

Joint World Conference on Social Work, Education and Social Development June 27-30, 2016 in Seoul, Korea

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From competence to evidence Ten years Bachelor on Social and Social and Educational Sciences, a story of success.

JOINT WORLD CONFERENCE ON SOCIAL WORK,
EDUCATION AND SOCIAL DEVELOPMENT 2016

Session: 15

Title: *Education & Training*

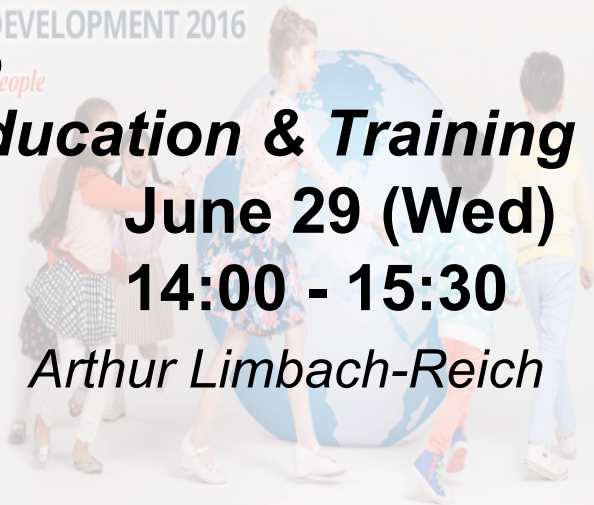
Date: June 29 (Wed)

Time: 14:00 - 15:30

Chair: *Arthur Limbach-Reich*

JUNE 27-30, 2016 | SEOUL, KOREA

Seoul
SWSD 2016



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Content:

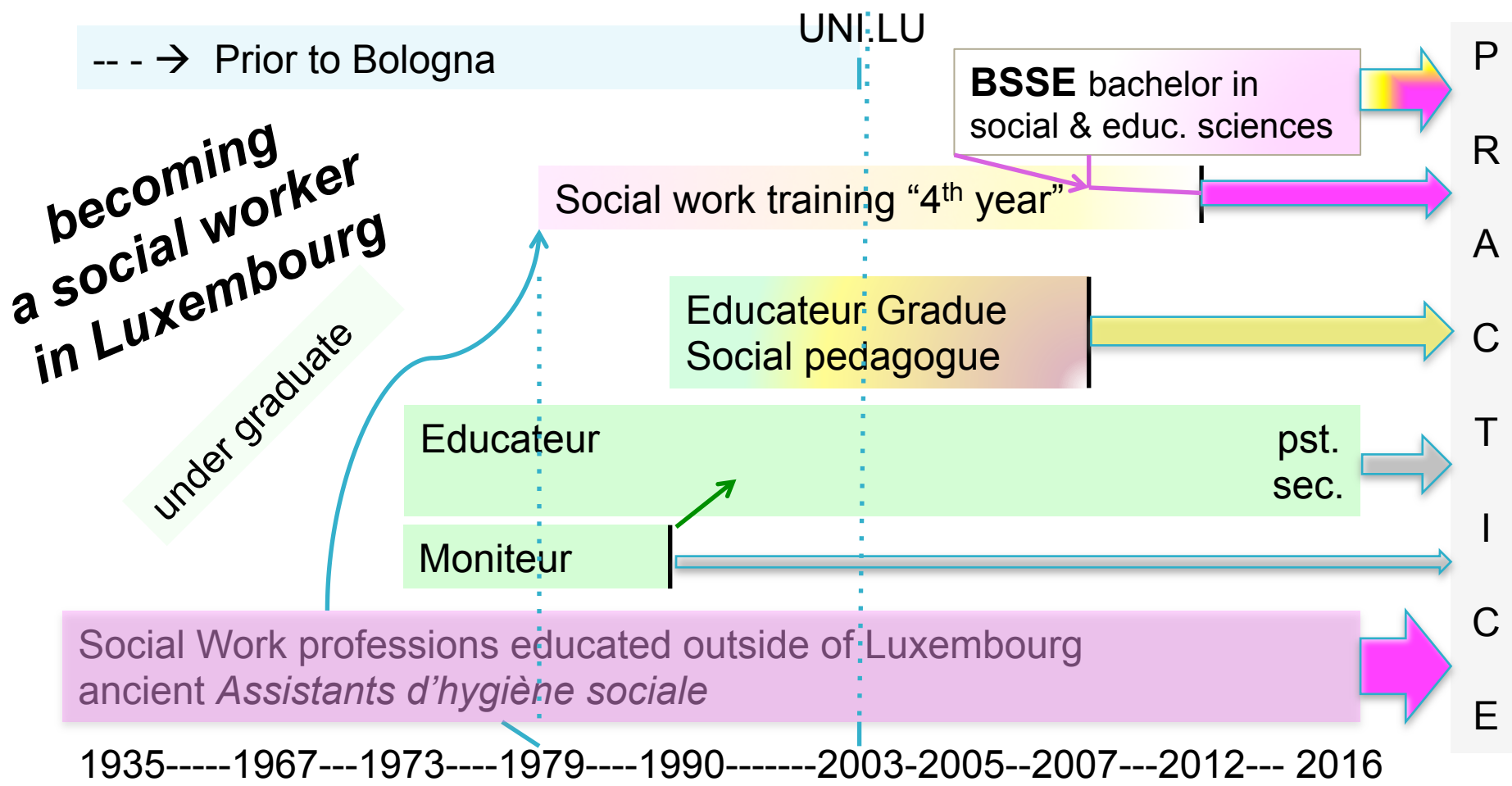
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- 1. Introduction: *Luxembourg*
- 2. Background: *From EG to BSSE*
- 3. Research question: *Finding a job?*
- 4. Theoretical framework: *Employability*
- 5. Methods: *qual. and quant. Survey*
- 6. Results: *ready to practice*
- 7. Conclusion: *education to change practice*

