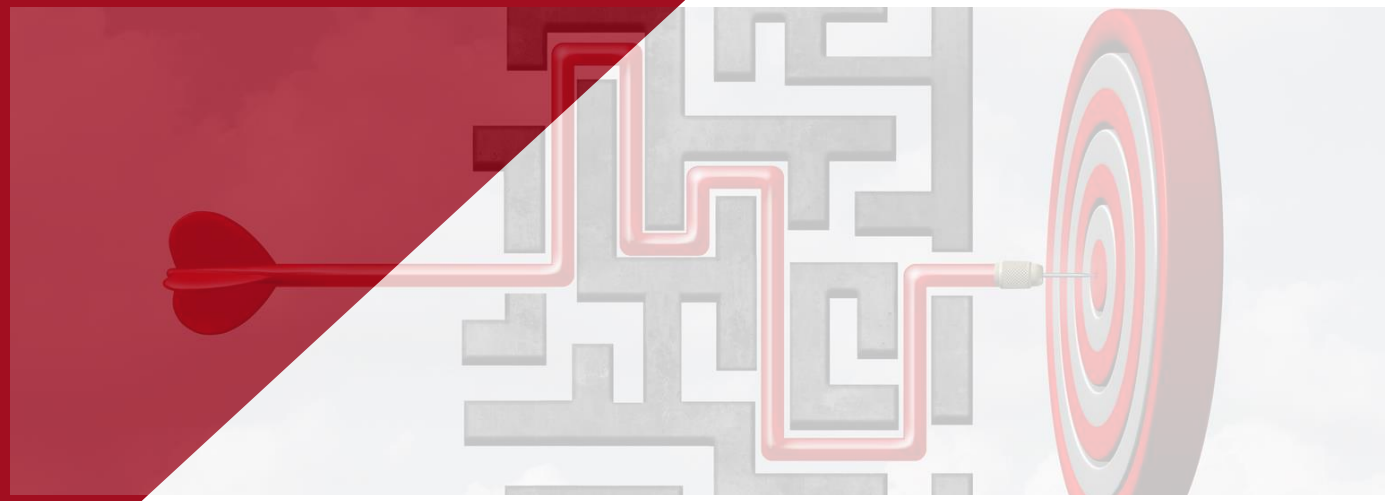
Employability as a task for Universities

Dr. Kai Handel

Bandung, July 30th, 2024,



Universities and graduate employability

Introduction, the German Approach, and International Outlook

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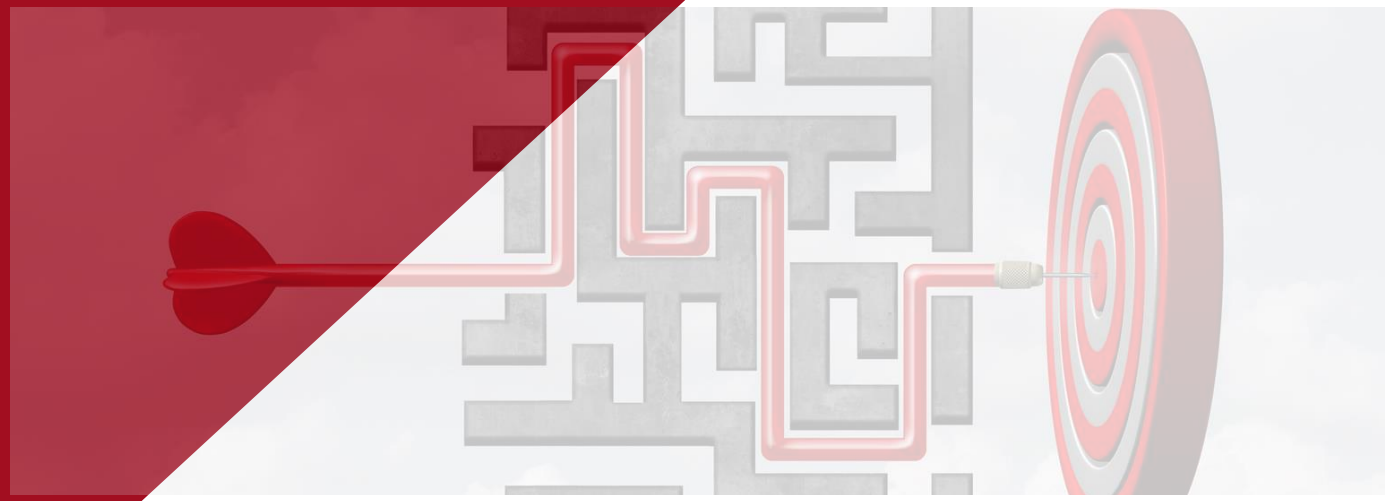
Outline

- Employability
- Employability in the German University System (1945-1970)
- Short History of Universities of Applied Science in Germany (1970-1999)
  - Detour 1: The Management of Internships
  - Detour 2: The rise of private Universities of Applied Science in Germany
  - Detour/Summary: The German University System
- International Outlook (Ethiopia, Indonesia)



Employability

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Individual Employability

- "Employability is about **being capable of getting and keeping fulfilling work**.
- More comprehensively, employability is the **capability to move self-sufficiently within the labour market** to realise potential through sustainable employment.
- For the individual, employability depends on the **knowledge, skills, and attitudes** they possess, the way they use those assets and present them to employers and the context (e.g. personal circumstances and labour market environment) within which they seek work." (Hillage 1998)

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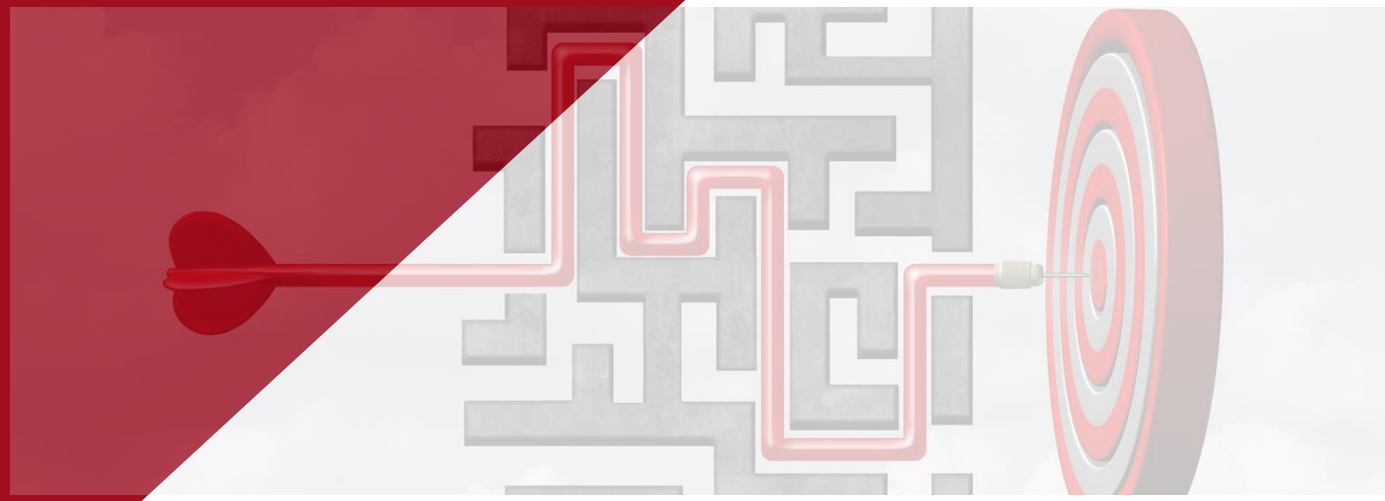
Institutional employability

- Institutional employability is
  - the “effectiveness of the institution in developing employable graduates” (Harvey 2001)
  - the ability to guide and support graduates in getting a job (Cruz Mahecha 2024)
- Measuring the effectiveness or ability depends on what indicators someone wants to adopt:
  - proportion of graduates who obtain employment,
  - support opportunities offered by the institution,
  - graduate surveys of satisfaction with the study program.
  - …
- In the following: focus on „Institutional Employability“



Employability in the German University System (1945-1970)

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The 1940s and 1950s

- After the Second Word War the number of students grew only slowly.
- Lessons from the time of the Nazi regime: Allowing no political influence on universities
- The universities (re-)focused on the ideal of the **Humboldtian University**
  - "freedom of teaching and research"
  - "unity of teaching and research"
  - "education through science and research"
  - Importance of character education through research ("in loneliness and freedom")
- **Application and Employability was not in the focus …**

- **… and not necessary**:
- Only between 3% and 5% of the relevant population studied at universities (gross enrolment rate)

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Public debate in the 1960s: The “German Education Catastrophe” (Picht)

- “Academic, humanistic, and unapplied university education no longer meets the requirements of post-war German society” (G. Picht 1960: “German educational catastrophe”):
  - underdeveloped and underfunded education system
  - qualified young talent will be missing – in the “technical age”
  - threat to the economic development/prosperity
  - quantitative problem: almost all students would have to become teachers in order to change that.

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“Education is a civil right” (Dahrendorf 1965)

- "1. Every person has the right to an intensive basic education that enables them to make effective use of their civil rights and obligations.
- 2. Every person has the right to further education appropriate to their abilities.
- 3. It is the duty of the state authorities to ensure that these rights can be exercised.”
- **“In times of 200.000 students, research, and teaching can no longer remain in (Humboldtian) unity.”**
- Education should be the main task of universities
  - →Education for the professional field in a **tightly organized course of three to four years**
  - →**Postgraduate studies for a few** under the principle of education through science and research (Humboldt)

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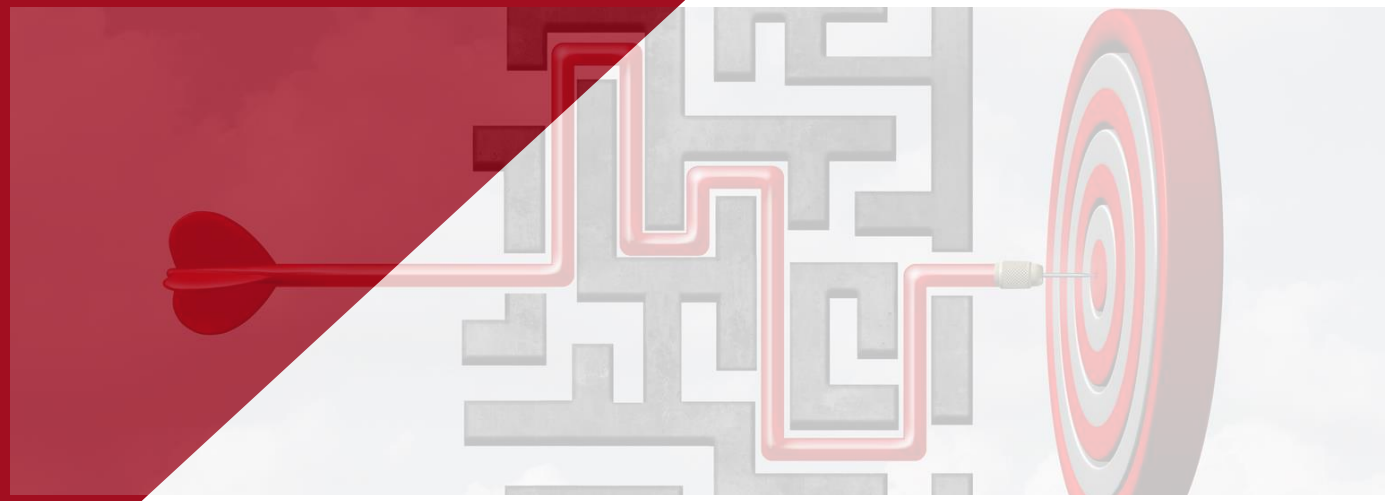
„German Science Council“ (Wissenschaftsrat)

