

“UNIVERSITIES’ AND EMPLOYERS’ DIALOGUE”

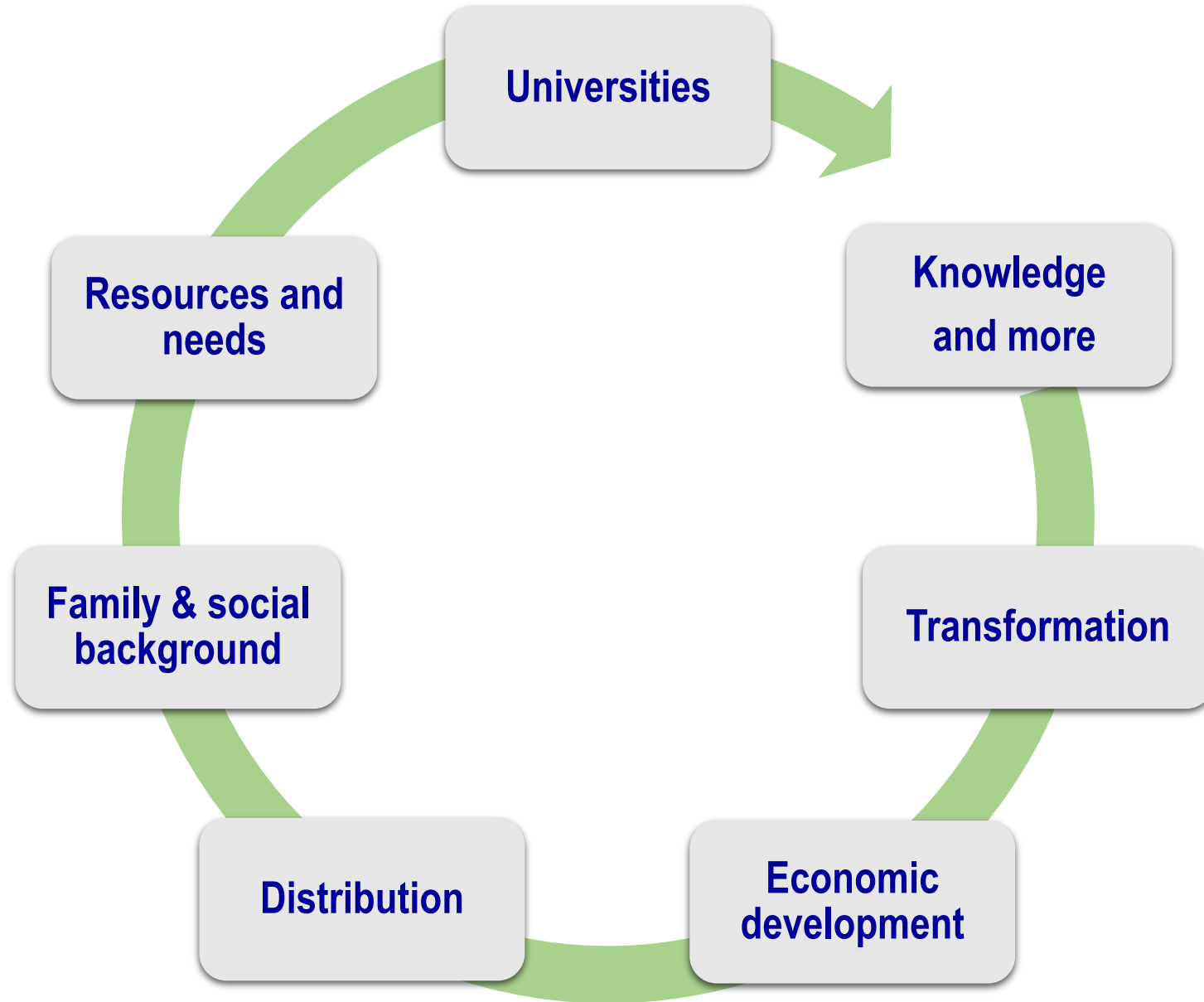
Saint Petersburg, 26 April 2017

**Models of Cooperation between Universities
and Employers. European Experience.**

