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ALMALAUREA

**AlmaLaurea's tools for the improvement of quality assurance in the higher education systems**

**Prof. Francesco Ferrante - AlmaLaurea scientific adviser**



## Outline

- Main challenges facing MENA countries
- What do we mean by quality of education?
- Assessing and improving the quality of tertiary education: informational needs and constraints
- Collecting and delivering information for university quality assurance: cost-effective solutions
- The AlmaLaurea model
- Testing the effectiveness of the model
- AlmaLaurea abroad
- Some caveats: the tyranny of the present

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 *inappropriate* educational/labour market choices?
  - ✓ Why educational institutions do not respond to these challenges?





## What do we mean by quality of education?

### ■ Performance measures:

1. Learning outcomes
2. Labour market outcomes
3. Equality of opportunity

### □ Empirical evidence (PISA and PIAAC surveys, other sources):

- a. quantity and quality of education do not necessarily go together
- b. quality and equality go together
- c. Educational/Skills mismatches are widespread

■ Different stakeholders, need no access information on:

- a. Educational outcomes
- b. Labour market outcomes



➤ Families => demand of education and supply of skills



➤ Higher education system => supply of education/curricula



➤ Employers => demand of skills





Characteristics of the technologies for data collection and information provision:

1. High fixed costs (*economies of scale*)
2. *Economies of scope* in the collection of data provision of information
3. Data standardization is required for comparability
4. The value of each unit of information is enhanced by having a larger pool of standardized information (e.g. improved comparability across units of observation)

There are good reasons to believe that a **cost-effective** way of **collecting data** and **delivering** information on the academic and labour market outcomes of graduates is **through a unique operator**





The statistical information produced through the collection of data on the academic and the labour market performance of graduates should be:

- 1) **Reliable**, according to statistical criteria;
- 2) **Continuous**, to be able to trace the performance over time;
- 3) **Timely**, with respect to the decision process;
- 4) **Relevant**, to the decision process, i.e. the level of disaggregation of the information provided should be such to provide information **at the relevant level**, e.g. single course level



## The AlmaLaurea model (see video)

AlmaLaurea is an Inter-university Consortium, founded in Italy in 1994 by Andrea Cammelli;

AlmaLaurea is a *bottom up* initiative which involves, nowadays, 72 Universities and approximately 92% of Italian graduates.

Video:

[www.almalaurea.it/en/informa/video/almalaurea-presentation](http://www.almalaurea.it/en/informa/video/almalaurea-presentation)