- Founded in 1957 to coordinate political action on the federal and state level.
- In 1960 the German Science Council started as series of “Recommendations” for new universities and university reform.
- The German Science Council expected from the reforms:
  - **streamlining and greater orientation toward application in study programs**
  - which should enable a student in three to four years to acquire **“the knowledge required by their subject and necessary for their profession”.**

Conclusions from the debate in the 1960s

- Massive Expansion of the University System
  - Founding of new Universities
  - 24 new universities were opened in Germany in a ten-year period (1965 – 1975)
  - Most of them were called “reform”-Universities, but were really modelled on the image of a traditional university following the Humboldtian Idea
    → no explicit orientation towards the professional field

- Orientation towards the professional field (employability and application) was only provided by the founding of “Fachhochschulen” (later called “Universities of Applied Sciences”)



Short History of German “Fachhochschulen”(1970-1999)

Universities of Applied Sciences

Dr. Kai Handel

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Short History of the “Fachhochschulen” (Universities of Applied Sciences) in Germany

- Until 1970: Engineering Education was done in two ways:
  - Study Program at Technical Universities
  - Study program at Schools for "higher technical education“ (sometimes „Polytechnics“, “Ingenieurschulen”) without University status
- Both graduates would be professionals with the title “Engineer”
- 1966: European directive on admission rights for “engineers” (university entrance qualification, 4 years of study)
- Student protests led to the Founding of “Fachhochschulen” (with university status)

→**“FH diploma” program: 8 semesters, including 2 practical/internship semesters (e.g. “Dipl.-Ing. (FH)”) – <u>oriented towards the professional field</u>**

→**University diploma: usually 10 semesters (e.g. “Dipl.-Ing.”) – <u>oriented towards the scientific discipline</u>**

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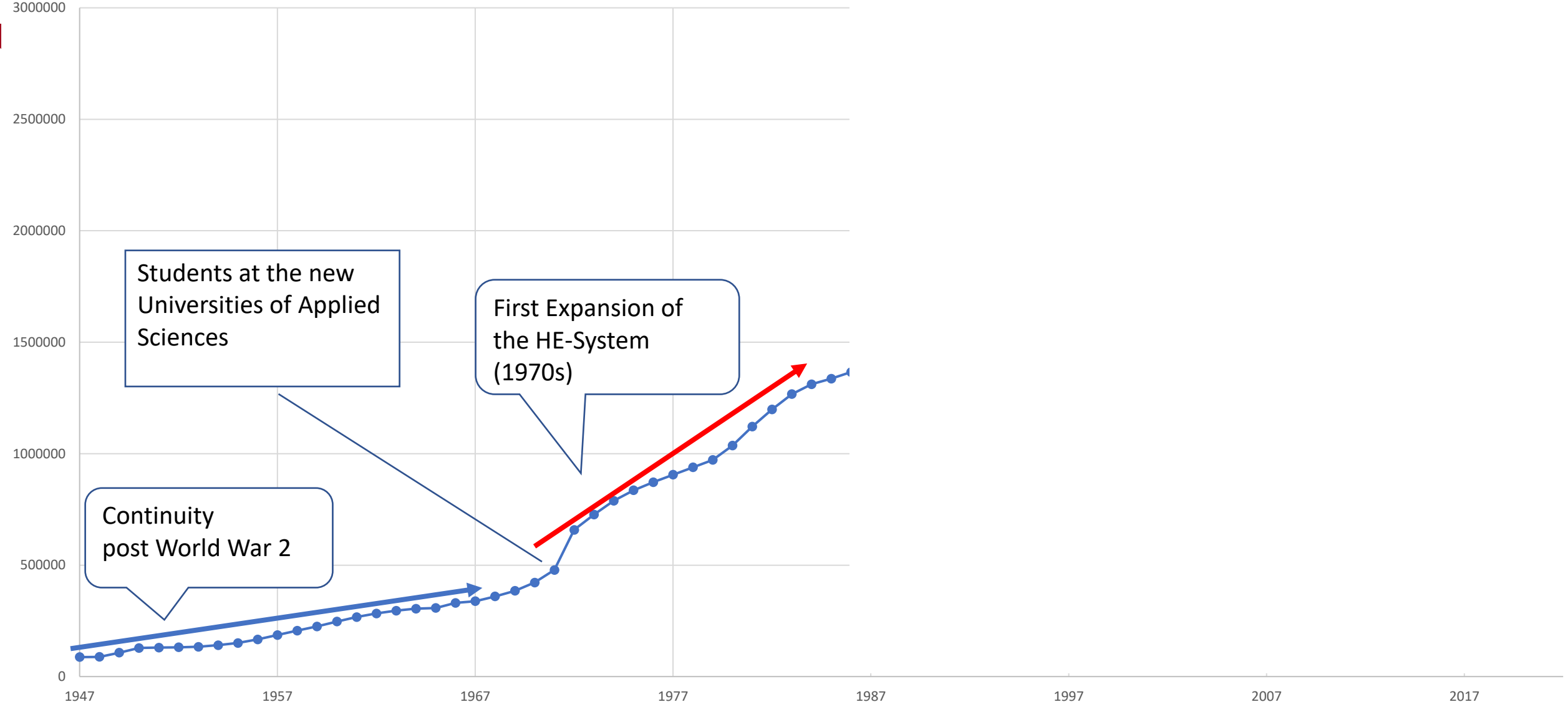
Regulations to become a Professor at UAS

- 1976: Federal Higher Education Law (HRG) defines employment requirements for professors at UAS (§ 44)
  - Graduate of University studies
  - Pedagogical suitability
  - Special qualifications for scientific work (usually demonstrated by a doctorate/PhD)
- In addition, for UAS Professors:
  "Special achievements in the application or development of scientific methods in at least five years of professional practice, of which at least three years must have been carried out outside the university sector."

Development of student numbers at German Universities
(up to 1989: West Germany; Sources: destatis.de – own Interpretation)



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Applied Research at „Fachhochschulen“

- At the beginning „Fachhochschulen“ prioritized only teaching.
- Only in the 1990s and 2000s it became clear that „education for the professional field” required applied research to stay up to date.
- “Fachhochschulen” changed their self-image and **became “Universities for Applied Sciences”** including Applied Research as an obvious task.
- At the beginning of the 21st Century (2000) about 26% of all students in Germany studied at UAS

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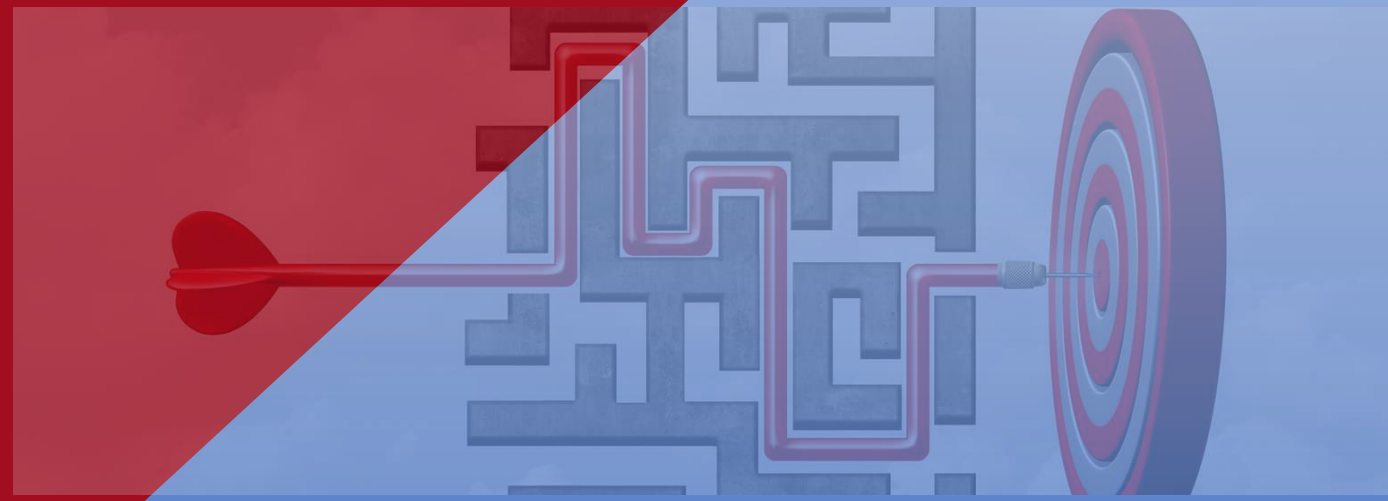
Main Characteristics of German UAS (as of 2022)

1. A **mission and culture of being a UAS** – “equal but different";
2. Offering practically-oriented, **application-based degree programs** and curricula, focused on the needs of the professional field;
3. Providing real-world on-the-job study experience through **an internship-semester** integrated in the curriculum;
4. Establishing networking and **partnership with industry/SMEs,** labor market relations;
5. Focusing on demand driven **applied research and technology/knowledge transfer**;
6. Supporting measures for **career development**, **entrepreneurship and start-ups**;
7. Creating career paths for **professors with experience in research and the professional field**;
8. Incorporating **part-time lecturers from practice in the teaching** and learning process;
9. Engaging for the **Sustainable Development Goals** (SDGs) in teaching, research and management of the campus;
10. Being active for **regional development**, in citizen science and community service.



Detour 1:
The Management of Internships

Dr. Kai Handel

Internships at German UAS

- Different Approaches
- Most common:
  - Practical Student Semester (20-23 weeks/ 80-95 days) → Bachelor = 7 semesters
  - Integrated Internship (various approaches) → Bachelor = 6 semester

