

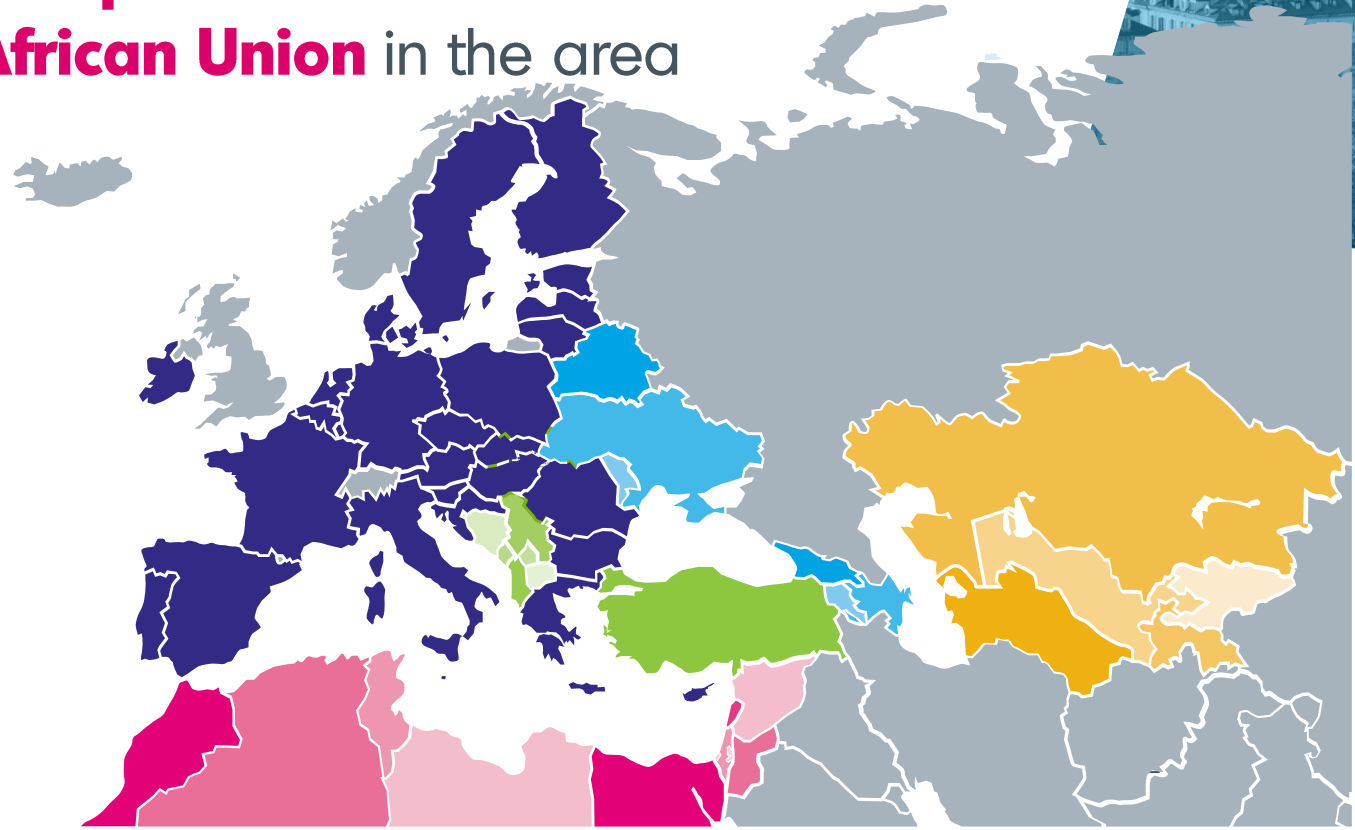
# DATA ON EDUCATION AND TRAINING IN ETF PARTNER COUNTRIES

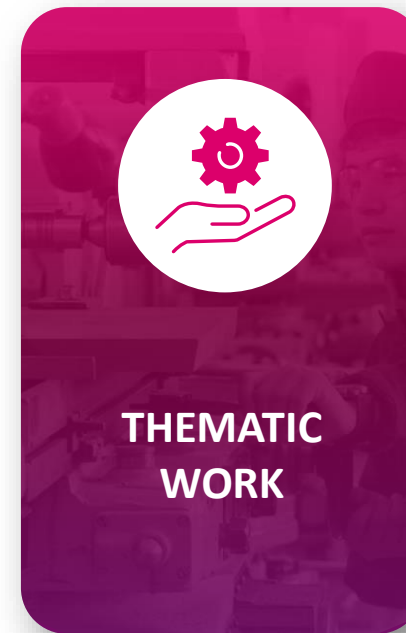
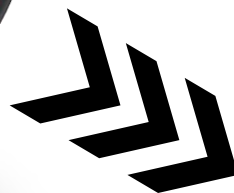
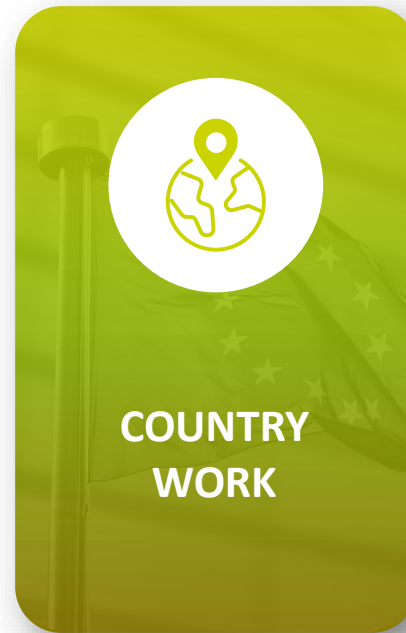
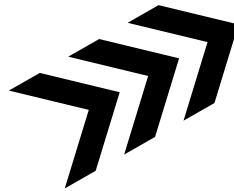
*Availability, successes, challenges*

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.







# ETF evidence collection

Data on employment

Data on education and training

Contextual data

Data on employment

Data on education and training

Contextual data



