



# Graduate employability: the EU's role

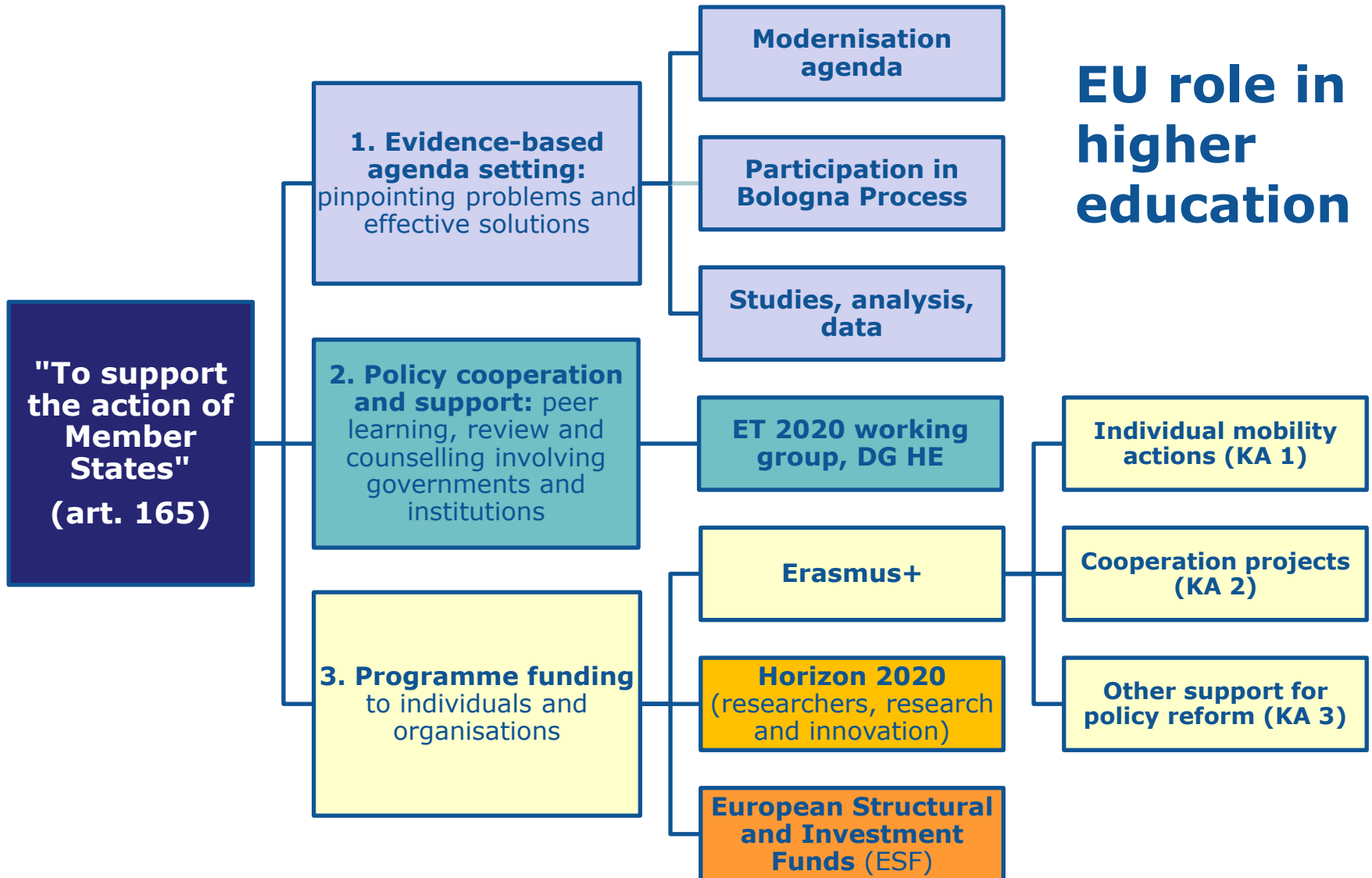
**Margie Waters**

**European Commission**

**(Re)searching jobs, Brussels, 2 June 2015**

# Outline

1. EU role in higher education
2. Evidence on employability of graduates
3. Key messages and areas for further work



# EU role in higher education

# Europe 2020: a strategy for growth

*For “Smart, sustainable and inclusive” growth,  
Europe needs:*

*(More) **well-educated graduates** with the right  
types of knowledge and skills*

