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# NEEDS ANALYSIS REPORT FOR THE DIGITAL PORTFOLIO



Erasmus+

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# 1 Introduction

The EDIPUS project aims to develop a tool to support the better understanding of qualifications and skills bringing students closer to the employers through an integrated method to present and assess their professional profiles so as to achieve higher employability rates. More specifically, EDIPUS aims to put into place a digital system, called Digital Portfolio Portal - DPP, which will integrate many aspects and resources of students' academic and professional path into a single access point providing a user-friendly tool and a concrete forum for the exchange of information between education - university students and services - on the one hand and the labour market - employers - on the other.

The Digital Portfolio will allow students to record all their experiences and to present themselves to employers prior to an interview, thus having the chance to make a good first impression. This Digital Portfolio needs to be well structured and organized in such a manner as to be user friendly and easy to navigate, in addition to being tailored to the needs of the university students, career officers and employers.

The purpose of the online survey conducted by the partnership and described in this report is to identify the needs of the target groups and set the appropriate structure of the Digital Portfolio in order to match those needs.

The partnership developed three distinct questionnaires, each one addressing a specific target: higher education Students, Career Officers and Employers. The questionnaires were available online during the survey period. Partners invited their contacts to answer the questionnaire. The results being analyzed correspond to the answers of 1010 Students, 57 Career Officers and 39 Employers. The recommendations drawn from this analysis will be used to set the structure and design the Digital Portfolio in accordance with the end-users' needs.

## 2 Purpose

The questionnaires should provide answers related to the following topics:

**A. Structure**

- a. How should a digital portfolio be organized for effectiveness?
- b. Which topics should be available?
- c. Which features are relevant?

**B. Value and Awareness**

- a. How relevant are portfolios to the stakeholders?
- b. Are the stakeholders aware of available tools? Do the stakeholders use portfolios?
- c. What are their expectations?

**C. Opportunities and Challenges**

- a. How can digital portfolios improve university students' employability?
- b. What obstacles do students encounter to enter the labour market? What obstacles do employers find to recruit employees?
- c. What are the tasks/responsibilities of career officers?

The survey results will be analyzed in accordance with these topics aiming to find answers to the questions above.

# 3 Methodology

The online survey was based on three questionnaires, one for each target: higher education Students, Career Officers and Employers (Annex I - Questionnaires).

A first draft of these questionnaires was designed by the O1 output leader and circulated among partners before the first partnership meeting. The questionnaire was designed to provide an insight into the main topics guiding the implementation of the Digital Portfolio Portal. These topics (Structure, Value and Awareness, Opportunities and Challenges) are described in Section 2. Each question in the survey questionnaires addresses one of these topics.

At the first partnership meeting the preliminary versions of the questionnaires were discussed and a pre-final version was agreed. At the meeting, the consortium agreed also on the English version of the invitation email content (Annex II - Invitation to participate) and on the procedure to deploy the questionnaires online and to run the survey.

The questionnaires were fine-tuned and deployed online during the few weeks following the kick-off meeting. The online versions were tested by the partners and a list of corrections to improve the online questionnaire was identified. The needed corrections were implemented and the final versions were made available online. Partners translated the invitation emails to their native language.

The survey questionnaires were available online for approximately one month. Partners sent invitations to their contacts, specifically directed to each target group.

The number of valid responses collected during the survey and being discussed in this report comes from 1010 Students, 57 Career Officers and 39 Employers.

# 4 Demographics

The demographics characteristics deemed relevant for our analysis differ by target as specified below.

## Students

- Gender
- Country of origin
- Country of study
- Study degree (bachelor, master, doctoral)
- Study area (Education, Arts & Humanities, Social Sciences, Business & Administration, Natural Science, ICT, Engineering, Agriculture, Health, Services)

## Career Officers

- Country of origin
- Study degree (bachelor, master, doctoral)
- Study area (Education, Arts & Humanities, Social Sciences, Business & Administration, Natural Science, ICT, Engineering, Agriculture, Health, Services)
- Years of work experience

## Employers

- Country of origin
- Business area
- Years of work experience

## 4.1 Students

Students' responses come from a sample of 1010 students evenly distributed per gender. Approximately 90% of the students are following their Bachelor or Master degree. The sample contains 11% Doctoral students (Table 1).

Table 1 - student distribution per Study Degree

Study degree	Female	Male	Total
Bachelor	336	271	607
Master	147	147	294
Doctoral	52	57	109
Total	535	475	1010

Most of the students, nearly 75%, are from Engineering, Business & Administration, Arts & Humanities or Social Sciences (Table 2).

Table 2 - student distribution per Study Area

Study area	Female	Male	Total
Engineering	59	184	243
Business & Administration	107	93	200
Arts & Humanities	110	46	156
Social Sciences	98	53	151
Natural Science	52	35	87
Health	48	15	63
Education	45	10	55
ICT	7	25	32
Agriculture	3	9	12
Services	6	5	11
Total	535	475	1010

The students that answered the survey originate from 60 different countries. The majority of them are from South European countries; 70% of the students originate from Italy, Portugal, Cyprus and Greece. There are 20 countries with five or more participating students (Table 3). These 20 countries share 92% of the total number of responses. From the remaining 40 countries, 21 have only one student/response.

Table 3 - student distribution per Country of Origin (countries with five or more answers)

Country	Students
Italy	315
Portugal	176
Cyprus	129
Greece	84
Austria	52
Spain	47
Germany	18
Romania	14
Poland	13
Turkey	11
Croatia	10
Albania	9
Brazil	8
France	8
India	8
Serbia	7
United Kingdom	7
Hungary	6
Czech Republic	5
Lithuania	5
Other	78
Total	1010



846 out of 1010 of the surveyed students (84%) are studying at their home country. The remaining 16% are studying abroad.

## 4.2 Career Officers

The number of responses from Career Officers - staff from universities supporting students entering their professional career - totals to 57. Approximately 70% of them hold a Master degree, 16% a Bachelor and 14% a Doctoral degree (Table 4).

Table 4 - career officers' Education

Academic degree	Career Officers
Master	39
Bachelor	9
Doctoral	8
No Degree	1
Total	57

Most career officers have their studies in the fields of Social Sciences, Business & Administration or Education (Table 5).

Table 5 - career officers per Study Area

Study area	Career Officers
Social Sciences	21
Business & Administration	10
Education	10
Arts & Humanities	9
Engineering	2
Health	2
Services	2
Natural Science	1
<b>Total</b>	<b>57</b>

The professional experience of the career officers answering the questionnaire - measured by the number of years of work experience - varies from 0 (just entering the labour market) to 40 years (Figure 1). The median is of 14 years.



Figure 1 - career officers' Work Experience

Nearly 80% of the responses arrive from four countries: Spain, Portugal, Austria and Greece (Table 6).

Table 6 - career officers' distribution per Country of Origin

Country	Career Officers
Spain	19
Portugal	14
Austria	7
Greece	5
Italy	3
Cyprus	2
Australia	1
Bulgaria	1
Czech Republic	1
Lithuania	1
Poland	1
Romania	1
United Kingdom	1
Total	57

## 4.3 Employers

The number of responses from Employers totals 39. Most of them work in Human Resources. Consultancy, Media services, Management, Information engineering, Financial services, Trade and Health are also frequently mentioned (Figure 2).



