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EMPLOI

POURQUOI LES DIPLOMÉS NE SUFFISENT PLUS

● UN SONDAGE VERDE FRONTIER - BUSINESS MAGAZINE

BUDGET 2016-17

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GRANDISSANTES

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EMPLOI

POURQUOI LES DIPLÔ

Au-delà des divergences sur le calcul du taux de chômage, la création d'emplois constitue un véritable casse-tête pour les pouvoirs publics. Une situation qui se reflète dans les chiffres de l'institut des statistiques. En 2015, ils étaient 21 200 jeunes à ne pas avoir du travail.

Jean Paul AROUFF

Une action s'impose face à ce qui est en passe de devenir une «crise de l'emploi des jeunes». Pourquoi pas une politique nationale de l'emploi? En marge de la présentation du prochain Budget, *Business Magazine* et la firme de business intelligence, VERDE Frontier, ont voulu contribuer à une éventuelle réflexion sur la question à travers un sondage.

Pour les besoins de l'étude, un exercice de collecte de données a été mené entre le 28 juin et le 8 juillet de cette année. Au total, 41 institutions, employant environ 9 300 personnes, ont été sondées.

Cette interaction avec les employeurs, dont nombre d'entre eux figurent au classement des 100 premières compagnies de Maurice, s'est révélée très riche en enseignement. Elle a permis, en même temps, de mieux cerner la problématique du déséquilibre entre les compétences recherchées par les entreprises et celles actuellement démontrées par les jeunes diplômés.

En moyenne, 7 000 étudiants locaux obtiennent leurs diplômes universitaires chaque année, mais une bonne partie n'arrive pas à se frayer un chemin sur le marché du travail. D'où le constat alarmant de Statistics Mauritius : 26,3 % des chômeurs sont âgés entre 16 et 24 ans.

Certes, l'économie tourne au ralenti mais il y a tout de même

des emplois à prendre. Pour se rendre à l'évidence, il n'y a qu'à éplucher les petites annonces dans les journaux ou sur les sites web des agences spécialisées. Comment expliquer que 9 000 personnes ayant entrepris des études tertiaires peinent à se faire embaucher ? Nous avons posé la question aux employeurs. Ces derniers sont unanimes : pour améliorer l'employabilité des jeunes, il est nécessaire d'avoir une collaboration plus étroite entre tous les acteurs c'est-à-dire : université, employeur et autorité. Ce qui n'est pas le cas actuellement, selon 55 % des sondés.

La tâche pourrait donc se révéler ardue si l'on veut créer 100 000 emplois sur quatre ans comme mentionné dans la Vision 2030. Surtout, si rien n'est fait pour corriger l'inadéquation entre l'offre et la demande sur le marché du travail. Les yeux seront donc rivés sur l'Assemblée nationale ce vendredi 29 juillet.

LES EMPLOYEURS RECHERCHENT LES «SOFT SKILLS»

En attendant, le sondage révèle également qu'un diplôme ne garantit pas un emploi. Les entreprises sont aussi à la recherche de compétences utiles à la vie professionnelle qui ne s'enseignent



pas dans les programmes universitaires, mais qui s'acquièrent à travers les expériences personnelles. Des compétences qu'elles n'arrivent pas toujours à trouver chez les candidats qui viennent frapper à leurs portes. Par ordre d'importance, les employeurs classent la communication en haut du tableau des compétences qu'ils recherchent. Or, cette qualité semble-t-il fait défaut chez bon nombre de diplômés au chômage.

Un manque d'informations sur les secteurs émergents, voire sur les *Priority fields of study*,

entraînant très souvent de mauvais choix de filières, explique également pourquoi les jeunes se font claquer la porte au nez après des entretiens. Dans plusieurs cas, les programmes d'études ne répondent pas non plus aux besoins des employeurs.

Dans le désarroi, certains jeunes tentent de s'essayer à l'entrepreneuriat, tandis que d'autres continuent d'investir dans leurs études en étant convaincus qu'avec des compétences académiques plus poussées, ils réussiront à séduire d'éventuels employeurs. Une mauvaise perception à en croire les sondés car ces nombreuses années d'études ne permettent pas nécessairement de développer les *soft skills*.

