<table>
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<th>Round Table</th>
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<td>“Transparency tools”</td>
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Francesco Ferrante - AlmaLaurea
Higher education and the labor market: main challenges facing MENA countries
Providing reliable information to the stakeholders: AlmaLaurea, AlmaDiploma and AlmaOrientati
AlmaLaurea’s Video presentation
Stressing the main strenghts of the AlmaLaurea/AlmaDiploma approach
The proven effectiveness of AlmaLaurea Model:
AlmaLaurea, a good bargain for society
Who pays for it?
AlmaLaurea abroad: completed and ongoing projects
The EU’s TEMPUS ISLAH project in Tunisia and Morocco
Challenges in knowledge transfer and institutional building in MENA countries: the AlmaLaurea experience
1. Very high unemployment rates among the young

2. In most MENA countries, employability does not improve with workers’ educational attainment

3. In Mena countries, a lot of graduates still look for secure jobs in the public sector

✓ Why students and their families make inappropriately educational/labour market choices?

✓ Most important reason: they lack reliable information on:
   a. educational opportunity
   b. labour market opportunity
AlmaLaurea is an Inter-university Consortium, founded in Italy in 1994, at the University of Bologna, the oldest university in the Western World, by Andrea Cammelli (Professor at the University of Bologna); it is a *bottom up* initiative which involves, nowadays, 65 Universities and approximately 80% of Italian graduates.

The AlmaLaurea project is based on *three pillars*:

1) an annual survey (census survey based on administrative data) on the profile of graduates (i.e. the internal effectiveness of the higher education institutions);

2) an annual survey (census survey) on the occupational status of graduates 1, 3 and 5 years from graduation (i.e. the external effectiveness of the higher education institutions);

3) an online databank with almost 1.900.000 CV, a powerful tool aiming to improve the match between supply and demand of graduates.
http://www.youtube.com/watch?v=H5pjkv8lJfs
The two census surveys and the CV data bank function as an integrated system.
The integrated system provide *reliable and comparable* information at single course level: quality assurance, caree guidance etc. Sample surveys are not appropriate.....!!
An econometric study by Miguel Bagues and Mauro Sylos Labini (NBER, 2007, WP n. 13621) shows that AlmaLaurea graduates enjoy the following occupational benefits:

- + 3% employment probability
- + 3% higher wages
- + 2.4% geographical mobility
- higher levels of job satisfaction
Almalaurea, a good bargain for society

Direct benefits

- Higher wages
- More graduates employed
- Increased tax revenues
- Higher workers’ productivity

Higher Wages + More graduates employed = Higher Wage bill

Under plausible and conservative assumptions, the social internal rate of return of investing in a system like Almalaurea is very large!
Who pays for it?

- CV data bank (Companies)
- Ministry of Education (MIUR) (Society at large)
- Universities

Total budget
AlmaLaurea strategies are inspired by the idea that the promotion of cooperation among HEIs at national and international level is a priority.

In this context, AlmaLaurea is collaborating with the European Commission.

Goals: knowledge transfer, information sharing and networking

- cooperation to transfer AlmaLaurea experience and expertise according to local socio-economic environments and needs
- promotion of international networks of bodies and institutions with similar competences and missions
GrInsA – Graduate's Insertion and Assessment as tools for Moroccan Higher Education Governance and Management (ended in 2012)

ISLAH – Instrument at Support of Labour market and Higher Education (EU’s TEMPUS Programme – Project started oct. 2012; ending oct. 2015)

HEN-GEAR – Higher Education Network for Human Capital Assessment and Graduate Employability in Armenia (EU’s TEMPUS Programme – Project started oct. 2012; ending oct. 2015)

ADRIA-HUB – Bridge technical differences and social suspicions contributing to transform the Adriatic area in a stable hub for a sustainable technological development (EU’s Instrument of Pre-Accession programme – Project started may 2012; ending apr. 2015)
AlmaLaurea abroad: completed and ongoing projects

