



ІНФОРМАЦІЙНІ РЕСУРСИ

Prepared by Oksana Zabolotna

Analysis of the questionnaire results for EMINENCE alumni (BA/MA, Phd, staff and postdocs who finished mobilities in 2014, 2015 and staff and postdocs who finished in 2016)

I. Introduction

After completing EMINENCE (Erasmus Mundus lot 2), the present study aims at evaluating the employability of EMINENCE graduates according to several questions to illustrate with concrete data/evidence the impact of the project to improve the employability of the students and the career development of staff involved in the mobility.

When discussing the employability of students or graduates, several perspectives have been considered:

- ❖ for BA and MA – the transition phase from university to work (so-called early career perspectives), the competences that are required in the labour market, the position that higher education graduates are supposed to fulfill and finally the role of higher education in enhancing students' employability;

- ❖ for PhD and, post-doc students – raising the quality of research and academic integrity;

- ❖ for staff – enhancing the role of highly skilled professionals in the academic community, contribution towards the development of human resources and the international cooperation capacity;

- ❖ improving language, intercultural and social competences and developing transferrable skills;

- ❖ mutual enrichment of societies by developing the qualifications of women/men so that they possess appropriate skills, particularly as regards the labour market, and are open-minded and internationally experienced

II. Methodology

There has been defined a set of categories that each shed light on a specific part of impact in the context of EMINENCE. These categories refer on the one hand to general problems raised in the context of higher education and the transition from university to work (professional orientation) and on the other hand reflect the particularities of Erasmus Mundus as educational programme (the establishing of networks between students and alumni, the issue of mobility and the impact of EM as an excellence programme).

For each topic, relevant key variables were chosen and attributed to the respective methodological instrument.



<i>Topics</i>	<i>Perspectives considered</i>	<i>BA</i>	<i>MA</i>	<i>PhD</i>	<i>Post-docs</i>	<i>Staff</i>
<i>EMINENCE to-work/ study transition</i>	the transition phase from EMINENCE to work / study					
	the position that EMINENCE alumni are supposed to fulfill					
<i>Practical orientation</i>	the competences that are required in the labour market					
<i>Training quality</i>	the role of higher education in enhancing students' employability					
<i>Research quality</i>	raising the quality of research and academic integrity					
<i>University role</i>	enhancing the role of highly skilled professionals in the academic community					
<i>Competences</i>	Improving language, intercultural and social competences and developing transferrable skills.					
<i>Networking and mutual enrichment</i>	contribution towards the international cooperation capacity, mutual enrichment of societies by developing the qualifications of women/men so that they possess appropriate skills, particularly as regards the labour market, and are open-minded and internationally experienced.					

Given the fact that alumni of EMINENCE constitute an international and very widespread target group, the data was collected via an online survey conducted in English. This target group is expected to reveal specific information regarding the competences acquired during the mobility, on professional plans and perspectives and on the effects of this project on the labour market and academic field.

The study relies on self-assessment by the respondents. Guaranteeing the technical functioning and the comprehensibility of questions and items, the time



necessary to complete this survey was reduced to less than 15 minutes. The survey was implemented through the open source software docs.google.com/forms.

III. Coverage of the survey

1. Response

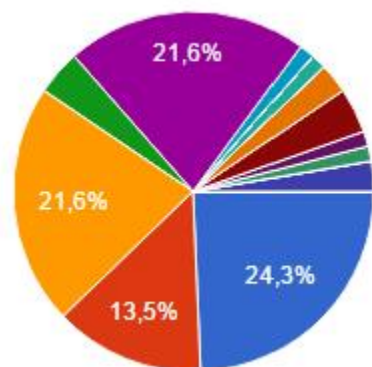
In April 2016 the invitation was sent out via a list of EMINENCE contacts to 118 alumni. The online survey was filled in by 74 EMINENCE alumni (63%).