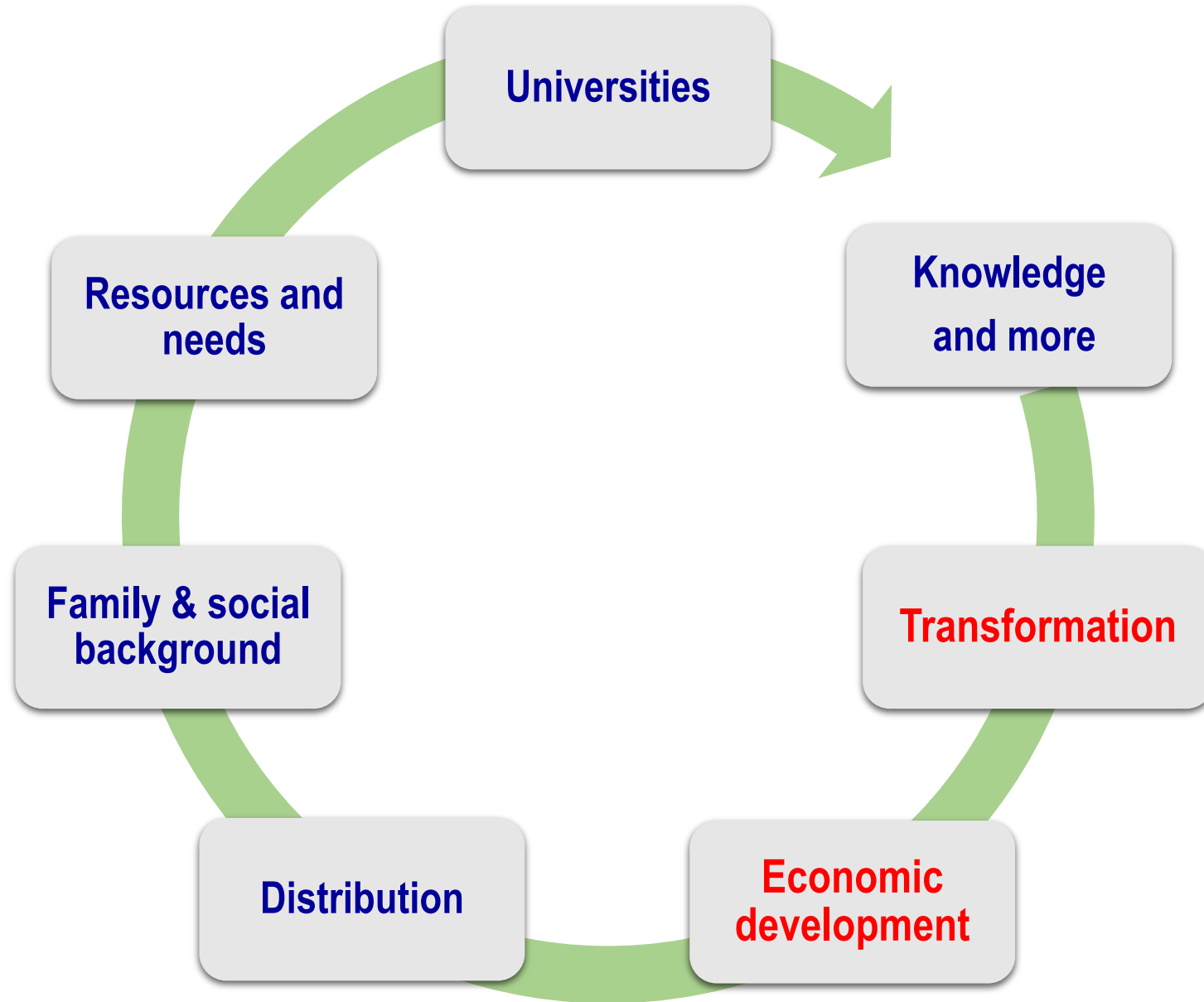
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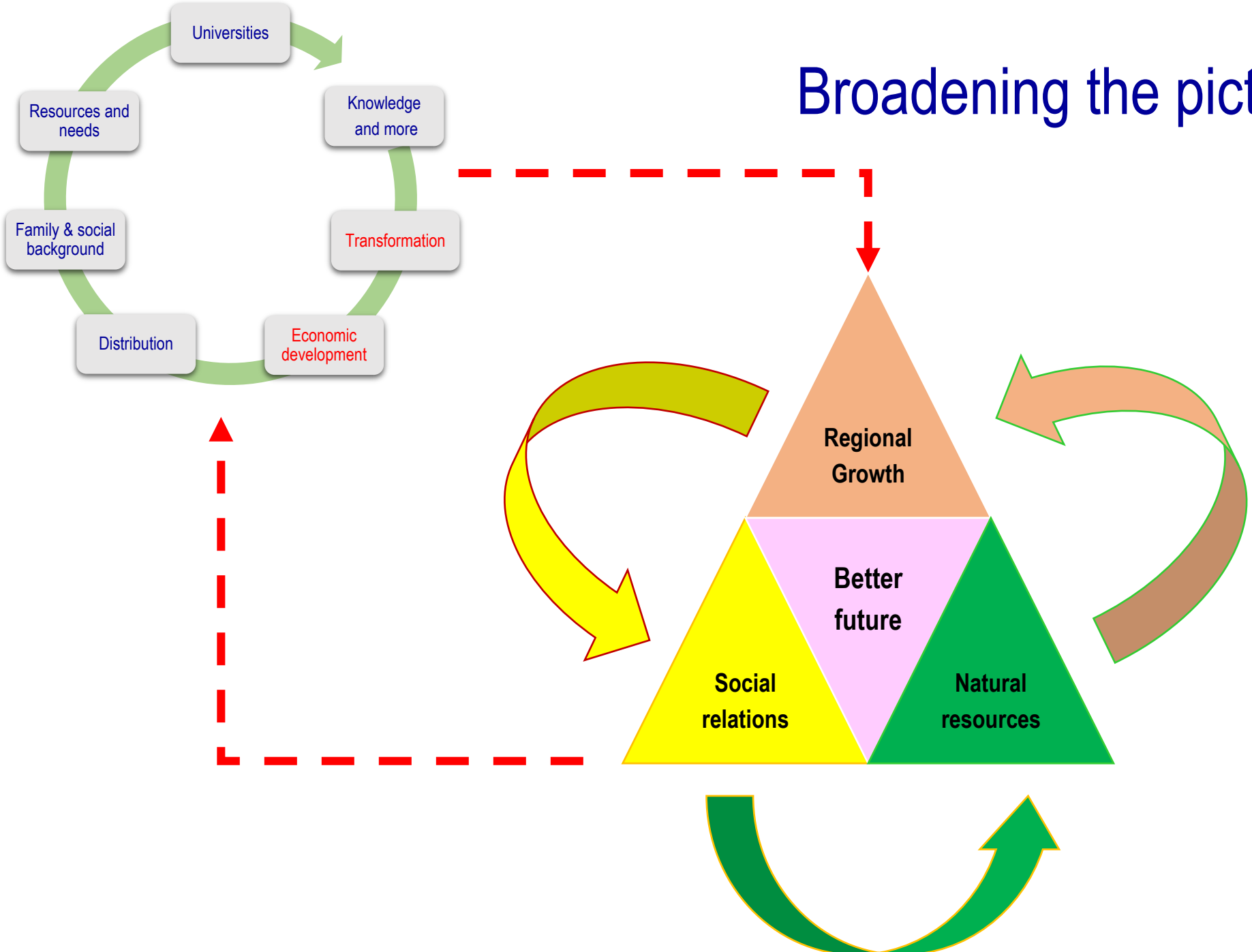
Introduction

