Agency for Vocational Education and Training and Adult Education

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Pilot VET graduate tracking in 3 VET schools in Croatia

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EPALE | REFERNET HRVATSKA CROATIA | Qavet@hr OSIGURAVANJE KVALITETE | world skills Croatia | PROLJEŠKI MOZAG | Pikaso | ESF UČINKOVITI LJUDSKI POTENCIJALI

AVETAE

- Context

- Why tracking?

- VET graduate tracking pilot

- Planning

- Tools (Questionnaires)

- Implementation

- Results

- Feedback and improvements

School

- Implementation

- Results

- Feedback

- Improvements

- Alumni

- Discussion

- Conclusions

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Agency for Vocational Education Training and Adult Education

- Public body, founded in 2010.

Tasks:

- Development of VET curricula (including defining methodology)

- Teacher and trainers in-service training, professional examination, teacher professional progression

- Student skills competitions

- Professional and pedagogical monitoring of VET schools and AE institutions

- **Self-evaluation and and external evaluation of VET schools and AE institutions**

- **Project preparation and management** (EQAVET NRP)

- ESF Implementing body level II

- **Active involvement in processes and policies at EU level:** EQF, ECVET, **EQAVET**, ACVT, DG VT

VET system in Croatia
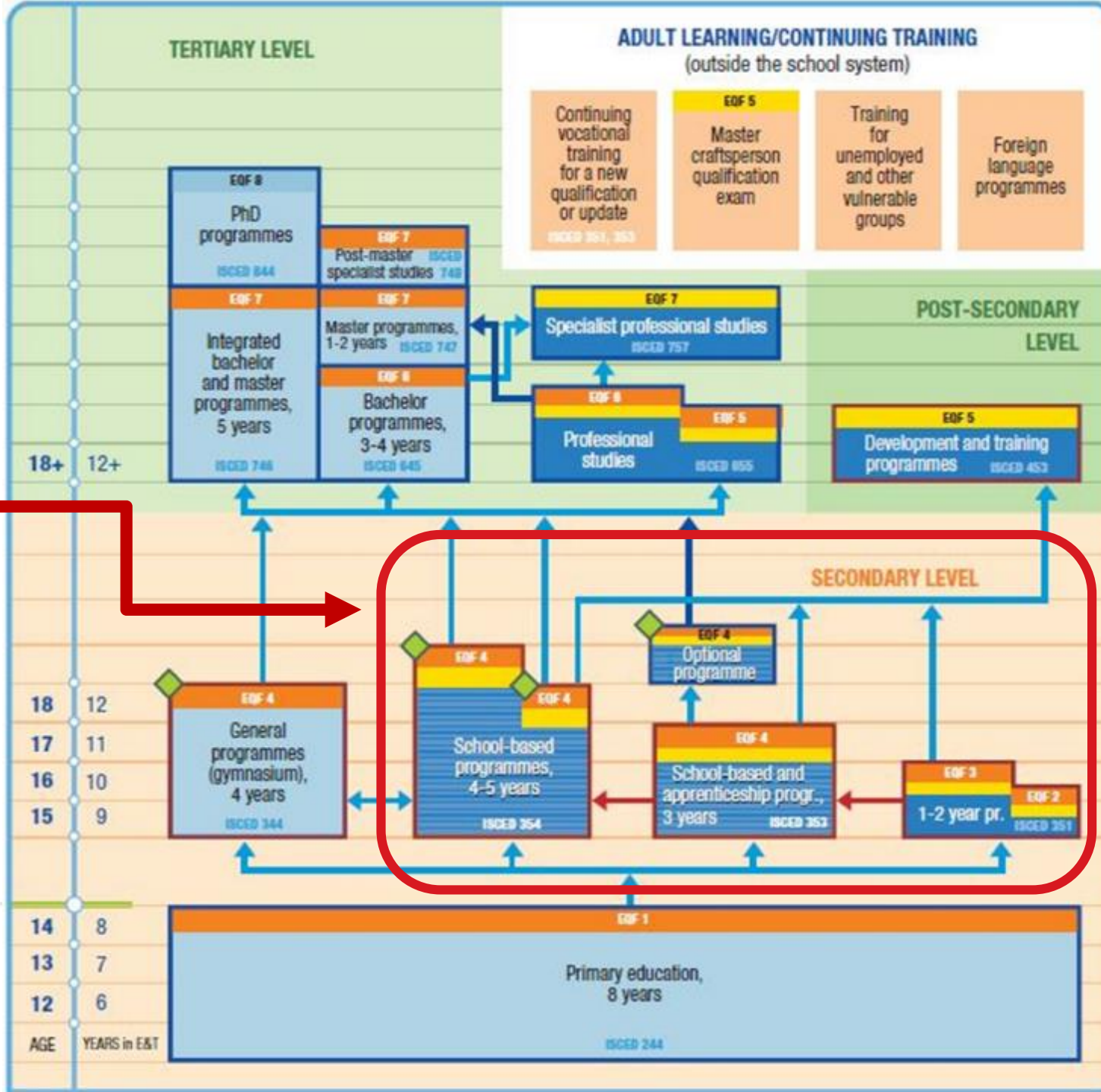
Secondary VET

13 VET sectors
297 programs
96 391 students (66%)
300 VET schools

Scheme source: Cedefop

Quality Assurance and Self-Assessment in Croatia

- Self-Assessment of VET schools, VET Act (2009)

