

Fostering Competencies Development in Belarusian Higher Education (FOSTERC)

MAIN RESULTS OF THE SURVEYS

*Dr. Maica Bas
University of Valencia*

*Prof. Dr. José-Ginés Mora,
University of Oxford*

Three surveys to know the employment and competencies of Belarusian graduates

- **Eight universities:**

Belarus State Economic University
Belarusian State Pedagogical University
Belarusian State University
Brest State University
Gomel State University
Grodno State Agrarian University
Polotsk State University
Yanka Kupala State University of Grodno



Technical note

GRADUATES

Population	31184 graduates from Belarusian Universities that finished their studies in 2014-2015.
Sample	5443 graduates. The sample is structured according to the field of study.
Sample method	The survey has been sent to the entire population. The sampling process has been monitored to try to achieve proportional allocation by fields of study. The deviations have been corrected by weighting. The weighting factor is included in the database.
Fieldwork	Between September 2017 and January 2018.
Sample error and weighting	Sample error $\pm 1.2\%$ assuming $p = q = 0.5$ for a 95% confidence level. Weighting of results based on the distribution of graduates by area of study.

Technical note

GRADUATES

	POPULATION	SAMPLE	WEIGHTING FACTOR
Educational science	3488	1351	0,450637823
Humanities	2264	680	0,581130972
Social sciences	1716	235	1,274547231
Economic & Business Administration	12112	1437	1,471179303
Law	2453	289	1,481515563
Engineering & Architecture	3014	538	0,977839293
Health science	696	105	1,156981602
Natural sciences & Mathematics	3924	565	1,212235682
Art, design and music	438	41	1,864647599
Computer science	1079	202	0,932344875
Total	31184	5443	

Technical note

GRADUATES

Population	7718 teachers on staff during the 2016/2017 academic year
Sample	3140 teachers
Sample method	The survey has been sent to the entire population
Fieldwork	Between September 2017 and January 2018
Sample error	Sample error $\pm 1.3\%$ assuming $p = q = 0.5$ for a 95% confidence level.

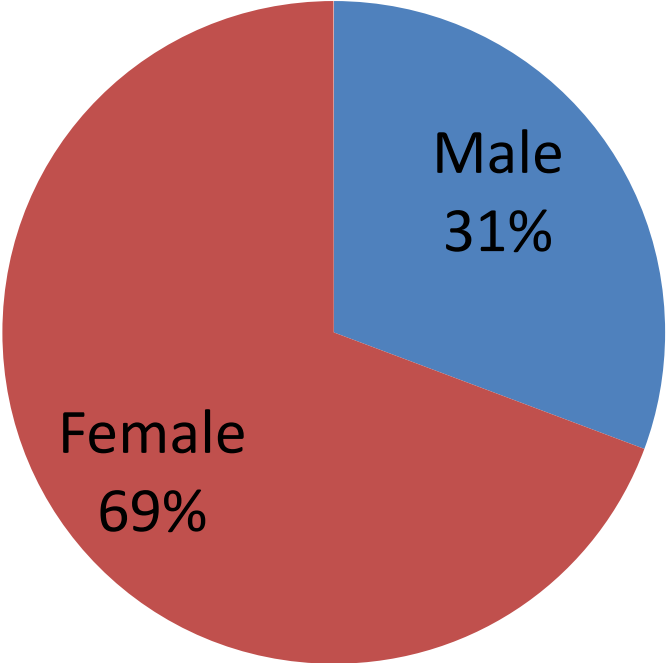
Technical note

EMPLOYERS

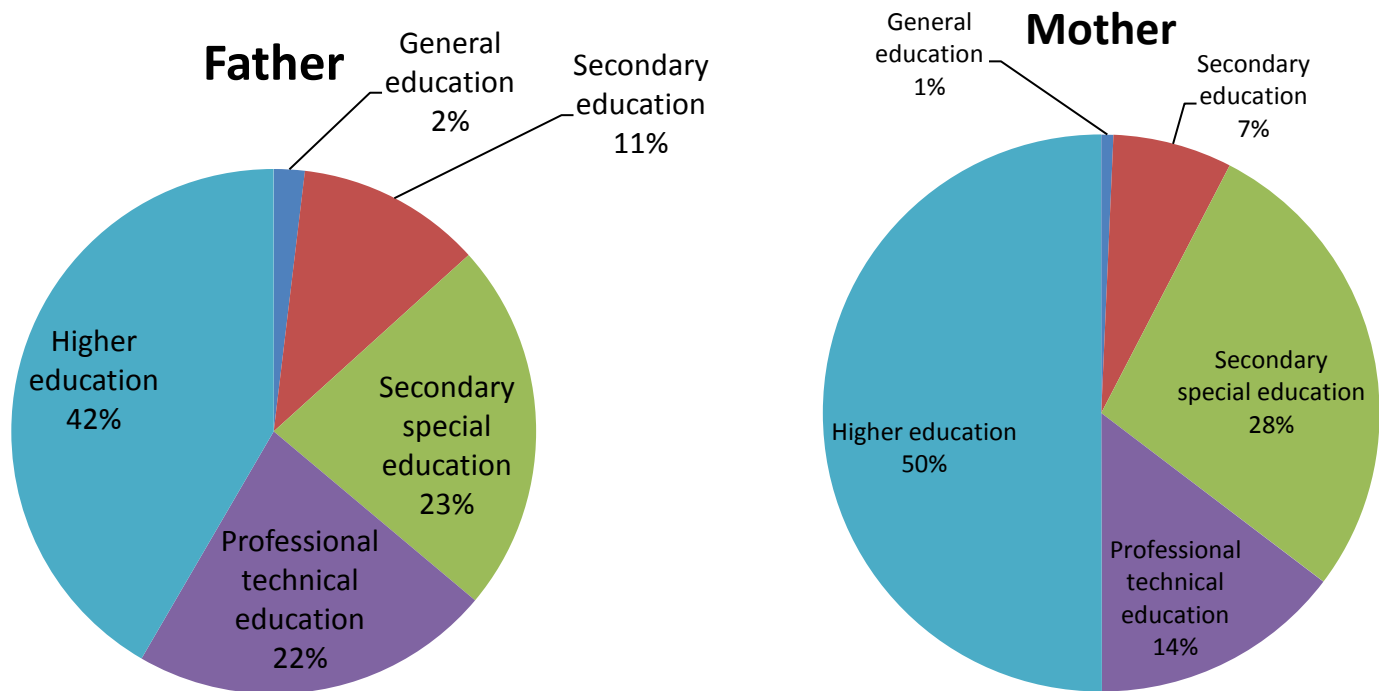
Sample	261 employers
Fieldwork	Between September 2017 and January 2018. Invitations from the universities.

Graduates survey

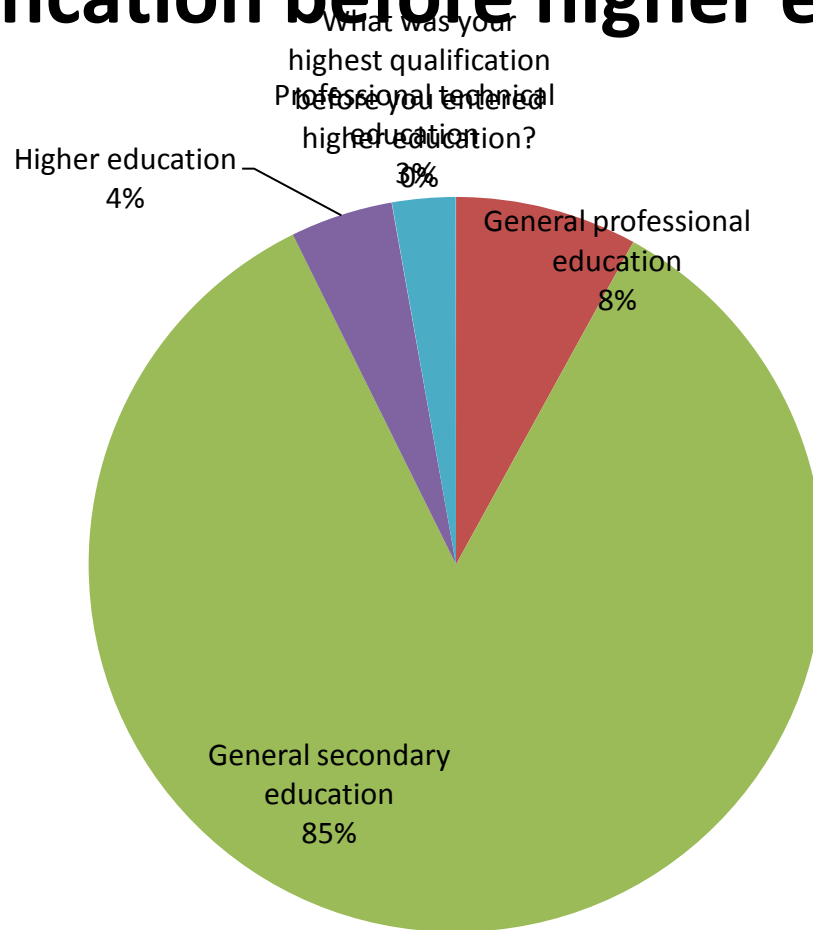
Gender



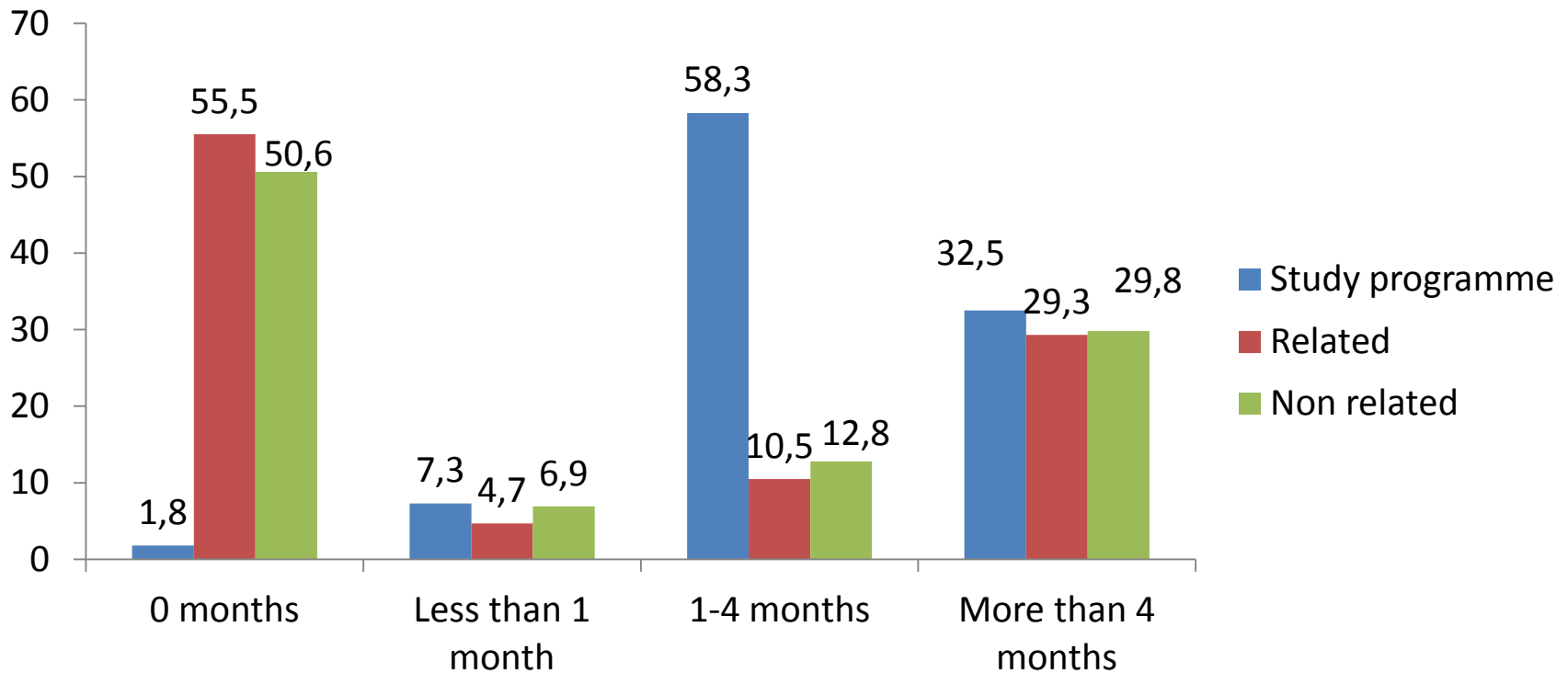
Educational attainment parents



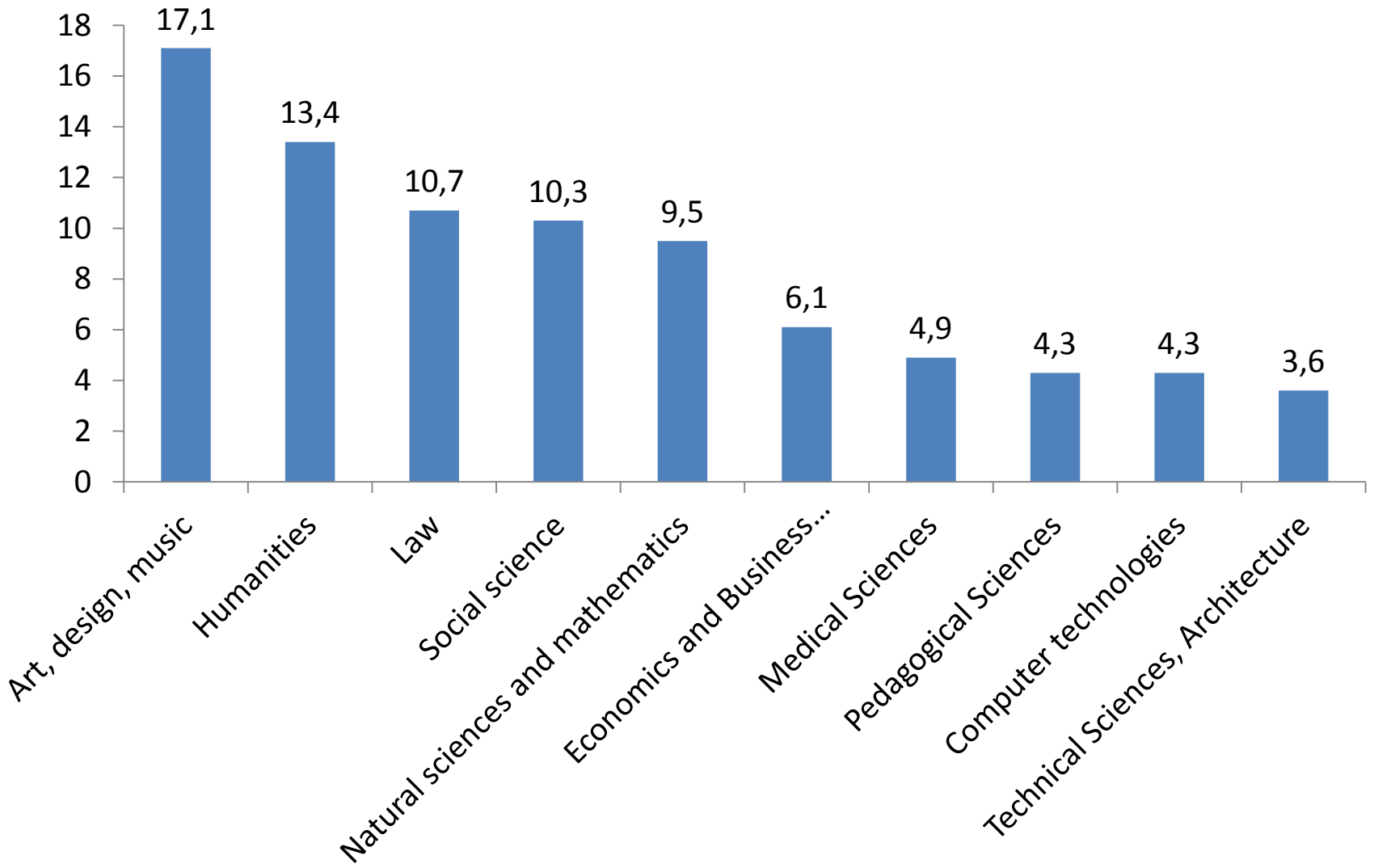
Qualification before higher education



Did you take part in a work as part of: your study programme/ related to your field/non related? (%)

