

THE YOUNG'S ON THE LABOUR MARKET FROM PROFESIONALISATION TO INTEGRATION. SPECIFIC DIFFERENCIES BETWEEN THE GRADUATES OF "ALEXANDRU IOAN CUZA" UNIVERSITY OF IASI

*Adrian NETEDU**

Abstract

The insertion of young people into the labor market is a constant concern of all the authorities of the member states of the European Union. A point of interest is that of the insertion on labor market of young graduates considering that the current "knowledge society" requires a increasing specialization. Labor market integration for these young people is not a simple issue due to the increased complexity of the labor market or gaps between labor market and educational system. Today's young people need to be aware of the new changes taking place in a time of economic crisis and of the requirements of an increased flexibility. Today, transversal competences, becomes increasingly important and of course the skills that help young people to work very often in related fields or in fields completely new. Sociological research is designed to encourage evaluations that graduates may have regarding to their own intellectual training or labor market integration.

Keywords: labor market insertion, studies evaluations, employability, research on higher education

Résumé

L'emploi des jeunes dans le marché du travail est une préoccupation constante de toutes les autorités des États membres de l'Union européenne. Un point intéressant est que le marché du travail des jeunes diplômés en considérant que la «société du savoir» actuelle exige une spécialisation de plus en plus élevé. L'intégration au marché du travail pour ces jeunes n'est pas une question simple en raison de la complexité accrue du marché du travail ou les écarts entre marché du travail et le système éducatif. Les jeunes d'aujourd'hui ont besoin d'être au courant des nouveaux changements qui ont lieu dans une période de crise économique, les exigences de flexibilité accrue et de nouvelles exigences. Devient de plus en plus importante hausse des compétences transversales et des compétences qui aident les jeunes à travailler très souvent dans des domaines connexes ou dans des domaines complètement nouveaux. La recherche sociologique est conçue pour encourager les évaluations que les diplômés peuvent avoir au sujet de leur propre formation intellectuelle ou leur formation de main-d'œuvre.

Mots-clés: l'insertion au marché du travail, études d'évaluation, l'employabilité, la recherche sur l'enseignement supérieur

* Academia Română, Bursier POSDRU/89/1.5/S/56815 Societatea Bazată pe Cunoaştere – cercetări, dezbateri, perspective; netedu_adrian@yahoo.com.

Rezumat

Insertia tinerilor pe piata muncii este o preocupare constanta a tuturor autoritatilor din statele membre ale Uniunii Europene. Un punct de interes este cel al integritii pe piata muncii a tinerilor absolventi de studii superioare considerandu-se ca actuala "societate a cunoasterii" impune o specializare din ce in ce mai inalta. Insertia pe piata muncii pentru acesti tineri nu mai este o problematica foarte simpla datorita unei complexitati crescute a pietei fortei de munca sau a decalajelor dintre piata de munca si sistemul de educatie. Tinerii de astazi trebuie sa fie constienti de noile mutatii care au loc intr-o perioada marcata de criza economica, de cerintele unei flexibilitati crescute si unor noi exigente. Capata o importanta din ce in ce mai mare competentele transversale si abilitatile care ii ajute tinerii sa munceasca de foarte multe ori in domenii conexe pregatirii lor sau in domenii absolut noi. Revine cercetarilor sociologice rolul de a incuraja evaluarile pe care absolventii le pot avea in ce priveste propria formare intelectuala sau propria integrare pe piata muncii.

Cuvinte cheie: insertie pe piata muncii, evaluarea studiilor, angajabilitate, cercetari asupra invatamantului superior

1. The impact of the new economy and labor market

A good introduction to the topic of this article is to illustrate an initiative of the University of Lille 2, which launches in 2014 "Le Project Professionnel Etudiant" as a local newspaper report (Morelli, 2013). The projects propose a compulsory course about *professional project preparation* – an experienced and skills portfolio. Such actions aimed at streamlining the process of entering the labor market and in parallel are improved researches about the insertion on labor market of the former graduates. Thus, we find in that article, Lille 2 University graduates (who graduated in 2009) – in December 2011, 91% of those licensed were employed (and of these 75% with unlimited term contract) and 93% of those with master were employed (with a 77% employment with unlimited term contract). This example shows the interest of prestigious universities for their graduates in two directions in the same time: relationship with the labor market and sociological research on successful labor-market insertion. Such concerns are not recent but have won interest only in recent years. The signal was given by the highest rates of unemployment of young graduates whence the need to rethink the whole educational policies to adapt to market demands.