# Beyond the LFS data on education

## Labour Force Surveys (LFS):

Focus limited to the economic/labour market consequences of educational attainment

Retrospective and individual-based: looks at educational outcomes of individuals no longer in the education system.

Is not designed to track developments in education and training.

Does not allow for linking individual educational outcomes to specific educational issues.

## 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



# 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**

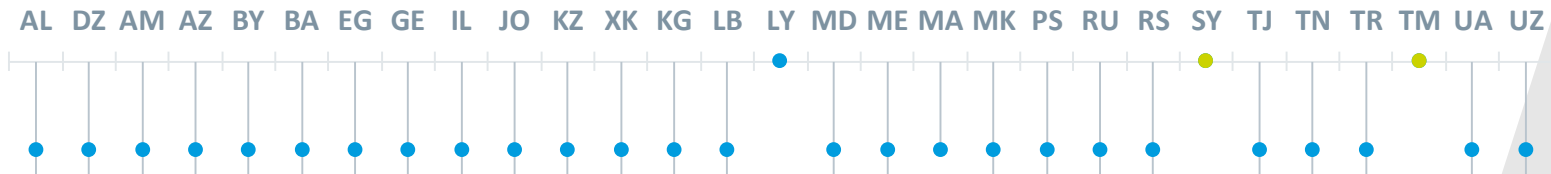
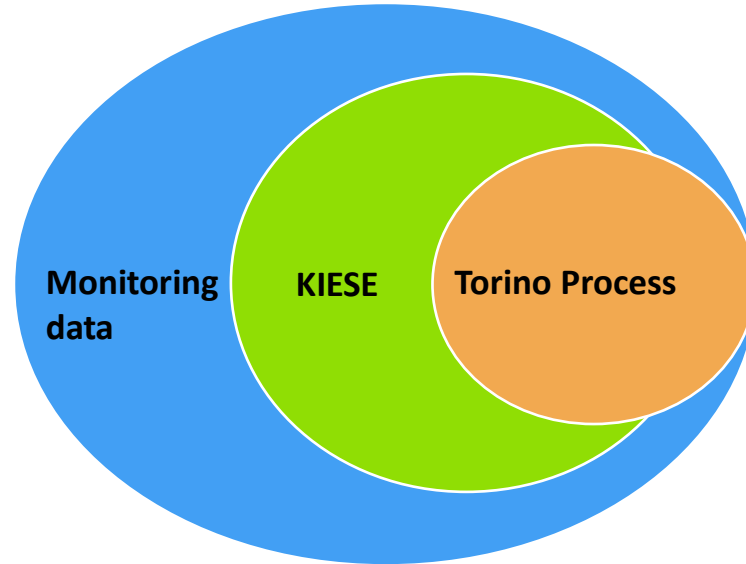
**Discussion**