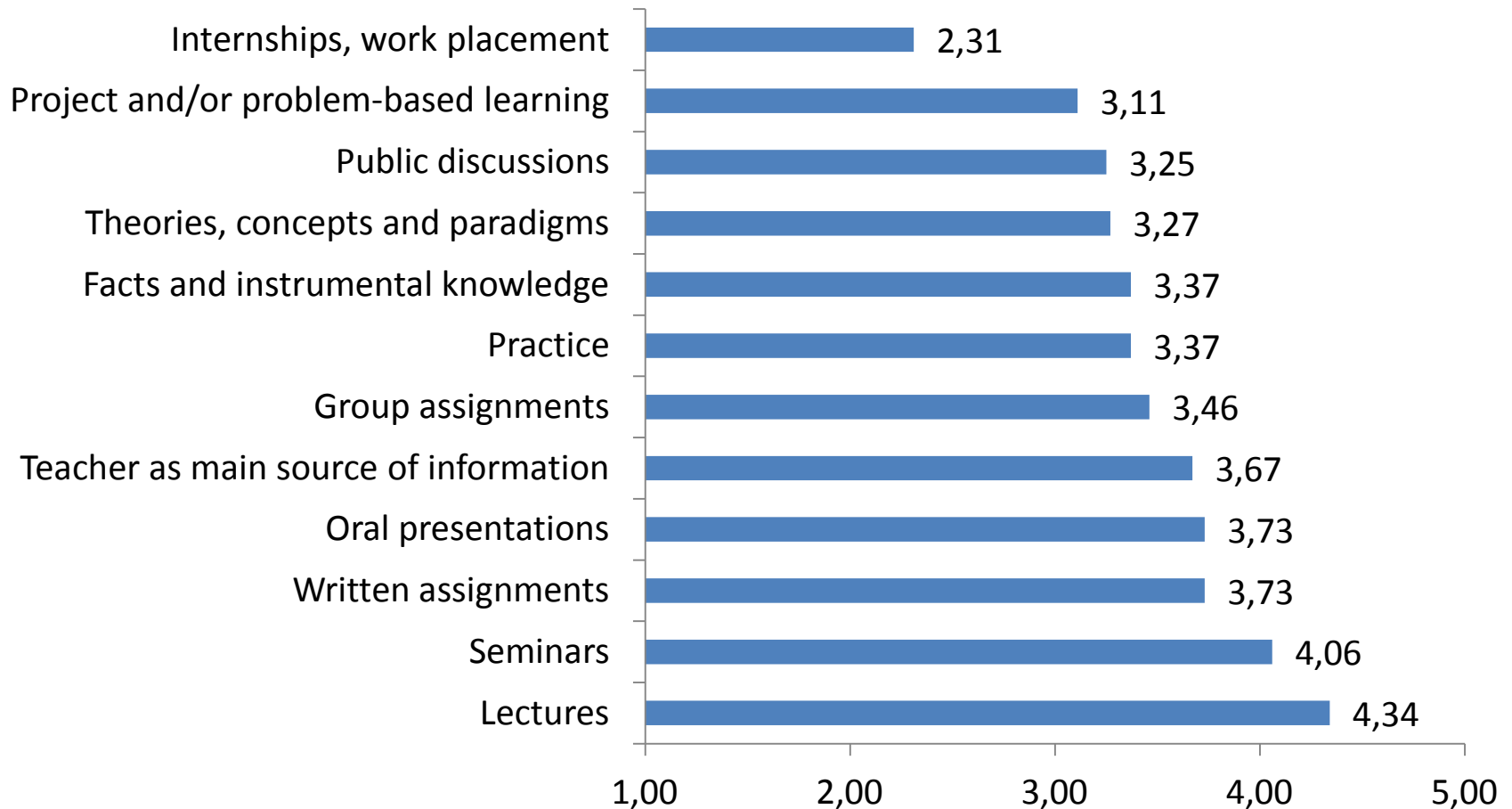


Did you spend any time abroad during higher education? (% of Yes)

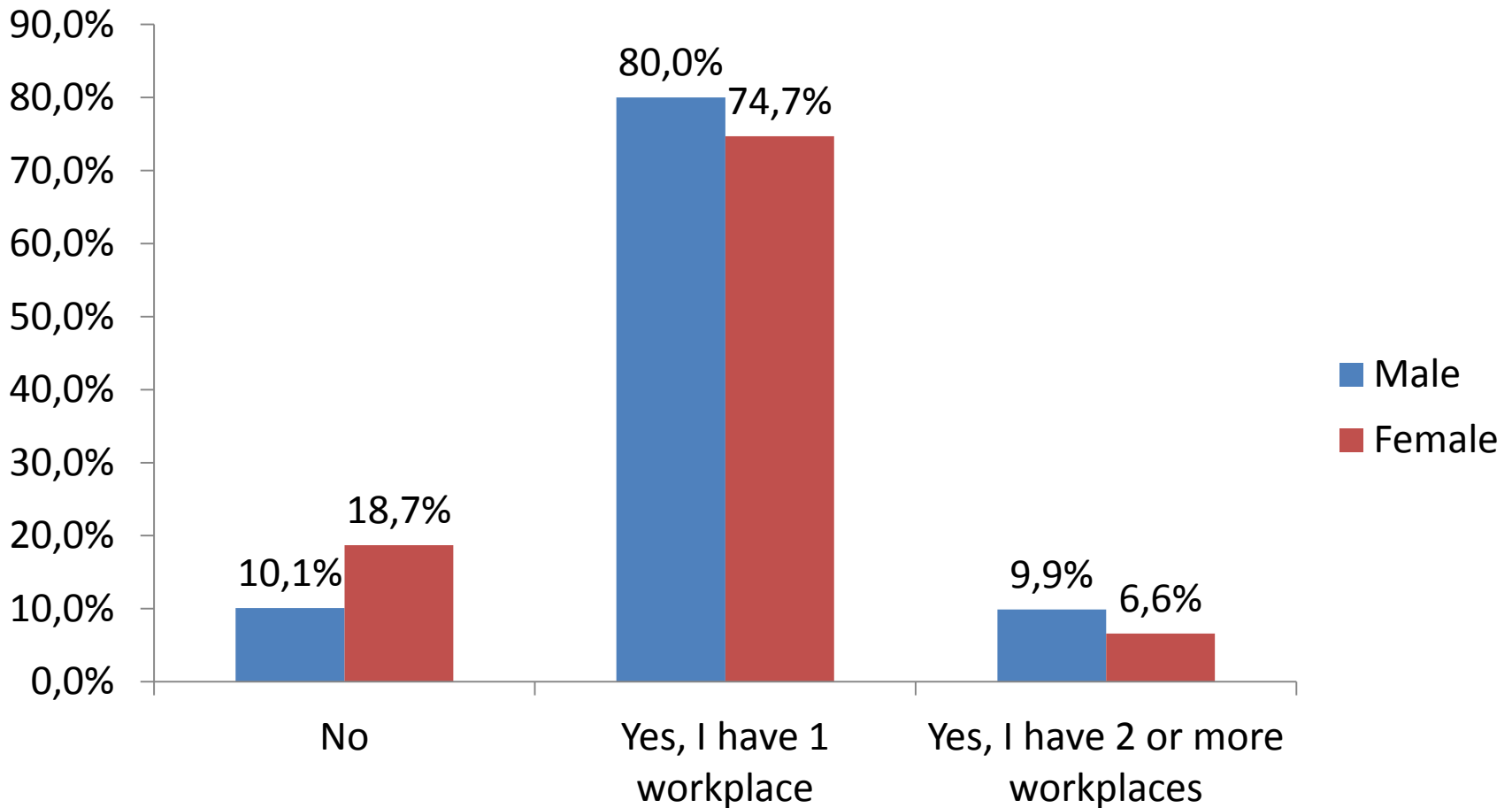


Modes of teaching and learning emphasized in the study programme

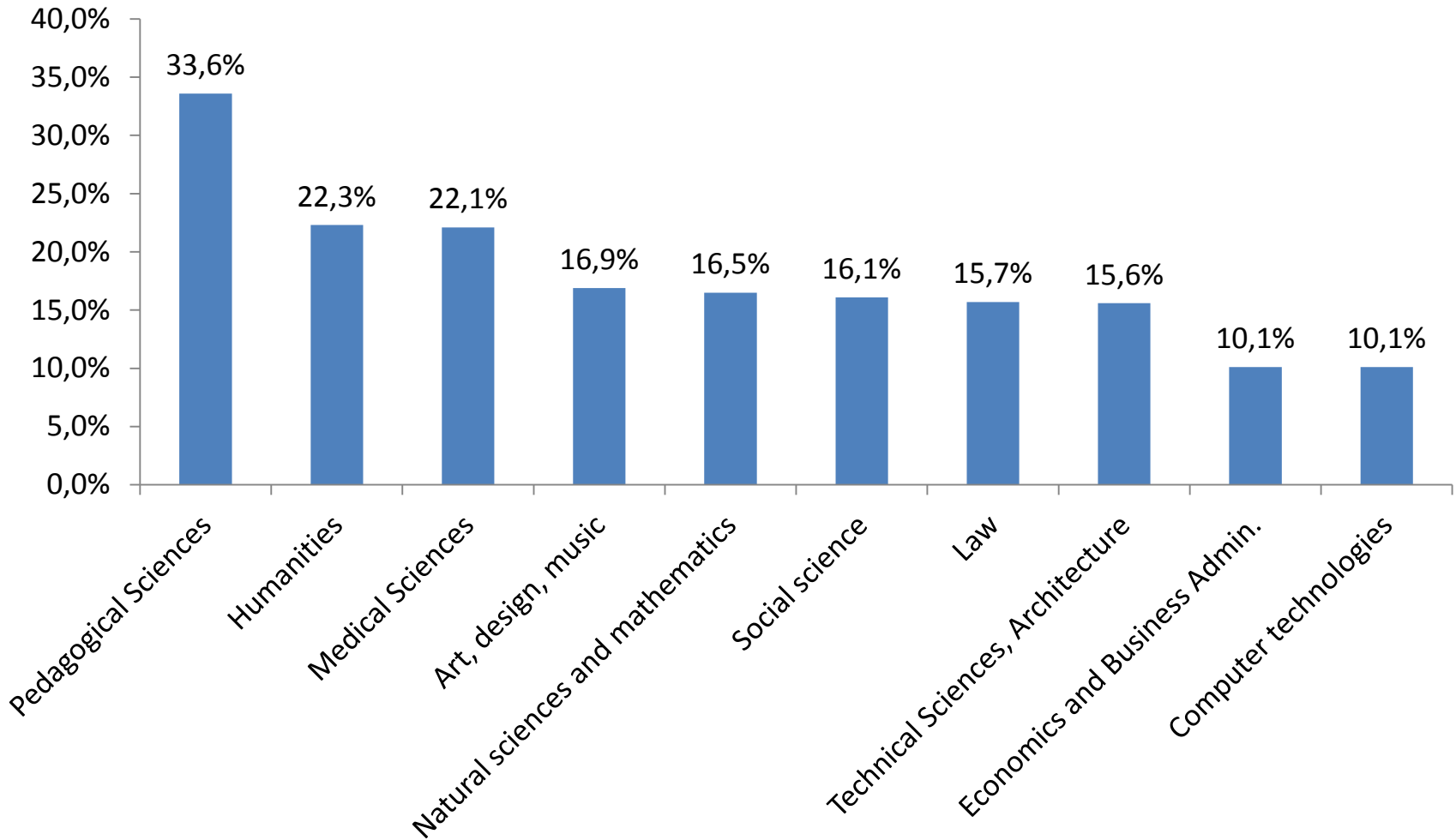
Scale 1-5



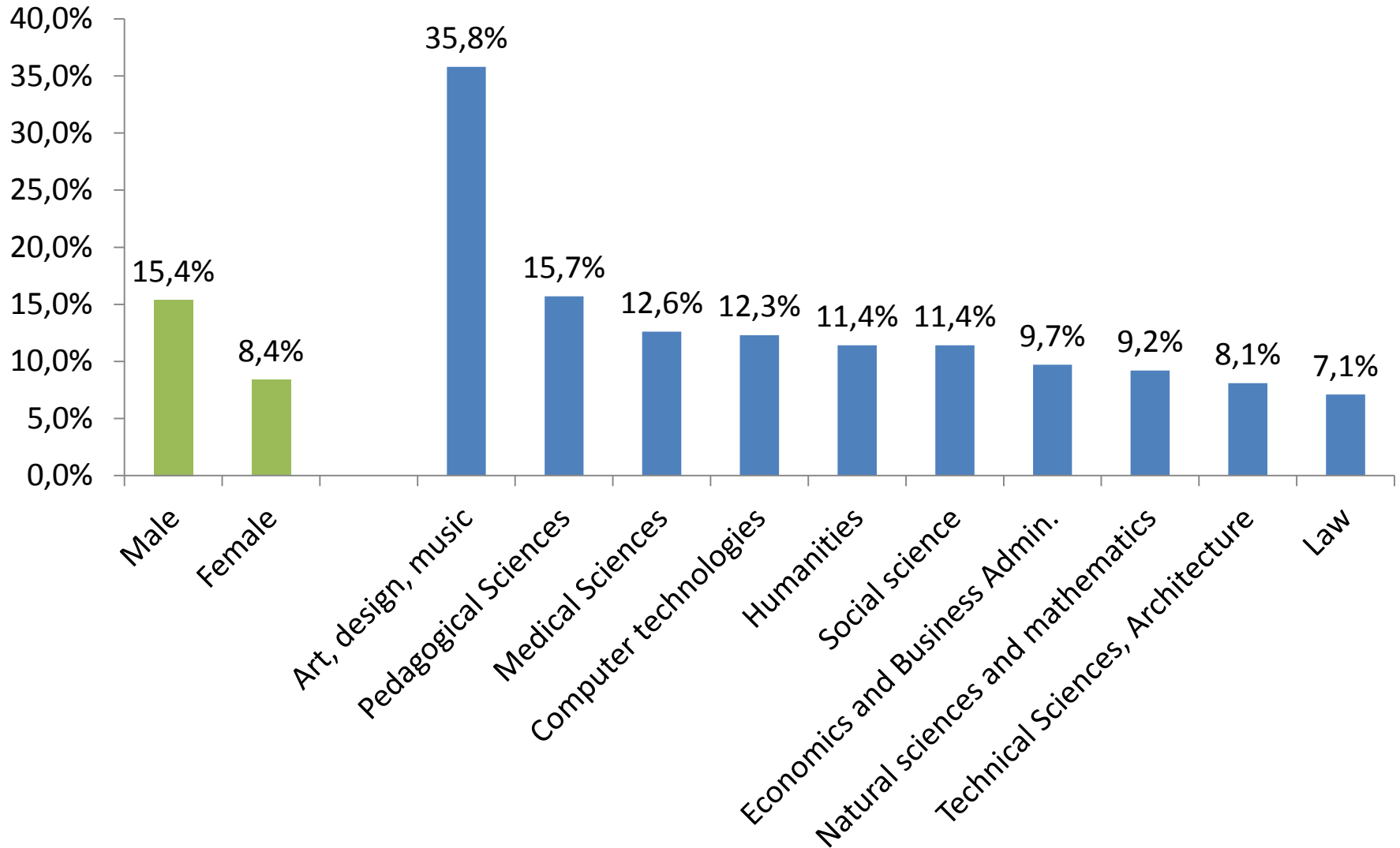
Are you currently in paid employment? (Include self-employment)



