



Study of VET graduate tracking measures in EU Member States

Final findings

European Commission. DG EMPL

21 November
2017

EQAVET Forum

Shane Beadle



In association with



What will be covered

- Context for the study
- Brief overview of study objectives and scope, methodology
- How tracking measures can assess and monitor performance of VET
- Key findings of the mapping and analysis
- EU involvement in VET graduate tracking

Context

How can tracking measures assess VET performance

- **Quality** of courses, teaching, providers in relation to needs of government, employers, students and enabling progression in education
- **Labour market relevance** of courses in relation to the needs of the labour market and enabling their contribution to the economy and progression in employment

What do tracking measures need for this to be done effectively

- Collect data from the entire reference population of VET graduates or a large achieved sample
- Draw systematic samples and obtain representative achieved samples
- Use administrative data for some quantitative information such as pay and unemployment
- Draw on both admin and survey data to provide quantitative and qualitative information
- Collect data at least twice in the five years after graduation
- Compare VET graduates with non-graduates
- Make data usable by and available to government users, providers and potential students

Study objectives

- **Specific objective 1:** Mapping of VET graduate tracking instruments used at system level (with illustrative examples at provider level)
- **Specific objective 2:** Analysis of graduate VET tracking measures and development of their typology
- **Specific objective 3:** Identification of strengths and weaknesses of these measures and recommendations for ways to improve them at Member State and EU levels
- **Specific objective 4:** Review of options for EU activities in this field to improve VET tracking instruments both at national and EU level

Study scope

VET

- **IVET**
 - Lower secondary VET
 - Upper secondary VET
 - Post-secondary non-tertiary VET (up to ISCED 2011 level 4)
- **CVET**

EU 28

- Belgium: Flanders and Wallonia (+Brussels)
- Germany: two Lander (Bavaria, Baden-Württemberg)
- Spain: two Autonomous Communities (Catalonia, Basque Country)
- Italy: focus on national level
- UK: England and Scotland. Wales, Northern Ireland

Study methodology



First inventory by core team.

Desk research.

Mapping by country researchers.

Desk research & consultations.

In-depth review of 30 selected measures.

Interviews.



Scoping interviews with institutions involved in EU-level measures.

Interviews with institutions involved in national measures.

Stakeholders' consultation on options for EU action.