2. Respondents' background

2.1. Distribution by host universities.

The respondents have distributed as follows:

- ❖ Adam Mickiewicz University (24,3%)
- ❖ University of Porto (21,6%)
- ❖ Malmö University (21,6%)
- ❖ Mogilev State A. Kuleshov University Belarus
- ❖ Rovira i Virgili University
- ❖ Vitebsk State University named after P. M. Masherov
- ❖ Pavlo Tychyna Uman State Pedagogical University
- ❖ State University of Medicine and Pharmacy (2,7%)
- ❖ Yerevan «Northern» University (1,4%)
- ❖ Sokhumi State University
- ❖ Azerbaijan Teachers Institute
- ❖ University of Montpellier 2 (13,5%)
- ❖ Technical University of Torino (4,1%)
- ❖ Babeş-Bolyai University (1,4%)
- ❖ Institution of Education «Polesky State University» Belarus
- ❖ Baranovichi State University
- ❖ Trade Co-operative University of Moldova
- ❖ Shota Meskhia State Teaching University of Zugdidi (1,4%)
- ❖ Vanadzor State University (4,1%)
- ❖ Sumy State University (1,4%)
- ❖ Grigol Robakidze University (2,7%)
- ❖ Azerbaijan Technical University



- Adam Mickiewicz University
- University of Montpellier 2
- University of Porto
- Technical University of Torino
- Malmö University
- Babeş-Bolyai University
- Rovira i Virgili University
- Institution of Education "Polesky"

- Mogilev State A. Kuleshov Universi
- Baranovichi State University
- Vitebsk State University named aft..
- Sumy State University
- Pavlo Tychyna Uman State Pedag..
- Trade Co-operative University of M.
- State University of Medicine and P.
- Vanadzor State University
- Yerevan „Northern” University
- Shota Meskhia State Teaching University of Zugdidi
- Sokhumi State University
- Grigol Robakidze University
- Azerbaijan Teachers Institute
- Azerbaijan Technical University

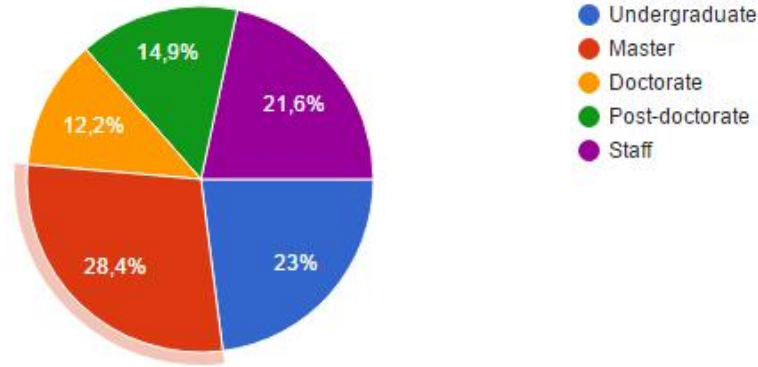
Thus, the host universities have been presented by EU countries (86,5%) and



EaP countries (13,5%).

2.1. Distribution by level of mobility.

There are alumni of all the categories: undergraduate (23%), master (28,4%), doctorate (12,2%), post-doctorate (14,9%), and staff (21,6%), which can give a comprehensible picture of EMINENCE impact.



IV. Findings

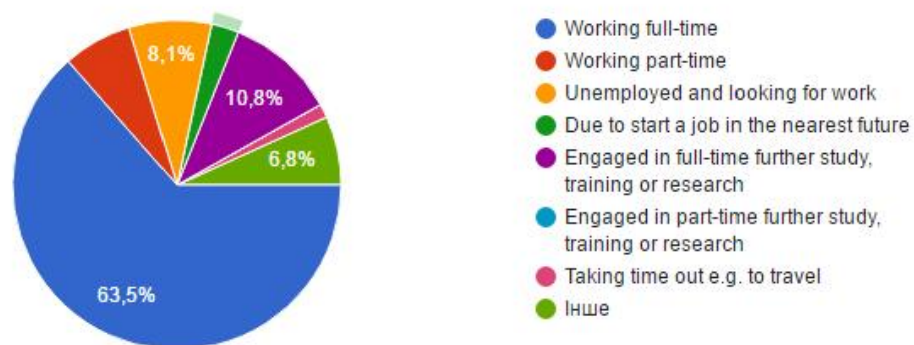
1. EMINENCE-to-work/ study transition

When analyzing different factors of EMINENCE impact, the important factors are: smooth transition phase from EMINENCE to work/study and the position that EMINENCE alumni are supposed to fulfill.