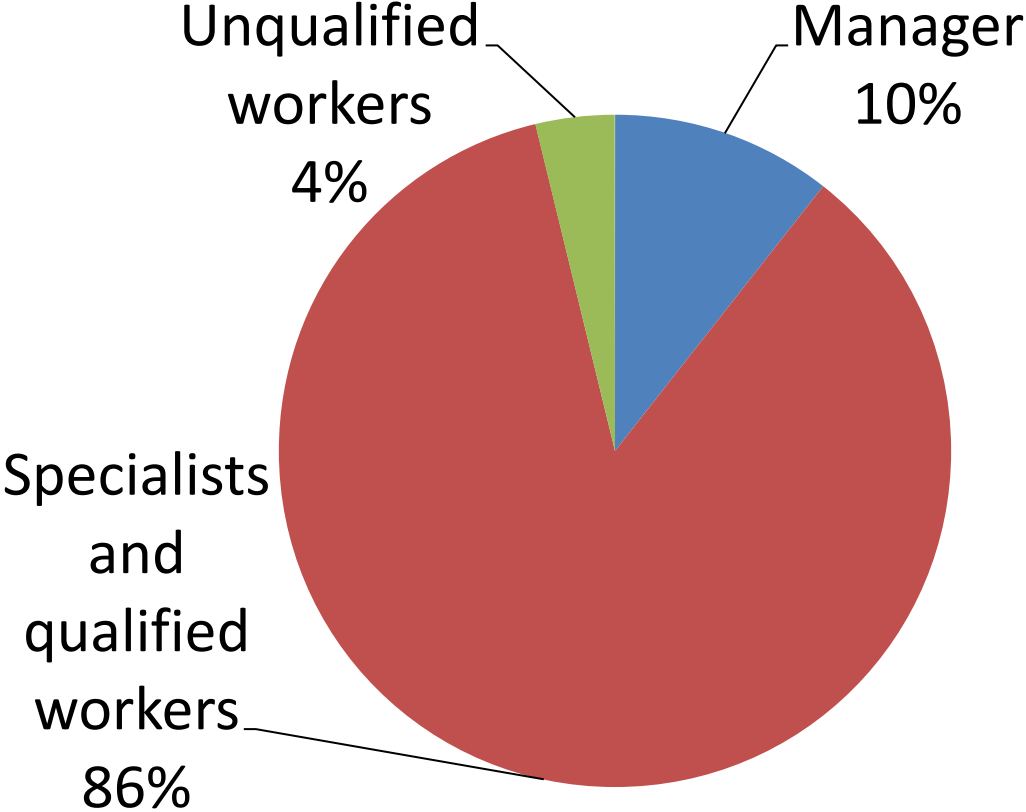
Not in paid employment



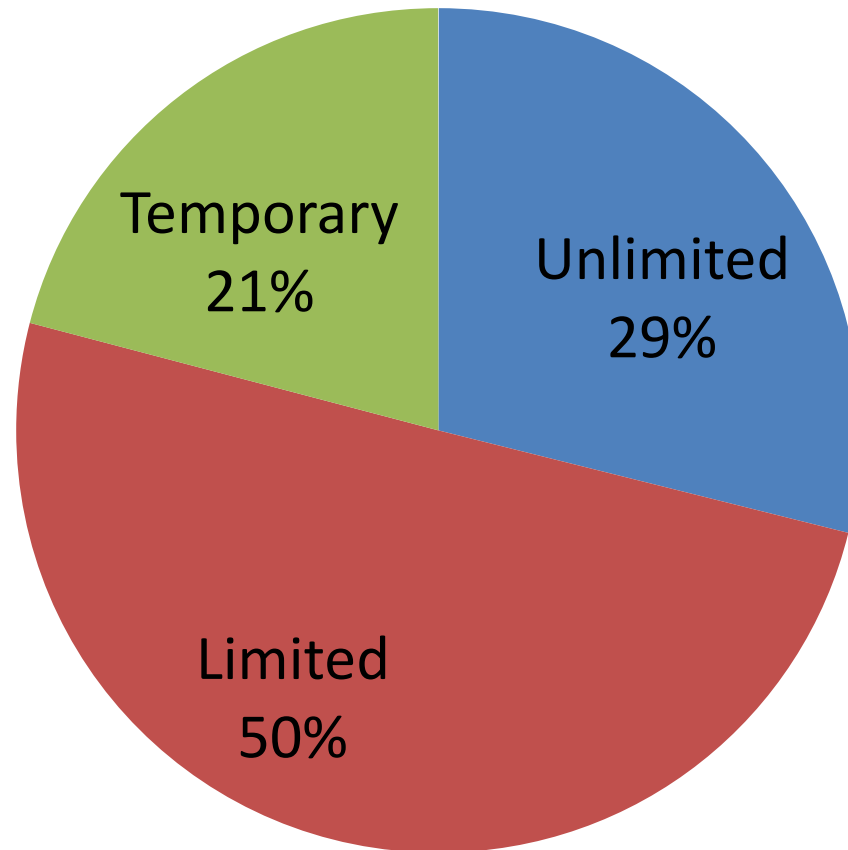
Self-employed



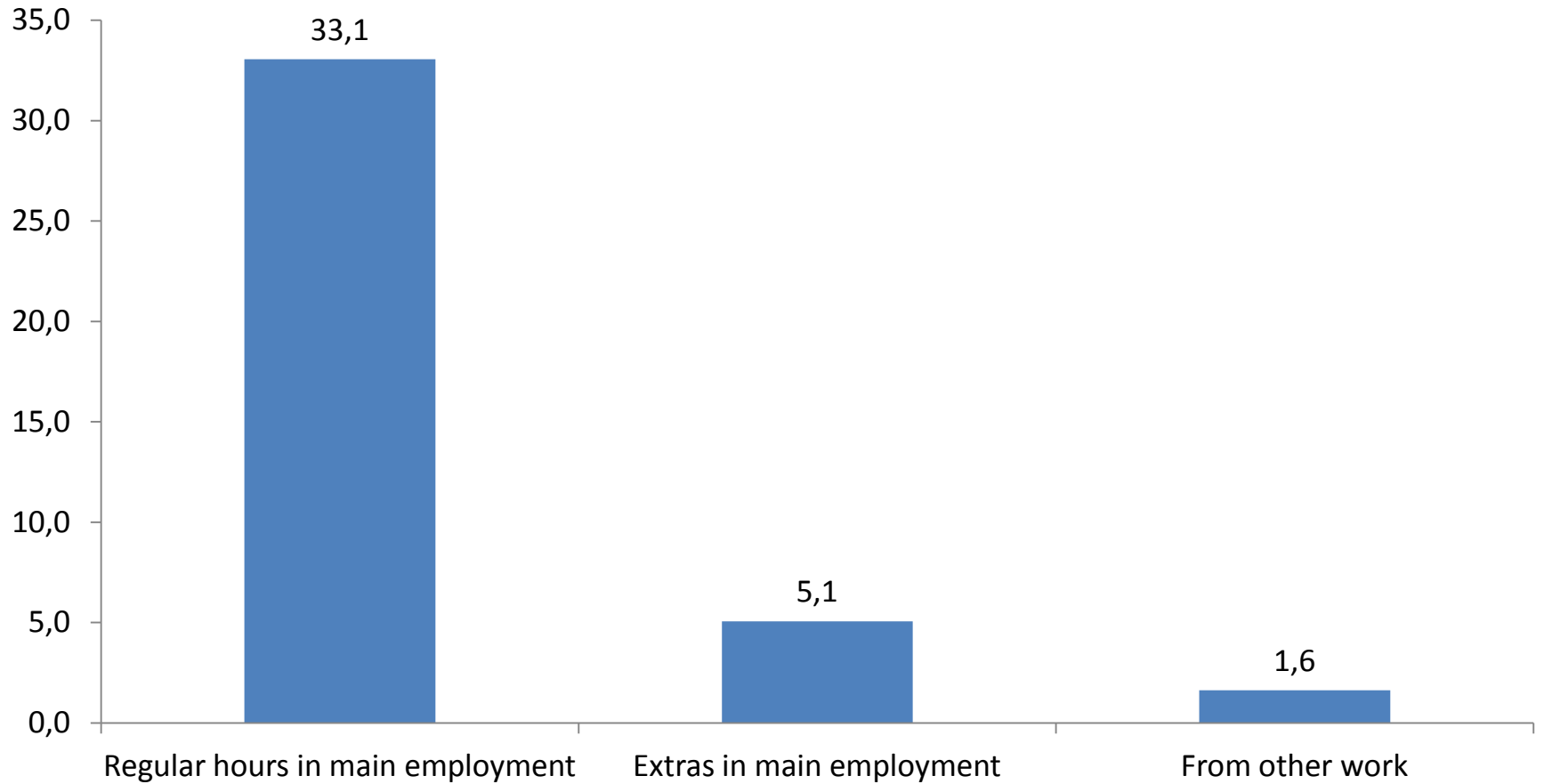
What is the level of your job?



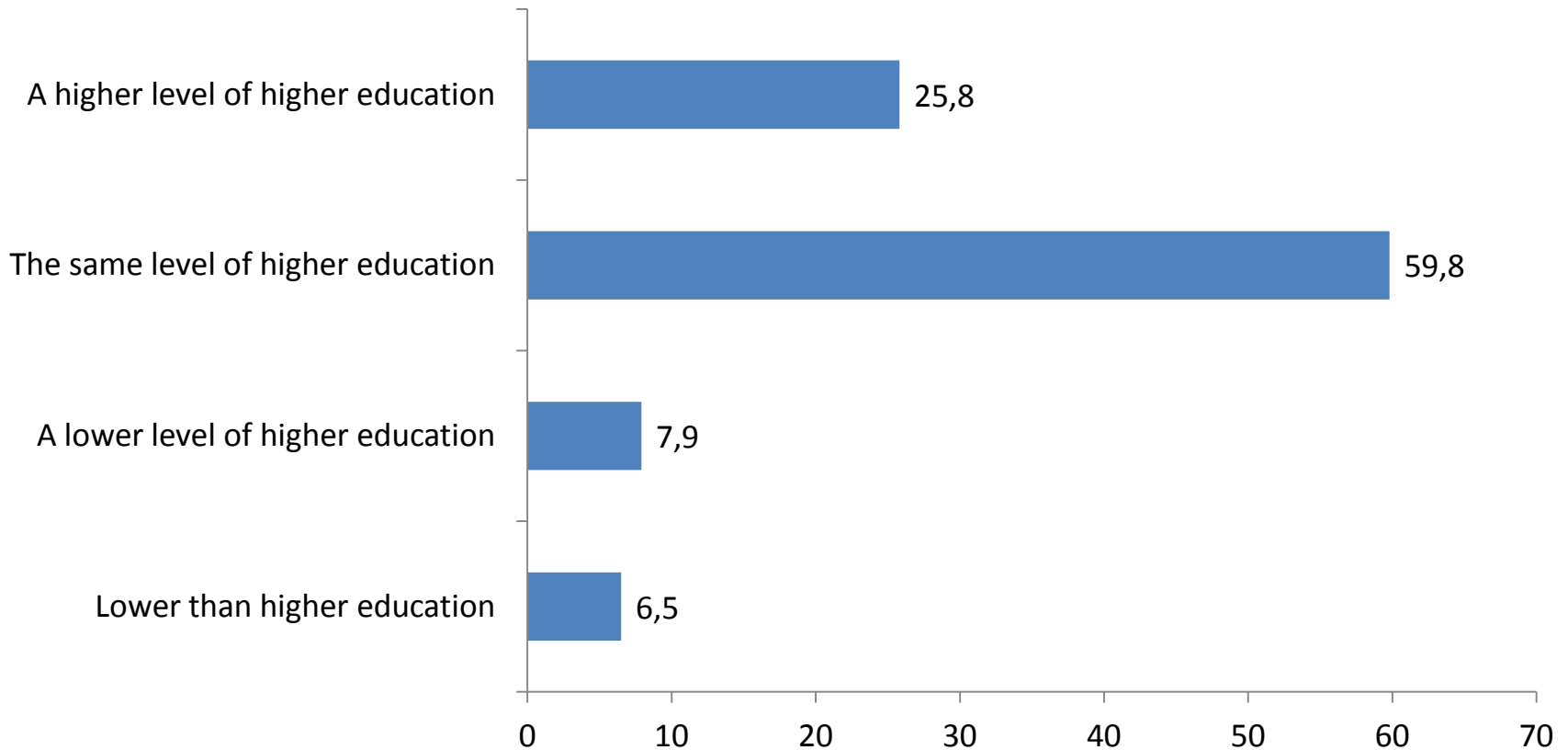
What is your type of contract?



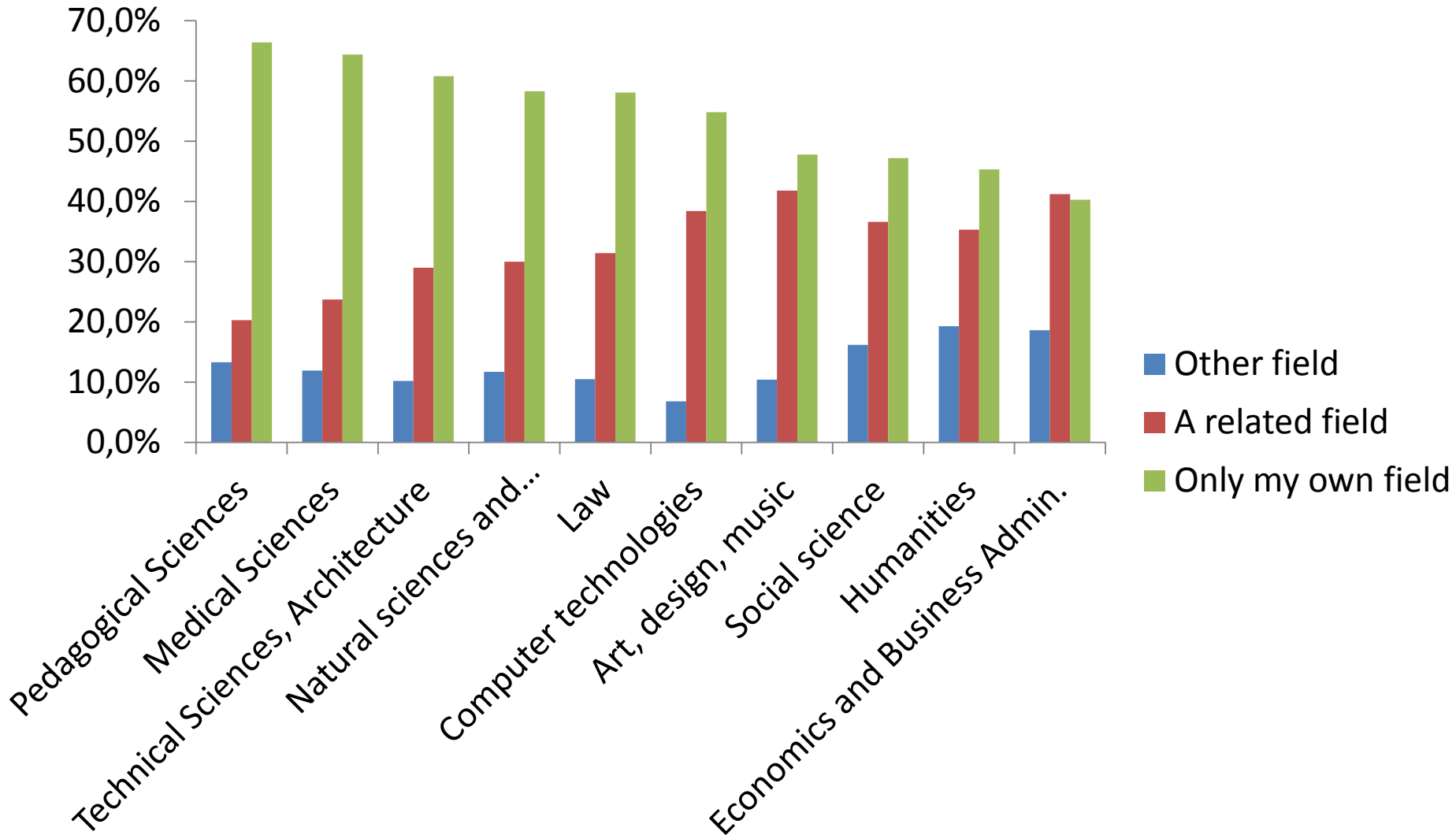
Average working hours



Most appropriate level of education of your work, in comparison to your own level of education (%)

