

Alumni Careers

MA Comparative European Social Studies Zuyd University

Albert Riga
2004

CESRT Comparative European Social Research and Theory

Introduction

In 2004 MA CESS celebrates its 10th anniversary. In the preparation of this celebration all alumni were invited to participate in an alumni survey. The purpose of the survey was to thoroughly investigate the professional activities of MA CESS alumni and the way they build an alumni community.

Another reason for starting the project is that it may play a part in maintaining and enhancing a mutually beneficial relationship between MA CESS and its alumni. All over Europe there are graduates working in the social and social political field who experienced the same education and spirit in the MA CESS course. It's an important thing to reach out to them, renew and encourage a spirit of enthusiasm and desire for continuing education, by creating instruments of communication and networking opportunities.

The first part of the report deals with the construction of the alumni survey, namely the background, the assignment, the survey design, the sampling, the research limitations, the influences of gender and age on professional activities and the way of making contacts, facts and figures about the sectors of activity in which the alumni are engaged, what alumni have to say about the international dimension in their professional activities, their ideas about network building, and finally their critiques and suggestions for the MA CESS study programme.

The second part contains a reflection about the alumni community, particularly the role of

CESSNET in the strategy to reach out to the alumni. The report ends with conclusions and recommendations.

Alumni survey

Background

MA CESS, “one of the oldest programs in the field of social professions,” in the words of Christine Labonté-Roset (EASSW BULLETIN) or even “the First Joint European MA on Comparative European Social Studies”, as it is called by Maria José Freitas (2004), is a one year postgraduate course, sited in Maastricht, validated by the London Metropolitan University, and managed by both the Zuyd University and the London Metropolitan University.

MA CESS offers the opportunity to conduct a comparative study and research in the field of social professional practice and policy. Successful completion of the course is awarded by an English MA degree. The course structure currently consists of four compulsory core modules and five optional modules (from which each student must choose two) and a dissertation. The core modules are: European institutions and policy, Comparative social policy, Comparative social research, Social professional practice in Europe. The optional modules are: Management of change, European network development, Marginalisation and social exclusion, Political philosophy and welfare, European welfare law. (Nol Reverda, 2000)

To this day, the dissertation is constructed to give students the opportunity to undertake an extended study of twenty thousand words, based upon research, which should be both comparative and contain a European dimension.

MA CESS was established in 1994. Its teaching team is drawn from a network of institutes of higher education in Europe. The course is delivered in English.

Students are recruited through and by the network of Erasmus partners, interviewed to an agreed format by network partners, who check the appropriate national academic and professional qualifications of applicants, and nominate candidates (Sue Lawrence and Nol Reverda, 1998).

Assignment

In 1998 a first questionnaire was already sent to alumni. The satisfaction with the course was measured by the question of whether alumni would ever reapply for the course. The jobs they got after MA CESS were checked by some indicators, of which 'level of work' and 'international dimension of the work' were the most significant (Sue Lawrence and Nol Reverda, 1998).

The current alumni project is an initiative of the Centre of Expertise on Comparative European Social Research and Theory (CESRT). The assignment to the research was given to me by Nol Reverda on 2 March 2004.

The purpose of the project was to thoroughly investigate the professional and academic activities of MA CESS alumni. Data regarding country, age, sex, work experience and international contacts should be collected and analysed. Other tasks at that time were to determine the study design and to create an alumni questionnaire.

Besides the production of an alumni survey the project comprised a presentation of the survey at the 10th anniversary. The 10th anniversary celebration is a two-day event in Maastricht on Friday 29th - Saturday 30th October 2004. The programme includes an academic session on Friday and interactive sessions on Saturday that focus on various social issues, including my presentation, which will consist of a Slide Show in PowerPoint giving a short impression of the history of MA CESS and an insight in the results of the alumni survey.

The project might as a by-product give a new impulse to the Network of the Comparative European Social Studies Alumni (CESSNET), the Alumni Association of MA CESS.

Design

The central question of this research is: What are the professional and academic activities of MA CESS alumni?

Understanding the assignment I decided the research paper to be of the analytical type. My task was to survey information and views already out there, before becoming familiar with the topic, that is to say the professional and academic activities of MACCESS alumni.

Moreover, I decided to divide the survey into a statistical and a narrative section. In the statistical section of the survey the prevalence (frequencies of occurrences) of variables, such as country, year of graduation, gender, age at year of graduation, work experience and international contacts and differences between men and women and between a younger and older generation (i.e, younger and older than 28 at year of graduation) of alumni on these variables should be examined. The narrative section of the survey would contain a collection of stories told by alumni about their professional activities after MA CESS. The aforementioned stories are analysed in this report, but not published in full text for privacy reasons.

The survey has been conducted through a direct-mail and an online questionnaire. The questionnaire was self-administered, completed with no interviewer involvement.

Addresses were obtained from the alumni database maintained by the MA CESS secretariat including a list of updated mailing addresses for all graduates. This list was used as a starting point for contacting alumni.

On 5 April 2004 all MA CESS alumni with a known address were invited to participate in the survey. The questionnaires were mailed, along with a cover letter signed by MA CESS Director Nol Reverda. This mailing also included a self-addressed envelop for survey return.

Approximately eight weeks following the first mailing, all alumni were reminded in the invitation letter for the MA CESS 10th Anniversary Celebration to complete and return the survey, in the event they had not yet done so.

The questionnaire was developed internally based upon an examination of similar questionnaires from peer institutions as well as the objectives specific to this project.

The form included items relating to several aspects of what the students where doing one to ten years after graduation. Some of the questions were closed-ended, other were forced-choice items; in some cases respondents were asked to list or to specify items. An additional open-ended question asked the alumni to comment at more length on MA CESS.