The employers answering the questionnaire come from seven countries. Most (87%) are from Italy, Austria, Portugal and Greece (Table 7).

Table 7 - employers' distribution per Country of Origin

Country	Employers
Italy	13
Austria	9
Portugal	6
Greece	6
Cyprus	2
Spain	2
Angola	1
Total	39

# 5 Analysis of survey results

The purpose of the online survey, as described in Section 2, is the identification of the stakeholders' needs with regards to:

- A. The **Structure** of the digital portfolio
- B. Its **Value and Awareness** from the stakeholders standing point
- C. **Opportunities and Challenges** faced in the transition from university to labour that might be supported by a digital portfolio

Each question in the questionnaires addresses one of these topics. The answers provided by the participants in the survey will be analyzed by these topics.

## 5.1 Structure

The first question in the questionnaires asks about the *most relevant factors to select a job candidate*. The question is differently phrased for each target, as follows:

- Students: How would you like to be selected by employers?
- Career officers: In your opinion, what are the three most important factors for employers when selecting a student as a job candidate?
- Employers: How would you like to select employees?

Table 8 represents the percentage of responses from each target group pointing each factor. The results are sorted by decreasing order of importance as perceived by Students. The same results are shown in the chart in **Figure 4**.

The ranking of the relevant factors to select a job candidate are quite similar for all the target groups. The top 3 factors and the bottom 4 occupy the same ranking in all of them. The 4<sup>th</sup> and 5<sup>th</sup> factors as ranked by Students change positions in the Career Officers and Employers rankings. Nevertheless, these two factors - *International Experience* and *Knowledge of Foreign Languages* - are quite related. It is also relevant to notice that the top 3 are far more important than the remaining and also that the bottom 3 are far less important. This is mainly notorious in the Employers ranking where the 3<sup>rd</sup> option gets a score of 62% and the

4<sup>th</sup> gets a score of 33%. These results are in accordance with the trends observed in several other studies in EU<sup>1,2</sup> and abroad<sup>3,4</sup>.

The first and the third questions in the Employers questionnaire - respectively *How would you like to select employees?* and *In your opinion, what are the three most important factors when selecting a student for a job interview?* - are related and both address the core topic under study. The rankings of the alternatives available in the questionnaire for both questions as selected by employers (Table 10) are quite similar.

Table 8 - important factors to select job candidates

Answers (%)	Target		
	Students	Career officers	Employers
Skills (social, communication, digital, etc)	71%	84%	77%
Education	66%	58%	77%
Working experience	37%	58%	62%
International experience (e.g., Erasmus, Ceepus, IAESTE, etc)	32%	25%	21%
Knowledge of foreign languages	30%	35%	33%
Portfolio	21%	19%	18%
Volunteering	14%	4%	10%
Hobbies	8%	4%	0%
Presence in social media	2%	0%	0%

Besides the options explicitly available in the questionnaire, other factors considered relevant are shown in Table 9. The most salient aspects are related to the keywords *will* and *participation in extra-curricular activities*.

The portfolio comes in 5<sup>th</sup> place on the list of preferences of employers regarding to important factors when selecting a student for a job interview, right after

<sup>1</sup> The Employability of Higher Education Graduates: The Employers' Perspective, European Commission report, ISBN 978-92-79-31236-6, 2013

<sup>2</sup> Graduate Employability, 'Soft Skills' Versus 'Hard' Business Knowledge: A European Study, Higher Education in Europe, Jane Andrews & Helen Higson, 33:4, 411-422, DOI: 10.1080/03797720802522627, 2008

<sup>3</sup> Life in the 21st Century Workforce: A National Perspective, University of Phoenix, 2011

<sup>4</sup> Making Youth Employment Work: Essential Elements for a Successful Strategy, U.S. Chamber of Commerce Foundation, 2015

*Education, Skills (social, communication, digital, etc), Working experience and Knowledge of foreign languages.*

**Table 9 - other important factors to select job candidates**

<b>Students</b>	<b>Career officers</b>	<b>Employers</b>
<ul style="list-style-type: none"> <li>• will to improve</li> <li>• communications</li> <li>• Potential to learn</li> <li>• versatile skills</li> <li>• interests</li> <li>• reliability</li> <li>• Music field</li> <li>• Personality</li> <li>• Politeness and cooperation (if you are polite and cooperative)</li> <li>• extra-curricular activities or projects</li> <li>• informatic</li> <li>• Participation in scientific community (e.g. participation in conferences, conference organisation, active participation in professional societies)</li> <li>• Will being part of something great!</li> <li>• Curriculum academico</li> <li>• Sound Engineer</li> </ul>	<ul style="list-style-type: none"> <li>• Achievements</li> <li>• Personality</li> <li>• Connection / networking</li> </ul>	<p>Nothing mentioned</p>

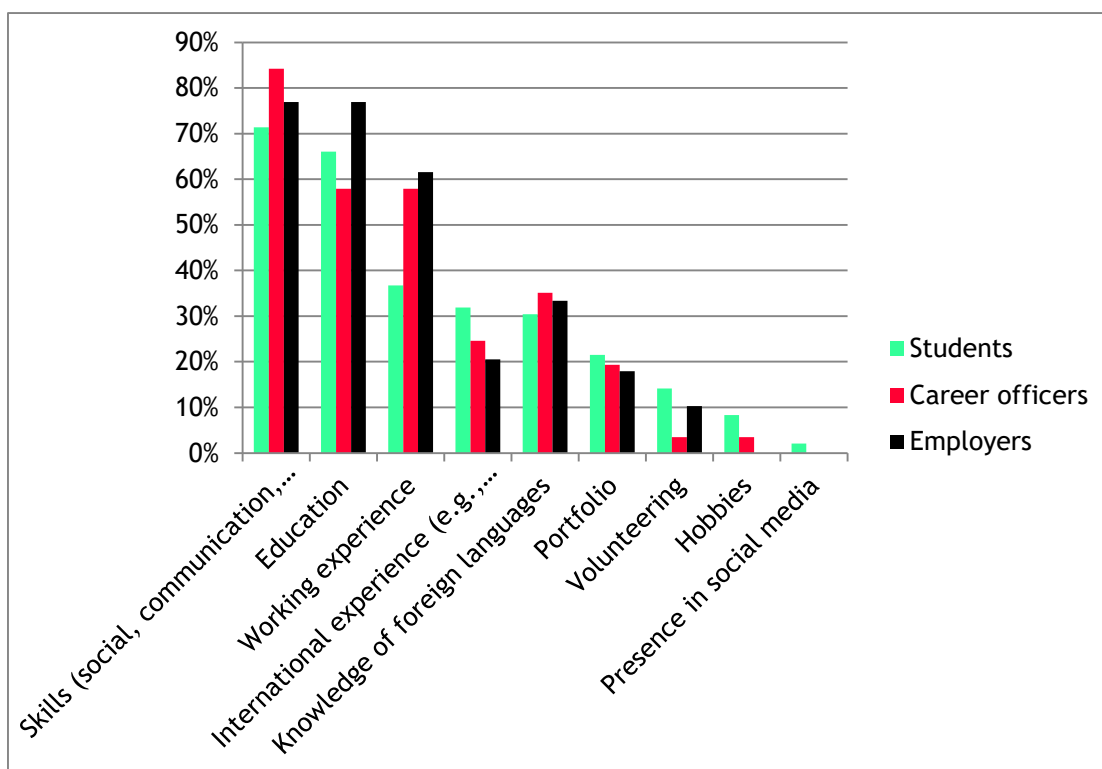


Figure 4 - important factors to select job candidates

One of the core questions with regards to the structure of an effective digital portfolio is What do you think the **components of a university student portfolio** should be? In this respect, the views from our target groups differ from each other apart from a few matches (Table 11).