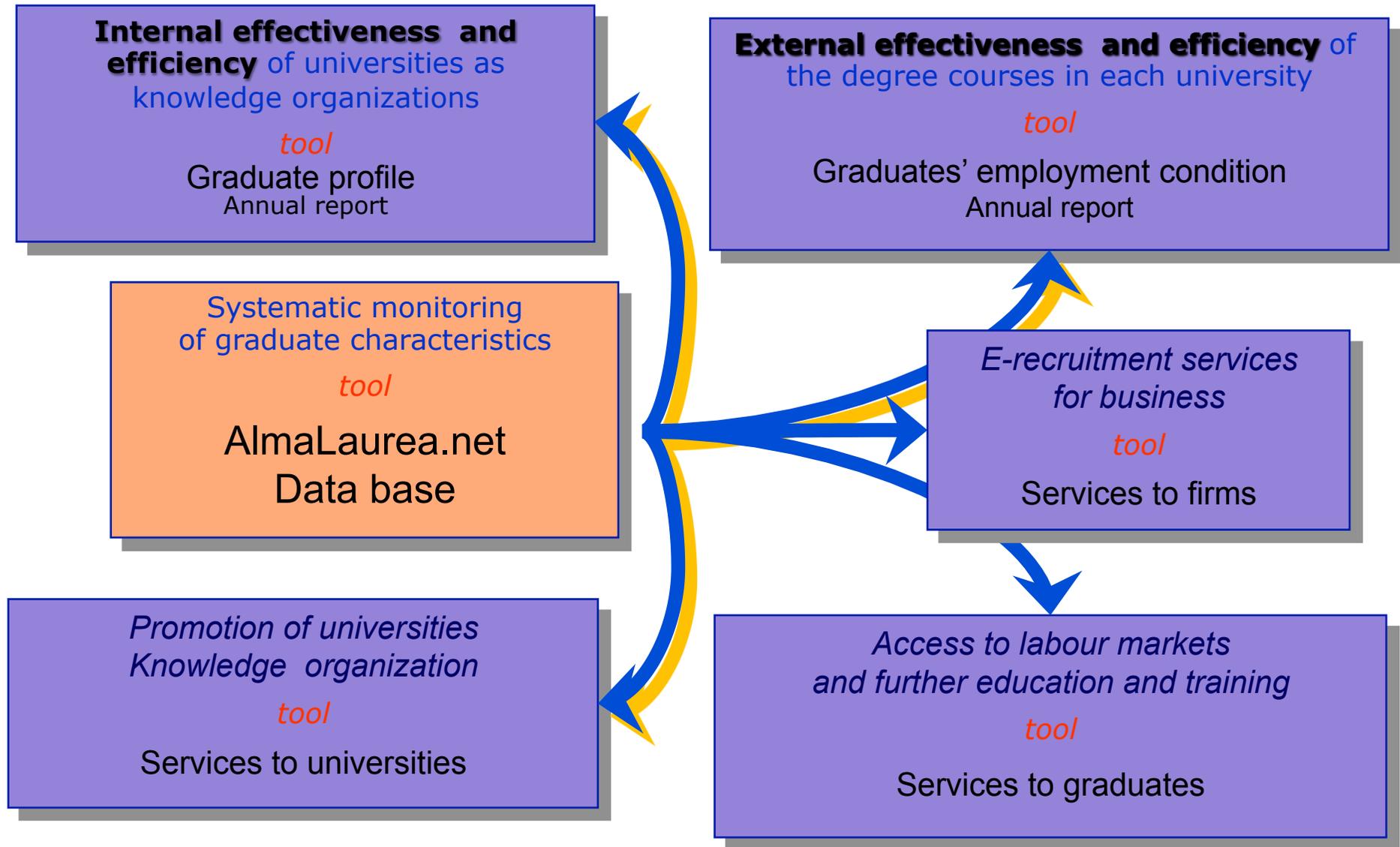


The AlmaLaurea model is based on **three pillars**:

- 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 more than 2.000.000 CVs, a powerful tool aiming to **improve the match between supply and demand of graduates**.



# The AlmaLaurea (and AlmaDiploma) diploma



*By University, faculty/department, type of course (BA, master)*

*Sections of the survey:*

- 1. Personal details*
- 2. Social background*
- 3. Secondary education*
- 4. Academic performance*
- 5. Conditions of study*
- 6. Work activity undertaken during academic studies*
- 7. Assessment of university experience*
- 8. Foreign language and IT skills*
- 9. Prospects for further studies*
- 10. Employment prospects*