# **Supporting Growth and Jobs: *an Agenda for the modernisation of Europe's higher education systems***

**COM(2011) 567 final**

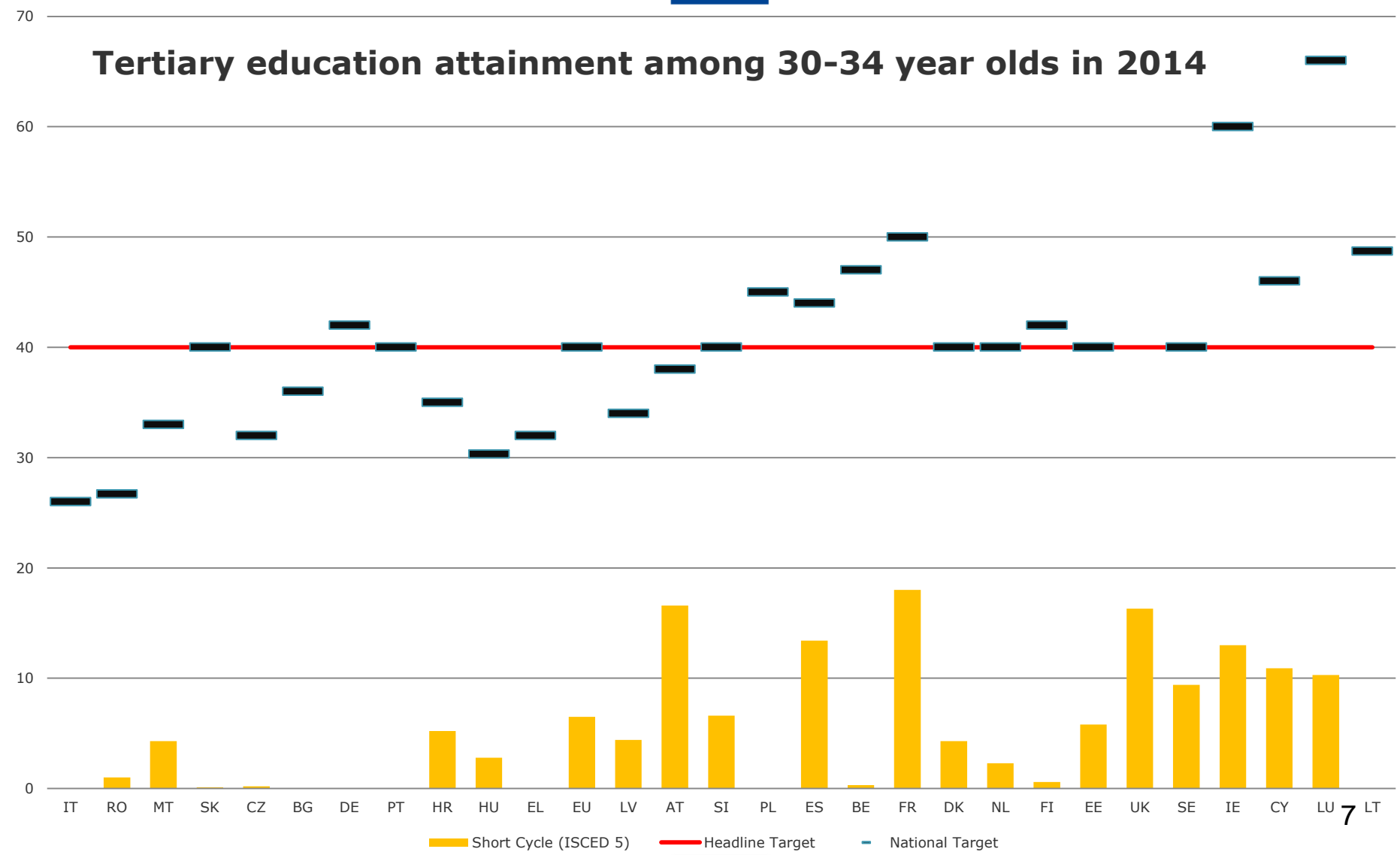
**September 2011**



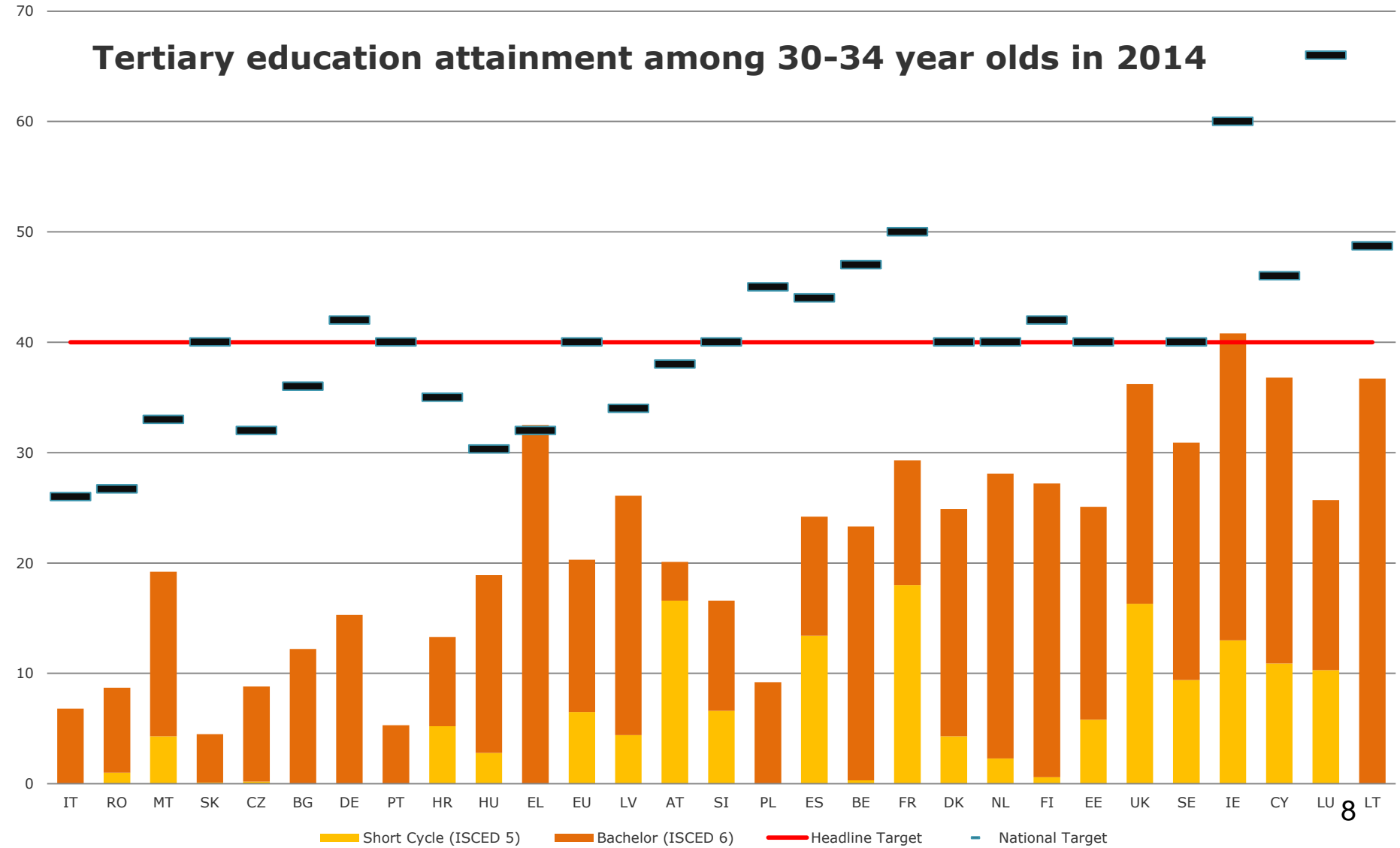
# Modernisation agenda: key priorities

- 1. Quantity:** widening access, routes in, reducing drop-out
- 2. Quality and relevance:**
  1. Effective programme design, teaching and teachers
  2. International cooperation + mobility
  3. Linking education, research + innovation (knowledge triangle)
- 3. Framework conditions:** ensuring adequate, efficient **funding** and tailoring **governance**

