

Ministry of Education and Science of the Republic of Kazakhstan

Bologna Process and Academic Mobility Center

# **INTERNATIONAL EXPERIENCE IN FACILITATING THE EMPLOYMENT OF UNIVERSITY GRADUATES**

Nur-Sultan

## **Facilitating employment of US graduates**

The US graduate employment assistance system is not a centralized process.

The US Bureau of Labor Statistics compiles a labor market forecast for the next 15 years every two years based on demographic trends and the country's science and technology outlook.

The forecast provides information on which sectors of the national economy are expected to see the biggest recovery, which are expected to experience a decline, how much the labor force will grow, what its structure will be, which professions will be in greatest demand, and what level of education they will require.

Thus, according to the 2018 **Bureau of Labor Statistics Report**, 945,000 (77.6%) of the 1.2 million bachelor graduates (aged 20-29) were employed in October 2017. The share of unemployed graduates in October 2017 is 8.3%.

342 550 graduates of master's and doctoral programs (out of 442,000) who graduated in 2017 had found a job by October 2017. 11.9% is the share of non-employed graduates with postgraduate education<sup>1</sup>

**Table 1. Employment rate of graduates**

<b>Undergraduates</b>					
	Total number of graduates (thousands)	Working-age population (thousands)	Number employed in the first year after graduation (thousands)	Proportion of employed people (%)	Number of unemployed (thousands)
Total	1,218	1,030	945	77,6	85
Male	585	506	445	76,1	61
Female	632	524	500	79	24
<b>Postgraduates</b>					
Total	442	389	343	77,5	46
Male	210	190	169	80,5	21
Female	232	199	174	74,8	25

This kind of information is not only very useful for business, science and education leaders, it also gives a rather clear perspective on the future. This information is very useful not only to business and science and education leaders, but also to provide clear guidance on future employment prospects for university entrants when choosing a profession and for graduates when choosing a specific field of application in the labor

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<sup>1</sup> <https://www.bls.gov>

market and finding an appropriate job.

In turn, US higher education institutions hold job fairs for their future graduates on a regular basis. **Job fairs** in the US are not unlike job fairs in Kazakhstan. This event allows you to find a job or find an organization for an internship.

The U.S. **Alumni Association** plays a significant role in the employment of graduates in the United States. Every US university has close ties with prominent alumni, many of whom are trustees of the university. Such associations hold meetings, meetings, and conferences for students on the issue of employment, as well as provide jobs for undergraduates or a place to do an internship with subsequent employment.

Virtually every higher education institution in the United States has a **Career Center** that provides students with necessary employment information. These centers help students to find organizations for internships, prepare a career plan, write their CVs, post job listings of businesses and organizations, and conduct labor market research.

The best practice in facilitating the employment of graduates is for social partners to organize **internships** for students. For example, according to a study by the **National Association of Colleges and Employers** (NACE) 60% of students who completed a paid internship during their studies received a job offer, compared to 36% of students who had no such experience.

NACE is a non-profit professional organization, cooperating with over 8100 career center staff. The association is the leading information center on graduate employment, a labor market and salary monitoring think-tank.

Companies that provide scholarships for training with subsequent employment contribute greatly to the employment of graduates.

An original way of production adaptation is used in the United States. It is the creation of **virtual enterprises**. The concept of such a training enterprise was born in Germany. Such enterprises are organized and operate in the mode of a real commercial firm with all the necessary attributes: directorate, accounting, managers. All the documentation and reporting is kept, audits are performed, transactions are concluded, the working hours of each employee are organized and the efficiency of his work is evaluated. Everything is like in a real company, right down to the real wages. The organization of virtual enterprises involves not only qualified mentors, but also companies actually existing in the city, engaged in the same business. It is such firms that evaluate the activities of their virtual counterparts. Internship at the virtual enterprise lasts 13 weeks, of which 3 weeks a trainee works at a real enterprise. The training program includes a mandatory job search by the trainee himself. The trainee's salary is paid from the unemployment benefit. A young person who successfully completes the traineeship records it on his or her CV as

real work experience.

