

DEHEMS SECOND INTERNATIONAL CONFERENCE:
EMPLOYABILITY OF GRADUATES & HIGHER EDUCATION MANAGEMENT SYSTEMS
LJUBLJANA, SLOVENIA
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**THE CONGRAD PROJECT:
CONDUCTING GRADUATE SURVEYS
IN SERBIA, MONTENEGRO
AND BOSNIA & HERZEGOVINA**

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CONGRAD

Outline

1. Background
2. CONGRAD Objectives
3. CONGRAD Approach
4. CONGRAD Perspectives
5. Discussion

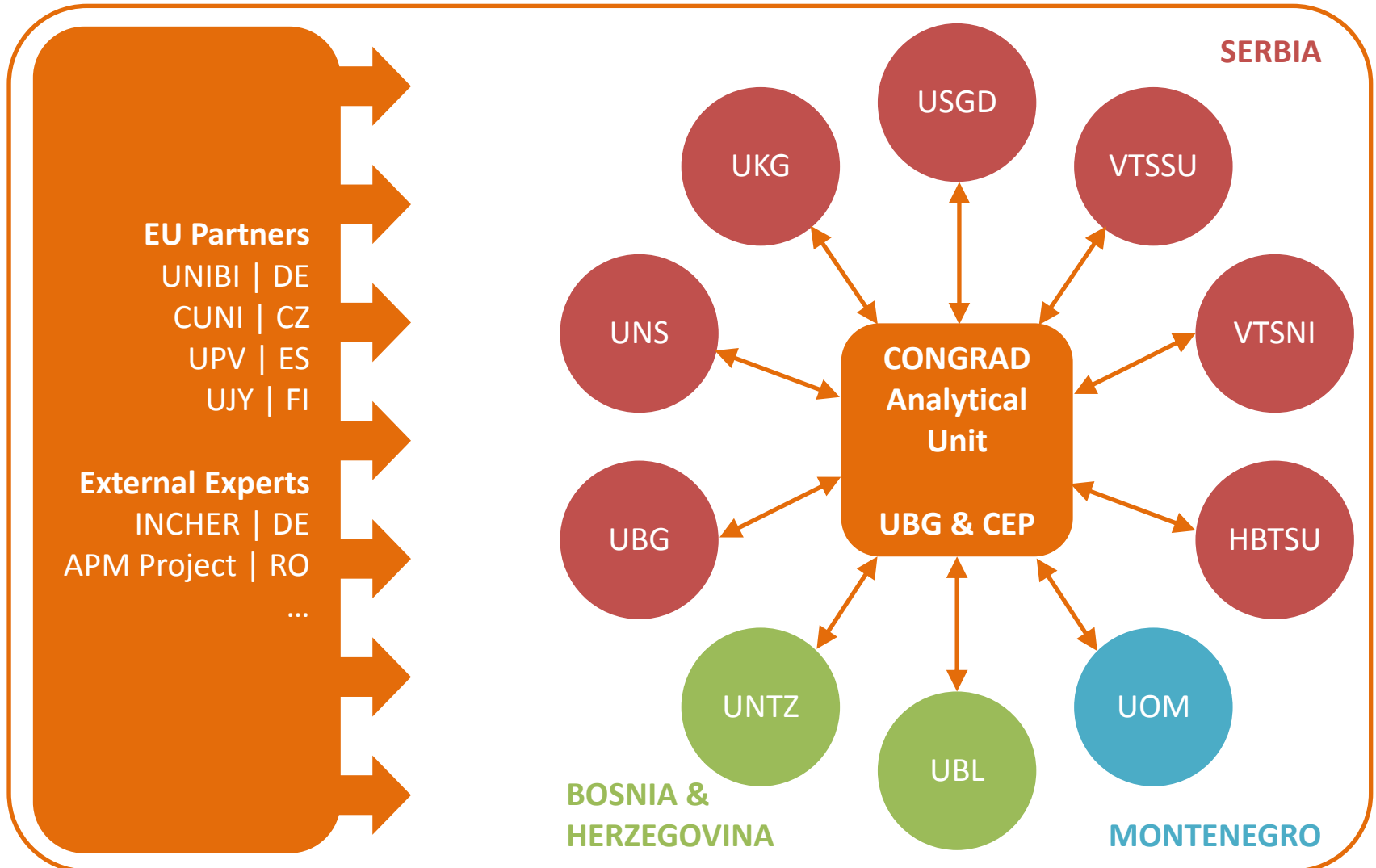
1. Background

- currently, systematic and reliable information on study conditions and graduates' careers is not available in Serbia, Montenegro and Bosnia and Herzegovina
- EU-funded TEMPUS Project CONGRAD:
“Conducting graduate surveys and improving alumni services for enhanced strategic management and quality improvement”