A question addressing the issue concerned the alumni current occupation. The answers demonstrated that the vast majority of the alumni (74.3%) are working full-time or engaged in full-time further study, training or research (63.5% and 10.8% respectively). 6.8% of the respondents are working part-time, 2.7% are due to start work in the near future. 8.1% of the respondents are unemployed and 6.8% have not identified their current occupation or classified them inappropriately (E.g. Erasmus Mundus EMINENCE MA – might be regarded as full-time study etc.).

Thus, EMINENCE shows a high level of employment.

What is your current occupation (74 відповіді)



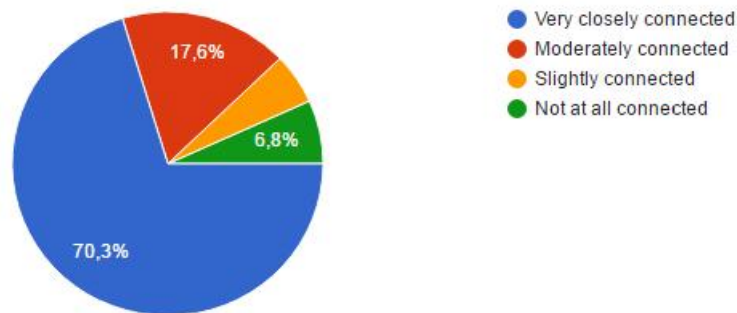
The next question addressed was about the connection of work/study programme with the current occupation.



In general, the answers showed that there was a connection (87,9%) close or moderate (70,3% and 17,6% respectively). Though there is some percentage of alumni (12,2%) whose activities in the mobility period were slightly or not at all connected with their current occupation. This can mainly be due to the category of the alumni who have identified themselves as unemployed.

2. To what extent is the experience gained through EMINENCE connected with your current occupation?

(74 відповіді)



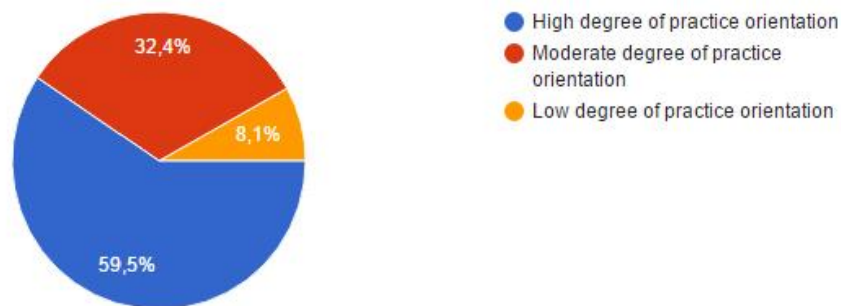
2. Practical orientation

The issue was addressed in terms of the overall working orientation and the practice-related elements offered within the programme. So, this section deals with the students' impression of the EMINENCE in general and more specifically with the different practical elements of the mobility.

Answering the question about the degree of EMINENCE practical orientation, most alumni noted its high level (59,5%) or moderate level (32,4%).

5. What degree of practice-orientation did your EMINENCE academic mobility programme have?

(74 відповіді)

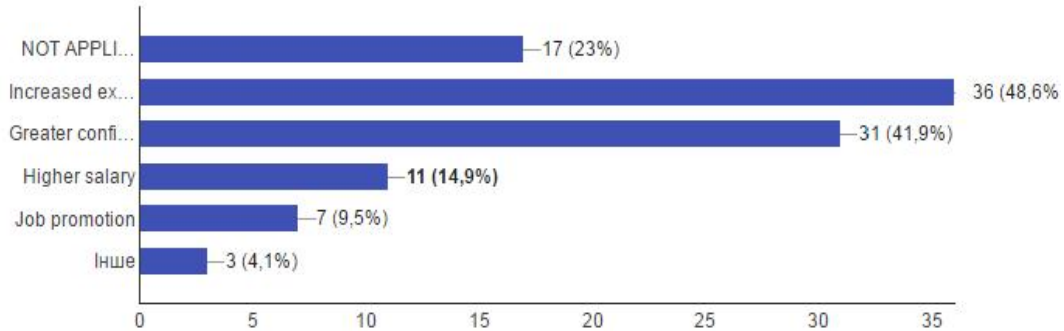


The respondents note that that they have benefitted from EMINENCE in terms of increased expertise in the field (48,6%), greater confidence (41,9%), higher salary (14,9%), and job promotion (9,5%).