Today's youth – the new human capital on the labor market – face with a number of unique challenges in recent history. At least in Europe, the fate of graduates was discussed in at least two aspects: what are the requirements for them in a *knowledge society* and how it will do in a general situation of economic crisis. For A. de la Fuente and A. Ciccone (2002) human capital (who summarize the accumulated information and skills that can be useful in the production of goods, services or knowledge) must be viewed in three parts: basic skills, specific skills and technical / scientific skills. All these components are proving crucial in the new context that I mentioned: the level of competence should be seen in connection

with productivity. Productivity, in turn, refers to products becoming more complex for which fabrication physical and repetitive work is very rare today. An essential role in these changes have had new Information Technologies (TIC), which sends a very strong feedback from users as never happened in history. The authors quoted above sees new technologies with globalization have brought with them a flare of competition in all countries. The only chance of all is to increase access to information through educational levels of increasingly specialized.

In the matter of the economic crisis from Europe the socio economical analysis in all countries are proved that this not encouraging young people's aged between 15 and 24 years. A recent report (*Employment in Europe 2010*, European Commission) warned that they are the first victims in the case of layoffs (generated by labor market segmentation and economic cycles) and although it is considered that these young people will adapt quickly to market conditions, further studies are already considered the growth of problems in the future in employment and salaries of the young graduates. When studies are however higher employability grow unlike those with basic education were 62% less likely to engage or 50% less likely to move from a temporary one term unlimited. Maybe in the case that all measures are taken at European level appear important difficulties when referring prospects of future employment. The economic crisis in Europe has manifested primarily by lower demand for labor. An analysis of the difference between the number of jobs lost and the newly created show the great negative sizes at the end of 2008. It was found that job losses were still lower than the overall economic downturn and signs of recovery have emerged especially after 2010. From our point of view population aged 15-24 remain most vulnerable to economic fluctuations and that is why European leaders are proposing a series of emergency measures (*op. cit.*, p 60): vocational training, training or work in other countries, promoting geographical mobility of young workers, stimulate their recruitment etc.

Besides the EU proposes new initiative called "Youth on the move" designed to improve performance of education systems able to increase the chances of labor market integration of young people. Deduce from the title of the initiative itself tends to increase youth mobility either for work or for study throughout Europe. Emphasis should be placed on a new quality of education at all levels, a new quality in scientific research by promoting further European programs established. An important indication of the projections in time for the so-called Europe 2020 proposal resides in the member countries to "enhance the openness and relevance of education systems by building national qualification frameworks and better transmission of learning outcomes to labor market needs work" (*ibidem*). We meet here with an important statement referring to the continuous compatibility between education and labor market requirements.

There is concern in Europe for economical changes that must be considered in all their complexity. Emerging economies were seen to increase the employment

rate began to trust but happened to be. Certainly, however, that emerging economies called increasingly more skilled with direct reference to new technologies, in center of these developments stand informatics and the revolution that it generated.

Therefore one question is real: the adaptation of higher education to requirements of new technologies. D. Vitry (2000) believes that the methods used in education will be transformed by new technologies while knowledge may be true in general rather fragmented and none structured due to zapping phenomena. It also requires more effort to harmonize the diplomas at the global level given that there are differences certifications from one country to another. Finally higher education will be a target for massive investment associated with new technologies.

2. Student's evaluation of the studies

Since the 90's years began to be increasingly widespread studies about students or graduates. Researchers have looked to the conditions of student life or to the forms of trainings or to the life course after the graduation. Investigating students always raised problems. Can be reliable the student's answers, asks H. Lima and C. Hadji (2005)? Can be the evaluation of teacher objective? The same authors consider that the assessment is beneficial and should include both dimensions of education: teaching (organization and performance of learning) and learning (received education by students). During this evaluation process should take into account the wording of each item as they risk becoming irrelevant in research. For example, it is preferable to measure a specific aspect indirect than direct teaching with specific reference to a particular discipline or a teacher. Citing a number of studies conducted to a total of 4037 students from three regions of Europe (Baden Württemberg, Catalonia and Rhone Alpes) the authors have drawn attention to the findings related to the practical aspects of university training and its connection with research in general: at the such items students answers were ambiguous in the sense that the response on the scales were focused surprisingly on average values.

It is normal yesterday to talk about entrepreneurial universities, about partnerships between universities and private agents about virtual universities etc. All these features are a sign that universities also turns especially in the context of emerging economies, the impact of globalization and of information technologies. On the other hand we see an increase in access to higher education and an increased demand for university degrees. If we take about the case of Romania was found for example that immediately after 1990 we had 215,226 students (in 1991-1992) to reach at the 907,152 students (in 2007-2008) [see the site www.bussinesday.ro]. Due to the economic crisis the number of students began to decline slightly by 6% in public schools and 21% in private. After the Revolution the number of students practically quadrupled and the number of places will be great with all the conjectural drops (after 2010 when the rate of bachelor's graduates decreased to 60% compared with the years before). These developments

are in line with developments in Europe where demand for entry to higher education remain high. Along with this explosion of students in the context of increasing complexity of the higher education and the of new divisions of labor market – after the 1990s began to flourish a new trend in social research: survey analysis about the assessment that students or graduates have about the universities were formed but also how about their insertion to the labor market. This has contributed greatly to analyze the supply and the demand in the labor market with a double gain: the professionalization of academic studies on the one hand and a close collaboration between universities and agencies in the market, on the other hand.

