

“Employability and Higher Education Institutions’ graduates in North Macedonia”

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Abstract

Employability of graduates of Higher Education Institutions has gotten the attention of researchers and institutions as the number of graduates from these institutions is growing rapidly. Graduates transition, placement and need of profiles in the job market are being analysed and put under the responsibilities of the universities, graduates themselves and/or governments. The approaches to employability, ways employability is measured, the skills that the job market demands the most from the graduates are analysed in this study. Employment rates of graduates are analysed as well. Some of the skills are more valued and demanded from the employers when recruiting new employees.

Various methodologies are used to address the objective of the study such as: the traditional research model and different quantitative and qualitative research methods. The data for the research are mainly from Eurostat, State Statistical Office of North Macedonia, Ministry of Education of North Macedonia.

Keywords: employability, graduates, higher education institutions, employment rate.

Introduction

Employment is one of the key objectives of graduates of Higher Education Institutions (HEI). Employment and the ability to help students gain employability skills are targets of universities and most governments as well.

Graduate employability is given more importance in recent years as students, universities and governments give more relevance to graduate placement in the job market. Higher education institutions are coming under increasing pressure to ensure their graduates have relevant employability skills. Institutions are also being encouraged to help students develop enterprise skills so that more graduates have the confidence and knowledge to set up businesses. Senior managers and academics are looking for support at all levels to embed employability and enterprise into the higher education experience (Yorke, 2006).

Universities in addition to the attention on incorporating in their program the skills the job market needs and demands – also pay a lot of attention to what career services they currently offer students. They also seek to know whether students have access to interview preparations, internship opportunities and alumni connections.

Graduates are very interested in the chances of employment as the massification of higher education is the reason that many students choose this educational pathway to improve their chances for a job or a good job.

Employability is a term that is defined and understood differently, depending on

the perspective and point of view of the research and researchers. It is an ambiguous term, which in the literature is used in a variety of contexts and with a range of meanings. Employability tends to have a variety of meanings in use, ranging from the employment rates of graduates from an institution to a characteristic of an individual graduate (Harvey, 2004).

Researchers suggest that the meaning of employability has changed systematically over the last three decades or so, depending on the labor market conditions and government policies of the time (Grip, Loo, & Sanders, 2004). There is a broad understanding of what qualities, characteristics, skills and knowledge constitute employability both in general, and specifically for graduates. (Lowden, Hall, Elliot, & Lewin, 2011).

In order to discuss the meaning of the term, initially we will present and elaborate three ways of defining employability: new graduates getting a job, a set of skills and a combination of factors.

Employability - New graduates getting a job

Generally, when we talk about employability we talk about new graduates and their capacity of getting a job. There are many research definitions that focus on this approach.

Employability refers to a new graduate possessing a set of skills and/or competencies that enable him or her to compete and secure employment, whether in formal employment, self-employment or any career (Harvey, 2004). Employability is frequently understood as being the same as graduates' establishment in the job market after graduation (Stiwne & Alves, 2010). Employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required (Hillage & Pollard, 1998).

Employability is graduates' ability to sustainably hold one's own in the labor market (in employed or independent word, with national or private institutions, at home or abroad) (European Higher Education Area, 2020).

Employability - Set of Skills

Besides new graduates and their capacity of getting a job, depending of the context, when we talk about employability, we are talking about a certain type of skills. Several definitions from research are deployed in that direction.

Employability refers to a new graduate possessing a set of skills and/or competencies that enable him or her to compete and secure employment, whether in formal employment, self-employment or any career (Harvey, Locke, & Morey, 2002).

Employability is a set of achievements, skills, understanding and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupation (ESECT, 2020). The combination of skills, competencies enables the adaptation to changes occurring in the world of work (Andreas, 2018).

Employability can be understood as the possession of basic 'core- skills', or an extended set of generic attributes, or attributes that a type of employer (discipline-linked, sector-related, company-type) specifies. Sometimes they get specified in detail or, more often, shorthand- 'key skills', for example is used (Harvey, 2001).

While employers view employability as the skills looked for in new employees, universities view employability as the skills and attributes demanded of their

graduates to enable them to be more employable and able to cope with change.

Employability - Combination of factors

Many authors and policy makers approach employability as a set of different factors. Employability is the combination of factors which enable individuals to progress toward or get into employment, to stay in employment and to progress during their career (Perez, Garrouste, & Kozovska, 2010). Employability can be defined as a synergic combination of personal qualities, skills of various kinds and disciplinary understanding (Knight & Yorke, 2002).