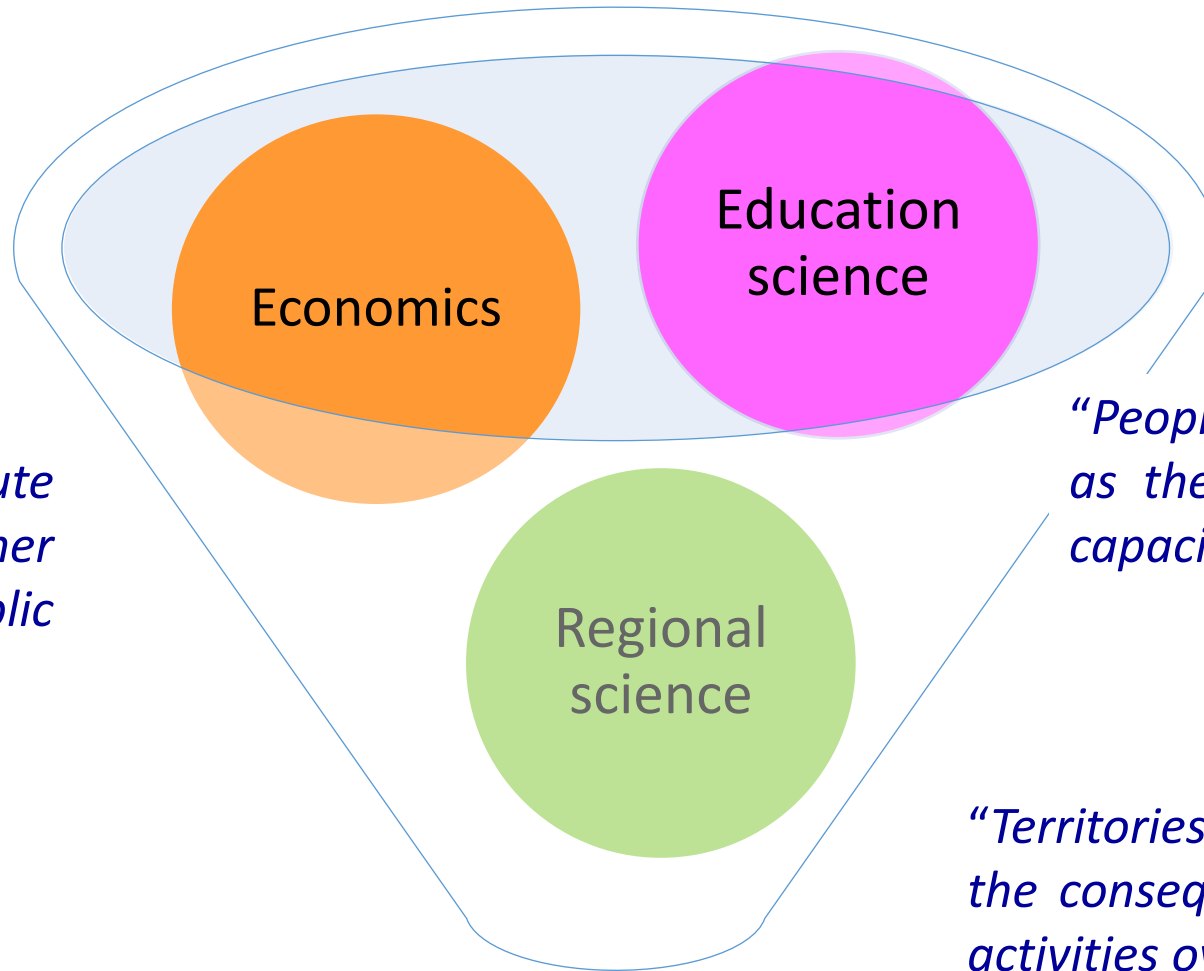


Introduction



Broadening the picture





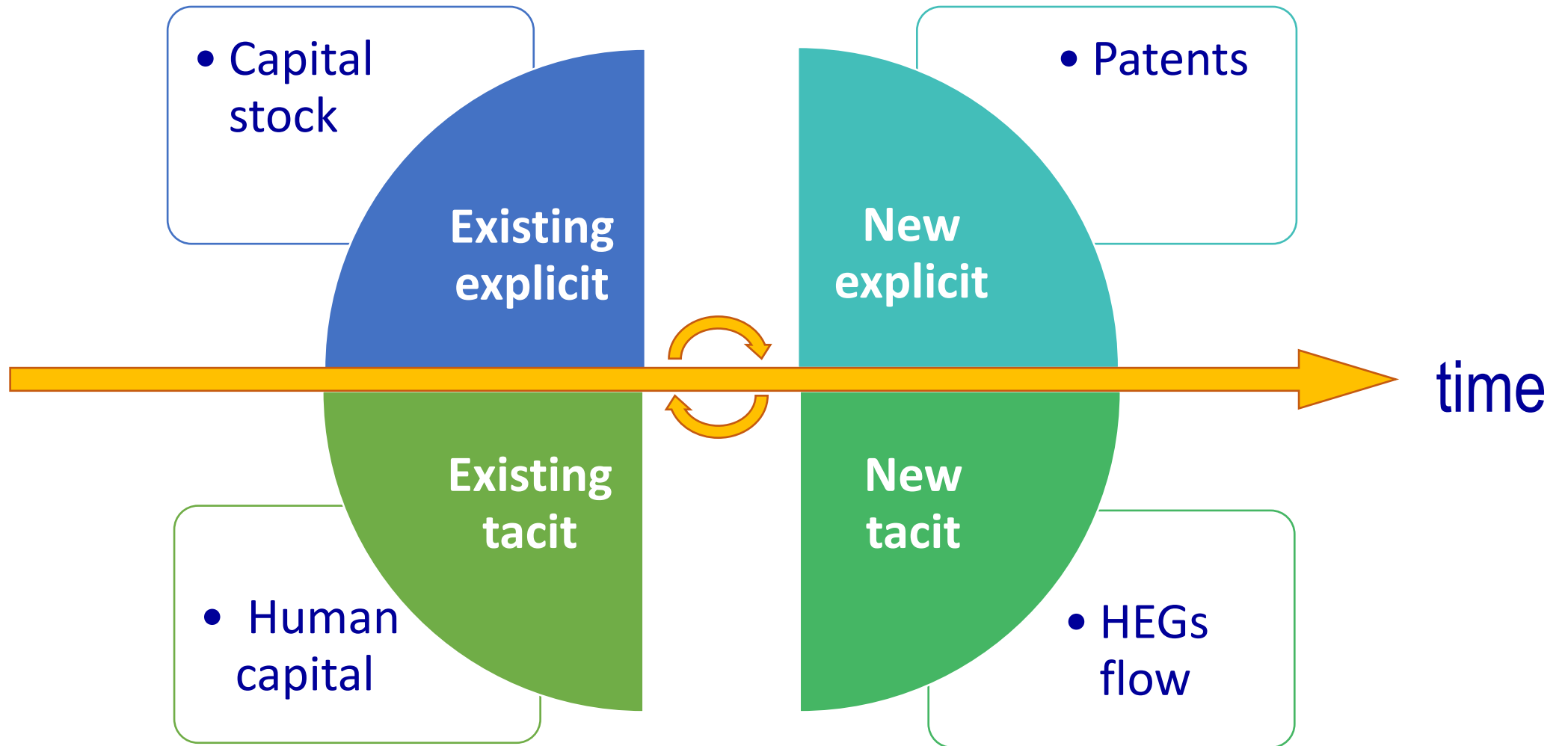
“Educated people contribute (and cost) more than other people to private and public wellbeing”

