DATA ON EDUCATION AND TRAINING IN ETF PARTNER COUNTRIES

Availability, successes, challenges

23 MAY 2024
Where we work

The ETF works in the EU neighbourhood and enlargement countries, including the Southern and Eastern Mediterranean, the Western Balkans, Türkiye, Eastern Europe and Central Asia. It also supports EU cooperation with the African Union in the area of skills.
Beyond the LFS data on education

<table>
<thead>
<tr>
<th>Labour Force Surveys (LFS):</th>
<th>Education and Training Statistics:</th>
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<tbody>
<tr>
<td>Focus limited to the economic/labour market consequences of educational attainment</td>
<td>Provide current and direct measures of educational processes, system characteristics, performance, and quality.</td>
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<td>Retrospective and individual-based: looks at educational outcomes of individuals no longer in the education system.</td>
<td>Direct focus on education and training systems</td>
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<td>Is not designed to track developments in education and training.</td>
<td>Enable ongoing tracking, assessment, and influence over educational policy and practices.</td>
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<td>Does not allow for linking individual educational outcomes to specific educational issues.</td>
<td>Allows for linking results to specific areas of education policy and practice.</td>
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Challenges with education and training statistics

**Education and Training Statistics:**

Provide current and direct measures of educational processes, system characteristics, performance, and quality.

Direct focus on education and training systems

Enable ongoing tracking, assessment, and influence over educational policy and practices.

Allows for linking results to specific areas of education policy and practice

- International challenges
- National challenges
- Homegrown solutions
- International solutions, but
- Limited peer learning...
What is the workshop about?

Part 1: Present situation

- Defining and collecting internationally comparable data: OECD’s Education at a Glance
- National experiences with international standards: examples from Sweden
- Gaps and challenges with data in ETF partner countries: ETF analysis
- Discussion

Part 2: Solutions and outlook

- Summary of results from Part 1
- Addressing the data challenges through cooperation: ETF outlook and next steps
- International updates: OECD PISA for VET
- Discussion
Data on education and training in ETF partner countries: 

_Gaps and possible reasons_
ETF quantitative evidence collection 2023:
Geographic coverage

Monitoring data

KIESE

Torino Process

Monitoring of system performance:
Torino Process
ETF quantitative evidence collection 2023: Thematic coverage

Access and participation
- Access to initial VET
- Access to CVET and other adult education
- Participation and graduation

Quality and relevance of learning
- Quality and relevance for youth
- Quality and relevance for adults
- Responsiveness to external developments
- Openness to innovation
- Promotion of excellence

System organization
- Management of education and training
- Human and financial resources

Youth and adults
- Females
- Disadvantaged youth
- Adults at risk
- Migrants
ETF quantitative evidence collection 2023: Sources and types of quantitative evidence

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- 134 indicators
- Used as proxies
- Open-source repositories
- Internationally comparable

- TIMSS, PIRLS
- ILO
- UOE databases
- The World Bank
- TALIS
- Other sources
- PIAAC
- Eurostat
- UNESCO (UIS)
- OECD PISA
ETF quantitative evidence collection 2023: Data gaps by country

Availability of internationally comparable data on access/participation, quality, and system organisation, ETF partner countries and EU average (2023)

* The EU average includes France, Greece, Malta, Spain, and Portugal
ETF quantitative evidence collection 2023: Data gaps by theme

Availability of internationally comparable data on education and training by theme, ETF partner countries (2023)

- ACCESS
- QUALITY AND RELEVANCE
- PARTICIPATION and PROGRESSION
- INNOVATION
- RESPONSIVENESS
- SYSTEM MANAGEMENT
- RESOURCING
- EXCELLENCE

Percentage of indicators available
ETF quantitative evidence collection 2023: Data gaps by learner group

Availability of internationally comparable data on education and training, by learner and country group (2023)

- Youth
- Adults
- Males
- Females
- Adults with low or no education
- Disadvantaged youth
- Long-term unemployed
- First generation migrants
- Economically inactive

EU countries
ETF PCs

* Values for EU countries are average for France, Greece, Malta, Spain, and Portugal
Why are there evidence gaps?

Substantive dimension
- Difficult to implement standards, also international standards
- Limited international exposure and peer learning
- Difficult themes and areas, including international requests distant from the national context, or unrealistic

Structural dimension
- Fragmentation in responsibilities for data on education and training
- Resource limitations:
  - Human resource constraints/capacity limitations
  - Financial constraints

User dimension
- Lack of demand for data due to weak culture of monitoring and evidence-based decision-making
- Weak capacity to use the collected data.
- Limited effort at visualising and disseminating data and analysis.
## Introduction to the discussion in Part 1

<table>
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<th>Difficult standards</th>
<th>Difficult themes</th>
<th>Lack of peer cooperation</th>
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<td>Fragmentation of responsibilities</td>
<td>Financial resources</td>
<td>Human resources</td>
</tr>
<tr>
<td>Lack of demand</td>
<td>Limited capacity to use data</td>
<td>User unfriendliness</td>
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</table>

### FLOW
- Tour de table
- Your inputs can draw on any source and experience you wish – not limited to your job description
- Try limiting to few minutes per intervention

### INSTRUCTION
- Think of examples of things in your context that may have an impact on the ability and quality to collect and handle data on education and training. Write it down on a post-it.
- Stick the post-it where you think it belongs

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<td>Any successes?</td>
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Thank you!