ETF Learning programme on measuring labour market outcomes of participants in VET courses – Implementation of Tracer Studies
NORMATIVE BASES

- The Methodology of Tracing the Professional Track of VET Graduates is normative grounds for studying the professional integration trajectory of persons that graduated from a VET institution.

GOAL & OBJECTIVES

- To determine the degree of professional integration of VET graduates on the labor market & the transition rate of VET graduates to the next education level
- To analyze the general data about graduates;
- To analyze the conditions pertaining to the graduation of the VET institution in the reporting year and the level of satisfaction with them;
- To analyze the conditions pertaining to the period immediately following the graduation;
- To find the preferential degree of obtaining access to another education level;
- To find the employment degree;
- To analyze the process related to job search and employment;
- To identify the conditions related to keeping the first job;
- To determine the compliance of competences acquired during the vocational education to job requirements;
- To identify the obstacles to employment according to qualification;
- To establish the preferential degree for continuing professional development;
- To analyze the career growth possibilities for VET graduates;
- To make a comparative analysis of incomes of VET graduates at first and current job;
- To analyze the job quality.
Valid/credible data for informing & motivating potential future students, parents, teachers partners, donors and authorities

Planning the enrolment (trades & specialities needed)

Develop & improve Curricular offer/ training programmes

Develop & improve of VET institution

Develop & improve the Nomenclature

Assess the relevance of the educational / training offer

Promoting the VET institution

Developing & improving policies

A useful tool /support for accreditation process

Why?

Quality indicator of VET – % employability

BENEITS (School, Young People, Parents, Policy Makers, Society, Economy)
TRACER STUDY IN MOLDOVA – MAIN STEPS

- Design & approve the Methodology on TS
- Develop the questionnaire
- Test the Questionnaire
- Train & inform the staff in VET institution
- Pilot process – I phase (preparation phase)
- Collect data (contact data base)
- ETF support – training the team in Turin
- Decide on tool /method of data collection – QTAFI
TRACER STUDY IN MOLDOVA – MAIN STEPS

- Piloting process II phase 27 VET institutions
  - Develop a Plan of actions decide upon Centralised or decentralised
  - Workshops with school staff
  - Training the team in VET institutions ETF expert & ETF support with QTAFI
- Update contact details
- Launching of the survey
- Contact graduates 3 times/ send Reminders
- Collect the data & clean the data
  - Training workshop I phase new cohort of graduates (2017)
  - Collect feedback on the process /analysis & reporting about the overall findings
  - Analyse the data
  - Disseminate the results
Methodology on Tracer Study for VET + Questionnaire – Developed & approved

2015
- Piloting process – I phase (preparation phase)
  - training workshops; informing, exercising with staff and future graduates
  - data collection (contact data base: name, address, parents’ address, data of birth, email, facebook, phone (fixed, cell), progr./course of studies, degrees etc.)
  - testing the questionnaire
  - ETF support – training the team in Turin – advice during the process of piloting

2016
- Piloting process II phase seminars – January
- training the team in VET institutions – February
- launching of the survey – February – April
- data analysis at institutional level and national level
- analysis and reporting about the overall findings
- dissemination of results

2017
1 PHASE: PREPARATION OF DATA COLLECTION

Things to do

- Design the goal & the key objectives,
- Decide on the target – the cohort of graduates,
- Decide on the time after graduation when graduates are to be contacted (plan the activities),
- Preparing and testing the questionnaire,
- Collect the contact details of graduates,
- Prepare the tools, consider the costs and time needed,
- Preparing the staff and future graduates, motivate the graduates
DESIGNING THE QUESTIONNAIRE

- Decide upon what information you need and what for
- Write the questions
- Use clear and simple language
- Consider:
  - the format of questions (reliability, validity, comparability, usefulness, credibility of results, friendly),
  - the length of the questionnaire,
  - the order of the questions,
- Pilot/test the questionnaire in some schools
What happens to graduate after leaving the VET institution?
Was he/she able to get paid employment in an acceptable time?
Do they use the skills and competences they have acquired during VET? If not, why?
Do /did they need requalification?
What is the degree of satisfaction of the VET course/acquired skills?
What are the skills and competences demanded on the labour market?
Etc.
QUESTIONNAIRE STRUCTURE

One questionnaire
In blocks
- core block – common questions targeted to:
  - graduates that are in Employment
  - graduates that are in Education
  - graduates that are in Employment & Education
  - graduates – NEETs
- Flexible block (questions tailored to institution’s need)
- Message addressed to graduates, underlying the value of the survey
- The message is recommended to be signed by school principle (QTAFI allows to add a picture 9 a logo of the institution for ex.)
TARGET

- 2016 Graduates
- 27 VET Institutions (VET Schools, VET Colleges, Centres of Excellence) various fields and different geographical position in the country, and different capacities regarding staff & nr of students in the school
QTAFI (DATA COLLECTION INSTRUMENT)

Advantages
• Free of charge
• Basic IT skills
• Linux server or windows PC application
• Creation and management of online surveys
• Unlimited number of participants
• Creation of pins or URL authentication
• Personal data protection
• Response rate documentation

Disadvantages
! Sending emails in bulks limited to 50
! Sending the survey via emails
! Limited, basic analysis of data
! Basic IT skills
Phase II – DATA COLLECTION

Things to do
¬ Decide on methods/tools for data collection
  ▪ Face-to-face interviews
  ▪ Telephone interviews
  ▪ Mail
  ▪ Online (QTAFI)
¬ Train and motivate the team (basic IT skills)
¬ Prepare the tools
¬ Launch the survey
¬ Collect the data
¬ Prepare for the I phase in parallel
¬ Report
¬ Analyse
¬ Diseminate
PHASE II: DATA ANALYSIS AND DISSEMINATION

- Coding and data storage
- Data analysis tools export in excel, SPSS, STATA for a more detailed analysis,
- QTAFI – basic analysis,
- Interpretation of the data,
- Writing the method report,
- Writing the content report,
- Dissemination of the results.
MAIN CHALLENGES

- 20+7 VET institutions various fields and capacities,
- Low IT skills,
- Wrong emails or lack of emails,
- Technical unexpected challenges: sending emails in bulks, the application got blocked, 2 languages Questionnaire,
- Launching the survey took longer time than expected,
- Unmotivated staff in some institutions,
- The application working language – not native language,
- Low capacities to analyze the data,
- Advice for VET institutions in all phases – it is time consuming.
TO CONSIDER

- Responsible person for TS (basic IT skills) nominated by the Head of the School
- Team work realizat în echipă (School Head, deputy head, head of department, class teacher, teachers, students, parents, former students,…)
- Continuous process
- Correct and functional emails
- Avoid sending the survey via facebook or
- Do not push/force the students
- Proper methods to motivate them
- Make use of data
TO CONSIDER

- Set clear objectives
- Design a Structured, Qualitative, Reasonable length Questionnaire
- Organize institutional setting with clear roles, responsibilities and capacity
- Assure good response rate
- Analyse and interpret the results
- Qualitative report method and c
- Dissemination of results at institutional and national level
- Proper use of results
- Students’ & teachers’ motivation to communicate via email
Thank you

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Ministry of Education of the Republic of Moldova