# Tertiary education attainment among 30-34 year olds in 2014

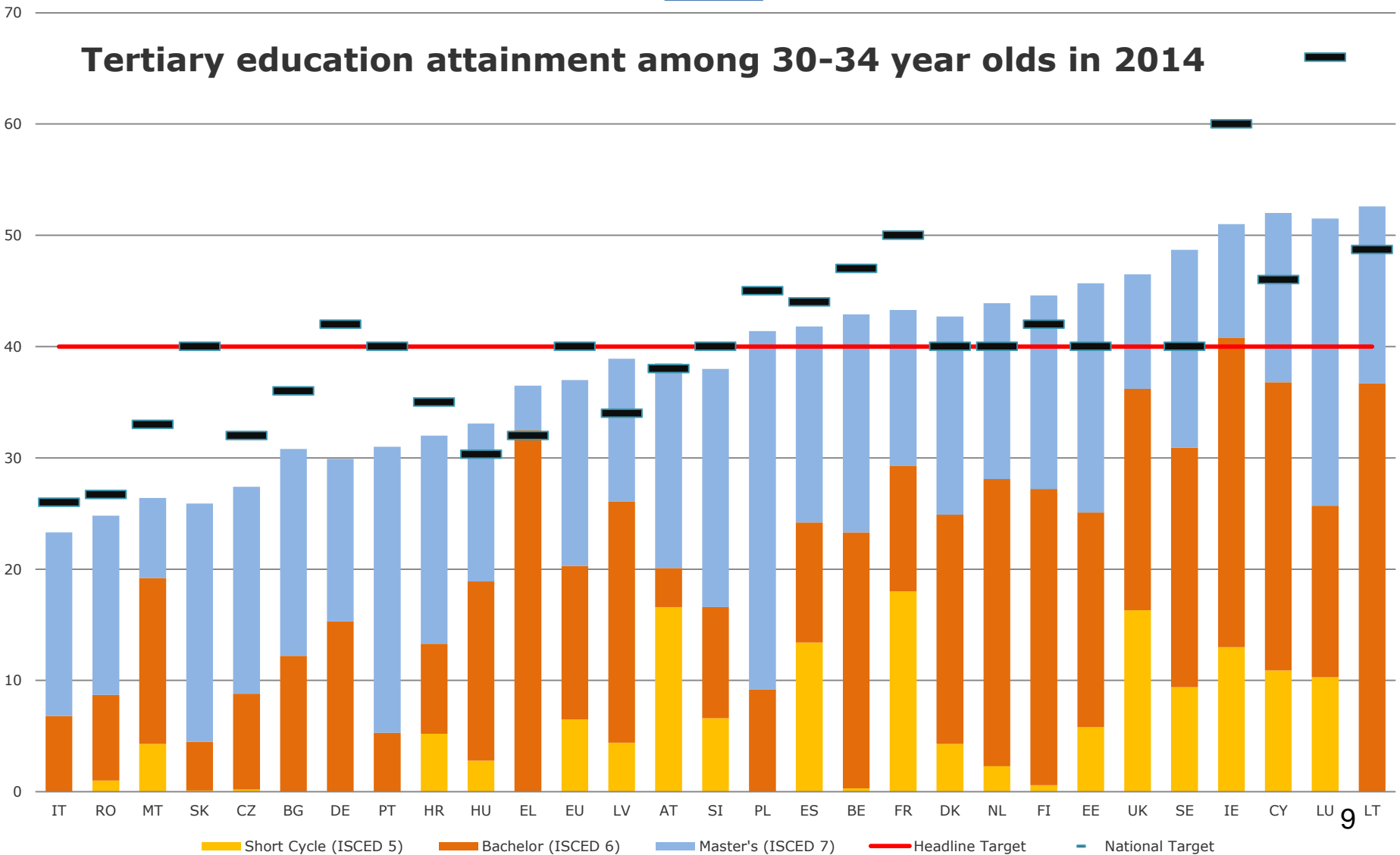