Tout comme il ne suffit pas, non plus, d'avoir des universités

MES NE SUFFISENT PLUS

Un chômeur sur deux n'a pas le School Certificate

49 % des chômeurs, soit 22 900 personnes ne détiennent pas de *School Certificate*. Le bureau des statistiques estime que 13 % des sans-emploi n'ont pas étudié jusqu'au *Certificate of Primary Education (CPE)*. Par ailleurs, les analystes de Statistics Mauritius recensent 9 000 chômeurs ayant effectué des études tertiaires.

qui champignonnent dans le paysage pour devenir un *Knowledge hub*! Nous l'avons appris à nos dépens... Les données disponibles indiquent qu'en 2012, 28 % des établissements d'enseignement supérieurs privés enregistrés n'offraient guère de cours ou avaient moins de dix étudiants. En 2014, ce chiffre s'élevait à 22 %. Pour autant, cela n'a pas empêché trois nouvelles institutions à rechercher l'autorisation de la Tertiary Education Commission (TEC) pour démarrer leurs opérations.

En revanche, l'étude démontre que les employeurs du pays s'attendent à ce que les institutions tertiaires en particulier locales préparent mieux les jeunes qui vont rejoindre le marché du travail. La perception : ceux formés à l'étranger présentent de meilleures dispositions en comparaison avec ceux issus des universités locales.

Par ailleurs, 84 % des employeurs interrogés dans le cadre de cette étude soutiennent que plus de 10 % des diplômés qu'ils recrutent doivent impérativement entreprendre une formation. Nous vous proposons de larges extraits du sondage.

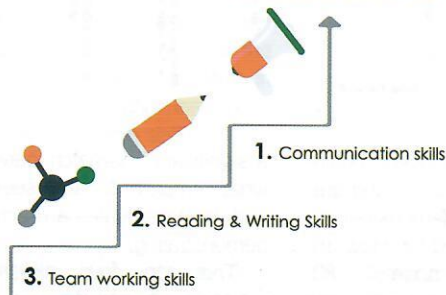


2016 BUSINESS MAGAZINE & VERDE FRONTIER EMPLOYABILITY SURVEY

Though students feel adequately prepared to enter the workforce after graduating, employers rate their preparedness as very low.

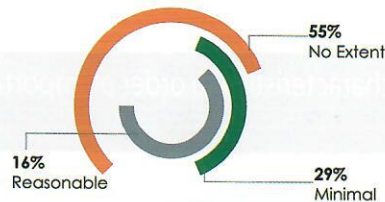
Employers seek soft skills

Importance to employers



Employers want more engagement

Current Involvement level sought by stakeholders



What employers believe will promote employability

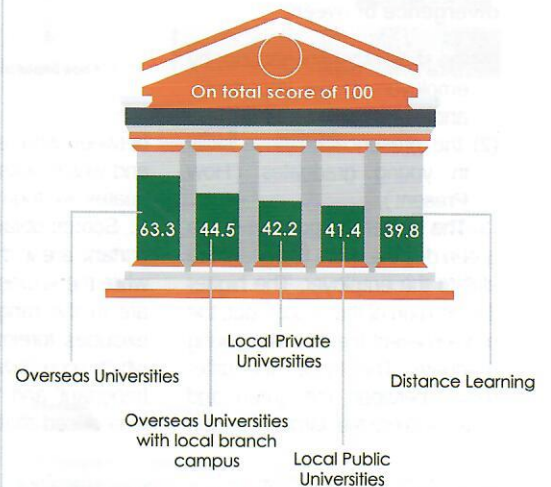
Score: 82

Engagement by course leaders with employers to reflect needs in the courses

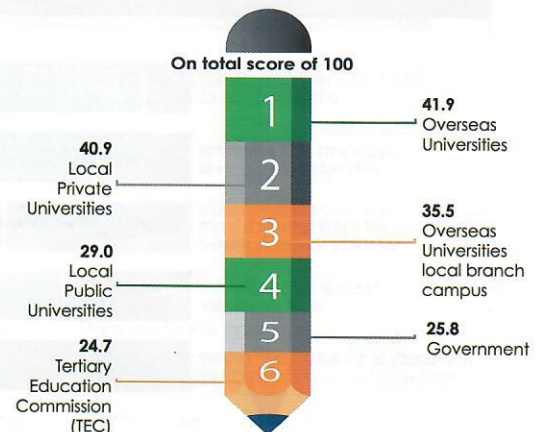
Score: 67

Overseas work internships

University preparation of graduates needs to be improved



Are stakeholders doing enough?