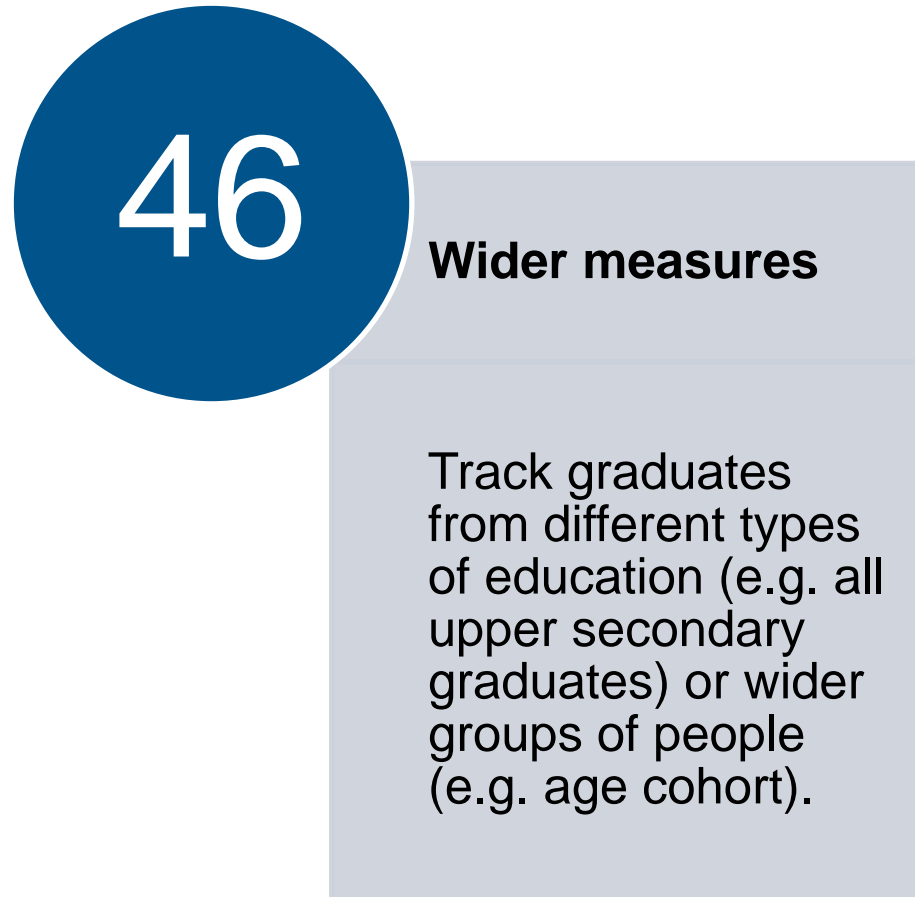
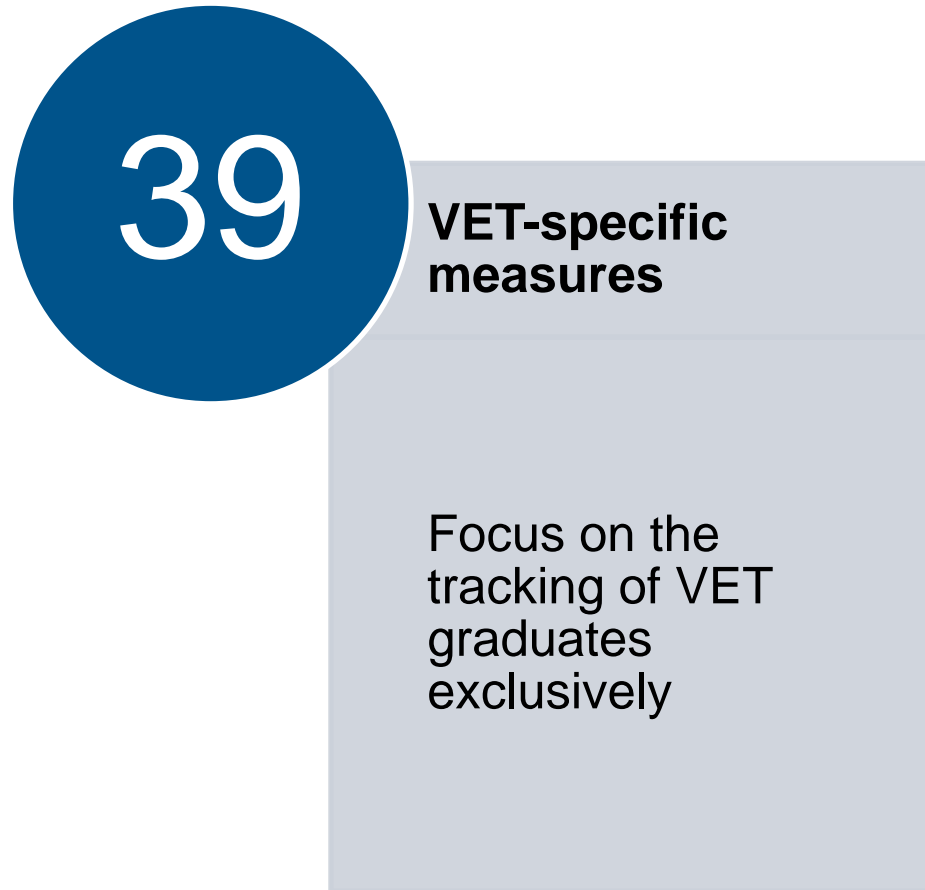


