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2023 June Convening

The Role of Mentorship in Facilitating Institutional Learning and Systems Change in Employability

Facilitator/Speaker/Panelists Details

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Moderator

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Speaker

Salamatu Braimah Mahamah,
Senior Assistant Registrar,
Accra Technical University

Speaker

Abigail Welbeck,
Director Of Career Services,
Ashesi University

Speaker

Ivy Muthoni,
Career Services,
Strathmore University

Speaker

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Session Outline

- Some background – About SCP-E and

  Dimensions of Systems Change

- UCC' Case

- ATU's Case

- IPRC's Case

- BIT's Case

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Who's Part of the Program

Participating Institutions	Mentor Institutions

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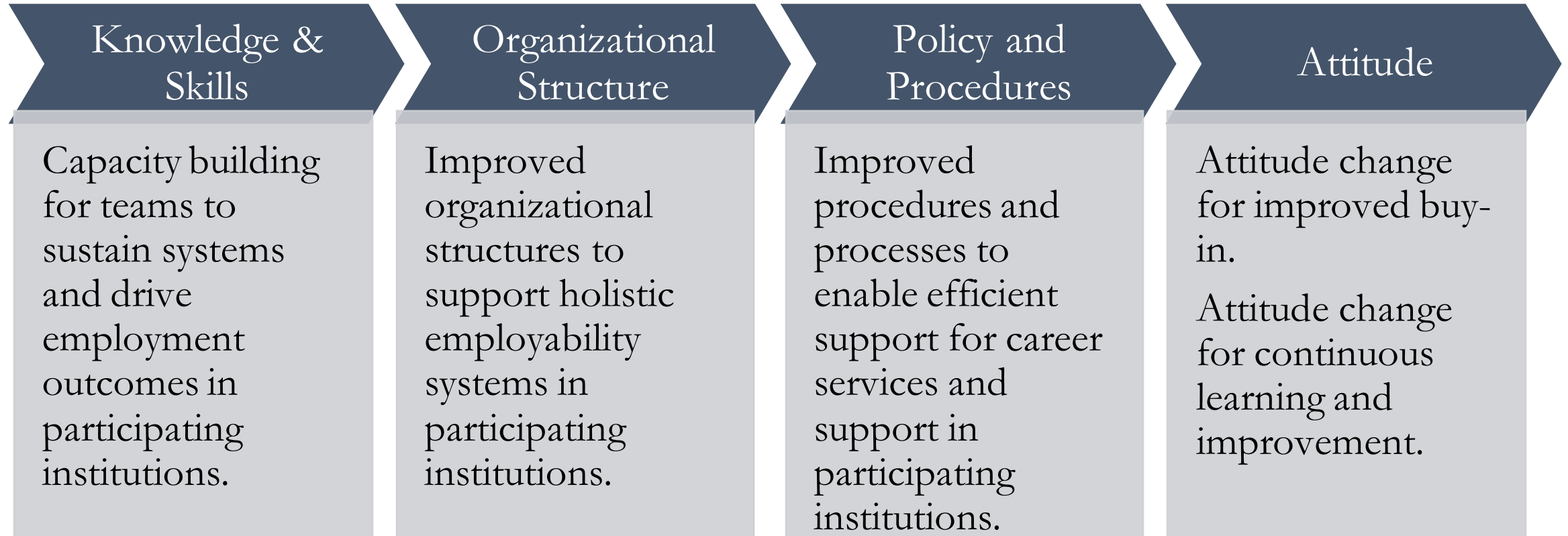
Our view on Employability