- VET providers are obliged to conduct Self-Assessment

- Committee for Quality monitors and evaluates process

- 6 priority areas (quality areas and quality criteria)

- Annual SA Report

Questions we want to have answered:

- What happens to VET graduates after graduation?

- Are they able to get 1) a paid job 2) in their vocational field and 3) within an acceptable timeframe?

- Do they use the knowledge and skills acquired in educational institution? If not, what is the reason? If yes, which ones are important?

- What are the knowledge and skills required in the labour market and everyday life?

3 main objectives:

1. Obtain insight into the employability of VET graduates at the level of the vocational institution and the specific educational programs they attended

⇨ **LABOR MARKET INFORMATION**

2. Obtain feedback from VET graduates on the content and performance of the educational program

⇨ **RETROSPECTIVE EVALUATION OF THE EDUCATIONAL PROCESS**

3. Obtain insights into decisions about their further education

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Why we need this needed in the context of building a VET quality assurance system?

- Quality assurance proposes ways to link <u>educational objectives and their match results</u>; ways to link <u>students and society</u>

- *„Quality assurance involves the systematic review of educational programmes and processes to maintain and improve their quality, equity and efficiency. While the design of quality assurance mechanisms (tools, processes and actors) varies across national contexts, their common objective is to improve teaching and learning – with <u>the ultimate goal to support the best outcomes for learners.</u>"* (QA for school development, ET2020 and EC, 2018)

1. EQAVET QUALITY CYCLE

Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators

Implementation plans are devised in consultation with stakeholders and include explicit principles

Information Processes

Evaluation of outcomes and processes is regularly carried out and supported by measurement

Quality AssuranceFramework – EQAVET

2: EQAVET quality indicators

EQAVET QUALITY INDICATORS				
No 1 **Relevance of quality assurance systems for VET providers:** (a) share of VET providers applying internal quality assurance systems defined by law/at own initiative (b) share of accredited VET providers	**No 2** **Investment in training of teachers and trainers:** (a) share of teachers and trainers participating in further training (b) amount of funds invested	**No 3** **Participation rate in VET programmes:** Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2)	**No 4** **Completion rate in VET programmes:** Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria	**No 5** **Placement rate in VET programmes:** (a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3) (b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria
No 6 **Utilisation of acquired skills at the workplace:** (a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria (b) satisfaction rate of individuals and employers with acquired skills/competences	**No 7** **Unemployment rate** (4) according to individual Criteria	**No 8** **Prevalence of vulnerable groups:** (a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender	**No 9** **Mechanisms to identify training needs in the labour market:** (a) information on mechanisms set up to identify changing demands at different levels (b) evidence of their effectiveness	**No 10** **Schemes used to promote better access to VET:** (a) information on existing schemes at different levels (b) evidence of their effectiveness

Where can we get **data** for these indicators?

- **Registers:**
  - Participation rate
  - Income
  - Type of contracts
  - Sectors of employment

- Quantitative

- „Objective"

- Exhaustive

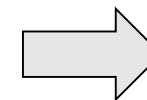- Reliable

- **Surveys:**

- Qualitative

- „Subjective"

- Covers data that is not covered by registers:
  - Occupation versus sector
  - Horizontal and vertical mismatch
  - Satisfaction rate

How? EQAVET NRP project

EQAVET NRP project 2017-2019:
VET graduate tracking – methodology and piloting

- **Activity**: guidelines for VET graduate tracking developing and piloting

- **Goal**: obtaining feedback on educational programmes, employability and further education

- **Background and context:**

  - national VET System Development Programme (2016-2020);

  - EQAVET Recommendation (2009), The new Skills Agenda for Europe (2016) and Recommendation on Tracking Graduates (2017)

Implementation: VET schools <u>within their self-assessment</u>, on <u>generation that completed VET in 2016/2017,</u> in 3 schools:

- School of Mechanical Engineering Faust Vrančić from Zagreb: 2 sectors, 5 vocational programmes, 646 students/150 graduates

- Vocational School Vice Vlatković from Zadar: 7 sectors, 14 vocational programmes, 660 students/172 graduates

- School of Economy and Trade, Dubrovnik: 1 sector, 5 vocational programmes, 353 students/91 graduates

Process

- **Preparation**

- **Background document** outlining the role of VET graduate tracking within quality assurance in VET in line with EQAVET, particularly indicators 5, 6 and 9, as well as analysis of graduate tracking surveys on European and national level – March 2018

- Preparation of the **methodology and tools**, piloting questionnaire draft (April – September 2018)

- **Training**: 2 pilot + 10 additional VET schools from 12 VET sectors (May 2018), 3rd pilot school (June 2018)

- Three pilot schools participated in study visit to BIC in Slovenia (October 2018) and recieved additional training in the process of pilot implementation (February 2019) related to reporting.