“People change (and differentiate) as they learn, and develop diverse capacities and activities”

“Territories and societies reflect the consequences of (local) people’s activities over time”

**Understanding the role of universities
for economic development**

The economy is knowledge...and...generates new knowledge



Universities as sources for innovation

Universities are at the root of knowledge creation

- Universities do basic and applied research
- Provide qualified labor for R&D activities
- Provide qualified labor for innovative production sectors

Universities also promote assimilation of new ideas because graduates working at firms and other organizations will

- Develop new ideas and knowledge
- Adopt new ideas developed by others

University graduates and the economy

Graduates as equilibrators (Schultz 1975)

- Reacting earlier to disequilibria in markets of input factors and final goods

Graduates as innovators (Lundvall 1998)

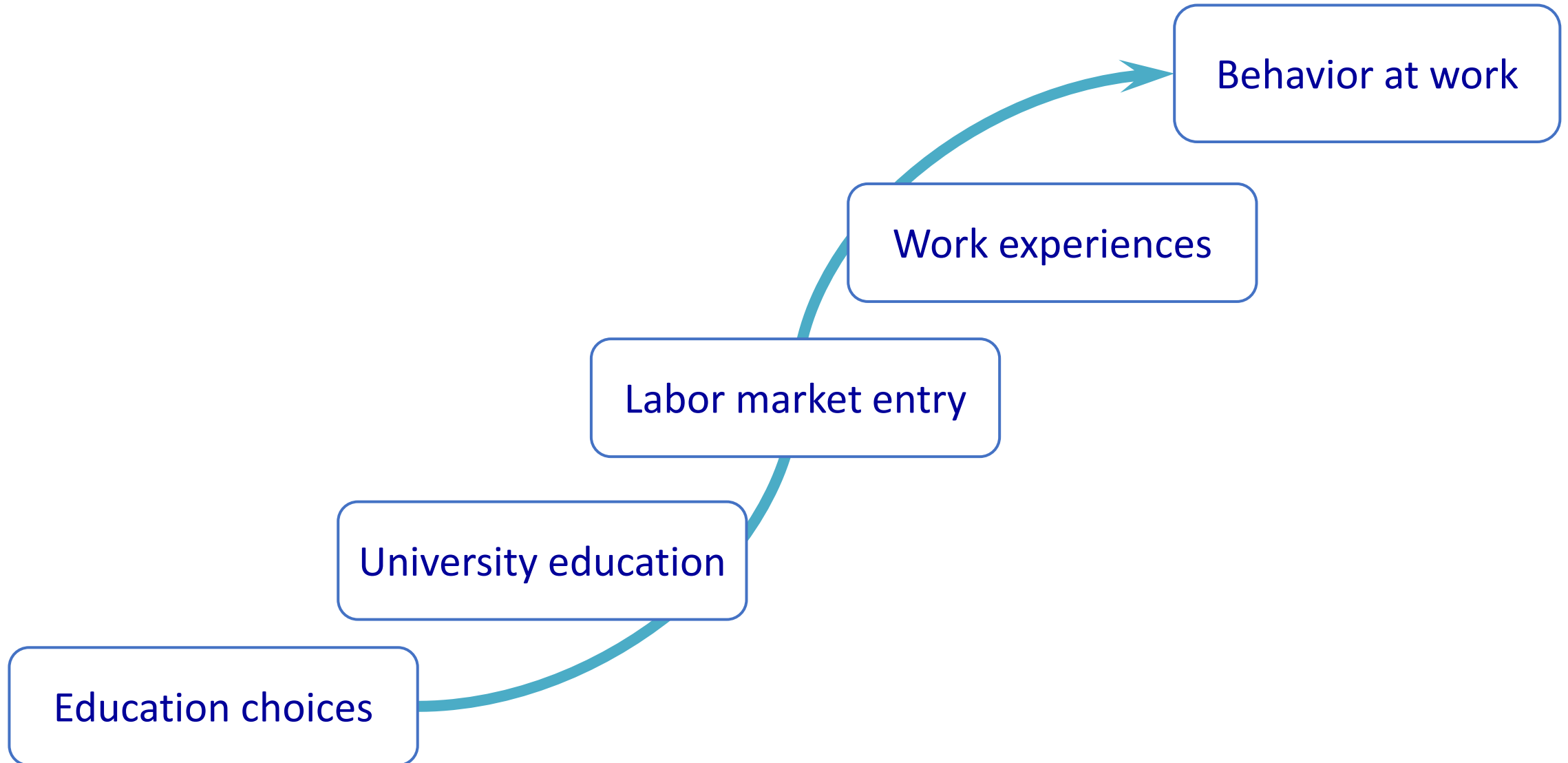
- Generating market disequilibria by deliberately introducing new ideas and knowledge in economic activities

