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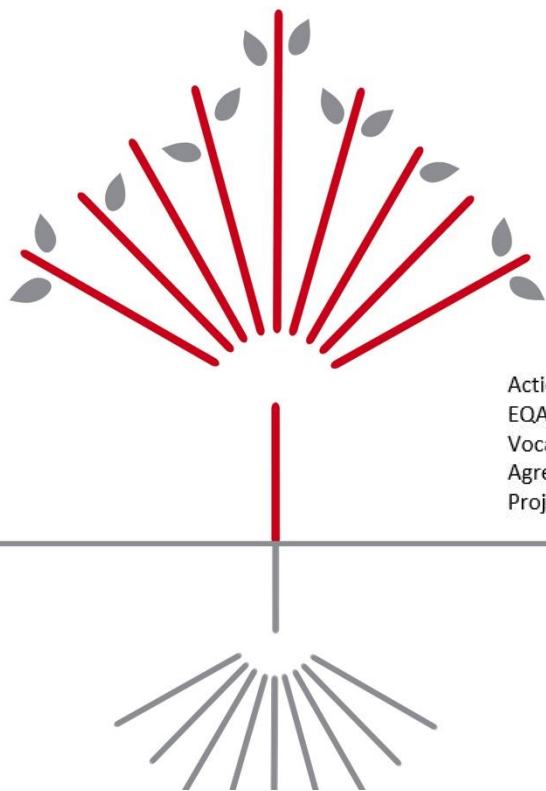
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# VET graduate tracking in Croatia EQAVET NRP Croatia

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# Pilot tracking of VET graduates in Croatia

- Development and piloting of methodology and instrument for graduate tracking in VET at provider level – implemented in two **EQAVET NRP project cycles** 2017-2019 & 2019-2021.
- **Aim:** collect feedback on education programmes and information on the progression of graduates in the labour market or further education
- **National policy framework :**
  - **VET System Development Programme (2016-2020)**, Priority 2. Improving quality of VET; Measure 2.3. Use of mechanisms for monitoring VET quality and efficacy and for system improvement based on indicators

# Policy framework

- Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training
- A New Skills Agenda For Europe: Working together to strengthen human capital, employability and competitiveness (2016)
- Council Recommendation of 20 November 2017 on tracking graduates
- European Skills Agenda for sustainable competitiveness, social fairness and resilience (2020)
- Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience
- Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies (2020)

## EQAVET indicators 5 & 6

### Number 5

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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 <sup>(3)</sup>
- 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

### Number 6

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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