EMPLOYERS SEEK NON ACADEMIC SKILLS

Respondents were asked to rate the following skills in order of importance, in their recruitment of graduates. Respondents were also asked to assess the extent to which young graduates are demonstrating these skills today.

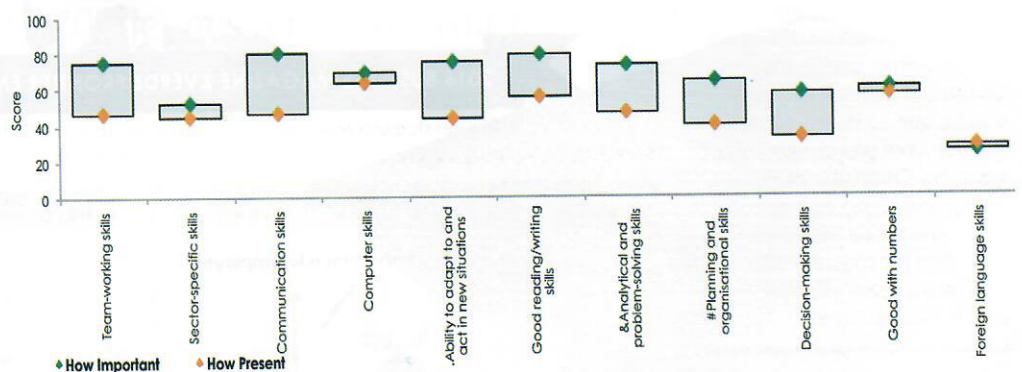
The skill which is the most important and, at the same time, the least present in young graduates is 'Communication skills'. Large gaps can also be observed for 'Ability to adapt to and act in new situations', 'Team-working skills' and 'Analytical and problem-solving skills'.

The differential chart above, according to respondents, gives an indication of the divergence between:

- (1) the skills most sought after by employers ('How Important'); and
- (2) the presence of these skills in young graduates ('How Present').

The higher the position of the green dot, the more important the skill to the employer. The higher the position of the orange dot, the more present the skill in a young graduate. The larger the differential between the green and orange dots, the larger the gap

The smallest gaps are observed for 'Computer skills' and 'Good with numbers'.



between what employers require and which skills/traits young graduates are today demonstrating.

Scores obtained for 'How Important' are in the range 52 – 80, while the scores of 'How Present' are in the range 32 – 62. This excludes foreign language skills which score lowest for both 'How Important' and 'How Present'. It is deduced that, overall, there is

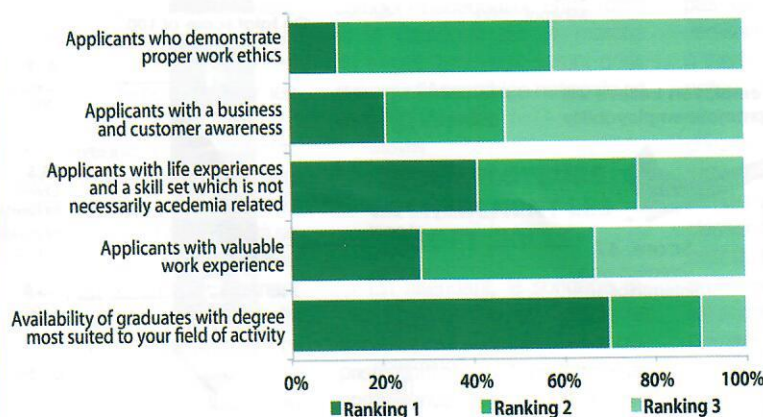
a significant 'mismatch' between what employers are seeking, and what graduates are actually demonstrating.

The top four skills/traits sought by employers are non-academic related. This may be an important finding in the way tertiary education institutions are devising their courses. A focus towards assessment-based

courses which promote soft skills may be a means to ensure that these skills are henceforth more present in students.

In general, respondents have attributed one of the lowest scores to 'Sector specific skills' which, in their opinion, are not as important as soft skills or technical skills when recruiting graduates.

Respondents were asked to rank the top 3 characteristics, in order of importance, that they are having trouble finding in their recruitment of graduates.



Availability of graduates with degree most suited to your field of activity', followed by 'Applicants with life experiences and a skill set which is not necessarily academia related', are the highest ranked.