6. If you are working, have you benefited from the EMINENCE scholarship in any of the following ways?

(74 відповіді)

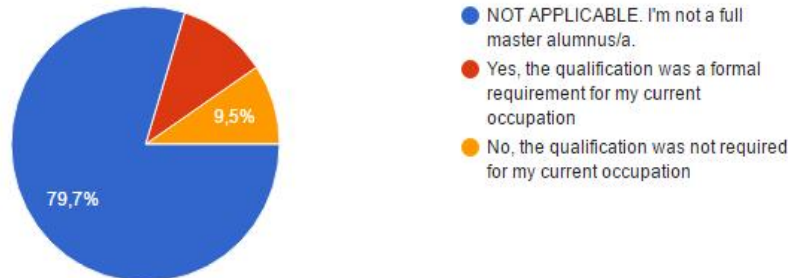


3. Training quality

This section deals with the role of higher education in enhancing students' employability. It mainly concerns master students. For half of them the gained qualification was a formal requirement for their current occupation.

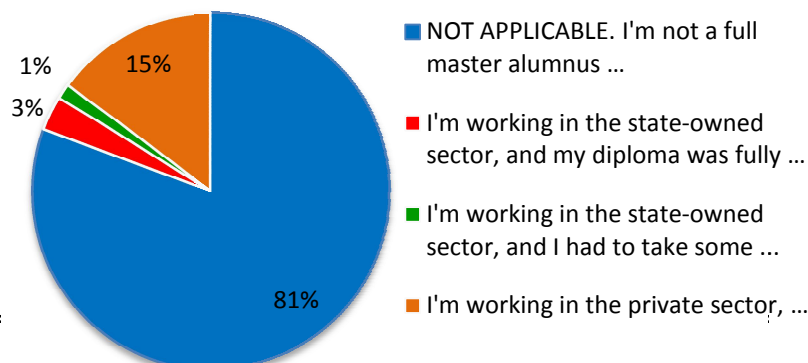
9. FOR FULL MASTERS ONLY - If you gained a Master's degree, has it helped you to get your current occupation?

(74 відповіді)



The matter of qualification recognition is connected with the sector the alumnus is working in. In most cases, with some exceptions (7%) the diplomas are fully recognized in private sector (85%), only in some cases (13%) they are fully recognized in state owned sectors.

8. FOR FULL MASTERS ONLY - If you gained a Master's diploma, how was it perceived at the labour market?

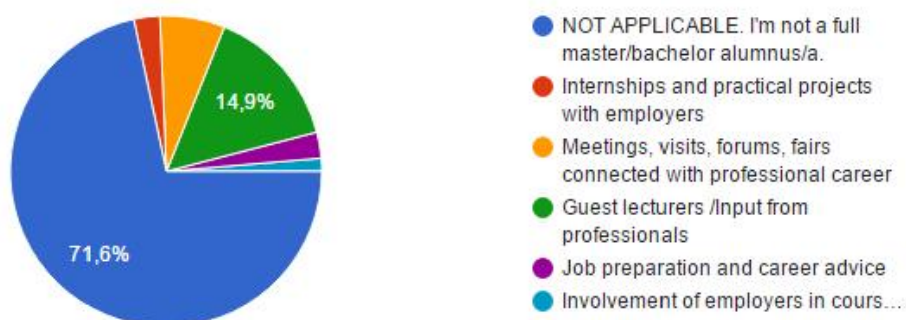




The quality of training depends on the variety of forms used. The respondents marked the extensive use of guest lecturers. Input from professionals (52%), meetings, visits, forums, fairs (24%), some of them noted Internships and practical projects with employers (9,5%) and Job preparation and career advice (9,5%). In rare cases there was involvement of employers in course planning (5%)

10. FOR MASTER/BACHELOR PROGRAMS ALUMNI ONLY -Which of the following were used during your MA?

(74 відповіді)



