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Introduction

The consolidation of the InTheLoop4VET framework in complementarity to existing EU-wide QA frameworks and arrangements will bring added value derived from the empowerment of VET providers in the relevant decision-making processes and consultations.

The dissemination of the InTheLoop4VET framework and tools - developed as context-specific and amenable to harmonization at the transnational level – is foreseen to be impactful for the majority of VET schools beyond the partnership countries, increasing their flexibility, competition-drive and synergistic profile in effecting adaptation to evolving socio-economic needs.

The aim of this task is to assess current tracking mechanisms existing on EU wide and in partner countries.

For this task partners are kindly asked to provide information on:

- Current graduate tracking mechanisms at VET providers level (M1-M2)
- Content, approaches, methodology for VET graduate tracking mechanisms at regional/national level

Transnational report from PROMEA (Greece)



General questions about vet graduate tracking

- 1. Is VET graduate tracking applied in VET institutions of your country at regional/national level (Yes/No)? If yes, please provide the description of this tracking mechanisms (you may use one of the VET institutions of your country as example or your organisation if you are VET institution), specify level of engagement of VET provider, systematicity, reliability etc.***

According to the Final Report “Mapping of VET graduate tracking measures in EU Member States” (2018) of the European Commission, Greece is among the only four EU Member States that do not currently have any VET graduate tracking measure (the countries are BG, CY, EL and LV).

According to the Greek legislation (Ministerial Decision 5954/02.07.2014), all public VET providers that fall under the General Secretariat for Lifelong Learning are supposed to implement a specific Regulation on the Operation of Vocational Training Institutes (IEKs). According to the provisions of *Article 6 “Formative evaluation – Surveys”* of the regulation, the annual self-evaluation of IEKs is based, among others, on the results of formative evaluations and surveys that indicatively include: students’ survey, trainers’ survey, graduates’ survey, employers’ survey, evaluations from administrative bodies, and evaluations from the General Secretariat for Lifelong Learning. The tools for the implementation of these surveys (questionnaires, interviews etc) are provided by the General Secretariat for Lifelong Learning, in order to ensure homogeneity of collected data. Surveys can also be conducted at a centralized level, the results of which are forwarded to regional IEKs for the implementation of improvement measures.

Although the Greek legislation foresees the implementation of graduate surveys for public IEKs, VET providers are not obliged to have any graduate tracking system in place. However, desk research has shown that some private VET providers in Greece do have some sort of internal graduate tracking methods.

An example is the *Integrated PRAXIS Monitoring System* of IEK PRAXIS. This VET provider has a counselling and career office for students and graduates, offering to them services such as CV/cover letter development and forwarding in selected businesses accompanied by letters of recommendation, continuous support from the provider’s Employment Promotion Department, tutorials on labor law issues, etc. IEK PRAXIS implements systematic recording of their graduates working status and progress through their *Integrated PRAXIS Monitoring System*. Specific information on this monitoring system cannot



be attained at this stage though, as someone would need credentials to log into the provider's database.

Another common method certain providers use in order to maintain contact with their graduates (which is not exactly a tracking mechanism) is the creation of alumni associations and portals, where their former students can upload and update their resumes in a frequent basis. In such case the VET provider is informed about their former students' success and in the meantime companies can approach graduates for upcoming career opportunities. LinkedIn works in a similar way. However, systematic feedback is not given back to VET providers through these portals.

2. Which institutions are responsible for graduate tracking, what data are they collecting, and how is it used in higher education policy in your country?

The **National Organisation for the Certification of Qualifications & Vocational Guidance – EOPPEP** (<http://www.eoppep.gr>) – is a statutory body investing on better quality and more efficient and reliable lifelong learning services in Greece. Its mission is geared towards linking VET with labour market needs, upgrading people's occupational qualifications, reinforcing their employment perspectives and strengthening social cohesion. EOPPEP is the National Reference Point for Quality Assurance in VET and represents Greece in the European network for Quality Assurance in Vocational Education and Training (EQAVET). According to an article published on CEDEFOP in May 2019, EOPPEP is currently conducting a new VET graduate tracking study in Greece. The project focuses on graduates of post-secondary VET programmes (IEK) and aims to provide quantitative and qualitative data about what graduates do after completing their training. The project has taken into account the 2017 Council recommendation on the issue and EU policy priorities as expressed in policy papers such as the Riga conclusions and the *New skills agenda for Europe*. Using quality indicators such as the placement rate of VET graduates and the utilisation of acquired skills in the workplace, the research analyses the position of IEK graduates within the labour market. It also measures the degree of satisfaction of graduates (regarding the curriculum and the specialisation they have completed) and employers (regarding graduates' knowledge, skills and competences).

The study is based on desk and field research. It has been concluded in cooperation with the **National Institute for Labour and Human Resource (EIEAD)**, an organisation mainly responsible for managing the recently established "skills diagnosis mechanism". This is the first time that such a big scale study in this topic has been carried out in Greece, with 430 employers and 4780 graduates taking part. Initial data stress the importance of skills certification: IEK graduates certified by EOPPEP score three times higher in terms of employment rates than IEK graduates without certification. Almost 50% of the interviewed graduates have already found a full-time job; 25% of them are still unemployed. IEK graduates



tend to find a work placement relevant to their specialization. The most prevalent way to find a job was through networking rather than through recruitment agencies.

The project itself stands as good practice for developing synergies among national and EU partners, sharing knowledge and expertise on graduate surveys and tracking systems. In this context, the project also aspires to contribute in the formation of a more comprehensive and sustainable VET graduate tracking mechanism, supporting current efforts of the education ministry to improve VET effectiveness and attractiveness. Following the successful pilot phase of the VET graduate tracking mechanism, EOPPEP plans to develop a broader and more systematic tracking mechanism in the near future.

3. Does this method affect the quality of education (Yes/No)? If yes, please write how

Since graduate tracking is a new concept for the Greek VET sector and the implementation of a tracking mechanism is still at a pilot phase, it is too early to come to solid conclusions about its impact on the overall quality of education (at least at national level).

4. How can the graduate tracking system be used by VET institutions for constant quality assurance?

According to the report “Mapping of VET graduate tracking measures in EU Member States” (2018) of the European Commission, VET graduate tracking data appears to be used differently across Member States. Taking example from Member States that actually implement tracking systems, VET institutions can systematically feed data into policy making (e.g. to plan VET offer, inform quality assurance processes) or use tracking data to provide prospective students information on career prospects or progression.

