

TRACKING METHODOLOGY AND INDICATORS

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at local and transnational level”**

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BACKGROUND OF TRACKING SYSTEMS



TRACKING SYSTEMS OF VET GRADUATES

- No agreed definition of tracking at European level
- Graduate tracking systems are becoming an emerging priority in many Member States AND in Europe
- Important for understanding employability problems as well as possible success factors
- Comparison of data between the Member States is rarely possible

AT EU LEVEL



Different policies highlight the importance of monitoring education and tracking graduates



EC funded several studies and activities to improve the tracking practice and build capacities



→ Across the EU there is a variety of different approaches regarding tracking measures at all levels

ACROSS THE EU... (2017, FOCUS VET)

- 24 MS have some kind of tracking measures, 19 of them are regular VET tracking measures
 - 85 different tracking measures were identified
 - 59 used surveys, 35 administrative data
 - Coverage of whole population or samples
- Quality and practical usage varies across the EU
- Diversity of graduate tracking systems



GRADUATE TRACKING SYSTEMS

- Different approaches how to track graduates
- Aspects of typology:
 - Level of tracking
 - Sources of information
 - Methodology
 - Indicators

TYPOLGY

- Level of tracking: national, regional, institutional
 - Administrative data
 - Graduate tracking panel
 - One-off surveys
 - Selective Observation
- System level: centralised, limited to specific aspects, possibility to compare
- Institutional level: often more detailed and nuanced, tailored to the needs of institution

TYPOLOGY

- Source of information:
 - Statistical data analysis
 - Surveys
 - Observations
 - Interviews
 - Commercial organisations
- Most commonly used: administrative data or survey data



TYOLOGY

- Methodology:
 - statistical monitoring through administrative data
 - statistical monitoring combined with surveys, analysis of survey data
 - One-off measures or repeated measurements

TYPOLOGY

INDICATORS

Main indicators

- Educational attainment
- Employment status
- Sector of employment
- Position within the employment
- Earning income
- Satisfaction with studies

Secondary indicators

- Gender
- Age
- Socio-economic background
- Geographical situation
- Education performance
- Civic activities

TRACKING CHALLENGES

- Continuity and regularity to stay in touch with graduates & no cooperation from graduates
- No existing feedback culture – reluctance among students
- Consistency of tracking and maintaining the database
- Lack of methodology and non-systematic ways of tracking
- Lack of tools and capacities of providers
- Limited resources
- No systematized data, lack of experts to analyse data



WHY GRADUATE TRACKING?

- Build a culture of quality and improvement
- Support career development of graduates
- Build alumni network
- Improve educational and support services
- Gather graduates feedback for improvement
- Support evidence-based decisions

TRACKING METHODOLOGY OF EDUWORK.NET

Tracking VET students and graduates in apprenticeships and
work-based learning



SCOPE

- Minimum 2 VET providers per country of Eduwork.net project (2 VET providers* 6 countries= 12 VET providers)
- It will reach all their graduates and senior students (approximately 1200 + students and recent graduates)

ESTABLISHING A TRACKING SYSTEM



OBJECTIVES

- The overall objective of the tracking mechanism is to track VET graduates into their early career steps and assess the relevance and quality of VET provision and work-based learning.
- More specific objectives of the tracking mechanism are:
 - To evaluate the relevance of VET education for the skills needs of the labour market
 - to evaluate the relevance and quality of periods of work-based learning
 - to identify skills gaps of graduates

TARGET GROUPS

- VET students that have undertaken periods of work-based learning in companies in the same country or abroad and are in their last year of the VET programme.
- Recent VET graduates (those that have completed their VET studies in the last 12 months).

INDICATORS

- Length or type of employment, ???
- skills and competences required in the labour market
- relevance of the skills acquired during the work-based learning
- perceptions of the quality and relevance of their work-based learning

SURVEY METHODOLOGY

- Data Collection Method: open source online survey tool, based on questionnaire.
- Population: VET students and recent graduates that have undertaken periods of work-based learning in companies in the same country or abroad.
- Frequency: annual



ANALYSIS

- The tracking mechanism will be based on qualitative and quantitative data.
- Quantitative data will include demographic and socio-economic information, details of the study programme, in the framework of which the apprenticeship was organised, details on the apprenticeship itself, transition to employment, earnings, type of contract, employment status, occupation, professional status and/or activity.
- Qualitative data will include relevance of work-based learning to employment, skills needed in the job / skills acquired during work-based learning, career progression and satisfaction, perceptions of the quality and relevance of their work-based learning.
- Apart from the tracking survey, the tracking mechanism will include methodologies and mechanisms for preparing, managing and monitoring survey, evaluating the results and feed the results into the quality assurance system of the VET provider.
- Thus, the tracking mechanism will be integrated into the organisational quality assurance system, closing the gap between stage 4 - review and stage 1 – planning of EQAVET quality cycle

USE OF RESULTS

- The VET institute can use this feedback:
- To design, implement and monitor apprenticeship programmes, so as for them to have a working life relevance and to build strong interconnections between studies and labour market's needs.
- To build a linkage between VET provision and labour market, in order for all the knowledge and practices supported by VET to lead to most appropriate work-based learning.
- Allow VET providers to acquire necessary information for the quality improvement of their training provision and the remodelling of it in order to better reflect the needs of the VET students and employers.

Q&A

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