Sampling

The sampling frame, i.e., the list of all the people that are in the study population, consisted of 189 students graduated from MA CESS 1995-2003. These numbers were reduced substantially due to the difficulties inherent in tracking individuals over time: 32 questionnaires were not sent due to an unknown address. The operational population, i.e., the population list used, consisted of 157 alumni. Thus 157 questionnaires were sent out. Of these 157 questionnaires 8 returned due to an incorrect address.

The response rate describes the extent to which the final data set includes all sample members. It is calculated as the number of people who actually participated in the study divided by the total number of people in the population list used. Altogether 59 questionnaires (26 webforms/ 33 mailed forms) were completed. This is a response rate of 38 percent (59/157). One additional questionnaire was sent by a student in the academic year 2003-2004 and was included in the narrative as well as the statistical section. Four other questionnaires returned after 1 August 2004 were included in the narrative, but not in the statistical section of this report.

Limitations

Willingness to respond may cause a risk of differences between the willing and unwilling, leading to bias in conclusions. The possibility exists that there is unknown error due to non-response. The 98 non-respondents of the operational population might systematically hold different attitudes or opinions from those who responded to the survey. Inferences cannot be drawn about the proportion of the population manifesting or not manifesting a particular characteristic.

To make comparisons between the group of respondents and all alumni, a ratio was used. A ratio is one value divided by another and it is written as a fraction: a/b. The result is representative of the value of one quantity in terms of the other. Using a ratio (a relative number) makes it easier to compare the number of respondents with all alumni than the absolute numbers can do. So, for example, the proportion five countries, representing 64% of all alumni, take up in the MA CESS address file (from largest to smallest proportion: Germany, Netherlands, Belgium, Norway, Denmark) is different from the proportion they take up in the group of respondents. The highest

response comes from Denmark, the lowest from the Netherlands. This means that it is not ensured that the sample is representative. The statistical analysis cannot be used to predict anything about all alumni. For this reason the analysis has been restricted to graphical analysis and tabulation of frequencies and cross tabulations of specific variables.

Another limitation might concern the reliability of items (i.e., the degree to which items are internally consistent). The reliability proves to be relatively low, lower than the requested value.

Representativeness of respondents

Country	Response	All alumni	Response/ all alumni ratio
Total	55	189	0.29
Australia	0	1	0.00
Austria	3	6	0.50
Belgium	6	22	0.27
Bulgaria	1	1	1.00
Croatia	1	1	1.00
Denmark	6	16	0.38
Finland	1	5	0.20
France	2	5	0.40
Germany	11	34	0.32
Greece	0	3	0.00
Hungary	2	14	0.14
Iceland	0	1	0.00
India	0	1	0.00
Ireland	0	2	0.00
Italy	1	4	0.25
Netherlands	7	32	0.22
Norway	6	17	0.35
Poland	1	1	1.00
Portugal	1	5	0.20
Spain	2	6	0.33
Sweden	2	3	0.67
Switzerland	1	1	1.00
Uganda	0	1	0.00
United Kingdom	1	7	0.14

Influences of age and gender

Gender and age are thought to be and may be actually a cause of variation in other variables. As for gender, the respondents consist of considerably more women than men.

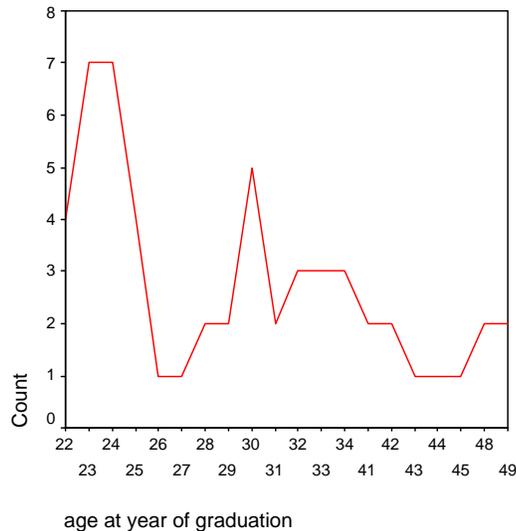
This is supposed to be the common situation in social work. A comparison of the results for men and women might reveal some interesting similarities and differences in professional activities or the way of making contacts.

As for age, I have chosen to use the age at year of graduation. The age at year of graduation can be seen as an indicator of work experience. An older professional is supposed to have more experience than a younger one. The age of 28 is used as discriminative age limit, allowing a comparison of a group not older than 28 with a group older than 28.

The respondents are relatively young; nearly half of them of them are not older than 28 at year of graduation, with the highest peak at the ages of 23 and 24.

A comparison of men and women by their age at year of graduation shows that considerably more women than men are younger than 28 at year of graduation.

The MA CESS graduates, summarizing, are not only predominantly female, but also relatively young and the younger ones are again predominantly female.



Gender and age

Gender	Count	Percent
Male	17	30.9
Female	38	69.1

Gender by age at year of graduation		≤28	≥29	≤28 / ≥29 ratio
	Total	26	29	0.90
Male	17	4	13	0.31
Female	38	22	16	1.38

Professional activities

It is not so easy to split social work into sectors of activity. The division used in the questionnaire was an approach which seemed well worth pursuing, but does not necessarily reflect the situation in practice. Less than half of respondents filled in specifications of other employment; so, it seems, that “not all trees fit in the employment forest”. There are also other reasons to feel lost in this “forest”: it appears that some respondents are doing more jobs simultaneously, others are doing non-social work activities; in some cases one job combines several sectors of activity or different job titles are used for the same job. Most respondents currently have full-time jobs. Considerably more women than men have part-time jobs. Considerably less women than men are employed in management and administration jobs. The younger respondents are considerably less employed in management and administration as well as policy and planning jobs than the older respondents. An alternative division of professional activities of social work might be one I have found in an article by Maria José Freitas (2004). Talking about the current MA CESS programme, she says that it is “founded on the three main pillars of research, policy and practice.”

