

Comparative Domain Perspectives: Domain Analysis Engineering

2nd DEHEMS International Conference
**Employability of Graduates &
Higher Education Management Systems**
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Domain analysis engineering

- socio-biographic background of the students
- study conditions and provisions
- transition to employment, first job
- relationship between higher education and work
- developmental needs

Basis

- national domain reports of the DEHEMS countries
- data of the HEGESCO and REFLEX projects
- Feedback of DEHEMS interviewees

Gender Distribution

- Share of male students much higher than share of female students in all DEHEMS countries
- Austria, Poland and Turkey about 25% female students, Germany about 15%, Italy about 21%, in Slovenia about 27% (source: DEHEMS national domain reports)
- Slight increase within the last years (DEHEMS domain reports, Reflex/Hegesco data)

International student mobility

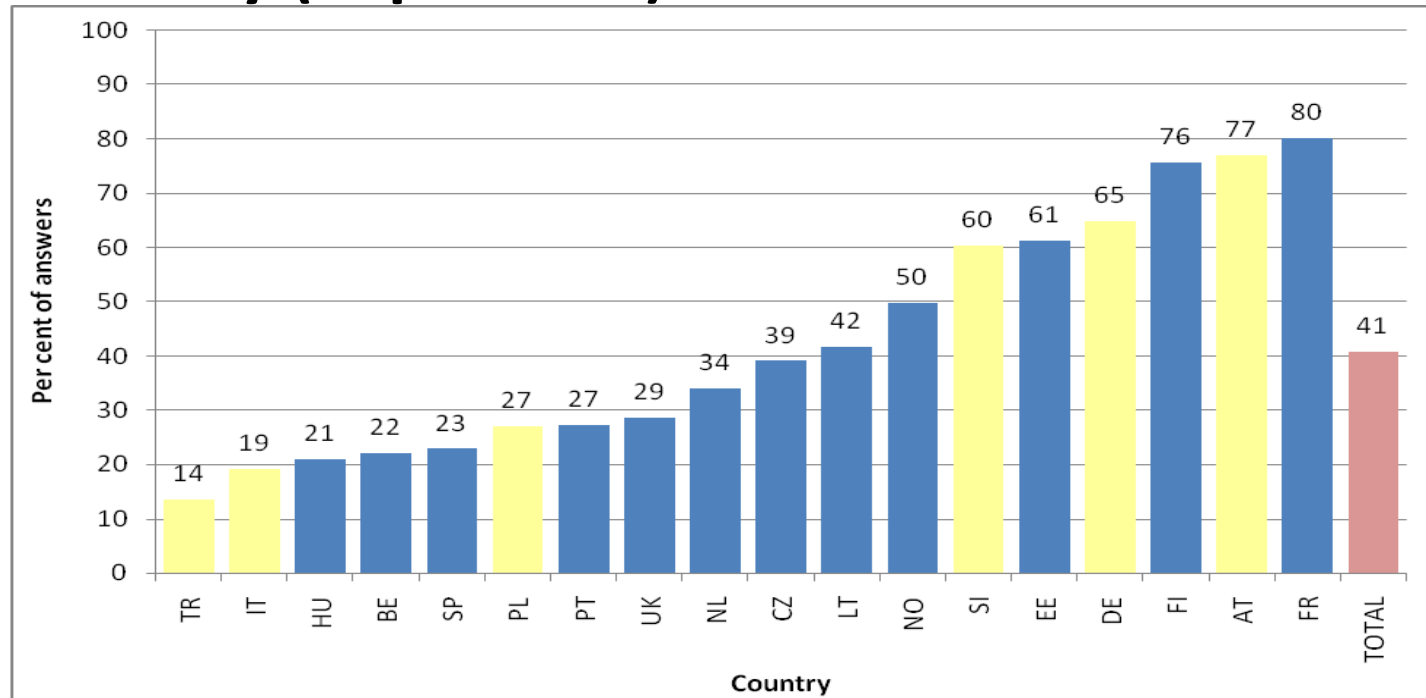
- Share of students spending a study period abroad
 - *Germany 31%*
 - *Austria 27%*
 - *Italy 13%*
 - *Poland 11%*
 - *Slovenia 8%*
 - *Turkey 6%*

Reflex/Hegesco data

International mobility *after* graduation

- Share of graduates who have worked some time abroad after graduation
 - *Austria 38%*
 - *Turkey 32%*
 - *Italy 29%*
 - *Poland 28%*
 - *Slovenia 21%*
 - *Germany 18%*

Study-related work experiences during study, by country (in per cent)



