

other, jointly enjoy their successes achieved collectively or individually from those of the colleagues, understand and assume roles depending on context and personal competencies. At the same time, by applying the holistic model of teaching and learning of theoretical content in higher education, the specialized practical skills are formed and developed, contributing to the development of students' organizational spirit and critical thinking, their effective communication in various forms (verbal, with the use of specialized, non-verbal terminology) and, last but not least, providing awareness of the situations or ways in which individual decisions can affect them, the group to which they belong as well as the community.

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Social Partnership in Education for Students' Career: Reality and Trends

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Abstract

Choosing a career and going through the approaches necessary in the training of a young person as a specialist in the chosen field are complex processes that have a defining impact in their professional future. Career education, as an educational intervention to develop the skills and abilities necessary for young people to develop and manage their own careers, is an essential element of the process of university vocational training. At the same time, it is absolutely necessary to involve other social actors and to create a partnership between the social stakeholders in order to adjust the process of professional guidance of the students to the existing occupational context. The sociological study conducted by the Centre for Career Guidance and Counselling of the State University of Physical Education and Sport, Chisinau, demonstrates the respondents' awareness of the necessity to involve several elements in the professional guidance, counselling and career guidance of the students, such as: families, university and other educational agents, the information resources and the media, non-governmental organizations, potential employers and various economic agents.

Keywords: carrier, vocational guidance, counseling, social partners

Introduction

One's career covers and identifies different roles where the person is involved: student, employee, employer, community member, parent, etc., the way they work in family, school and society. In this context, every person has a

career and not just those who successfully practice a certain profession [2]. Career development signifies all aspects of human life in the making and with a specific dynamics in different plans (Gysbers, 1994), meaning: self-knowledge and the forming of interpersonal relationship skills, education and initial professional forming, assuming of different roles in life, the manner of integration, living and planning the various events of life.

For higher education institutions, students' career education is a matter of major importance, starting from the following aspects: the importance of employment after graduation in the evaluation of universities; the impact of universities on the labor market, by transferring knowledge, forming the thinking of specialists, redefining professions and job requirements; the necessity of forming some of the skills required by employers before employment (integrity, self-motivation, etc.); high costs of providing the training for new employees by employers; employers' desire to hire staff with practical experience; the limited possibility of managers to improve/correct the training process of future employees (during their studies) [3].

Aim. The identification of the determined factors, as well as of improving solutions of the current partnership between universities and other social stakeholders in the career education of students.

Research objectives.

- Evaluation of the perception of each stakeholder involved in career education (students, teachers, employers) regarding the position of others in ensuring this process;
- Identification of factors that block communication between university and other social partners in the career education of students;
- Identification of optimal solutions to improve social partnership in students' career education.

Methods: analysis and generalization of data, methodical and scientific sources, questionnaire (sample: 165 respondents: 90 students and 40 teachers of the State University of Physical Education and Sports (SUPES) and 35 – employers/potential employers in the forming domain of university, mathematical and statistical method.

Results and discussion. Students are influenced by various factors in their career education process, at the same time, the university is responsible for the role of organizing and carrying out of this process. Based on social and economic changes, the modernization of higher education has the task to transpose in an optimal connection the bio-psycho-socio-cultural potential of the youth with the demand and social offer, which are achievable through programs and educational offers and programs focused in career guidance [4]. In this context, generally, we note the transition from education for career, which are achievable through all educational disciplines to a well-structured and individualized career orientation, including the establishment of a specialized structure in this domain – University Center for Career Guidance and Counselling, where IT, sociology, psychology and pedagogy specialists work and manage the career guidance stages.

The analysis of the results obtained in the survey realized by the University Center for Career Guidance and Counselling of SUPES allowed us to reflect some main aspects, as follows:

According to the answers to the question "Rank in decreasing order, the importance of the stakeholders involved in career education of the youth" (Figure 1), it can be noticed that the majority of teachers and employers assign to the university the most important role in career education (namely 30% and 25%), while most students consider that this belongs to the family - 32%. At the same time, we note a significant percentage of those who appreciate the importance of employers in career education, except for the media.