Professional activities

Job by gender		Male	Female	Male / female ratio
	Total	17	36	0.47
Full-time	45	16	29	0.55
Part-time	8	1	7	0.14

Sectors of activity	Count	Male/female ratio	≤28/≥29 ratio
Aging/ Gerontology	7	0.75	0.40
Child welfare/ Children's services	15	0.50	0.67
School social work	3	0.50	2.00
Criminal justice/ Corrections	6	1.00	2.00
Developmental disabilities	6	0.20	1.00
Employment/ Occupational social work	6	0.20	5.00
Health care	6	0.20	1.00
Mental health/ Clinical social work	2	1.00	1.00
Community organization	6	0.50	1.00
International social work	8	1.00	0.60
Management/ Administration	9	2.00	0.29
Policy and planning	14	0.75	0.27
Other employment	23		

	Research	Policy	Practice	Total
Count	7	20	28	55
Percent	13	36	51	100

When I apply this division to the respondents’ main current professional activities, it gives the following result: roughly one half of the respondents are employed in practical jobs, the other half in policy and research jobs.

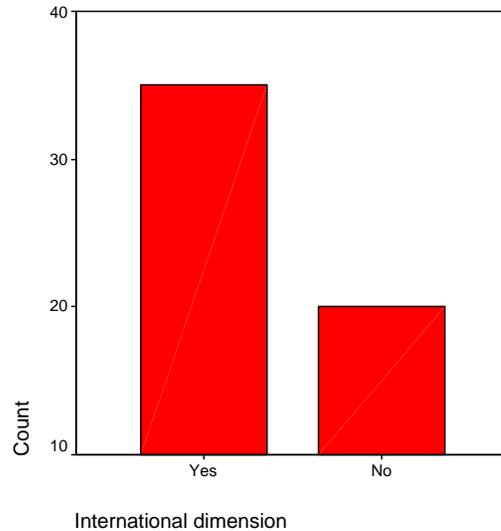
International dimension

Nearly two third of the respondents say that there is an international dimension in their most current professional activity. The interpretation of “international dimension” varies among respondents. Some say that they have a lot to do with migrants, refugees, asylum-seekers, illegals or receive foreigners from different parts of the world.

Others explain the international dimension from the fact that they work with all kinds of international research. They say that they as a teacher try to include the European dimension in their teaching subjects or search for international examples of good practice or cross-national comparison of service programmes in different European Union countries or are looking for other ways of providing social service in the planning process.

Again others say that their work has an international dimension, because they travel extensively to international conferences or cooperate with several international organizations or between countries or participate in European Union cooperation and the organisation of working sessions developing a European network for social work or help to introduce new practices and dimensions in social work.

One respondent gives a beautiful description of the international dimension: “I have contacts in Europe. If I used info on some matters in Spain I would know who to contact. And a spare bed in most parts of Europe is always nice!”



Network building

Respondents have specific ideas about how to create a network. Some of these ideas include a network that facilitates welcome and accommodation abroad during the dissertation time, including financial support. Another suggestion is to cooperate with other universities in developing an international course of social work. A better exchange with European associations of social workers is also mentioned. Generally more contacts with other alumni and receiving information about what previous students are doing now is welcomed. And last but not least, one respondent thinks the network could be a means to recruit students from specific or under-represented countries in MA CESS!

The MA CESS course

MA CESS is clearly a different thing to different people, all of which have different perspectives and professional expectations before and after MA CESS.

There are many positive comments with respect to MA CESS, especially in terms of the experience gained. The MA CESS study programme has provided them with thorough professional training and important social and communicative skills. It has broadened their social training with an international dimension. "I am sure that employers focus on abroad experiences," says one respondent.

Some make critical notes concerning the recognition of the MA CESS course, future perspectives of MA CESS students on the labour market, particular MA CESS academic modules and the MA CESS network.

The recognition of the MA CESS course seems to be a problem, because in some countries social work is not taught at the University level, and is not an academic discipline, at least in some countries. "MA CESS is unknown in my country," says one respondent. Several respondents suggest that MA CESS should get more involved in the debate about recognition of social work diplomas.

Some respondents clearly say that for their professional career having a masters degree did not help. "Most people I know have gone back to their former profession!" says one respondent. One respondent suggests that the implementation of MA CESS into the working life should be subject of an Optional Module, while another feels that the social labour market is worth to become an issue in class.

The MA CESS programme is for some respondents also an issue to comment on. The content of the course should be revisited concerning some aspects, for example some economic bases in order to understand better some social problems and especially the fiscal policy and, in the module Comparative Research, SPSS, that might help getting a research job. It would also be advisable to organize a seminar every year to give alumni the chance to refresh their knowledge and, finally, there should be more thematic input by alumni in the course.

Alumni Community

This part contains a reflection on the alumni community, particularly the role of the MA CESS Alumni Network in the strategy to reach out to the alumni.

How to reach out?

People come and go and consequently alumni relations continually change. However the alumni never change. But how does one connect to the alumni? What does it mean? How close is a relationship based on a one-year experience? It is a relatively small group. There is a limited number of students admitted each year. It is a small community, spread over a large geographical area, throughout Europe. Strong family ties or a common ethnic identity like existing in other types of communities are absent. The command "stay socially connected" might sound paradoxical in the context of an alumni community. It is quite a challenge to keep

the relationship alive, to promote friendship and communication among alumni by running an effective network and serve as a networking opportunity.

The MA CESS Alumni Association

A case of special interest is the Network of the Comparative European Social Studies Alumni, CESSNET, as it is called in short. According to the CESSNET website it "was founded on 7 October 1995 by a few ambitious MA CESS students as a tool to inform current and graduated students about MA CESS related issues."

The purpose of CESSNET is, according the Statutes, "keeping in contact with members all over Europe; providing and exchanging information concerning current work-fields and dissertation related topics distributing innovative methods in the area of social, youth, community work and social policy; counselling and advisory role concerning the current MA CESS students attending the course."

It is apparent from the statistical outcomes of this study, that respondents have most contacts with MA CESS in general as well as with particular students. There are considerably less contacts with teachers.