Graduates as leaders in work organizations (Dávila et al 2014)

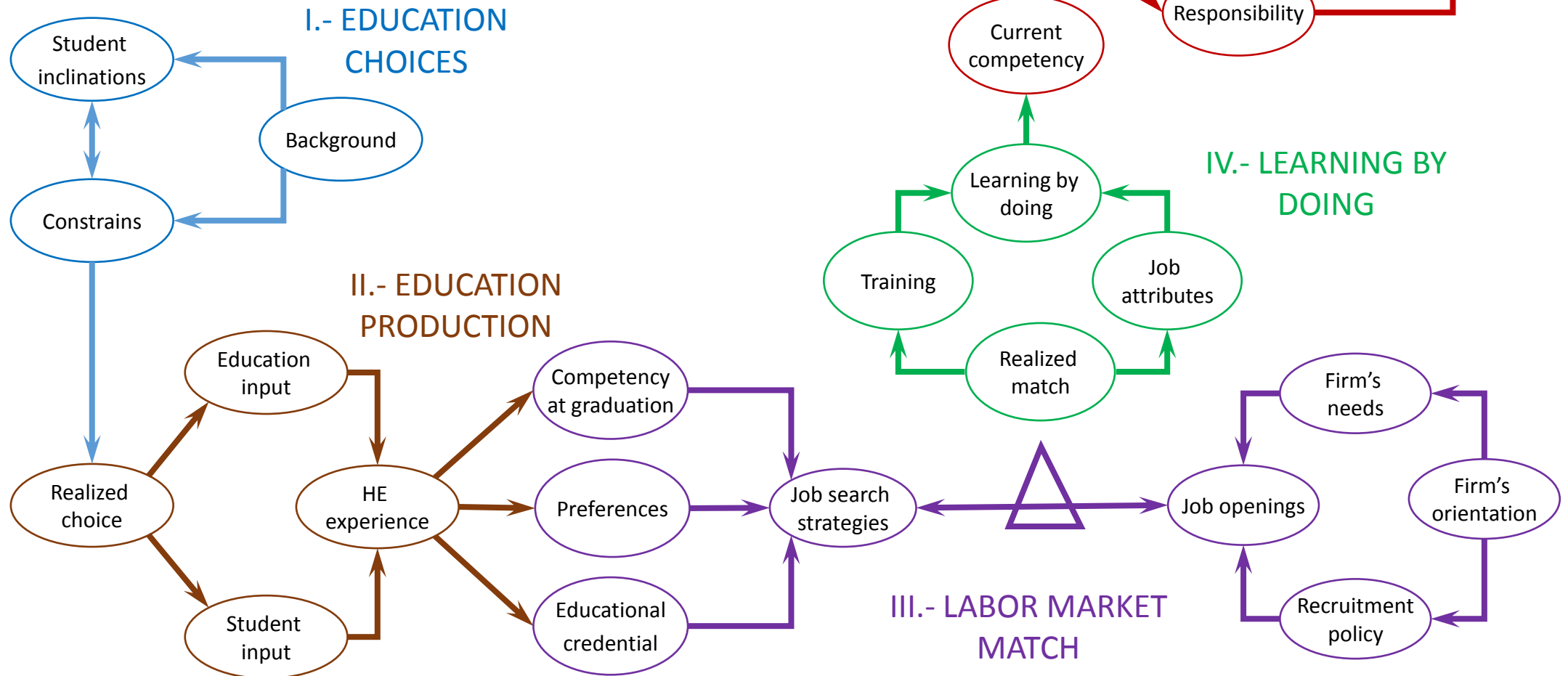
- Adapting to external changes and adopting novelties
- Achieving trust and strong commitment with the team
- Improving efficiency and reliability of operations

- To equip students with the right set of updated skills and competencies is the most important mission of universities from a transformational point of view
- ‘Transformation’ understood as the complex process of interactions between educational & economic activities of agents (organizations and individuals) across territories and over time