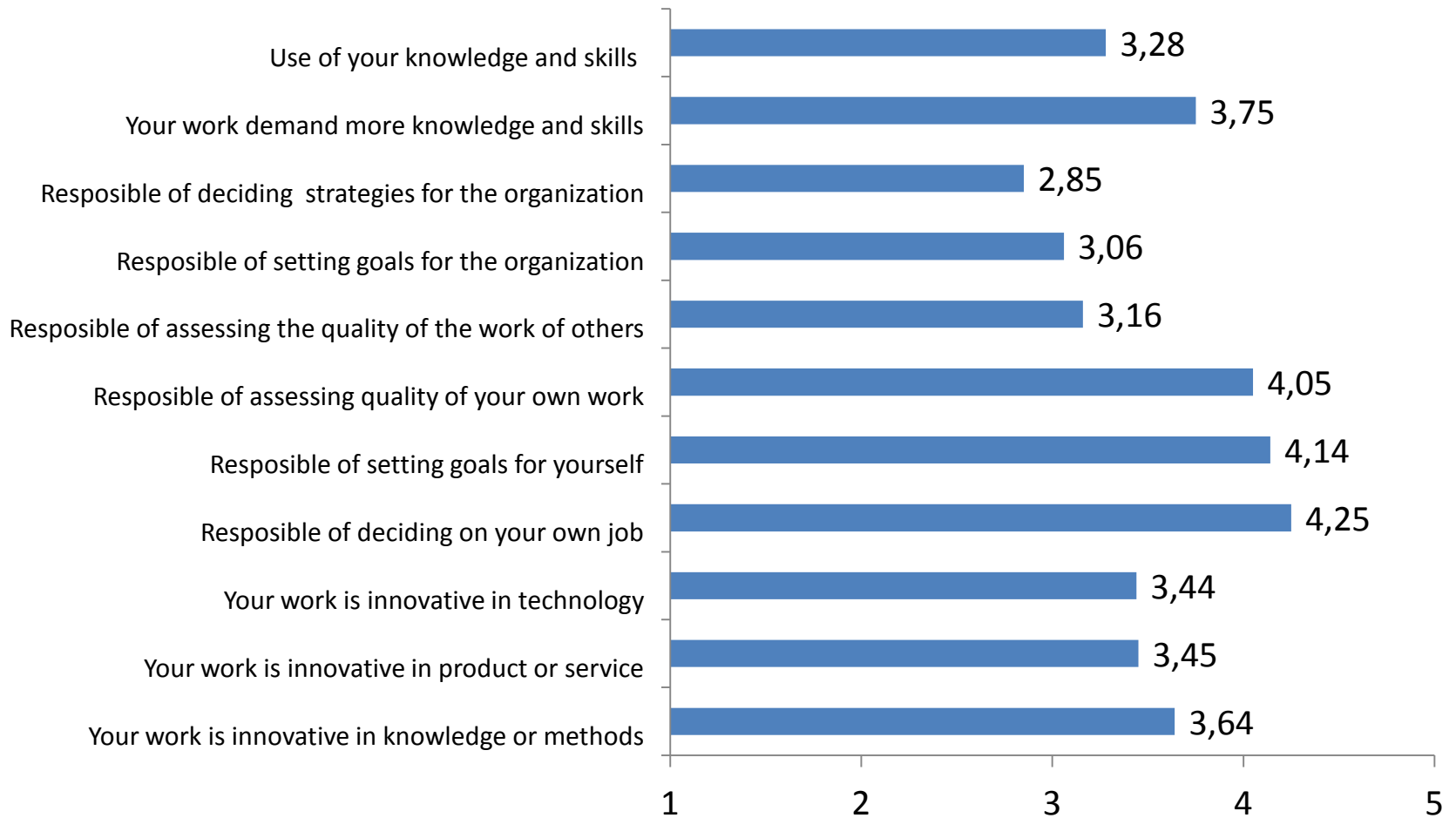


What is the most appropriate field of study for your work?



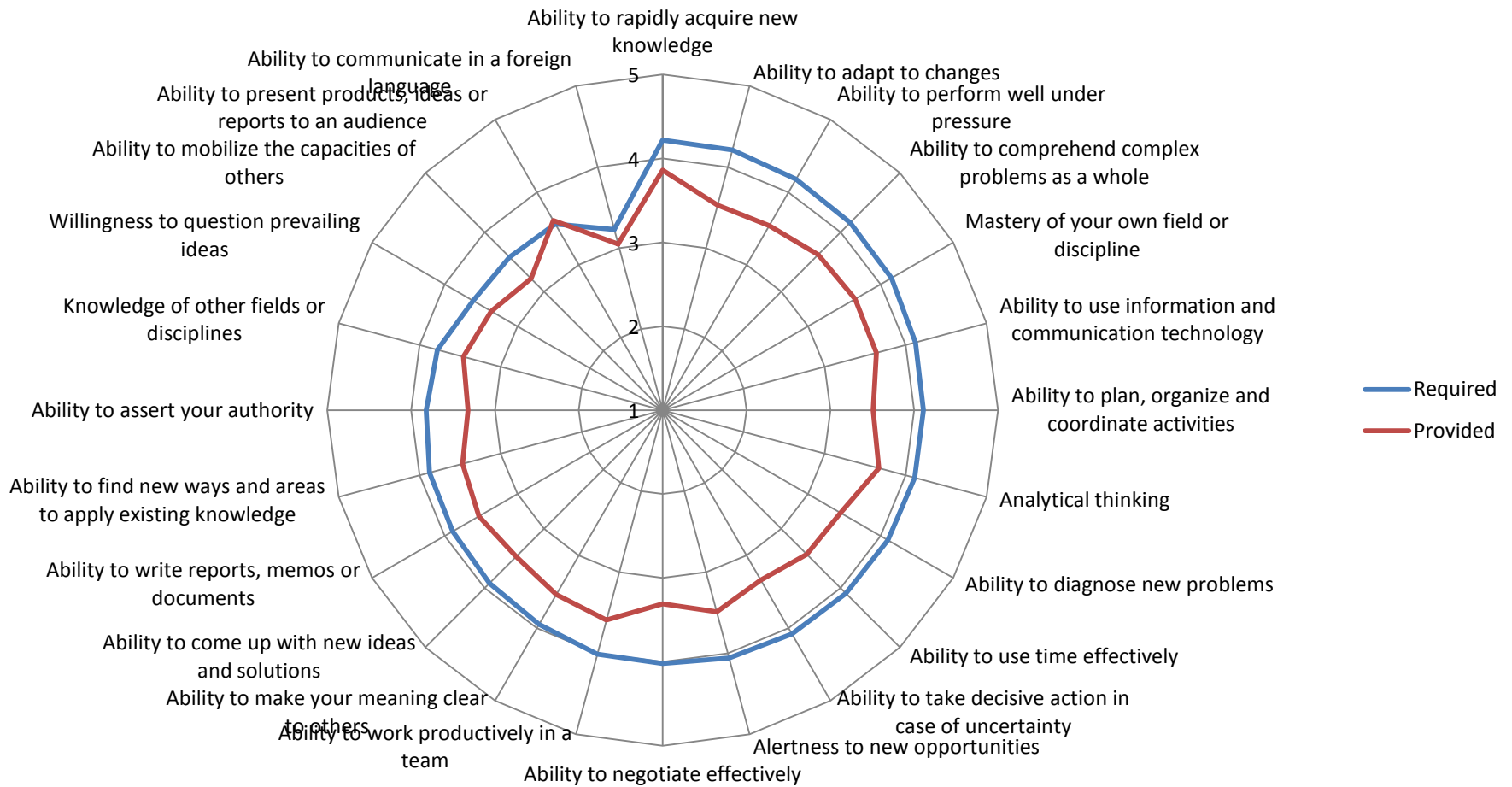
Traits of the workplace

Scale 1-5



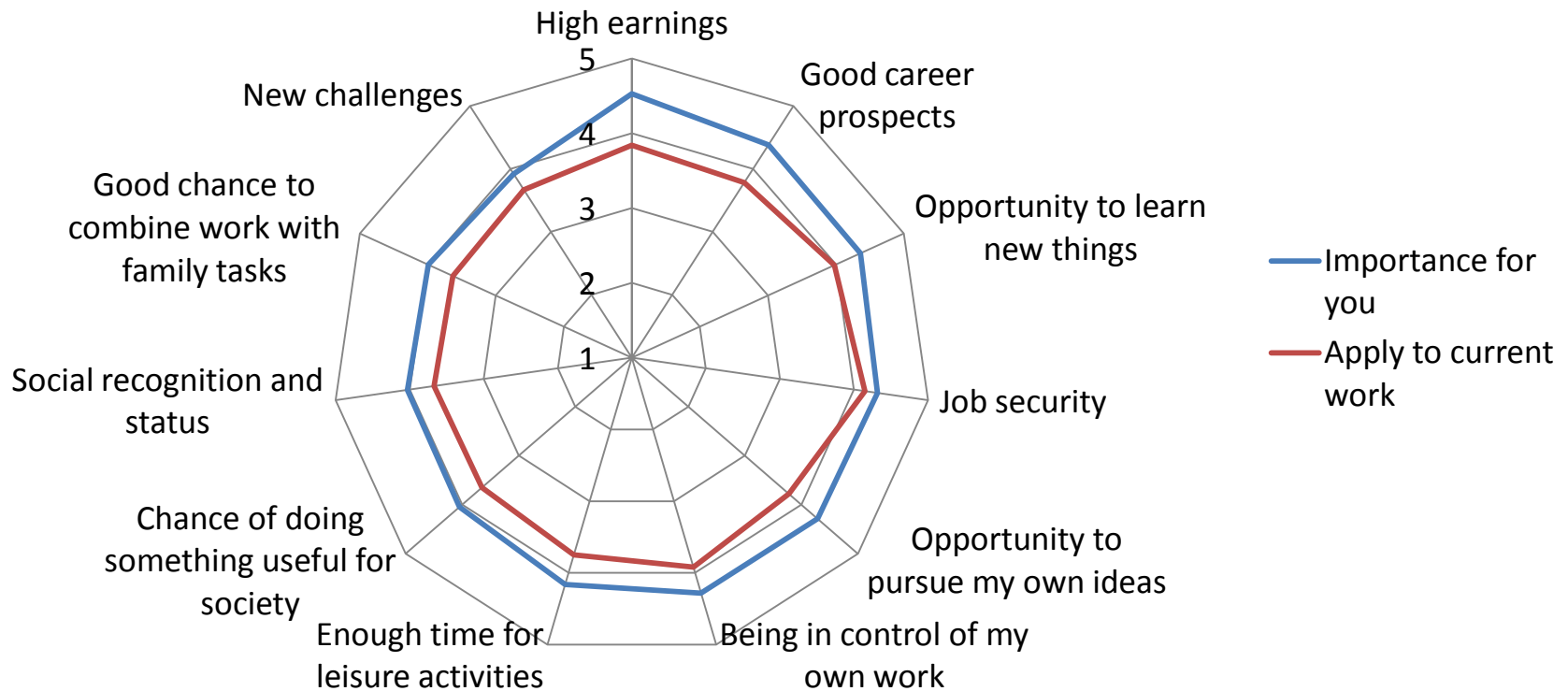
Competencies required in labour market and provided by universities

Scale 1-5



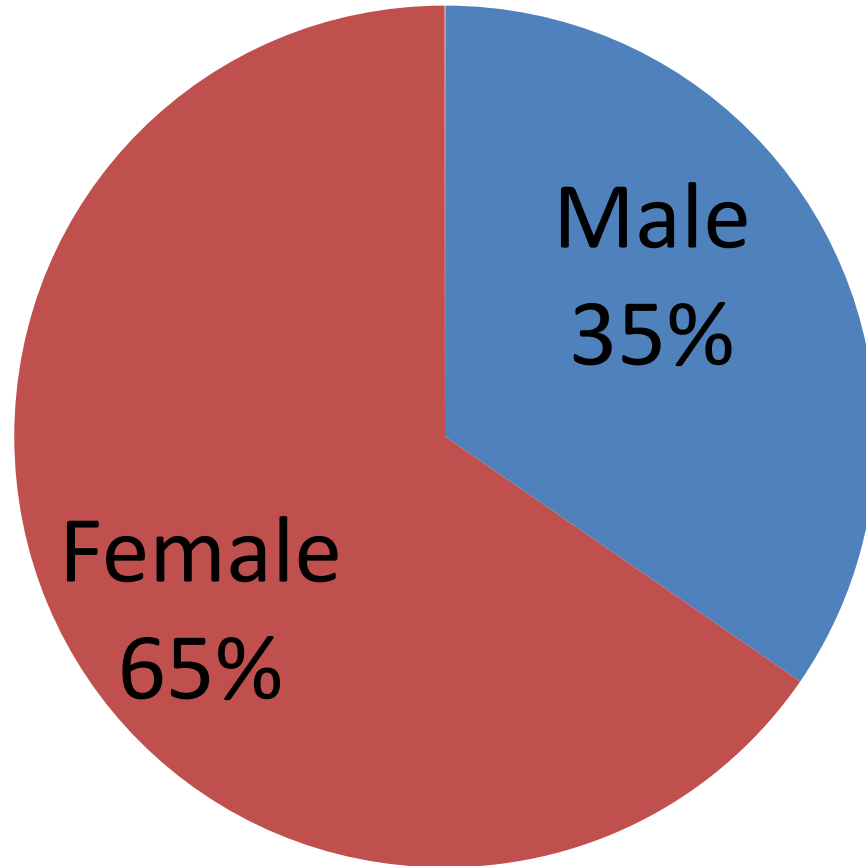
How important are these aspects for you and how apply to your work