Few respondents use the MA CESS network. There may be (in comparison with the other contacts just mentioned) relatively few alumni who are involved in CESSNET activities. Considerably more men than women have contacts with CESSNET.

The older generation has likewise considerably more contacts with CESSNET than the younger generation. In itself this is odd, because the alumni are predominantly female and relatively young.

There are positive reactions like this one: "I regularly read CESSNET magazine. Every time when my help is needed I try to send information or response, or to get in contact with persons in my country who can provide needed information for my colleagues. I always look for the activities and see if I can join." This respondent suggests to organize a meeting or an action day of CESSNET each year in a different country.

Some other reactions are less positive. One respondent emphasizes that there should be a renewal of CESSNET (new faces, new ideas). "I think CESSNET is not working effective," says another and a third one says boldly: "CESSNET: I don't use it".

Maybe it is not so surprising that the most numerous respondents are they who say that they have contacts with other students. It implicates that many contacts are made directly within an informal network. It would an idea for CESSNET to explore ways to make more use of this informal network and to integrate this into the strategy to reach out to the alumni community.

Contacts

Contacts	Count	Percent
Contacts with MA CESS	49	89.1
Contacts with students	40	72.7
Contacts with teachers	22	40.0
Contacts with CESSNET	21	38.2
MA CESS network	13	23.6

Contacts by gender	Male	Female	Male / female ratio
Total	17	38	0.45
Contacts with CESSNET	10	11	0.91

Contacts by age at year of graduation	≤28	≥29	≤28 / ≥29 ratio
Total	26	29	0.90
Contacts with CESSNET	7	14	0.50

Conclusions and recommendations

What are the conclusions from these findings?

The findings are, because of a low response representativeness, limited, providing a mere “snapshot” of the current situation of a group of 59 alumni. Working within this limitation the key findings from this report include the following:

The professional activities of alumni after MA CESS are diverse: roughly one half of the respondents are employed in practical jobs, the other half in policy and research jobs.

The alumni maintain a respectable network of international contacts. They receive all kinds of foreigners from different parts of the world, do international research and use international networks for social work.

Most alumni have full-time jobs. Most of them are women.

There are differences between men and women and a younger and an older generation (i.e. younger and older than 28 at year of graduation) of alumni.

Women have more part-time jobs, are less employed in management positions, have less contacts with CESSNET, use more the MA CESS network than men.

The younger generation consists of more women, is less employed in management and policy functions, has less contacts with CESSNET and more with individual students than the older generation.

Many respondents give positive comments with respect to MA CESS as an abroad experience. Some respondents add critical notes about the recognition of the MA CESS diploma, future perspectives of MA CESS students on the labour market, particular MA CESS academic modules, the MA CESS network and on maintaining an alumni community and revitalizing CESSNET.

Recommendations

It would be advisable to pursue further alumni research, with the purpose of keeping up to date information about the alumni's professional activities. This could be done by developing an instrument, for example an online questionnaire, to be used on some regular basis. The research could provide data reflecting the complex situation in the employment field and comparable with known data from other European MA's.

It would also be advisable, as some alumni proposed, to stay creating a mutual exchange of knowledge between MACESS and its alumni about issues like the recognition of the course, future perspectives of students on the labour market, the course content and the network.

It would be an idea for CESSNET to make more use of the informal network already existing between students and to integrate this into the strategy to reach out to the alumni community.

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MA Comparative European Social Studies

<http://www.maccess.nl>

Centre of Expertise on Comparative European Social Research & Theory

<http://cesrt.hszuyd.nl/index.jsp>

The Network of the Comparative European Social Studies Alumni

<http://mitglied.lycos.de/CESSNET>

Appendix: Statistical Section

This section contains statistics about Item reliability, Country, Year of graduation, Gender, Professional activities and Contacts.

All statistical analysis was done using SPSS software, version 12.0.

To make comparisons between two variables, I have used ratios. A ratio is one value divided by another and it is written as a fraction: a/b. The result is representative of the value of one quantity in terms of the other.

To assess the reliability of items (the degree to which items are internally consistent), Cronbach's Alpha was used.

Item reliability

Item reliability	Cronbach's Alpha	Number of Items
Sectors of activity	.580	13
Contacts	.458	5

The table above shows that the 13 items concerned with "sectors activity" showed a reliability at $\alpha=0.6$, the 5 items concerned with "contacts" showed a reliability at $\alpha=0.5$. For this statistic, a value of 1.0 represents perfect internal consistency and 0.7 represents an accepted lower end for item reliability.

Item reliability	Cronbach's Alpha	Number of Items
Sectors of activity	.607	12
Contacts	.516	4

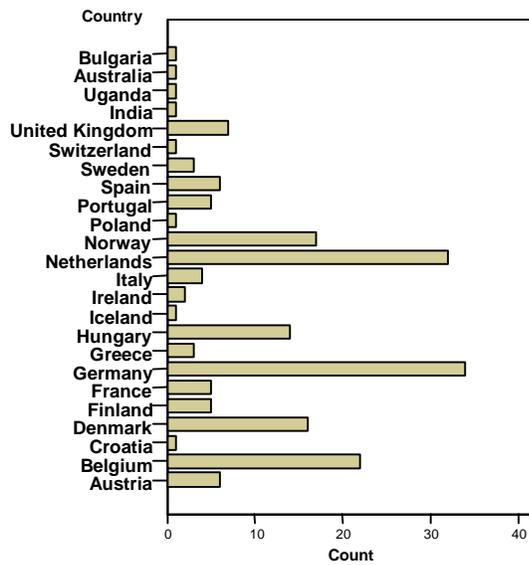
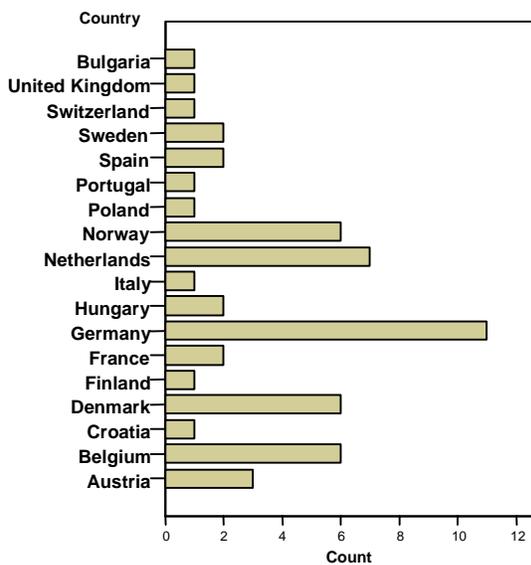
This second table shows the same statistic, but two items "Other employment", respectively "MA CESS network" are left out of analysis. In both cases alpha has increased (not dramatically).