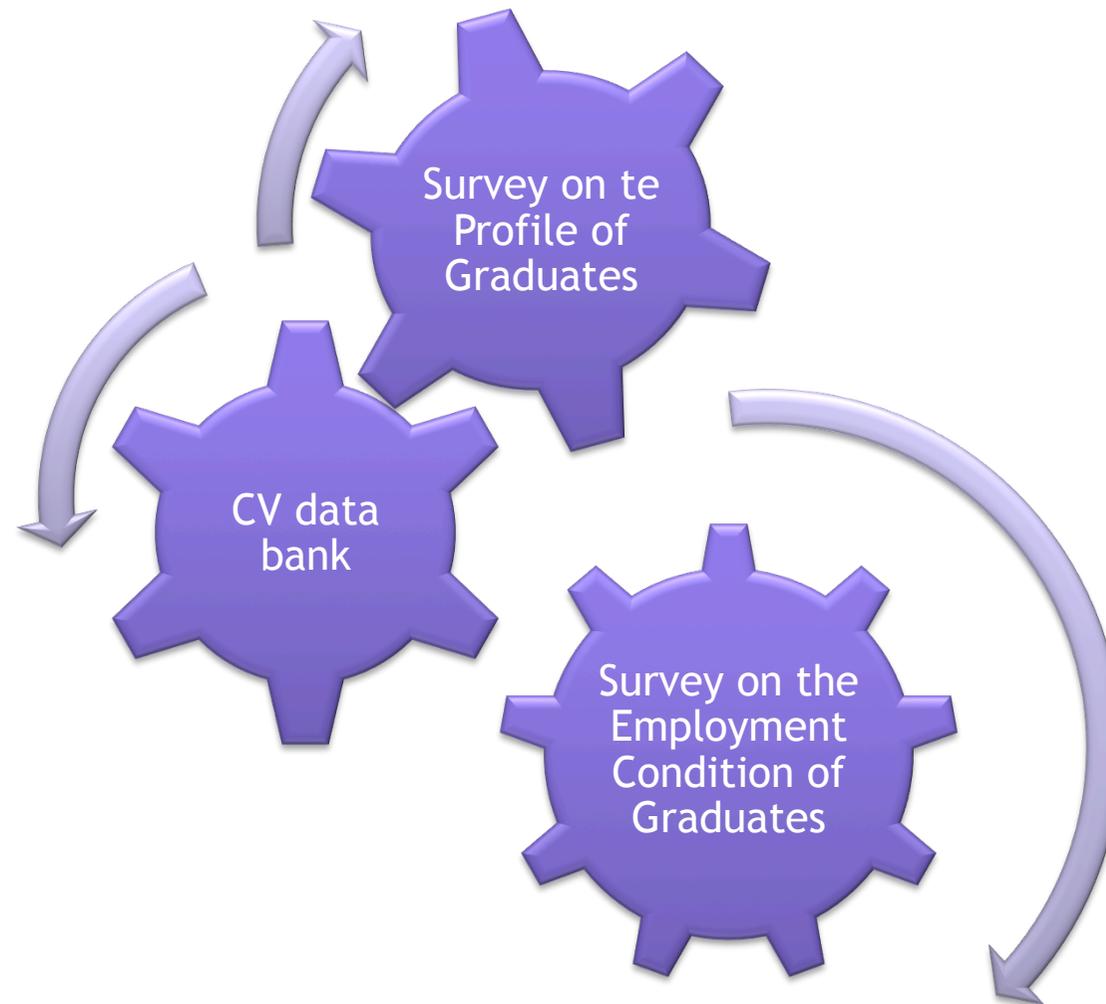


*By University, faculty/department, type of course (BA, master)*

*Sections of the survey:*

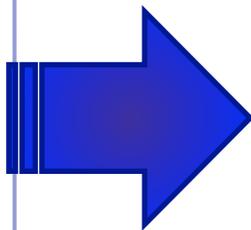
- 1. Investigated cohort*
- 2b. Post-degree studies*
- 3. Employment condition*
- 4. Access to the labour market*
- 5. Characteristics of the current job*
- 6. Characteristics of the company*
- 7. Earnings*
- 8. Use and need for a degree within the current job*
- 9. Degree effectiveness and satisfaction for the current job*
- 10. Job search*

The three pillars work as an integrated system



- The implementation of **quality assurance** needs detailed, information at **single course** level: sample surveys are not appropriate to this aim
- AlmaLaurea census surveys provide **detailed, timely** (four months after graduation), **statistically reliable and relevant information, comparable across institutions, at single course level**
- **100% of administrative data!**