Graduate tracking systems are based on sets of indicators. For example, the European shared framework for quality assurance in VET, namely the EQAVET Framework, includes a set of ten indicators. Among these are output-based indicators, which are used to monitor accessibility and attractiveness of VET programmes by demonstrating their relevance to employment and/or further education. EQAVET Indicator 5 looks at the placement rate in VET programmes. This is defined as the proportion of VET programme completers who are placed either in the labour market, further education or training (including university) or other destinations within 12-36 months after the end of programme. EQAVET indicator 6 focuses on the utilisation of acquired skills at the workplace. The indicator captures the percentage of VET programme completers working in relevant occupations and also incorporates a subjective dimension by gauging the satisfaction of VET graduates and employers in regards to the relevance of their training for current occupation. An example of VET school integrating these indicators in its quality assurance system is the Cardiff and Vale College in Wales that is using data on destination of VET graduates not only to respond to the needs of employers but also to reduce the number of NEETs. The College is tracking graduates to ensure local skills and



economic growth needs are met and to identify sectorial needs in cooperation with local employers. This way it creates learning opportunities based on real problems facing employers and offers innovative solutions. Graduate tracking is also used to ensure students access to high-quality work experiences. Career advisors develop strategic partnerships with major employers that help learners develop their talents and employability skills. *Source: Erasmus+ Co-funded Project “TRACKTION”, Interview with Arancha Oviedo, Policy Officer of the EQAVET Secretariat*

5. *How can a graduate tracking system help VET institutions to improve the level of provision?*

It is crucial for the viability and impact of VET institutions to have graduate tracking systems in place, so as to keep their skills provision up-to-date and aligned with the skills needed by the constantly transforming market, in order to ensure high employment rates of their participants – ideally close to 100%. Tracking graduates, knowing their destinations and getting their feedback on if and how participating in VET courses actually secured them a place in the job market or helped them move to further education/training is the most efficient and factual method to assess the success of VET curricula and adjust them according to facts and information on skills demand and supply.

6. *How do VET providers effectively target, measure and monitor graduate tracking mechanisms in your country?*

Data not available at this point for Greece.

7. *What are the benefits to both the learners and the VET providers in tracking and monitoring? How is the data used to improve the quality of education provision?*

Please see answer to question 5.

8. *After tracking and monitoring how effectively are these data used in your country?*

Data not available at this point for Greece.

Mapping of VET Graduate tracking

Name of VET provider/ facilitating organisation	Description of the method	Level of arrangement of the method ¹	General type/ Source ²	Measurement points ³
IEK ALFA	This VET provider maintains the relationship and contact with its graduates through the IEK ALFA Alumni Association . The students, after graduation, are offered graduate support services and benefits such as invitations to events related to their industry, free seminars, and reunion events.	Non-systematic	Alumni Association/ Administrative Data	Ongoing
IEK PRAXIS	<p>Tracking method: Integrated PRAXIS Monitoring System</p> <p>This VET provider has a counseling and career office for students and graduates, offering to them services such as CV/cover letter development and forwarding in selected businesses accompanied by letters of recommendation, continuous support from the provider's <i>Employment Promotion Department</i>, tutorials on labor law issues, etc. IEK PRAXIS implements systematic recording of their graduates working status and progress through their own administrative system that is called <i>Integrated PRAXIS Monitoring System</i>.</p>	Systematic	Administrative data	Data not available
IEK ANKO	This private VET provider has recently created an ANKO Alumni Association with the objectives to a) connect graduates with the job market, and b) keep graduates up-to-date and competitive in the constantly transforming job market, offering them lifelong learning programmes, certifications, and workshops. The provider also has a dedicated section on their website where they share news about their graduates.	Non-systematic	Alumni Association/ Administrative Data	Ongoing
IEK DELTA	This provider has a job research portal for graduates, where they have the opportunity to upload and update their CVs during their professional careers, but no information is available on if and	Non-systematic	Alumni Portal	Data not available



	how the provider uses this portal to track their graduates' progress.			
IEK OMIROS	This provider has an alumni portal to connect students and graduates with potential employers. No information is available on if and how the provider uses this portal to track their graduates' progress.	Non-systematic	Alumni Portal	Data not available
IST Institute	This private VET provider has created an IST Alumni Group on LinkedIn to keep their graduates in contact with each other and exchange information on their career progress. No information is available on if and how the provider uses this group to track their graduates' progress.	Non-systematic	Social Media	
IEK AKMI	This provider has a specialized Career Office to inform students and graduates on available jobs and job opportunities, support interconnection networks with educational institutions and employment networks in Greece and abroad, and provide career planning services to graduates. It also maintains contact with graduates through the organization of career days.	Non-systematic	Administrative Data	Ongoing

Surveying of VET graduates

Name of VET provider/facilitating organization	Short description of the survey process	Scope of the survey⁴	Level of the surveying⁵
IEK PRAXIS	This private VET provider conducts medium-scale surveys/interviews with their graduates, sharing the responses on their website as success stories. They collect information on their former students' employment, asking also for feedback through specific questions such as "What were your most important experiences during your time at PRAXIS", "What do you think is your strongest qualification as a professional through your studies", "What would you recommend to someone who would like to pursue your profession", etc.	Medium-scale	Provider
IEK XINI in collaboration with Focus Bari	This provider collaborates with private specialized survey companies such as Focus Bari to conduct large-scale graduate surveys and collect data on the employment status of their graduates, their level of satisfaction with their studies at the IEK, their approval of the academic culture of the IEK etc.	Large-scale	Provider/ National
IEK ANKO	This provider conducts small-scale interviews with their graduates and their employers, in order to publish success stories on their website. The	Small-scale	Provider



	success stories are presented in the form of a mini-bio of the graduate with a quote from the employer's feedback.		
IEK OMIROS in collaboration with Alco	This private VET provider collaborates with the private market research/survey provider Alco and measures the employment rates of their graduates via large-scale surveys.	Large-scale	Provider/ Sectoral
IEK AKMI in collaboration with Alco	This private VET provider collaborates with the private market research/survey provider Alco and measures the employment rates of their graduates via large-scale surveys. They also conduct small-scale interviews with graduates to publish individual success stories on their website.	Large-scale and Small-scale	Provider/ Sectoral



Transnational report from Folkuniversitetet (Sweden)



General questions about vet graduate tracking

- 1. Is VET graduate tracking is applied in VET institutions of your country at regional/national level (Yes/No)? If yes, please provide the description of this tracking mechanisms (you may use one of the VET institutions of your country as example or your organisation if you are VET institution), specify level of engagement of VET provider, systematicity, reliability etc.***

LADOK is a student administration system used in all Swedish universities and college universities. The acronym "Ladok" abbreviates the Swedish "Lokalt adb-baserat dokumentationssystem" ("Local Edp based documentation system"). It is a student registration and grading documentation system.

LADOK has been developed by the universities and has been controlled by Ladokkonsortiet ("the Ladok Consortium"). Each institution using the system has its own database which is limited to containing the results and registrations of its students; each handles its own service management on one of three certified service nodes, which are located in Umeå, Uppsala, and Lund.

LADOK has combined data and designed a database that allows them to follow student from before, at entry, during and after at institutional level and programme level.