# Data on education and training in ETF partner countries: *Gaps and possible reasons*



# ETF quantitative evidence collection 2023:

## *Geographic coverage*



Monitoring 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*

### Access and participation

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

28

### Quality and relevance of learning

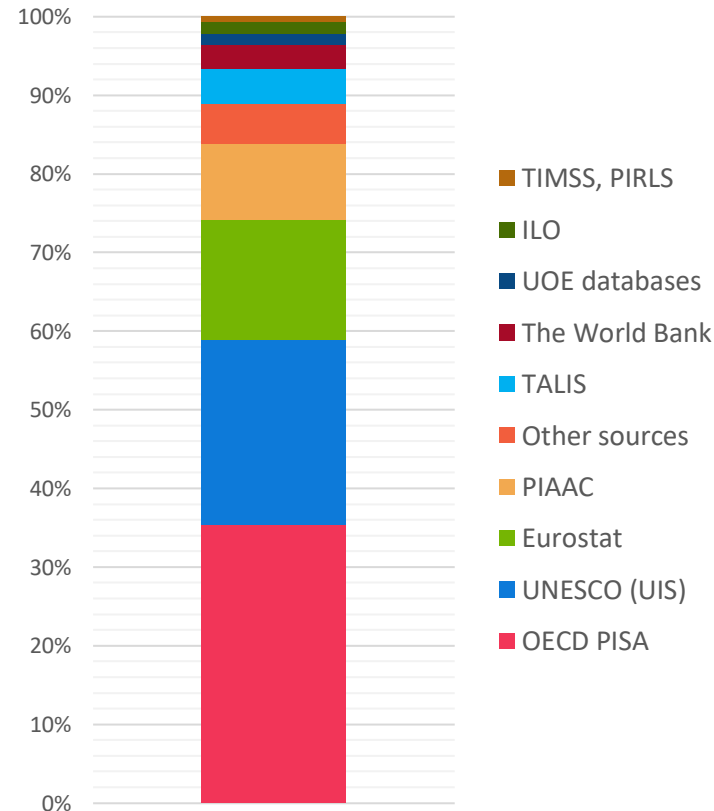
- Quality and relevance for youth
- Quality and relevance for adults
- Responsiveness to external developments
- Openness to innovation
- Promotion of excellence

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### System organization

- Management of education and training
- Human and financial resources

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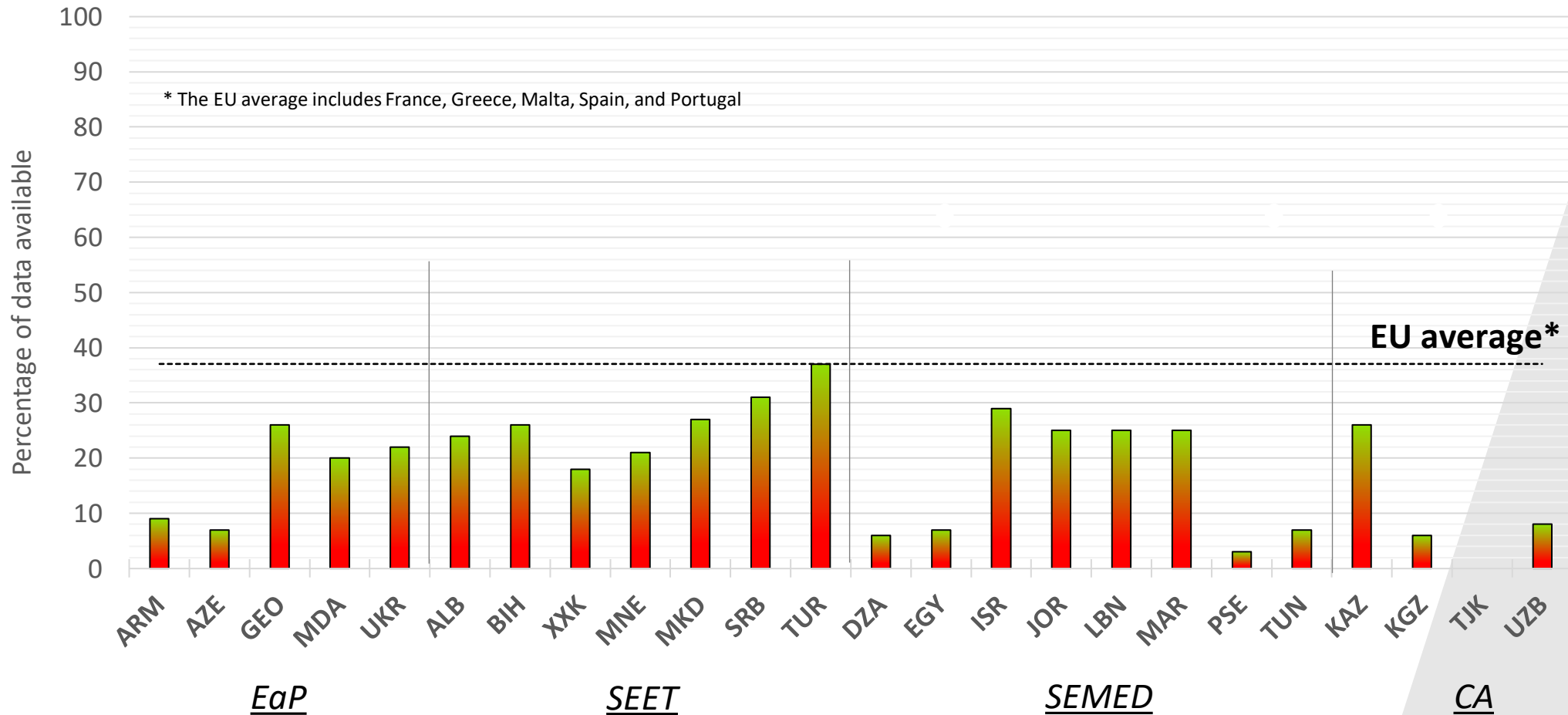
- 134 indicators
- **Used as proxies**
- Open-source repositories
- Internationally comparable