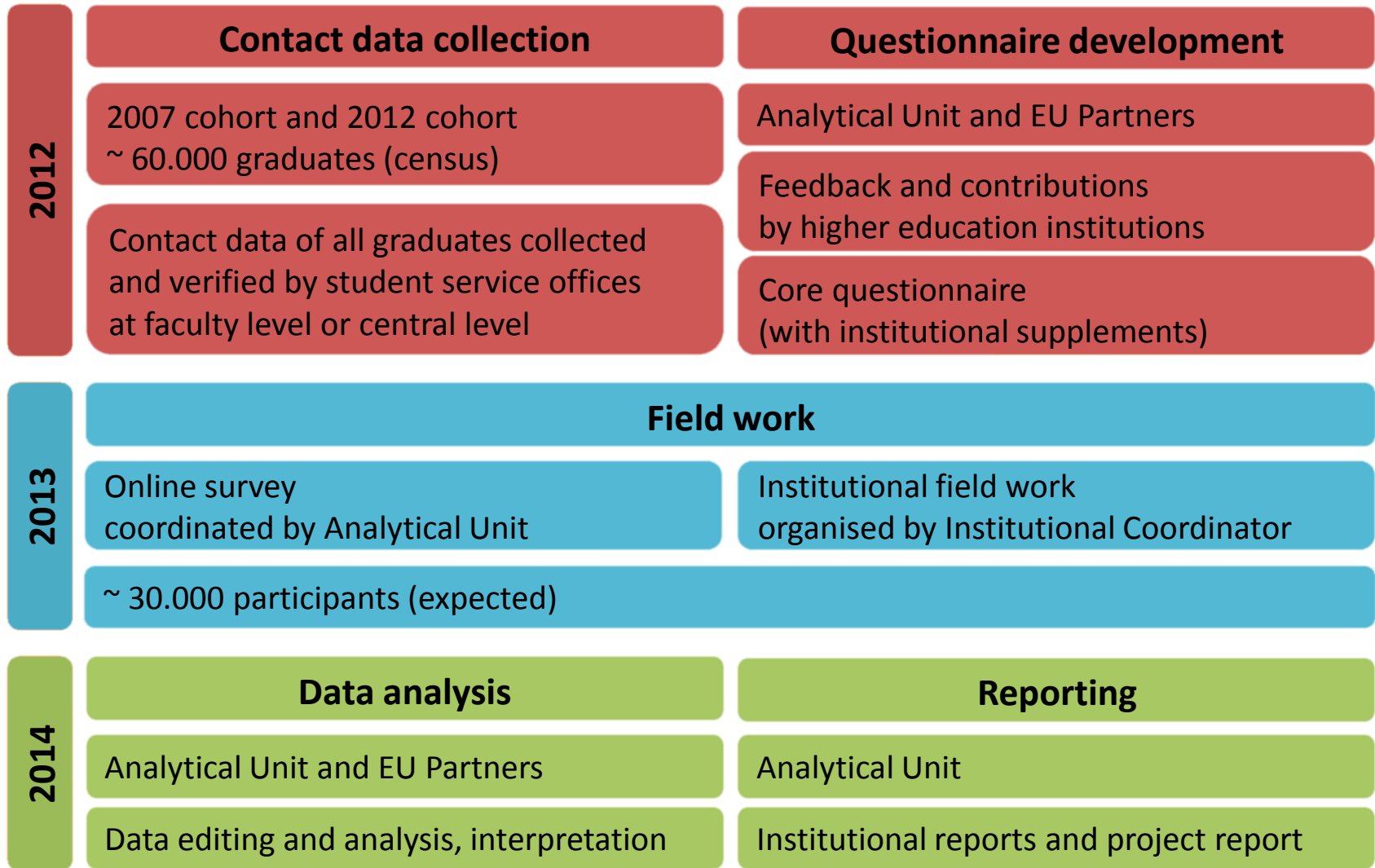
2. CONGRAD Objectives

- to implement regular graduate surveys at higher education institutions in the participating countries
- to collect systematic and reliable information on the links between study offerings and subsequent employment
- to contribute to the improvement of institutional self-evaluation processes and to enable the evidence-based evaluation of higher education reforms and curricular changes in the last decade