Key findings

85 measures from 24 countries; 4 countries have no measures; 5 countries no regular measures; in 19 countries with regular national/regional measures, 8 cover IVET and CVET, 10 only cover IVET

Level of implementation	Countries which have measures in place	Countries with no measures, currently developing them	Countries with no measures
National	AT, CZ, DE, DK, EE, FI, FR, HU, IE, IT, LT, LU, MT, NL, PL, PT, RO, SE, SI, SK	BG	CY, EL, LV
Regional	AT, BE, DE, ES, IT, PL, UK		
Sectoral	AT, DE		
Provider	CZ, HR, HU, FI, LT, PT*, SI		

Coverage of VET graduate tracking measures (1)

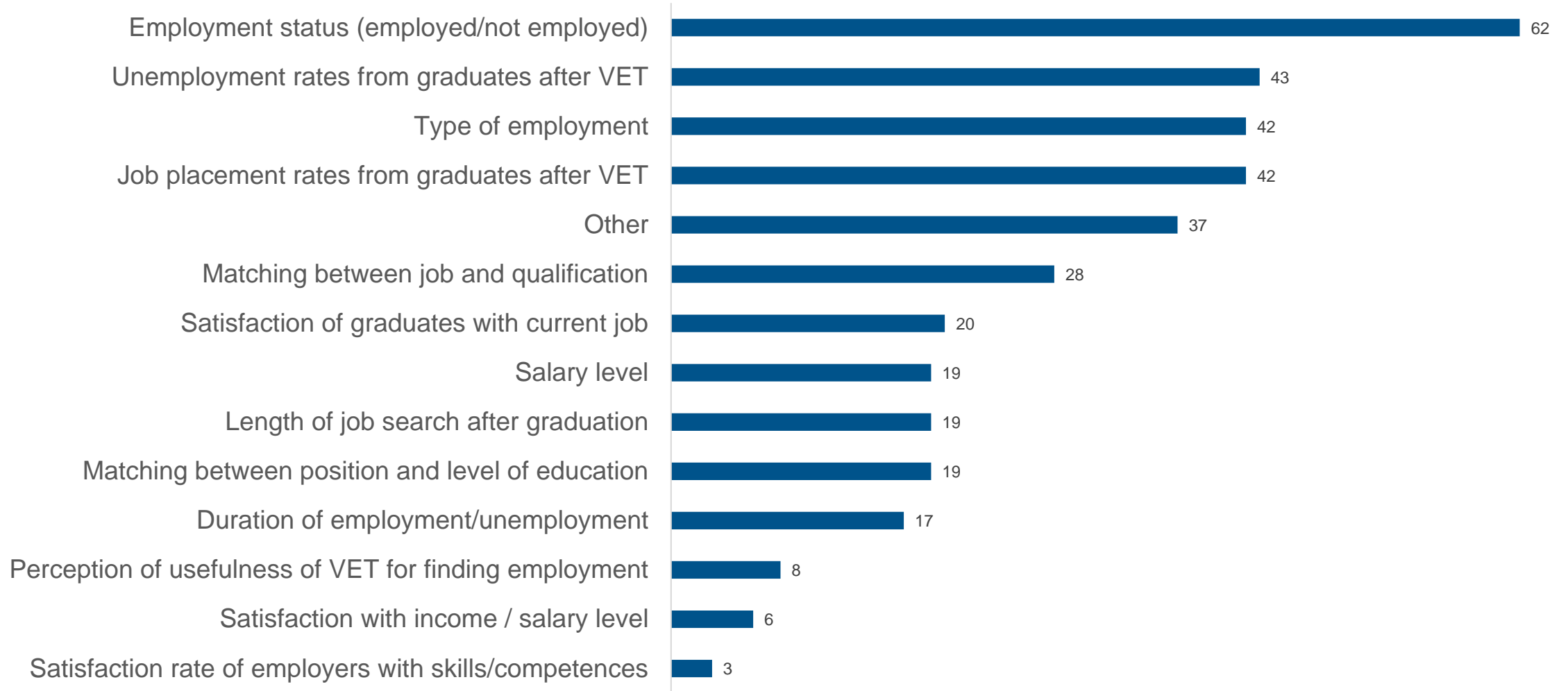


Coverage of VET graduate tracking measures (2)