According to Hillage and Pollard, Employability is the capability to move self-sufficiently within the labor market to realize potential through sustainable employment. For the individual, employability depends on the knowledge, skills and attitudes they possess, the way they use those assets and present them to employers and the context (e.g. personal circumstances and labor market environment) within which they seek work (Hillage & Pollard, 1998).

People are more employable when they have a more expanded basic education and training, basic and transferable high-level skills, including teamwork, problem solving ability, but also skills in information and communication technologies and communication and language skills (Andreas, 2018). This combination of skills, competencies enables the adaptation to changes occurring in the world of work (Andreas, 2018).

Employability is a set of attributes, skills and knowledge that all labor market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider community (CBI 2011) (Trought, 2017, p. 22). The European Centre for the Development of Vocational Training (CEDEFOP) also defines employability as a set of factors. Employability is a combination of factors (such as job-specific skills and soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers (EUROPEAN Centre for the Development of Vocational Training, 2020).

Other approaches to employability

The three approaches initially proposed for defining employability, reflect the complexity of meaning and understanding of the term. There are other approaches to define this concept. According to Harvey, there are two broad approaches to defining employability: job getting and individual attribute development (Harvey, 1997, p. 3).

- The Job getting approach defines employability as:
 - The ability to secure a job after graduation through
 - The ability to secure a graduate (or appropriate) job within a specified time after graduation to
 - The ability to secure a graduate (or appropriate) job within a specified time after graduation, to retain the post and to develop and succeed within the chosen career
- Individual attribute development defines employability as (Harvey, 1997, p. 3):
 - Developing a range of attributes employers want.
 - Developing a range of attributes necessary for career progression.

- Exhibiting a range of attributes that employers anticipate will be necessary for the future effective functioning of their organization.

-Developing a range of attributes to become a critical lifelong learner.

Approach on defining employability also depends from the institutions/stakeholder that are giving the definition. Higher education institutions, employers and graduates have diverse ways of defining employability. Employers usually approach employability as the skills looked for in new employees, universities view employability as the skills and attributes demanded of their graduates to enable them to be more employable.

Employability is about making closer links between education and the world of work (Harvey, Locke, & Morey, 2002).

The European Commission constantly analyses, treats and stresses the importance of the issue of employability of graduates and gives information about it. In the Eurydice report of 2014 related to the approaches on employability it is written that: "Some countries conflate employability with employment by taking an employment-centred approach that focuses primarily on graduate employment rates. Others put the accent on skills development, emphasizing the competences relevant for the labour market that need to be acquired through higher education. Several countries combine these two perspectives". (Eurydice Report, 2014, p. 11).

Measuring Employability

As discussed, employability has a range of definitions, consequently there are different ways and methods of measuring employability. The groups interested to measure employability except countries are universities, employers and policy makers.

According to (Hillage & Pollard, 1998) there are various methods of measuring employability: Input measures, Perception measures and Outcome measures.

Related to measurement of employability, Harvey finds that while going from the theoretical definition to any measuring index related to employability, approaches usually begin with measurement methods rather than with conceptual speciation. According to Harvey, the correct sequence is made of six stages; Theoretical definition, Dimensions, Indicators, Instruments and Decision.

Very often, the employment rate is used in measuring graduate employability. The employment rate is the percentage of employed persons in relation to the comparable total population. For the overall employment rate, the comparison is made with the population of working-age; but employment rates can also be calculated for a particular age group and/or gender in a specific geographical area (for example the males of age 15-24 employed versus the total in one European Union (EU) Member State)¹.

It is important to underline there is a difference between employability and employment. Datta, Pellissery and Bino are of the view that becoming employed means having a job and being employable means possessing the qualities necessary to maintain a job, make a smooth transition from one workplace to another and progress in different workplaces (Datta, Pellissary, & Paul, 2007)

¹ European Union https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Employment_rate.

Higher Education and Employability

Higher education institutions seek to improve the employability of their graduates in/with different approaches (Mason, 2011). Since University performance is already measured against/with research and teaching quality (Lees, 2002), there is a discussion that employability should or should not be a factor when measuring University performance. The dilemma, and the complexity here, is how to measure the quality of employment? What work positions would mean successful employment for Universities? Despite the discussion and arguing about the doubt in the research world, some rankings include the employment rate of graduates when ranking universities (Topuniversities, 2020) (HESA, 2020).