4. Research quality

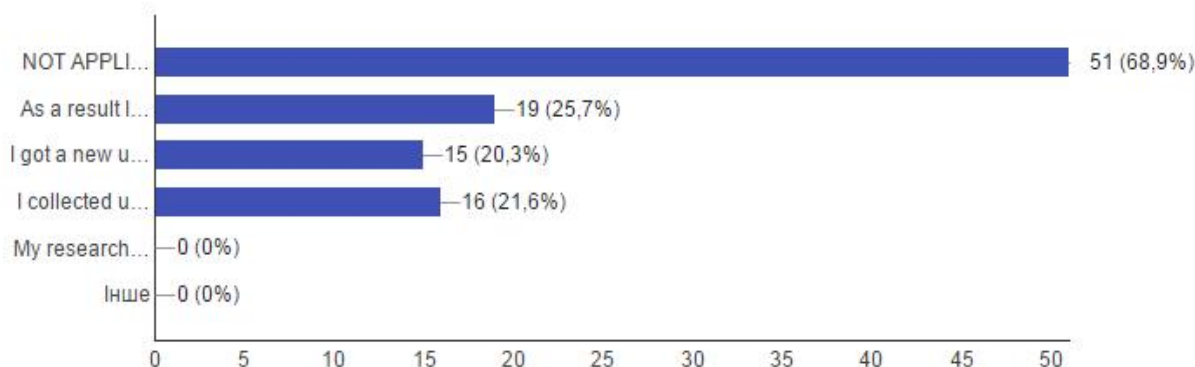
This section deals with raising the quality of research and academic integrity and mainly concerns PhD and post-doc students, as well as academic staff.

First of all, It studies the increase in the research output in terms of academic publications and conference presentations.

The respondent self-assessment demonstrated that they have prepared for publishing 1 or more papers (90%), got a new understanding of the quality of academic publications (71%), and collected useful material for further research (76%).

13. FOR POST-DOC AND PhD ONLY - How has the EMINENCE scholarship affected your output regarding publishing?

(74 відповіді)

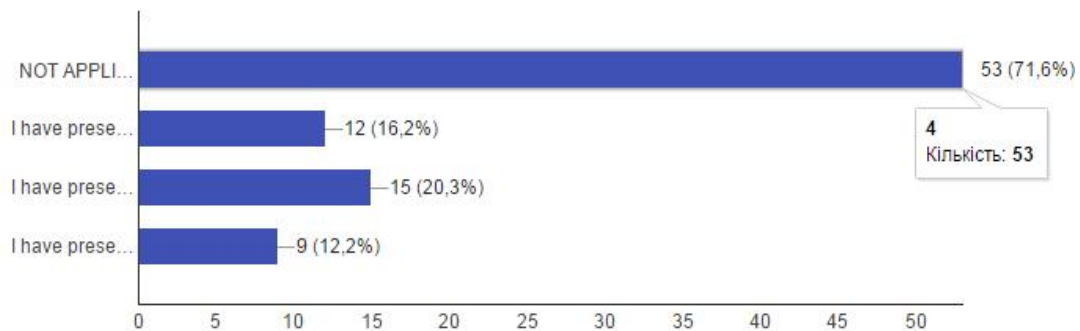




As to conference presentations, they reported presenting EMINENCE research project at 1 or more conferences in the host country (57%), presenting EMINENCE research project at 1 or more conferences in the home country (71%), and presenting EMINENCE research project at 1 or more conferences in the country other than home or host (42%).

14. FOR POST-DOC AND PhD ONLY - How has the EMINENCE scholarship affected your output regarding preparing conference lectures?

(74 відповіді)



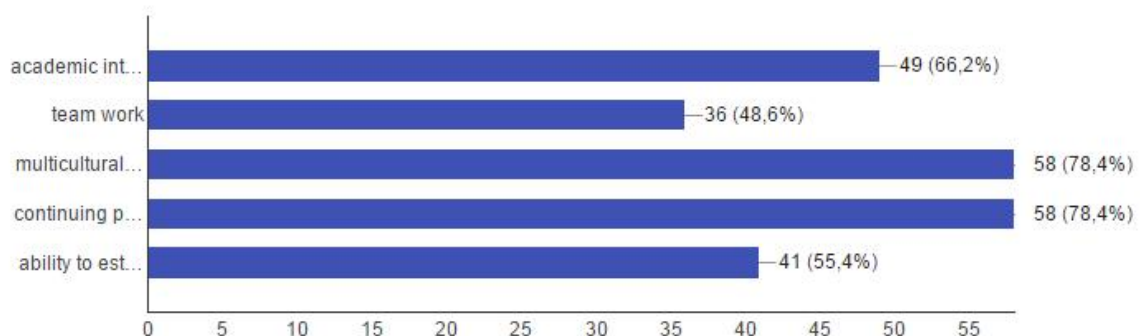
5. University role

This section reveals enhancing the role of highly skilled professionals in the academic community through EMINENCE impact.