Country

Country	Response	All alumni	Response/ all alumni ratio
Total	55	189	0.29
Australia	0	1	0.00
Austria	3	6	0.50
Belgium	6	22	0.27
Bulgaria	1	1	1.00
Croatia	1	1	1.00
Denmark	6	16	0.38
Finland	1	5	0.20
France	2	5	0.40
Germany	11	34	0.32
Greece	0	3	0.00
Hungary	2	14	0.14
Iceland	0	1	0.00
India	0	1	0.00
Ireland	0	2	0.00
Italy	1	4	0.25
Netherlands	7	32	0.22
Norway	6	17	0.35
Poland	1	1	1.00
Portugal	1	5	0.20
Spain	2	6	0.33
Sweden	2	3	0.67
Switzerland	1	1	1.00
Uganda	0	1	0.00
United Kingdom	1	7	0.14

The table above shows, among other things, that the proportion five countries, representing 64% (121/189) of all alumni, take up in the MA CESS address file (from large to small: Germany, Netherlands, Belgium, Norway, Denmark) is different from the proportion they take up in the group of respondents. The highest response comes from Denmark, the lowest from the Netherlands.

See charts below (on the left: response; on the right: all alumni).



Age at year of graduation

Year of graduation	Count	Percent
1995	4	7.3
1996	3	5.5
1997	4	7.3
1998	4	7.3
1999	8	14.5
2000	6	10.9
2001	3	5.5
2002	12	21.8
2003	10	18.2
2004	1	1.8

Age at year of graduation	Count	Percent
22	4	7.3
23	7	12.7
24	7	12.7
25	4	7.3
26	1	1.8
27	1	1.8
28	2	3.6
29	2	3.6
30	5	9.1
31	2	3.6
32	3	5.5
33	3	5.5
34	3	5.5
41	2	3.6
42	2	3.6
43	1	1.8
44	1	1.8
45	1	1.8
48	2	3.6
49	2	3.6

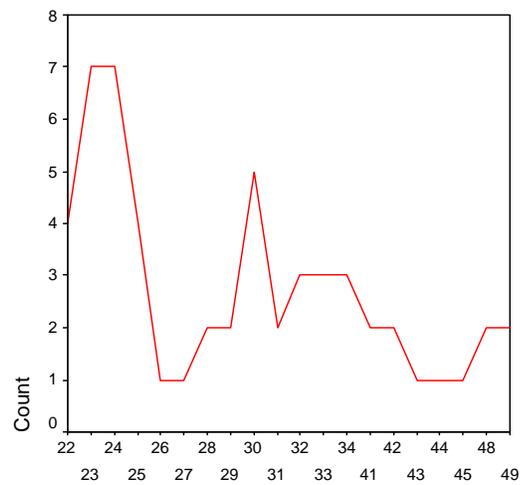
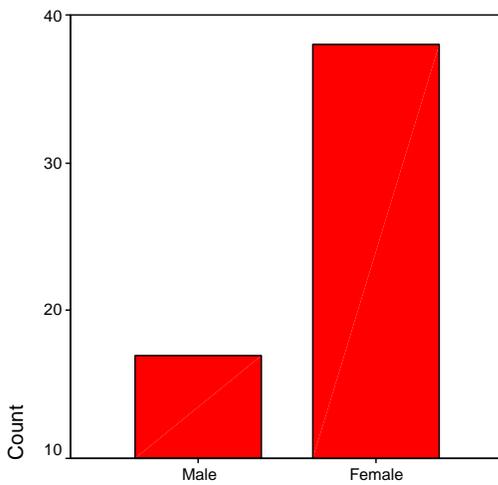
The tables above show that the respondents are relatively young at their year of graduation; 22 of them (40%) are not older than 25, the youngest being 22 years and the oldest 49 years old.

Gender

Gender	Count	Percent
Male	17	30.9
Female	38	69.1

Gender by age at year of graduation	≤28	≥29	≤28 / ≥29 ratio
Total	26	29	0.90
Male	4	13	0.31
Female	22	16	1.38

The tables above show that the respondents consist of considerably more women than men. Considerably more women than men belong to the younger generation (not older than 28 at year of graduation) of respondents. See charts below.



Gender

age at year of graduation

Professional activities

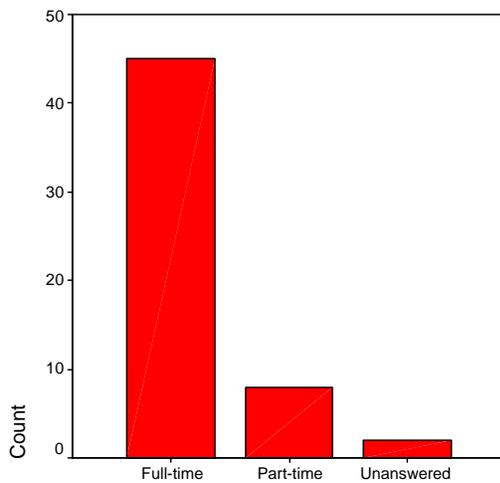
What kind of job do you have? Full-time/ Part-time/ Paid job/ Voluntary work