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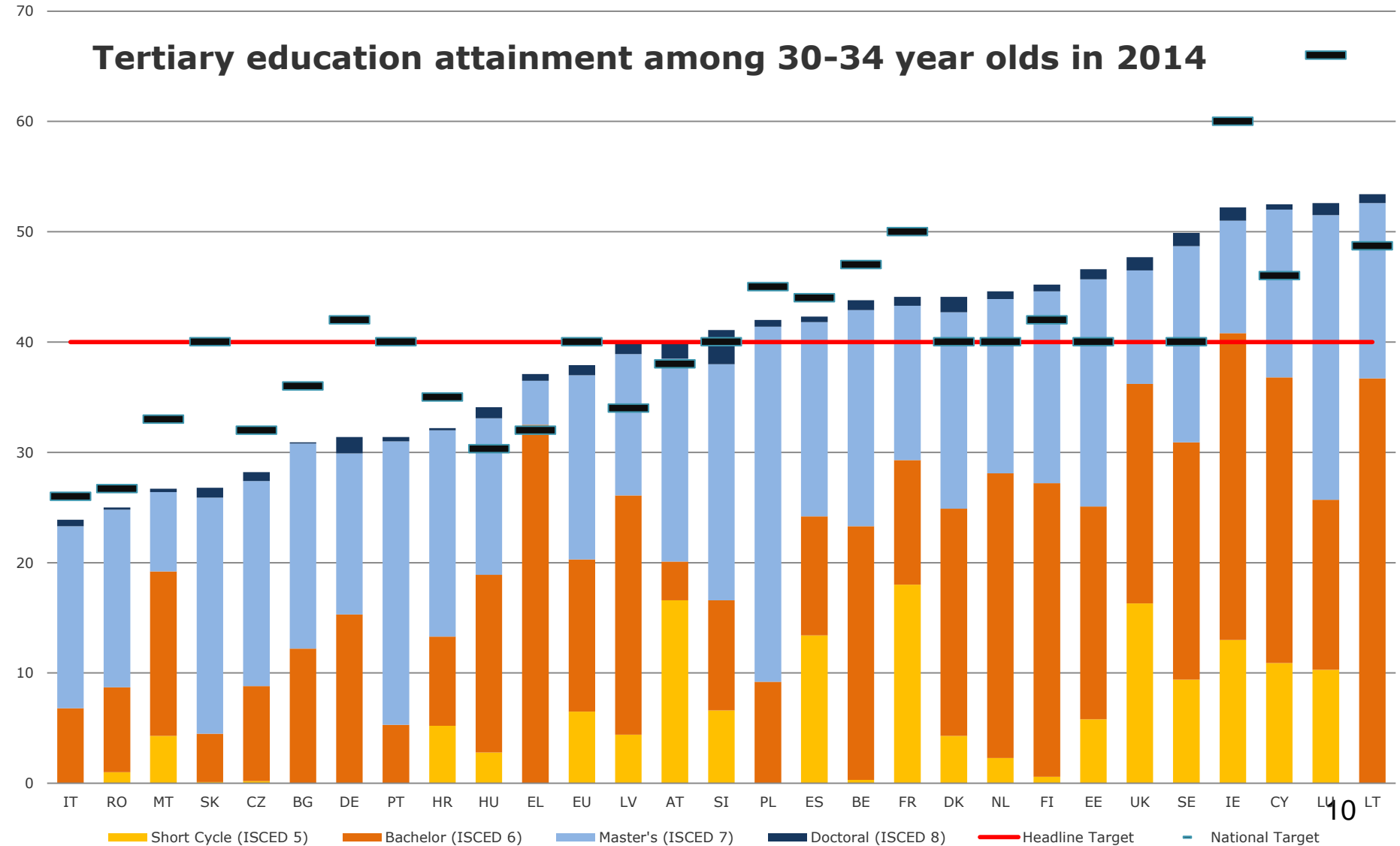