A score of 80.0 and 58.8, out of 100, is achieved respectively by these characteristics. 'Valuable work experience' was ranked third by the respondents. In conclusion, graduates who have possibly been in training/placements, are not necessarily acquiring skills which are making them more employable. 'Valuable work experience', it is observed, is less sought after as compared to non-academic skills.

At the same time, it is noted that employers are not able to find graduates with a degree suited to their sector of activity, and this may be attributed to the lack of information on emerging sectors and/or priority fields of study.

UNIVERSITY EDUCATION NEEDS TO BE IMPROVED

Educational preparation of the graduate applicant pool - In their assessment of the preparation of graduates for employment, respondents ranked different tertiary education institutions in Mauritius.

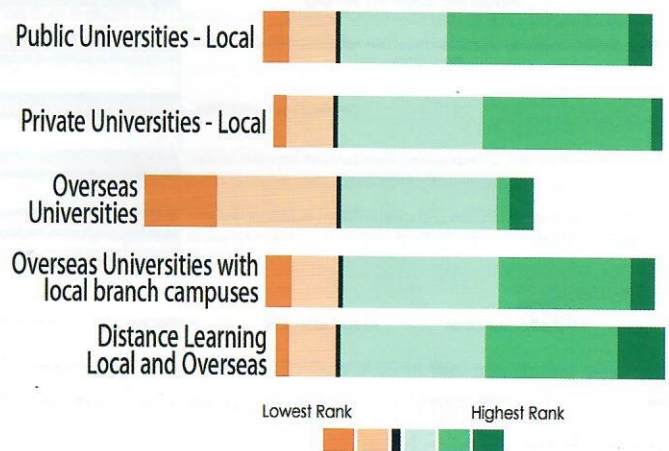
Respondents believe that overseas universities provide the best preparation of graduates. Mauritius has recently not figured in Times Higher Education top 800 universities. This is aligned to employers' perceptions of local institutions.

Ranked first to fifth on the scoring are:

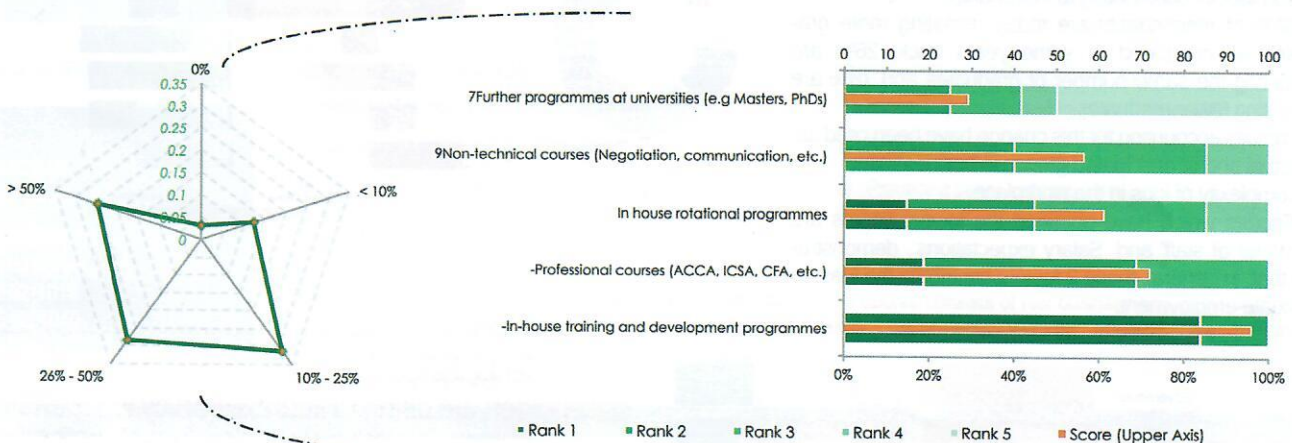
1. Overseas Universities – score of 63.3;
2. Overseas Universities with local branch campuses – score of 44.5;
3. Local Private Universities – score of 42.2;

4. Local Public Universities – score of 41.4; and
5. Distance Learning – Local and Overseas – score of 39.8.

There is a clear distinction by employers to recruit graduates having studied in overseas universities. According to official figures, the average increase in the number of students going overseas for tertiary education from 2000 to 2014 is 12%, contrasting with an average increase of 8% in the number of students enrolled in local tertiary education institutions over the same time series.



Percentage of employers' young graduates who participated in training to update their skill set to meet their job requirements.