Integrated Internships

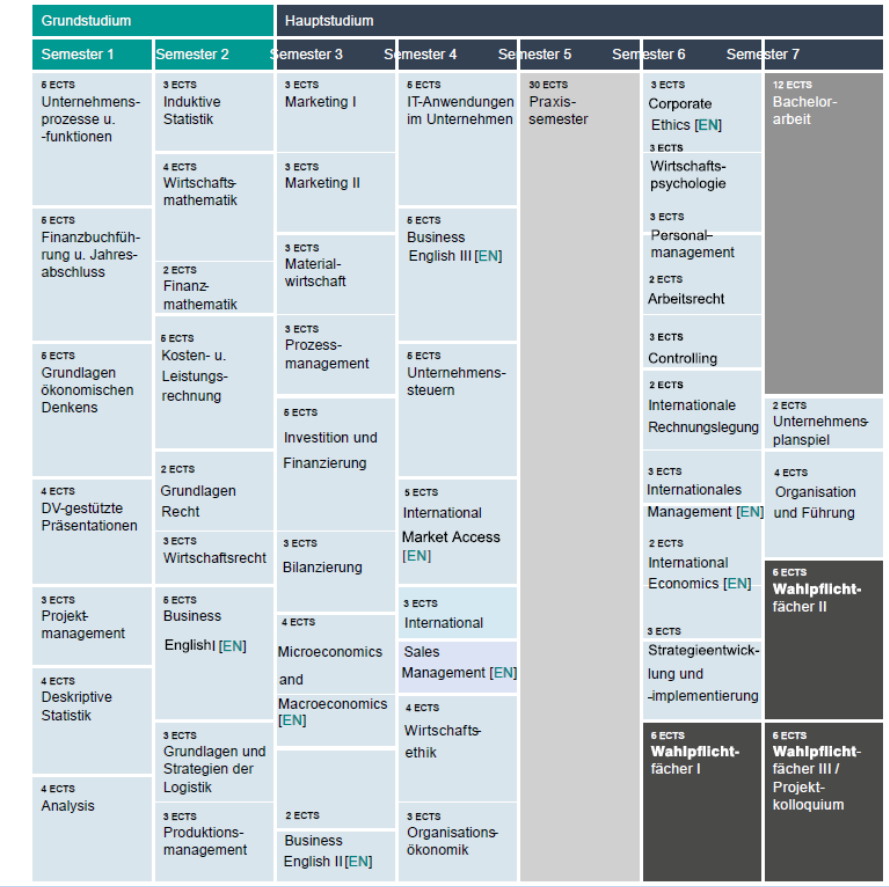
Bachelor „Social Work“, UAS Osnabrück

Curriculum ab Wintersemester 2022/23						
1. Studienabschnitt						
1. Sem.	Wissenschaft und Profession Soziale Arbeit	Methodisches Handeln in der Sozialen Arbeit: Gesprächsführung und Soziale Gruppenarbeit	Praxisfelder der Sozialen Arbeit	Lehr-Lern-Prozesse und Studierenden-rolle gestalten	Soziologische und sozialpolitische Grundlagen der Sozialen Arbeit	Einführung in die rechtlichen Grundlagen der Sozialen Arbeit
2. Sem.	Methoden der empirischen Sozialforschung in der Sozialen Arbeit	Methodisches Handeln in der Sozialen Arbeit: Case Management und Dokumentation	**Mentorenprogramm - Zielgruppen Sozialer Arbeit (studienbe-gleitendes Praktikum)**	Soziale Exklusion und Inklusion im Kontext Sozialer Arbeit	Psychologische und pädagogische Grundlagen der Sozialen Arbeit	Familien- und Jugendrecht für die Soziale Arbeit
2. Studienabschnitt						
3. Sem.	Sozial- und Qualitäts-management	Methodisches Handeln in der Sozialen Arbeit: Sozialräumliche Methoden und Konzepte	**Mentorenprogramm - Organisation Sozialer Arbeit (studienbe-gleitendes Praktikum)**	Vertiefung A (Modul 1)	Vertiefung B (Modul 1)	Sozialrecht für die Soziale Arbeit
4. Sem.	Interdisziplinäre Studien I - Menschen und Gesellschaft	Methodisches Handeln in der Sozialen Arbeit: Beratung und interprofessionelle Vernetzung	**Praxisprojekt**	Vertiefung A (Modul 2)	Vertiefung B (Modul 2)	Ethik der Sozialen Arbeit
5. Sem.	Interdisziplinäre Studien II - Profession und Institution	Methodisches Handeln in der Sozialen Arbeit: Multiperspektivische Fallarbeit und Dokumentation		Vertiefung A (Modul 3)	Vertiefung B (Modul 3)	2 Block-veranstal-tungen
6. Sem.	**Wissenschaftliches Praxisprojekt**				Bachelorarbeit	

- „Mentored Program“ (Semester 2 and 3) = 6 weeks
- „Practical project“ (Semester 4 and 5) = 6 weeks
- „practical scientific project“ (Semester 6) = 12 weeks

Practical Study Semester

Bachelor „Business Administration“ HTWG Konstanz (UAS)



Grundstudium		Hauptstudium				
Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7
6 ECTS Unternehmens-prozesse u. -funktionen	3 ECTS Induktive Statistik	3 ECTS Marketing I	6 ECTS IT-Anwendungen im Unternehmen	30 ECTS Praxis-semester	3 ECTS Corporate Ethics [EN]	12 ECTS Bachelor-arbeit
	4 ECTS Wirtschafts-mathematik	3 ECTS Marketing II			3 ECTS Wirtschafts-psychologie	
5 ECTS Finanzbuchfüh-rung u. Jahres-abschluss			6 ECTS Business English III [EN]		3 ECTS Personal-management	
	2 ECTS Finanz-mathematik	3 ECTS Material-wirtschaft			2 ECTS Arbeitsrecht	
6 ECTS Grundlagen ökonomischen Denkens	6 ECTS Kosten- u. Leistungs-rechnung	3 ECTS Prozess-management	6 ECTS Unternehmens-steuern		3 ECTS Controlling	
		6 ECTS Investition und Finanzierung			2 ECTS Internationale Rechnungslegung	2 ECTS Unternehmens-planspiel
4 ECTS DV-gestützte Präsentationen	2 ECTS Grundlagen Recht		5 ECTS International Market Access [EN]		3 ECTS Internationales Management [EN]	4 ECTS Organisation und Führung
	3 ECTS Wirtschaftsrecht	3 ECTS Bilanzierung			2 ECTS International Economics [EN]	
3 ECTS Projekt-management	6 ECTS Business English I [EN]		3 ECTS International Sales Management [EN]		3 ECTS Strategieentwick-lung und -implementierung	6 ECTS **Wahlpflicht-fächer II**
4 ECTS Deskriptive Statistik		4 ECTS Microeconomics and Macroeconomics [EN]	4 ECTS Wirtschafts-ethik			
4 ECTS Analysis	3 ECTS Grundlagen und Strategien der Logistik				6 ECTS **Wahlpflicht-fächer I**	6 ECTS **Wahlpflicht-fächer III / Projekt-kolloquium**
	3 ECTS Produktions-management	2 ECTS Business English II [EN]	3 ECTS Organisations-ökonomik			

- Bachelor program = 7 semester
- Practical Study Semester = 5th Semester
- 95 days / 23 weeks

Bachelor „Business Administration“ HTWG Konstanz (UAS)

- The focus of the “Practical Study Semester“ (PSS) should be a project.
- The students should deepen the knowledge they have acquired during their studies within the framework of independent project work, for example by contributing ideas or by taking responsibility for tasks, and thus gain a comprehensive overview of a task area or a company division.
- Furthermore, the PSS should also provide clues and orientation for future employment.
- In addition, the students should take the opportunity during this time to develop ideas for a practical bachelor thesis.
- An internship abroad should be considered in order to further expand and supplement the linguistic and technical skills in an international economic context, and also to expand the personal horizon of experience to include the challenges of a different cultural environment.

(https://www.htwg-konstanz.de/bachelor/betriebswirtschaftlehre/studienorganisation/praktisches-studiensemester [25.04.2024])

Management Structures for Internships

Main Tasks in the Management of Internships

- Preparation of the internship in curriculum (goals, content, which employer…)
- Internship supervised by representative of the employer and a professor of the UAS
- Report on the learnings of the internship (e.g., presentation to fellow students or students in the preparatory phase)

Preparation of the Internship

- Establishing Industry Contacts
  - specific for Bachelor program / faculty

  → All professors/members of the faculty (esp. dean)
- Establishing Database of Internship Positions
  - Administrative:
    - Collecting addresses, keeping them up to date
    - Collecting reports from the students
  - Professor:
    - Coordination within university and with industry
    - Quality Assurance
- Supporting students in finding internship position
  - Professor: Counseling on the “right” internship position
  - Administrative: Data base, Advise on contracts

During the Internship

- Best case: All professors in the faculty supervise some internships
- Supervision includes:
  - Initial Counseling on „practical project“
  - Visit of the Industry partner while student is there (collaborative supervision with industry partner)
  - Exchange and advise of content of Internship/project

After the Internship

- Report of the student on the Learnings from internship
- Presentation for “younger” Students

Question to Internships?

Management Structure: Internship office

- (Virtual) Office
- Consists in most cases only of
  - a head of Internship office (professor –part of his/her time) and
  - some administrative support (part time)
- Being in head of the internship office is considered a task in Teaching equivalent to teaching one or ½ course. (UAS professors teach 9 courses per term – 2 hours per week each).

Managing Motivation: Supervising Internships

- Developing a culture of UAS
  - Integrating internships into the study programs with conviction
  - Focus real-world on-the-job study experience
  - Focus on offering practically-oriented, application-based degree programs

= Pre-condition for Supervising Internships by most if not all professors of the faculty.

- Supervising Internships is a considered a task in Teaching equivalent to teaching 1/20 to 1/40 of a course. (UAS professors teach 9 courses per term – 2 hours per week each).

Statutes / Study and Examination Regulations

Example: HTWG Konstanz UAS

§ 6 internship office

- An internship office has been set up for each individual bachelor program.
- It is responsible for the organizational handling of the practical study semester, the coordination of the training content and the maintenance of relationships with the internship provider.
- The internship office is also responsible for the training content and the recognition of the pre-internship.
- The head of the internship office is appointed by the faculty from among the full-time professors belonging to the faculty.
- A joint internship office can be set up for related courses, and separate internship offices can be set up for the pre-study internship and the integrated practical study semester.

Example: HTWG Konstanz UAS

§ 7 pre study internship

- (1) In addition to the qualification for a university degree, a pre-study internship can be provided as a further requirement for admission to the degree program.
- In the special part [of the Study and Examination Regulations] it is regulated in which courses of study a pre-internship must be proven as a prerequisite for enrollment and, if necessary, the duration of the pre-internship is determined there.
- Training bodies [=industry partners] must guarantee the required training for the respective course in accordance with the guidelines of the responsible internship office.
- […]

Example: HTWG Konstanz UAS

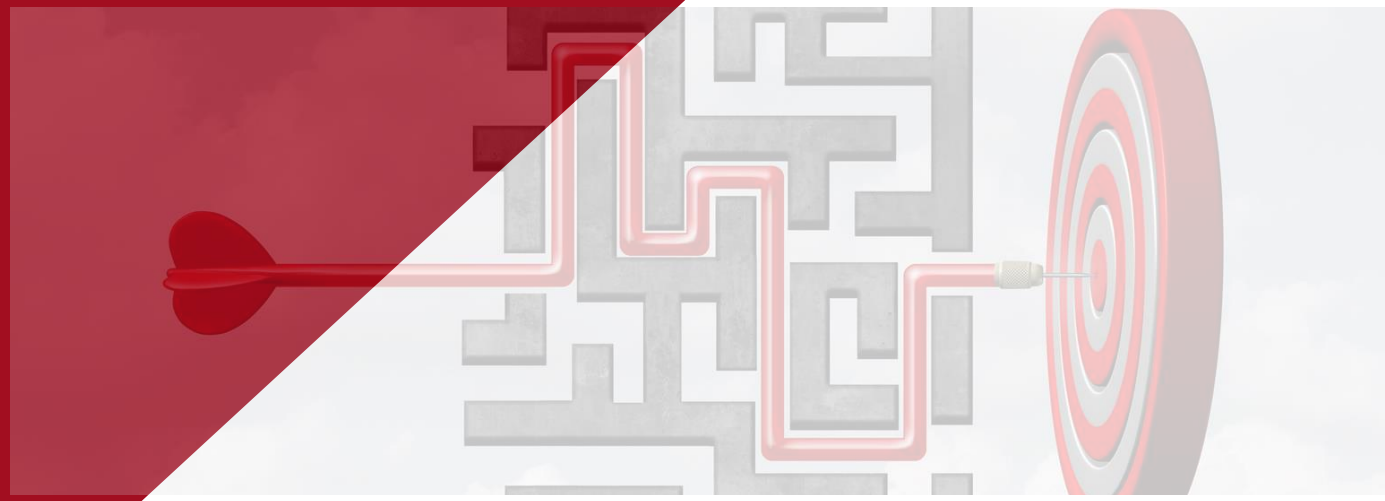
§ 8 Integrated practical study semester

- (1) A practical study semester is integrated into the main study program, taking into account the regulations in § 2, paragraph 1.
- The definition of the integrated practical study semester in the curriculum is regulated in the special part [of the Study and Examination Regulations].
- (2) During the period of the integrated practical study semester (six months), the training takes place at the company or in another institution of professional practice (hereinafter internship provider). The training in the internship can only be recognized if at least 95 days of attendance at the internship provider can be proven as part of the integrated practical study semester; […]
- The module to be completed in accordance with the special part in the integrated practical study semester includes practical training as well as preparatory or follow-up courses at the university, which take place in the form of block courses. The students are obliged to participate in these courses. During the practical semester, the students should be supervised by a professor.