Level of arrangement of the method always systematic and time of measurement after graduating 1 and 1,5 years (multiple measurement points), provides in national level.

- 2. Which institutions are responsible for graduate tracking, what data are they collecting, and how is it used in higher education policy in your country?***

The Swedish National Agency for Higher Education is a Government agency in Sweden that oversees the Swedish public-school system for children and adults.

This agency provides services for students and educators such as Development and Service Training, National Certification for Teachers, and a Reference Center for Vocational Education. The national agency for education prepares not only the knowledge requirements for schools, but also regulations, general recommendations and national tests. This agency is responsible for official statistics in the area of education. They Conduct national



follow-ups and evaluations for Sweden. The Agency manages the participation in international educational.

The Swedish National Agency for Higher Education monitors and analyses developments and trends within Swedish higher education. They are also responsible for official statistics on higher education.

The statistics they collect include, for instance, figures on the number of students in different programmes, tracking students after graduation, distribution of the teaching staff by age and gender, as well as the higher education institution's financial reporting.

The area to be monitored is a large one as it involves all of the operations of the higher education institutions.

The Swedish National Agency for Higher Education is looking at different phenomena in the education sector from the point of view of efficiency. This is undertaken in different ways depending on the theme of each separate study. They mainly use existing data that they have collected as the authority is responsible for statistics.

Some countries use surveys to monitor how the students establish themselves in the labour market while Sweden, use administrative data.

3. Does this method affect the quality of education (Yes/No)? If yes, please write how

Yes

This method of data collection and analysis is an important aspect. Monitoring will make it easier for students to choose where to go to study. The government will be able to allocate resources more effectively to educational institutions. In addition, monitoring will help to plan teacher training costs. The Ministries will be able to respond promptly and meet the need for educators. Employers will know where the people with the education they need are located - this will help them better seek professionals.

In particular, the use of survey data enables the tracking measure to provide further detail on some qualitative aspects that are not, or only partially, covered in the administrative data, including the main occupation of the graduates, as well as the matching between job and qualification.

4. How can the graduate tracking system be used by VET institutions for constant quality assurance?

The systematic review and renewal of Vocational Education and Training (VET) is crucial to ensuring its continued quality and labour-market relevance. A better understanding of the performance of VET graduates in the labour market is one of the key sources for assessing and improving the quality and labour market relevance of VET, alongside forecasts of skills supply and demand. Graduate tracking is data collection, data analysis, application of results. Graduate tracking is based on students experience context. Information, transparency, student



choice, enhancing retention, evaluating the skills and competences gained, QA, all these aspects we receive after data collection.

5. How can a graduate tracking system help VET institutions to improve the level of provision?

Graduate tracking system consists of an information system, which is constantly updated on the basis of continuous monitoring of the status and dynamics of the development of the main components of the quality of education. In order to make managerial decisions based on the analysis of the collected information and forecasting the further development of the processes under study.

Innovations will help to find out:

- where graduates of colleges, VET and other educational institutions work;
- do they work in the specialty;
- how long it takes to find a job after graduation;
- in which regions they are employed;

6. How do VET providers effectively target, measure and monitor graduate tracking mechanisms in your country?

HSV and SCB jointly administer data and gather information on nationality, the social and economic background of students or specific student groups, which individual HEIs are prohibited from collecting. HSV also runs the NU-statistic database containing information based on the statistics concerning HEIs, staff and students. The database can be searched externally. Higher education statistics are published by HSV in a yearly report on universities and university colleges, and in thematic reports and studies.

HSV regularly publishes reports on the expected employability of university graduates, which are based on forecasts from the SCB, and on the employability of graduates one and a half years after graduation, as required by the government. There are no regular national tracking systems based on surveys, but many occasional national studies on students and graduates are published every year.

The majority of Swedish HEIs regularly carry out student and alumni surveys as well as course evaluations. The progression paths of students can be followed via LADOK. Data management systems are being introduced in universities to facilitate the use of data from LADOK.

7. What are the benefits to both the learners and the VET providers in tracking and monitoring? How is the data used to improve the quality of education provision?



Persons who plan to study at a vocational training institution when choosing the educational institution itself, the type of their future profession (whether or not it is required, what types of professions will be required and which are already obsolete) will rely on the data obtained through tracing graduates. Institutes will be able to decide for themselves what disciplines and professions are currently in demand and make predictions about which professions will be needed in the future. What level of knowledge institutes provide and where graduates can work. Institutes will also have information about the employment of their students, how many students work in their education and how many people choose to work in a different direction.

8. After tracking and monitoring how effectively are these data used in your country?

Graduate tracking system was provided a significant rise in number of enrolled students, significant increase in the number of institutions, mergers and federated structures.

Also, awareness about the importance of VET graduate systems for improving the readiness of VET to respond to industry needs and improve the quality of vocational education was raised.



Mapping of VET Graduate tracking

Name of VET provider/facilitating organisation	Description of the method	Level of arrangement of the method ¹	General type/ Source ²	Measurement points ³
The Swedish National Agency for Higher Education (HSV)	This method is responsible for collecting statistics on the system and its higher education institutions. It also collects statistics on students and staff, and university funding. The information is gathered mainly in collaboration with the national statistics office, Statistics Sweden (Statistiska Centralbyrån - SCB), and the HEIs.	systematic	Admin data/Survey	multiple
Lokalt Adb-baserat DOKumentationssystem (LADOK)	Owned by the Swedish higher education institutions accumulates data on students and staff. HSV publishes an annual report on the higher education system. The Swedish Universities and University Colleges Annual Report contains information on the development of applicants and students over time. Another report concerns the employability of graduates one and a half years after graduation and is required by the government.	systematic	Survey	multiple
Labour market entry among upper secondary school graduates	This method complements other existing graduate tracking measures. In particular, the use of survey data enables the tracking measure to provide further detail on some qualitative aspects that are not, or only partially, covered in the administrative data, including the main occupation of the graduates, as well as the matching between job and qualification.	Partially systematic	Admin data/Survey	multiple
Establishment on the labour market three years after upper secondary school	This method applies to composite indicator which consist of different aspects related to graduates' working conditions (income, periods of unemployment or participation in active labour	Partially systematic	Admin data	single



	market policy measures, classification as student).			
What young people do after upper secondary school		Partially systematic	Admin data	multiple