Ad 1: Grand Duchy of Luxembourg (2016)

Population	576,000	Surface:	2,586km ²
GDP annual growth	3.3%	Unemployment:	6.2%

Ad 2. Background Social Work Education



While the new programme (BSSE) in social work was created in 2005 concerns emerged about acceptance and employability in Luxembourg

Ad 3. Research question I

- The research project aims for determining whether the new programme (BSSE) on higher education in social work fits to the given challenges and requirements in the field of social work in Luxembourg.
 - Employment** indicators
 - Alumni statements
 - Practitioners' assessments
- and how the programme contributes to disciplinary development

Ad 3. Research question II

- **How successful are new graduated students (BSSE) in transition from university to labour market?**
- **Are BSSE alumnae employable?**
 - What was the first destination?
 - Do they find a job related to the programme?
 - How long will it take to find a job?

Ad 4. Theoretical framework I

Employability

*" is about being capable of **getting** and keeping fulfilling work. Employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable **employment**. For the individual, employability depends on the **knowledge, skills and attitudes** they possess, the way they use those assets and present them to the employers and the context (e.g. personal circumstances and labour market environment) within which they seek work."*

¹Hillage, James & Pollard, Emma (1998). *Employability. Developing a Framework for Policy Analysis*. London: Department for Education and Employment (DfEE) Research report. no RR85.

Ad 4. Theoretical framework II

League Table	Graduate Prospect Measure:
The Guardian University Guide	being in a Graduate or Non-Graduate profession, all students whose destination is coded as “Full-Time” study” are marked as “Graduate”
The Complete University Guide	Percentage of graduates in ‘graduate level’ employment and / or further study 6 months after graduation.
The Times Good University Guide	Percentage of graduates in ‘graduate level’ employment and / or further study 6 months after graduation.
The Sunday Times University Guide	Measure relates to graduates who enter Full Time Employment Only

