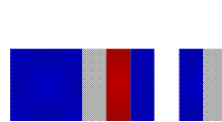


Tuning Education Structures to the Needs of the Labour Market: Social Sciences and Teacher Training

MSDP training, WUS Austria
Budva, 20-21 February 2009

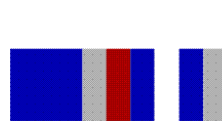
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Outline of the presentation

- Some observations about the labour market and employability of graduates
- Examples of ad hoc analysis (sociology, psychology)
- CEP's projects on tuning education structures:
 - Regional general tuning
 - Tuning teacher training programmes



Labour market and employability

- Employability: a set of characteristics of an individual (knowledge, skills, values, personality characteristics) that increase his/her chances to gain **suitable** employment
 - Competences vs:
 - Knowledge
 - Skills
 - Values
 - Suitable employment
 - In the field?
 - Of what rank/level?

Employability of graduates (1)

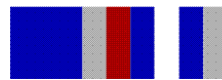
- Poor employment statistics \neq poor employability
 - Relative to the rest of the population
 - Relative to the rest of higher education graduates
 - How are fields defined?
 - Which time frame?
 - What are the key characteristics of the labour market?
- Some European studies show that higher education graduates are relatively more employable than persons with lower qualifications

Employability of graduates (2)

- Serbian (un)employment statistics shows that there are almost equal numbers of graduates looking for the job as there are job offers which require higher education qualification
 - How to explain the mismatch?
 - Too high expectations from employers
 - Lack of competences relevant for the job in question
 - Possible solution: graduate surveys
 - If and where they are employed?
 - What are their tasks?
 - How much their higher education is useful for them on their job?

Ad hoc survey: psychology

- Belgrade, Novi Sad, Niš in 2005 started discussions about core competences for psychology
- Small scale, ad hoc study of where their students gain employment
- Result:
 - some find employment in marketing/market research agencies: developing questionnaires or interview instruments, analysing data
 - some are quite active as trainers for NGOs or companies, or work in HR sections of large companies
- Conclusion of the group: The set of skills needed for such tasks can be achieved in 3 years
 - Bachelor studies for 3 years – LM relevant qualification
 - Master level, 5 years – further courses and specialisations (e.g. Clinical psychology)

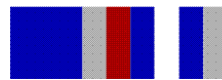


Ad hoc survey: sociology

- Belgrade group did a small scale study about employment prospects of their graduates
- “I was quite surprised about the results. I did not see such positions to be related to sociology”, teacher (docent)
- Result: marketing agencies, some governmental structures, NGOs
- Not clear to what extent this was transferred into the new curriculum for both levels

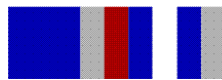
CEP's Regional Tuning (1)

- Survey of teachers, graduates and employers
- What are the key **generic** competences?
- For students: to what extent were these competences developed in their higher education programmes?
- Poor response from employers



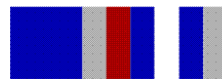
CEP's Regional Tuning (2)

Graduates	Employers	Teachers	EU (graduates and employers)
Applying knowledge in practice	Team and group work	Applying knowledge in practice	Analysis and synthesis
Analysis and synthesis	Applying knowledge in practice	Analysis and synthesis	Capacity to learn
Basic general knowledge	Active knowledge of a foreign language	Ability to work autonomously	Problem solving
Problem identifying and solving	Project design and management	Research skills	Applying knowledge in practice
Active knowledge of a foreign language/ability to work autonomously	Basic knowledge of the profession	Decision-making	Adapting to new situations/ Concern for quality



CEP's Regional Tuning (3)

- Achievement of competences:
 - Do you feel that the education you received at the University has been adequate?
 - Very much 6%
 - Much 7%
 - Some 25%
 - Little 33%
 - Very little 29%
 - Total of 62% answered “little” or “very little”
 - Note that these are **generic competences**



CEP's Teacher Tuning

- Set of 37 competences, grouped in 4 categories, 1-5 ranking (5 most important)
 - Self evaluation and professional development: 4.51 (4.51)
 - Subject knowledge and teaching 4.54 (4.50)
 - Contribution to development of education 4.04 (3.96)
 - Values and child rearing 4.53 (4.51)
- Competences related to didactics, pedagogy, methodology of teaching ranked quite high, although not very present in analysed curriculum

Questions for further discussion

- How close to the actual needs of the labour market should the curriculum be?
- How to achieve greater fulfilment of relevant competences?
- What is the relationship between higher education and earlier stages in education in terms of generic skills?
- What is the relationship between bachelor and master level programmes in terms of both generic and subject specific competences?

Thank you for your attention!

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