\*\* excluded  
CAWI surveys  
on first level  
graduates



#### Response rates (2014 survey)

92% at graduation

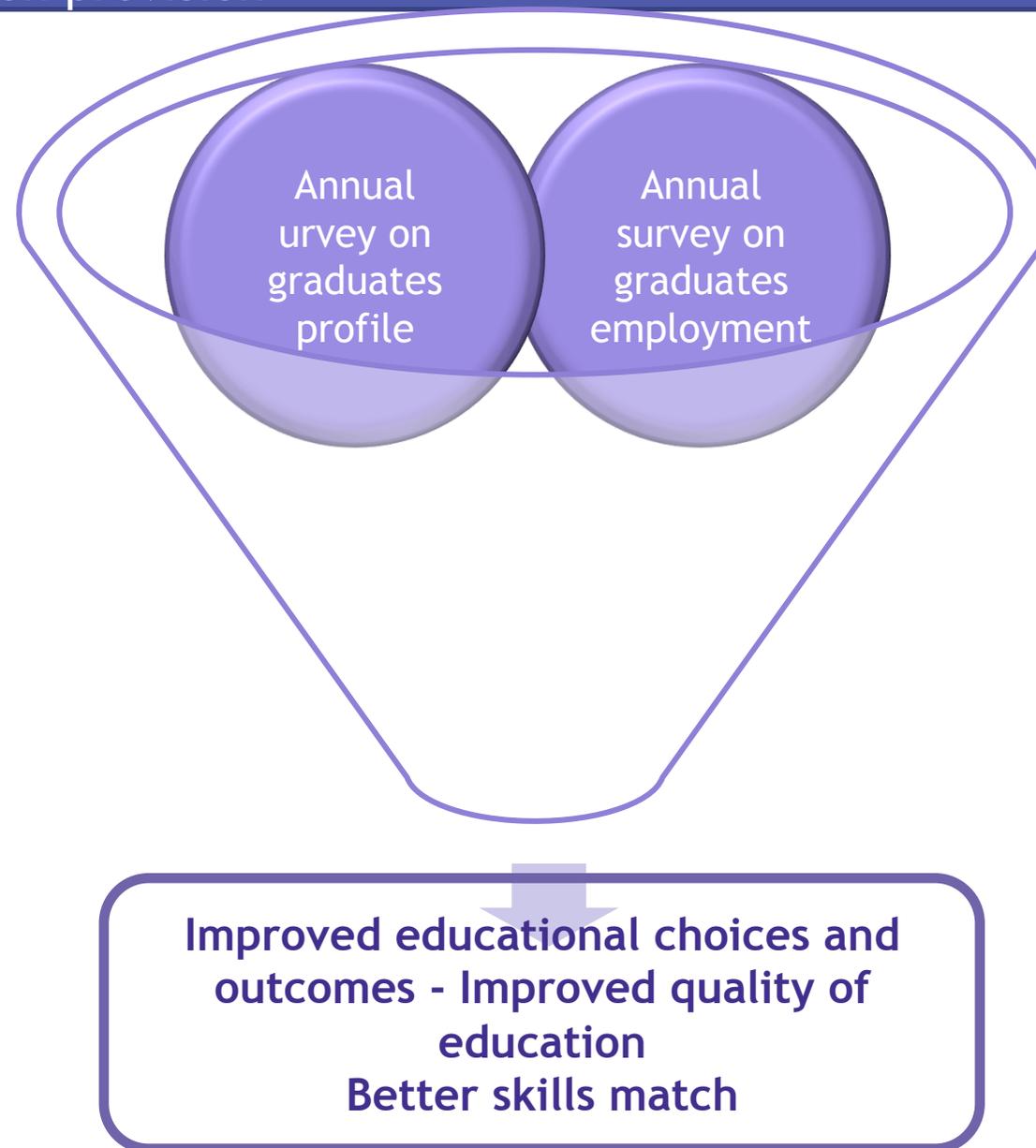
1 year 86%

3 years\* 80%

5 years\* 75%

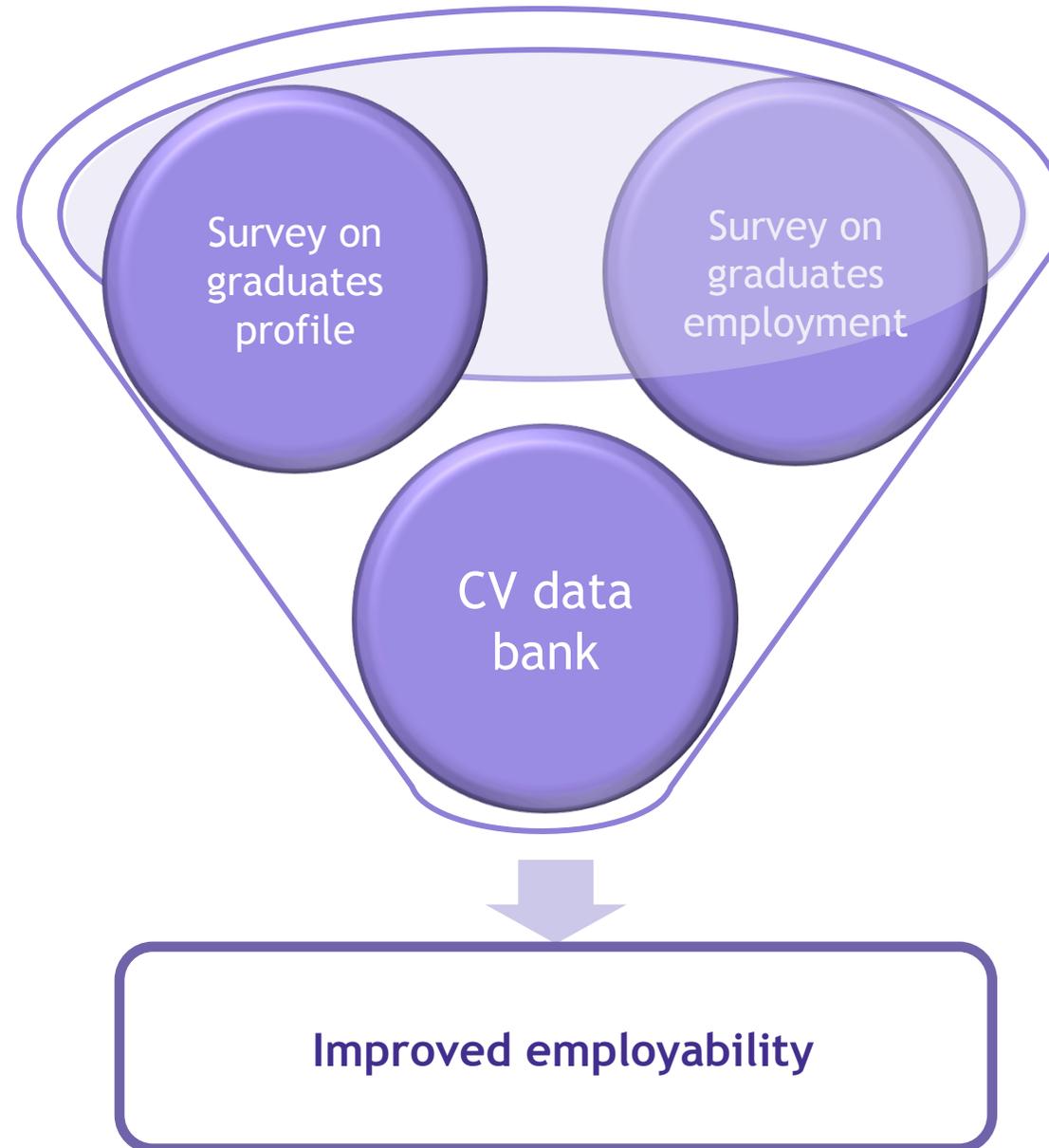


## The value added of the AlmaLaurea approach: timely and continuous information provision





## The value added of the AlmaLaurea approach: employability





The **AlmaDiploma project**, launched in 2000, is a