3. Some examples of assessments and assessors

We briefly present some of the initiatives at European level to assess the quality of education and their inevitable link to the labor market. A first example is the FREREF-Fondation pour la recherche des Régions Européennes en éducation et formation – which was formed in 1991 by four regions: Catalonia, Belgian French Community, Lombardy and Rhône-Alpes (see the site www.freeref.eu). This foundation sought in addition to specific assessments the problems of inter-regional cooperation. A history of the development of this initiative is found in a recent book published in Grenoble in 2005 by the C. Hadji, T. Bargel, J. Masjuan (coord.). Numerous researches initiated in this group follow many aspects of the professionalization of higher education to educational reinsertion of young people who left school in addition to many other complex projects with regional impact. These research topics were even subjects of European summer universities [See for exemple the volume FREREF, *Racochage Educatif, des clefs pour comprendre, des repères pour agir*, on the site www.freeref.eu]

Since 1970 there are in France CEREQ – *Centre d'études et des recherches sur les qualifications* which has three missions: studies about qualifications (how theirs were obtained and practiced in professional activities, their trends, the access conditions on the labor market, social and professional mobility), evaluation of public policies on employment or training and issuing proposals regarding training policies in education. The multitude of research conducted by CEREQ is visible through many public documents of which I remember *Formation Emploi* review and whose appearances are already available on the Internet (see on the site www.cereq.fr).

On our part we quote here a suggestive document about the work of the center in an article signed by J. Rose “Les relations de travail et leur education contexts” (2001). For this author the training-employment relationship is very complex and you should start to clarify the terms with which it operates. For example if we consider the formation of labor force we must distinguish between skills, qualifications or diplomas. Also in a career assessment we must consider several variables: from the employment criteria to the importance of training in their

career. Without deeper analysis we can conclude with this author that training-employment relationship in the labor market remains very complex and sometimes uncertain, dependent on the time of labor market context and its evolution etc. From the perspective of social research the cited author points out that training-employment relationship is at once a social construct (as a result of a dynamic social process, a permanent building).

Also in France as a case study can remember OFIP-*Observatoire des formations et de l'insertion professionnelle*, which exists at the University of Lille 1 and which is characterized by a wide range of research: surveys about USTL students, surveys about the employability of graduates, surveys over specific categories of graduates and others. One of the latest researches of OFIP called „Le devenir des diplômés d'un master recherche en formation initiale. Promotion 2009” is a model that can be applied in studies on professionalization of master studies (some results we can view on the site <http://ofip.univ-lille1.fr/documents/of/OFIPflash26.pdf>, here accessed 21.02.2013).

Part of the OFIP researches can be linked with the researches of other agencies named L'OVE – *L'Observatoire national de la vie étudiante* – which was created in 1989 and is specialized in studying the needs, aspirations of students and quality of their life. Latest research of this kind in France will have a target population of 200 000 students who will be chosen by chance and invited to complete an online questionnaire. Other details on the site <http://www.ove-national.education.fr/l-enquete/2013>. To encourage participation, a group of 150 respondents chosen by chance will win everyone an amount of 100 Euro!

Another example from Germany is INCHER Kassel – *The International Centre for Higher Education Research Kassel* – which is a multidisciplinary research center of the University of Kassel. Although the center has been operating since 1978 the present name it was marked in 2006 in recognition of the fact that INCHER already done research in many countries around the globe. In Romania INCHER Kassel was involved in the project named “The graduates and the labor market” which we will quote on.