- **ADRIA HUB**
  - (2013-2015)
  - (CROATIA, BOSNIA ERZEGOVINA, MONTENEGRO, SERBIA - 8 Universities)

- **GRINSA**
  - (2010-2012)
  - (MOROCCO - 4 Universities)

- **ISLĀH**
  - (2013-2015)
  - (MOROCCO - 7 Universities and Ministry of Higher Education)
  - (TUNISIA - 4 Universities and Ministry of Higher Education and Ministry of Vocational Training and Employment)

- **HEN-GEAR**
  - (2013-2015)
  - (ARMENIA - 8 Universities and Ministry of Education and Ministry of Labour and Social Issues)

Collaboration with South America and South Asia (Vietnam)

02/09/2014
The EU’s TEMPUS ISLAH project in Tunisia and Morocco

- U. Jendouba
- U. Monastir
- U. Gafsa
- U. Gabes
- Ministry of HE and Research MESRS-BEPP (Bureau des Etudes, de la Planification et de la Programmation)
- Ministry of Employment and Vocational Training MFPE-ONEQ (National Observatory for Employment and Skills)
- U. "Moulay Ismaïl", Meknes
- U. “Mohamed Premier”, Oujda
- U. “Cadi Ayyad”, Marrakech
- U. “Chouaïb Doukkali”, El Jadida
- U. “Sidi Mohamed Ben Abdellah”, Fes
- U."Abdelmalek Essaâdi”, Tetouan-Tanger
- U. “Ibn Zohr”, Agadir
- Ministry of HE, Training and Scientific Research - MESRSFC
- Confédération Générale des Entreprises Du Maroc - CGEM

- AlmaLaurea (coordinator)
- Centre d’études et de recherches sur les qualifications - CEREQ (France)
- Agència per a la Qualitat del Sistema Universitari de Catalunya - AQU (Spain)
- Euro-Med Permanent Forum - EPUF (Spain)
- U. Aix-Marseille (France)
Major project objectives:

**Setting up of an integrated demand/supply matching system for the monitoring and assessment of HE practices and processes and of labour market needs (at local/national level).**

The system is based on the graduates database implementation in each partner university of Tunisia and Morocco.

**Building up of an integrated system (observatories network) for the enhancement of university-enterprises partnership.**

Observatory network will be implemented following a “hub and spoke model” that sees local observatories (modeled on university career services) acting in full autonomy and national observatories (hubs) developing common monitoring tools (supplying complete, reliable, well-timed, regularly updated data).
Specific project objectives:

- Set up of a database of graduates from the 11 partner universities
- Know-how transfer for the delivering of the graduates’ profile survey
- Know-how transfer for the delivering of the graduates’ employment condition survey
- Development of a high performing graduates’ placement service for the 11 partner universities
Challenges in knowledge transfer and institutional building in MENA countries: the AlmaLaurea experience

Since 2003 and 2008 respectively, Tunisia and Morocco have been undergoing a profound change in connection with the reform of the HE system (3 cycle-degree system) and university governance. "Large-scale linking operation" addressed to youth employment and labour market have been implemented.

Universities have adopted a more "market oriented" approach (i.e. licence professionelle), business associations are more linked to universities.

To make the project sustainable through the institutionalization of the "Hub and Spoke” model:

**HUB**
- Development of Common Monitoring tools (DB system based), data elaboration and analysis according to ad hoc methodology
- Survey Production: Graduates' Profile; Graduates’ Job Condition
- Dissemination of the set of information and ad hoc analysis to stakeholders and policy makers
- Set-up of a common job-demand supply platform for the provision of services to local observatories
- Coordination of the common “job market-place”

**SPOKE**
- Provision of services to graduates, firms and the business world (recruitment services; guidance tools; information provision on labour market opportunities)
- Carrying out of monitoring activities: enterprises skills needs and gaps/shortages of (generic/sectoral) skills demanded by firms
- National degree inventory
- National professional degree inventory
- Measures and polices for stage/internships promotion
Thank you for your attention!!

For any further informations, please contact:
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