Example: HTWG Konstanz UAS

§ 8 Integrated practical study semester

- (3) The university works together with the internship providers on all questions relating to the training of students in the integrated internship semester.
- (4) The students have to prepare a written report (internship report) about the training during the integrated practical semester and have this confirmed by the internship provider […].
- 6) The students are responsible for obtaining a place for the practical semester. The internship positions are to be proposed by the students and approved by the head of the internship office or by the dean of studies.
- (7) Admission to the integrated practical semester requires the successful completion of the first two semesters.



Employability and the Bologna-Process (1999 -)

Dr. Kai Handel

The „Bologna-Process“ –

Introducing the Bachelor and Master System in Europe

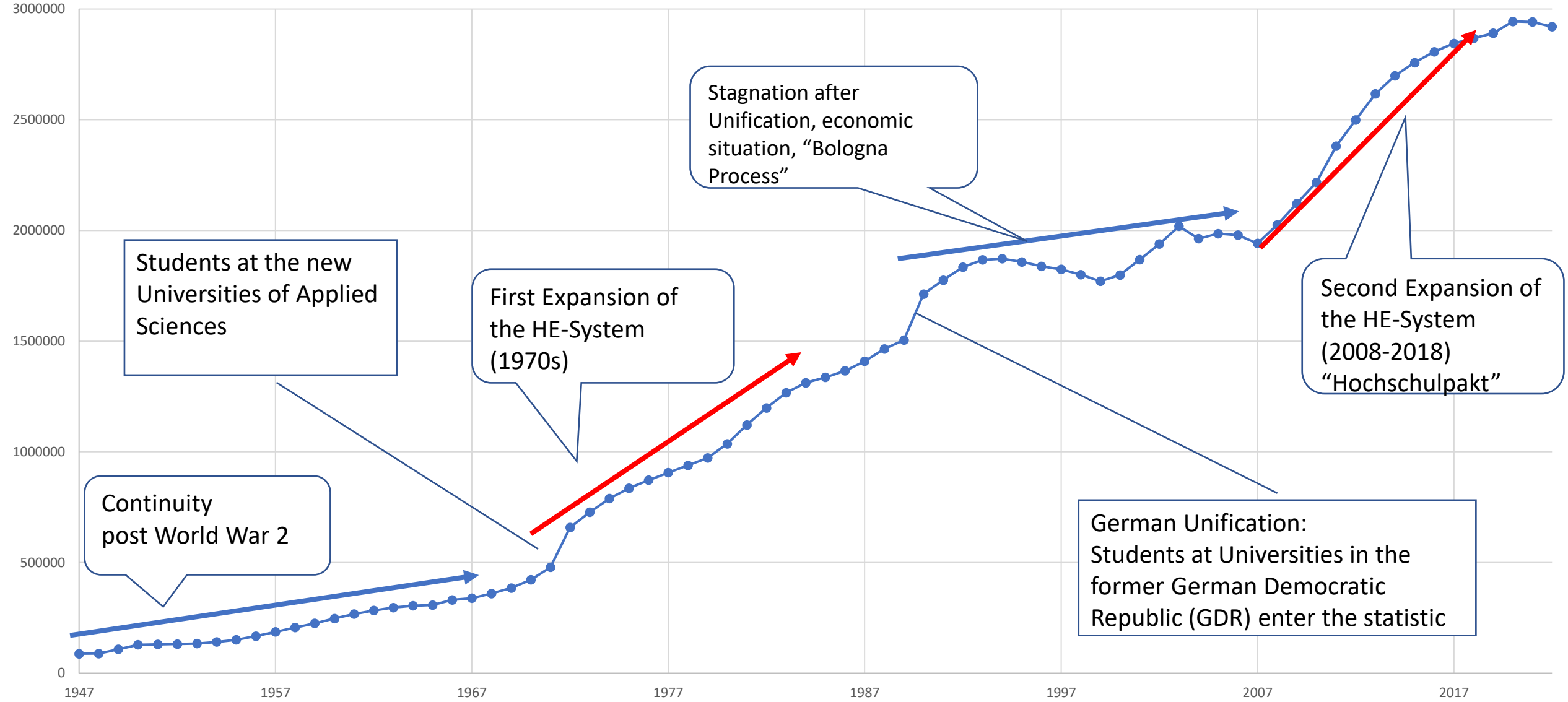
- 1990s: Public Debate in Germany about University Graduates
  - Age in comparison (Competition in Europe)
    “German University Graduates are too old – study programs take too long”
  - Employability
    “German University Graduates are not qualified for the job market”
  - Drop out rate – unacceptably high
- This was mostly right for the traditional universities but not for the UAS.
- **1999: Bologna Declaration**

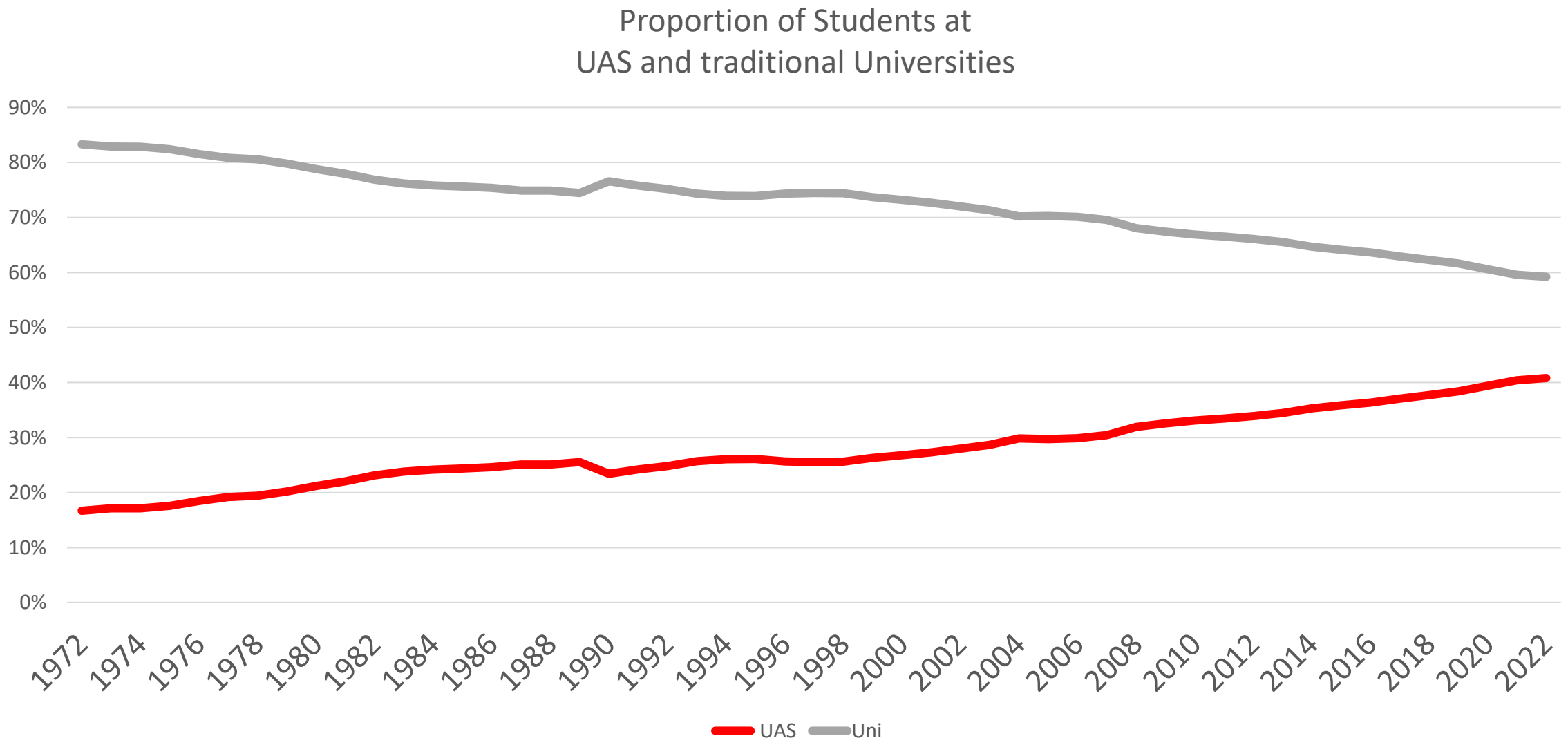
→Introducing Bachelor and Master programs for both UAS and traditional Universities

→Not only UAS but all Universities are required to produce “employable graduates”

→Thus, Graduate Employability is an overall success criterion for the University System!

Development of student numbers at German Universities
(up to 1989: West Germany; Sources: destatis.de – own Interpretation)




Proportion of Students at
UAS and traditional Universities
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1972
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1978
1980
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1984
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UAS
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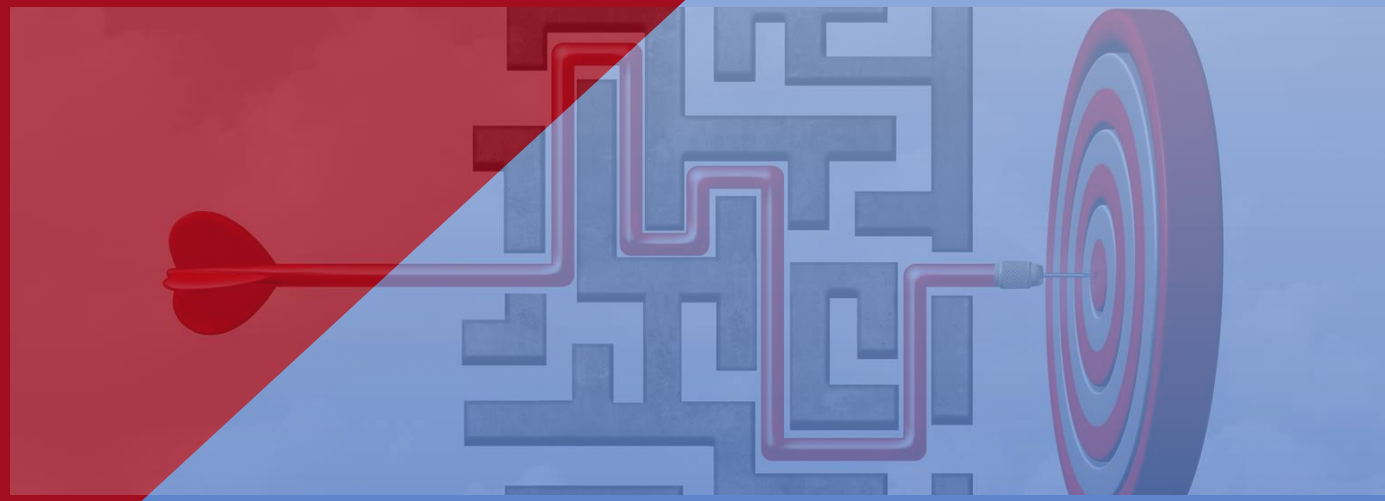
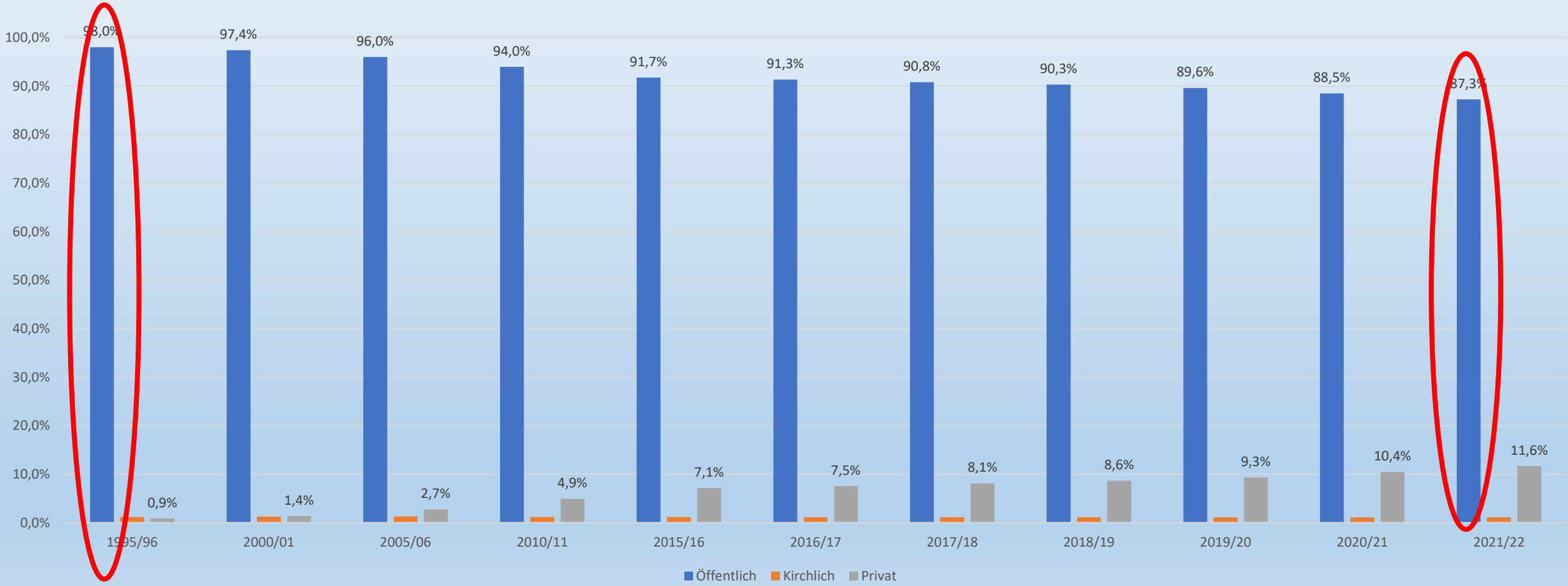