4. Research in Romania. Some results about the graduates from humanities and social political sciences

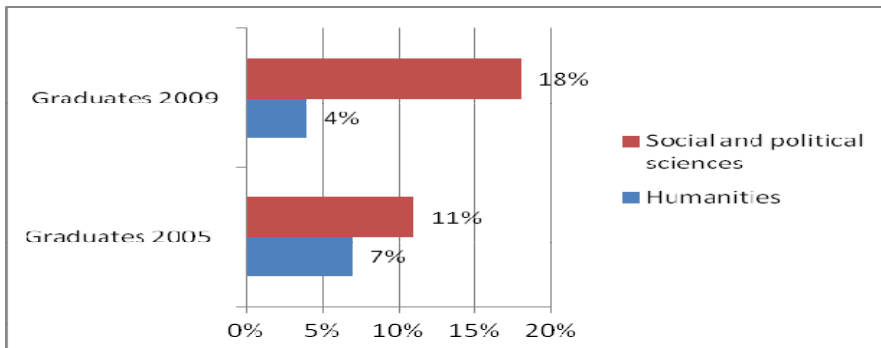
We remembered some examples already presented in other article (see A. Netedu, 2011). We spooked about some researches included in large projects financed by European Union and coordinated by some sociological researched groups. The project POSDRU/2/1.2/S/2 DOCIS-„Development of one operational system of the qualifications in the higher education from Romania” (recipient was ACPART Romania) is one of the best example. This research was concentrate on the population who graduate higher education studies in Romania. Can remember that a characteristic of this study was the specification that on the labor market transversal competencies prevails and just in few cases (for examples in medical

studies) prevail the specific competences (see details on the site <http://docis.acpart.ro>).

Another research already cited is from another project placed in 2010 and 2011 and named “**Egalitate la angajare și la locul de muncă**. Campanie de informare și conștientizare în vederea schimbării atitudinii sociale și a stereotipurilor la angajare și la locul de muncă” (Project POSDRU/70/6.2/41911). In this project were made researches on representative samples of young people aged 15-24 and expectations of employers.

Another project called “The graduates and the labor market” initiated by UEFISCDI and who studied higher education graduates of 2005 and 2009 cohorts from 55 universities from Romania who participated voluntarily and the result was a sample of 35,800 graduates (27,050 from generation 2009 and 11,750 from generation 2005). These research results can be viewed on the project website <http://www.absolvent-univ.ro>. Some results of this research are significant for this article. Thus we see that the time to find a first job by graduates was much higher in 2009 than in 2005. It was also observed that regardless of specialization that working in the field that is prepared was more from the generation of 2009. The generation of 2005 declares a greater current job that requires further studies. It was also observed that the generation of 2005 is largely employed in the private sector and to greater extent employees with indefinitely contracts. The “Graduates and the labor market”, the first of the large national had some specific contributions (Radu Mircea Damian, 2011a): adapting curricula, assessment of study quality conditions, educational marketing (in terms of promotion). Last contribution is how is perceived specializations by the former graduates among employers directly related to the area where the graduate is employed. All such information should be useful to the universities who follow the evolution of former graduates in their interest to adapt to the situation on the labor market. From another presentation (Radu Mircea Damian, 2011b) we indicate some results for graduates of humanities and social science and political ones. First I made some new graphics for university graduates who continued the studies:

Fig. 1. Percents of graduates who continued the university studies



We observed that the percentages of those who continued their education are generally higher for graduates in social and political sciences. These differences may be related to the situation on the labor market where they can find relatively more teaching positions and beyond. If we refer to specializations there can be specific differences (if we refer to graduates of letters, language or history). From that statement we found differences in terms of how the graduates have accessed a first job in the following table:

Table 1: How the graduates find a job

	Humanities		Social and political sciences	
	Graduates 2005	Graduates 2009	Graduates 2005	Graduates 2009
By the County School Inspectorate	48%	41%	9%	17%
I applied for employment for job vacancies	16%	11%	21%	13%
With help from family, friends etc.	12%	12%	26%	17%
By Internet	6%	10%	10%	9%
I applied for employment without knowing a job vacancy	4%	4%	9%	4%
I was contacted by an employer	4%	5%	8%	6%
I worked for the same employer as before graduation	2%	10%	8%	24%
Other situation	8%	7%	9%	10%

A range of values outlined in the table above suggests that humanities graduates have a net advantage by the County School Inspectorate although much of the social and political sciences majors are among the subjects in undergraduate education. Also too finally we can see that finding jobs through informal networks or by hiring even during studies. It also notes some differences in cohorts. We quote also from those public presentations income statement as shown in the following table:

Table 2: Declared incomes by cohorts

Gross income first salary	Humanities		Social and political sciences	
	Graduates 2005	Graduates 2009	Graduates 2005	Graduates 2009
under 250 E	80.6%	45.5%	61.1%	33.9%
251-500 E	15%	48.3%	26.3%	50%
501-750 E	2.4%	3.4%	8.2%	12.5%
751-1000 E	0.4%	1.8%	1.6%	1.6%
over 1001 E	1.6%	1%	2.8%	2%
Gross income actual salary	Humanities		Social and political sciences	
	Graduates 2005	Graduates 2009	Graduates 2005	Graduates 2009
under 250 E	24.9%	42.5%	23.5%	31.1%
251-500 E	53%	47.6%	34.8%	49.2%
501-750 E	11.9%	5.8%	19.7%	14.6%
751-1000 E	5.1%	2.4%	8.5%	2.5%
over 1001 E	5.1%	1.7%	13.5%	2.6%

The table shows the initial revenues were very low for both areas in 2005. For 2009 the starting salary has increased significantly. Current high salaries of 700 Euros are concentrated in social and political science graduates in generation 2005.