Surveying of VET graduates

Name of VET provider/facilitating organization	Short description of the survey process	Scope of the survey⁴	Level of the surveying⁵
The Swedish National Agency for Higher Education (HSV)	HSV publishes an annual report on the higher education system. The Swedish Universities and University Colleges Annual Report contains information on the development of applicants and students over time. Another report concerns the employability of graduates one and a half years after graduation and is required by the government.	Large-scale survey	national
Labour market entry among upper secondary school graduates	The Labour market entry among upper secondary school graduates measure uses a stratified random selection based on the type of graduation (full graduation or “partial” graduation), region (three groups), national programmes and gender. The sample allocation was specified so as to allow for an analysis by national programme, gender and region. It is also possible to present an analysis for graduates born in Sweden with those born abroad and differences by parents' educational attainment (although the latter is not published in the official data tables). For non-graduates, the analysis is limited to national programme and gender.	Large-scale survey	national
Establishment on the labour market three years after upper secondary school	This method enables the tracking measure to provide further detail on some qualitative aspects that are not, or only partially, covered in the administrative data, including the main occupation of the graduates, as well as the matching between job and qualification.	Large-scale survey	national

What young people do after upper secondary school Admin data	This method enables the tracking measure to provide further detail on some qualitative aspects that are not, or only partially, covered in the administrative data, including the main occupation of the graduates, as well as the matching between job and qualification.	Large-scale survey	national
Lokalt Adb-baserat DOKumentationssystem (LADOK)	The majority of Swedish HEIs regularly carry out student and alumni surveys as well as course evaluations. The progression paths of students can be followed via LADOK.	Large-scale survey	national

Table of VET Graduating tracking

Name of VET provider/facilitating organization and tracking method	Time of measurement after graduation	Level/Scope	Data protection and accessibility
Labour market entry among upper secondary school graduates	1 or 3 years	national	Legal law, they use the VET providers to contact graduates (ensuring a buy-in of VET providers) or a specific consent from the providers to undertake a graduate survey is needed.
Establishment on the labour market three years after upper secondary school	3 years	national	Legal law, they use the VET providers to contact graduates (ensuring a buy-in of VET providers) or a specific consent from the providers to undertake a graduate survey is needed.
What young people do after upper secondary school Admin data	1 year, 3 years and 5 years (3 cohorts)	national	Legal law, they use the VET providers to contact graduates (ensuring a buy-in of VET providers) or a specific consent from the providers to undertake a graduate survey is needed.
The Swedish National Agency for Higher Education (HSV)	1 year, 1,5 years	national	Legal law, they use the VET providers to contact graduates (ensuring a buy-in of VET providers) or a specific consent from the providers to undertake a graduate survey is needed.
Lokalt Adb-baserat DOKumentationssystem (LADOK)	1 year, 1,5 years	national	Legal law, they use the VET providers to contact graduates (ensuring a buy-



			in of VET providers) or a specific consent from the providers to undertake a graduate survey is needed.
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Transnational report from Klaipėda Ernestas Galvanauskas Vocational Training Centre (Lithuania)



KLAIPEDA ERNESTAS GALVANAUSKAS VOCATIONAL TRAINING CENTRE

General questions about vet graduate tracking

1. Is VET graduate tracking is applied in VET institutions of your country at regional/national level (Yes/No)? If yes, please provide the description of this tracking mechanisms (you may use one of the VET institutions of your country as example or your organisation if you are VET institution), specify level of engagement of VET provider, systematicity, reliability etc.

Graduate employment tracking is performed in all VET institutions and also in higher education institutions. There is a National Human Resources Tracking Footing Description (2016) approved by the government in Lithuania, which determines its purpose, developers, principles and coordination. This legal basis provided by the government allows performing permanent human resources tracking, ensure its consistency, enables seeing a long-term graduate employment prospect, answers the question whether the persons work according the acquired education and the amount of their salary. National human resources tracking is a constant data collection and analysis in order to assist education subjects (education institutions, other education providers and education management subjects) performing the work ensuring the quality of education, to analyse and evaluate the employment of Lithuanian residents, including the spheres of economy, education and labour market, their condition, change, and other processes on various aspects and forecast future tendencies, also make decisions based on proof (data).

Lithuanian National Human Resources Tracking system integrates the data from various vocational institutions (also higher education institutions) thus allowing the assessment of the state and alteration of employment of Lithuanian residents, forecasting future tendencies and making decisions based on the data. Ministry of Education, Science and Sport uses the data provided for planning and financing of state financed studies, for evaluation of education and study institutions, forecasting the supply of specialists, for informing the society and other groups concerned about the career of the graduates, and also for the licensing of vocational training programmes.

Graduate tracking was stated from 2015 in Lithuania, till 2015 there was no possibility to perform continual tracking of graduate employment in the labour market. In 2015



Education and Study Observation and Analysis Centre (ESOC) was assigned by the Ministry of Education, Science and Sport and performed the primary analysis of graduate career. After the consolidation of the constant graduate tracking such information is accumulated constantly allowing seeing the present situation as well as tracing the tendencies.

According to National Human Resources Tracking Footing Description (2016) the data is collected into one register. The data is presented by:

- Educational institutions (number of persons having finished study/training programmes);
- Employment Service (number of persons did not get a job or were employed with the help of the service);
- SODRA (State Social Insurance Fund) (number of persons having started working and are socially insured);
- Other educational institutions (number of persons who continue studying);
- State Tax Inspection (number of persons who declare their income and pay taxes);
- ESOC (Education and Study Observation and Analysis Centre) that collects the data on the employment of the graduates from higher education institutions.

Thus with the help of the data collected the information is generated and the percentage of the graduates employed is determined.

Institutions mentioned above present the data to the Board of National Human Resource Tracking once a year. Vocational training institutions present the number and employment of graduating vocational training programme students (in their annual report) to the Ministry of Education, Science and Sport. Employment is observed by a vocational training institution. I.e. the information is collected on how many vocational training programme graduates:

- are employed;
- are unemployed;
- went abroad;
- are employment service customers;
- and other (cannot be employed due to health problems).

2. Which institutions are responsible for graduate tracking, what data are they collecting, and how is it used in higher education policy in your country?

Institutions responsible for graduate tracking in Lithuania are:

- Board of National Human Resource Tracking;
- Employment service;
- Education service provider (vocational training institution, higher education institution and etc.)



- ESOC (Education and Study Observation and Analysis Centre) that collects information on the employment of the graduates from higher education institutions.

The collected data is used for planning and financing state financed studies, evaluation of educational and study institutions, forecasting supply of professionals, informing the society and interested groups on the career of the graduates and licensing the programmes of vocational training.

3. Does this method affect the quality of education (Yes/No)? If yes, please write how?

This method of data collection and analysis has a great significance, because this way the admission to higher education and vocational training study programmes is adjusted. Thus the balance of specialist demand is ensured and the training of marketable profession specialists is anticipated. This way State budget is planned i.e. which study programmes are going to be financed by the state and the number of persons who are going to acquire free education is determined. Employment percentage also obliges educational institutions to compete, because then they try to prepare the best possible specialists and provide the best possible quality of services that correspond to the needs and expectations of the labour market this way providing graduating specialists, who are able to employ. Prestige and rating of the educational institution at a national level depends on the employment of the graduates.