replication of the AlmaLaurea project targeted to upper secondary institutions involving today 400 schools. The data bank includes 300,000 CV.

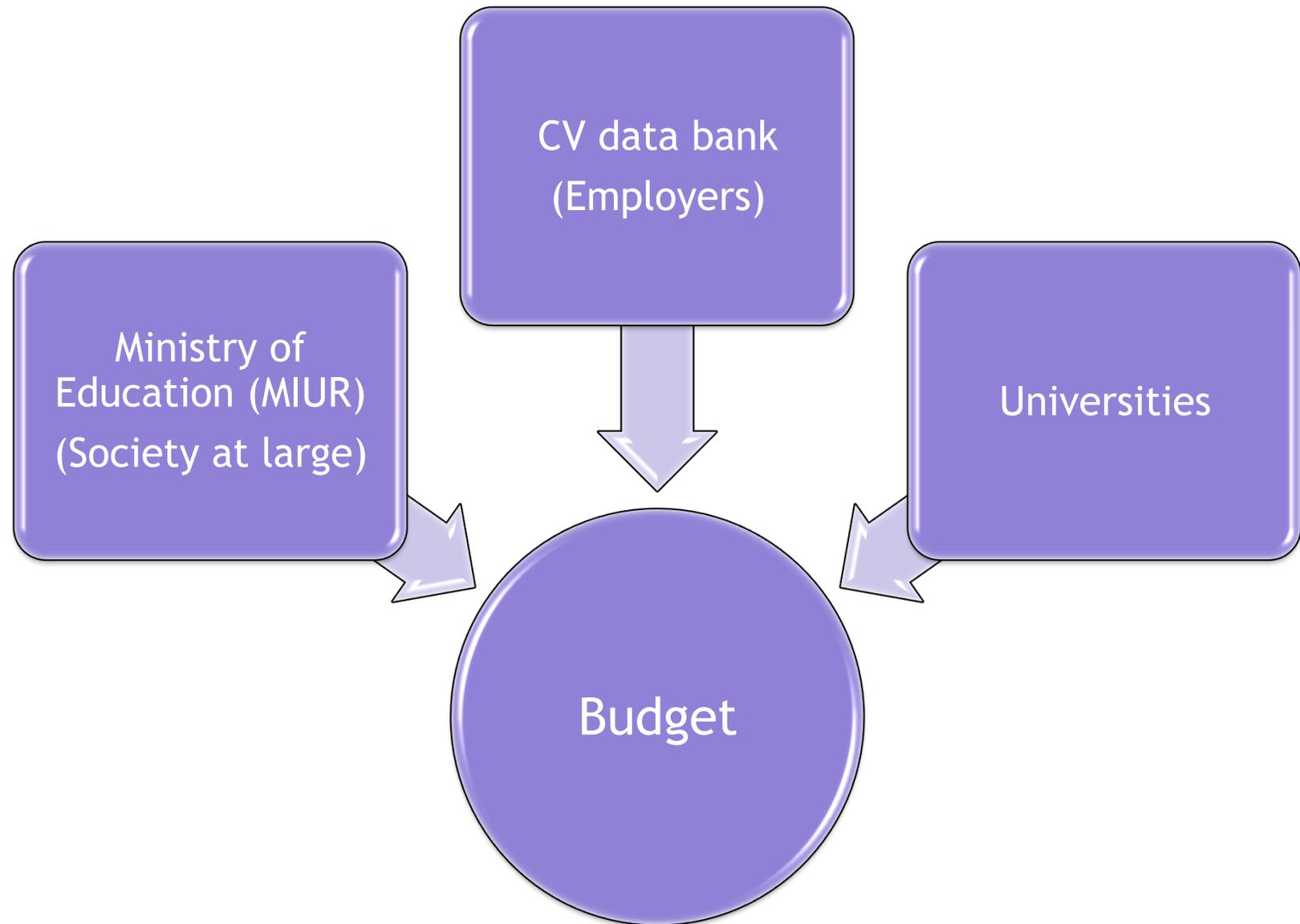
**AlmaOrientati is part of the AlmaDiploma project**; it is a tool, available on line, developed by experts in various fields (psychologists, sociologists, economists) to provide guidance, in their further educational choices, to secondary school students and to their families.