There are also attempts when the employment rates of graduates, calculated in different ways, are used for promotional and advantage in the market (University of London, 2020). Related to this, Harvey states: If the notion of employability is to contribute to the quality of higher education, it is rather important to disentangle competing preconceptions about what it is, how it might be measured and promoted (Harvey, 2001).

Since the 1990s there have been increasing examples of HEIs working to address employability within their courses and systems. The literature includes examples and case studies of HEIs working to promote employability, often working closely with employers to provide placements and work-based learning opportunities (Lowden, Hall, Elliot, & Lewin, 2011). Many universities now seek to attract students by promising to enhance their employability skills (Trought, 2017, p. 51). After the massive and rapid growth of graduates in the past years, employability stopped being taken for granted by HEI. In the EU countries, but also in the region generally, one contribution of Higher Education Institutions to employability is seen in the tendency of measuring graduate employment rates months after graduation. In the UK there is a (Treasury) view that HEIs' contribution to employability can appraised by looking at employment rates approximately 6 months after graduation (Knight & Yorke, 2003). HEFCE (2001) measures employability in terms of graduates getting jobs, any jobs.

In context of HEI and employability, it is important to mention that there is a discussion if employability is attributable to HEI or individuals. Harvey prefers the approach that employability is a propensity of the individual student to get employment (Harvey, 2001). On the other hand, there are researches that approach and give attributes for employability to HEI. For example (Hillage & Pollard, 1998) equates employability with the gaining and retaining of fulfilling work and entering in the job market. Related to this Harvey states that there are two interrelated problems with such pragmatic measures: first, the insistence that 'employability' should be measured by outcomes in the form of recent graduate employment rates; and second, the tendency to slide into a view that employability is an institutional achievement rather than the propensity of the individual student to get employment (Harvey, 2001).

Today, in the world the focus is more a collaboration between businesses and universities to identify the skills gap to ensure students jobs. Businesses need to work more closely with universities to make sure the right skills are being developed.

Businesses have a role to play in defining the skills needed for the future in order to compete, but in order for universities to translate these skills into the curriculum there is a need for collaboration. Businesses are also required to provide opportunities for students to develop their skills in a live environment.

Labor market demand for skills from university graduates

One of the main objectives of education in universities, colleges, institutes and graduate schools is to prepare people for more complex forms of work and employment by equipping them with the knowledge and skills needed by employers (Branine, 2008). Recently, the concept of employability has become more important due to the changing nature of the graduate labour market. A skill gap is the gap between an employee's ability and an employer's expectations of an organization. A competency gap is the big issue that is faced by the both employees and employers in today's environment (Bano & Shanmugan, 2019).

In this discussion of skills possession/ lack of possession, there tends to be an overestimating value of skills possession by the graduates. The graduates tended to overestimate themselves, while the employers argued that graduates lacked the necessary skills (Matsouka & Mihail, 20016). Analyses are being done related to the skills that employers and the job market want from the graduates. Some of the conclusions from different authors are presented in following. In 1997 in his study, Harvey came to a conclusion that employers want graduates with knowledge, intellect, willingness to learn, self-management skills, communication skills, team-working and interpersonal skills (Harvey, 1997).

Another study conducted in 2011 measuring the expectations of employers related to graduates concludes: employers expect graduates to have technical and discipline competences from their degrees but require graduates also to demonstrate a range of broader skills and attributes that include team-working, communication, leadership, critical thinking, problem solving and managerial abilities (Lowden, Hall, Elliot, & Lewin, 2011).

Employers look for people who would 'fit in' and become a valued part of the organization and can start contributing to get the job done without delay. While the chances are high that most of the employers will be on the lookout for some job-specific skills, it is also true that at the same time they also want the *candidate* to have some general skills (Brewer, 2013).

A combination of technical and non-technical skills is demanded by the employers. Today's employers require employees to have soft or non-technical skills in addition to technical skills (Mansour & Dean, 2016).

Some researchers have found that the skills appreciated highly are the same in different career areas. The employers seek a range of skills or in other words the Employability Skills, which are sometimes referred to as the Generic skills, in a graduate during the hiring process. They are looking for a mix of skills, abilities, interests, values and personal qualities. Most of these skills are common to a number of different career areas (Rahman & Mehmood, 2014).