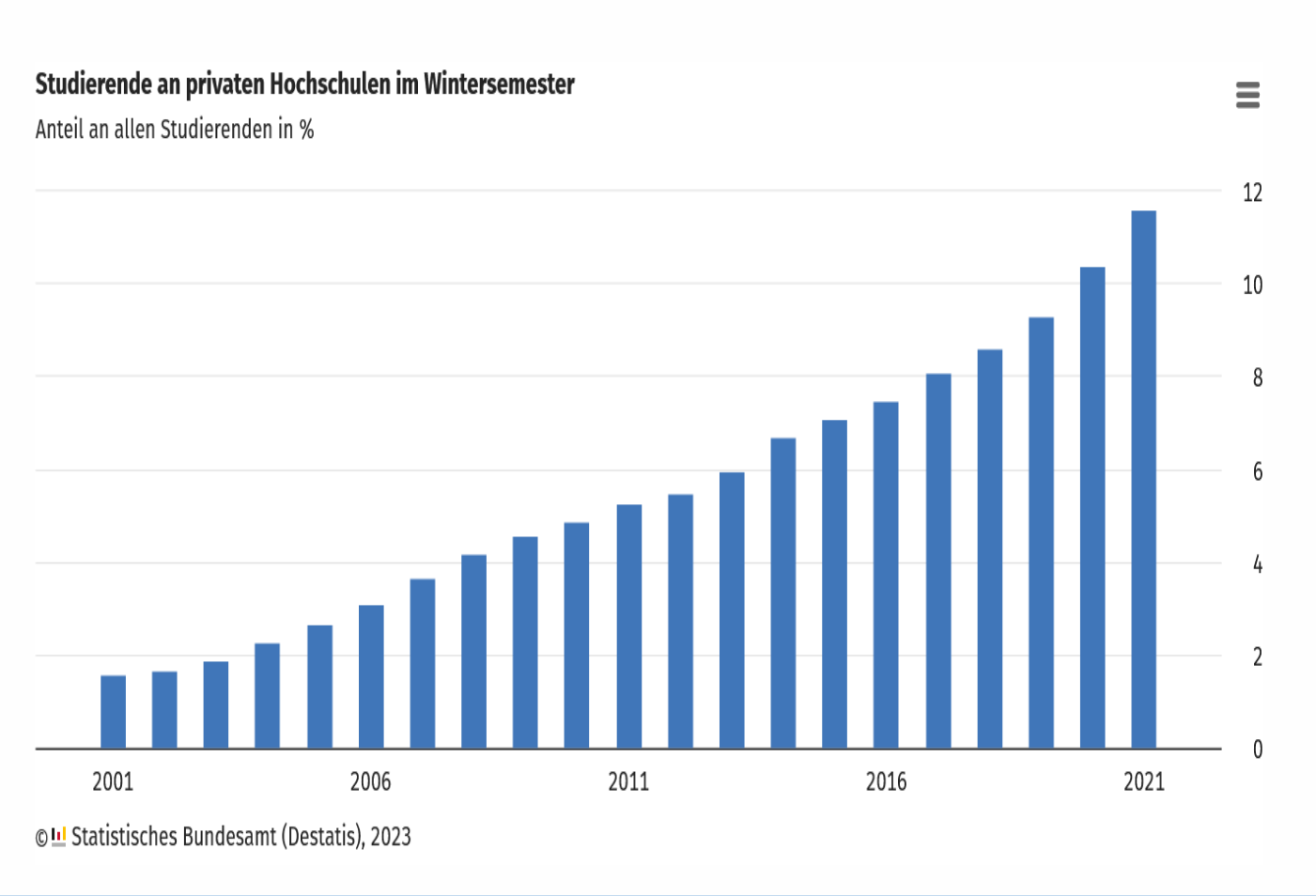
Detour: The rise of private Universities of Applied Science in Germany

Percentage of Students an public, private and church Universities

(Quelle: Statistisches Bundesamt. Bildung und Kultur - Private Hochschulen 2021, Seite 8)



Percentage of Students at private UAS (Development in the last 20 years)



Study fields

- 69,5% in Business and Law
- 13,2 % in Engineering
- 11,0% in Health Professions (but not Medicine)

Students at Private Universities in Germany (numbers)

- Of all students at private Universities:
  - 90,5 % study at private Universities of Applied Sciences
  - Over 40% (40,7) study in explicit „distance learning programs“
  - Nearly 40% (38.4) study in “part-time” (not including dual programs)
  - Some 13% study in dual programs
- Student at private Universities are in average older as on public universities
  - 27% are older than 30 years (Public Universities: 17,1% Public UAS: 14,3%)

Students at Private Universities in Germany

- Student at private universities look for:
  - high level of practical relevance
  - good supervision ratio
  - innovative study organization
  - a partner for lifelong academic learning
- = typical UAS values

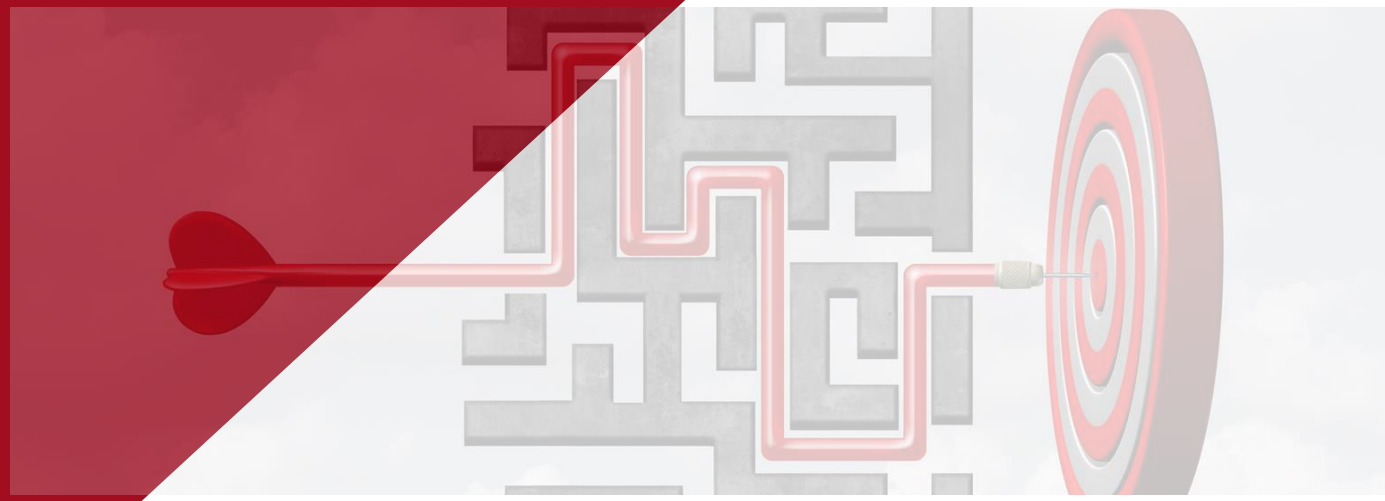
- Future skills:
- Two-thirds or of the students say that, in addition to subject matters, their studies taught them
  - personal responsibility,
  - solution and customer orientation,
  - decision-making skills and
  - a culture of error.
  - Their studies prepared them for the growing uncertainties of the working world.

Conclusion

- “Only” 11,6% of all students in Germany study at Private Universities
- But: “Over a quarter of students” at Universities of Applied Sciences (UAS) study at private UAS

→Private Universities challenge especially public UAS

- They are not “elitist”
- They provide typical UAS education
- They are more flexible (especially in study organization)



Employability – a criterion for success at all universities

CRITERIA QS'RANKING METHODOLOGY 2024

Performances lenses	2024 Edition weights	Change from previous editions
Academic reputation	30%	10% deducted
Employer reputation	15%	5% added
Faculty student ratio	10%	10% deducted
Citations per faculty	20%	No change
International faculty ratio	5%	No change
International student ratio	5%	No change
International research network	5%	New
Employment outcome	**5%**	**New**
Sustainability	5%	New

QS Ranking Methodology 2024

- **What's New about the QS Ranking Methodology in 2024?**
- …
- 2. **Employment Outcomes**
  Employment outcomes reflect the ability of institutions to ensure a **high level of employability for their graduates**, while also nurturing future leaders who go on to make an impact in their respective fields.
- **Employment Outcomes** = Alumni Impact Index adjusted * ln(Graduate Employment Rate)
- Here is the step-by-step analysis. (https://britannia-study.co.uk/universities/qs-ranking-methodology/)
- …