Scale 1-5

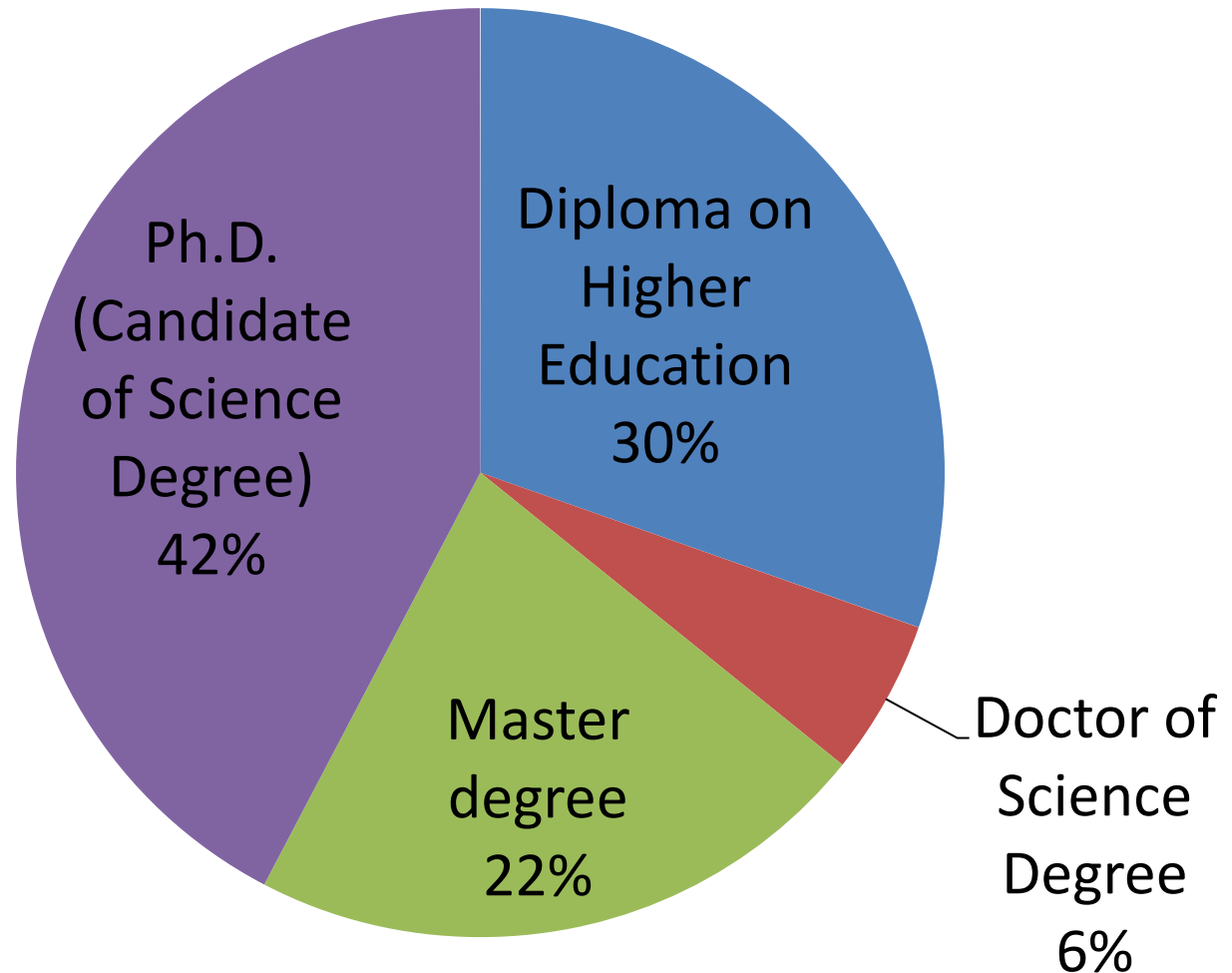


Teachers survey

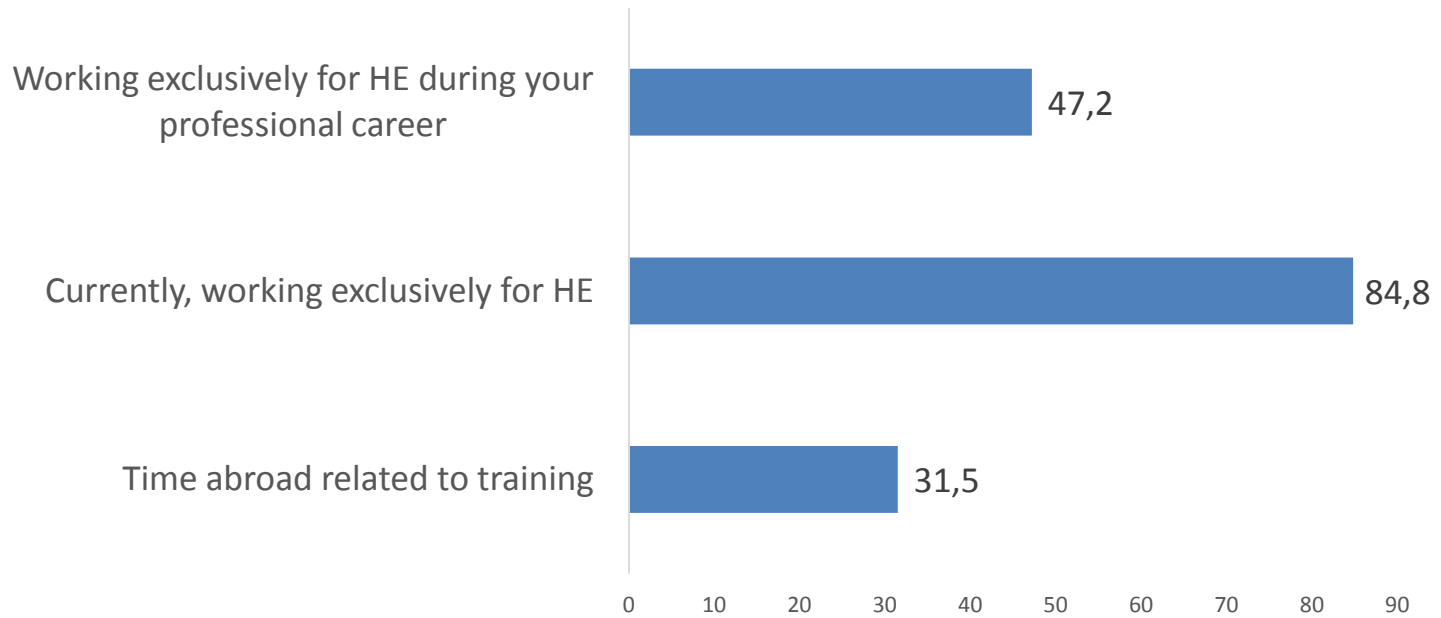
Gender



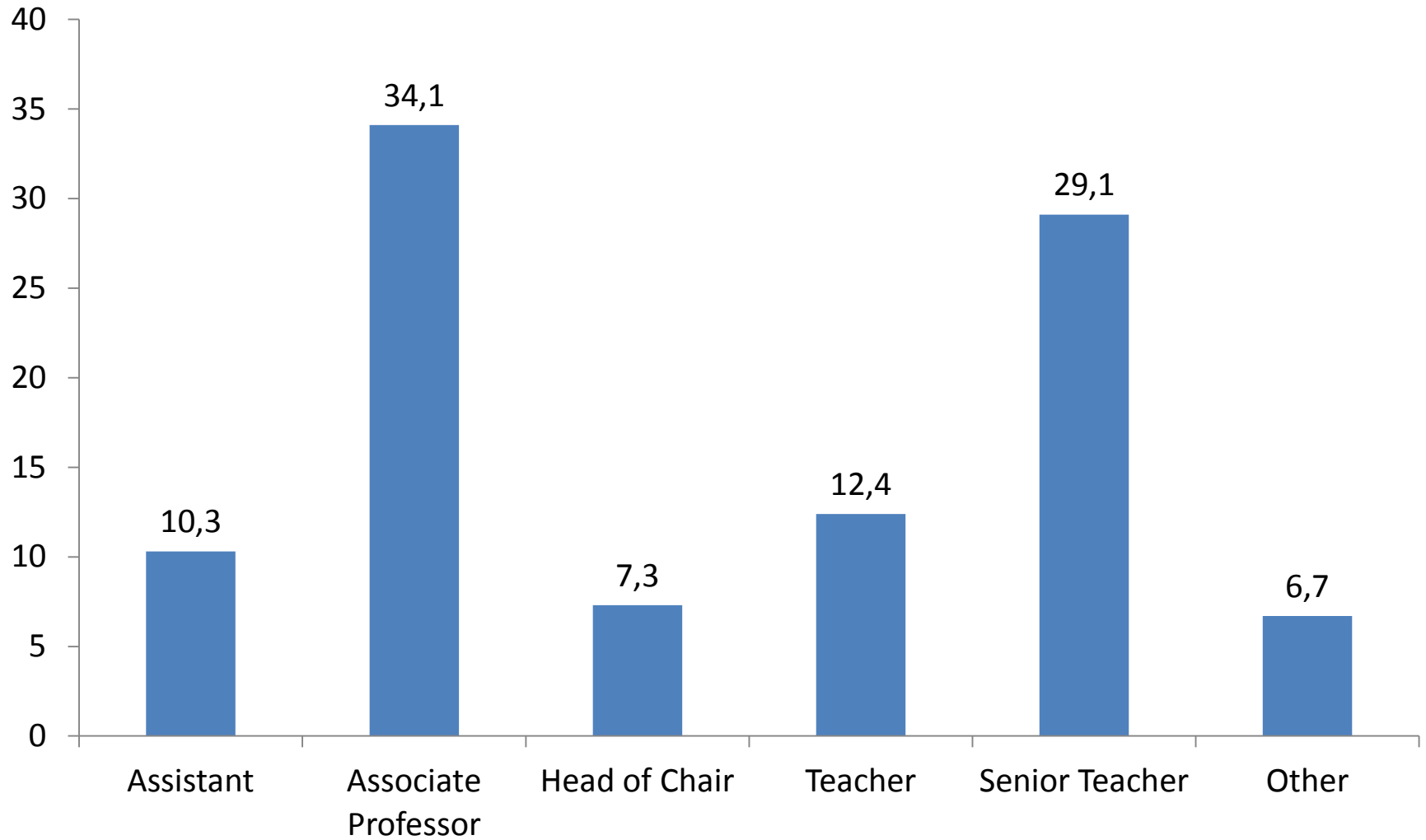
Highest level degree



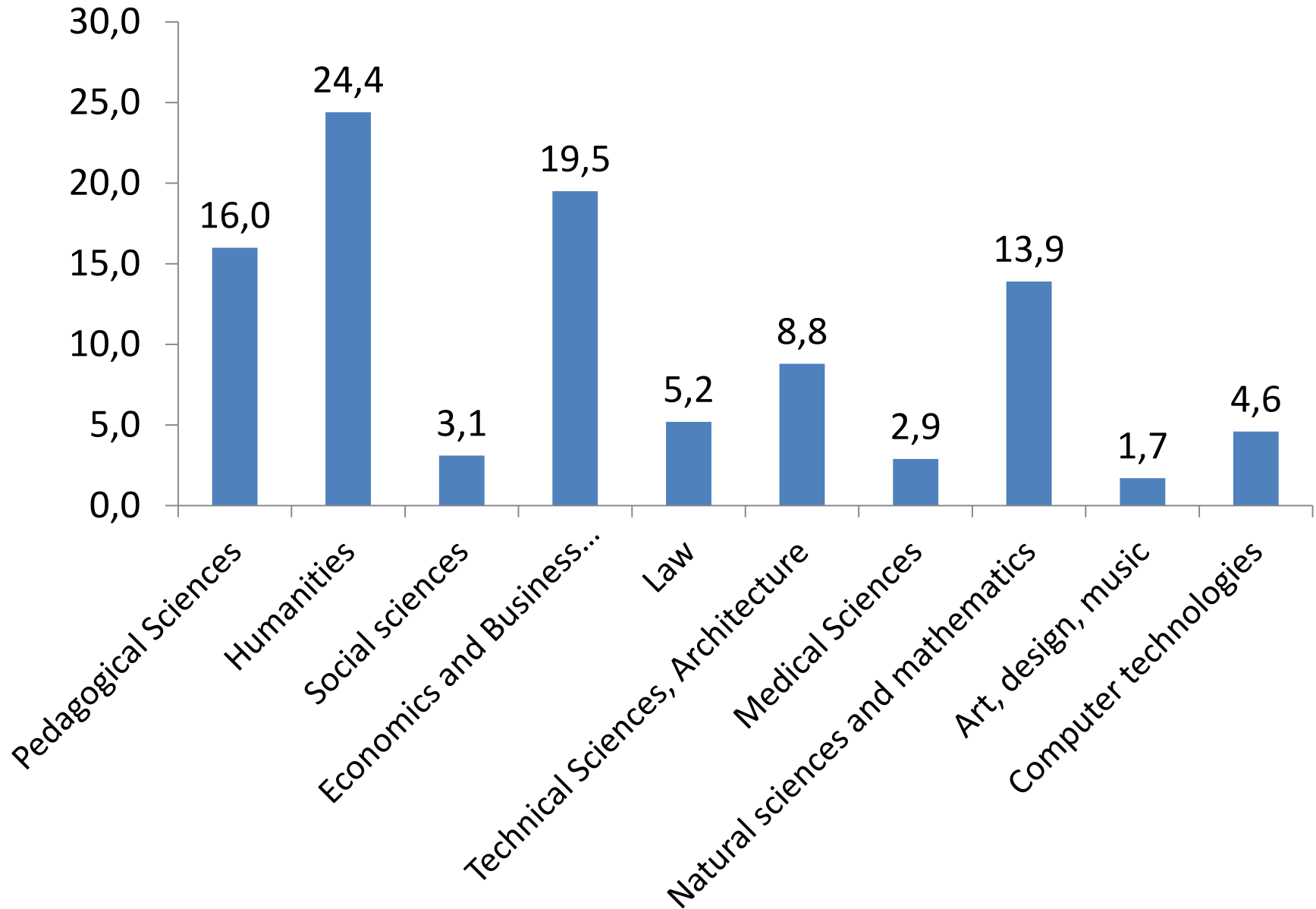
MOBILITY



Professional category (%)

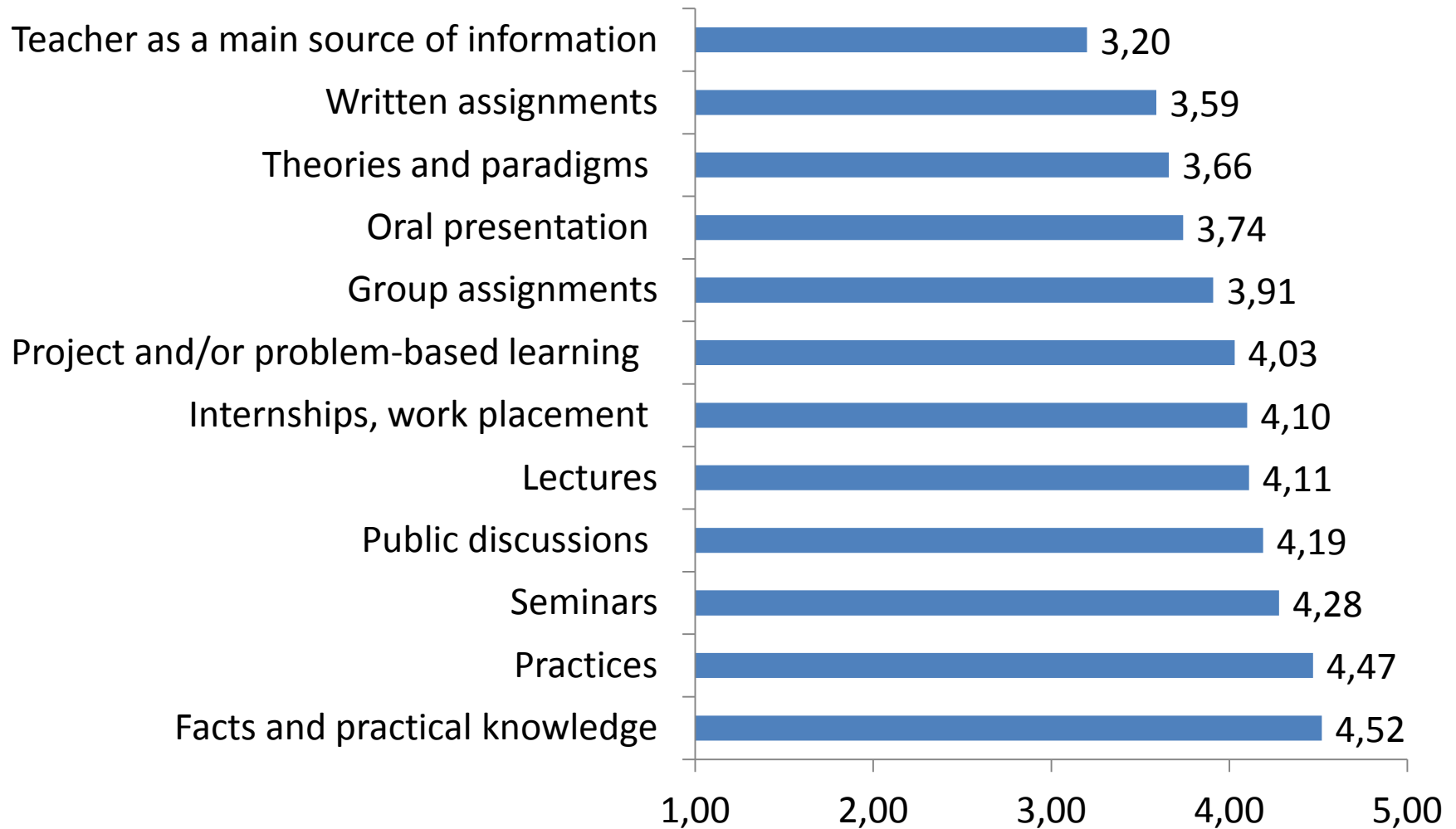


Field of study of teaching (%)