AlmaLaurea Inc., a corporation controlled by AlmaLaurea, offers:

- ✓ A very inexpensive self service CV search (more than 100 search keys; max 8 euros for each CV downloaded, minimum 0,50 euros)
- ✓ A customized recruitment service
- ✓ AlmaLaurea follows a pricing strategy based on public interest criteria (cover costs vs. maximise profits)

- ❑ 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 internationalization 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)

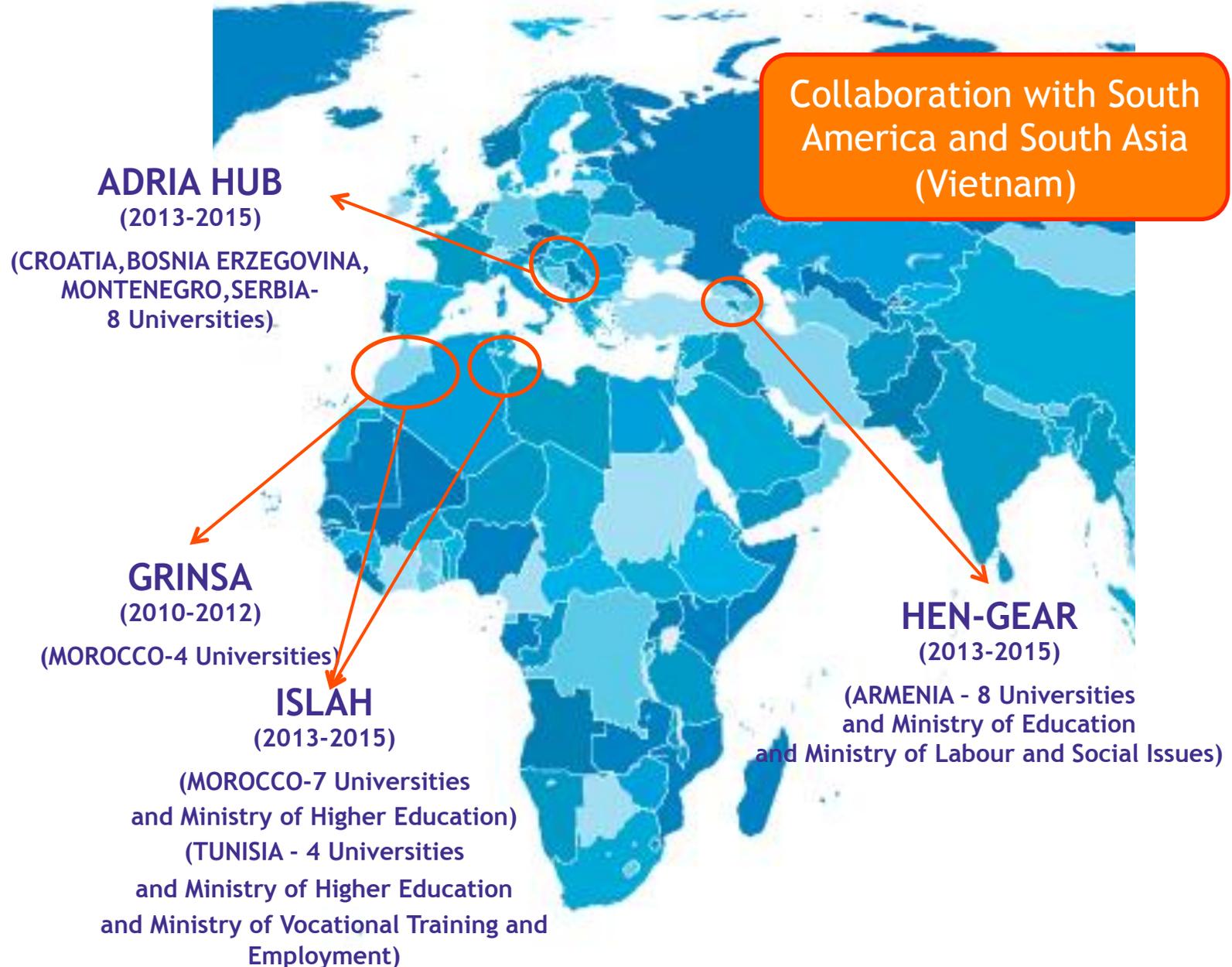
**ISLAH** – Instrument at Support of Labour market and Higher Education (**EU's TEMPUS Programme** – Project started oct. 2012; ending oct. 2015)