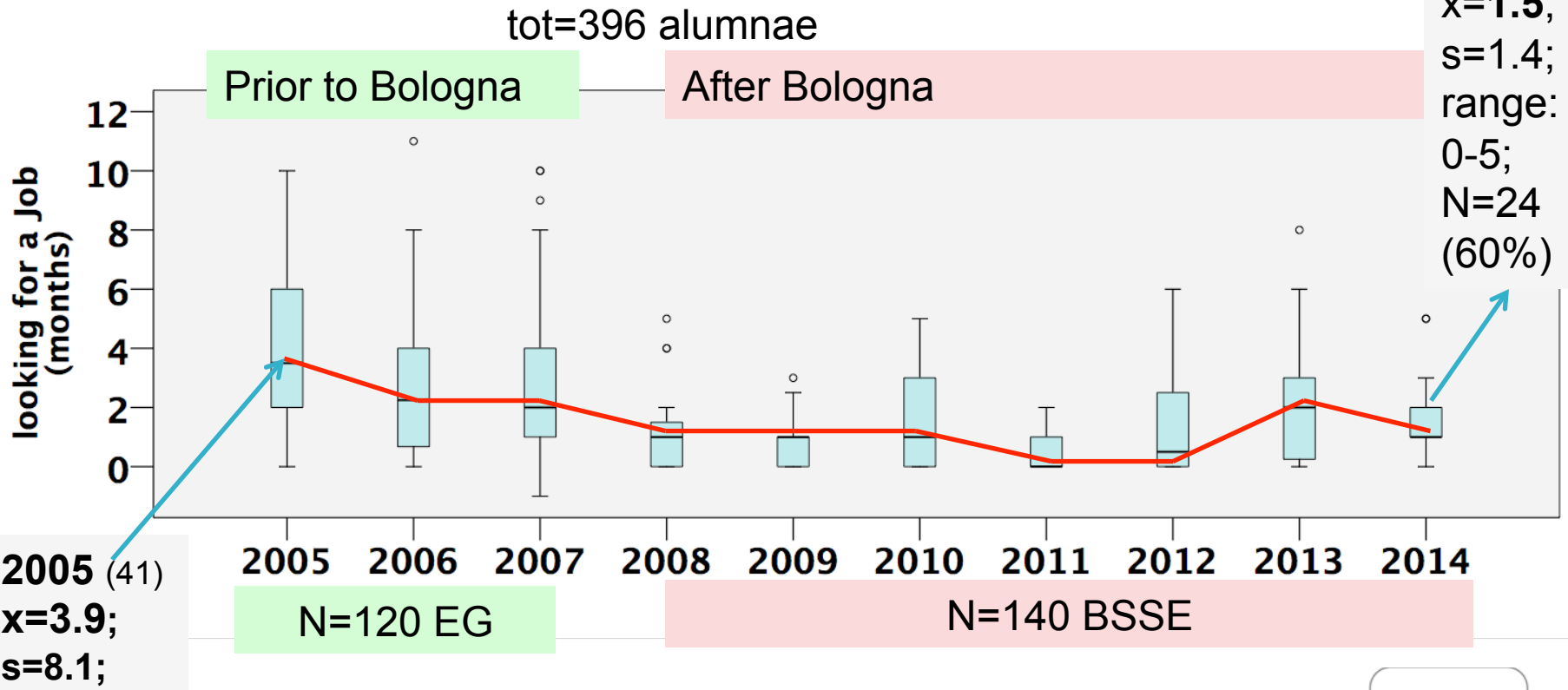
- ❑ UK neoliberal approach on employability, based exclusively on **labour market** (employers’ desires and the human capital approach)
- ❑ Need to focus on social work standards and competencies (IASSW and IFSW).

Ad 5. Methods

- Annual alumni** surveys with a total of more than 300 individuals deliver data about transition from university to labour-market.
- A standardized questionnaire and selected interviews on job search experiences, employment, and competencies.
- Questionnaires completed by employers and focus groups provide data from services in the social sector.
- Vignette study to compare competencies of practitioners and graduating students completed the research.
- Analysis on job advertisements
- Extern programme evaluation.