Graduates' transition from university to work



Diagram

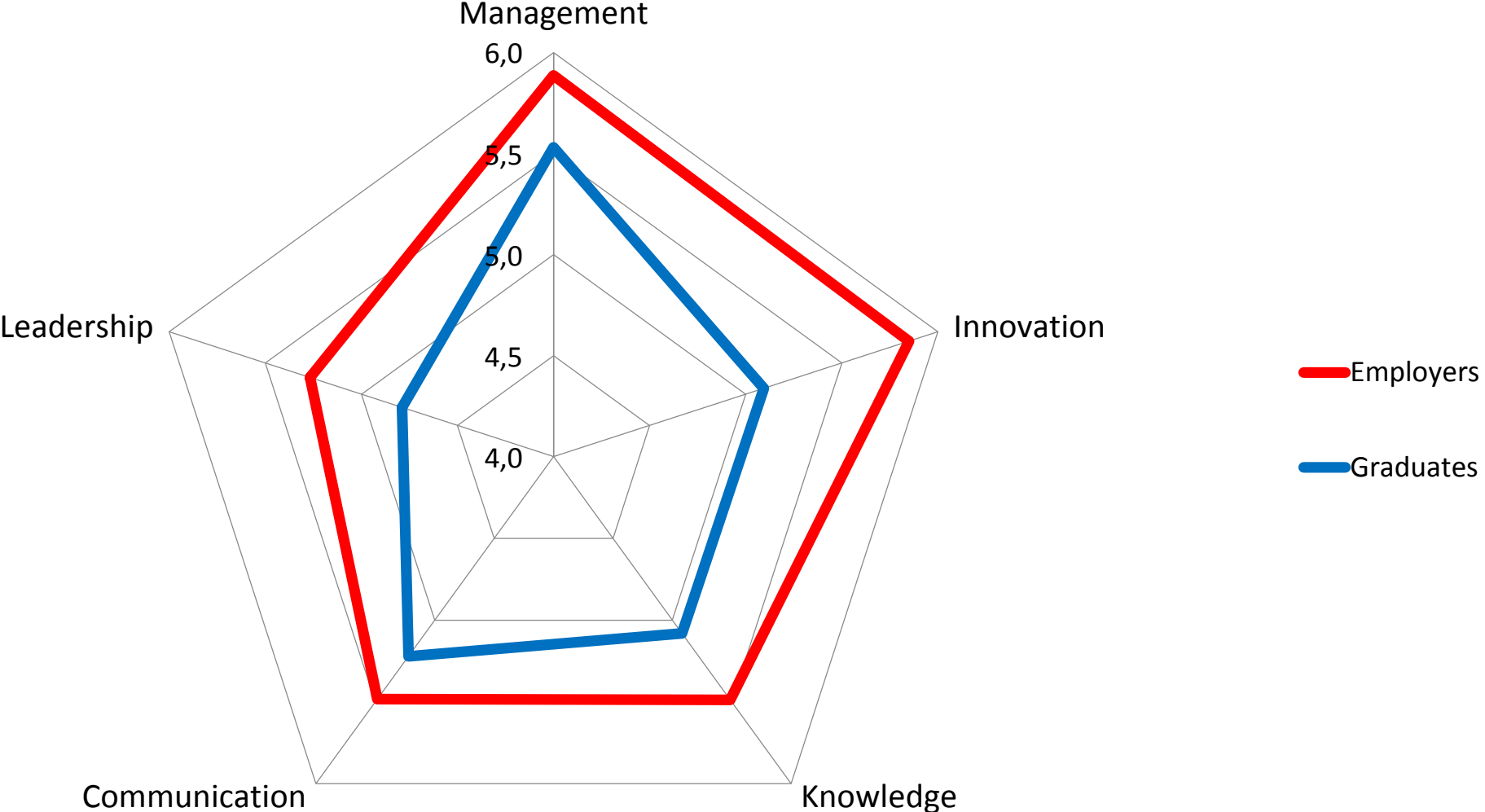


How can universities provide graduates with the competencies required to foster economic development?

- With a model of Teaching and Learning better adapted to the social and economic demands
- With a dynamic and flexible system of Continuing Education for retraining people as demands evolve

What do employers and recent graduates think about the competencies required by labour markets and society?