For example, the U.S. Department of State runs the **Distant Federal Service program**<sup>2</sup>, which aims to provide students with opportunities for distance internships in U.S. federal services (in 2012, 343 interns worked in diplomatic positions in 97 countries).

### **Facilitating the Employment of Singapore Graduates**

CEDARS conducts an annual labor market survey in Singapore called the **Graduate Employment Report**<sup>3</sup>. The report provides information on the employment of graduates who completed their studies six months ago. The results of the analysis are sent to all stakeholders for action.

**Table 2. Employment rate of graduates**

<b>Course/Cluster of the university</b>	<b>Proportion of employment (%)</b>	
	<b>2017</b>	<b>2018</b>
Art, Design & Media	91,2	89,3
Anthropogenic environment	93,1	92,0
Business	95,6	94,5
Dentistry	100	100
Education	100	100
Engineering	86	89,5
Medicine	91,7	95,8
Humanities and Social Sciences	85,4	86,7
Information Technology	94,0	94,6
Music	73,3	81,0
Science	82,2	84,2

Singapore's higher education institutions, which offer educational services and meet the needs of the labor market, are interested in facilitating the employment of their graduates as well as career advancement.

As in other countries, the organizational structure of Singapore's universities includes **Career Centers**. Such centers help students plan their careers during their studies, write resumes, and develop a roadmap for getting a job. The centers invite speakers from top companies and organizations to conduct lectures on employment.

Universities also hold events dedicated to employment and networking. Potential employers are invited to job fairs, who conduct interviews and present their vacancies. Talks with employers are held in two periods: August-October, January-March.

An effective catalyst for the employment of graduates is an internship at an organization/enterprise. Each university has its own list of basic partner companies that offer various internships for students. For example, after an internship at the Singapore University of Technology and Design, an **Industrial Night**<sup>4</sup> is held to which potential employers are invited. During this event, students present their presentations of the projects they worked on during their internship.

In addition, Singapore has **InternSG (online platform)**<sup>5</sup> that facilitates the search for internships for students.

### **Facilitating the Employment of German university graduates**

In Germany there are no special legislative acts regulating the employment of university graduates. Among the whole set of laws one can pay attention to **the Law on General Principles of Organization of Higher Education**<sup>6</sup> (Das Hochschulrahmengesetz), which obliges universities to "notify students and applicants of educational opportunities, their content, structure and study requirements" and to support them throughout their studies with "accompanying special counseling".

In Baden-Württemberg, for example, most universities have set up central **counseling offices**<sup>7</sup> (Studienberatungen). A large part of their work involves fulfilling inquiries and providing counseling services to students who are unsure about their career choice.

Cooperation between universities and departments (Hochschulteams) of the federal labor department is regulated by a national agreement between the federal authority and the Council of Rectors of Higher Education Institutions.

German universities are not legally responsible for the employment of graduates. This situation is gradually changing, as competition between universities increases and the connection to the labor market becomes differentiated. Over the past few years, a number of universities have set up their own career guidance services, which are located at the Central School Counseling Offices and other student services.

The Federal Labor Administration often offers short courses for students on job search and general employment-related topics (teamwork,

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<sup>4</sup> <https://www.sutd.edu.sg>

<sup>5</sup> <https://www.internsg.com>

<sup>6</sup> <https://www.gesetze-im-internet.de/hrq/HRG.pdf>

<sup>7</sup> <http://www.studienberatung-in.de/agentur-fuer-arbeit.html>

factory farming, data processing, etc.).

In Germany, the federal government has created a strong network of information offices to locate and provide internships, temporary jobs, and international exchanges for young people.

The traditional practice of cooperation between education and social partners has been the training of employees of organizations in higher education institutions and the work of students and young scientists in these organizations. This is especially characteristic of special (professional) higher education institutions, where university teachers are obliged to undergo practical training at the enterprise. It certainly has a positive effect on the employment of graduates.

### **Facilitating the employment of graduates from universities in the Netherlands**

**The law "On Education and Vocational Education and Training"** provides for the creation of independent structures that support the interaction between the labor market and education, national organizations and regional centers. Their actions should be equally in the interests of the state, workers and employers.