Ad 6. Results I

average time spent finding employment by year of graduation



Ad 6. Results II

job search	BSSE/EG	N	average	stdv.	error
	EG	120	2.9	2.75	.25
	BA	140	1.3	1.54	.13

Job search	Levene-Test		T-Test		
	F	p	T	df	sig 2-tailed
Equal variances assumed	21.064	.000	5.853	258	.000
Equal variances not assumed			5.622		.000

The new programme yields better results in time looking for initial employment

Ad 6. Results III

Last Year EG / first years BSSE

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First destination „Employment“	2007 EG	2008 BSSE	2009 BSSE	2010 BSSE	BSSE tot
N =	62	22	21	20	63
Job seeking time in months (Md)	2	1	1	1	1
Application Frequencies (Md)	13	4	3	1.5	2.8
Interviews (mean)	3.2	3.0	1.9	1.8	2.2
Employment	56	20	16	14	60
Ratio non graduate Job (%)	40.3	40.9	28.6	20.0	30.2
Ratio graduate Job (%)	50.0	59.1	61.9	60.0	60.3

BSSE performs better than EG

Ad 6. Results IV Interview 1

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Example from interviews:

alumni 2011 female, 24, social pedagogue youth in Luxemburg

2012, #00:04:11-6#

War et fir dech schweier oder liicht eng Plaaetz ze fannen nodeemste fäerdeg wars mam Studium ?

I: Daat war am Fong ganz liicht, well ech mengen ech haat zwou demanden geschriwwen. Zweek Virstellungsgesprecher an ech kruut déi zweet Plaaetz am Fong direkt. Obwuel ech main mémoire jo nach net haat.

Question: Did you had trouble or was it easy for you to find a job after graduating?

Answer: in a nutshell; it was very easy, I remember, I've written two applications and got two interviews and was accepted at both jobs, even without finished my bachelor degree.

Interview 1: 2012

Ad 6. Results IV Interview 2

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Example from interviews:

alumni 2014 male, 24, social work at a school, Luxembourg 2015,
#00:16:12-8#

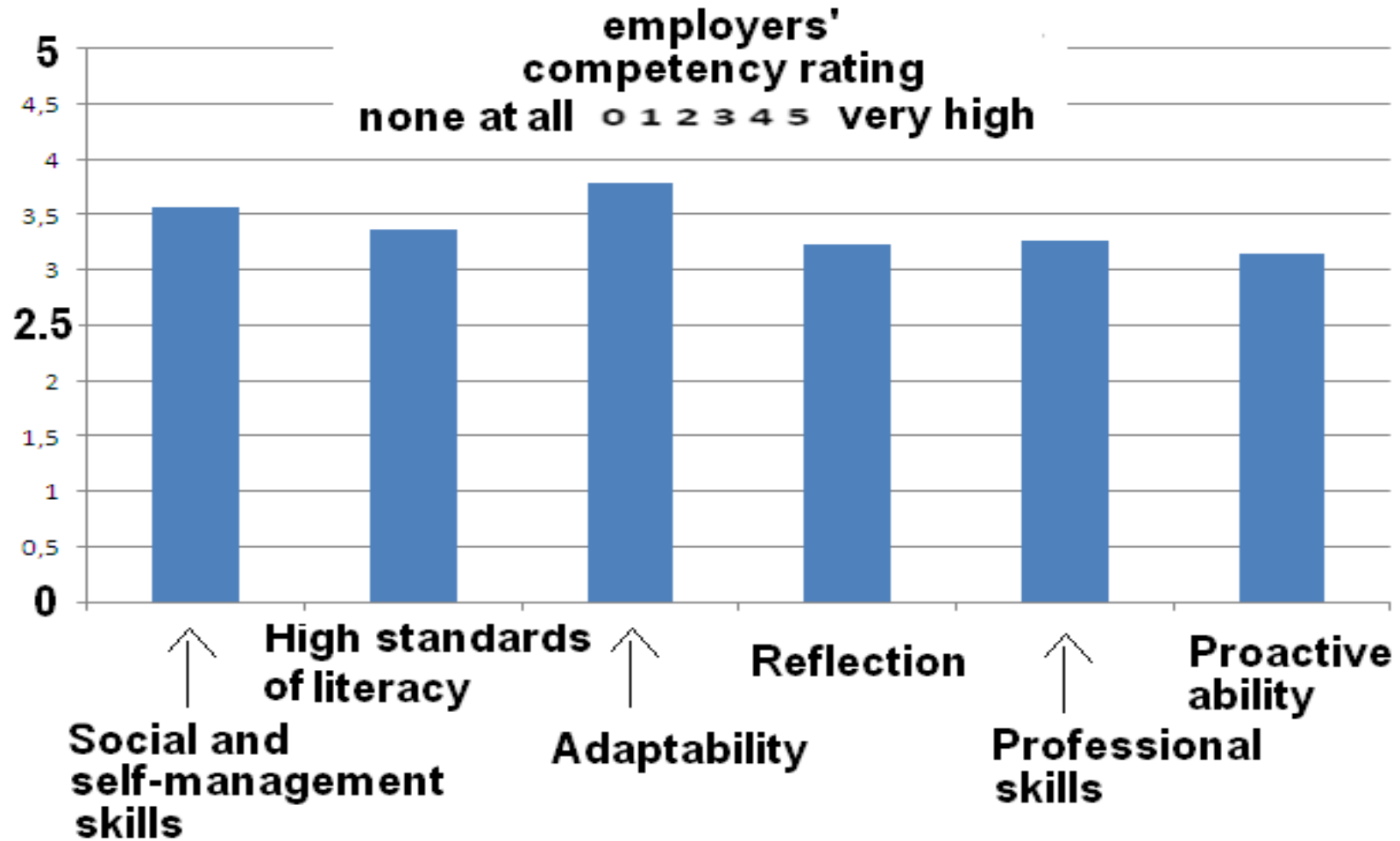
Original statement:

An, also ech mengen t'Uni Lëtzebuerg, wat elo t'Beruffswelt ugeet, (...) ass et awer schonn esou, dass se géif ech soen, zemoos an eisem Beräich, mat als déi bescht ugesinn gëtt.

“Well, I think the Luxembourg University looking at the field of work , (...) there is evidence, I would like to say, particularly in our field of work (the University of Luxembourg) is seen as the best one.”

Interview 1: 2015

Ad 6. Results V Employers' view



N = 51-57

Scales based on FA PCA (Limbach-Reich et al 2012)

Ad 6. Results VI vignette

Professionals (N=16)		Students (N=26, sem. 6)	
homogenous answers nearly the same words and the same formulations in both groups			
<i>„placement“</i>	<i>“no placement“</i>	<i>„placement is necessary“</i>	<i>„no placement needed“</i>
<i>short time separation, living at grandmother's home</i>		<i>stay by Grandmother</i>	
Differences			
More often grandmother as resource (18,75%) Reflections about financial aspects of treatment/ care Reference to national and local agencies, structures Consideration on duration and criteria of end of help		Grandmother fewer (7,69%) mentioned No mentions here No references at all Only a few words about end of help	

16 year old boy (P) was presented by his mother at local social service office:
 behavioural disorders, alcohol consumption at home, stealing and lying; P. is under
 treatment by a pediatrician and a neuropsychiatrist because of ADHD. »

Peters, U. 2012

Ad 6. Results VII programme evaluation

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... the BSSE is a highly structured and thoughtful programme in social work. The BSSE offers an excellent curriculum for social work students. In particular the classification of the BSSE compared to German Universities of applied sciences confirmed this judgment. (...)

The BSSE has excellent labour market relevance and those graduates are wanted in Luxembourg.

Borrmann, S. (2015). Expertise zum Stand und zur Weiterentwicklung des Bachelor en sciences sociales et éducatives / BSSE) der Université du Luxembourg. Landshut:

“Festzuhalten ist dass, der BSSE ein höchst strukturierter und durchdachter Studiengang Sozialer Arbeit ist, der den Absolventen und Absolventinnen ein hervorragendes Studium bietet. Insbesondere die Einordnung des BSSE im Vergleich zu deutschen Fachhochschulstudiengängen bestätigt dieses Urteil.” p.27. Der BSSE weist einen hervorragenden Arbeitsmarktbezug auf und die Absolventen und Absolventinnen werden in Luxemburg gebraucht. 37

Ad 7. Conclusion:

- ❑ Compared to the programme prior to the Bologna process the new schedule of higher education in social work gains better scores.
 - ❑ Students and employers agree in appreciation of reaching **readiness to practice**.
 - ❑ Several studies confirm the success of the BSSE programme.
 - ❑ In addition the external evaluation highlights the international competitiveness and leadership of the programme for the Luxembourg society.