# 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)

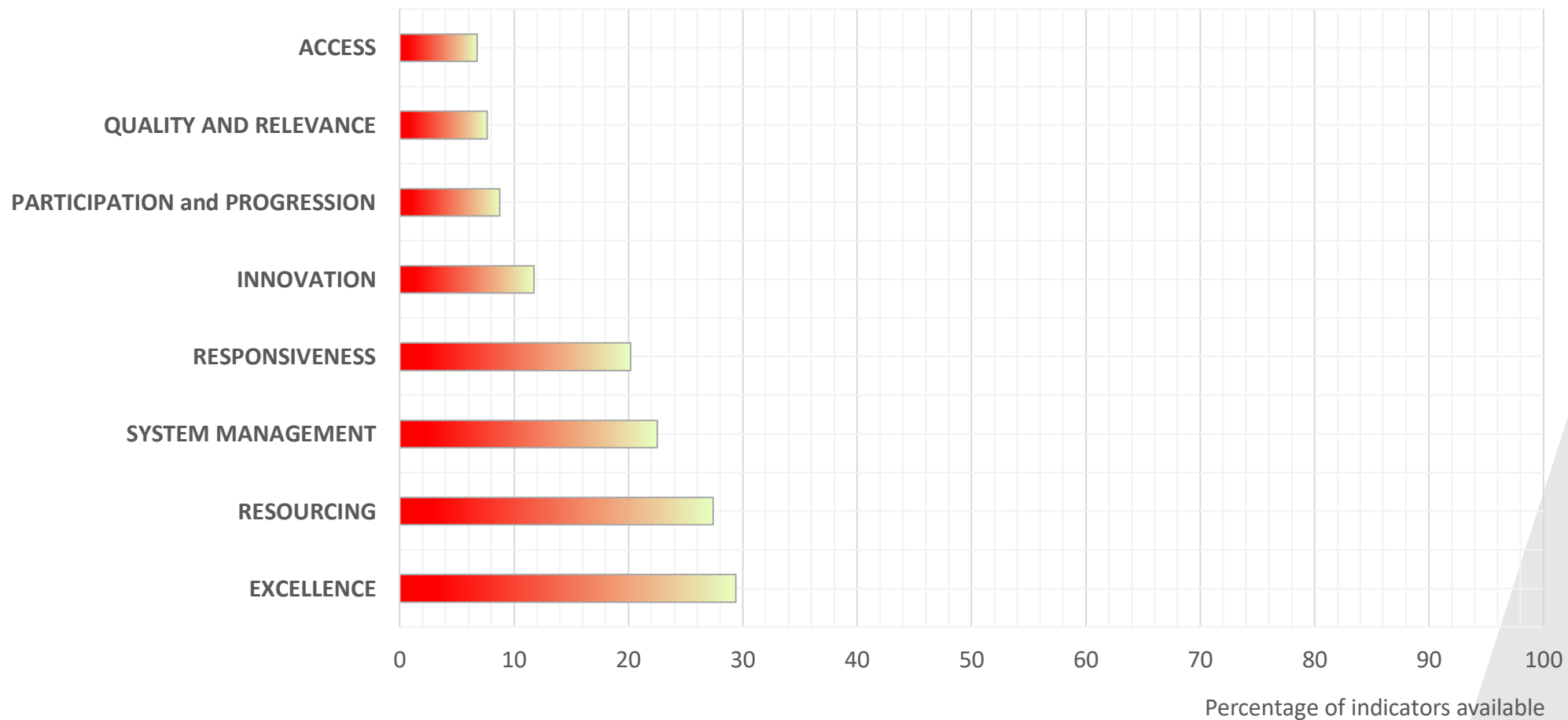




# ETF quantitative evidence collection 2023:

## *Data gaps by theme*

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

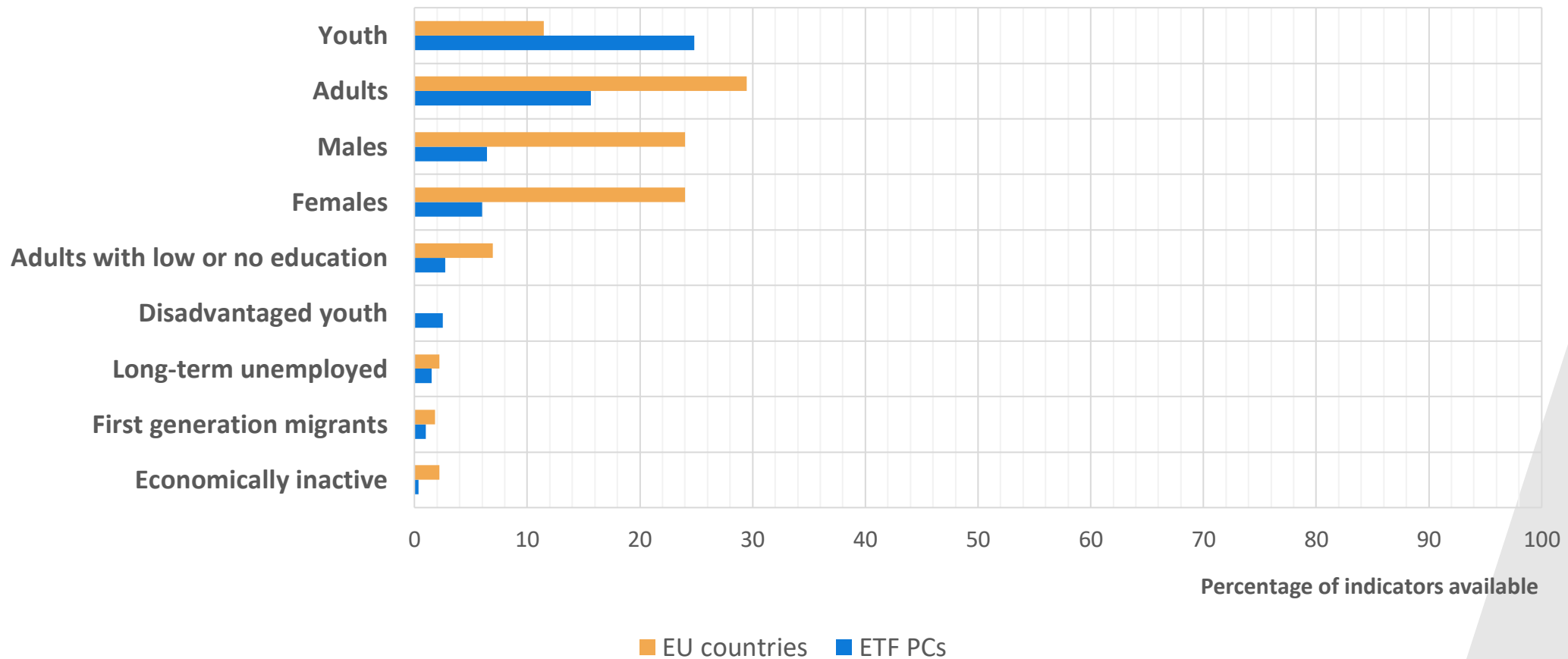




# ETF quantitative evidence collection 2023:

## *Data gaps by learner group*

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



\* Names of countries

\* 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

Difficult standards	Difficult themes	Lack of peer cooperation
Fragmentation of responsibilities	Financial resources	Human resources
Lack of demand	Limited capacity to use data	User unfriendliness
Other challenges?		
Any successes?		

## 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

Thank you!