Knight and Yorke (2003) found that small and medium enterprises valued skill of oral

communication, handling one's own work load, team-working, managing others, getting to the heart of problems, critical analysis, summarizing and group problem-solving. Valued attributes included being able to work under pressure, commitment and working varied hours (Knight & Yorke, 2003).

Branine (2008) while researching graduate recruitment argues that higher education institutions have prominent roles to play in preparing students for employment and that it is their duty to do so. But, he also brings forward the other side of the discussion, which is that higher education institutions are not employment and training agencies and that their role is to enhance knowledge and learning regardless of what employers require (Branine, 2008).

Employers while recruiting and hiring, value a lot the work experience of the graduates. The report of the European Commission, *The Employability of Higher Education Graduates: The Employers' Perspective*, present findings that employers' preference for graduates with a bachelor's degree and two years of work experience is comparable to their preference for graduates with a master's degree and one year of work experience, with the bachelor with the two years of work experience even having some advantage (Humburg, Velden, & Verhagen, 2013), a result perhaps not surprising given employers' rather modest preference of master's degrees over bachelor's degrees, and their strong preference of relevant work experience over no relevant work experience.

As for the skills employers want, in the report of the European commission the skills are rated from employers as follows (Humburg, Velden, & Verhagen, 2013) in Table 1.

Table 1. Skills importance from employers

Skill measured in study	Definition
Professional expertise (specific body knowledge)	Knowledge and skills needed to solve occupation-specific problems
General academic skills	Analytical thinking, reflectiveness, and the ability to see the limitations of one's own discipline
Not measured	
Innovative/ creative skills	Ability to come up with new ideas and to approach problems from a different angle
Strategic/ organizational skills	Ability to act strategically toward the achievement of organizational goals and priorities
Interpersonal skills	Ability to work in a team and communicate and cooperate effectively with diverse colleagues and clients
Commercial/ entrepreneurial skills (ability to turn an idea into a successful product)	Ability to recognize the commercial value of an idea and to search for and pursue opportunities to turn them into successful products

International orientation (both aspects)	Proficiency for foreign languages and intercultural skills, that is the ability to work with people from different cultural backgrounds and to adapt to new cultural contexts
<ul style="list-style-type: none"> ➤ Professional expertise (19.5%) ➤ Interpersonal skills (19.1%) ➤ Commercial/ entrepreneurial skills (17.6%) ➤ Innovative/creative skills (16.0%) ➤ Strategic/organizational skills (14.2%) ➤ General academic skills (13.7%) 	

Source: The Employability of Higher Education Graduates: The Employers' Perspective, 2013

Even though all parties involved in the discussion give different levels of importance to skills and employability, Higher Education representatives, employers, students and graduates agree that all overwhelmingly value work-based learning (such as placements and internships) as particularly effective approaches to promote the employability of graduates (Lowden, Hall, Elliot, & Lewin, 2011).

Higher education systems can increase human capital by improving the skills of its graduates (Knight & Yorke, 2003). Higher education should promote generic skills alongside subject-specific understandings and skills. We have difficulties with this skills-based account of employability. First, it is plain that the word 'skills' is not sufficient to capture the diverse social practices that employers have identified with employability (Knight & Yorke, 2003).

Employability of graduates in North Macedonia

North Macedonia is one of the countries where employability is usually conflated with employment. The higher education system in North Macedonia—even though it has made important progress in some areas—still faces a lot of challenges. The main problem is the non-existence of a tripartite cooperation between the state, academy and businesses (Ministry of Education and Science of the Republic of Macedonia, 2018, p. 50).

An overview of the higher education challenges is given in the report of Ministry of Education funded by the European Union. The report states that study and subject programs do not match the labor market needs; there still occur such phenomena as plagiarism in the students' and professors' papers, and the system of practical training of students is improper (Education Strategy 2018-2015 and Action Plan, 2018, p. 49). Also, in the Higher Education system, expansion of study programs continues without proper analysis of the labor market demand and assessment of the implementation capacities (Ministry of Education and Science of the Republic of Macedonia, 2018, p. 50). In North Macedonia the systems for collecting labor needs data and for forecasting future skills needs are still at an early stage of development, which limits policy making in education.