Training students with relevant career readiness
Through engagement in network programs, member institutions will be well-equipped to train and provide all students with the competencies, knowledge and resources to prepare graduates for a smooth transition into successful careers.
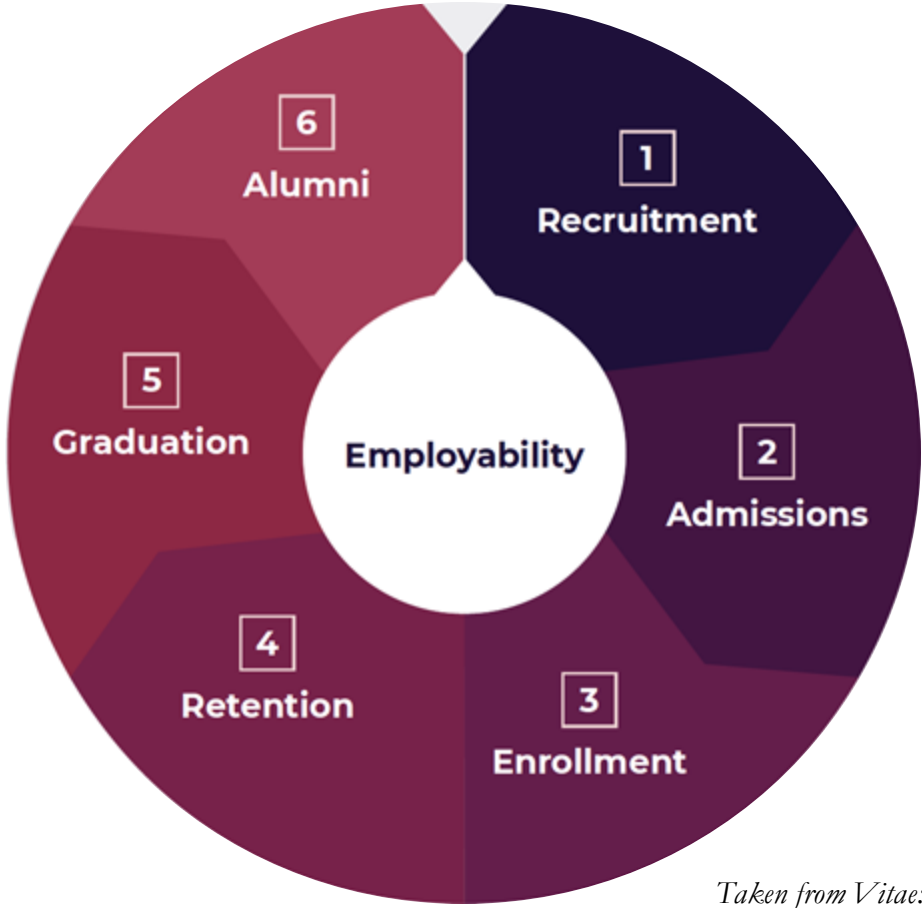
Specifically:
1. Member institutions have an effective system and core center that manages the career development of students, and maintains the linkages between students, alum, and industry.
2. Member institutions have active partnerships with industry to ensure relevance of knowledge and resources to provide students with (practical) opportunities in the world of work.

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SCP-E Dimensions of Systems Change

Knowledge & Skills	Organizational Structure	Policy and Procedures	Attitude
Capacity building for teams to sustain systems and drive employment outcomes in participating institutions.	Improved organizational structures to support holistic employability systems in participating institutions.	Improved procedures and processes to enable efficient support for career services and support in participating institutions.	Attitude change for improved buy-in. Attitude change for continuous learning and improvement.

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Systems Change Program

1 Training & Mentorship
Consultations and coaching to develop system change projects

2 Institutional Ownership
HEIs commits to own and sustain projects as part of institutional strategy

3 Evaluation & Knowledge Sharing
Evidence-based guided review and sharing in communities of practice

4 Funding Support
Grants up to $40k per HEI to pilot and scale system change project(s)

Requires a Champion

1 Recruitment
2 Admissions
3 Enrollment
4 Retention
5 Graduation
6 Alumni

Employability

Taken from Vitae: IFC Employability Toolkit

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SCP-E Impact Goals

At the end of this transformational process, participating institutions would have:
1. Career development strategy with a system that drives employability
2. Leadership engagement/ buy-in to the career-dev strategy, including a % institutional budget allocated to career services development
3. Institutional ownership of the transformation process, including structured monitoring, evaluation, learning, and communication tools and SOPs for career development

In the long term, average 3 years of implementation, the institution will:
have the foundational systems, and community of practice support needed to provide career development services to students and alumni to achieve an average of 70% employability rate with-in 2-years of graduating students

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UCC's Story

Accessibility of career support and scalability

Absence of a designated Career Services Unit and personnel

No existing measures for monitoring and impact assessment

No structured Soft Skills Development & Career Exploratory approach

Impact the successful employability of at least 50% (39,242) of the UCC student body (78,485) within the next five years by introducing impactful and industry-relevant career development programming and experiential learning opportunities into the student university experience in an intentional and institutionally coordinated manner.

The management of UCC has mandated a set of soft skills each department works towards equipping the student body with.