4. How can the graduate tracking system be used by VET institutions for constant quality assurance?

Graduate employability is the indicator of the quality of the services provided by an educational institution. Therefore, the institutions constantly improve their teaching methods, ways of conveying the knowledge, so that their graduates would be prepared as good specialists and could be competitive in the national and EU labour market.

5. How can a graduate tracking system help VET institutions to improve the level of provision?

Since industries develop continually, and various technologies improve together with it as well as working tools and equipment, thus educational institutions as well have to prepare graduates able to use this equipment and adjust it in the labour market. Training institutions constantly obtain new teaching means and technological programmes corresponding to the real workplace situations. Therefore, there are sectorial practical training centres being opened in Lithuania since 2013 and there are 41 of them. In these sectorial practical training centres students acquire practical knowledge and demonstrate it, the equipment present in the centres corresponds to the real workplace situation and the nature of work. Also the functions and tasks are performed that are needed in the real workplace.



6. How do VET providers effectively target, measure and monitor graduate tracking mechanisms in your country?

National Human Resources Tracking Footing Description (2016) approved by the government in Lithuania, which determines its purpose, developers, principles and coordination obliges the collection of the data on the employed graduates. Collected information together with the annual report of the vocational school is presented to the Ministry of Education, Science and Sport once a year. Thus, all vocational training schools are obliged to collect the data and control its reliability. Usually the schools track employability themselves, it is performed by class head teachers (programme supervisors), who communicate with graduates after they have finished the training programme and also with other institutions (Employment Service, SODRA and etc.). Collected data is generalised and presented to the Ministry of Education, Science and Sport.

7. What are the benefits to both the learners and the VET providers in tracking and monitoring? How is the data used to improve the quality of education provision?

The benefits are immense, because we can track graduate integration into the labour market. The data also allows the individuals planning to study at a vocational training institution to decide by seeing the rating, quality of services provided and prestige of the institution. Also, the institution itself is able to evaluate the quality of its services on a national level, compare the percentage of their graduate employability with the other vocational training providers. Training institutions learn what profession representatives are preferred and popular in the labour market and how fast they are able to find a job.

8. After tracking and monitoring how effectively are these data used in your country?

The data received is used on the local level (as described in the question No 7) as well as on the national level too. The collection, generalisation and analysis of the data on the national level allows to access the state and changes of the employment of Lithuanian inhabitants, also forecasting future trends, and taking decisions grounded on the data received. The Ministry of Education, Science and Sport uses the data for planning and financing of state financed studies, evaluation of education and study institutions, forecasting the supply of specialists, informing the society and other interested groups on the career of the graduates and for licensing the study programmes.

Mapping of vet graduate tracking

Name of VET provider/facilitating organisation	Description of the method	Level of arrangement of the method¹	General type/ Source²	Measurement points³
Klaipėda Ernestas Galvanauskas Vocational Training Centre	Schools collect the data by contacting the graduates and receiving the information from other state institutions. Data collection is obligatory.	Partially systematic	Admin data	Single measurement point
Klaipėda Service and Business School	Schools collect the data by contacting the graduates and receiving the information from other state institutions. Data collection is obligatory.	Partially systematic	Admin data	Single measurement point
Klaipėda Technology Training Centre	Schools collect the data by contacting the graduates and receiving the information from other state institutions. Data collection is obligatory.	Partially systematic	Admin data	Single measurement point

Surveying of VET graduates

Name of VET provider/facilitating organization	Short description of the survey process	Scope of the survey⁴	Level of the surveying⁵
Klaipėda Ernestas Galvanauskas Vocational Training Centre	Vocational training institution presents the number and the percentage of the employed persons after the completion of the training programme, the data is collected referring to the data provided by other state institutions and the graduates.	Medium-scale survey (between 100 and 500 respondents)	Provider
Klaipėda Service and Business School	Vocational training institution presents the number and the percentage of the	Medium-scale survey (between 100 and 500 respondents)	Provider



	employed persons after the completion of the training programme, the data is collected referring to the data provided by other state institutions and the graduates.		
Klaipėda Technology Training Centre	Vocational training institution presents the number and the percentage of the employed persons after the completion of the training programme, the data is collected referring to the data provided by other state institutions and the graduates.	Medium-scale survey (between 100 and 500 respondents)	Provider
Territorial Employment Service	The number of registered graduates looking for employment and the number of employed through this service.	Large-scale survey (over 500 respondents)	Regional
ESOC	Analyses and processes the national data and presents recommendations to the government about the need of training programmes.	Large-scale survey (over 500 respondents)	National
National Human Resources Tracking Board	Processes and analyses the data received from schools and other state institutions, estimates the employment state of Lithuanian population and its change, and forecasts future tendencies. Ministry of Education, Science and Sport uses the data for planning and financing of state financed studies, for evaluation of education and study institutions, forecasting the supply of specialists, for informing the society and other groups concerned about the career of the graduates,	Large-scale survey (over 500 respondents)	National



	and also for the licensing of vocational training programmes.		
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Table of vet graduate tracking

Name of VET provider/facilitating organization and tracking method	Time of measurement after graduation	Level/Scope	Data protection and accessibility
Klaipėda Ernestas Galvanauskas Vocational Training Centre	12 months after graduation – single observation	Provider	Data is presented to the community of the school and the founder of the school. Data is public.
Klaipėda Service and Business School	12 months after graduation – single observation	Provider	Data is presented to the community of the school and the founder of the school. Data is public.
Klaipėda Technology Training Centre	12 months after graduation – single observation	Provider	Data is presented to the community of the school and the founder of the school. Data is public.
Territorial Employment Service	Data is collected and analysed constantly. Repetitive measurement.	Regional	Data is placed in the database of the Employment Service and it is public.
ESOC	12 months after graduation – single observation	National	Data is presented in the report of the agency and it is public.
National Human Resources Tracking Board	12 months after graduation – single observation	National	Data is presented in the report that is presented to the Government of the Republic of Lithuania and the society, the data is public.

Transnational report from CIPFP VALLE DE ELDA (Spain)



General questions about vet graduate tracking

- 1. Is VET graduate tracking is applied in VET institutions of your country at regional/national level (Yes/No)? If yes, please provide the description of this tracking mechanisms (you may use one of the VET institutions of your country as example or your organisation if you are VET institution), specify level of engagement of VET provider, systematicity, reliability etc.***

According to the Final Report “Mapping of VET graduate tracking measures in EU Member States” (2018) of the European Commission, in Spain VET graduate tracking is done at a regional level only in the two regions covered in this study (Catalonia and Basque Country) this is done on a regular basis.

Besides there is an interesting “Comparative analysis of follow-up measures to FP graduates in Spain” published by VALNALÓN Ciudad Industrial del Valle del Nalón S.A.U

At this time there is no initiative that is complete enough and is signed by enough gents and / or entities.