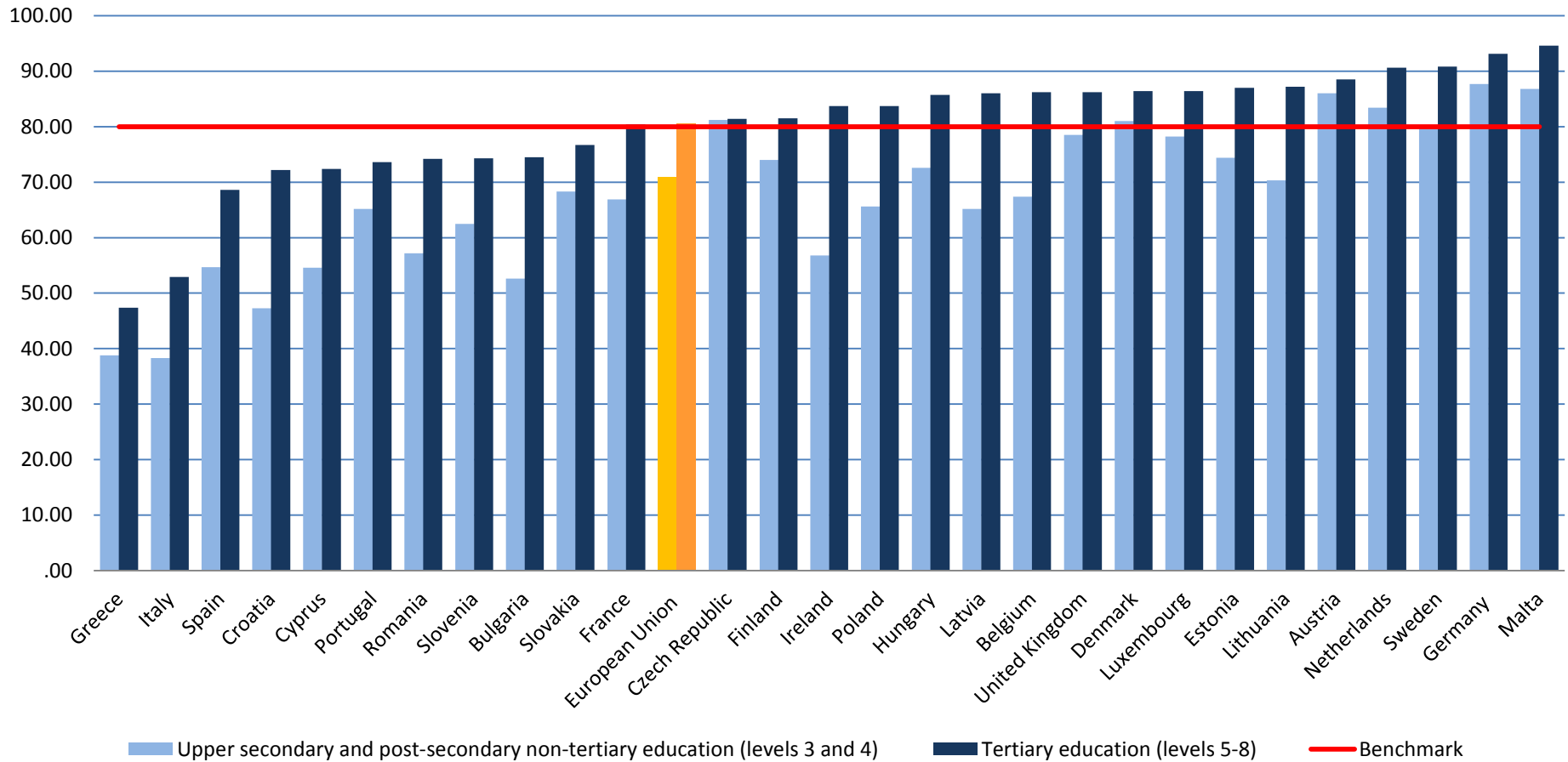
# Tertiary education attainment among 30-34 year olds in 2014



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## Employment rates of young people not in education 1-3 years since graduating, by highest level of education attained (2014)



# Messages on relevance / employability

- Learning outcomes from all programmes must include **competences** (transferable / transversal skills) as well as knowledge
- Programmes should reflect developments in **labour market needs** – but also prepare graduates for long-term
- Exploit **ICT** as tool to facilitate good skills acquisition
- Foster **international links / mobility**
- Foster HE – business cooperation / **knowledge triangle**

## Areas for further work?

1. How should we develop and use **skills anticipation and forecasting** (opportunities / risks)
2. Should we do more (at system level) to **steer students** to particular disciplines?
3. How can we use **evidence from graduate tracking and feedback** to improve education?
4. What are the most effective programme structures and teaching methods for developing **transversal skills**?
5. Is international **assessment of graduate skills** useful?