The respondents see the impact on different dimensions crucial in academic area and in other spheres: academic integrity (66,2%), team work (48,6%), multicultural environment (78,4%), continuing professional development (78,4%), establishing partnerships (55,4%)

3. My EMINENCE experience had an impact on my: (please select all that apply)

(74 відповіді)

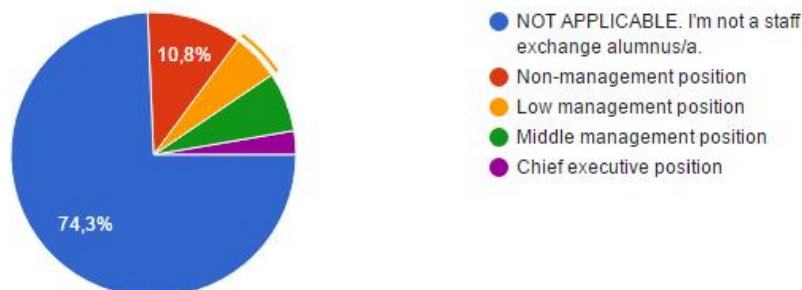


The staff (academic and administrative) who have benefitted from EMINENCE reported that their current position in the organization is chief executive (10%), middle management position (26%), low management position (21%), non-management position (42). With quite a high percentage of managers in the academic field, there may appear new prospects for their acting as agents of change.



11. FOR STAFF ONLY - What is your current position within your organization?

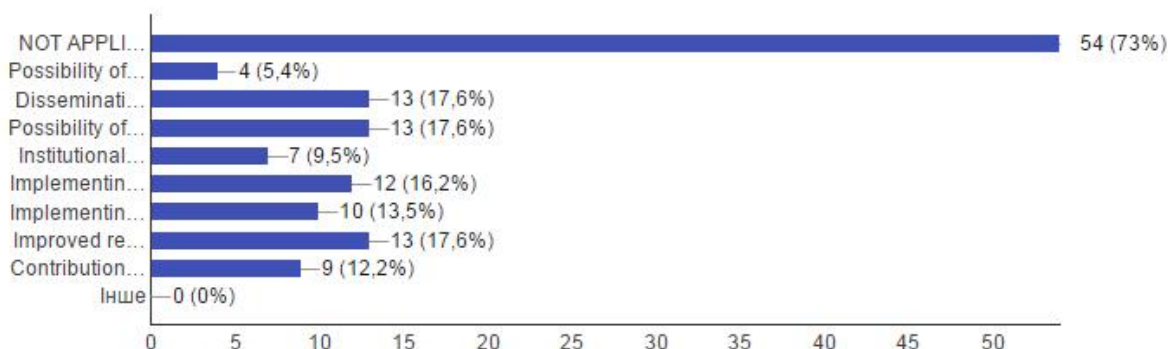
(74 відповіді)



Moreover, they reported that they regard Possibility of returning to the host university in the future (21%), Disseminating the good practices acquired during the mobility period at their place of work (68%), possibility of further collaboration with peers at the host university (68%), institutional cooperation with other consortium members (37%), implementing new learning/teaching approaches (63%), implementing new administrative/professional technics (53%).

12. FOR STAFF ONLY - Has your EMINENCE mobility contributed to any of the following? (please choose all that apply)

(74 відповіді)



6. Competences

This section deals with the impact EMINENCE had on improving language, intercultural and social competences and developing transferrable skills.

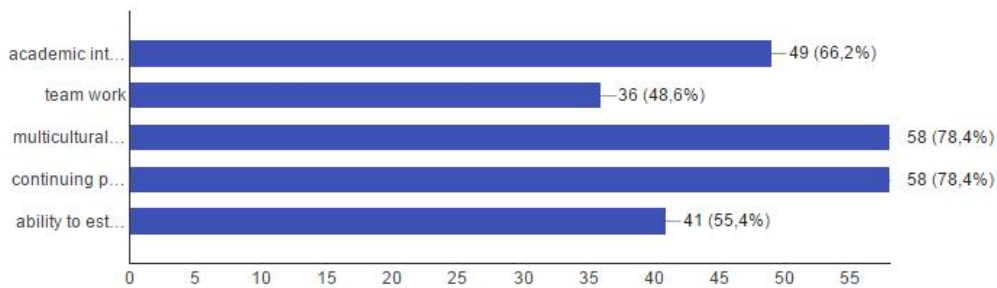
Obviously, the impact of EMINENCE is defined by the alumni's their skills (soft and hard) and the special qualifications that make them different from their competitors. The assessment of competences is a crucial element of the present study. For this purpose, the alumni were asked what competences they acquired during the EMINENCE, and which of these are the influential for their present position. The competences were grouped around academic integrity, ability to work in a team, ability to work in multicultural environment, realizing the necessity for continuing professional development, and establishing partnerships.