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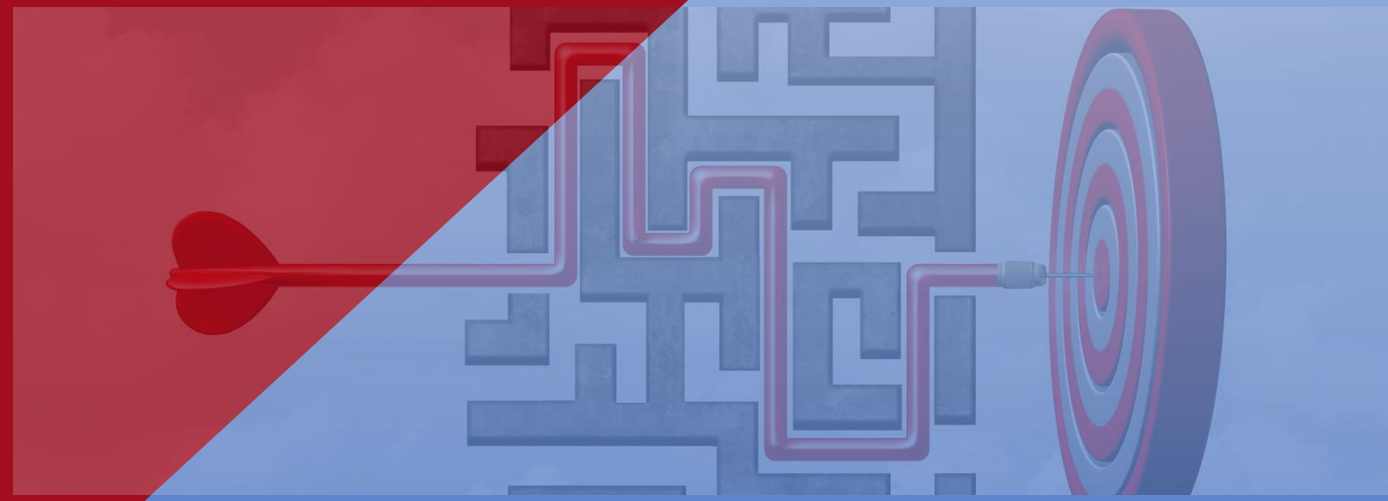
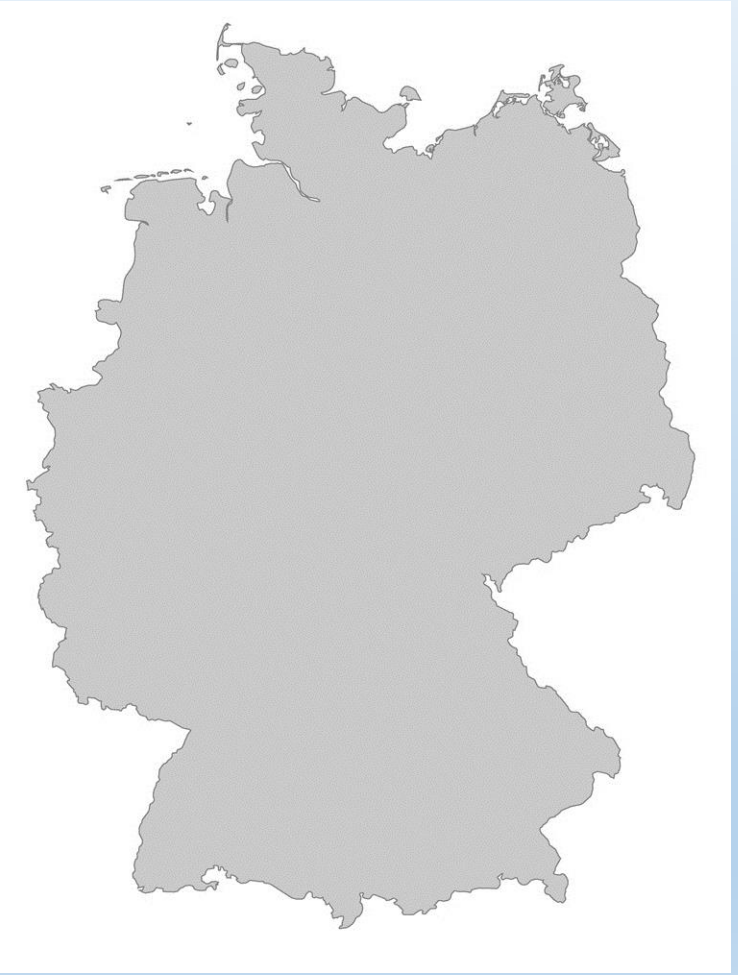
Questions concerning the German Example?



Detour/Summray: Short Review on the German Higher Education System

Thanks to Frank Ziegele

In Germany, there is not one system of higher education ...



… but there are 16 systems due to the federal states' responsibility

Legal Framework:

- Federal government (almost nothing) and state governments

Core funding:

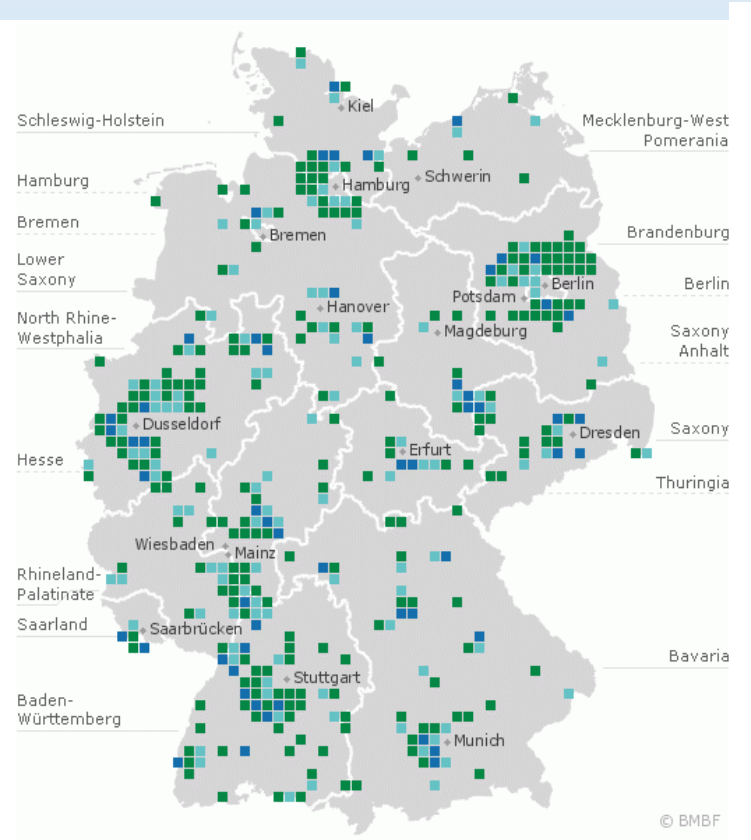
- provided by state governments (no general tuition fees)

Federal government:

- No legislative power, but power of the purse – increasing financial influence

Source: Bundesrat

There are more than 400 higher education institutions of different types

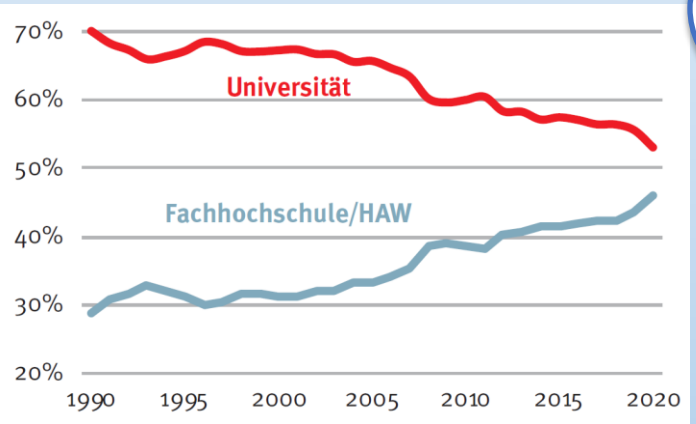


Source: destatis

Type	2022/23
Universities	108
Colleges of education	6
Colleges of theology	16
Colleges of arts and music	52
Universities of Applied Sciences (Fachhochschulen, HAW)	211
Colleges of public administration	30
Total	**423**

And the research system is also quite complex

Traditional Universities and Universities of Applied Sciences (UAS) in Germany



Development of student numbers
2018: 2,87 Mio. Students
Universities: 1.82 Mio.
UAS: 1,05 Mio. (37%)

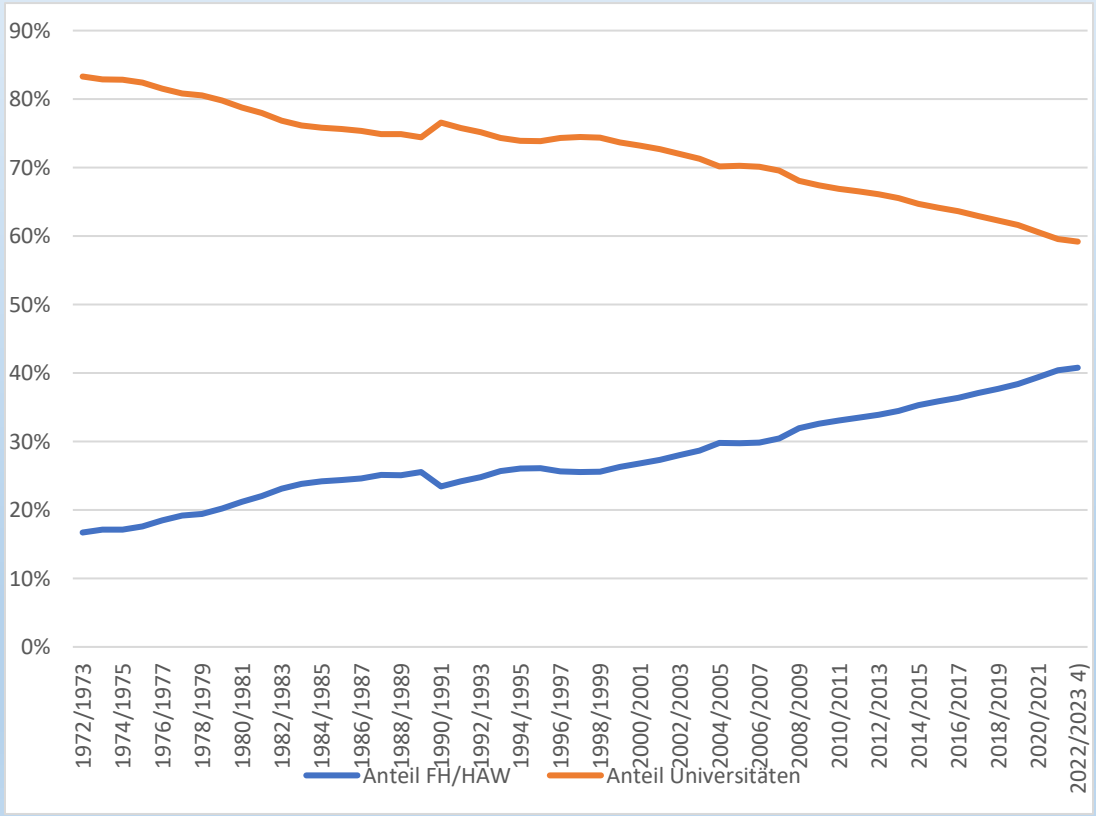
First UAS established 50 years ago (1969/70)

Application oriented, shorter programs, Professional field (orientation toward and professor from)