IVET			CVET
Lower secondary	Upper secondary	Post-secondary non-tertiary	
30	73	28	23

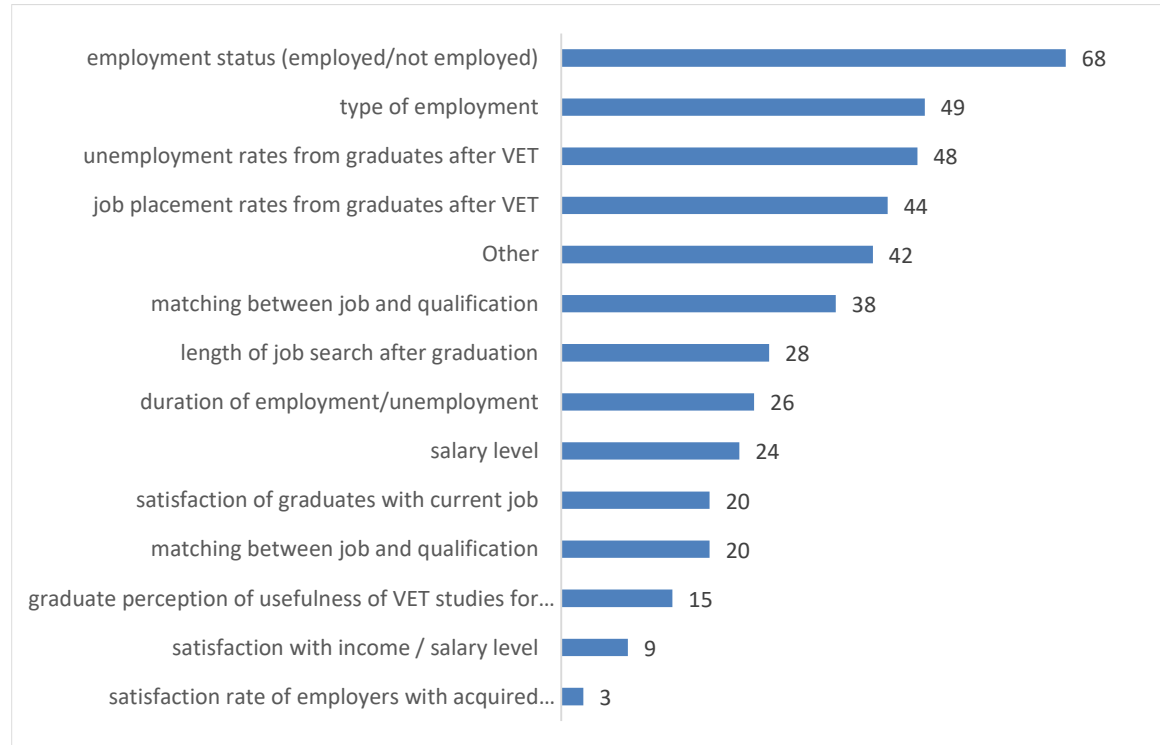
Note: study did not aim at a comprehensive mapping of all CVET tracking measures.