The chart on the left-hand side provides the breakdown of the percentage of graduates who, according to respondents, have to undertake some form of training after being recruited.

The chart on the right-hand side provides an indication of the form of training that graduates undertake to update their skill-set so

as to meet their job requirements. 84% of survey respondents mention that more than 10% of the graduates they recruit have to take some form of training.

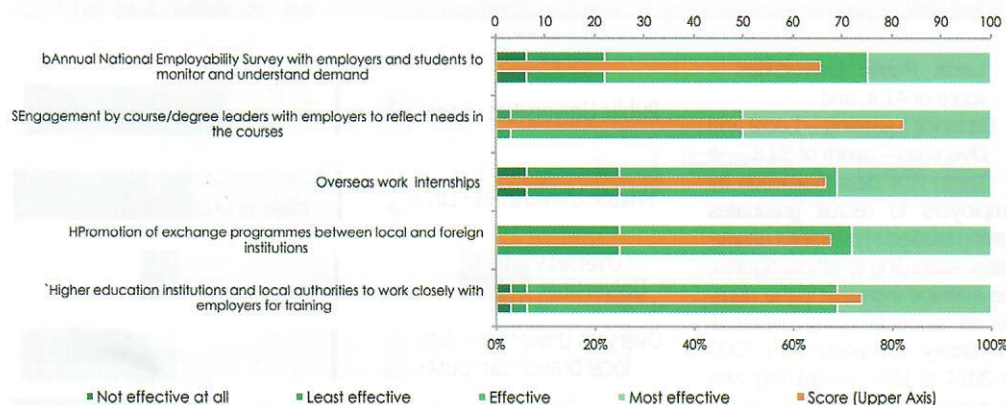
The form of training which obtained the highest score is 'In-house training and development programmes'. Employers have provided a clear preference to provide training

in the workplace and 'Professional courses' ranked second.

Pursuing further education at university ranks last – this reflects the views of employers on tertiary education institutions being too focused on academia, such that even further studies would not adequately prepare graduates, mainly in terms of soft skills, to join the workforce.

EMPLOYERS PROVIDE THEIR VIEWS ON WHAT IS INFLUENCING GRADUATE EMPLOYABILITY

Respondents were asked to provide their views on the effectiveness of the following on graduate employability, should they be implemented.



Respondents believe that 'Engagement by course/degree leaders with employers to reflect needs in the courses' and 'Higher education institutions and local authorities to work closely with employers for training' will have the greatest impact on graduate employability.

Respondents stated how their recruitment of graduates has evolved over time, and also provided insights on the factors which have contributed to this.

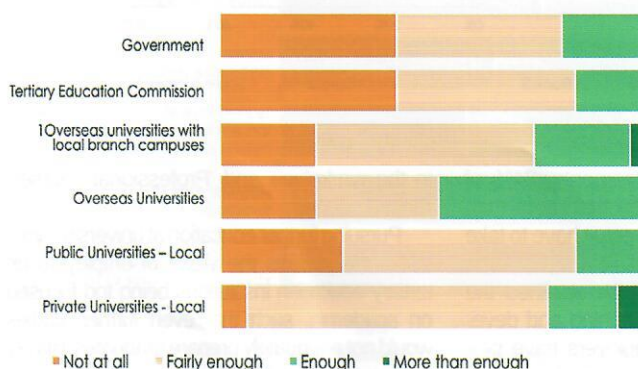
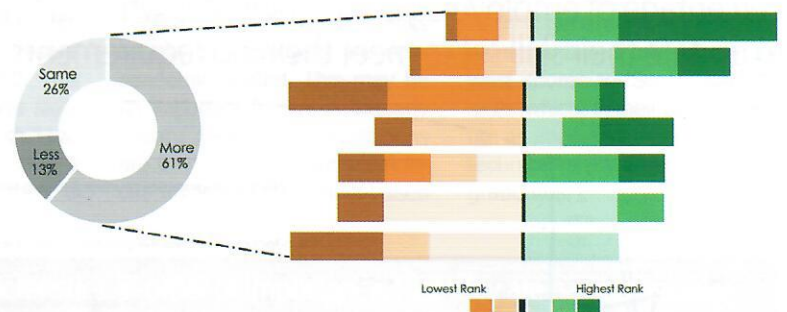
The chart on the left-hand side provides the percentage change in recruitment of graduates today as opposed to some years back.