One of the priorities in the Education system as stated by the government is improve professional orientation and career guidance services – for Primary, Secondary, Vocational and Higher Education (Ministry of Education and Science of the Republic of Macedonia, 2018, p. 57).

In the last years, North Macedonia has started to give importance to the skills needed in the job market. Through the Employment Service Agency, the government in 2018 and 2019 has begun to consult and survey the employers and the job market in general relative to the skills needed from the newly employed². In the surveys conducted with representative companies and institutions, besides the need of employments for the next period of time, are provided data that reveals that employers expect specific skills from new employers, especially for the graduates from higher education institutions. In this report, besides work experience, employers most highly rated desirable skills as: knowledge of foreign languages, basic computer skills and also advanced IT skills. Other skills wanted are communication skills, ambition, responsibility, team work, trust, precision, skills for entry and reading of data, flexibility, skills for sales and marketing and management skills (Employment Service Agency of the Republic of Macedonia, 2018, p. 9). Only 8.8% of the all employments anticipated in this report should be for university graduates (Employment Service Agency of the Republic of Macedonia, 2018, p. 7).

The skills required from the eventual new employers in both reports 2018 and 2019 are similar. In the second survey we can see that IT skills are required in advanced levels with more specification for IT knowledge. Knowledge of foreign languages remains highly important for the market. Other skills wanted are communication skills, ambition, responsibility, team work, trust, precision, skills for entry and reading of data, flexibility, skills for sales and marketing and management skills (Employment Service Agency of North Macedonia, 2019).

In the Report of 2019 a slight increase in demand for university graduates is noticeable, with 9.3 % of the all employments anticipated in this survey being dedicated to be for university graduates (Employment Service Agency of North Macedonia, 2019, p. 4).

In the report for North Macedonia for European Training Foundation in 2019 about the skills mismatching of graduates and the labor market, the view is expressed that the main challenges in the area of higher education are ensuring quality and functioning of the accreditation and evaluation system, as well as ensuring that the skills and knowledge of graduates match those required in the labor market (Mojsoska-Blazevski, 2019).

In North Macedonia's higher Education System, teaching methods still place more emphasis on theory than on practice, leaving students limited opportunities to gain applied practical knowledge and experience. On the other hand, almost all open vacancies require practical experience and skills. In addition, universities fail to equip students with key interactive skills, which are not only needed for existing jobs but are also vital for adapting to a changing and increasingly flexible labor market (Mojsoska-Blazevski, 2019).

Initiatives have been taken in recent years at improving the skills of graduates;

² The last report on skills demand by the Employment Service Agency <https://av.gov.mk/content/Dokumenti/Anketa%20za%20potreba%20od%20vestini%202020%20w.pdf>

we would mention two that relate directly with skills matching and indirectly with employability. To enable students to gain some work experience during their studies, they are required to undertake a one-month internship every academic year. This requirement is not yet fully implemented in practice. Also, higher education institutions are required to ensure that 30% of the curriculum is taught by practitioners from the business sector. The goal is to introduce more practical learning and skills rather than just theoretical learning.

The structure of Higher Education in North Macedonia

In North Macedonia are 6 functional public universities, 1 private-public University and 9 private universities, and 2 high vocational schools. In the Education Strategy for 2018-2025 it is stated that universities had around 58 thousand undergraduate students (56% of them were female students). The gross enrolment rate of students was 34.2% (39.2% for females) and the net enrolment rate was 26.3% (30.9% for female students). In 2015/16 academic year, there were 3,034 master students and 58.9% of them belonged to the public institutions³.

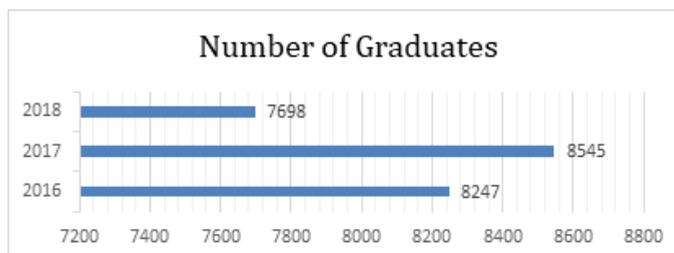
The number of graduates from HEI in North Macedonia in 2016, 2017 and 2018 is presented in Figure 1 bellow. There are 8247 graduated in 2016, 8545 in 2017, whereas in 2018 there is a decreasing number of 7689 graduates in North Macedonia.