Table 12 shows the relative importance of these components as seen by the different target groups (ranked according to Employers' preferences).

Table 10 - preferences of employers regarding to important factors when selecting a student for a job interview

How would you like to select employees?	In your opinion, what are the three most important factors when selecting a student for a job interview?
Education	Education
Skills (social, communication, digital, etc)	Skills (social, communication, digital, etc)
Working experience	Working experience
Knowledge of foreign languages	Knowledge of foreign languages
International experience (e.g., Erasmus, Ceepus, IAESTE, etc)	Portfolio
Portfolio	International experience (e.g., Erasmus, Ceepus, IAESTE, etc)
Volunteering	Volunteering
Presence in social media	Presence in social media
Hobbies	Hobbies



The top six components are rather important. More than 49% of the surveyed Employers refer to them as being important. The same happens for 44% of the surveyed Students and 40% of the surveyed Career Officers. All target groups agree on the top six components. They have all elected: *Education, Working experience, CV - Europass CV, Projects, Skills, competences* and *Knowledge of foreign languages*.

Figure 5 to Figure 7 represent the accordance between the ranks of pairs of target groups. These charts give the number of common components in both groups at a certain rank. All groups selected *Education* as the first component so, at rank one, all groups share one component. *Working experience* is the second option for both Career Officers and Employers so, at rank two, both these groups share two options. On the contrary, Students' second option is *Skills, competences* so, at rank two Students share only one component with any of the other groups.

Table 11 - components of a university student portfolio

Ranking set by:		
Students	Career Officers	Employers
Education	Education	Education
Skills, competences	Working experience	Working experience
CV - Europass CV	Skills, competences	CV - Europass CV
Working experience	CV - Europass CV	Projects
Knowledge of foreign languages	Projects	Skills, competences
Projects	Knowledge of foreign languages	Knowledge of foreign languages
Conference/Seminars/Workshops participation	Volunteering activities	Profile summary
Volunteering activities	Research	Conference/Seminars/Workshops participation
Research	Profile summary	Articles/publications
Certificates	Conference/Seminars/Workshops participation	Teaching experience
Articles/publications	Participation in Erasmus Mobility	Volunteering activities
Participation in Erasmus Mobility	Recommendation letters	Training
Awards	Awards	Multimedia (photos, videos, etc)
Training	Training	Research
Profile summary	Participation in university clubs	Recommendation letters
Hobbies	Reflections, self-assessment	Reflections, self-assessment
Teaching experience	Articles/publications	Personal statements
Recommendation letters	Certificates	Participation in Erasmus Mobility
Personal statements	Hobbies	Certificates
Scholarships	Personal statements	Hobbies
Diploma supplement	Teaching experience	Diploma supplement
National/International examinations	Membership in professional networks	Membership in professional networks
Participation in university clubs	Diploma supplement	Scholarships
Reflections, self-assessment	Multimedia (photos, videos, etc)	National/International examinations
Multimedia (photos, videos, etc)	Scholarships	Awards
Membership in professional networks	National/International examinations	Participation in university clubs
Presence in social media	Presence in social media	Presence in social media

The ideal setting, corresponding to a perfect match, occurs when two groups chose the same options in sequence so, at rank one they share the same option, at rank two they share two options and, in general, at rank  $n$  they share the same  $n$  options.

**Table 12 - relative importance of the components of a university student portfolio, ranked by Employers' preference**

Answers (%)	Target		
	Students	Career officers	Employers
Education	77%	74%	85%
Working experience	59%	65%	74%
CV - Europass CV	60%	53%	64%
Projects	44%	47%	59%
Skills, competences	62%	58%	49%
Knowledge of foreign languages	48%	40%	49%
Profile summary	16%	32%	38%
Conference/Seminars/Workshops participation	41%	30%	36%
Articles/publications	25%	16%	23%
Teaching experience	14%	9%	23%
Volunteering activities	33%	40%	21%
Training	17%	19%	21%
Multimedia (photos, videos, etc)	6%	7%	21%
Research	32%	32%	18%
Recommendation letters	13%	25%	18%
Reflections, self-assessment	8%	19%	18%
Personal statements	12%	12%	18%
Participation in Erasmus Mobility	23%	26%	15%
Certificates	29%	14%	13%
Hobbies	16%	14%	8%
Diploma supplement	10%	7%	8%
Membership in professional networks	5%	9%	5%
Scholarships	12%	5%	5%
National/International examinations	9%	2%	5%
Awards	17%	19%	3%
Participation in university clubs	8%	19%	3%
Presence in social media	3%	2%	3%

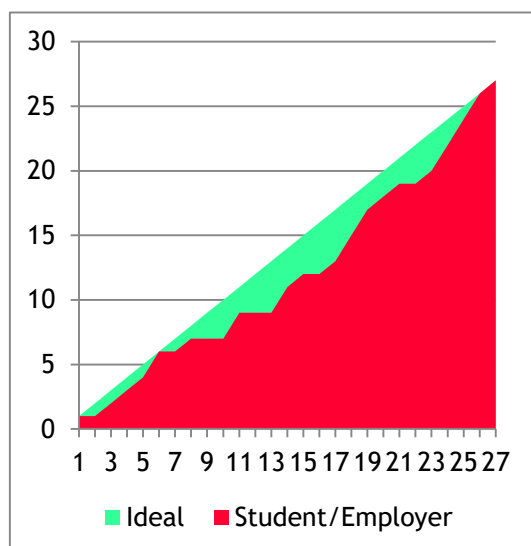


Figure 5 - match between Students and Employers' views of relevant components for a digital portfolio

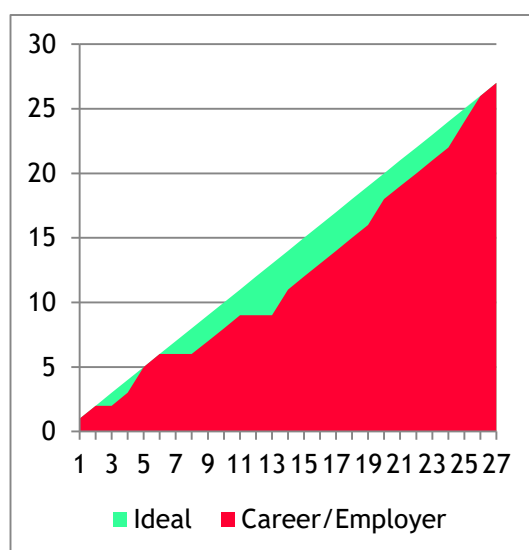


Figure 6 - match between Career Officers and Employers' views of relevant components for a digital portfolio

The most notorious disagreement is observed between Students and Employers. Students concerns and Employers concerns differ considerably despite some coincident perspectives. Both these groups are reasonably aligned at the top six components but after they have divergent views.