National organizations are formed from representatives of industry and business, the Confederation of Trade Unions, and the education system. The tasks of the national organizations are to formulate the content of vocational education and training, ensure the quality of vocational education and training, develop courses to improve the qualifications of employees (e.g. the appearance of new equipment), study training needs, and develop long-term training plans. The tasks of national organizations are to formulate the content of vocational education and training, to ensure the quality of vocational education and training, to develop courses to improve workers' skills (for example, when new equipment becomes available), to study training needs, to develop long-term training plans, to organize industrial training in the vocational education and training system, and others.

National organizations are united in **the Association of National Organizations "COLO"**. One of the functions of this association is to deal with the implementation of legislation in the field of attestation, negotiating with the Ministry of Education, Culture and Science<sup>8</sup> on behalf of 22 national organizations, developing documents, lobbying financial issues, applying for participation in international projects, recognition of diplomas of other countries and more.

National organizations concretize the direction of the national policy of employment and promotion of youth employment. They search for

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<sup>8</sup> <https://www.government.nl/ministries/ministry-of-education-culture-and-science>

companies that can provide "**apprenticeships**" and appropriate conditions for work practice. A contract is signed between the employer and the student, under which the student becomes an employee of the company for the period of training and receives a minimum wage. Employers provide payment to apprenticeship instructors and the cost of training materials, thereby receiving certain tax benefits.

Nevertheless, companies incur quite high costs in providing "apprenticeship" places. In this regard, companies within the industry often unite and conclude an agreement to jointly provide "apprenticeship" places, or organize apprenticeship centers.

### **Facilitating of employment of Latvian university graduates**

The Latvian government, based on the Lisbon Strategy adopted by the European Union in 2000, developed:

#### **Latvian National Employment Promotion Plan<sup>9</sup> Latvia's Development Plan.**

These documents envision an increase in the number of institutions that promote the employment of citizens.

It is planned to provide the institutions involved with analytical services to provide full and scientifically grounded information on supply and demand in the labor market in the short and long term, as well as quality and accessible training programs that meet the needs of the labor market.

As part of the modernization, the University of Latvia<sup>10</sup> (one of the oldest universities in the country and the largest universities in the Baltics) has implemented an administrative structure "**Student Services**" with a wide range of work: from vocational guidance for students to job offers for bachelors and masters.

The development of this structure provides information and counseling support for students, including career guidance, psychological support, assistance in shaping professional careers, participation in international projects, and employment assistance for graduates.

This unit is supported by the **LUIS** (Latvian University Information System)<sup>11</sup>. This system is a large-scale software and comprehensively covers the interaction between the student and the university.

#### **Functional base of the LUIS program:**

- Authorization of students, teachers, administrative staff;
- SMS-notification system;
- Storage of personal data of students and staff;
- Electronic document management;

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<sup>9</sup> [www.varam.gov.lv/in\\_site](http://www.varam.gov.lv/in_site)

<sup>10</sup> <https://www.lu.lv/en/>

<sup>11</sup> [www.luis.lv](http://www.luis.lv)

- Storage of financial information;
- Information about the progress of students;
- Publication of curricula, schedules, course programs, teaching aids;
- Publication of course and diploma works.

One of the directions in the modernization of employment assistance to young professionals is the formation of the **Career Center**, the objectives of which are: the development of students employment skills for successful learning and career planning; cooperation with employers and employment services in Latvia and the EU to develop the career of graduates; promoting students awareness of the future profession and employment opportunities.

The Career Center actively cooperates with the **State Employment Agency of Latvia**.

The Career Center of the University of Latvia is a subdivision of the Department of Information and Counseling Support for Students and takes an active part in all the activities of the Department.

The Ministry of Education and Science of Latvia provides career guidance to citizens at all levels of education in secondary, specialized secondary and higher educational institutions, as well as after graduation in the process of career building.

A characteristic feature of career guidance in Latvia is the close cooperation between state structures and educational institutions of different levels.