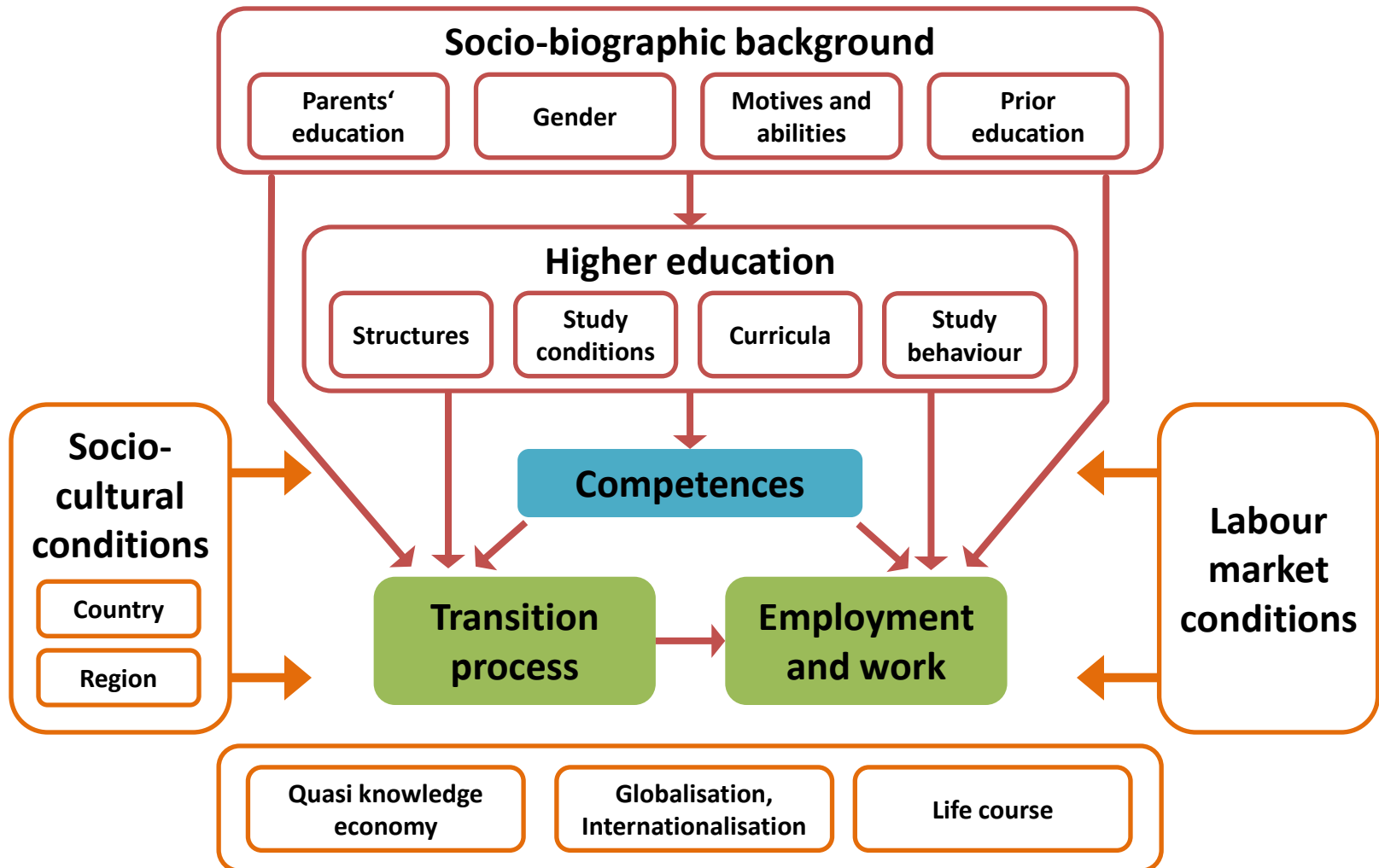
3. CONGRAD Approach – Structure



3. CONGRAD Approach – Design



3. CONGRAD Approach – Framework



4. CONGRAD Perspectives

Institutional perspective (QA)

- Study conditions
- Study success
- Student support
- Voluntary engagement
- Counselling & Guidance
- Regional/international mobility
- Transition process
- **Curricula & Competences**
To what extent are competences gained until graduation used in current job?
- HE reforms/Bologna process

↔ Broader perspective (research)

- ↔ • HE expansion
- ↔ • Life course
- ↔ • **Employment and work**
How is the transitions process linked to further employment and work (career patterns)?
How are employment and work influenced by labour market conditions?
- ↔ • Labour market conditions
- ↔ • Social inequalities
- ↔ • Inter-country differences
- ↔ • Intra-country differences/Regional disparities

5. Discussion

- **Curricula & Competences**

To what extent are competences gained until graduation used in current job?

- **Employment and work**

How is the transitions process linked to further employment and work (career patterns)?

How are employment and work influenced by labour market conditions?

Thank you for your attention!

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