Students and Career Officers share the most coincident views probably for being both inserted in the academic universe as opposed to the Employers' group.

A few other components, besides those given at the questionnaire, were pointed out:

by Students

- *interests*
- *excitement about a goal and the field related to that goal*
- *motivation*
- *military service*

and by Career Officers

- *achievements*
- *depends on what the student is looking for*

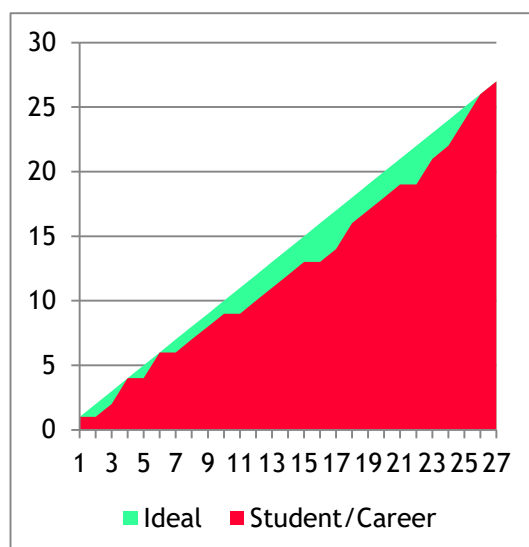


Figure 7 - match between Students and Career Officers' views of relevant components for a digital portfolio

We have also asked for the opinion of the participants related to the **most useful feature** of an online digital portfolio portal. The questionnaire included 14 common features to be pointed out.

There are four features in the bottom five of all groups: *Chronological view*, *Providing view statistics*, *Critical peer evaluation* and *Upload multimedia*.

*User friendly* and *Being hosted in a database for employers* are the two features that are common to the top five of all groups. *Being Free of charge* is very important for Students but not for Employers. *Creativity* on the other hand is very important for Employers but not for Students.

Table 13 - useful features of a digital portfolio portal

Answers (%)	Target		
	Students	Career officers	Employers
Being hosted in a database for employers	21%	16%	15%
Easy way to store and access my career development information and documents	17%	21%	5%
User friendly	11%	14%	15%
Free of charge	10%	5%	5%
Easy-search facilities	9%	4%	23%
Communication tool	8%	11%	10%
Connect to social media	8%	16%	5%
Privacy/Transparency	5%	4%	0%
Attractive graphical design	3%	7%	5%
Allows creativity	3%	4%	8%
Chronological view	1%	0%	3%
Providing view statistics	1%	0%	0%
Critical peer evaluation	1%	0%	0%
Upload multimedia	1%	0%	5%

Table 14 - ranking of useful features of a digital portfolio portal

Ranking set by:		
Students	Career Officers	Employers
Being hosted in a database for employers	Easy way to store and access my career development information and documents	Easy-search facilities
Easy way to store and access my career development information and documents	Being hosted in a database for employers	Being hosted in a database for employers
User friendly	Connect to social media	User friendly
Free of charge	User friendly	Communication tool
Easy-search facilities	Communication tool	Allows creativity
Communication tool	Attractive graphical design	Easy way to store and access my career development information and documents
Connect to social media	Free of charge	Connect to social media
Privacy/Transparency	Easy-search facilities	Attractive graphical design
Attractive graphical design	Privacy/Transparency	Free of charge
Allows creativity	Allows creativity	Upload multimedia
Chronological view	Chronological view	Chronological view
Providing view statistics	Providing view statistics	Privacy/Transparency
Critical peer evaluation	Critical peer evaluation	Providing view statistics
Upload multimedia	Upload multimedia	Critical peer evaluation

Students mention a few other features besides those options available at the questionnaire:

- *High amount of participants*
- *The range*
- *Easy to keep updated and digital/online is simply the future*
- *Wide dispersal of your information as a job seeker*
- *Large User Base - Esp. Employer Base*

The top four features from the Employers' point of view are all linked to usability and to assure an effective (productive, not time consuming) usage of the tool.

Questions *How would you like to be selected by employers?* and *What do you think the components of a university student portfolio should be?* are linked together. Table 15 to

Table 17 check the coherence of the responses in relation to these two questions considering only the options that are common to both questions.

There is a good match with similar rankings for both aspects - job selection criteria and portfolio components. *Education*, *Skills* and *Work experience* are undoubtedly the top components from this set while *Hobbies* and *Social media* are the less important. This pattern is common to all groups.

Table 15 - coherence between job selection criteria and portfolio components from the point of view of Students

Students	
How would you like to be selected by employers?	What do you think the components of a university student portfolio should be?
Skills (social, communication, digital, etc)	Education
Education	Skills, competences
Working experience	Working experience
International experience (e.g., Erasmus, Ceepus, IAESTE, etc)	Knowledge of foreign languages
Knowledge of foreign languages	Volunteering activities
Volunteering	Participation in Erasmus Mobility
Hobbies	Hobbies
Presence in social media	Presence in social media

**Table 16 - coherence between job selection criteria and portfolio components from the point of view of Career Officers**

Career Officers	
How would you like to be selected by employers?	What do you think the components of a university student portfolio should be?
Skills (social, communication, digital, etc)	Education
Education	Working experience
Working experience	Skills, competences
Knowledge of foreign languages	Knowledge of foreign languages
International experience (e.g., Erasmus, Ceepus, IAESTE, etc)	Volunteering activities
Volunteering	Participation in Erasmus Mobility
Hobbies	Hobbies
Presence in social media	Presence in social media

**Table 17 - coherence between job selection criteria and portfolio components from the point of view of Employers**

Employers	
How would you like to be selected by employers?	What do you think the components of a university student portfolio should be?
Skills (social, communication, digital, etc)	Education
Education	Working experience
Working experience	Skills, competences
Knowledge of foreign languages	Knowledge of foreign languages
International experience (e.g., Erasmus, Ceepus, IAESTE, etc)	Volunteering activities
Volunteering	Participation in Erasmus Mobility
Hobbies	Hobbies
Presence in social media	Presence in social media

## 5.2 Value and Awareness

We have asked all groups if they use portfolios regularly.

Table 18 shows that few students use portfolios. The percentage of participants that claim to use portfolios regularly is below 25%.

234 students, 23% of our sample, claim to use an online portfolio. Those students use several tools. By far, the most commonly used is LinkedIn<sup>5</sup> (162 out of 234 students claim to use LinkedIn). AlmaLaurea<sup>6</sup>, an Italian platform, is used by 17

<sup>5</sup> [www.linkedin.com](http://www.linkedin.com)

<sup>6</sup> [www.almalaurea.it](http://www.almalaurea.it)



students. It is the second most common in students' answers. This is probably biased since more than 30% of all students are Italian. Apart from these two, the remaining tools used by students are shown in

Figure 8.



