How can internationalization help ‘future-proof’ your students for employability in turbulent times

Katie Orr, Nova Scotia Community College, Canada
Brett Berquist, University of Auckland, New Zealand
Nannette Ripmeester, Expertise in Labour Mobility, Europe
Overview Presentation  

- **Introduction:** How do employers perceive **graduate employability** (NR 5 mins)
- **Voice from Canada:** Study & Stay in Nova Scotia, Role HEIs, ROI for students, employment rate statistics, lessons learned (KO 15 mins)
- **Voice from New Zealand:** Different outlook from kiwi perspective, highered system is geared towards the ‘world of work’, integration into the academic side of the house (BB 15 mins)
- **Voice from Europe:** Matching student expectations with employer demands, Good Practice examples (NR 10 mins)
- **Discussion** (30 mins)
Overview Presentation

- Introduction: How do employers perceive graduate employability

- Voice from **Canada**: Attracting international students

- Voice from **New Zealand**: Being attractive for international students

- Voice from **Europe**: Matching student expectations & employer demands

- Discussion
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Director Expertise in Labour Mobility
Founder CareerProfessor.works
Director Europe i-graduate

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Halifax Canada

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WHAT DO EMPLOYERS WANT?

Cultural sensitivity
Tolerance of ambiguity
Openness to new experiences
Emotional stability
Creativity
Social skills (people management & ‘likeability’)
Problem solving ability
Service orientation
Critical thinking (also about own strengths)
Judgement & Decision making

Source: https://www.linkedin.com/pulse/careerchats-managing-expectations-moving-towards-nannette-ripmeester
• 65% of children entering primary school today will ultimately end up working in **completely new job types** that don’t yet exist

• 50% of subject knowledge acquired during the first year of a 4-year technical degree will be **outdated** by the time the student graduates

• 5.1 million **jobs will be lost** to disruptive labor market changes between 2015-2020

• By **2020** more than a third of the **desired core skill sets** of most occupations will be comprised of skills that are not yet considered crucial to the job today

MOST WANTED SKILLS

#1 Communicative Nerd
with a strong technical/mechanical/IT skill set, able to apply his/her technical skills in different settings.

#2 Assignment Oriented Networker
with the ability to deal with constant change and insecurity, in possession of innovative DNA.

#3 Agile Communicator
with the ability to work in constantly changing project teams with individuals from different cultural and educational backgrounds.

Source: https://www.linkedin.com/pulse/most-wanted-skills-5-years-time-nannette-ripmeester

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EduNova

LIVE AND STUDY IN
NOVA SCOTIA
CANADA

We are Canada’s Education Capital.
Your future in Canada belongs here.
11 University/College Members

- Acadia University
- Cape Breton University
- StFX University
- Dalhousie University
- Saint Mary's University
- NSCC
- Mount Saint Vincent University
- University of King's College
- Sainte Anne Université
- Atlantic School of Theology
EduNova’s International Student Retention Pilot Projects:

■ ‘Study and Stay’ Program:
- Supporting 50 international students from first to final years of study;
- Includes 1-4 year(s) of student support;
- Recruitment 2016-2017; Program began September 2017

■ ‘STAY in Nova Scotia’ Program:
- Support for 50 final year students:
  - 1\textsuperscript{st} cohort: 2016-2017 (50 students)
  - 2\textsuperscript{nd} cohort Sept. 2017 (52 students)
- 100 students to date
Six pillars of Programming and Support:

1. Cultural and Social Adaptation
2. Language and Communication
3. Career and Labour Market Support
4. Meaningful and Professional Connections
5. Workplace Placements/Opportunities
6. Immigration Support/Referrals
Stay in Nova Scotia Cohort 1 2017 Breakdown

50 students, final breakdown of students from across the province is as follows:

- Acadia University: 4
- Cape Breton University: 6
- Dalhousie University: 11
- University of King’s College: 3
- Mount Saint Vincent University: 6
- NSCAD: 1
- NSCC: 4
- Saint Mary’s University: 7
- Saint Mary’s University: 5
- Universite Sainte Anne: 3

*As of January 24th, 2018, 32/50 students in Stay Cohort 1 are employed in Nova Scotia.

50 students, final breakdown of nationalities is as follows:

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Student #</th>
</tr>
</thead>
<tbody>
<tr>
<td>America</td>
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<tr>
<td>Argentina</td>
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</tr>
<tr>
<td>Bahamas</td>
<td>5</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>3</td>
</tr>
<tr>
<td>Chile</td>
<td>1</td>
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<tr>
<td>China</td>
<td>14</td>
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<tr>
<td>Netherlands</td>
<td>2</td>
</tr>
<tr>
<td>Ecuador</td>
<td>1</td>
</tr>
<tr>
<td>Lebanon</td>
<td>1</td>
</tr>
<tr>
<td>Libya</td>
<td>1</td>
</tr>
<tr>
<td>India</td>
<td>4</td>
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<tr>
<td>Iran</td>
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<tr>
<td>Ivory Coast</td>
<td>1</td>
</tr>
<tr>
<td>Japan</td>
<td>1</td>
</tr>
<tr>
<td>Nigeria</td>
<td>3</td>
</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>Zambia</td>
<td>1</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>1</td>
</tr>
</tbody>
</table>
Lessons Learned/considerations