**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



- ✓ 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 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

## Tunisia

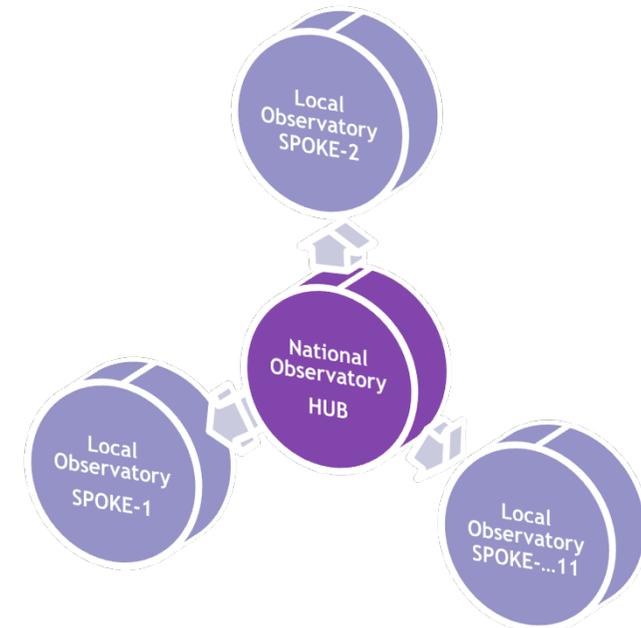
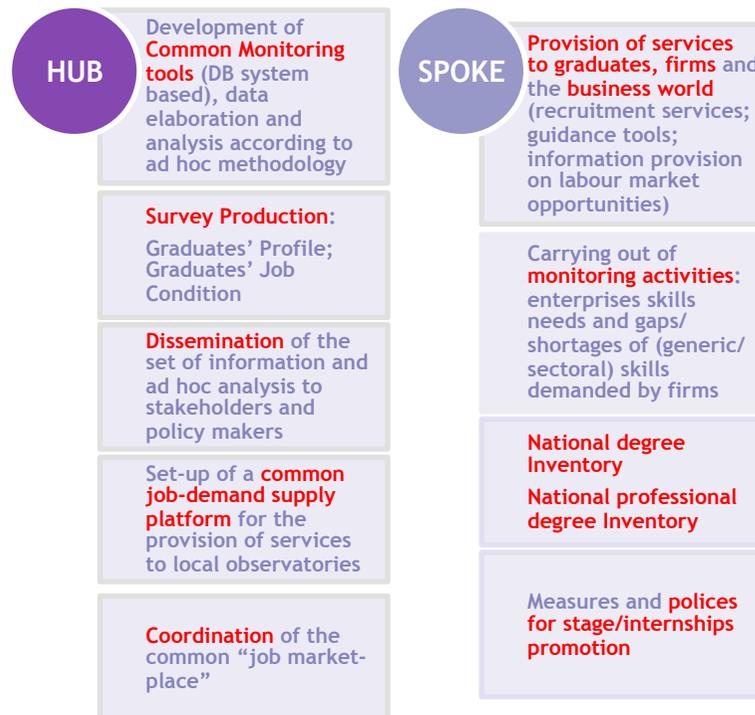
Since 2003 and 2008 respectively, Tunisia and Morocco have been undergoing a profound change in connection with the **reform of the HE system** (3 cycle-degree system) and **university governance**

