

# Conclusions of the Workshops

Rapporteurs

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# Workshop 1

**Strengthening the links with society and business to improve student and staff competencies and skills and thereby enhance the employability of graduates.**

1. How has your project involved the business sector? Examples of methodologies.
2. What kind of changes at HEIs level are needed to introduce/accommodate these methodologies referred in the previous question?
3. How has your project mapped the business sector requirements and how has your project identified the gaps between the actual HE programmes and the Business sector requirements? Examples.
4. What steps do you foresee in your project to measure the effectiveness of the methodologies adopted? How are you monitoring the employability rate of the future graduates? (short/middle/long term).

~~UNEMPLOYED~~



# Methodologies

- “Business sector“ in CBHE projects?
  - Industry, companies (nano technologies, laser industry, ICT, water industry and many many others)
  - Media (TV, broadcasting companies, etc.)
  - NGOs
  - Public sector (governmental bodies, local or national, agencies, boards, commissions, department, or other public bodies)
  - and so on...

# Methodologies

- Processes
  - Planning phase (including stakeholders in project planning, reduce administrative burden, rely on previous experiences)
  - Realization phase (involving business partners in a number of ways)
  - After project closure (sustainability)

# Methodologies

- Activities
  - Gap analysis
  - Interviews, surveys, focus groups
  - Business representatives or industrial lecturers in the teaching process (compulsory or optional)
  - Industry representatives in curriculum development and approval, regular approvals
  - Real-life problem-solving in cooperation with business representatives
  - Internships (mentors?)

# Methodologies

- Activities
  - Business support offices within universities
  - Innovation brokereries – professionals working on closer connections between academia and business
  - Connecting business with students, graduates, researches – platforms, databases, online services

## 2. Changes at HEI level?

- Problems at both sides: university and business.
- Mutual trust, different priorities.
- Time passes at different speeds.
- University side – practical orientation will degrade, lower university standards.
- Business side – tend to skip surveys, administrative work. Some hold an opinion that university lacks practice



# Changes at HEI level

- Who initiates links? Mostly university or business?
- Legislative processes and terms, university regulations
- Incubators, centers, nests, clinics, forums, markets, regular workshops, meetings, conferences presenting student innovations...
- LLL offer – *to* business or *with* business

3. Identifying gaps between the actual HE programmes and the business sector requirements at the project level

- Question 1

# 4. Monitoring the employability rate

- Definitions of employability at the end of the second decade of the 21<sup>st</sup> century
- Employability and mobility (local, regional, broad international, global)
- Employability and career changes
- Unregulated professions - no legal requirement or restriction on practice with regard to licences, certificates or registration

# Monitoring the employability rate

- Alumni – online platform for graduates and universities, job after 1, 3 and 5 years
- Alumni network – more personal approach
- Problems with alumni associations

# WORKSHOP 2

CBHE projects supporting modernisation, quality, accessibility and internationalisation of universities in the Western Balkans

- After so many years of Tempus/CBHE, how is your project contributing to modernize the higher education sector? Which gap(s) is your project filling in? What are the challenges?
- Which quality criteria are considered the most important in your project? How are you measuring the quality of your results?
- What measures does your project propose to improve the quality of the HEIs involved in the project?
- Where would you still see opportunity of intervention through CBHE projects in your institution?
- How is your project rendering the HE sector more accessible? What are the tools you foresee within your project?
- How is the internationalization dimension of the HEIs involved in your project, impacted by your project results?

# MODERNISATION, QUALITY, ACCESSIBILITY, INTERNATIONALISATION:

- Curriculum Development
- New teaching methods, courses, approach to learning (problem based learning)
- Equipment
- Practical work, practical skills
- Connection with industry
- Establish LLC

## MODERNISATION, QUALITY, ACCESSIBILITY, INTERNATIONALISATION:

- Introduce teaching/education – English Language – Internationalisation
- Being compatible with other HEIs
- Mobility and Agreements
  
- Improved in the future: Flexibility – very good, positive/not good for mindset of people from WB



## MODERNISATION, QUALITY, ACCESSIBILITY, INTERNATIONALISATION:

- Policy issues – Accreditation procedures
- Legal system issues
- Incompatibility of EU and national rules
- Suggestions:
  - Solve issues on the policy level and authorities
  - Establish Regional Agency
  - Include as much as possible target groups before the project idea is developed
  - More projects on improvement of Law