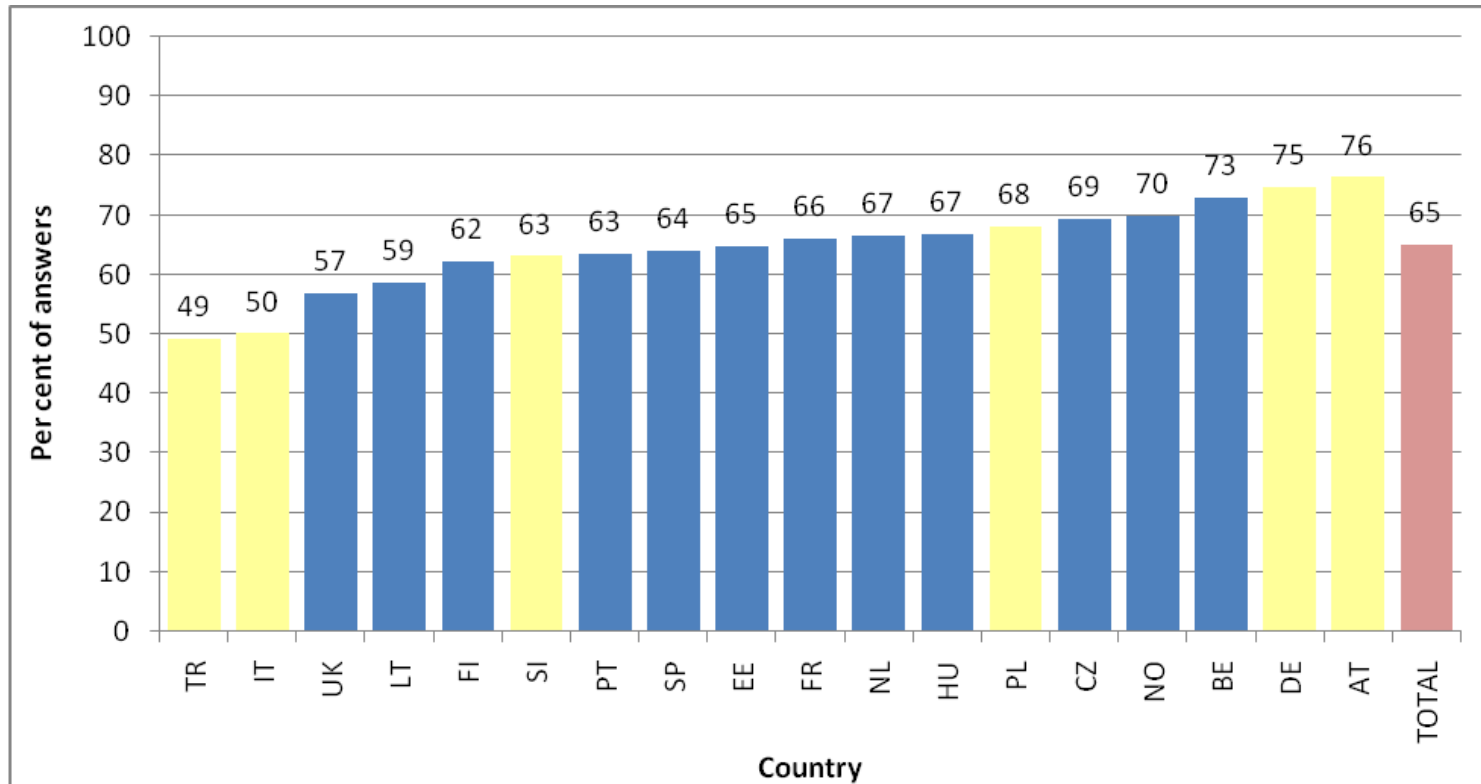
Question B3 (Hegesco), B3 (Reflex): Did you acquire any study-related work experiences? Responses "yes" on a scale of answers "yes" and "no".

Transition to the labour market

Country	Time for job search/ Percentage of students			
	Less than 1 month	Between 1 and 3 months	Between 4 and 6 months	More than 6 months
Slovenia	59%	19%	11%	11%
Austria	27%	43%	12%	18%
Germany	28%	44%	15%	13%
Italy	19%	41%	17%	23%
Turkey	19%	14%	8%	59%

Time from Graduation to First Job by Country – Engineering (per cent) (Reflex/Hegesco)

Satisfaction with current work, by country (in per cent)



Question F13 (Hegesco), F13 (Reflex): How satisfied are you with your current work? Responses 4 and 5 on a scale of answers from 1 = "Very dissatisfied" to 5 = "Very satisfied".

Feedback of DEHEMS interviewees

Transition to employment

- *After graduating from a technical study it is a bit like in the “land of milk and honey” (Austria)*
 - ➔ Interviewees see situation of graduates very positively across all DEHEMS countries
- *faculty’s authorities are pretty sure that the graduates don’t have serious problems with finding a job (Poland)*
 - ➔ Most interviewees do not see the need for career counseling

Feedback of DEHEMS interviewees

Understanding of professional success

- *Success is if our graduates are satisfied with their job” (AT)*
- *Professional success means to have a job that makes happy and satisfied (DE),*
- *Necessity to get a satisfactory job after graduation (PL)*
- *If graduates are satisfied with their job positions... then this is a career success. If a graduate is satisfied he can work well, if he works well, he gets successful (SL)*

Feedback of DEHEMS interviewees

Practical orientation of studies

- placements and internships are perceived as very important
- graduates often find their first job via the internship
- *This obligatory internship is extremely important since students often get their first job offer of the respective company where they did their practical phase (DE).*
- *students have to prepare a research project in their last semester. Teachers support them to cooperate with employers in those projects. (TR)*

Feedback of DEHEMS interviewees

Developmental needs – Austria

- better funding and infrastructure, high level of permanent staff
- Need to focus soft skills, meta-competencies, transferable skills of the students

Germany

- More flexibility within the courses and study levels
- increase of the number of students should not result in a decrease of study conditions
- better support for writing a PhD thesis → “brain drain“

Feedback of DEHEMS interviewees

Italy

- Enhance number of students
- Improved knowledge and skills of new students needs upon enrolment
- review curricula by taking needs of stakeholders and employers into account

Poland

- more flexibility to review curricula, teaching modes, recruitment of lecturers
- stronger emphasis on personal development, soft skills, team work

Feedback of DEHEMS interviewees

Turkey

- professional career counseling
- better co-operation with employers

Slovenia,

- more obligatory practical elements
- better infrastructure,
- more professional career centers to systematically support graduates in their transition to the labour market

Thank you very much!