Figure 1. Number of graduates from HEI in North Macedonia
Source: State Statistical Office of North Macedonia

Higher Education workforce

Some of the challenges of the higher education system in North Macedonia were discussed in the previous section. It is also important to mention the youth low employment rates as well. The category of young people refers also to university graduates, especially the first years after graduation.

We have analysed and calculated the employment rate of Higher Education graduates from the data of the Statistical Office of North Macedonia. From the data of



working age population with tertiary education we have calculated the employment/unemployment rate and several other calculations.

The total workforce with higher education presented below includes graduates from

³ EDUCATION STRATEGY FOR 2018-2025 and Action Plan

<http://mrk.mk/wp-content/uploads/2018/10/Strategija-za-obrazovanie-ENG-WEB-1.pdf>

all cycles of graduates (undergraduate, master and PhD) in University and there is no age distinction in it.

The number of total work age population has increased from 2014 to 2017. The number of work age population slightly decreased in 2018, i.e. from 257,988 as it was in 2017 to 255,429 in 2018. The number of female workforce with higher education has increased in the last seven years and overcomes the number of male with higher education as work age population. Details are presented in the next figure (Figure 2).

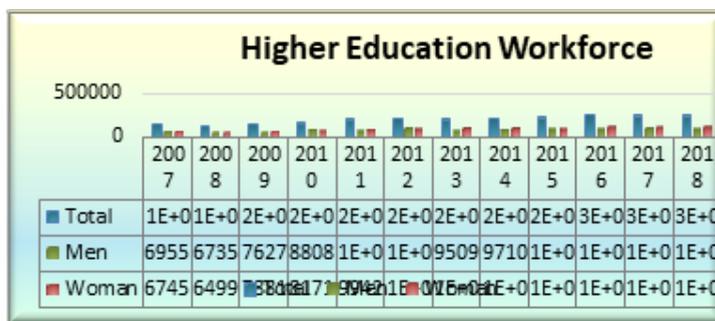


Figure 2. Total workforce with Higher Education
 Source: Authors work, data from State Statistical Office of North Macedonia

North Macedonia graduates Employment Rates

The employment rate of graduates from all levels of studies with higher education in North Macedonia from 2007 to 2018 is presented in the Figure 3.

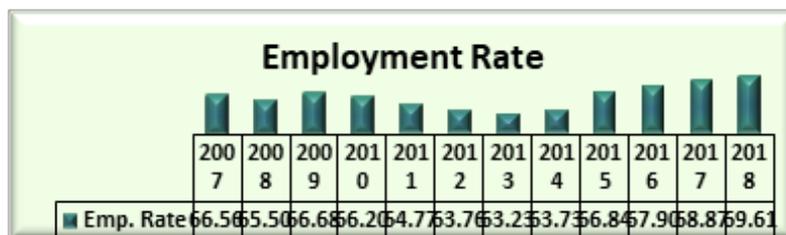


Figure 3. Employment rate of graduates with higher education in North Macedonia
 Source: Authors calculation based on data from State Statistical Office of North Macedonia
 As can be seen in the figure above, in the past eleven years the employment rate of graduates has changed slightly. The highest employment rates are seen in the three last years with 67.70 %, 68.87% and the highest employment rate of all is in 2018 with 69.61%.

If we want to look at the unemployment rate of graduates, we can notice the highest unemployment rate is noticed in 2013 with 20.59% of unemployment through all higher education graduates. The lowest unemployment rate is in 2018 with 15.40%. The unemployment rate of graduates is calculated from the unemployed workforce with higher education and the total number of the workforce with higher education. In

the data given from the statistical office, it appears that the graduates who don't seek work/are in the educational process are removed. See Figure 4 for unemployment in years from 2007 until 2018.