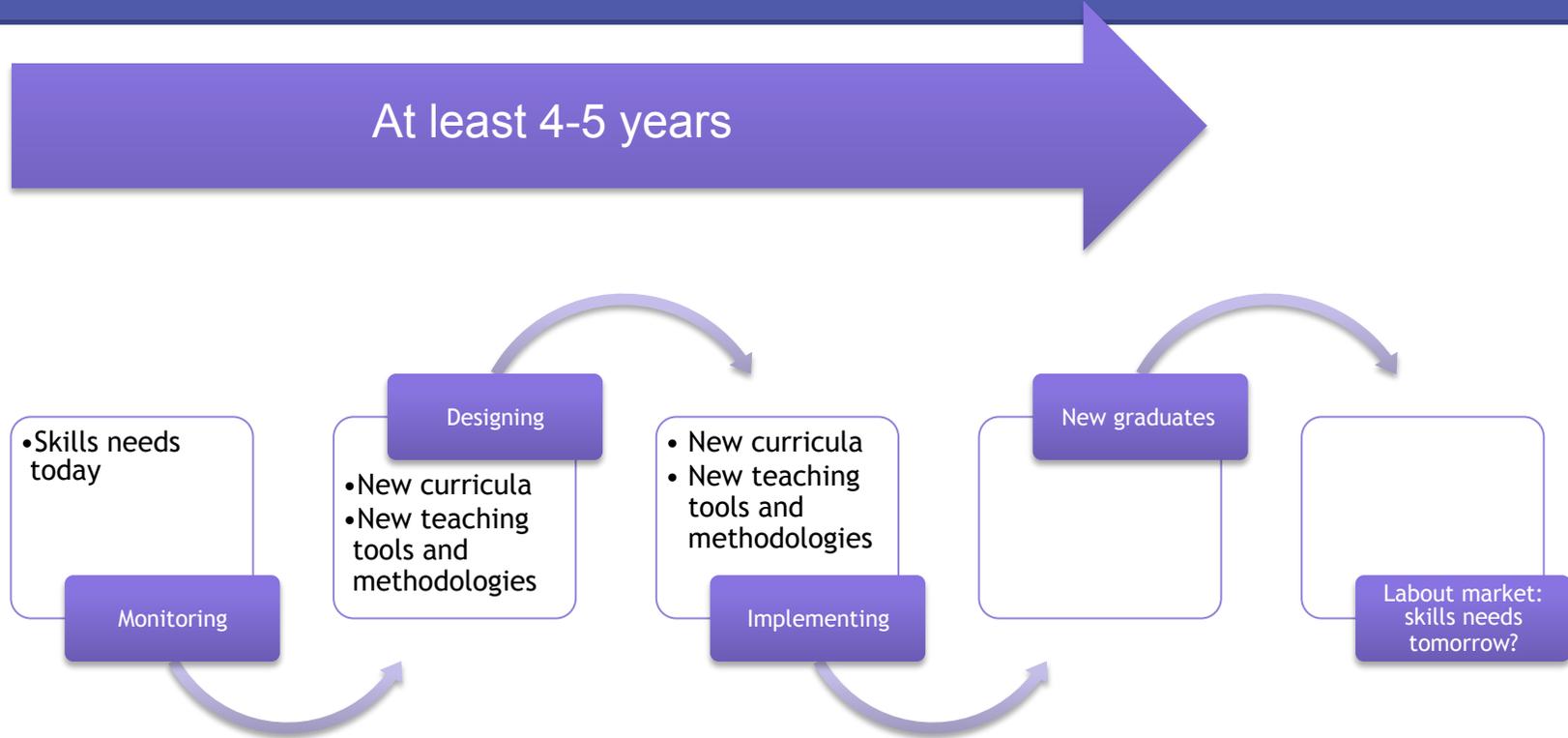
“**Large-scale linking operation**” addressed to youth employment and labour market have been implemented

## Morocco

Universities have adopted a more “**market oriented**” approach (i.e. licence professionnelle), business associations are more linked to universities

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





*We live in a fast-changing world, and producing more of the same knowledge and skills will not suffice to address the challenges of the future. A generation ago, teachers could expect that what they taught would last their students a lifetime. Today, because of rapid economic and social change, schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don't yet know will arise (Andreas Schleicher, OECD, Director of the Directorate for Education and Skills)*

*Thank you for your attention!*

[www.almalaurea.it/en](http://www.almalaurea.it/en)