As a step towards sustainability, the Design Thinking Hub has hired a director for the Career Services Program to oversee the affairs of the program.

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Process and Impact

Career Peer Career Consultants (CPCs) are highly motivated, career-driven students who have been selected, trained, resourced and are being supervised to provide their peers with career support and guidance in a variety of areas in the career planning process.

The expectation is that these well-trained students will serve as effective mentors and career guides for their peers, and that students who receive the services and instruction from them will devote greater energy to career exploration, be better prepared to seek meaningful, career-related internships and professional employment, develop effective job search and transferable skills, thus transitioning more easily and successfully into the world of work.
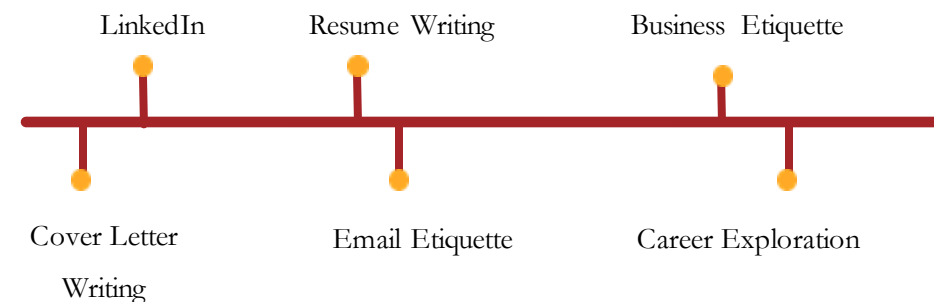
500
Students trained by CPCs

51
Career Peer Consultants

Training Topics

LinkedIn

Resume Writing

Business Etiquette

Cover Letter Writing

Email Etiquette

Career Exploration

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Process and Impact

A designated facility in the Design Hub to serve as the Career Center

The FlexLab facility used as a CPC training centre

Training with mentor institution

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Next Steps

- Strengthening the foundations of the program by solidifying structures and continuous personnel training.

- Securing the buy-in of the institution's management in writing with resources like budgets captured.

- Developing a more robust recruiting process for Career Peer Consultants.

- Developing a website and database dedicated to the program.

- Creating a handbook for the Career advisory board to guide their activities.

- Commissioning a council or committee to handle all affairs about the program.

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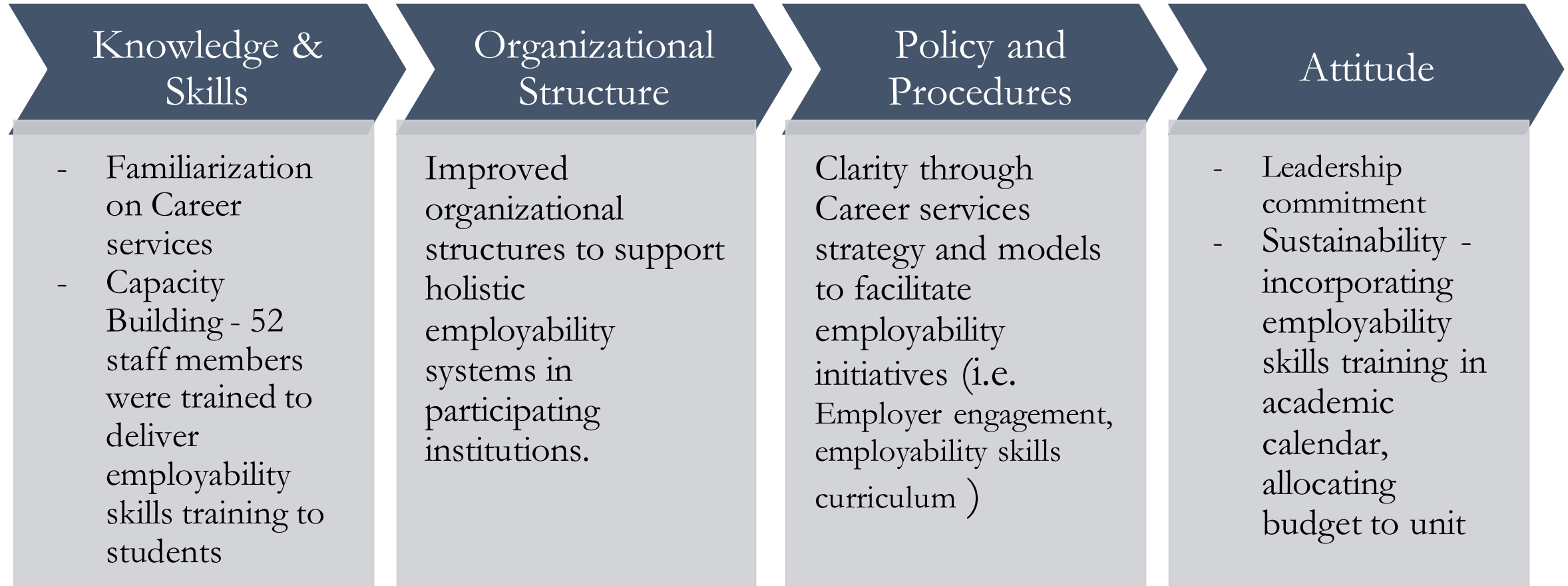# Rwanda Polytechnic -IPRC Gishari