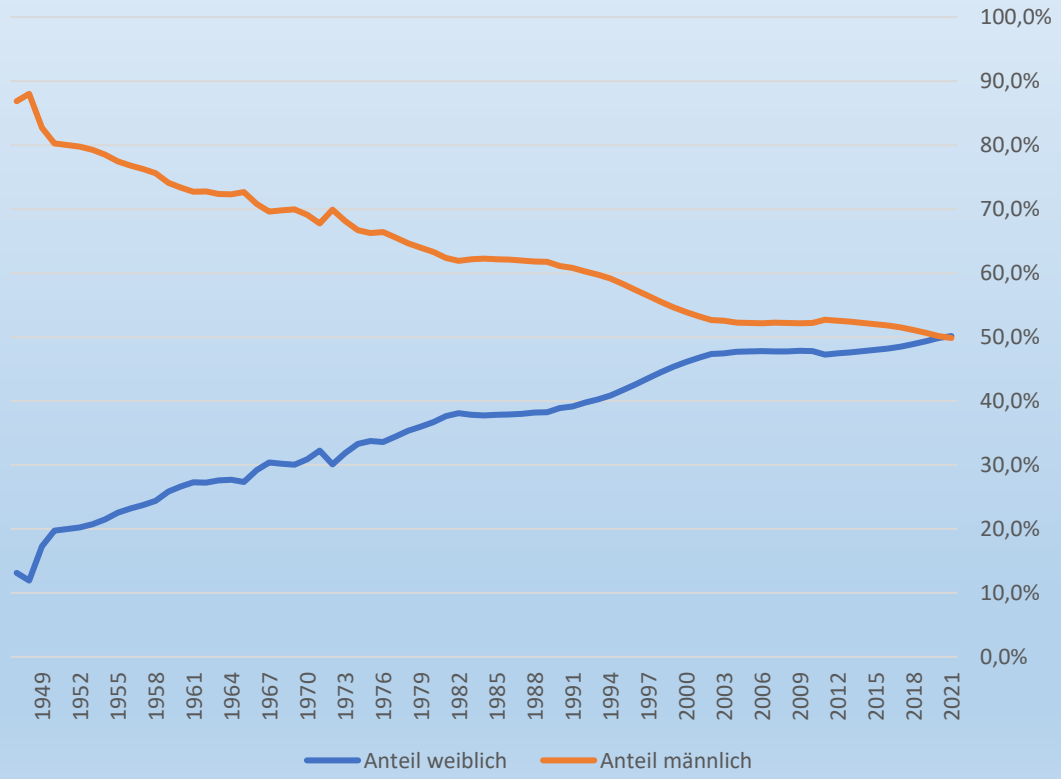
Professors (2018)
Universities 27.600
UAS 20.600 (43%)

Some Developments

Traditional Universities / Universities of Applied Science



Male and female Students



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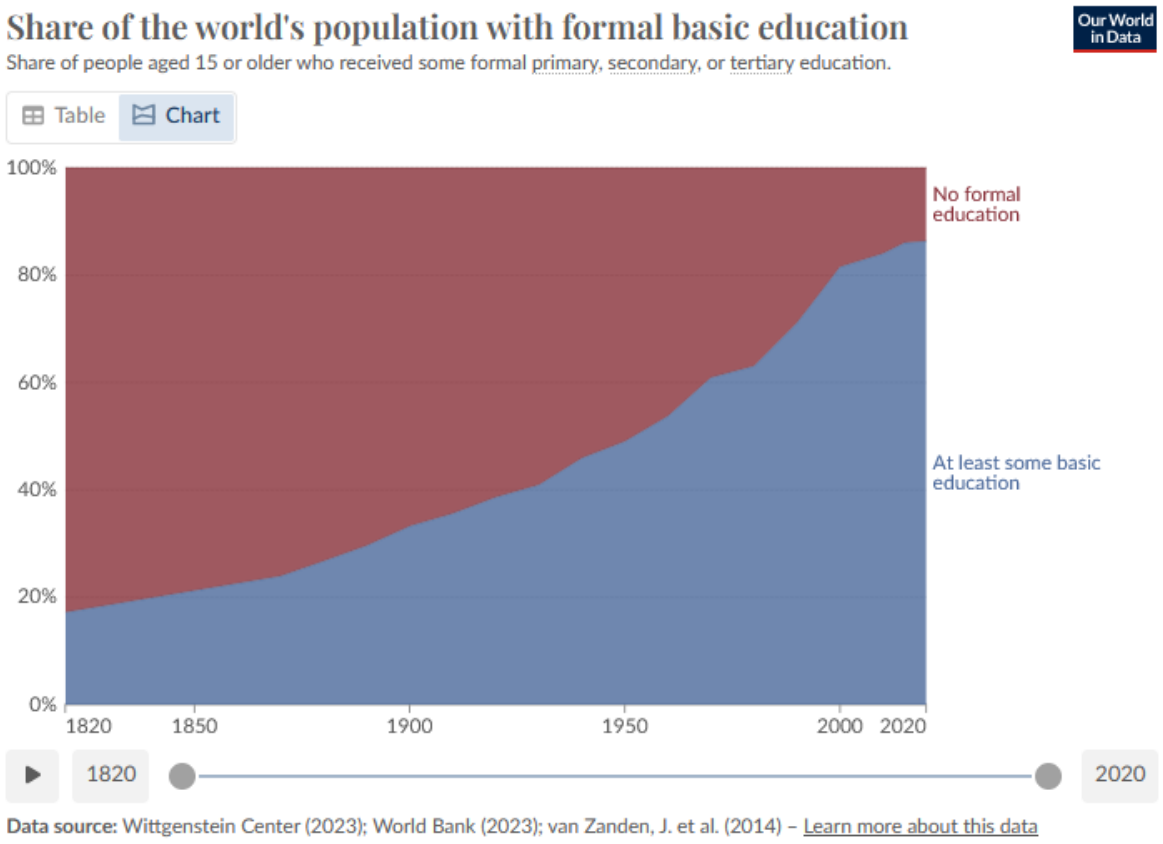
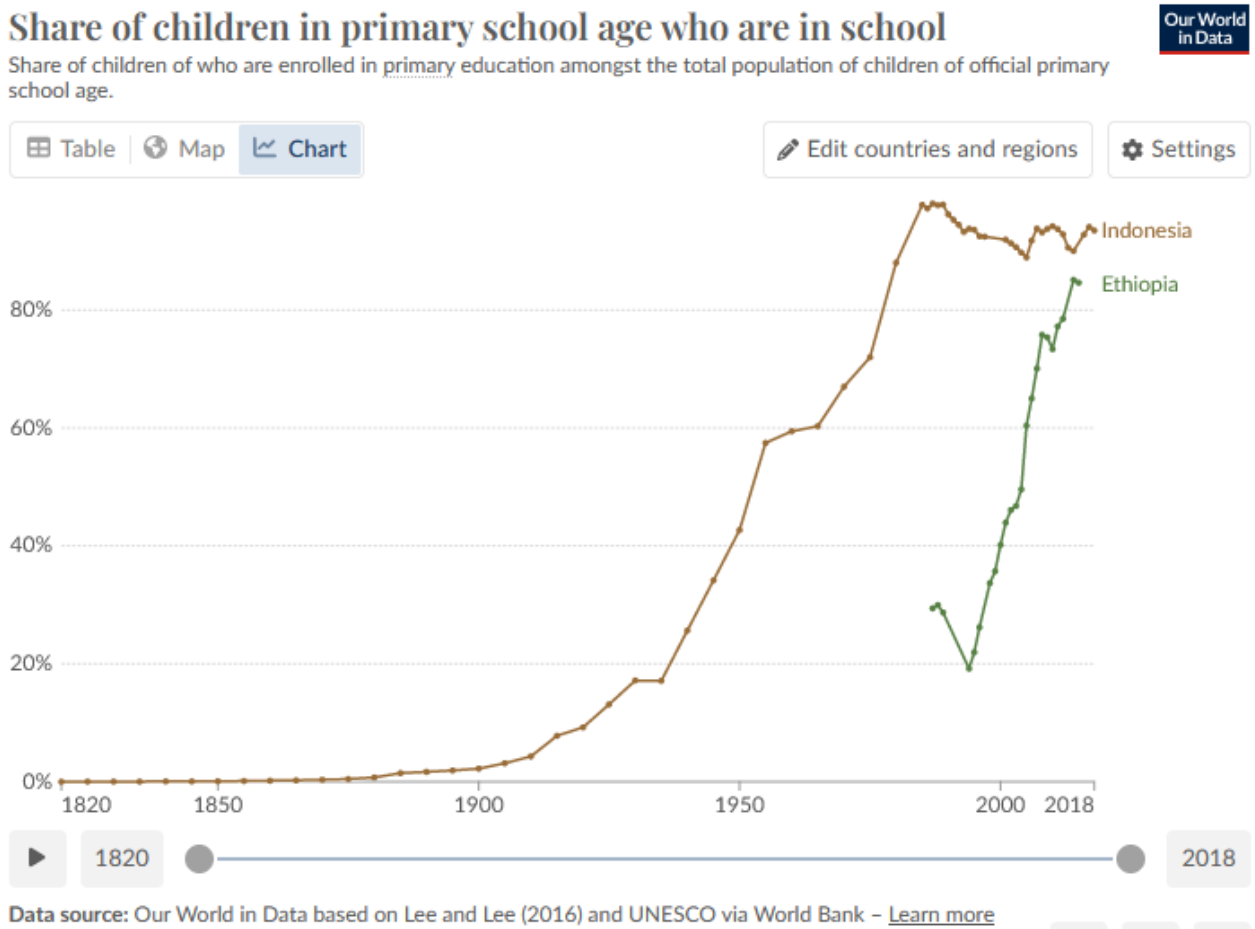
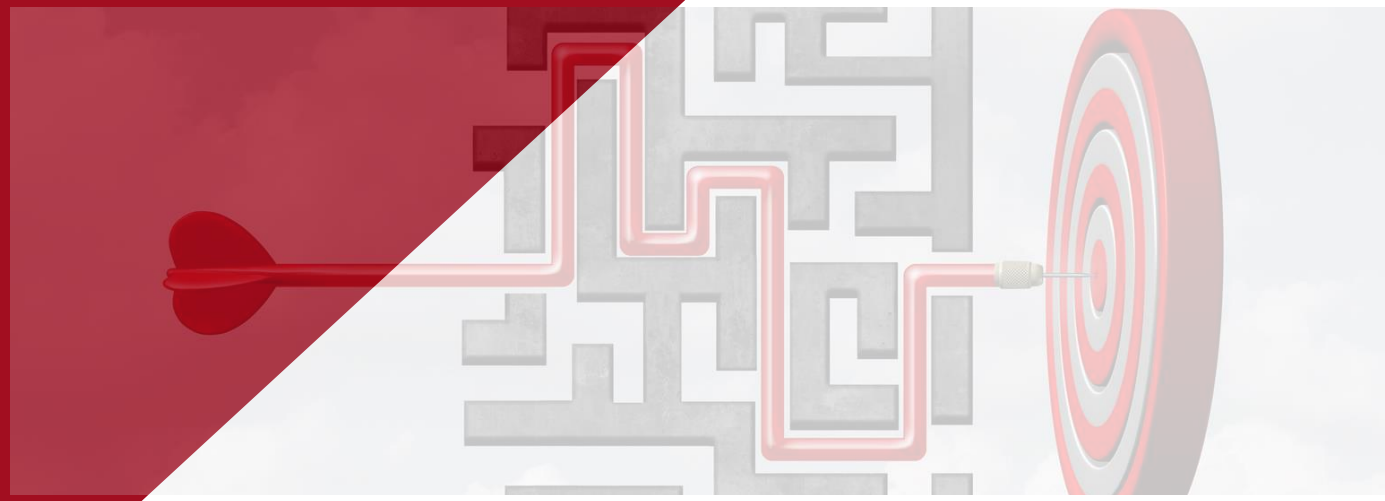
International Outlook (Ethiopia, Indonesia)

Dr. Kai Handel

Higher Education Institutions towards a knowledge Economy
→ Student numbers are rising worldwide