selected references

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- Engelberg, E. & Limbach-Reich, A. (2012). After the Bologna Reform. Employability of bachelors in Social and Educational Work in Luxembourg. *Social Work Education*, 31, 7, 807-818.
- Limbach-Reich, A.; Engelberg, E. & Peters, U. (2013). Bologna, Bachelor und Beschäftigungsfähigkeit in Sozial- und Erziehungswissenschaften: eine empirische Untersuchung der Beschäftigungsfähigkeit von Absolventen des Studiums der Sozial- und Erziehungswissenschaften (BSSE) an der Universität Luxemburg. Themenheft: *Der pädagogische Blick Zeitschrift für Wissenschaft und Praxis in pädagogischen Berufen*, „Die Situation erziehungswissenschaftlicher Hauptfachstudiengänge – Erste Bilanz des Umbaus“. 21. Jhrg., Heft 1, 30- 47.
- Limbach-Reich, A.; Peters, U. & Gaitsch, R. (2007). *Besoins et qualifications dans le contexte de la formation universitaire de l'éducateur gradué et dans le domaine socio-éducatif au Luxembourg*. Publication des actes du 19ème colloque de L'Association pour le Développement des Méthodologies d'Evaluation en Education en Europe (ADMEE-Europe) «L'évaluation au 21e siècle: Vers de nouvelles formes, modélisations et pratiques de l'évaluation», 11.-13.09. 2006, Luxembourg., 2007 volume 1, No 1.
- →: <http://orbilu.uni.lu/simple-search?query=Limbach-reich>

Thank you for your attention

여러분의 관심 에 감사드립니다



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**Bachelor
en Sciences
Sociales
et Éducatives**

Bachelor professionnel

Wanted:

LW: 11/12 2016



LES INTERNATS
Jacques Brocquart a.s.b.l.

Pour les besoins du **Pensionnat St Joseph à Ettelbruck**, l'association sans but lucratif Les Internats Jacques Brocquart se propose d'engager pour le 1^{er} septembre 2016

un Bachelier en sciences sociales et éducatives
à raison de 40 h/semaine, durée indéterminée (CDI)

un Bachelier en sciences sociales et éducatives
à raison de 20 h/semaine, durée indéterminée (CDI)

La maîtrise des trois langues officielles du pays est indispensable.
Une première sélection sera faite sur base des dossiers.
Les demandes avec pièces à l'appui sont à adresser jusqu'au **20 juin 2016** au plus tard à :

Monsieur le Directeur
Pensionnat Saint Joseph Ettelbruck
B.P. 273
L-9003 Ettelbruck

LW 11/12 2016


Pour compléter son équipe du SPOS le Lycée Hubert Clément engage un(e)

assistant(e) sociale de la carrière employé(e) A2
(CDI, 20h/sem.)

Votre mission: - accomplir les tâches découlant des missions du SPOS du lycée;
- informer, conseiller et accompagner élèves et parents d'élèves.


Votre profil: - avoir le sens des responsabilités;
- s'intégrer dans l'équipe de travail du lycée.

Si vous possédez un bon esprit d'équipe et si vous êtes motivé(e), envoyez votre candidature (CV, lettre de motivation, photo et une copie du/des diplôme(s) pour la formation demandée) **pour le 26.6.2016 au plus tard** à l'adresse suivante:



LW 11/12 2016

Examples of job advertisements June, 11/12/ 2016



forum pour l'emploi
a.s.b.l.

Éducateur gradué (m/f)
40-Stonne-Woch
Kontrakt op onbegrenzten Zäit

Missioun: Begleitung vun Erwuessenen (18-60 Joer).

Mir erwaarden:
- Selbstännegkeet am Schaffen
- Erfahrung am Chômagesecteur
- mindestens 3 Joer Berufserfahrung an der Betreuung vun Erwuessenen an am soziale Secteur
- Sproochen: Lëtzebuergesch, Franséisch an Däitsch
- Führerschäin

Kandidature mat Diplom, Liewenslaf a Foto si bis spéitstens de 25. Juni 2016 ze richten un:

FORUM POUR L'EMPLOI A.S.B.L.
A.m. de Monsieur Pit WINANDY
B.P. 183 - L-9202 DIEKIRCH

Eng éischt Auswiel gëtt op Grond vum Dossier gemaach.