The answers distributed as follows: multicultural environment and continuing professional development (78,4% each), academic integrity (66,2%), ability to estimate partnerships (55,4%), team work (48,6%).

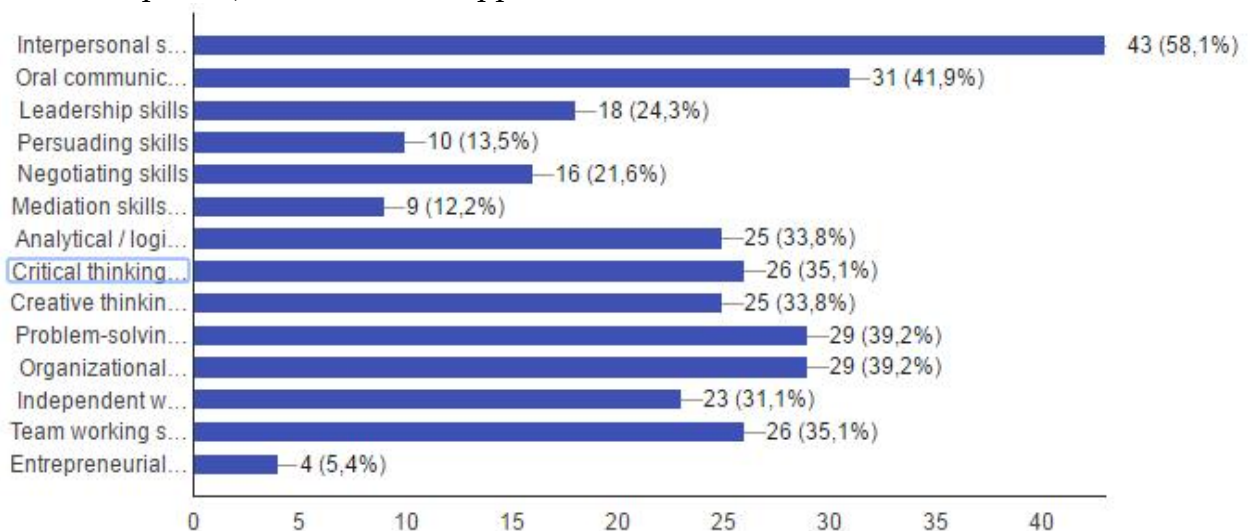
3. My EMINENCE experience had an impact on my: (please select all that apply)

(74 відповіді)



The next analysed question focused on transferrable skills gained during the mobility. The overall provision of competences in EMINENCE is assessed highly *positively*. Out of all items, «Interpersonal skills (ability to interact successfully with a wide range of people)» has the highest rating (58,1%). Further competences which alumni appraise highly are: Oral communication skills (41,9%), Problem-solving skills (39,2%), Organizational skills (39,2%), critical thinking skills (35,1%), team working skills (35,1%), Analytical/logical thinking skills (33,8%), independent working skills (31,1%), leadership skills (24,3%), negotiating skills (21,6%). Turning towards the deficits, persuading skills (13,5%), mediation skills (12,2%), entrepreneur skills (5,4%) show lower rates. Nonetheless, they are still in the positive range.