Job	Count	Percent
Full-time	45	0.85
Part-time	8	0.15

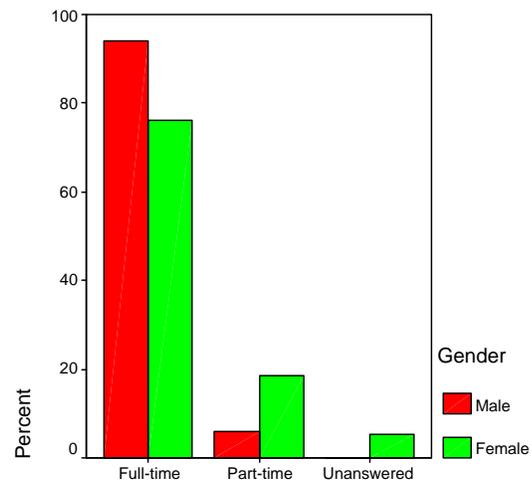
Job by gender	Male	Female	Male / female ratio
Total	17	36	0.47
Full-time	16	29	0.55
Part-time	1	7	0.14

The tables above show that most respondents have full-time jobs. Considerably more women than men have part-time jobs.

See charts below.



Full-time/part-time



Full-time/part-time

Most respondents have not filled in the choice items Paid job/ Voluntary work, so these are left out of analysis.

What is your sector of activity?

Sectors of activity	Count
Aging/ Gerontology	7
Child welfare/ Children's services	15
School social work	3
Criminal justice/ Corrections	6
Developmental disabilities	6
Employment/ Occupational social work	6
Health care	6
Mental health/ Clinical social work	2
Community organization	6
International social work	8
Management/ Administration	9
Policy and planning	14
Other employment	23

Specifications of other employment:	Count
Employment of ex-prisoners	1
Social assistance to actors and dancers from all over Spain, in all kinds of sectors, mostly elder, disabled, drug abuse and economic problems	1
Family	1
Project coordination	1
Advocacy and lobby work	1
Lobbying, life long learning, public relation	1
Project administration and follow-up	1
Youth policy, youth participation, intercultural youth work	1
Educator/ instructor in adult education	1
Human Resources Development & Training	1
Adult Education and non-Social-Work sectors	1
Youth and migrant	1
Working in voluntary setting with a diversity in projects and target groups	1
Teaching	1
Integration of refugees/ asylum seekers	1
Department for Education and Science	1
Community Education	1
Physical and multiple impairments	1
Advocacy and lobbying	1
Generic social service (work) containing sectors of activity above	1
Telecommunication/ Costumer services/ management	1
Project manager	1
Student sociology, psychology	1
Total	23

The tables above show that the sectors of activity are diverse. The stress on diversity appears clearly from the fact, that 23 respondents have filled in specifications of other employment.

Note: The sum is more than 55 because many respondents give more than one answer. A small number of respondents has not filled in this section.

Sectors of activity by gender	Male	Female	Male / female ratio
Total	17	38	0.45
Aging/ Gerontology	3	4	0.75
Child welfare/ Children's services	5	10	0.50
School social work	1	2	0.50
Criminal justice/ Corrections	3	3	1.00
Developmental disabilities	1	5	0.20
Employment/ Occupational social work	1	5	0.20
Health care	1	5	0.20
Mental health/ Clinical social work	1	1	1.00
Community organization	2	4	0.50
International social work	4	4	1.00
Management/ Administration	6	3	2.00
Policy and planning	6	8	0.75

Sectors of activity by age at year of graduation	≤28 years	≥29 years	≤28 / ≥29 ratio
Total	26	29	0.90
Aging/ Gerontology	2	5	0.40
Child welfare/ Children's services	6	9	0.67
School social work	2	1	2.00
Criminal justice/ Corrections	4	2	2.00
Developmental disabilities	3	3	1.00
Employment/ Occupational social work	5	1	5.00
Health care	3	3	1.00
Mental health/ Clinical social work	2	2	1.00
Community organization	3	3	1.00
International social work	3	5	0.60
Management/ Administration	2	7	0.29
Policy and planning	3	11	0.27

The tables above show that considerably less women than men are employed in Management/ Administration. The younger generation is considerably less employed in Management/ Administration as well as Policy and planning than the older generation.

The table on next page shows that roughly one half of the respondents are employed in practical jobs, the other half in policy and research jobs.

Current professional activity	Research	Policy	Practice
Consultant/ counsellor Humanitas			1
PhD student at Lund University, Sweden	1		
Teacher (Social Sciences)	1		
Social worker in an organisation for blind people			1
Counselling to pension costumers and companies.			1
Programme Coordinator Red Barnet, Save the Children Denmark		1	
Assistant for the project "Kinderkram und Elternwirtschaft"			1
Network Coordinator of Y.E.S. FORUM (EEIG)		1	
Project co-ordinator for the Euregio-Certificate project		1	
Receptionist			1
International Secretariat ENARO		1	
Generic social worker			1
Program Coordinator		1	
Planning director		1	
Project-worker Equal-project Triple-E		1	
Networker			1
Pedagogue in a home for unaccompanied minor asylum seekers			1
Guardian for children inward			1
Working in a clinical setting			1
Family – therapist			1
Social worker at family protection department			1
Mobile and virtual information center on the Internet			1
Pedagogue in an international seminar house in Germany			1
Economical & integrational activities towards refugees.			1
Internship at the Corporate Human Resource Management of Voith			1
Member of FICE-Denmark		1	
Policy and gender officer		1	
Eigersund Kommune (Municipality of Eigersund)			1
Social service of a municipality in Switzerland			1
Working with the autistic adults			1
Team coach Vodafone-Libertel N.V.		1	
Project manager of the Facility Office of South Limburg police		1	
Educational staff member of the VCOV		1	
Advice center for disabled people (NGO)			1
Student Sociology and Psychology	1		
Manager of the Dept. of Home Supervision Land Brandenburg		1	
Trainer and Consultant			1
Instructor	1		
Developing youth policy and participation of youth in policy		1	
Professional consultant: Ministry of Justice		1	
Professional leader of a temporary home for old people		1	
Director of the Department for Municipal Health and Social Services		1	
Red Cross (Spain) Airport Refugees			1
Social Worker in info-center for asylumseekers.			1
The town-hall of Coimbra Department for Education and Science			1
Senior adviser with the Nordic Council of Ministers		1	
Assistant professor in social policy and social work	1		
Researcher in the AVSO	1		
Day-care center for grown-ups with physical and mental disabilities			1
Policy officer Youth at the National association of local authorities		1	
Social work			1
Research in the field of social policy, welfare and living conditions	1		
Dpt. Secretary General of the European Movement Germany		1	
Senior practitioner in adoption			1
Qualified social worker in the girls refuge			1
Total	7	20	28