Objective: To improve career support services for graduate employability

Challenges

- No career services strategy
- Lack of clarity on what career support services entail
- Staff capacity to support employability skills training
- Contextualization

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RP - IPRC Gishari System Change overview

Knowledge & Skills	Organizational Structure	Policy and Procedures	Attitude
- Familiarization on Career services - Capacity Building - 52 staff members were trained to deliver employability skills training to students	Improved organizational structures to support holistic employability systems in participating institutions.	Clarity through Career services strategy and models to facilitate employability initiatives (i.e. Employer engagement, employability skills curriculum)	- Leadership commitment - Sustainability - incorporating employability skills training in academic calendar, allocating budget to unit

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RP- Gishari Outcomes

A career Services Strategy & Models to support employability outcomes

52 staff trained who have supported 382 students through employability skills training.

44 employers engaged that has led to signing of 6 MoUs, 4 guest lectures and 32 organizations participating in a career fair

1,719 students gaining industry insights through guest lectures and 828 students securing industrial attachment.

Incorporation of employability skills training in Academic calendar - for the 8 colleges and learnings from IPRC Gishari's mentorship

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Burkina Institute of Technology

Objective

- Build career support services system that ensure student career readiness/preparation for the labor market to boost their employability.

Challenges

- Unstructured student support as a new department

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Mentorship Objective

Systematic employer engagement

that invites employers to support student learning and capture skill gap needs.

1

Structured career support systems

that address student learning needs at different academic levels

2

Alumni engagement Strategy

creates value for alumni, invites them to support BIT, and themselves to facilitate their career growths.

3

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BIT Progress

Launched Career Services Strategy that supports student's career preparation and transition the labor market.
- Structured series workshop launched with students in 1st, 2nd and 3rd year
- 1:1 on demand career guidance support eg. interview prep, resume review etc.
- Speaker series with Alumni & Industry practitioner
- Employability support
- Internship placement nationally and internationally
- Etc

More structured engagement with employers:
- 12 Partnership MoUs signed with companies and working with 60 more to support student for internship, understand their needs and other learning opportunities,
- Companies site visits (students)
- Internship employer feedback

Launched Alumni engagement which includes:
- WhatsApp group - everyone onboarded
- Organized a Alumni networking event which 50/90 Alumni Attended
- Quarterly Newsletter.
- Share of opportunities
- Alumni Association in a process of electing representatives

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ATU's Story

The objective of the SCP-E program is to increase the accessibility of career development programs across 50% of the entire student population within the next six

(6) years to increase graduate employability (starting their own businesses and/or being immediately employable six (6) months post national service) and career success.

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The Journey So Far

The program leads and mentors have developed a six (6) year implementation plan for ATU Career services.

25 Career Peer Coaches have been recruited and given some training – Effective Communication, CV writing and Email Etiquette.

112 Cohort Groups – Secretaryship and Management Studies (HND Level 300) have been distributed among 14 CPC with an average of 8 per CPC.

4 Alumni Career Coaches recruited and had 2 sessions with cohort groups

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Problems

Outcomes

Teaching Materials for CPC to train their peers

Career Services Centre identified and furnished

Competent and Committed Career Expert to continue with CPC training

14 committed CPCs sharing their learning with peers

Total Commitment of the Cohort Group

Excitement of some Cohorts of the programme

Commitment of Alumni Career Coaches

Total Management Commitment to the program

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Any Questions?

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