There are many independent initiatives, but they are not sufficiently developed (Bertelsman Foundation, Mapfre Foundation, Atresmedia Foundation, Adecco, business associations, etc.). A joint definition of competencies and skills has not been reached: it seems that agents and entities are on the same page but have not agreed on a common starting point.

In our organization we have started to advance in all these lines:

- As a first step to track the working life of the graduates, we have created an employment exchange. Students complete their CV detailing their training and work experience and companies may take it into account for hiring purposes. Over time, competencies will be added and defined better and companies may offer employment for specific profiles to the skills they are looking for.

- We are part of a national network of vocational training centers called "FP Emploa" that provides coverage to recent graduates through a simple registration on the page and allows them to keep up to date on developments in the market both labor and training

- We work closely with companies and organizations and have agreements with business associations and other relevant institutions. In the future we will try to agree on the definition of competences with them and work together to give value to the competences and work in the follow-up of graduates.



2. Which institutions are responsible for graduate tracking, what data are they collecting, and how is it used in higher education policy in your country?

According with the document Report of insertion in the labor market. FP graduates in the education system. Ministry of Education and Vocational

Ministry of Economy and Business of the Educational- Training Transition Survey and labour Insertion

Ministry of Labor, Migration and Social Security is responsible og monthly/annual market information of work of graduates in VET

As we have pointed out in the previous section, it is not being carried out in our region, Valencian Community, where the responsible for education is Consellería de Educación, Cultura y Deporte (Valencian Government)

3. Does this method affect the quality of education (Yes/No)? If yes, please write how

Yes.

According to the Final Report “Mapping of VET graduate tracking measures in EU Member States” (2018) of the European Commission, the systematic review and renewal of VET is crucial to ensuring its continued quality and labour-market relevance. A better understanding of the performance of VET graduates in the labour market is one of the key sources for assessing and improving the quality and labour market relevance of VET, alongside forecast of skills supply and demand. VET graduate tracking measures can provide this information to stakeholders.

4. How can the graduate tracking system be used by VET institutions for constant quality assurance?

The Vocational Training centers of the Basque Country have a department for the detection of training needs (FND) which, combined with the close relationship that the centers have with companies, allows them to identify the real needs of companies in terms of " What they look for in employees ", and detect any mismatch and gap in the skills of new workers. In this way, the VET centers offer continuous Vocational Training in the Basque Country, with the aim of helping to meet real needs, with a triple focus: student training, employee and unemployed training. In the development of this training, collaboration is also carried out with Labor Unions.

5. How can a graduate tracking system help VET institutions to improve the level of provision?



The tracking of graduates allows vet providers to analyze the current demand of the labor market which, on one hand, can expand the offer of VET studies and on the other modify the current curricula.

6. *How do VET providers effectively target, measure and monitor graduate tracking mechanisms in your country?*

1. VET Graduate Tracking protocols, with a closer look on

a. Actors involved: Graduates, class teachers, tutors, job placement office, Educational Authorities. Graduates are normally contacted by their former class teachers or tutors.

LANBIDE, the Basque Employment Service conducts surveys about the movement of VET graduates in to the labour market . This survey, which is specifically about alumni employment situation, takes place between 15 and 18 months after graduation and collects a large amount of statistical data about labour market, unemployment, jobseekers, job vacancies, hiring, entry to the labour market and affiliation to the Social Security. Information provided by graduates is combined with administrative data taken from EUSTAT, the Basque Institute of Statistics.

b. Process key features:

- Graduates included & Sampling Approaches

- Main data collected: Indicators on individual background, Indicators on completed studies, Indicators on graduates' destinations

- Data collection approach: Survey vs administrative data, Destinations data is mainly collected via graduate surveys. However, administrative registers grant automatic access to accurate and updated data on career progression whereas survey-data adds qualitative insights. The combination of administrative data (eg. Tax, Employment Office records) and survey data for VET graduate tracking enables a more detailed and precise analysis of the reasons behind career pathways, as well as the smoothness of the transition into the labour market

- Tools: VET schools can use of a variety of communication tools (e-mail, WhatsApp, online questionnaires) but phone is generally considered as the most effective tool to reach graduates. Regardless of the communication channel used, data is fed into a database, whose nature can be extremely diverse.



c. Conclusions. Employment and education indicators and use surveys to collect quantitative and qualitative data.

At the state level, four follow-up measures have been identified, of which two of them are carried out regularly and periodically, providing updated data. Three of the measures use administrative data and one uses the survey to collect information on the destination of VET graduates in terms of job placement and quality of employment. None of them combine information from administrative data and surveys. In the case of the Continuous Sample of Work Lives, administrative data, with almost one hundred indicators are made available to investigations but it has the disadvantage of being anonymous information, which makes the task difficult of combining data with other sources. Regarding the representation of the population, two of them monitor the total of the study population, graduates of FP. The rest of the measures use samples, where one does it of the total population and not only of FP graduates, thus allowing possibility of comparative studies between educational levels.

Given the transfer of skills in education, it is necessary to make an analysis of each of the measures promoted by the Autonomous Communities to have a more real vision of the monitoring protocols existing in Spain.

Regarding the Autonomous Communities in Spain all the Autonomous Communities develop some monitoring protocol and according to the available information, in 15 Autonomous Communities there is some systematic measure. The most Autonomous Communities (12) collect data on the fate of VET graduates in terms of employment and education, but only 4 have any measure that includes the 4 key indicators defined in the “Proposal for a Council Recommendation concerning monitoring of graduates”, (EC, 2017): employment situation, type of contract, income and participation in education and complementary training.

2. Alumni culture initiatives, including details on

a. Process key features.

- Motivations to engage alumni. Former students may be seen as valuable allies and key sources of information to enhance study programmes and improve career guidance services.

- Keeping in touch: Creating and maintaining alumni database

An online questionnaire with quantitative and qualitative questions will collect destinations’ data from a small sample composed of one hundred VET students of the last school year at each VET school. The timing of data collection differs in each school but all VET students taking part in the pilot will be surveyed between 4 to 2 months pre-graduation before graduation and 6 to 12 months after graduation.

The new graduate tracking protocol aims to capture a variety of employment and education data. Expectations, career prospects and previous experiences of students before graduation will be collected.



After graduation, the protocol will gather data on graduates' destinations in terms of both employment and further education and training. Qualitative aspects regarding satisfaction on quality and relevance of training received, quality of employment obtained and career progression opportunities can also be collected.

7. What are the benefits to both the learners and the VET providers in tracking and monitoring? How is the data used to improve the quality of education provision?

For Vet providers

To develop and reformer VET on system level (curricula, structures, etc. – as part of quality assurance arrangements).

Information used in employment counselling or for evaluating support schemes.

To adapt their curricula (as part of quality assurance activities) and to position themselves in the market, but also for informing prospective VET students about the value of training.