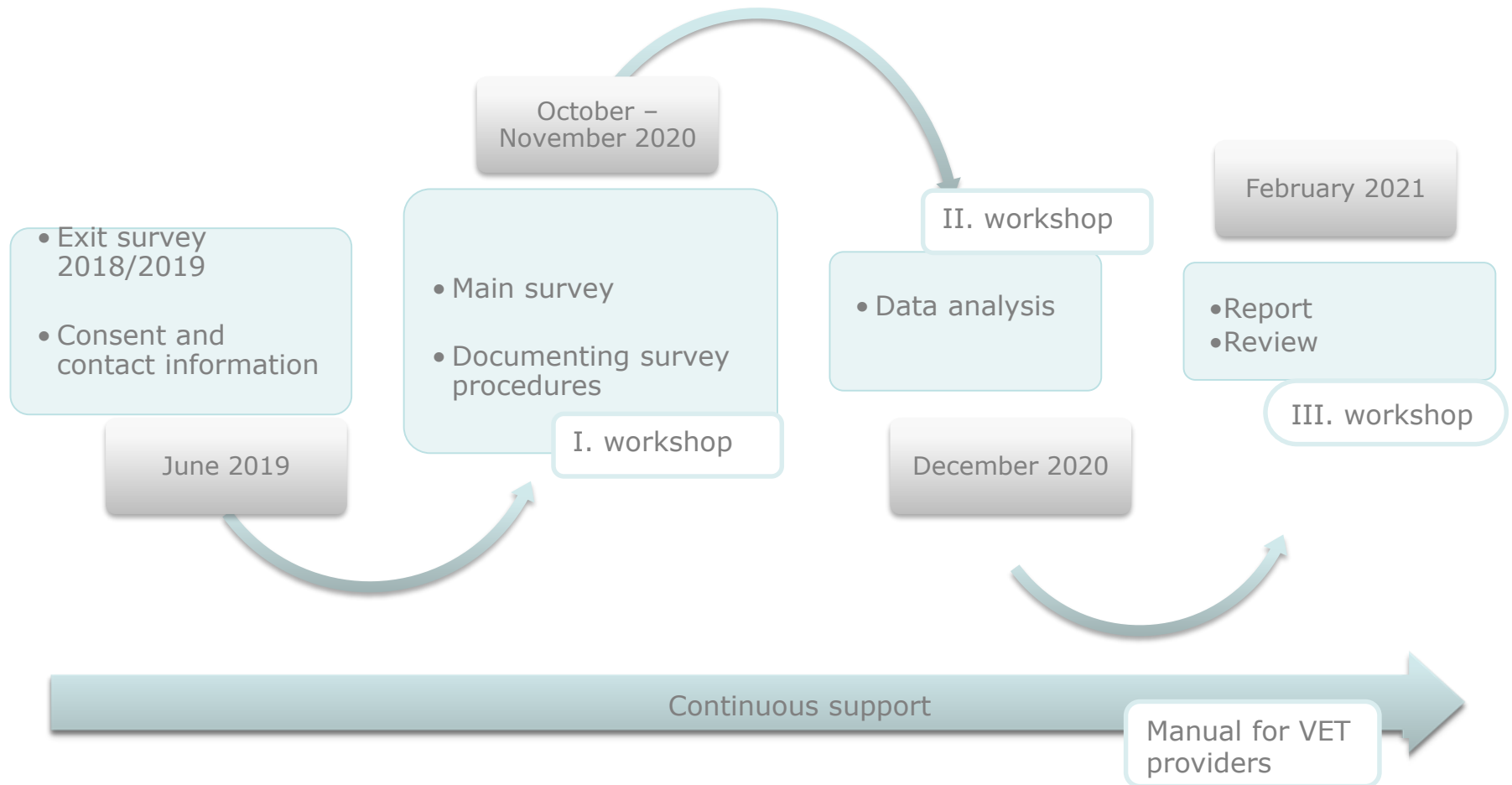
# Tracking instrument

1. **Exit survey** for final year students completing IVET
  - socioeconomic data, future plans, consent and contact information
2. **Main survey:**
  - Indicators on VET qualifications (**feedback on VET programmes for providers**)
  - Indicators on **placement / utilisation of acquired skills at the workplace** (EQAVET indicators 5 & 6).
- **1st pilot:** 3 VET providers in autumn 2018, based on the generation of students graduating in 2017
- **2nd pilot:** 7 VET providers in autumn 2020, based on the generation of students graduating in 2019

# Main survey structure

<b>1. Experience and outcomes of VET:</b>				
A. Data on VET programmes completed, learning outcomes and qualifications attained, work experiences during VET				
B. Feedback to VET providers, including satisfaction with school and programmes				
C. Self-assessment of competences acquired in VET				
<b>2. Destinations</b> , linked to EQAVET indicators 5 and 6, in different survey modules:				
<b>A) Further education</b> , incl. relevance of VET programme completed;	<b>B) Employment</b> , incl. data on work contracts and salary, relevance of skills attained in VET contrasted to work demands, job satisfaction and career aspirations	<b>C) Unemployment</b>	<b>D) Inactivity</b>	<b>E) First employment and work history</b>
<b>3. Personal circumstances</b> (socioeconomic attributes)				
<b>4. Recommendations and comments</b> (for VET providers and on the survey)				
<b>5. Contact information</b> (prospective longitudinal survey)				

# Tracking cycle



## Data and results

	<b>2016/2017 graduates (N)</b>	<b>Provider 1 172</b>	<b>Provider 2 150</b>	<b>Provider 3 191</b>
• Satisfaction with education programmes and work-based learning at employers	Valid contact information (N)	93	138	86
	Response rate (%)	37,6%	38%	57%
• Satisfaction with general and vocational competences	Of which, in education (%)	34,3%	42,3%	88,5%
	Of which, employed (%)	48,6%	44,2%	5,7%