Figure 8 - platforms used by students (other than LinkedIn and AlmaLaurea)

Table 18 - percentage of participants claiming to use portfolios regularly

Group	Question	Yes
Students	Do you have your personal portfolio available online?	23%
Career Officers	Do you inform your students on the relevance of keeping an online portfolio updated?	77%
Employers	Do you search and evaluate portfolios for recruiting employees?	51%

The distribution of students claiming to use portfolios by field of study, Table 19, is rather balanced for most fields. Education and Health have lower rates of students using portfolios, around 15%, but Agriculture and Services are the lower performers with 8% and 0%, respectively.

From those countries with more than 5 students answering the questionnaire (Table 20) only 5 have more than 40% of their students using a portfolio. The remaining 22 countries of study - that have only four or less respondents - are not significant on their own. Only 24% (10 out of 42) from the total number of students studying in those countries claim to use a portfolio.

Table 19 - distribution of Students claiming to use portfolios by Study Area

Study Area	Do you have your personal portfolio available online?			
	No	Yes	Total	Yes (%)
ICT	23	9	32	28%
Business & Administration	145	55	200	28%
Social Sciences	110	41	151	27%
Arts & Humanities	116	40	156	26%
Natural Science	68	19	87	22%
Engineering	192	51	243	21%
Education	46	9	55	16%
Health	54	9	63	14%
Agriculture	11	1	12	8%
Services	11		11	0%
Grand Total	776	234	1010	23%

For those who do not use portfolios regularly we have asked for the reason not to. The reasons to. The reasons indicated by each group are shown in

Table 21. Most responses indicate lack of awareness as the main reason not to use portfolios. Employers, in particular, claim not being aware of online portfolio platforms and that students do not use them in general. It is worth noticing that a significant percentage of responses, ranging from 7%, in the case of Career Officers, to 16%, in the case of Students, believe a portfolio is worthless.

Table 20 - distribution of Students claiming to use portfolios by Country of Study

Country of Study	Do you have your personal portfolio online?			
	No	Yes	Total	Yes (%)
Romania	1	4	5	80%
Poland	7	6	13	46%
United Kingdom	7	6	13	46%
Germany	5	4	9	44%
Spain	35	22	57	39%
Croatia	6	3	9	33%
Greece	49	22	71	31%
Austria	66	29	95	31%
Finland	6	2	8	25%
Portugal	143	43	186	23%
Czech Republic	4	1	5	20%
Lithuania	4	1	5	20%
Italy	268	63	331	19%
Hungary	6	1	7	14%

Turkey	8	1	9	11%
Cyprus	129	16	145	11%

Table 21 - reasons not to use portfolios regularly

Answers (%)	Students	Career Officers	Employers
Don't know what is a portfolio	18%	5%	8%
I am not aware of online tools for the purpose	43%	11%	13%
Too much work	9%	2%	8%
It is useless, all I need is a CV	7%	5%	5%
In general, students don't have digital portfolios	---	---	41%

The **relevance of a portfolio** was accessed by a set of questions. The results in Table 22 show that all groups recognize portfolios as valuable tool to promote students employability.

It is also important to realize how well the channels that employers and students use to meet each other and find recruiting/employment opportunities match. For that purpose we have asked Students *How do you want to be discovered/found by employers?* and Employers *How would you like to search for employees?* Both could select from a list of options. The results are available in

Table 23.

Table 22 - relevance of a portfolio for employability

Answers (%)	Students			Career Officers			Employers		
	No	Yes, some how	Yes, for sure	No	Yes, some how	Yes, for sure	No	Yes, some how	Yes, for sure
Do you think a digital portfolio could help a student finding a job?	4%	63%	34%	2%	61%	37%	3%	67%	31%
Do you think a digital portfolio could help a student to improve his/her competences?	18%	61%	22%	9%	51%	40%	13%	56%	31%
Do you think a digital portfolio could help a student to highlight/showcase his/her skills?	7%	57%	37%	5%	33%	61%	3%	46%	51%

We may observe that **Students and Employers**, both trying to meet each other, **are using distinct ways** to get there and thus are probably **missing opportunities**. Let's take a look at the ranking of these meeting points as seen from Students and Employers (Table 24).

Table 23 - preferred channels for searching a job or recruiting employees

Answers (%)	Students	Employers
Through data bases	16%	21%
Through social media such as Facebook, LinkedIn, etc	16%	10%
Through webpages that match candidate profiles and job offers	26%	18%
Through recruiting/head-hunter agents	8%	3%
Through university services (career office, alumni association, etc)	28%	18%
Through my own network of contacts	7%	23%
Through newspapers advertisements	1%	8%

89% of the Career Officers answered *Yes* to the question *Would you like to have students' portfolios available online?*

University groups, Students and Career Officers, were asked about *tools/activities besides curricular/teaching activities in place at their institutions to support students' employability*. Figure 9 shows the most prominent keywords mentioned by the Students and Figure 10 those by Career Officers.

Table 24 - ranking mismatches of recruiting and job searching channels

Ranking	
Students – searching for a job	Employers – recruiting employees
Through university services (career office, alumni association, etc)	Through my own network of contacts
Through webpages that match candidate profiles and job offers	Through data bases
Through data bases	Through university services (career office, alumni association, etc)
Through social media such as Facebook, LinkedIn, etc	Through webpages that match candidate profiles and job offers
Through recruiting/head-hunter agents	Through social media such as Facebook, LinkedIn, etc
Through my own network of contacts	Through newspapers advertisements
Through newspapers advertisements	Through recruiting/head-hunter agents



## 5.3 Opportunities and Challenges

To grasp an overview of the opportunities and challenges faced by students when entering the labour market we have included one questions in the questionnaires directed to all target groups: *In your opinion what students could gain with a digital portfolio?* (Table 25).

It's curious to see that 57% of Students agree that a digital portfolio increases their chances to get a job but only 23% use one. In fact, all stakeholders agree that the top benefits of a digital portfolio include better chances to get a job and the fact that it organizes professional assets in a unique central place easy to reach and analyze.

Table 25 - what students could gain with a digital portfolio

Answers (%)	Students	Career Officers	Employers
Increasing chances to get a job	57%	26%	31%
Having professional assets organized at a central place easy to reach	19%	26%	28%
Giving a good impression to employers	12%	11%	15%
Effective showcase	6%	7%	10%
Full picture of the competences	6%	26%	15%

When asked to indicate **other benefits**, one student mentions *Show creativity*, another student mentions *Better opportunity to find and connect with other people/networks* and four students claim they will gain *Nothing*. One career officer pointed out *self-reflection* as a benefit of portfolios for students.

The following question - *What do you think are the obstacles for getting a job?* - is directed to Students and Career Officers and aims to identify opportunities to overcome the **obstacles students face when looking for a job** (Table 26).

Students find the lack of working experience as the main obstacle to get a job, followed by high competition and then lack of self-promotion skills. The top three obstacles as seen by Students are shared by Career Officers. Missing a portfolio is the less relevant obstacle from the point of view of both Students and Career Officers. Nevertheless, the percentage of participants mentioning the lack of a portfolio as an obstacle to get a job is over 12%.