For learners

As career advisors and guidance counsellors: in particular for gaining information on the outcomes of different educational pathways as a basis for their career choices.

8. After tracking and monitoring how effectively are these data used in your country?

(Anster N.5) The tracking of graduates allows vet providers to analyze the current demand of the labor market which, on one hand, can expand the offer of VET studies and on the other modify the current curricula.

Mapping of vet graduate tracking

Name of VET provider/facilitating organisation	Description of the method	Level of arrangement of the method ¹	General type/Source ²	Measurement points ³
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CIPFP VALLE DE ELDA	The students, after graduation, are offered graduate support services and benefits such as invitations to events where they fill Surveys.	Partially systematic	Survey	single measurement point
CIPFP VALLE DE ELDA	Erasmus+ Ka202 "Giswelm" 2016-2018 Exchange of good practices on the recognition of skills and improvement to increase the possibilities of labor integration of trainees. https://giswelmblog.wordpress.com/	Partially Systematic	Survey, questionnaires, conferences, round tables, interviews	Multiple measurement point
CIPFP BATOI	The students, after graduation, are offered graduate support services and benefits such as invitations to events where they fill Surveys.	Partially systematic	Survey and email	single measurement point
CIPFP AUSIAS MARCH	The students, after graduation, are offered graduate support services and benefits such as invitations to events where they fill Surveys.	Partially systematic	Survey	single measurement point
CIPFP MISLATA	The students, after graduation, are offered graduate support services and benefits such as invitations to events where they fill Surveys.	Partially systematic	Survey	single measurement point
LANBIDE. the Basque Employment Service	Conducts surveys about the movement of VET graduates in to the labour market . This survey, which is specifically about alumni employment situation, takes place between 15 and 18 months after graduation and collects a large amount of statistical data about labour market, unemployment, jobseekers, job vacancies, hiring, entry to the labour market and affiliation to the Social Security. Information provided by graduates is combined with administrative data taken from EUSTAT, the Basque Institute of Statistics.	Well established	Administrative Data	Multiple measurement point
Department of Education of Asturias	Asturias tracks the destination of all IVET leavers since 2002. A phone survey is carried out to elicit basic information about the employment status and occupation of previous			

	<p>year graduates. By way of example, in year 2016 the total reference population was 4330 graduates and 3485 completed the survey. This high response rate (80.5%) may be partly explained by the fact that graduates are contacted by their former teachers only six months after graduation so that students do still have a bond with the place where they undertook training. The protocol design distributes an otherwise massive surveying effort evenly across schools and teachers (work placement tutors). Each tutor is responsible for contacting a small batch of students. All VET schools aggregate and submit data to regional authorities on a yearly basis via an online platform (Web-FCT) provided by the Dep</p>			
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Surveying of VET graduates

Name of VET provider/facilitating organization	Short description of the survey process	Scope of the survey ⁴	Level of the surveying ⁵
CIPFP VALLE DE ELDA	A survey with 25 questions made with Google form. We ask for information about the workplacement, the relationship with the company and the possibility to work in the company	Medium-scale survey	Provider
CIPFP BATOI		Medium-scale survey	Provider

Table of VET Graduate tracking

Name of VET provider/facilitating organization and tracking method	Time of measurement after graduation	Level/Scope	Data protection and accessibility



Ministerio de Educación y Formación Profesional	one year after graduation	National	According with national regulation of data protection
Ministerio de Economía y Empresa	one year after graduation	National	According with national regulation of data protection
Ministerio de Trabajo, Migraciones y Seguridad Social	one year after graduation	National	According with national regulation of data protection
Instituto Valenciano de Investigaciones Económicas (Ivie) y la Fundación Bancaja	Sixt months after graduation	Regional, Private foundation	According with national regulation of data protection

Transnational report from EVBB (Germany)



Please answer few questions that are listed below regarding VET providers

- 1. Is VET graduate tracking is applied in VET institutions of your country at regional/national level (Yes/No)? If yes, please provide the description of this tracking mechanisms (you may use one of the VET institutions of your country as example or your organisation if you are VET institution), specify level of engagement of VET provider, systematicity, reliability etc.***

The National Educational Panel Study (NEPS) is a study carried out by the Leibniz Institute for Educational Trajectories (LIfBi) at the University of Bamberg. The target activity of the NEPS was to collect longitudinal data on the development of competencies, educational processes, educational decisions, and returns to education in formal, nonformal, and informal contexts throughout the life span. NEPS is one of the main sources for VET tracking system data to date, and it is heavily relied upon for the present research. Detailed information about the NEPS data portfolio and the data access can be found [here](#). In the NEPS, the VET tracking data collection is clearly conceptualized as a longitudinal survey and measures different cohorts every year up to 20 years after graduation depending on the size of the panel sample. The following is the description of the approach: National Educational Panel Study aims ‘to collect longitudinal data on the development of competences, educational processes, educational decisions, and returns to education in formal, non-formal, and informal contexts throughout the life span’. The NEPS uses a multi-cohort sequence design and follows samples of six starting cohorts in a longitudinal manner. The starting cohorts are: new-borns, kindergarten (4-year olds), 5th grade, 9th grade, first-year students, and adults (birth years 1956 to 1988). For tracking VET graduates, the 9th Grade cohort can assess educational or vocational paths adolescents choose after completing compulsory schooling. Cohort 6 ‘Adults’ is also asking participants retrospectively about their education and employment history. The six starting cohorts are being followed over several years and usually are surveyed once a year.

- 2. Which institutions are responsible for graduate tracking, what data are they collecting, and how is it used in higher education policy in your country?***

In Germany there is no centralized control for graduate tracking, nor a legal obligation to do so. Therefore, any institute is free to tracking graduates or not, depending on their interest in doing it. Sometimes, bigger institutes such as Leibniz (see above) perform larger studies of the sector.

Germany has regular measures that combine survey and administrative data. In those cases where administrative data is used for tracking, one and the same person can be followed over time because continuous measuring is possible; however, these measures are not necessarily designed as longitudinal studies. By the way, Germany is currently the only country



where a survey-based longitudinal data collection approach applied where the same person is followed over a longer period of time.

Concerning the scope of the tracking system, we can distinguish between:

1. VET-specific measures, which focus on the tracking of VET graduates exclusively;
2. Wider measures, which track graduates from different types of education (e.g. all upper secondary graduates, including VET and other tracks) or wider groups of people, not exclusively graduates (e.g. all people in a given age cohort). In Germany, some of the measures collect information not only on graduates but also on drop outs.

With regard to employment-related data, most measures collect data on the employment status (employed/non-employed) of graduates. The next most common type of data collected is the type of employment (permanent/temporary; part-time/full-time; contract/self-employed). Far fewer collect data on salary and match between job and qualification (20). But there is a great variety of data included under the 'other' category, such as: field/sector of employment, number of applications until the first job, size of employer of current job, information on occupational health.