The research cited above has also benefited from a number of comparisons made by U. Teichler (2011) with different values in other international research already reflected in a series of reference books for research on university graduates or unpublished research [see H. Schomburg, and U. Teichler (2006 and 2011); U. Teichler (2007); J. Allen, R. van der Velden (2011)].

A final illustration with reference to a sub-population of the social and political science is the research *Sociolog pe piața muncii* (Project POSDRU/18/1.2/G/17293) and who was recently edited (M. Lambriu, 2012). In the situation of graduates this research revealed a series of conclusions from which we mention some of them: graduates evaluated rather positively acquired skills, insisted on the usefulness of transversal competences. The authors noted that sociologists operating successfully in the NGO from where the idea of specialized training during university studies. Graduates of sociology declared that they not had difficulties in finding a job although some felt that they have jobs under the graduate studies. The same research points out that “there is an asymmetry of

information between universities and employers” in the sense that the latter do not take into account academic achievement or reputation of the institution.

5. Case-study: graduates from social sciences and humanities “Alexandru Ioan Cuza” University of Iasi

This research concerns the master graduates of “Alexandru Ioan Cuza” University of Iasi with finished studies in 2010 and 2011. We chose this target population for several reasons. First, each of these generations has had sufficient time in which to set up some experience in the labor market. From the beginning we were focused on the generation 2011 but the small response rates have led us to broaden the base population with generation 2010.

The survey was conducted online on a specialized website then we were added other questionnaires by email or telephone. Finally was resulted a number of 402 completed questionnaires. Generally speaking on online research we have enough advantages and some disadvantages. For example, in the view of Joel R. Evans and Anil Mathur (2005) this type of research – on the Internet – would have several advantages such as global coverage, flexibility (various presentations), the rate of progress/completion, technological innovation and so on Among the disadvantages they mentioned: the possibility to select a mail as spam, non representativeness of Internet users (e.g. in Romania are just over 9 million users), difficulty in setting up the samples, lack of ICT skills to some users, low response rate, etc. In the present research we have a theoretical sample, unrepresentative but may suggest certain trends in the views of respondents or their social representations. This situation is the same with some exceptions: the sample population is rarely representative and is obtained like that even if research is doubled with letters sent by mail and an invitation is made to that website or if it returns several times to urge respondents however complete the questionnaire online. This, in turn, must be such as to complete short as achieving a maximum of information in order to avoid situations of drop-out.

For this research the sample was like in next table:

Table 3: Sampling distribution of the population

Domains	UAIC Graduates 2010		Sample		UAIC Graduates 2011		Sample	
	Number	%	Number	%	Number	%	Number	%
Humanities	363	42%	105	44%	432	38%	72	44%
Social and political sciences	496	58%	132	56%	700	62%	93	56%
Total	859		237		1132		165	

Results were not weighted. Completed questionnaires were however removed the master class of 2012, with the master being as it were part of the initial population or those who were not enrolled in a master but still wanted to answer the inquiry. Next we present some significant results of this research which focused on labor market integration. Graduates of sample situation briefly as follows:

Table 4: The situation of employability

	Frequencies	%
Employed full-time	294	73,1
Employed part time	18	4,5
I worked but now I'm not working	18	4,5
I'm looking for a job	33	8,2
Other situation	39	9,7
Total	402	100

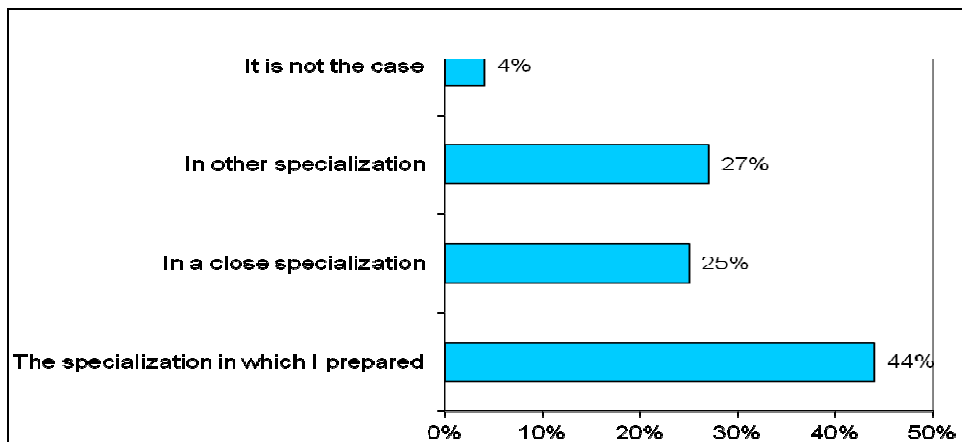
Respondents in the sample are mostly full-time employees. Of particular situations were mentioned as the main causes growth doctorate and leave children, in which case there couldn't be a situation on the labor market. About the employability noticed that 52% of respondents in the sample were employed since the period of study. This percentage is likely to be higher than the population in general and can be a sign that alumni who managed labor market integration to be more motivated to answer to the online questionnaire on these issues. Among those who sought a job the time was variable, as follows:

Table 5: Time for job search

Year of graduate		Average time (months)
2010	Humanities	9
	Social and political sciences	11,5
2011	Humanities	6,2
	Social and political sciences	11

We note that for humanities graduates waiting time is generally lower. One explanation comes from the fact that there are more job opportunities in pre-university schools but also affordable diversity jobs. Only two people said they did not actually looking for a job and opened a business. Also most of those who continued with doctoral studies were also employed at the same time. I found one case where one graduate continued his studies with a new master. High percentage of those who have committed while still a bachelor or master poses a new problem: how jobs are suited to followed studies.

Fig. 2: Evaluation of the field training and labor market



The same question distributed on the years of graduate and the field of studying:

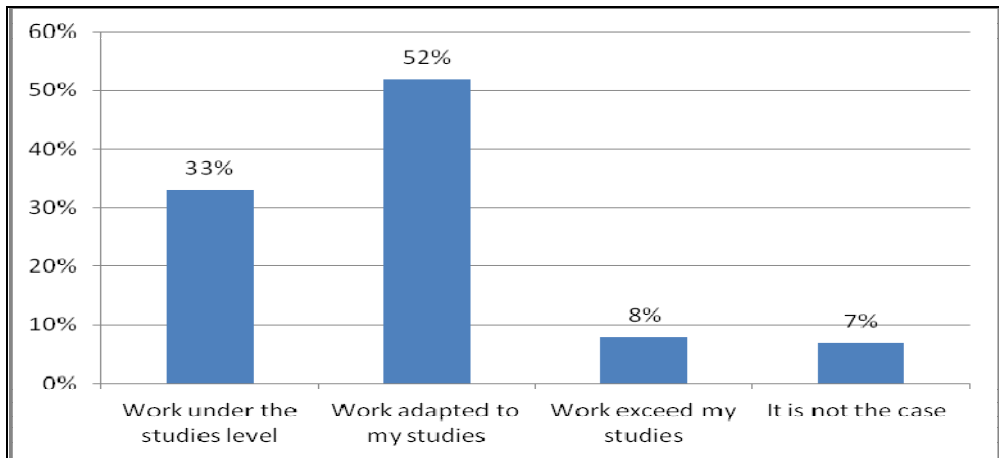
Table 6: The employability of graduates

Year of graduate	Field of studies	Situation of employability	
		Situation of employability	Percentage
2010	Humanistic	The specialization in which I was prepared	57%
		In a close specialization	17%
		In other specialization	23%
		It is not the case	3%
	Social and political sciences	The specialization in which I was prepared	55%
		In a close specialization	30%
		In other specialization	13%
		It is not the case	2%
2011	Humanistic	The specialization in which I was prepared	38%
		In a close specialization	33%
		In other specialization	29%
	Social and political sciences	The specialization in which I was prepared	19%
		In a close specialization	23%
		In other specialization	48%
		It is not the case	10%

As shown we observed an alarming increase in the percentage between those with completed higher education in social and political sciences who work in a different specialization than that in which they were prepared. For the 2010 generation time factor could help to fix the positions close to the studies and that is why the panel study conducted in future graduates of 2011 can provide further clarification.

Alarming is the fact that one third of graduates practicing a craft that is below the level of education as evidenced by the following chart:

Fig. 3: The extent to which their work is adapted studies



We introduced in this research a theoretical model made by S. Paugham (2007) who proposed an “ideal-type of professional integration”, a theoretical model which is based on two dimensions: material and symbolic recognition of labor and social protection seen as a consequence of job employment. These two dimensions are actually operational answers for two evaluations: satisfaction with their work and the ability to envision a secure future through job stability. As may be seen as the ideal situation you may encounter deviations from it as shown in the following table:

Table 7: A S.Paugham theoretical model

	Satisfaction with work	Stability of job
Ideal type: provided integration	+	+
Deviation:		
Uncertain integration	+	-
Difficult integration	-	+
Disqualified integration	-	-

Source: S. Paugham, *op. cit.*, pag. 386

Explanation of terms in the above table clearly lies in the use of mathematical signs, but S. Paugham adds some clarification for a nuanced understanding of them. Such *uncertain integration* occurs when an employee is uncertain of job stability although the conditions are satisfactory. *Difficult integration* is that although they have a stable job still faces various problems (from painful activities to lack of communication) hence the lack of satisfaction with work. *Disqualified integration* cumulates negatively both dimensions of deprivation and can be a source of low recognition, dignity and stability generating apathy of the employee in this situation.