Table 26 - obstacles for getting a job

Answers (%)	Students	Career Officers
-------------	----------	-----------------

Lack of working experience	73%	70%
High competition	56%	40%
Lack of self-promotion skills	29%	54%
Lack of foreign language knowledge	25%	28%
Unprepared for job interview	25%	30%
Skills mismatch	24%	33%
Missing a portfolio	13%	12%

Employers also face challenges when recruiting (Table 27). *Finding candidates with the right profile* is the most relevant. *Mismatches between education and the required skills* ranks second closely followed by the *time required to analyze CV*.

Table 27 - challenges when recruiting employees

Answers (%)	Employers
Finding the person with the right profile	77%
Mismatch of education and skills	38%
Time needed to analyze candidate CV	36%
Lack of a comprehensive view of candidates' career developments	31%
Reaching a broad base of candidates	21%

# 6 Main findings and Recommendations

In general, this study shows that our stakeholders (Students, Career Officers and Employers) find portfolios useful for the students to promote themselves and for the employers to search and select job candidates. The most salient aspects arising from this study relate to the value of this tool as recognized by all the stakeholders and the lack of awareness, mainly of the tools for creating and viewing portfolios. Students and Employers have a need for a portfolio framework, specifically directed to the entrance in the labour market, but do not know where to find it.

This combination of circumstances brings EDIPUS to a clear window of opportunity in European Higher Education to create a framework that might become a European reference in the short term.

## 6.1 Main findings

In Section 5 we have a comprehensive presentation of the results from the survey covering all the questions. This Section relates those results to concrete issues to consider when designing the EDIPUS Digital Portfolio Portal (DPP).

### 6.1.1 Structure

Survey results are quite homogeneous when ranking the **importance of several relevant factors of higher education students' employability**. All stakeholders share a common understanding and in general agree on the ranking below (Table 28).

Table 28 - important factors of higher education students' employability

Important factors of students' employability
Education
Skills (social, communication, digital, etc)
Working experience
Knowledge of foreign languages
Portfolio
International experience (e.g., Erasmus, Ceepus, IAESTE, etc)
Volunteering
Presence in social media
Hobbies



All target groups (Students, Career Officers and Employers) agree on the **top six components of a university student portfolio**. They have all elected, in the following order:

1. Education,
2. Working experience,
3. CV - Europass CV,
4. Projects,
5. Skills, competences and
6. Knowledge of foreign languages.

Among the bottom six, all target groups agree to include *Membership in professional networks, National/International examinations* and *Presence in social media*.

Despite this apparent accord, a significant disagreement between Students and Employers is observed. Both groups are reasonably aligned at the top six components but after they have divergent views. Career Officers and Students share a more coincident perspective, probably for being both embedded in the academic universe.

From the point of view of the **important features** that a digital portfolio tool should exhibit, Employers' focus on usability and features that might assure an effective/productive usage of the tool avoiding time waste (search facilities, tools to communicate).

There is a **good match**, common to all target groups, between **job selection criteria** and **portfolio components**. *Education, Skills* and *Work experience* are the top components while *Hobbies* and *Social media* are the less important.

### 6.1.2 Value and Awareness

The percentage of Students that **claim to use portfolios regularly** is below 25%. From these, nearly 70% use LinkedIn. Other tools frequently mentioned among Students are, by order of relevance: Xing, Behance, Infojobs, Facebook, personal webpage and ResearchGate.

While 51% of the surveyed employers claim to search and evaluate students' portfolios only 23% of the students claim to have their own portfolio. This scenario places those who have digital portfolios in the front line. Nevertheless, there are very few students using this tool despite the fact that 77% of Career Officers claim to inform their students on the relevance of keeping their portfolio online.

The **study areas** where portfolios seem to be less popular include: Education (somehow surprisingly), Health, Agriculture and Services. The most popular include: ICT, Business & Administration, Social Sciences, Arts & Humanities.

**Lack of awareness** is the main reason not to use portfolios. Employers, in particular, claim not being aware of online portfolio platforms and that students do not use them in general. A significant percentage of respondents, ranging from 7%, in the case of Career Officers, to 16%, in the case of Students, believe a portfolio is worthless.

Despite the general lack of awareness, all groups agree that **a portfolio is a valuable tool to promote students' employability**. There is a significant percentage of responses, always above 80% for all target groups that believe that a portfolio could:

- help a student finding a job (Students - 96%, Career Officers - 98%, Employers - 97%),
- help a student to improve his/her competences (Students - 82%, Career Officers - 91%, Employers - 87%) and
- help a student to highlight/showcase his/her skills (Students - 93%, Career Officers - 95%, Employers - 97%).

**Students and Employers**, both trying to meet each other and get the most out of the potential they have to offer to each other, **are using distinct channels** to meet and consequently are probably both **missing unique opportunities**.

Extra-curricular activities promoted by HEI to foster students' employability are concentrated in the traditional format of career days, job fairs, skills training workshops, guidance support, counselling, coaching, volunteering programs, placements/internships. This perspective is common to Students and Career Officers.

### 6.1.3 Opportunities and Challenges

All target groups agree that increasing chances to get a job is the **best feature** that a portfolio can offer to students. Nearly 60% of the students agree on this. Career Officers and Employers are more conservative but, even though, they rank this benefit for students as number one with a share around 30% (26% for Career Officers and 31% for Employers).

Having **professional assets organized at a central place easy to reach** is also a significant benefit from the point of view of Career Officers and Employers.

The top three **obstacles to get a job**, as identified by both Students and Career Officers, are, in order of relevance:

1. Lack of working experience (Students - 73%, Career Officers - 70%)
2. High competition (Students - 56%, Career Officers - 40%)
3. Lack of self-promotion skills (Students - 29%, Career Officers - 54%)

Portfolios can help students with regards to the lack of self-promotion skills.

Employers on their own also experience **difficulties when looking for a job candidate**. The top three are:

1. Finding the person with the right profile (77%)
2. Mismatch of education and skills (38%)
3. Time needed to analyze candidate CV (36%)

The first one is far apart from the rest. A digital portfolio may be used to assist Employers and improve their experience with regards to finding the person with the right profile (top one) and time needed to analyze candidate CV (top three).

## 6.2 Recommendations

Portfolios may serve several goals. From the point of view of the EDIPUS project, a portfolio is a way to promote higher education students' employability. In this sense, a portfolio is a centralized access point to students' academic achievements and professional assets - a bridge to the labour market - and a tool supporting reflections and self-assessment of a student's professional goals and academic progress - a clear and easy map to follow and guide ones' professional path, from academy to labour.

Having this into consideration our recommendations below consider all the stakeholders' opinions but value the Employers perspective higher when reasonable. Our approach might then be somehow biased towards the Employers view. Nevertheless, we were cautious in doing this evaluation since the Employers sample is incomparably smaller than the Students' one. We have 1010 students' responses and 39 from employers.

The survey results discussed in this report allows us to address the purpose of this study as expressed in Section 2 and support the following recommendations.