Contacts

Is there an international dimension in your most current professional activity? Yes/ No
 Do you still have contacts with MA CESS? Yes/ No
 I have contacts with Students/ Teachers/ CESSNET (the MA CESS Alumni Association)
 Do you use the MA CESS network? Yes/ No

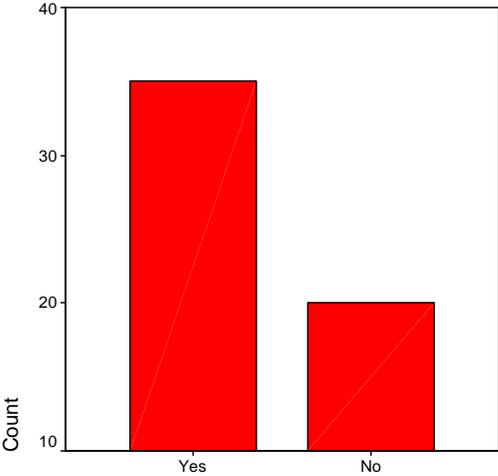
Contacts	Count	Percent
International dimension	35	63.6
Contacts with MA CESS	49	89.1
Contacts with students	40	72.7
Contacts with teachers	22	40.0
Contacts with CESSNET	21	38.2
MA CESS network	13	23.6

Contacts by gender	Male	Female	Male / female ratio
Total	17	38	0.45
International dimension	13	22	0.59
Contacts with MA CESS	16	33	0.48
Contacts with students	13	27	0.48
Contacts with teachers	7	15	0.47
Contacts with CESSNET	10	11	0.91
MA CESS network	2	11	0.18

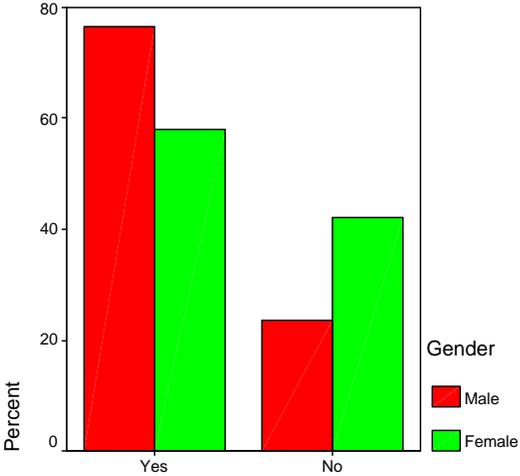
Contacts by age at year of graduation	≤28	≥29	≤28 / ≥29 ratio
Total	26	29	0.90
International dimension	14	21	0.67
Contacts with MA CESS	24	25	0.96
Contacts with students	22	18	1.22
Contacts with teachers	11	11	1.00
Contacts with CESSNET	7	14	0.50
MA CESS network	5	8	0.63

The tables above show that more than half of respondents say that there is an international dimension in their most current professional activity. Most respondents have contacts with MA CESS in general as well as with particular students. The younger generation has considerably more contacts with students than the older generation. There are considerably less contacts with teachers and the Alumni Association CESSNET. Considerably more men than women have contacts with CESSNET. The older generation has likewise considerably more contacts with CESSNET than the younger generation. Few respondents use the MA CESS network. Considerably more women than men use the MA CESS network. See charts on next pages.