Main indicators: employment-related



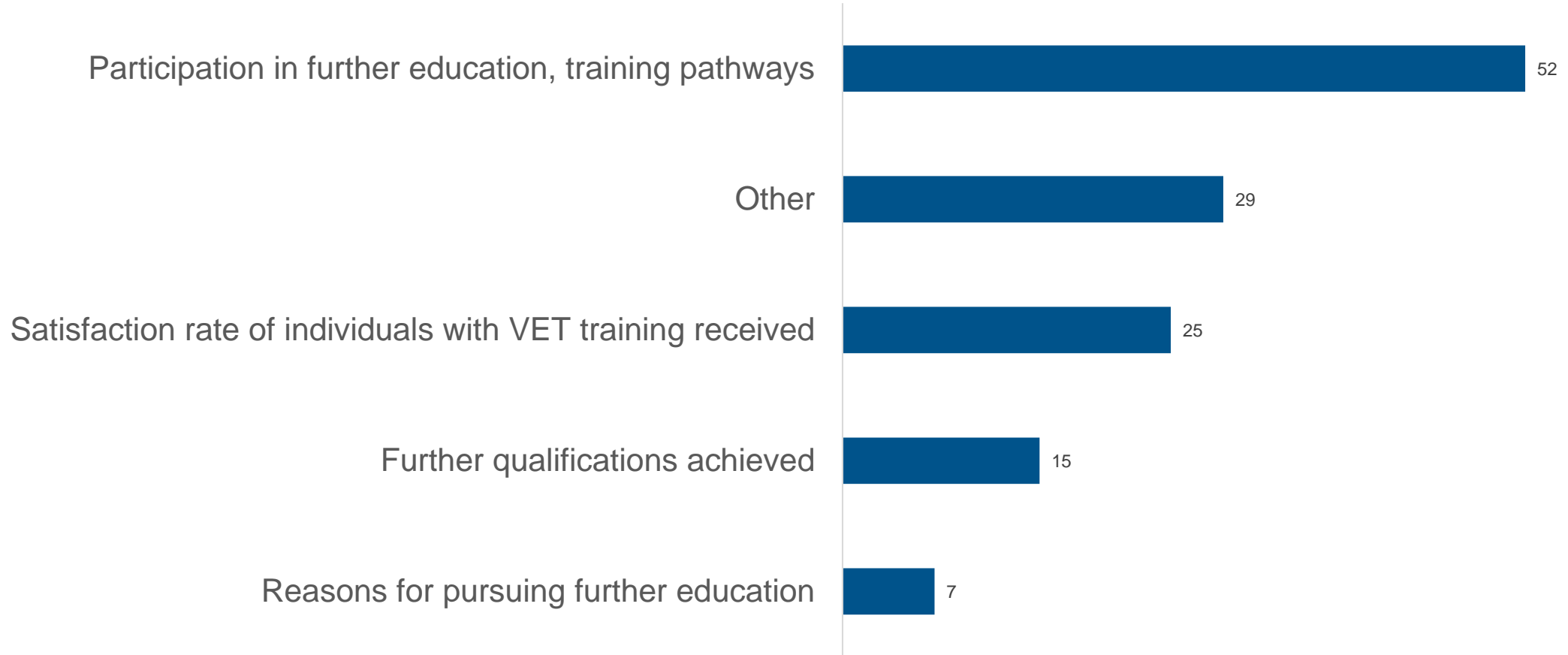
Main indicators: employment related (replacement slide)