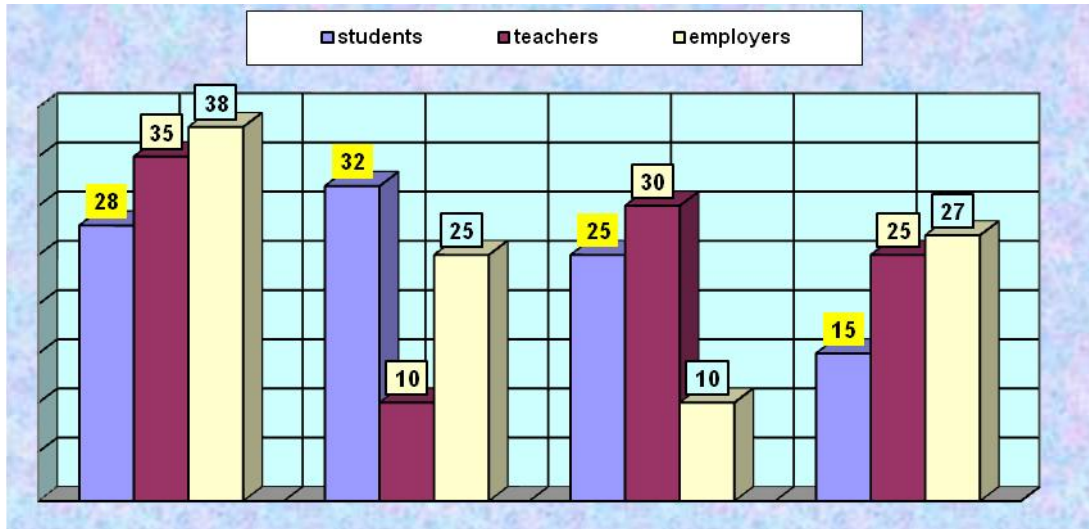


Figure 1. Graphical reflection (%) of answers regarding the perception of stakeholders involved in students' career education

The answers to the question " In your opinion, what are the barriers that prevent the realization of an effective partnership between the university and other social stakeholders in career education of students?" demonstrate the identification by the respondents of the following obstacles: most teachers think that these are the inertia of a traditional communication between social partners - 45%; most of students (41%) consider that different insufficiencies (lack of human resources, financial resources, poor information) prevent the effective social partnership, while employers have noticed the presence of some dissonances in the attitude towards the partnership phenomenon of different social stakeholders (38%) - Figure 2.

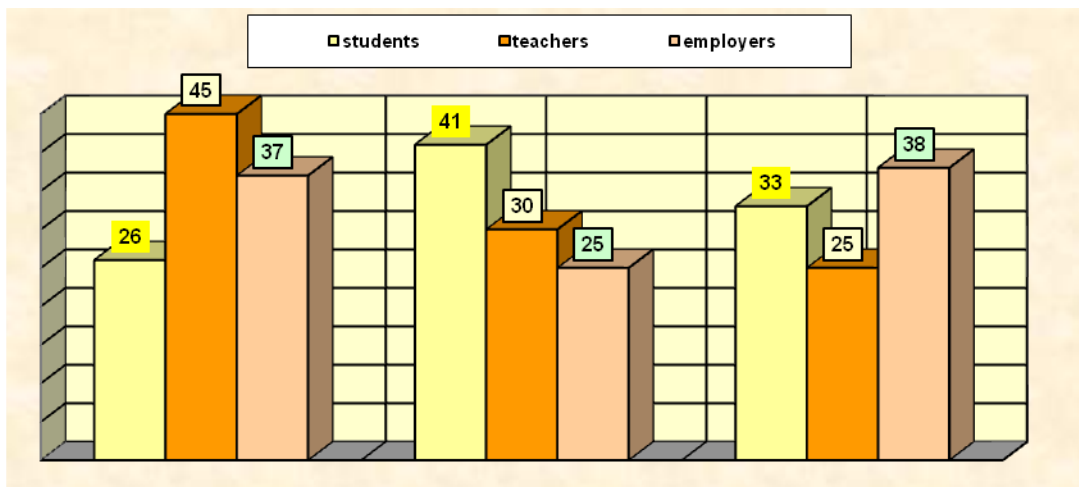


Figure 2. Graphical reflection (%) of the answers regarding the existence of barriers in the realization of the social partnership in students' career education