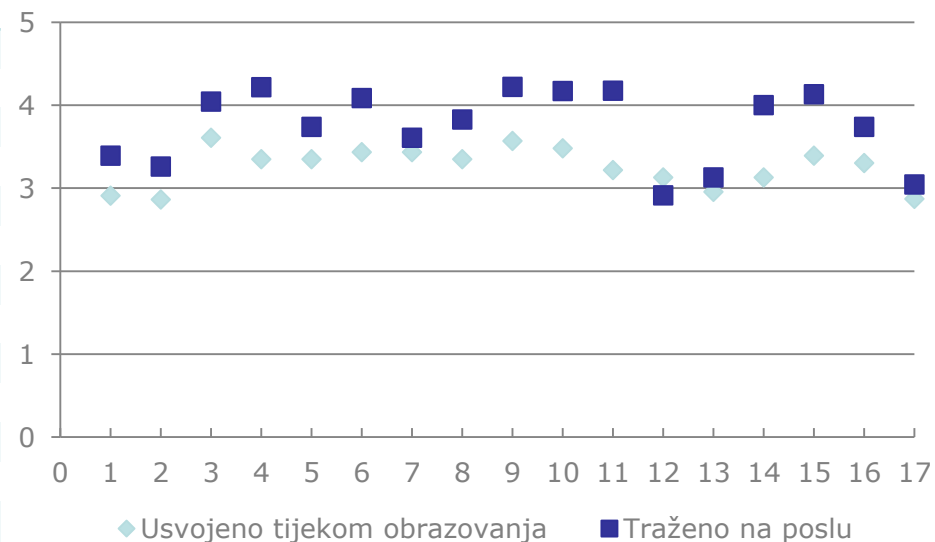
- Employment data:  
job satisfaction, salary, type of contract, length of job-seeking period...
- Further education data
- Vertical match: level of qualification attained VS. level of qualification demands in the workplace
- Horizontal match: Qualification profile VS. job demands and professional tasks



# Results (example)

Matching skills acquired in VET with skills required at the workplace  
(N = 23)

	VET	Work
1. Vocational competences	2,91	3,39
2. Innovation in profession	2,86	3,26
3. Ability to achieve goals	3,61	4,04
<i>4. Ability to adapt to changing circumstances</i>	3,35	4,22
5. Ability to engage others in cooperation	3,35	3,74
6. Decision making and problem solving based on facts and evidence	3,43	4,09
7. Readiness to question own notions, or notions of others	3,43	3,61
8. Ability to act efficiently towards set goals	3,35	3,83
9. Ability to organise effectively own work activities	3,57	4,22
10. Ability to collaborate productively	3,48	4,17
<i>11. Ability to work under pressure</i>	3,22	4,17
12. Foreign language competences, oral and written	3,13	2,91
13. Sense of professional identity	2,96	3,13
14. Learning competence	3,13	4,00
15. Time management	3,39	4,13
16. Reporting and written expression	3,30	3,74
17. Entrepreneurial skills	2,87	3,04



# Use of results

- Self-assessment of VET providers
- Analysis of enrolment trends against placement rates in the labour market
- VET provider promotion and outreach to prospective students
- Adapting education offer (curricula, CVET, continuing training, cooperation with other providers, etc.)
- Short-term and long-term planning of VET provision
- Advancing teaching and learning (WBL)
- Advancing cooperation with workplaces in WBL delivery
- Preparing students for State matura exams
- Establishing alumni networks
- Peer advising among current students and graduates on opportunities for employment and further education

# Feedback and challenges

## **Provider experiences:**

- Graduate tracking model was assessed as straightforward and feasible, yet demanded significant efforts on behalf of providers
- Results were useful for further planning and quality improvement

## **Challenges:**

- Assessment of vocational competences
- Employers perspective on competences acquired in VET
- Platform for survey delivery and data analysis
- Partial accomplishment of the goal set by VET System Development Programme 2016-2020
- Limited capacities for expanding the pilot initiative within the current project framework



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