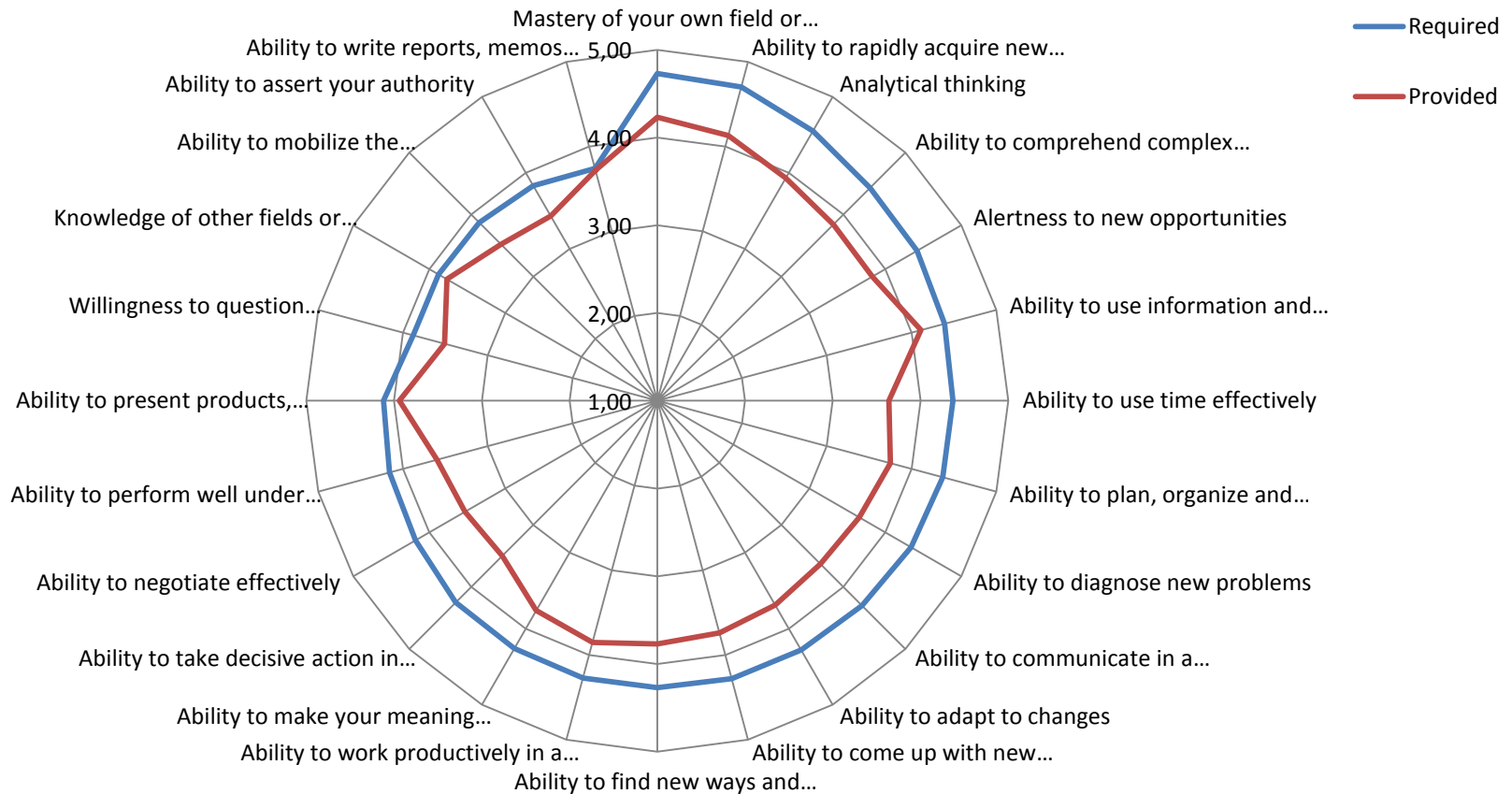
Importance of teaching and learning modes

Scale 1-5



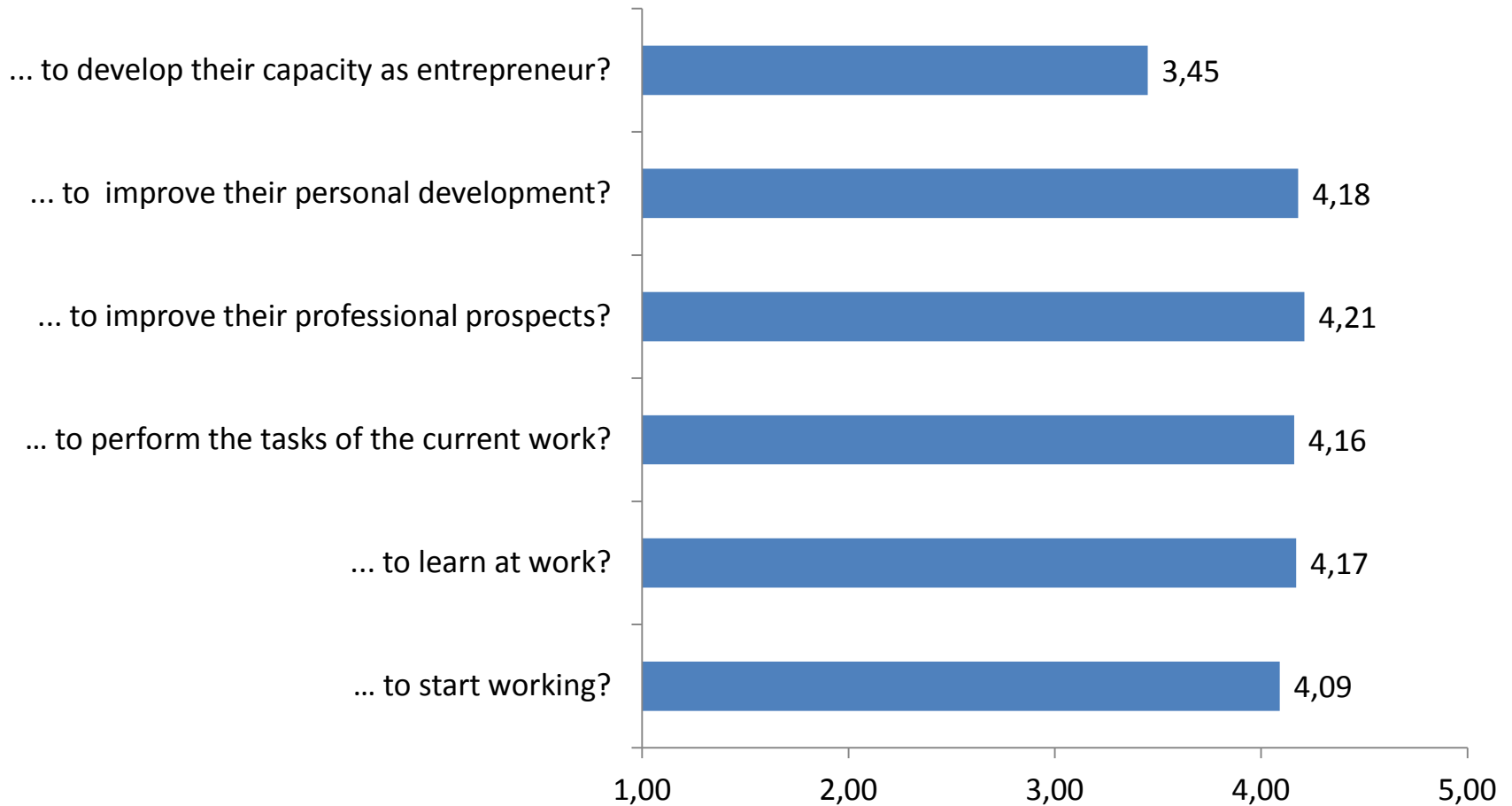
Competencies required in labour market and provided by universities

Scale 1-5

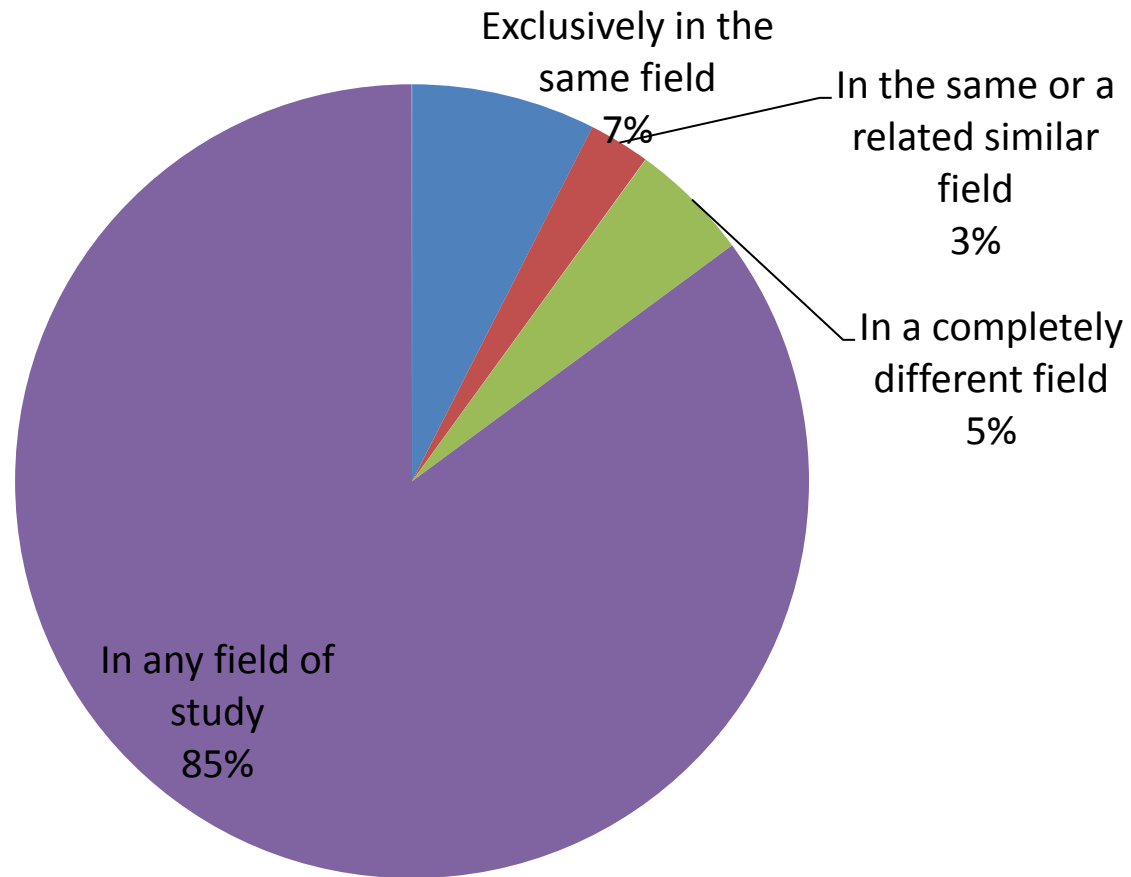


The higher education programme is a good basis for the students...