- Existing collaboration & organization to lead work is needed
- Requires a dedicated resource responsible for day-to-day needs of students (how to scale up?)
- Industry partnership is critical (Venor/mentors/employers)
- Collaboration across & between post-secondary institutions (career services, international offices, and management)
- Starting program earlier in year - providing longer support - is key
- Six focus areas (pillars of support) are relevant
- BEST conference extremely helpful tool
- Rigor in selection process; full participation in all program activities
- Allow for support for mentorships – unfamiliar concept for some
New Zealand
Future proofing
our students

Brett Berquist
Director International, The University of Auckland
2018 AIEA Annual Conference
19 February 2018

@bberquist
NEW ZEALAND
#1 EDUCATING FOR THE FUTURE
<table>
<thead>
<tr>
<th>Best in Class</th>
<th>Overall Score: 88.9/100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEW ZEALAND</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Curriculum Framework for Future Skills**

**Teacher Education**

**Career Counselling in Schools**

**Government Education Expenditure**

**Effective Policy Implementation System**

**Universities and Industry Collaboration**

**Cultural Diversity and Tolerance**
WHAT DOES THE FUTURE REQUIRE?

QUOTATIONS FROM THE REPORT

“CONTENT KNOWLEDGE IS BECOMING A COMMODITY. THE WORLD NO LONGER CARES ABOUT WHAT STUDENTS KNOW, BUT WHAT THEY CAN DO WITH WHAT THEY KNOW”
TONY WAGNER . HARVARD UNIVERSITY

“EDUCATION MUST NOT STOP WHEN STUDENTS STEP OUTSIDE OF THE CLASSROOM ... LEARNING [IS] AN ORGANIC PROCESS, NOT ONE CONFINED TO TRADITIONAL TEACHING ENVIRONMENTS”

“A HOLISTIC AND FUTURE-READY EDUCATION SYSTEM IS INEXTRICABLY LINKED WITH SOCIETAL OPENNESS AND TOLERANCE”
THE THREE ENVIRONMENTS OF THE INDEX

New Zealand is the only country in the world ranked in the top 2 for all 3 environments.

EDUCATION POLICY ENVIRONMENT
NZ RANKED #2

TEACHING ENVIRONMENT
NZ RANKED #1

SOCIO-ECONOMIC ENVIRONMENT
NZ RANKED #2
WHY IS NZ SO HIGHLY RANKED?
WHO WE ARE

We’re an open society, open to others, new ideas and all cultures
WHAT WE DO

We teach students how to think independently and work collaboratively.
HOW WE DO IT

We provide diverse learning experiences, inside and outside the classroom
Island nation

- High mobility rates of domestic students and general population (31% bachelors; 41% PhD)*
- Post-study work rights 1+2 years
- PGR full-time work rights; + partner for PhD
- Government commitment to ensure immigration and international education support national aspirations

* What young graduates do when they leave study, Ministry of Education, 2014
PhD tuition strategy

• International PhD students pay same fees as domestic students (<$5kUSD/yr)
• NZ strongest growth in international PhD students in OECD
• Moving Places: 40% in NZ 1 year post graduation, 25% 5 years.
Building a career

• Award-winning Career Development and Employability Services (CDES)
• Workshops and employability programmes for international students
• Specialist International Career Development Consultant
• Workplace Insights programme pairs international students with alumni
“Let’s be Blunt”

• Centre for Innovation and Entrepreneurship (CIE) Unleash Your Potential Speaker Series
• Innovators & entrepreneurs from a diverse range of backgrounds
• Greig Brebner + Scott Kington co-founders of a thriving international business
INTERNATIONAL EDUCATION STIMULATES CREATIVITY and INNOVATION, and drives our ECONOMY

LINKS and UNDERSTANDING

We welcome over 6,500 International Students to our campus each year bringing perspectives from over 110 countries to our classrooms.
On average each international PhD student produces 2.7 authored or co-authored papers, 1.1 authored or co-authored book chapters; and 3 authored or co-authored conference papers.

These students increase our research productivity, open up international research and funding opportunities and assist our academics to engage with international experts in their field. This in turn, helps support our high international rankings and reputation as the University’s research profile grows around the world.

12015 University of Auckland Doctoral Exit Survey
GROWTH and PROMOTION

Over one third of international students remain in New Zealand five years post study, while the remainder carry our flag around the world.2

International education is a significant contributor to the Auckland economy, accounting for $1.6 billion per annum and funding over 15,000 jobs in our region.3

1Fabling: Moving Places, NZIEC August 2016
2ENZ Infographic, stats from Intern Economic Impact of International Education 2014/15 Report
Nuwanthie’s story
ENTREPRENEUR

https://www.youtube.com/watch?v=0P1TSu9JeM&t=1s
Student expectations vs employer demands

92% of international students say future job security is important

82% of international students study abroad to get a good job

74% of students globally say work opportunities factor into their decision to study overseas
From highered to world of work
Help students ‘unpack’ what they have to offer

- become aware different cultures do things differently
- learn languages
- learn to work in a multi-cultural team
- understand cultural diversity
- become more flexible
- look for creative solutions
employability is key driver for student satisfaction

Domestic AND International students

ATTRACT

PROSPECTIVE STUDENTS
make study decisions based on employability opportunities.

RECOMMEND

ALUMNI
become Brand Ambassadors sharing their experiences.

INTEGRATE

UNIVERSITIES
provide understanding of global job requirements.
Discussion

• Why is understanding employability and emerging labor market trends important for SIOs?
• What are good practices for helping students make sense of labor market requirements and its changing nature?
• Does anyone have efficient collaboration between employers & universities to share? What more can be done in this area?
• How can HEIs shape the future of employment/society by being open to different voices but not affecting the role and core of academia?
Thank you!

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