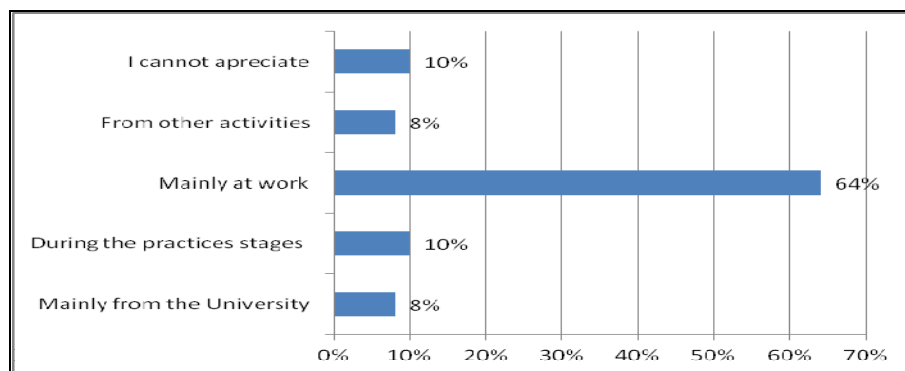
For our case we analyzed the responses from the sample after answers to questions about job satisfaction and that job stability evaluation. Finally we arrived at the following results:

Table 8: Different cases of professional integration

	% from total sample
Ideal type: provided integration	69%
Deviation:	
Uncertain integration	8%
Difficult integration	13%
Disqualified integration	10%

We can see that 31 percents of respondents consider their integration into the labor market as problematic. Related to this we were interested in whether their current job is a result of academic studies or employment itself. Responses were as follows:

Fig. 4: From where do you „learn” in general the actual job?



From this graph we can predict the response of former graduates on internships: the vast majority of respondents stated this as a necessary adjunct whole future career. In fact I interviewed people in the sample of general skills needed in the labor market and skills provided from specialized university training:

Table 9: Compared skills after requirements and training

General capabilities	Average (capabilities for labor market)	Average (capabilities learned during the studies)
Thorough knowledge of the field of study	1,48	1,85
Knowledge of related fields	1,80	2,36
Analytical thinking	1,46	2,02
Critical thinking	1,60	2,08
Communications skills	1,20	1,72
Team working skills	1,25	1,87
Capacity of work organization	1,16	1,96
Flexibility	1,50	2,07
Capacity of autonomy	1,65	2,06
Ability to create reports, summaries, projects	1,54	1,99

As shown, averages of the second column are higher than in the first column: graduates believe that all those skills were acquired during their studies while labor market is generally less valued. In the case of other two skills: those related to TIC and foreign languages, most respondents would have liked an additional specialization during higher studies. However studies followed is generally favorable assessment as evident from the following table:

Table 10: Evaluation of university studies

Percents from graduates who agree and rather agree with the following statements:	% graduates in humanities	% graduates in social and political sciences
Believe that current studies are insufficient and will continue to study	59%	69%
My specialization is required in the labor market abroad	37%	62%
The graduation of "Alexandru Ioan Cuza" University of Iasi is an advantage over other universities	68%	68%
If the case I would do the same college	63%	56%
I'm satisfied with studies at UAIC	75%	80%
My studies help me to get a job	51%	40%
My studies help me in personal development	85%	80%
My studies help me in my career	68%	60%

In this case we can distinguish specific differences from one area to another. What is observed that graduates have in common is the need to continue their studies in

one form or another. This goal does not come from dissatisfaction with studies followed but rather the demands of the labor market that can add natural needs for continues specialization. For the future research we intend to introduce the term of *process analysis* (Mazade, 2011) to extend the research about labor market integration and the transition between different places of work.

Conclusions

Such research in Romania is still in its infancy and should continue. The findings may be useful for all participants in the process of higher education: graduates, professors and potential employers. The fact that from graduates (alumni) we have a feedback can be a reason for the attenuation of differences between higher education and labor market segmentation. Also the tendency of former graduates to continue their studies is a signal to universities to meet these demands by proposing specific training. Research data also can extract depth analysis topics with a lot less than graduates to make significant improvements to the university curricula. Undoubtedly such research must assume the risks or subjective interpretations and the non representative samples used in such research. These shortcomings can be corrected by a stronger link between the university and alumni by motivating them to participate in studies of this type. On the other hand we can conclude about the tendency for “similarities formation through social learning” (Stan, 2008) that can not have any relation with labor market.