Scale 1-5

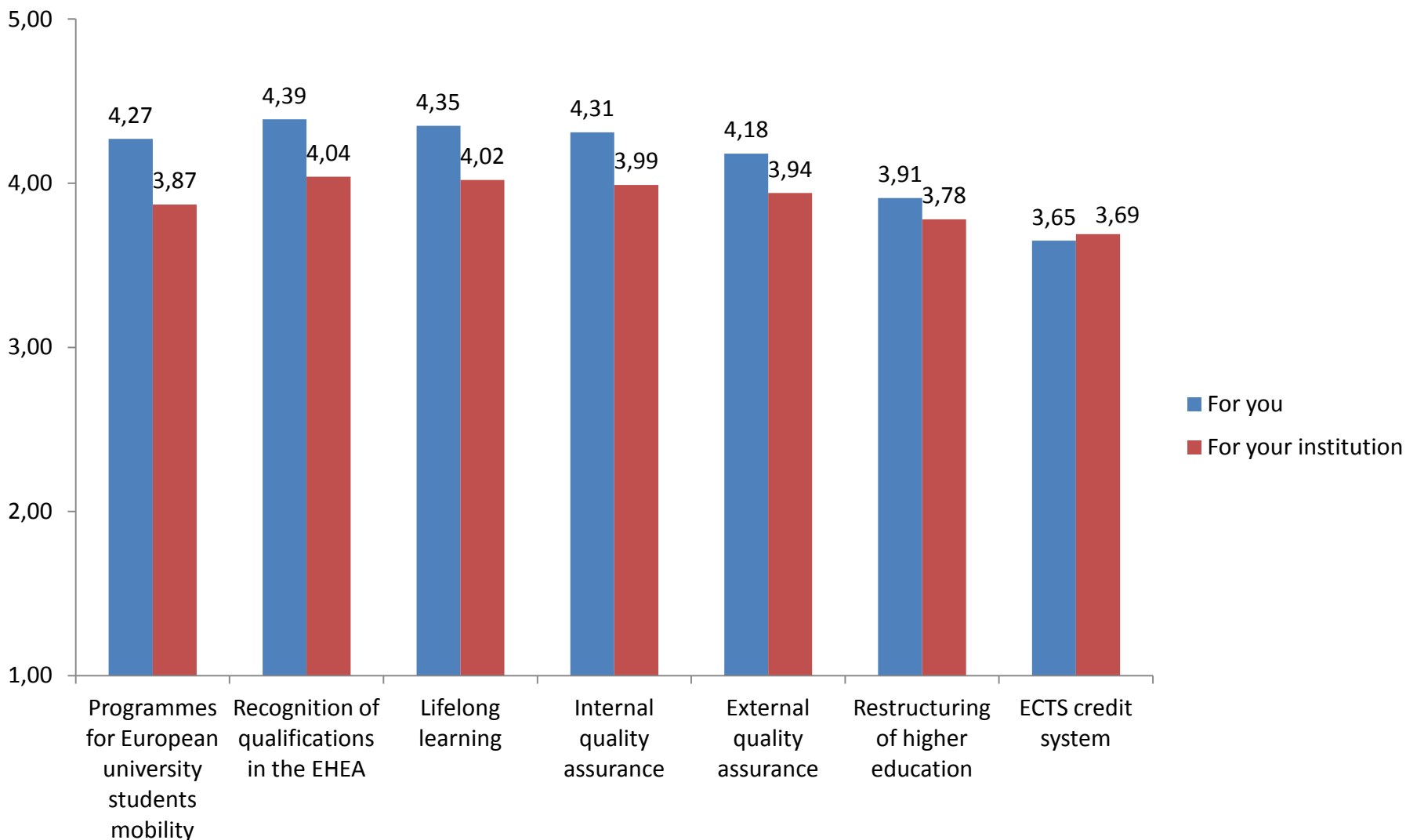


Field of study that your graduates are qualified to work



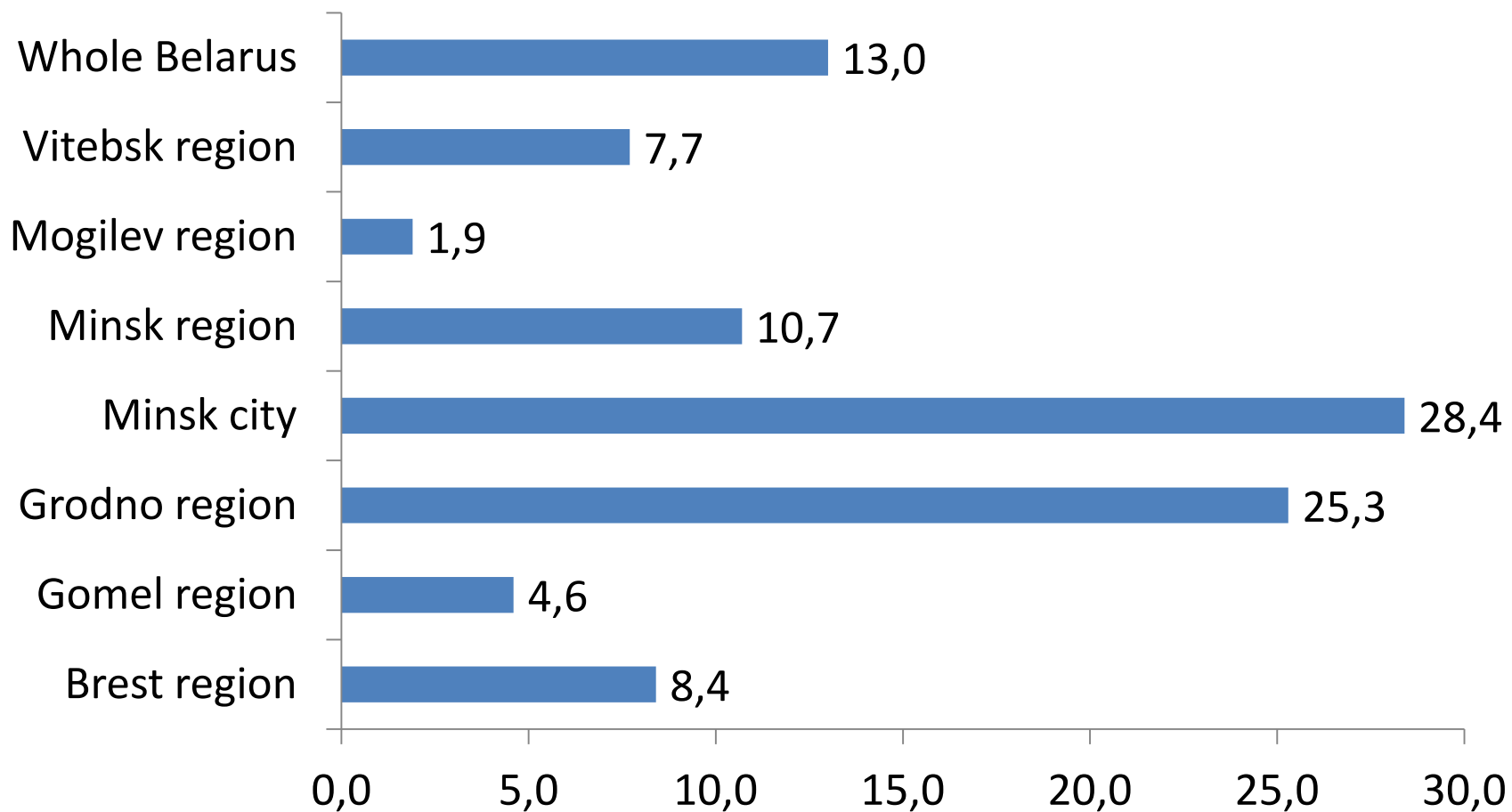
Relevance of EHEA dimensions

Scale 1-5

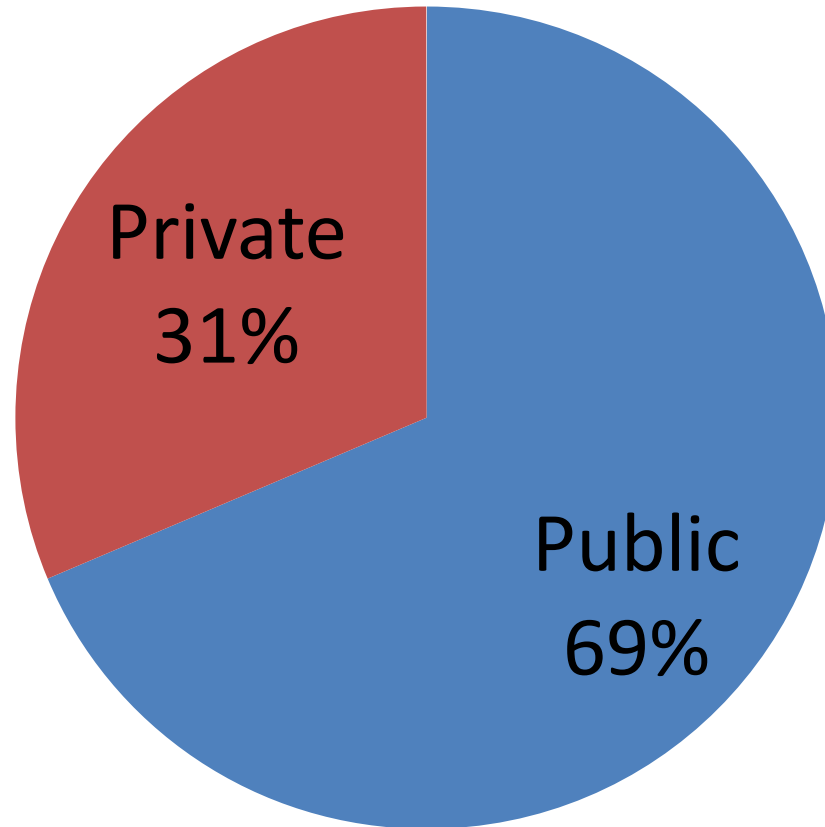


Employers survey

Region of the organisation (%)

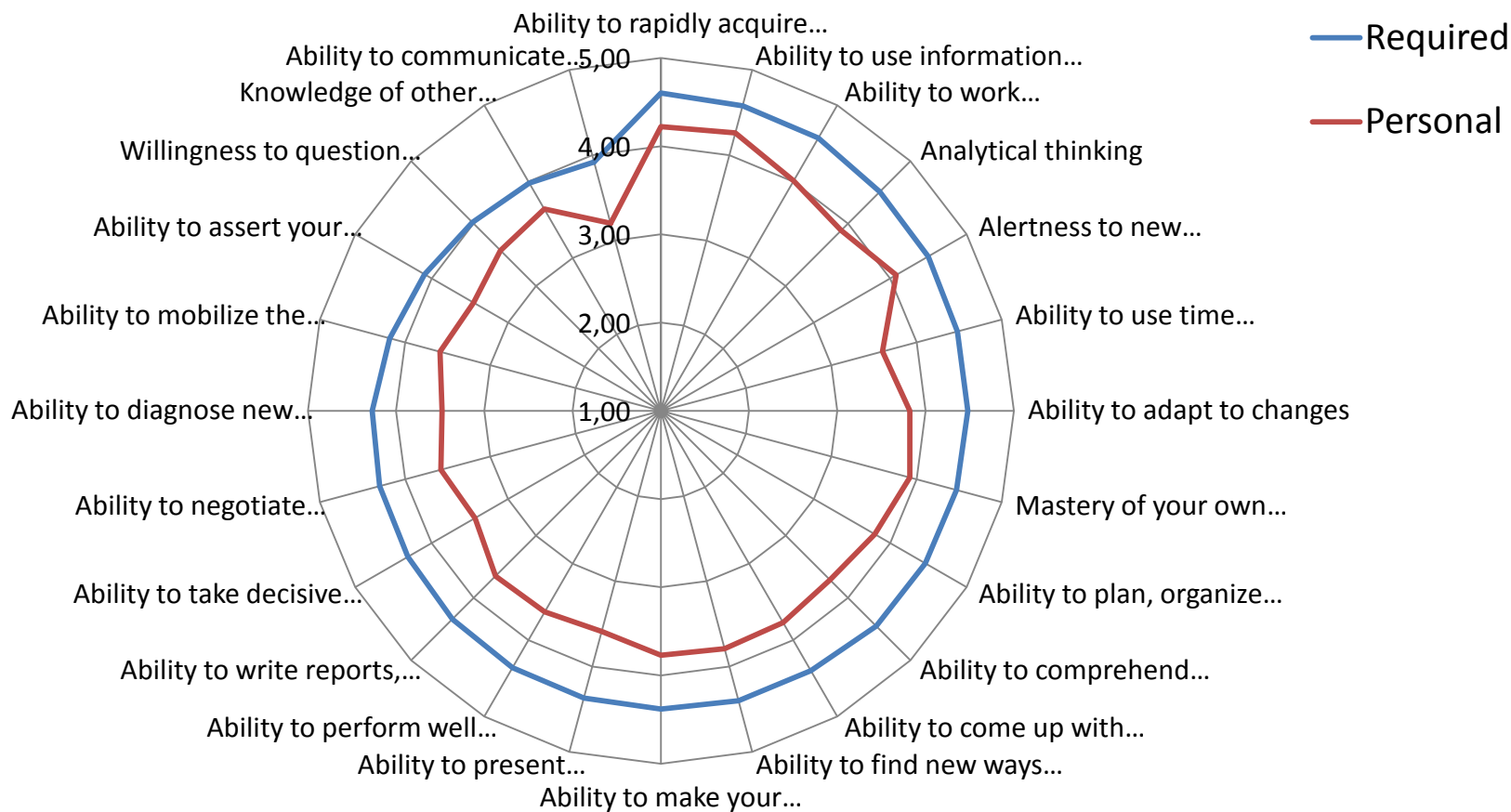


Sector of your organization



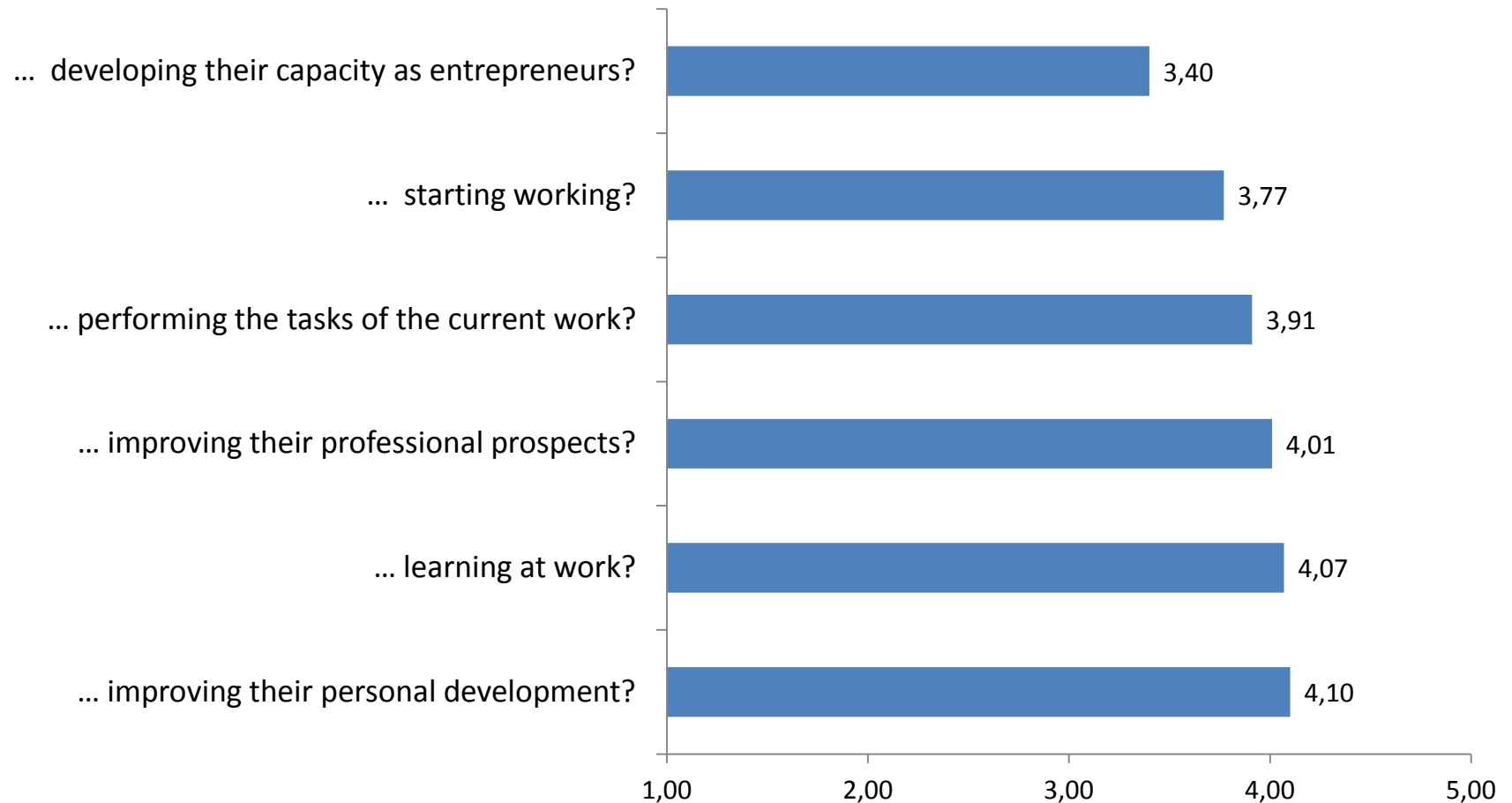
Competencies required and personal competencies of graduates at entrance

Scale 1-5



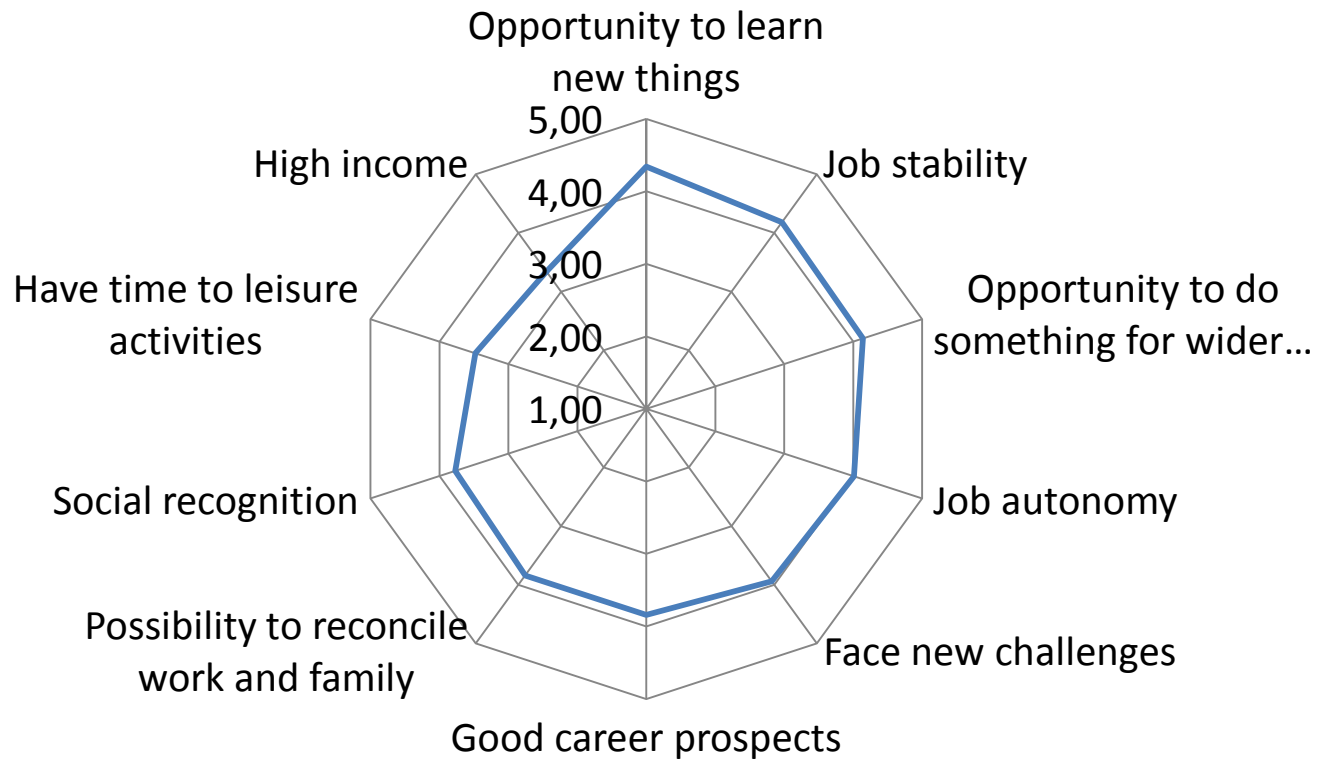
The higher education programme is a good basis for the students...