Ethiopia

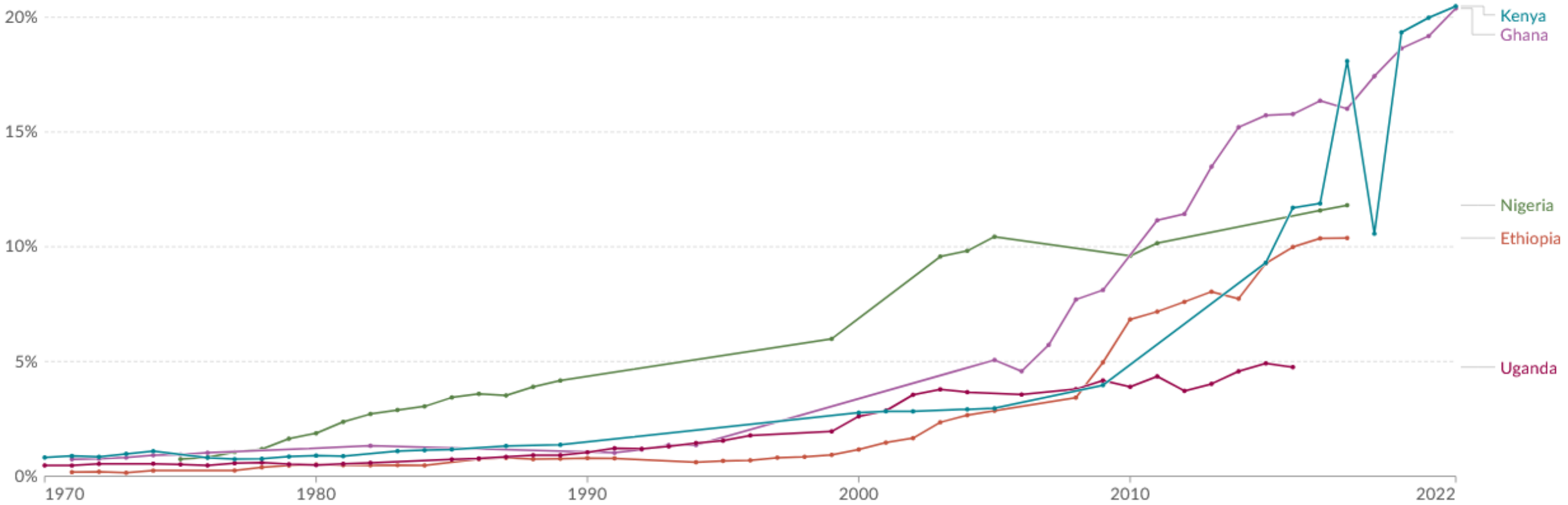
Gross enrolment ratio in tertiary education, 1970 to 2022

Number of people of any age group who are enrolled in tertiary education expressed as a percentage of the total population of the five-year age group following on from secondary school leaving.

Our World in Data

Table | Map | Chart

Edit countries and regions | Settings



Play time-lapse 1970 2022

Data source: UNESCO via World Bank – Learn more about this data

Note: Gross enrolment rate can surpass 100% when including students outside the official age due to early or late admissions and grade repetition.

OurWorldInData.org/global-education | CC BY

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https://ourworldindata.org/grapher/gross-enrollment-ratio-in-tertiary-education

Employability: Ethiopia

→ Differentiation Strategy

→ F.A.I.T.H. Project

42% public university graduates unemployed

By Sisay Sahlu December 3, 2022

Share

A new report by the Ministry of Education reveals only 58 percent of university graduates get jobs in Ethiopia.

As many as 42 percent of university grads are unemployed after graduating, the same source said.

It is a shocking revelation in a country where hundreds of thousands of people graduate from public universities and private colleges. The youth unemployment rate is over 23 percent, according to the Ethiopian Statistics Service (ESS).

When presenting their quarterly performance report for the year 2015 (EC) to the Parliament this week, Mezgebu Biazen, director of strategic affairs at the Ministry of Education, stated that only 58 percent of graduates from the ministry's 47 overseen universities were employable.

At least 160,000 students enroll in universities each year, with a comparable number graduating, according to Mezgebu. Nevertheless, given the size of the new graduates, this employment figure remains well below

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Differentiation strategy: Introducing Universities for Applied sciences

- The Ethiopian higher education system started in 1950. In 2004 there were 4 universities in all of Ethiopia.
- The massive expansion of higher education institutions started in 2004. leading to:
  - 44 public universities in all Regions of Ethiopia
  - founded following the traditional University model
  - oriented towards basic research and
  - educating their students for scientific work in their discipline.
- In 2021 after the study report “Differentiation of the Higher Education System of Ethiopia” (MoE, 2020) the Ministry of Education (MoE) categorized the 44 universities into three categories;
  - 8 research universities,
  - 21 comprehensive universities and
  - 15 Universities of Applied Sciences (UAS).
- The Role Models for the Ethiopian UAS are the German/European UAS
- Successful in terms of employability, applied research and university-industry relations

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Kick-off Meeting March 08, 2023

FAITH-Project

Ethiopian Universities of Applied Sciences are
F(it), A(djusted), I(innovative), T(rendy) & H(olistic)
to meet Industries and the Labor Market

CHE
Centrum für
Hochschulentwicklung

HOCHSCHULE OSNABRÜCK
UNIVERSITY OF APPLIED SCIENCES

SAXION

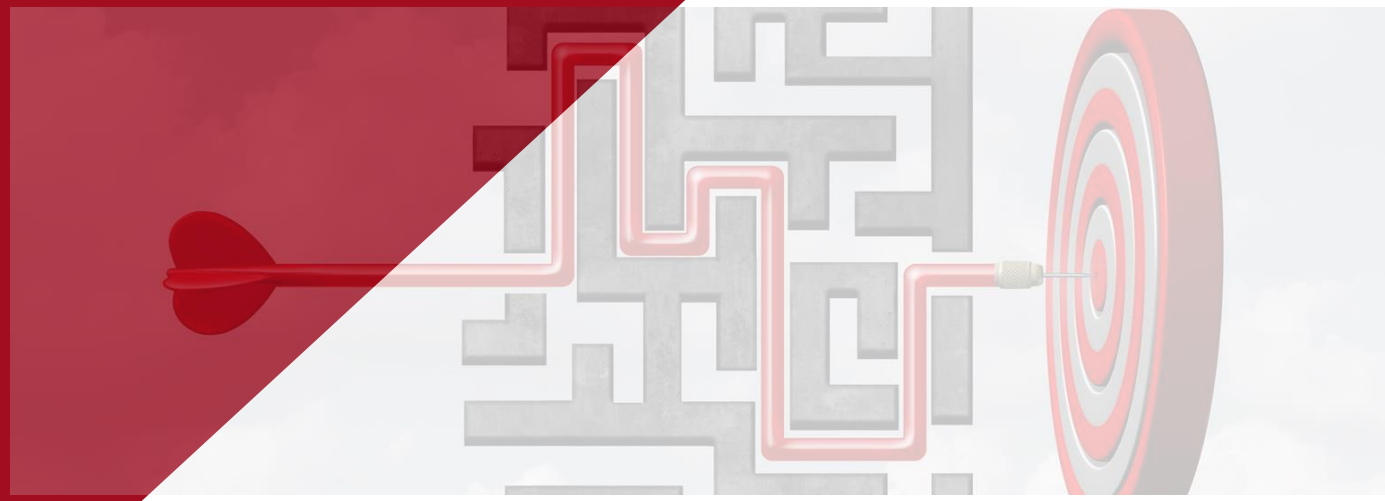
European
Commission

Objective of the F.A.I.T.H-Project

The main objective of the project is; to build a framework for the UAS sector and to work on an Ethiopian UAS model

Specific Objectives are;

- Establish Ethio-European UAS partnerships
- Generate lessons learnt from Europe, adjusted to the Ethiopian context, as toolboxes for Ethiopia practice
- Conceptualize tested, piloted & optimized toolboxes
- Establish a community of peer learning through a training institute to accommodate the knowledge & expertise



Indonesia

Gross enrolment ratio in tertiary education, 1970 to 2022

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Our World in Data

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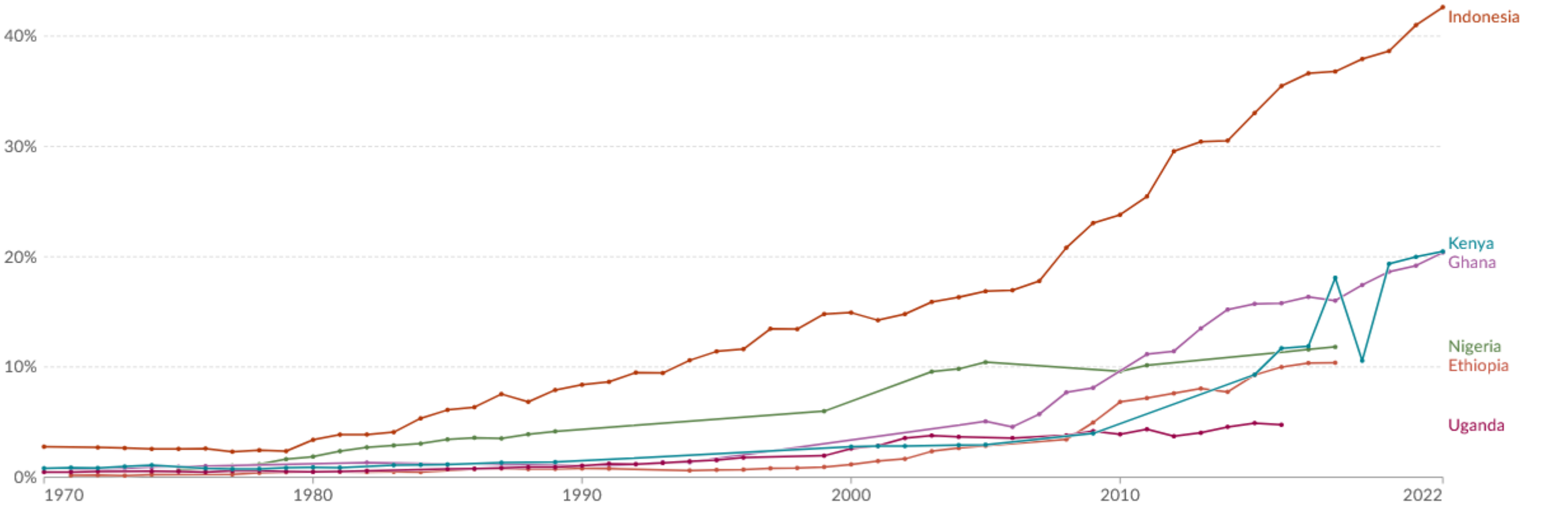

Play time-lapse | 1970 | 2022

Data source: UNESCO via World Bank – Learn more about this data

Note: Gross enrolment rate can surpass 100% when including students outside the official age due to early or late admissions and grade repetition.

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Kampus Merdeka
INDONESIA JAYA

TUT WURI HANDAYANI

- A policy 2020 initiated by the Ministry of Education, Culture, Research, and Technology to accommodate
  - the flexibility for students in exploring their talent through experiential learning
  - and **matching the requirements of the fast-changing working environment**.
- One of the implications of the policy is that students have the right to spend up to three semesters studying "outside campus"

9 off campus activities

1. Student Exchange
2. Internship
3. Teaching Assistance
4. Research Assistance
5. Humanitarian Activities
6. Entrepreneurship
7. Micro Credential Independent Project
8. Community Empowerment
9. Military service Komp Cadangan

Employability: a goal for Indonesian Universities

- The Main Performance Indicators (Indikator Kinerja Utama) identified by the Minister of Education and Culture through Decree of the Minister of Education and Culture Number 754/P/2020 are
  1. Graduates Obtain Decent Jobs
  2. Students Gain Off-Campus Experience
  3. Lecturers Engage in Off-Campus Activities
  4. Practitioners Teach on Campus
  5. Lecturers' Work Used by the Community
  6. Study Program Collaborates with World Class Partners
  7. Collaborative and Participatory Classroom
  8. International Standard Study Program

(Maldini 2024)

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Questions and Discussion

Dr. Kai Handel

What does your university do to enhance graduate Employability?

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Thank you for your kind attention and cooperation!

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INDONESIA

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