### 6.2.1 Structure

Regarding the **structure** of the portfolio:

- To be effective a digital portfolio should be organized according to a structure that maps its users' mental map and interests.
- This structure should be supported by portfolio categories (folders/members/topics) that map the categories/topics an employer is looking for when searching for job candidates. On the other hand, these portfolio categories should also be recognized by students.
- The portfolio categories should include at least the top six from Table 12 in the following order:

1. Education
  2. Work experience
  3. CV - Europass CV
  4. Projects
  5. Skills, competences
  6. Knowledge of foreign languages
- A Profile Summary and Participation in Conferences/Events may also be included as standard categories (well valued by Employers)
  - The meaning of categories and which entries are expected in each one must be clear to all - students and employers - to avoid misunderstandings that will jeopardize the efforts in building the portfolio.
  - A brief explanation of each category should be provided together with examples.
  - The DPP may include an example of a portfolio to make clear to all what type of statements, activities, events and milestones are expected in each defined category.
  - Students might eventually create their own categories. This feature promotes creativity but, on the other hand, makes it harder for employers to find the key topics they are looking for.
  - We may opt by a hybrid solution having static top/key categories followed by dynamic/personalized categories defined by each student.
  - These personalized categories, if available, should also include a brief explanation of their meaning and of the type of entries to be expected under it.

Regarding the **features** of the DPP platform:

- The DPP should be user-friendly and exhibit a set of features promoting ease-of-use and effectiveness.
- Fast and easy searching facilities.
- Provide on the spot communication channels with the students.
- Being hosted by a database for employers.
- Providing easy ways to create and edit a digital portfolio.

## 6.2.2 Value and Awareness

All stakeholders agree that digital portfolios are valuable for students' employability but lack information and don't know where to find the tools to explore them.

- Raising awareness and demonstrating a powerful, easy to use, tool to create, maintain and explore a digital portfolio database is crucial.
- Raise students' awareness on the benefits of a digital portfolio as a tool to reach better job opportunities.
- Raise students' awareness on the benefits of a digital portfolio as a self-assessment and guiding tool for their professional career.
- Teach students how to use DPP for their benefit.
- Inform staff from Career Guidance Offices on the benefits of a digital portfolio.
- Inform staff from Career Guidance Offices on the availability and usage of DPP.
- Promote Staff Training activities towards the benefits of a digital portfolio for employability and the use of DPP.
- Inform (local) employers on the availability and usage of DPP.
- Students and Employers must be both aware of DPP at the same time so they can use the same channel and meet together avoiding lost opportunities for using distinct, parallel channels.
- Realize what makes portfolios interesting for some study fields and not for others so the dissemination efforts may be focused on the key target groups.

## 6.2.3 Opportunities and Challenges

Many challenges faced by Students, when looking for a job, and Employers, when recruiting new employees, are addressed and may be fixed with the proper use of DPP.

- Teach students how to use a digital portfolio to address the challenges to get a job they have identified such as the lack of self-promotion skills.
- Digital portfolios can also overcome the main challenges identified by employers when recruiting. Inform them on the benefits of DPP and show them how to use DPP to find the candidate with the right profile or to reduce the time needed to analyze a candidate CV.

- Being used by many is mentioned by many Students as a core aspect to make DPP successful. A clear challenge that the partnership must embrace since the first day. DPP success depends heavily on its user base (nothing new in online services).

# Annex I - Questionnaires

## Questionnaire for Students

Available online at <http://surveys.edipus.me/index.php/679726?lang=en>

Order	Question	Answer
1	How would you like to be selected by employers?	Education
		Skills (social, communication, digital, etc)
		Portfolio
		Working experience
		Knowledge of foreign languages
		International experience (e.g., Erasmus, Ceepus, IAESTE, etc)
		Volunteering
		Presence in social media
		Hobbies
Other (specify)		
2	How do you want to be discovered/found by employers?	Through data bases
		Through social media such as Facebook, LinkedIn, etc
		Through webpages that match candidate profiles and job offers
		Through recruiting/head-hunter agents
		Through university services (career office, alumni association, etc)
		Through my own network of contacts
		Through newspapers advertisements
3	Do you think a digital portfolio could help you finding a job?	No
		Yes, somehow
		Yes, for sure
4	Do you think a digital portfolio could help you to improve your competences?	No
		Yes, somehow
		Yes, for sure
5	Do you think a digital portfolio could help you to highlight/showcase your skills?	No
		Yes, somehow
		Yes, for sure
6	Do you have your personal	Yes/No

	portfolio available online?	
7	if not, why not?	Don't know what is a portfolio I am not aware of online tools for the purpose Too much work It is useless, all I need is a CV
8	If yes, which platform do you use?	open
9	What do you think the components of a university student portfolio should be?	Education Research CV - Europass CV Projects Conference/Seminars/Workshops participation Participation in university clubs Volunteering activities Teaching experience Articles/publications Hobbies Personal statements Working experience Multimedia (photos, videos, etc) Profile summary Reflections, self-assessment National/International examinations Awards Scholarships Diploma supplement Recommendation letters Participation in Erasmus Mobility Knowledge of foreign languages Skills, competences Training Certificates Presence in social media Membership in professional networks Other (specify)
10	What is, in your opinion, the most useful feature of an online digital portfolio portal?	Connect to social media User friendly Chronological view Attractive graphical design Free of charge Providing view statistics Upload multimedia



		Communication tool
		Privacy/Transparency
		Easy-search facilities
		Allows creativity
		Being hosted in a database for employers
		Critical peer evaluation
		Easy way to store and access my career development information and documents
		Other (specify)
11	What do you as a student expect to gain with a digital portfolio?	Having professional assets organized at a central place easy to reach
		Giving a good impression to employers
		Increasing chances to get a job
		Effective showcase
		Full picture of the competences
		Other (specify)
12	List up to three tools/activities (besides curricular/teaching activities) in place at your institution to support students' employability.	open, 3 text boxes
13	What do you think are the obstacles for getting a job (list up to three)?	High competition
		Lack of working experience
		Skills mismatch
		Lack of self-promotion skills
		Unprepared for job interview
		Lack of foreign language knowledge
		Missing a portfolio
		Other (specify)

# Questionnaire for Career Officers

Available online at <http://surveys.edipus.me/index.php/236484?newtest=Y>

Order	Question	Answer
1	In your opinion, what are the three most important factors for employers when selecting a student as a job candidate?	Education
		Skills (social, communication, digital, etc)
		Portfolio
		Working experience
		Knowledge of foreign languages
		International experience (e.g., Erasmus, Ceepus, IAESTE, etc)
		Volunteering
		Presence in social media
		Hobbies
		Other (specify)
2	List up to three tools/activities (besides curricular/teaching activities) in place at your institution to support students' employability.	open, 3 text boxes
3	What do you think are the obstacles students face to get a job (list up to three)?	High competition
		Lack of working experience
		Skills mismatch
		Lack of self-promotion skills
		Unprepared for job interview
		Lack of foreign language knowledge
		Missing a portfolio
		Other (specify)
4	Do you inform your students on the relevance of keeping an online portfolio updated?	Yes/No
5	if not, why not?	Don't know what is a portfolio
		I am not aware of online tools for the purpose
		Too much work
		It is useless, all I need is a CV
6		No