Scale 1-5



How important are these aspects in the workplace of your organisation

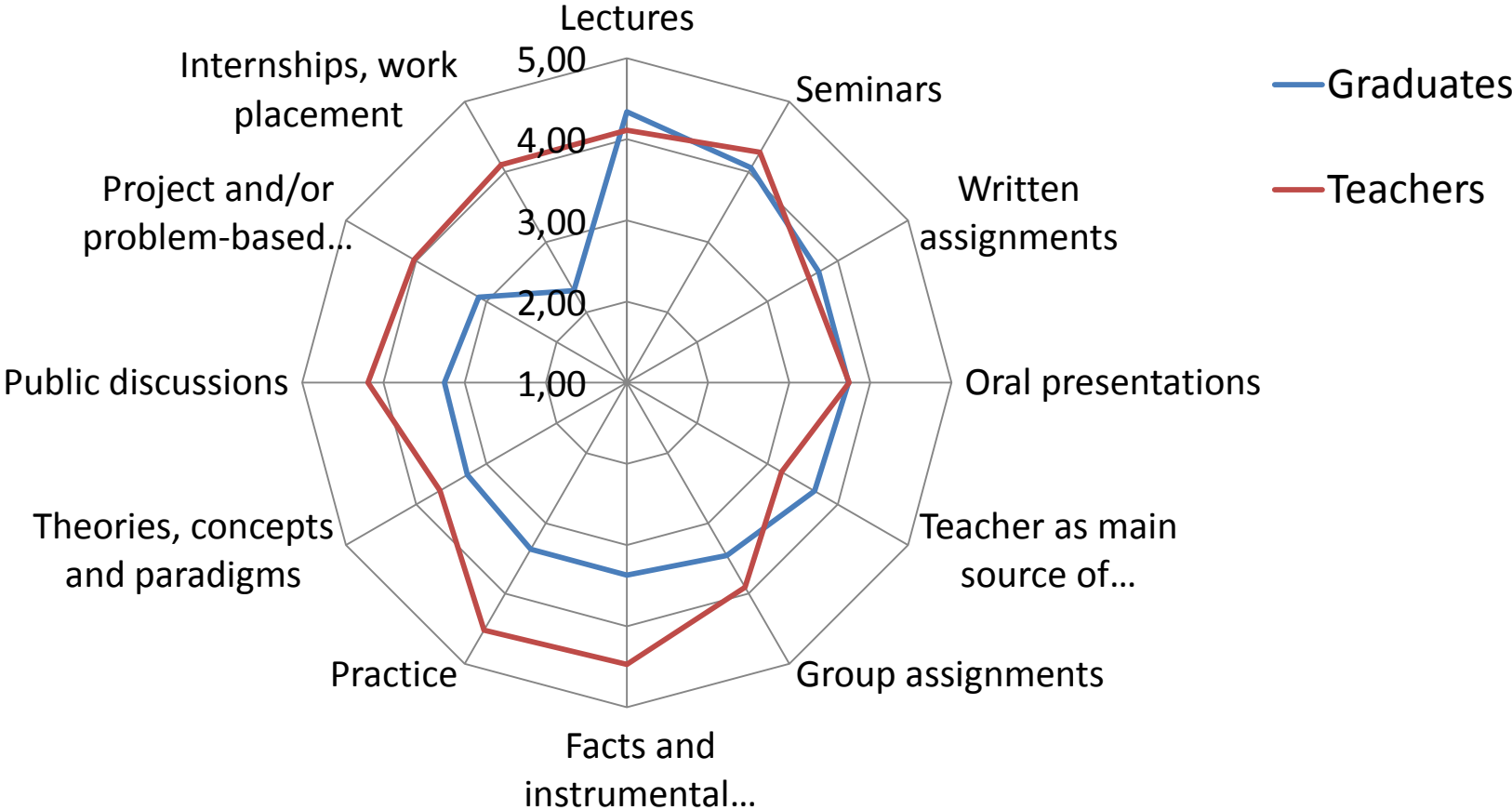
Scale 1-5



Transversal Analysis

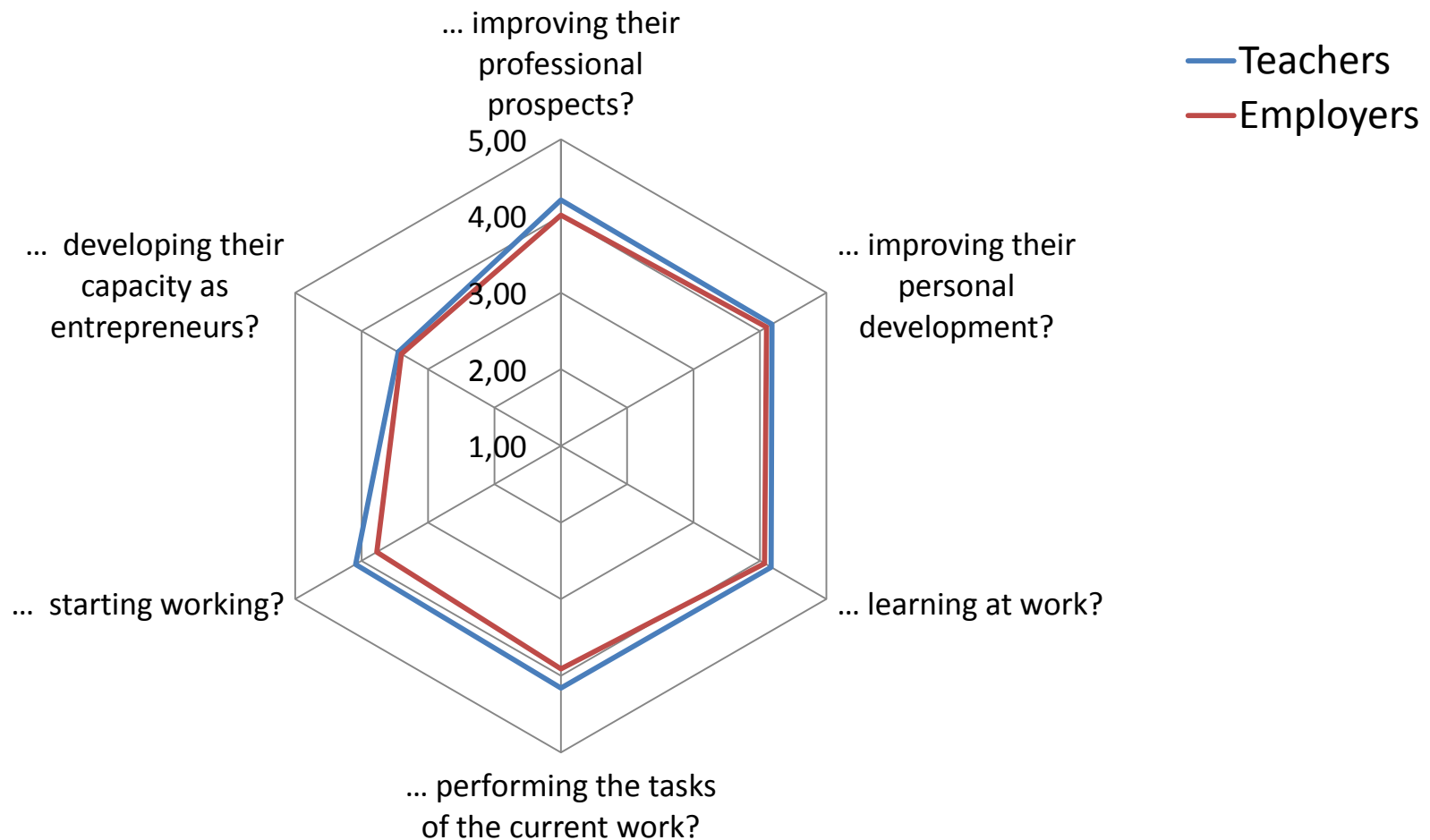
Modes of teaching and learning: graduates vs. teachers

Scale 1-5



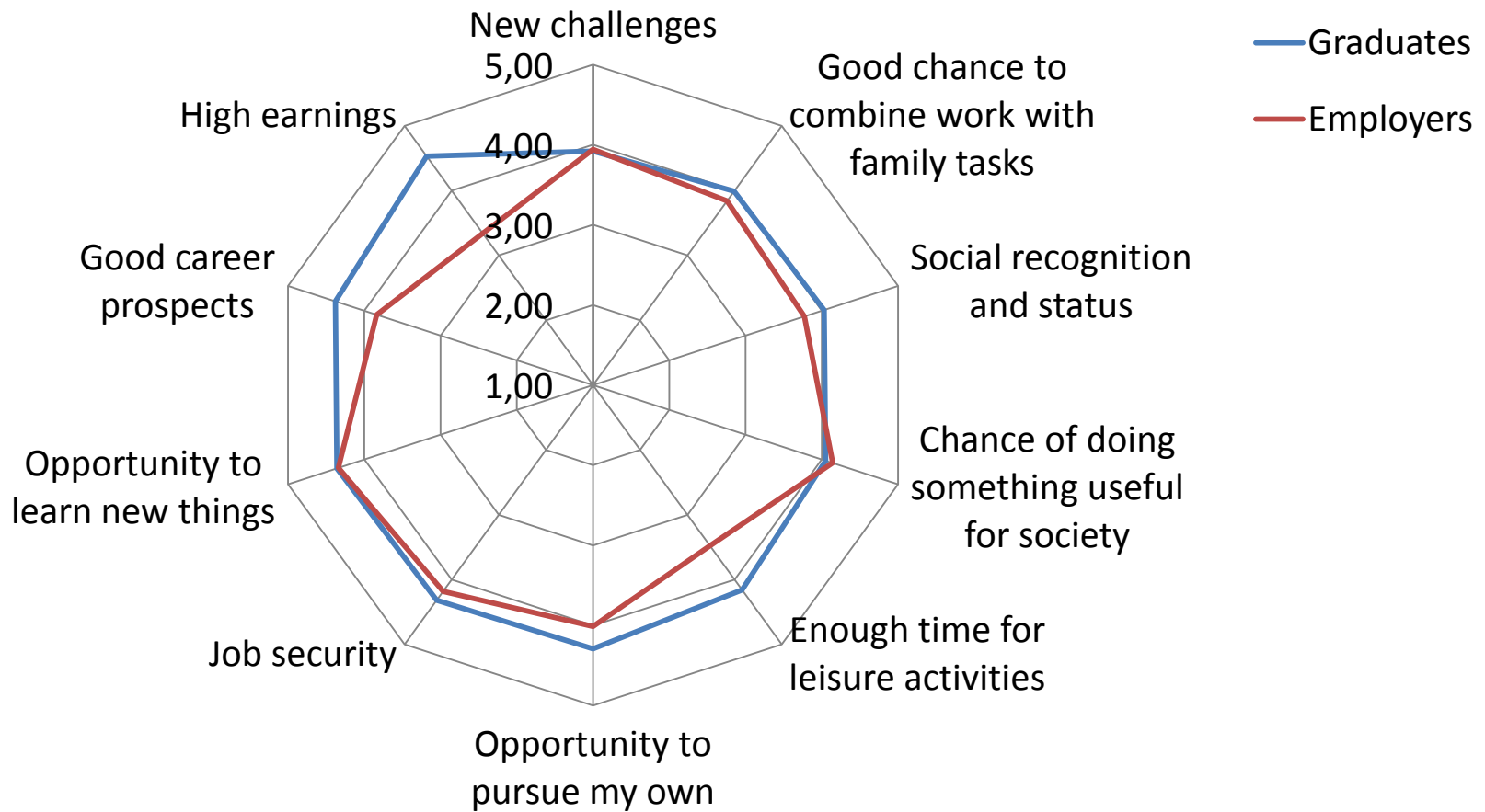
The higher education programme is a good basis for the students...: teachers vs. employers

Scale 1-5



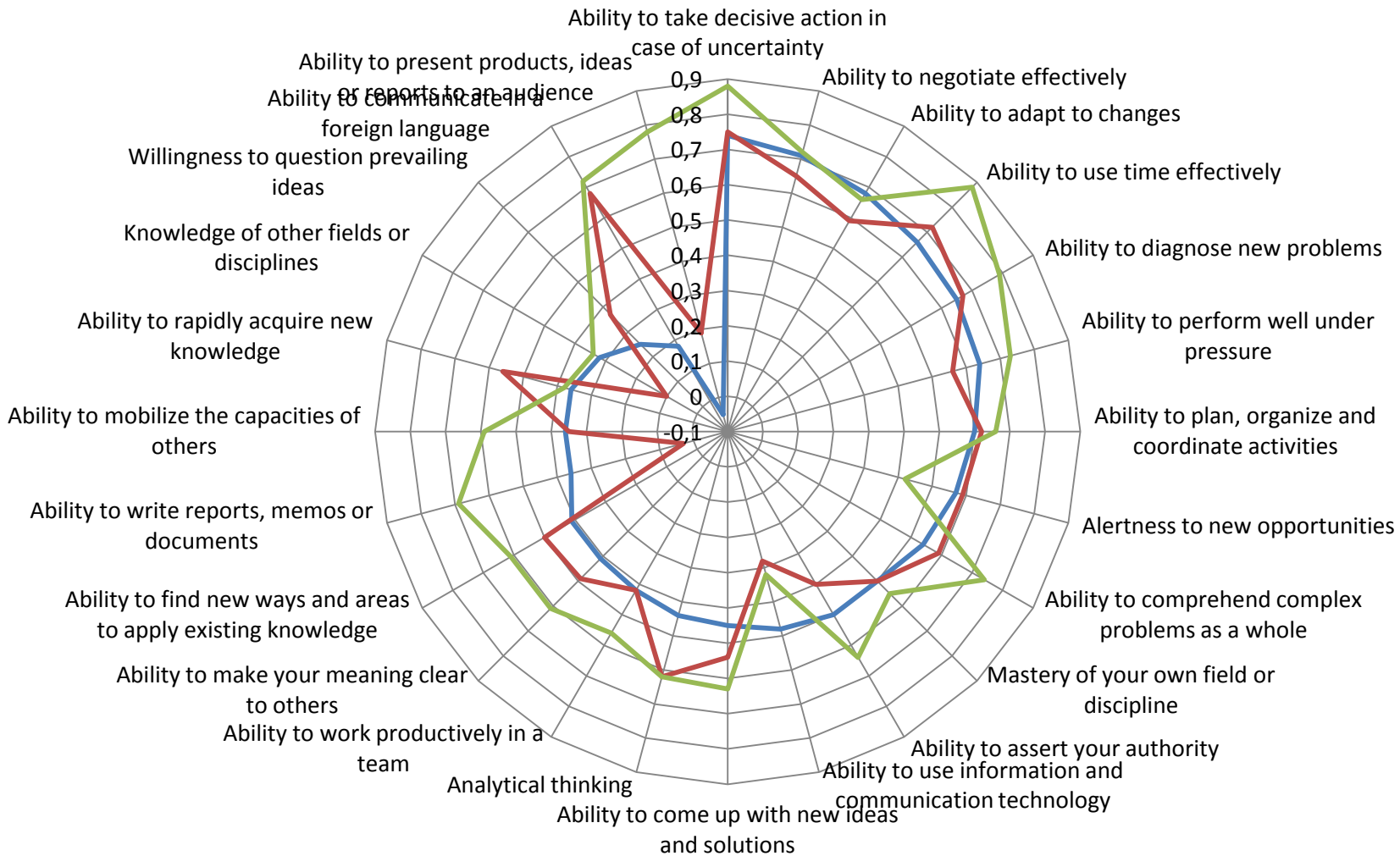
How important are these aspects in the workplace: graduates vs. employers

Scale 1-5



Deficit of competencies: graduates vs. teachers vs. employers

- Graduates
- Teachers
- Employers





UNIVERSITY
SOLUTIONS

Thank you for your attention!