ACKNOWLEDGEMENT: This paper was made within The Knowledge Based Society Project supported by the Sectoral Operational Programme Human Resources Development (SOP HRD), financed from the European Social Fund and by the Romanian Government under the contract number POSDRU 89/1.5/S/56815.

References

1. ***, *Employment in Europe 2010*, European Commission, 2010
2. ***, *La construction de la certification: quelles méthodes, pour quele usages?*, 2001, Journées de travail DESCO-CEREQ, Paris, 13/14 sept.
3. Allen, J. van der Velden, R. (eds.). (2011). *The Flexible Professional in the Knowledge Society*. Dordrecht: Springer.
4. Damian R. M. (2011a). Importanța urmării carierei absolvenților pentru evoluția învățământului superior. INS, București, 21-22 noe.
5. Damian R.M. (2011b). Rezultate preliminare la nivel național. INS, București, 21-22 noe.
6. Evans, J. R., Mathur, A. (2005). The value of online surveys. *Internet Research*, Vol. 15 No. 2, pp. 195-219
7. Fuente, A.de la, Ciccone, A. (2002). *Le capital humain dans une économie mondiale fondée sur la connaissance*, Commission européenne.

8. Hadji C., Bargel, T., Masjuan J. (coord.). (2005). *Etudier dans une universite qui change*, Presse Universitaire de Grenoble.
9. Lambru, M. (2012). *Sociolog pe piața muncii*, Ed. Institutul European, Iași.
10. Lima H., Hadji C. (2005). Quand les etudiants se prononcent sur la qualite de leurs etude: d'une evaluation bilan a une evaluation dynamogene. in vol. *Etudier dans une universite qui change* (coord. Hadji C., Bargel T., Masjuan J.), Presse Universitaire de Grenoble.
11. Mazade, O. (2011). L'analyse par processus : quel apport pour comprendre les transitions professionnelles?. in *Analele Universității "Alexandru Ioan.Cuza", seria Sociologie-Asistență Socială*, Ed. Universității Alexandru Ioan Cuza, Iași, vol. 4, nr. 2
12. Morelli, S. (2013). Le projet pro dans le cursus, în ziarul *Direct Matin*, 13.02.2013
13. Paugham, S. (2007). La solidarité organique a l'épreuve de l'intensification du travail et de l'instabilité de l'emploi. în vol. *Repenser la solidarité* (coord. S. Paugham), PUF, Paris, pp. 379-396.
14. Netedu A. (2011). The young graduates and the labour market in Romania. Some results of the sociological research, in *Analele Universității "Alexandru Ioan.Cuza", seria Sociologie-Asistență Socială*, Ed. Universității Alexandru Ioan Cuza, Iași, vol. 4, nr. 2
15. Rose J. (2001). Les relations de travail et leur education contexts (2), see in vol. ***, *La construction de la certification : quelles méthodes, pour quele usages ?*, Journées de travail DESCO-CEREQ, Paris, 13/14 sept.
16. Schomburg, H. Teichler, U.(eds.). (2006). *Higher Education and Graduate Employment in Europe*.Dordrecht: Springer.
17. Schomburg, H., Teichler, U. (eds.) (2011). *Employability and Mobility of Bachelor Graduates in Europe*. Rotterdam and Taipei: Sense.
18. Stan D. (2008), "The Processuality of the Sociological Concepts Formation", in *Analele Universității "Alexandru Ioan.Cuza", seria Sociologie-Asistență Socială*, Ed. Universității Alexandru Ioan Cuza, Iași, vol. 1.
19. Teichler, U.(ed.). (2007). *Careers of University Graduates*. Dordrecht: Springer.
20. Teichler U. (2011). The Romanian NAMO Graduate Survey and Its Major Results in ComparativePerspective, INS București, 21-22 noe.
21. Vitry, D. (2000). Enseignement superieur et nouvelle technologie, în vol. ***, *Esperances et menaces de la nouvelles economies*, Descartes et Cie, Paris.

Internet sources:

www.bussinesday.ro (text "Topul celor mai mari 12 centre universitare din Romania" published 26.06.2011, site accesed to 20.02.2013)

www.freeref.eu

www.cereq.fr

<http://ofip.univ-lille1.fr/documents/of/OFIPflash26.pdf>,

<http://www.ove-national.education.fr/l-enquete/2013>

<http://docis.acpart.ro/>