Figure A1.1 Employment-related data. Number of measures covering them



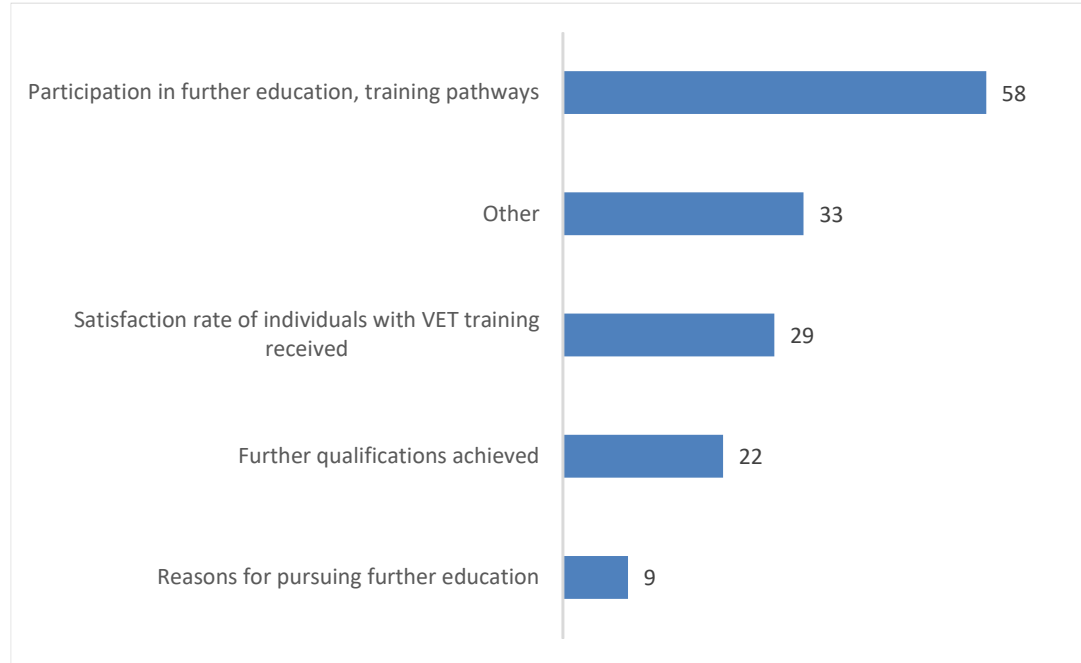
Source: ICF/3s research.

Main indicators: education-related



Education related indicators (replacement slide)

Figure A1.1 Education-related indicators. Number of measures covering them



Source: ICF/3s research.

Data collection approach

In 19 countries with regular measures, 6 combine admin and survey data, 7 only use survey data and 7 only use admin data.

	Data collection approach			
	Qualitative survey	Quantitative survey	Administrative data collection	Census
National	EE, FR, IT(2)	AT(2), CZ(2), DE(4), EE, FR(4), HU, IE(2), LU(3), MT(2), NL(2), PT, RO, SE, SI	AT, CZ, DE3 DK(3), EE(2), FI(2), IE, IT, LT, LU(2), MT, NL(4), PL, SE(3), SK	NL
Regional	BE-fr(3), IT(2)	AT, BE-fr(2), ES(3), PL(2), UK(5)	BE-fl, BE-fr, DE, ES, UK(2)	-
Sectoral	AT	AT(2), DE	-	-
Provider	CZ, HR	FI, HR, HU(3), LT, SI(3)	CZ	-

Note: the number in brackets after each country indicates the number of measures using that approach. Please note that one measure may combine more than one approach.



Measurement strategy

48

Single measurement point (cross-sectional)

Data collected once, 'x' time after graduation.