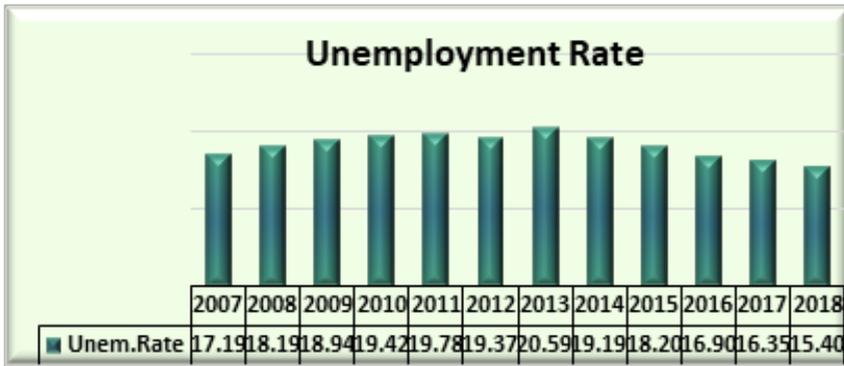


Figure 4. Unemployment rate of graduates with higher education in North Macedonia

Source: Authors calculation based on data from State Statistical Office of North Macedonia

When calculating the employment rates for undergraduate students, we considered the employment rates of category 20-24 years. These employment rates are significantly lower compared to the rates for all working ages with tertiary education. The categories 20-24 years are usually students who have a degree in undergraduate studies.



Figure 5. Employment rate of graduates with higher education age 20-24 in North Macedonia

Source: Authors work based on data from Eurostat

Employment/Unemployment by Gender in North Macedonia

If we want to look at the employment and unemployment percentages categorized by gender, the numbers are presented in the following figures 7 and 8. We mentioned above that the female work force with higher education has increased in the last years. Similarly, the percentage of employed woman with higher education has increased. Previously from 2007 until 2012 the percentage of employed men was larger. The shift looks to have happened in 2013.

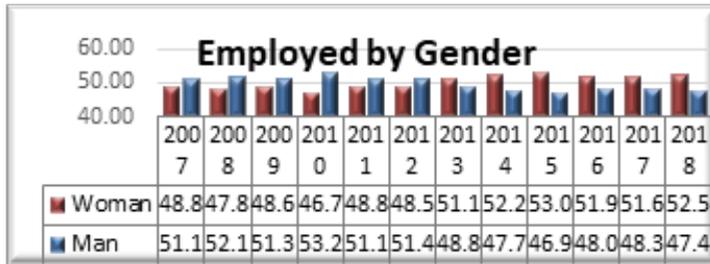


Figure 6. Employment by gender with higher education in North Macedonia
 Source: Authors work based on data from State Statistical Office of North Macedonia

As for the unemployment percentage from the total number of unemployed with higher education women continuously have the largest unemployment rate. It is important to mention that the total number of unemployed from which is calculated the percentage contains only the people who are seeking for job (not the total number of unemployed graduates with higher education).

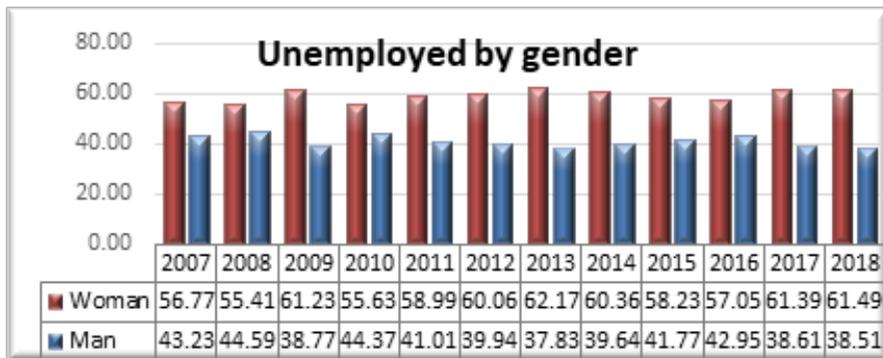


Figure 7. Unemployment by gender with higher education in North Macedonia
 Source: Authors work based on data from State Statistical Office of North Macedonia

Conclusions

Through this study we tried to analyse the employability of graduates of higher education institutions. The meaning of the term employability varies from graduates getting an initial job, the set of skills that helps getting the job, a combination of factors or personal attributes and similar factors. The target of universities, governments and graduates is to enhance the employability and employment of graduates.

Employability is measured in different ways depending on the approach of the study. Some of the ways are the employment rate, transition from school to work, factors influencing employment, measuring the attributes of graduates, the nature of work gained, the level of work and other factors.

There is slight difference in the rate of employment for graduates of Higher Education Institutions in North Macedonia in different years. Demographic factors

(age and gender) and success in education affects the graduate's employability. North Macedonia institutions had difficulties on providing specific data related to the employability of university graduates such as: employment rates of graduates from universities, profiles of graduates employed with university degrees, and similar data.

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