Process

- **Implementation:**

- Exit survey 2017/2018 (June 2018)

- School statisticts, contacts database + consent generation 2016/17 (June – September 2018)

- Online survey – VET graduate tracking questionnaire (October 2018 – January 2019)

- Process documentation (December 2018 – January 2019), Data analysis and reporting (January – March 2019)

- Presentation of results to 11 additional VET schools from 13 VET sectors (March 2019), **Feedback** on methodology, the process and the results.

- CONTINOUS SUPPORT.

- VET graduate tracking handboook – early version, 50 copies

Methodology

- 2 separate questionnaires:

1. **Exit survey** :

   a) Socio-biographical information (age, sex, education)

   b) Future plans (career aspirations – in relation to future education or employment)

   c) Contact data and consent for participation in VET graduate tracking .

2. **VET graduate tracking questionnaire** targeting VET graduates 1 year after graduation, with the aim to

a) to obtain qualitative and quantitative information on graduate destination, primarily from labour market (related to Indicators 5 and 6)

b) to obtain retrospective evaluation on the process of education (feeedback to schools)

- **The structure enables longitudinal tracing.**

Structure of the VET graduate tracking questionnaire

1. **Socio-biographical and socio-economic information** of respondent.

2. **Completed studies and outcomes**:

   A. **Information** on vocational programme, learning outcomes and qualifications, training activities and work during studying.

   B. **Feedback** to VET provider, including satisfaction with VET school and completed programme.

   C. Graduates' **self-assessment** of skills and competences.

3. **Graduate destinations**, linked with EQAVET indicators 5 and 6, in following branches:

Further education, including the relevance of secondary education programs;	Employment, including questions on contract, wages, utilisation of acquired skills at the workplace, satisfaction and career aspirations;	Unemployment	NEET	History of employment

4. Respondent's feedback **on survey** (comments and recommendations).

5. Contact data and **consent** for optional longitudinal research.

VET graduate tracking

Main results

	Zadar	Zagreb	Dubrovnik
Response rate (%)	37,6	38	57
Further education (%)	34,3	42,3	88,5
Employed (%)	48,6	44,2	5,7

- High satisfaction with educational programmes (3,9–4,5 on the 1–5 scale)

- Highest satisfaction with general and professional knowledge (3,4–3,7), lowest satisfaction with WBL at the company (2,7–3,1)

- Preparedness to make future career-related decisions with regards to VET programme completed estimated as good and very good – differences between employed and unemployed.

- Vertical congruence (level of qualification obtained and levels of qualification needed at first job): 64,3-76,5%.

- Horizontal congruence (of educational field and first job content): 41,2-57,1%.

Feedback from VET schools

- Proposed model is <u>feasibile and easy to use</u>, although it requires high engagement in sending links to survey

- <u>Graduates motivation</u> recognized as an aggravating factor: better preparation needed while the students are still attending school, e.g. by simulating the survey or presenting piloting results

- <u>Information on companies</u> are valuable to VET schools for obtaining feedback in relation to match the delivery of VET, or for project partnerships

- Possibilities for <u>using feedback in planning</u> optional parts of VET curricula (school-specific).

IN USE

- Self-Assessment

- Analysis of enrollment in relation to employment rate at the labour market

- Improvement, e.g. in organizing WBL or learning methods

- Planning (adapting) school curricula

- Preparation of graduates for higher education entrance exams

- Creating database of graduates for potential future cooperation

- Contact with companies in order to arrange WBL

- Better promotion of school, especially among elementary school 8-graders

PLANNED

- Alumni meetings with VET students currently attending school:

  - sharing experiences from the world of work

  - sharing experiences from higher education

- Offering variety of trainings for students, graduates and for teachers through cooperation with other institutions

New cycle, further steps

- further development of the proposed model based on feedback and analysis

- adding vocational compentencies in the questionnaire

- further development of tools and guidelines

- stronger preparatory phase (preparing graduates for survey)

- capacitate VET providers to independently conduct tracking and analyze results

- new tracking cycle – 5 more schools added (a total of 8)

- dissemination: national conference on self-assessment, web, newsletter, workshops

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Thank you for your attention!

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