Regarding the question "What would you propose to improve the social partnership in career education of students?", we note the following: most respondents suggested the involvement of the economic environment/employers in academic activities: elaboration/improvement of curricula, participation in career counseling and guidance activities of the students, organization of job fairs and internships, research partnerships - 42%; followed by the proposal to organize trainings/round tables on career education issues (for each individual partner, as well as jointly) with the participation of

the media at the respective events - 34%; participation in social projects of professional guidance and research involving the NGOs, educational and economic agents, potential employers - 20% (Figure 3).

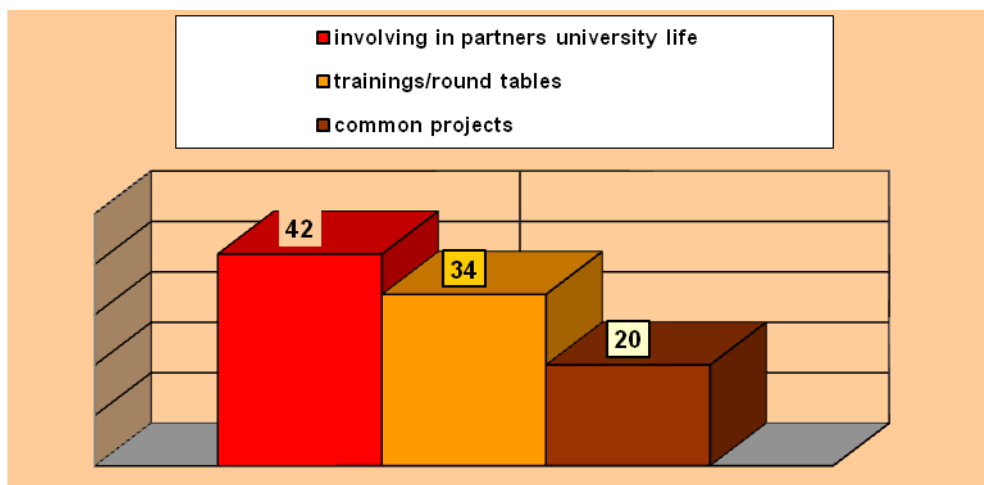


Figure 3. Graphical reflection (%) of answers regarding the improving of social partnership in students' career education

Conclusions and proposals

Career education is a complex process involving several aspects of personality development: economic, sociological and psychological. Starting from this, we mention that career education can be effectively ensured only by involving the stakeholders interested in its success [1].

After processing the data and interpreting the results, we can conclude the following:

- Currently the university is perceived as the initiator of the social partnership in order to assure a quality career education. We note, therefore, that the academic environment should be more involved in promoting its education, research and innovation offer in order to further increase the partnerships between universities, the labor market and other social stakeholders;

- the representatives of the academic and the economic environment attest the existence of barriers in ensuring an effective partnership in career education of students, such as: traditional models in communication between the partners, the discrepancies between the visions concerning the partnership concept, the different insufficiencies, the lack of concordance between competencies and qualifications offered by the academic environment and the necessities of the labor market;

- the main solutions proposed for improving the partnership between the stakeholders involved in career education are: active involvement of representatives of the economic environment (graduates, employers, economic agents) in university activities: elaboration of curricula, participation in career counseling and guidance activities of students, the organization of job fairs and internships, research partnerships; organization of common activities – conferences, round tables, mutual consultation, dialogues with graduates; providing services for career counseling and guidance activities of students in the university by the specialists of the specialized structures – Career Guidance and Counselling Centers.

This research is only a step in the direction of achieving further approaches in order to identify the ways to develop a beneficial partnership between the university and other social stakeholders for the purpose of youth career education. We appreciate the importance of the university initiative in this dialogue, which will contribute in the development of a competitive economy in a society based on knowledge.

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