	Do you think a digital portfolio could help a student finding a job?	Yes, somehow Yes, for sure
7	Do you think a digital portfolio could help a student to improve his/her competences?	No Yes, somehow Yes, for sure
8	Do you think a digital portfolio could help a student to highlight/showcase his/her skills?	No Yes, somehow Yes, for sure
9	Would you like to have students' portfolios available online?	Yes/No
10	What do you think the components of a university student portfolio should be?	Education Research CV - Europass CV Projects Conference/Seminars/Workshops participation Participation in university clubs Volunteering activities Teaching experience Articles/publications Hobbies Personal statements Working experience Multimedia (photos, videos, etc) Profile summary Reflections, self-assessment National/International examinations Awards Scholarships Diploma supplement Recommendation letters Participation in Erasmus Mobility Knowledge of foreign languages Skills, competences Training Certificates

		Presence in social media
		Membership in professional networks
		Other (specify)
11	What is, in your opinion, the most useful feature of an online digital portfolio?	Connect to social media
		User friendly
		Chronological view
		Attractive graphical design
		Free of charge
		Providing view statistics
		Upload multimedia
		Communication tool
		Privacy/Transparency
		Easy-search facilities
		Allows creativity
		Being hosted in a database for employers
		Critical peer evaluation
		Easy way to store and access my career development information and documents
		Other (specify)
12	In your opinion, what students could gain with a digital portfolio?	Having professional assets organized at a central place easy to reach
		Giving a good impression to employers
		Increasing chances to get a job
		Effective showcase
		Full picture of the competences
		Other (specify)

# Questionnaire for Employers

Available online at <http://surveys.edipus.me/index.php/487142?lang=en>

Order	Question	Answer
1	How would you like to select employees?	Education
		Skills (social, communication, digital, etc)
		Portfolio
		Working experience
		Knowledge of foreign languages
		International experience (e.g., Erasmus, Ceepus, IAESTE, etc)
		Volunteering
		Presence in social media
		Hobbies
Other (specify)		
2	How would you like to search for employees?	Through data bases
		Through social media such as Facebook, LinkedIn, etc
		Through webpages that match candidate profiles and job offers
		Through recruiting/head-hunter agents
		Through university services (career office, alumni association, etc)
		Through my own network of contacts
Through newspapers advertisements		
3	In your opinion, what are the three most important factors when selecting a student for a job interview?	Education
		Skills (social, communication, digital, etc)
		Portfolio
		Working experience
		Knowledge of foreign languages
		International experience (e.g., Erasmus, Ceepus, IAESTE, etc)
		Volunteering
		Presence in social media
		Hobbies
Other (specify)		
4	What are the main challenges you face when recruiting employees?	Finding the person with the right profile
		Reaching a broad base of candidates
		Time needed to analyze candidate CV
		Mismatch of education and skills
		Lack of a comprehensive view of candidates' career developments
		Other (specify)
5	Do you search and evaluate portfolios for	Yes/No

	recruiting employees?	
6	if not, why not?	Don't know what is a portfolio
		i am not aware of online tools for the purpose
		Too much work
		It is useless, all I need is a CV
		In general, students don't have digital portfolios
7	Do you think a digital portfolio could help a student finding a job?	No
		Yes, somehow
		Yes, for sure
8	Do you think a digital portfolio could help a student to improve his/her competences?	No
		Yes, somehow
		Yes, for sure
9	Do you think a digital portfolio could help a student to highlight/showcase his/her skills?	No
		Yes, somehow
		Yes, for sure
10	Would you like to have students' portfolios available online for searching?	Yes/No
11	What do you think the components of a university student portfolio should be?	Education
		Research
		CV - Europass CV
		Projects
		Conference/Seminars/Workshops participation
		Participation in university clubs
		Volunteering activities
		Teaching experience
		Articles/publications
		Hobbies
		Personal statements
		Working experience
		Multimedia (photos, videos, etc)
		Profile summary
		Reflections, self-assessment
National/International examinations		
Awards		
Scholarships		

		Diploma supplement
		Recommendation letters
		Participation in Erasmus Mobility
		Knowledge of foreign languages
		Skills, competences
		Training
		Certificates
		Presence in social media
		Membership in professional networks
		Other (specify)
12	What is, in your opinion, the most useful feature of an online digital portfolio?	Connect to social media
		User friendly
		Chronological view
		Attractive graphical design
		Free of charge
		Providing view statistics
		Upload multimedia
		Communication tool
		Privacy/Transparency
		Easy-search facilities
		Allows creativity
		Being hosted in a database for employers
		Critical peer evaluation
		Easy way to store and access my career development information and documents
		Other (specify)
13	In your opinion, what students could gain with a digital portfolio?	Having professional assets organized at a central place easy to reach
		Giving a good impression to employers
		Increasing chances to get a job
		Effective showcase
		Full picture of the competences
		Other (specify)

# Annex II - Invitation to participate

## Invitation for Students

### Subject:

Give your feedback to EDIPUS: the new tool that will help you enter the labor market successfully

### Body:

Dear Student and future jobseeker,

EDIPUS project aims at creating an **online portal** and a **search browser** allowing employers and recruiters to **find a candidate like you**.

The EDIPUS portal will be ready in one year and one of its innovative features will be the possibility for university students to create their personalized Digital Portfolio.

As a potential future jobseeker and user we would like to **invite you to give us your feedback by completing an online survey** to help us develop the tool better for you.

Completing the survey will not take you more than **10 minutes** and **your input will be highly valued**.

Take the survey now at <http://surveys.edipus.me/index.php/679726?lang=en>

Thank you for your participation,  
EDIPUS project team



# Invitation for Career Officers

## Subject:

Give your feedback to EDIPUS: the new tool to boost your students' employability in the global labour market

## Body:

Dear Career Officer,

EDIPUS project aims at creating **an online portal and a search browser** allowing employers and recruiters to **find young talents** for the labour market.

The EDIPUS portal will be ready in one year and one of its innovative features will be the possibility for university students to create their personalized Digital Portfolio.

As someone working to promote your students' employability we would like to **invite you to give us your feedback by completing an online survey** to help us develop the most convenient tool for your students.

Completing the survey will not take you more than **10 minutes** and **your input will be highly valued**.

Take the survey now at

<http://surveys.edipus.me/index.php/236484?lang=en>

Thank you for your participation,

EDIPUS project team

# Invitation for Employers

## Subject:

Give your feedback to EDIPUS: the new tool to successfully search for university students for the labour market

## Body:

Dear Employer,

EDIPUS project aims at creating **an online portal and a search browser** allowing employers and recruiters to **find job candidates** among young talented higher education students.

The EDIPUS portal will be ready in one year and one of its innovative features will be the possibility for employers to search and analyze Digital Portfolios from university students entering the labour market.

As an employer and potential user we would like to **invite you to give us your feedback by completing an online survey** in order to help us to develop the tool better for you.

Completing the survey will not take you more than **10 minutes** and **your input will be highly valued**.

Take the survey now at <http://surveys.edipus.me/index.php/487142?lang=en>

Thank you for your participation,

EDIPUS project team