4. Which transferable skills gained in the EMINENCE program have helped you to adapt more efficiently to the labor market's needs? (choose no more than 3 options, that are most applicable)





7. Networking and mutual enrichment

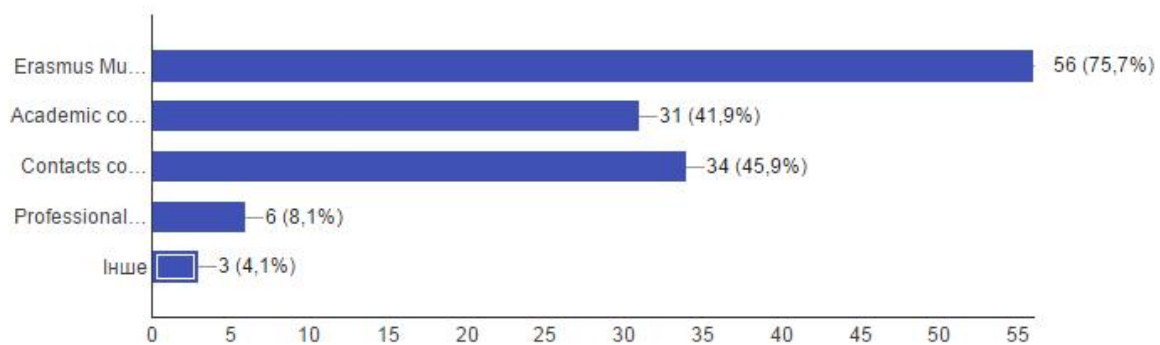
This section deals with contribution towards the international cooperation capacity, mutual enrichment of societies by developing the qualifications of women/men so that they possess appropriate skills, particularly as regards the labour market, and are open-minded and internationally experienced.

Based on the fact that network-building with professionals is one of the most important sources of future perspectives and one of the issues EMINENCE should provide for, the

Alumni were asked if they have established or participated in any professional networks during their academic mobility. The vast majority of alumni stated that they have established Erasmus Mundus contacts (75,7%). The next broad groups are Contacts connected with social activities, hobbies etc. (45,9%) and Academic community (other than Erasmus Mundus) (41,9%). Smaller groups are Professional club membership (8,1%) and other contacts.

15. Which professional networks did you create or participate in during your academic mobility?

(74 відповіді)



The main benefits from EMINENCE can also be understood from the alumni's extended answers to the question: What is the most valuable gain or benefit to your professional career from EMINENCE? We'll provide the most typical answers:

«The feeling that you too can be a part of Europe and can have an access to its unique culture»

«Personal and professional elevation that creates the final product which can meet the challenges of new era»

«Increased expertise in the field of Information Systems»

«Improving communication skills in French, acquiring skills of analysis and critical thinking, increase confidence in my professional potential and ability to integrate in different communities and establishing partnerships»

«Independence in Life»

«Changed perception of myself, other people and the world in overall»

«Continual improvement of my teaching and research skills in an academic environment by keeping up on new and innovative teaching methods and strategies with a main focus on a modern European experience in the organization of the educational process»



«Personal and professional growth, experience gained and travelling»

«Being involved in the local coordination team of the project I have gained a lot of experience in the mobility projects. At the University of Porto I acquired new approaches of teaching a foreign language and methods and ways of holding lectures in an interesting way. I am going to share my experience among my colleagues and hope to make some changes in the field of effective teaching. I am grateful to the selection committee and to the organizers of my mobility»

«Experience of living independently gained through studying abroad»

«My understanding of mobility, research activity and teaching has been changed into a positive one. My self-appraisal as a researcher and scientists is now better, and I am now highly-motivated, as I have never been at my Home University. I found a friendly environment and brilliant professionals that supports interesting topics in my field of interests. Now I know exactly that the life goals are achievable and I established higher goals, as a person and as a researcher»

«The most valuable gain, benefit to my professional career from EMINENCE is the experience, gained in Malmo Sweden University, positively influence to my work. First of all I tried to bring my teaching methods to methods that are used in foreign European universities and, in particular, Malmo University. Thank You!»

«Eagerness to participate in other international programs and create my own international research team»

«2 years of my full MA studies at Adam Mickiewicz University had an important overall impact on my personal and professional growth. I improved my Polish language, communication and time-management skills that I find very important for my current life in Poland, as well as for the future in general»

«Finding the true passion and ways of achieving things»

Conclusions

Though EMINENCE shows a high degree of employment and the alumni report smooth transition from EMINENCE to work / study some improvements are recommendable:

- The correlation of the work/ study program with further career prospects should be taken into account at the selection stage
- The higher level of practice orientation through links to professionals and work experience (a kind of internship) during the mobility course of studies could be assured by host universities
- The involvement of previous alumni in course planning (e.g. participation in the advisory board) can be a useful instrument in order to adapt the programme to the participants' expectations and needs
- More active forming international groups for further projects; providing more skills for applying for research funding.