The measures cover a wide variety of 'other' education-related data. This includes type of support measures for CVET provided by the current employer and participation in training measures for the unemployed.

3. Does this method affect the quality of education (Yes/No)? If yes, please write how

Currently, there is reliable study on the links between VET tracking system and quality of education. An educated guess could lead to conclusion that a potentially fruitful relationship can be established but it would need an appropriate mechanism driven by a specific intention to do so.

4. How can the graduate tracking system be used by VET institutions for constant quality assurance?

That's a tough question. The easiest way is a measurement of the successfulness of graduates' career as a guide to the quality of education, but there are far too many variables affecting careers that such a direct connection is hardly meaningful.

5. How can a graduate tracking system help VET institutions to improve the level of provision?

Same as previous question. Specific indicators should be introduced at institution level.



6. *How do VET providers effectively target, measure and monitor graduate tracking mechanisms in your country?*

7. *What are the benefits to both the learners and the VET providers in tracking and monitoring? How is the data used to improve the quality of education provision?*

All VET graduate tracking measures are at least used at the same level as they are located; some are used also at ‘lower’ levels (e.g. national measures are often used for regional analyses), and some measures referring to ‘lower’ levels are used for informing ‘higher’ levels as well (e.g. results of regional measures can be used for informing national decisions or results of provider measures can be taken into account for regional developments).

The five key groups that have been identified as using results from VET graduate tracking (for different purposes) are:

System level stakeholders (ministries, social partners, national institutes of education, etc.): in particular for informing educational and employment policy, but also for developing and reforming VET on system level (curricula, structures, etc. – as part of quality assurance arrangements).

Employment offices: information is, for example, used in employment counselling or for evaluating support schemes.

VET providers (VET institutions): in particular for adapting their curricula (as part of quality assurance activities) and to position themselves in the market, but also for informing prospective VET students about the value of training.

Prospective VET students and their parents as well as career advisors and guidance counsellors: in particular for gaining information on the outcomes of different educational pathways as a basis for their career choices.

VET researchers: in particular for conducting national and international comparative analyses and/or for developing findings on the systemic features of VET.

Some measures are also used for broader or very different kinds of analyses; the NEPS is again another good example of this approach. Actually, only scientific institutions are allowed to use the NEPS data. For each research project for which the NEPS data are to be used, a data use agreement has to be concluded. The description of a project includes the title, a short abstract with the main research questions, and a specification of the duration of data use.

The projects using NEPS data refer to a variety of topics and research questions, for example:

- Stratification in Chinese secondary education: a comparative study. This project compares educational stratification in Chinese societies with a North American society and a West European society. Both the US (NELS and ELS) and Germany (NEPS) provide



publicly available and high-quality panel survey data that are broadly comparable to those in Taiwan (TEPS) and mainland China (CEPS).

- Influence of vocational training on subjective well-being: sought to measure how continuous work-based vocational education and training in companies influences the subjective well-being of individuals.

- The effect of refugee immigration on schooling and learning outcomes: this research aims to analyse the effect, if any, of the arrival of refugees in Germany between 2014 and 2016 and the integration of refugee children into schools on aggregate schooling and learning outcomes in Germany.

- The relationship between education and civic participation: it is often assumed that there is a relationship between an individual's educational outcomes and their engagement in civic and political contexts. This research examines whether this reflects a causal effect or is rather caused by selective mechanisms.

8. *After tracking and monitoring how effectively are these data used in your country?*

See previous question.

Mapping of VET graduate tracking

Name of VET provider/facilitating organisation	Description of the method	Level of arrangement of the method¹	General type/ Source²	Measurement points³
IB Berlin-Brandenburg gGmbH	Recording of statistics once a year in a P&P	Partially systematic	Querying quality management officers	Once a year



	survey, Excel table with the key figures			
REZ Regionales Einkaufszentrum Berlin-Brandenburg, SAT, Vergleichbare Einrichtung §51	A specification document from the REZ with the details of placement rate and dropout rate	Systematic	Query of the data at the 2 times	2 times a year, end of training (September 30th), 6 months after training (February 28th)

Conclusion

The problem of tracking and monitoring the employment of graduates of VET is extremely important, as quality, systematic and objective tracking can provide for VET students, graduates, employers and the state:



- finding out and tracking the real demand for professions in a certain region of a certain country, trends for certain professions, areas of training in VET;
- the right choice of educational institution for admission;
- increase in the number of applicants to VET;
- increasing the number of VETs in demand in a particular region of a particular country;
- forecasting the employment of future graduates of VET;
- monitoring the efficiency of the population of each country;
- planning the preparation of the required teaching staff for specific areas and branches of vocational education (VET);
- planning of financing for the development of VET and its individual directions and industries;

getting employers objective information on the quality of training they need for potential workers, etc.

However, not all EU countries carry out systematic studies to track and monitor the employment of VET graduates.

For example, in Sweden, studies on the employment of VET graduates are carried out systematically. The Swedish National Agency for Higher Education deals with these and other quality issues in education, offering various services for students, teachers, regulating education issues, monitoring and analyzing trends in vocational and technical development and education. higher education in Sweden. All information about Swedish students is stored in the electronic student data processing system LADOK, a student administrative system used by all Swedish universities and colleges.

Another country where the employment of graduates of all vocational colleges and universities is systematically monitored is Lithuania. The National Human Resources Tracking Footing Description (2016) systematically collects and analyzes employment data for Lithuanian resident graduates.

In Greece, there is no systematic system for tracking graduates' employment (according to "Mapping of VET graduate tracking measures in EU Member States" (2018). But there is a document Regulation on the Operation of Vocational Training Institutes (IEKs) that regulates the employment of graduates of all VET students who belong to the General Secretariat for Lifelong Learning.

There are no systematic studies on the employment of VET graduates in Spain. However, regular surveys are carried out in 2 regions of Spain - Catalonia and the Basque Country (according to "Mapping of VET graduate tracking measures in EU Member States" (2018). Spain also conducts independent studies on the employment of under-graduated graduates (Bertelsman Foundation, Mapfre Foundation, Atresmedia Foundation, Adecco, business associations, etc.).

In Germany there is The National Educational Panel Study (NEPS) is a study carried out by the Leibniz Institute for Educational Trajectories (LIfBi) at the University of



Bamberg. The target activity of the NEPS is to collect longitudinal data on the development of competencies, educational processes, educational decisions, and returns to education in formal, nonformal, and informal contexts throughout the life span.

Tracking the employment of VET graduates is an important indicator of financing educational institutions, assessing the quality of training in individual institutions, and forecasting the sectors and areas of education that will be in demand in the future. Provided that such studies are systematically carried out, it is possible to provide regulation of educational programs depending on demand, to rationally plan the budget for educational services, to forecast the results of the impact of educational institutions on the labor market, to carry out retraining of personnel, depending on the trends of the labor market.