International dimension

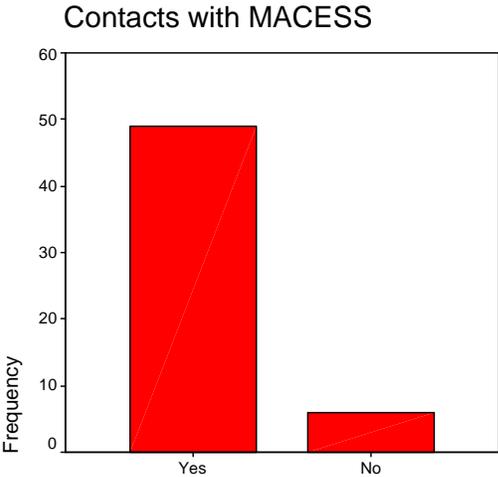


International dimension

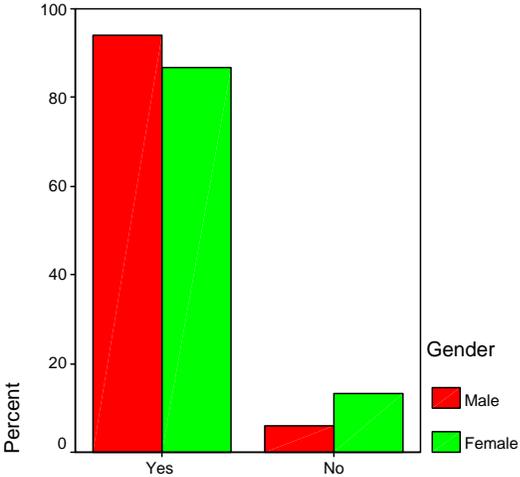


International dimension

Contacts with MA CESS

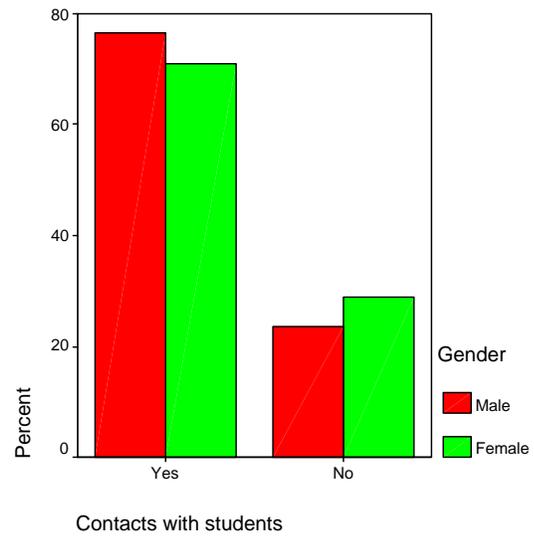
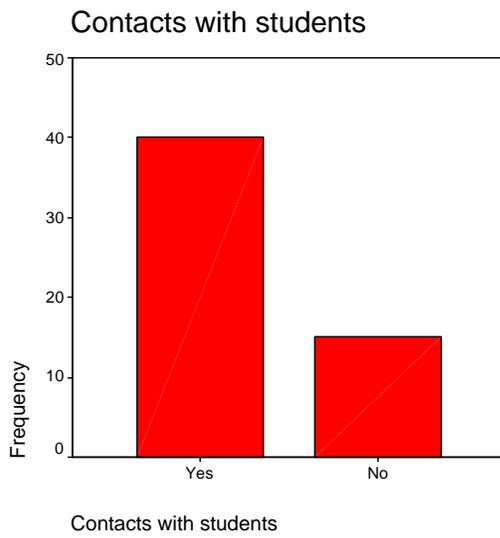


Contacts with MACESS

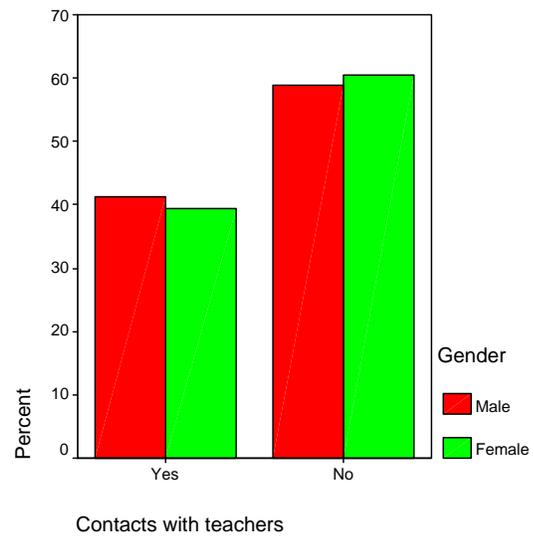
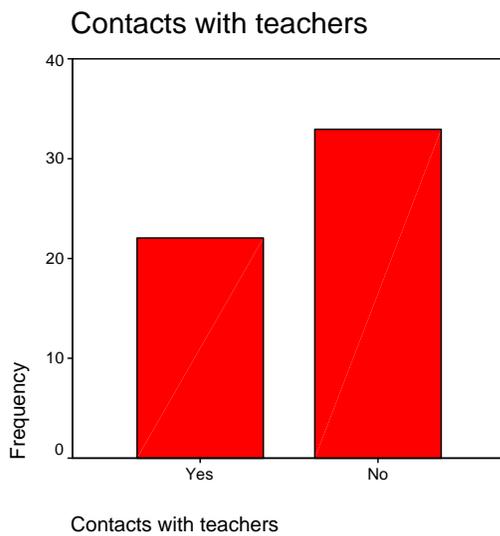


Contacts with MACESS

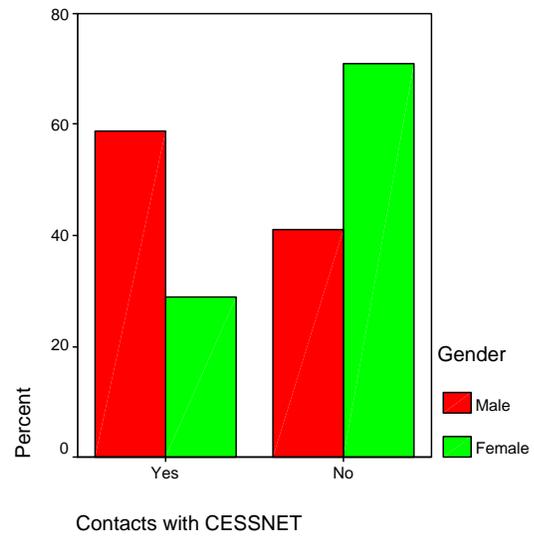
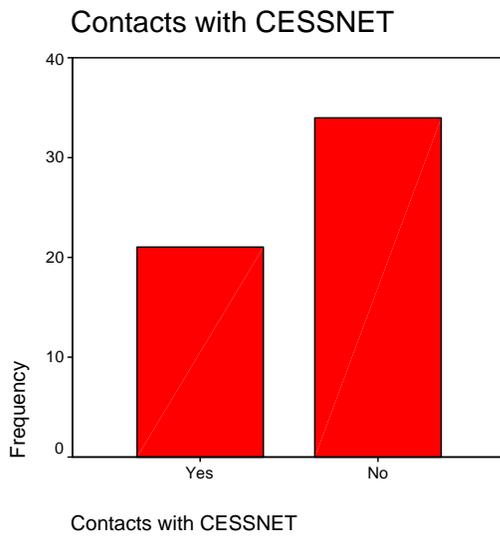
Contacts with students



Contacts with teachers



Contacts with CESSNET



MA CESS network