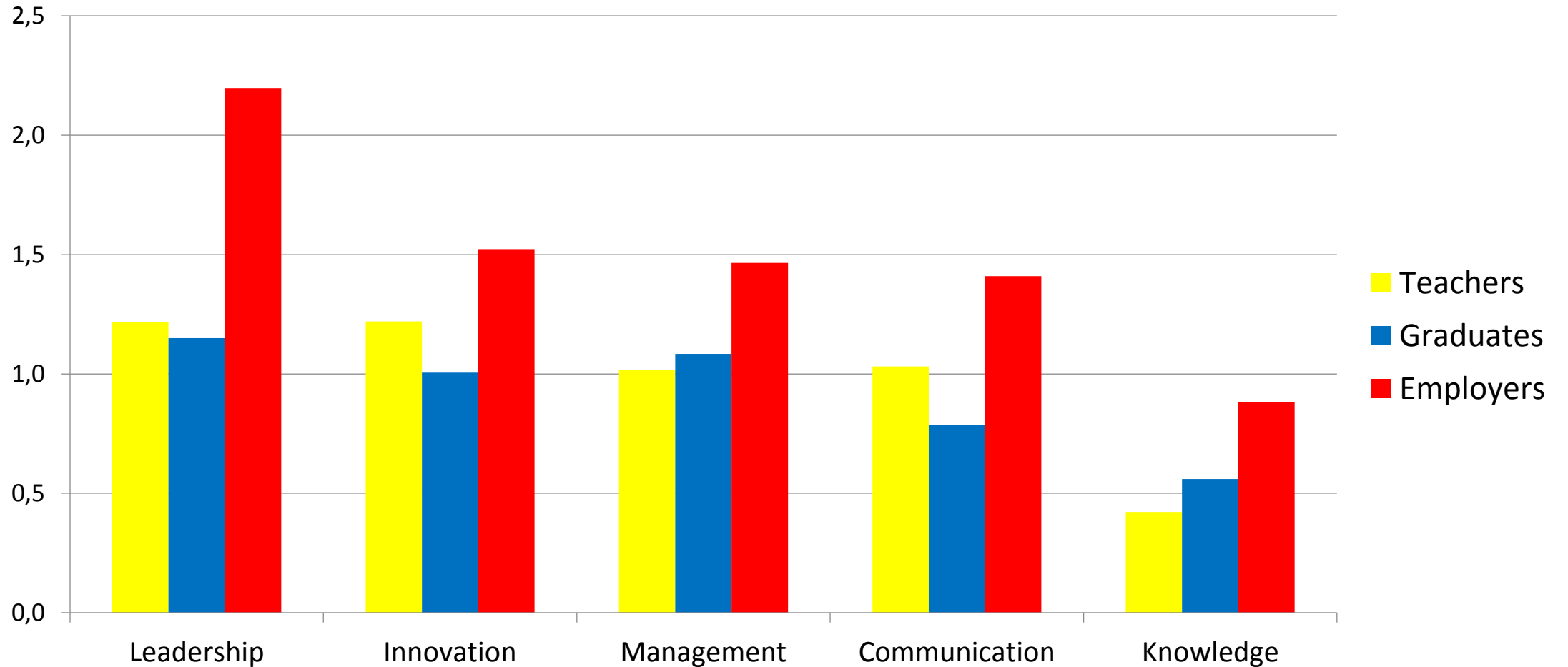
Perceptions of required competency level



Are universities providing graduates with the required levels of competency?

Perceptions of competency shortage

(Required level minus Level provided by HE)



Does university education specifically
addresses the development of the
right set of competencies?

Some teaching and learning modes are effective for developing most competencies, some are skill-specific, and other are not useful at all

Teaching and learning	Competency	Leadership	Innovation	Knowledge	Management	Communication
Group assignments						
Oral presentations by students						
Project and/or problem-based learning						
Facts and practical knowledge						
Lectures						
Multiple choice exams						
Participation in research projects						
Teacher as the main source of information						
Theories and paradigms						
Internships, work placement						
Written assignments						

How can universities do better to
reduce the competency gap at
graduation time?

- Acquisition of competencies required by labour market depends on the prevalence of some pro-active teaching and learning modes:
 - Problem-based learning
 - Facts and practical knowledge
 - Participation in research projects
 - Internships, work placement
- Traditional modes in teaching and learning contribute little, if any, to develop competencies

How can business and other work organizations help universities to close the gap?

- Cooperating actively in curricular development
- Developing joint study programmes
- Cooperating in Continuing Education
- Facilitating work placements and experience
 - Problem-based learning
 - On the job training
- Cooperating with career offices
- Supporting mobility & flexibility

Some examples of good practices in Europe

Active role of firms in curricula development

- Netherlands: 'Field committees from the world of work, providing information on relevant trends in the profession in order to improve and update the content of the programmes

University-Business Cooperation in study programmes

- UAS Cologne and Deutsche Bahn

Endowed chairs

- Firms interested in having a professor who focuses on a certain field of study: Torino, Kassel, Darmstadt, Warwick

Mobility grants

- Santander grants

Need to expand present collaboration modes to core field of higher education

- Universities and other HEI's

- Re-target the core T&L model to social and economic demands of competency
- Flexible system of LLL to retrain people as conditions and demands evolve

- Business and other work organizations

- Co-development of curricula, accreditation, and evaluation
- Initiatives focused on workers' current and future needs of competency

- Governments

- Implementation of collaboration-friendly regulatory frameworks by removing barriers, simplifying procedures & reducing bureaucratic costs of participation

More information in
*Measuring the impact of university-
business cooperation, EAC, 2014*

Thank you for your attention!

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