The chart on the right-hand side provides insights on the top factors contributing to this change.

61% of respondents are today recruiting more graduates as compared to some years back, 26% are recruiting the same number of graduates and 13% are recruiting fewer graduates.

Top results accounting for this change have been cited as:
1. Actual and/or anticipated growth in business; and
2. Complexity of jobs in the workplace.

Factors which have obtained the lowest scores are 'Turnover of staff' and 'Salary expectations', demonstrating that, in general, these 2 factors contribute the least to graduate employment.



Respondents shared their views on how much stakeholders are doing to address employability

The scoring of respondents from highest to lowest is:

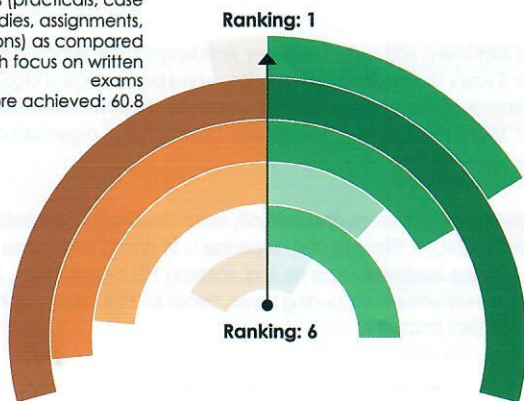
1. Overseas universities – score of 41.9
2. Local private universities – score of 40.9
3. Overseas universities with local branch campus – score of 35.5
4. Local public universities – score of 29.0
5. Government – score of 25.8
6. TEC – score of 24.7

On a rating of 0 to 100, the highest score achieved as per above is 41.9. In general, employers do not believe that stakeholders are doing enough to address employability concerns.

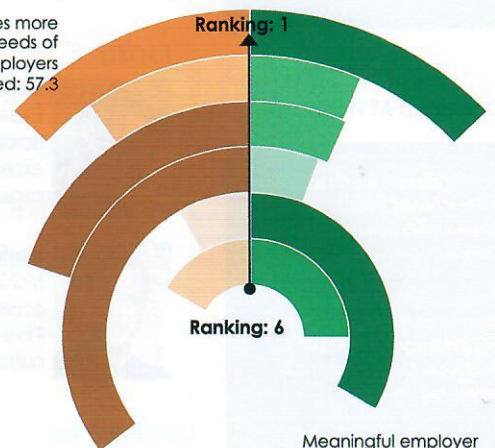
EMPLOYERS SHARE THEIR VIEWS ON WHAT THEY BELIEVE WILL PROMOTE GRADUATE EMPLOYABILITY

Ways to promote graduate employability as ranked from 1 to 6 by respondents.

Include coursework related activities (practicals, case studies, assignments, presentations) as compared to high focus on written exams
Score achieved: 60.8



Make courses more relevant to the needs of employers
Score achieved: 57.3



Include sector specific work placements as an integral part of the study programmes
Score achieved: 66.4

Meaningful employer participation on higher education committees
Score achieved: 50.0

As depicted in the visualisations, the inner most ring represents the number of respondents who gave a ranking of 6 (lowest rank) while the outermost ring represents the number of respondents who gave a ranking of 1 (highest rank).

The darker the ring in colour - the higher the number of respondents. The highest scores are

achieved by (1) Course/degree leaders to promote employability skills and attributes rather than focusing exclusively on academic content and (2) Include sector specific work placements as an integral part of the study programmes.

Lowest scores are achieved by: (1) Provide better post-graduation support (facilitate rela-

tions between graduates and companies) and (2) Meaningful employer participation on higher education committees.

The data gathered provides some interesting facts:

1. Highest scorers demonstrate that the first step towards addressing graduate unemployment is to properly structure courses/degrees and to

adequately provide valuable training opportunities.

2. Respondents shared their preferences to have more practicals/assessments/placements etc. to shift the focus away from traditional exam based degrees/courses. This is attributed to the lack of soft skills which are highly sought after by employers.

ABOUT THE SURVEY

The top 5 sectors represented in the first annual edition, accounting for 69% of the respondents are: Financial Services, Consultancy and Professional Services, ICT, Real Estate Activities and Retail.

AVERAGE NUMBER OF YEARS IN PROFESSION



PROFILE OF SURVEY RESPONDENTS



(The full report can be obtained from VERDE Frontier)