35

Multiple cross-sectional analysis

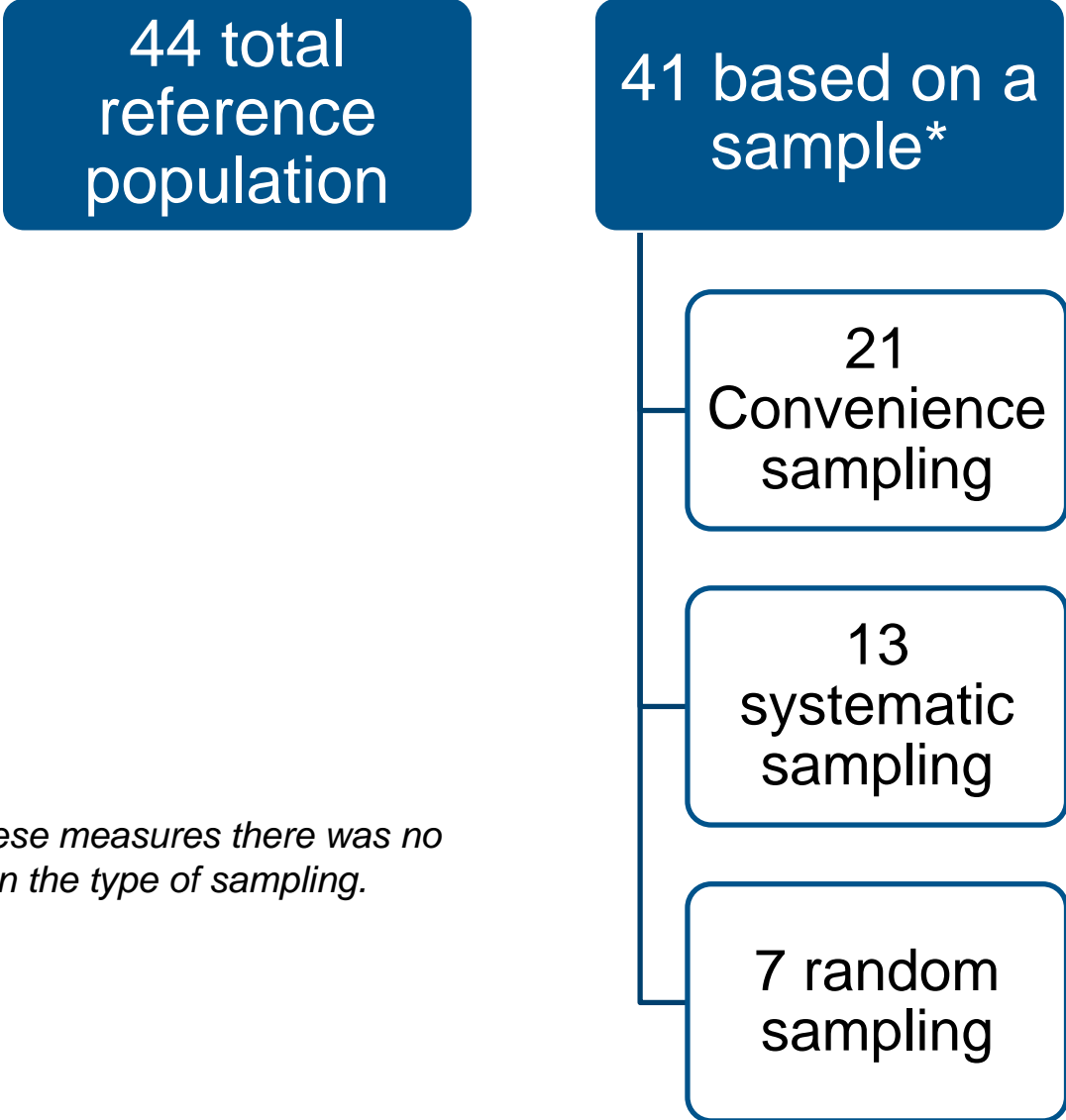
Data collected once, 'x' time after graduation.
Data is produced periodically.

4

Multiple measurement points

Longitudinal studies; individuals followed over time.

Sampling



** In two of these measures there was no information on the type of sampling.*

What are the gaps in policy and practice on VET measures

- Existence of regular and systematic measures in all Member States
- The quality of measures is variable in terms of their measurement techniques, timing of measurement and outputs
- Admin data is not used alongside survey data in over half of Member States
- Key educational and employment indicators are not universally collected
- Graduates are not universally tracked at multiple points
- Availability of tracking data is variable (both discrete and summary data)
- Tracking data is not used for some of its intended purposes

What can the EU best do to promote VET graduate tracking?

Scenarios for EU intervention



Options evaluated



Key reasons for EU support to create and develop measures at national, regional and provider levels

- Widely perceived usefulness of the support activities which the EU could provide
- Widely perceived to be high levels of take up as the support would be useful for countries with needs to develop and improve tracking measures which can be tailored to meet different needs and contexts
- Potential to support development of similar systems
- Potential to meet higher quality standards for tracking measures so they can be used by government, providers and potential students

Thank you

