



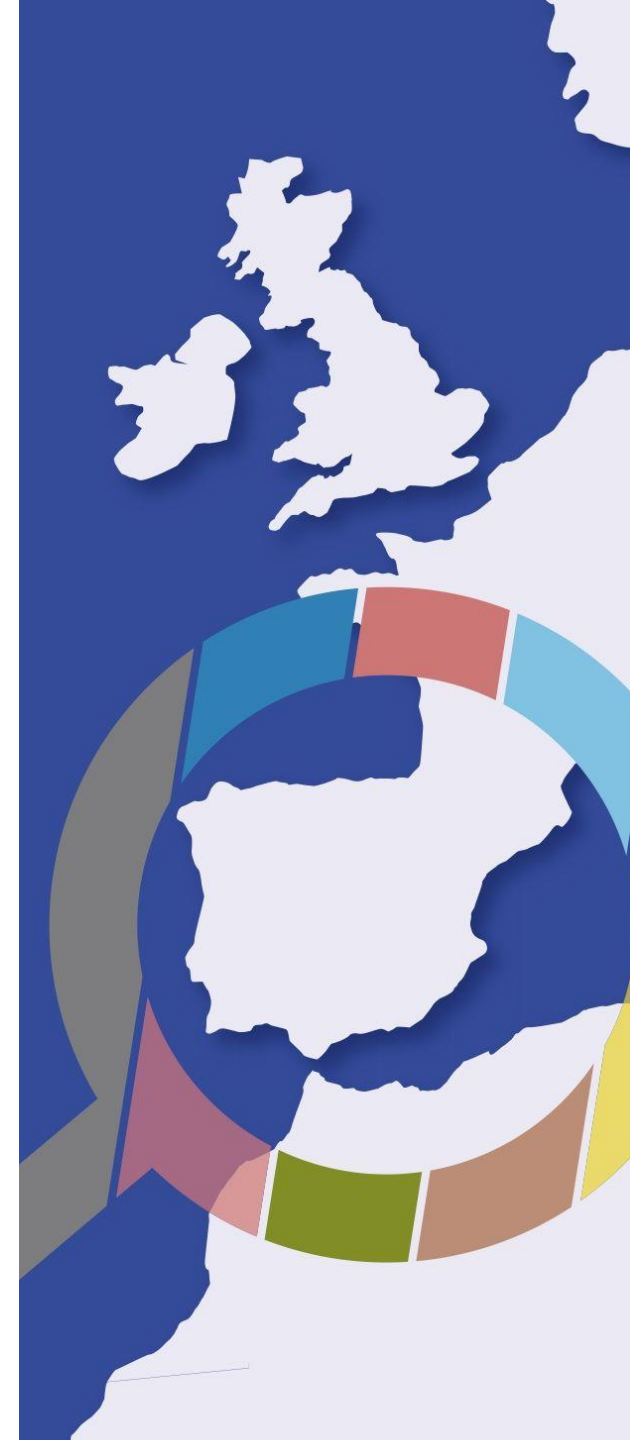
# Advancing Graduate Tracking and Alumni Relations in VET Schools

Insights and lessons learnt

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08/04/2020



## Advancing Graduate Tracking and Alumni Relations in VET Schools

TRACKTION focuses on improving VET graduate tracking at institutional level. Tracking is commonly understood here as all systematic approaches that VET institutions put in place to record information on graduates, with regard to their learning progress, skills acquired, perceptions, routes into employment, self-employment, or further training.

[MEET THE PARTNERS](#)[LEARN MORE](#)

@TracktionForVET

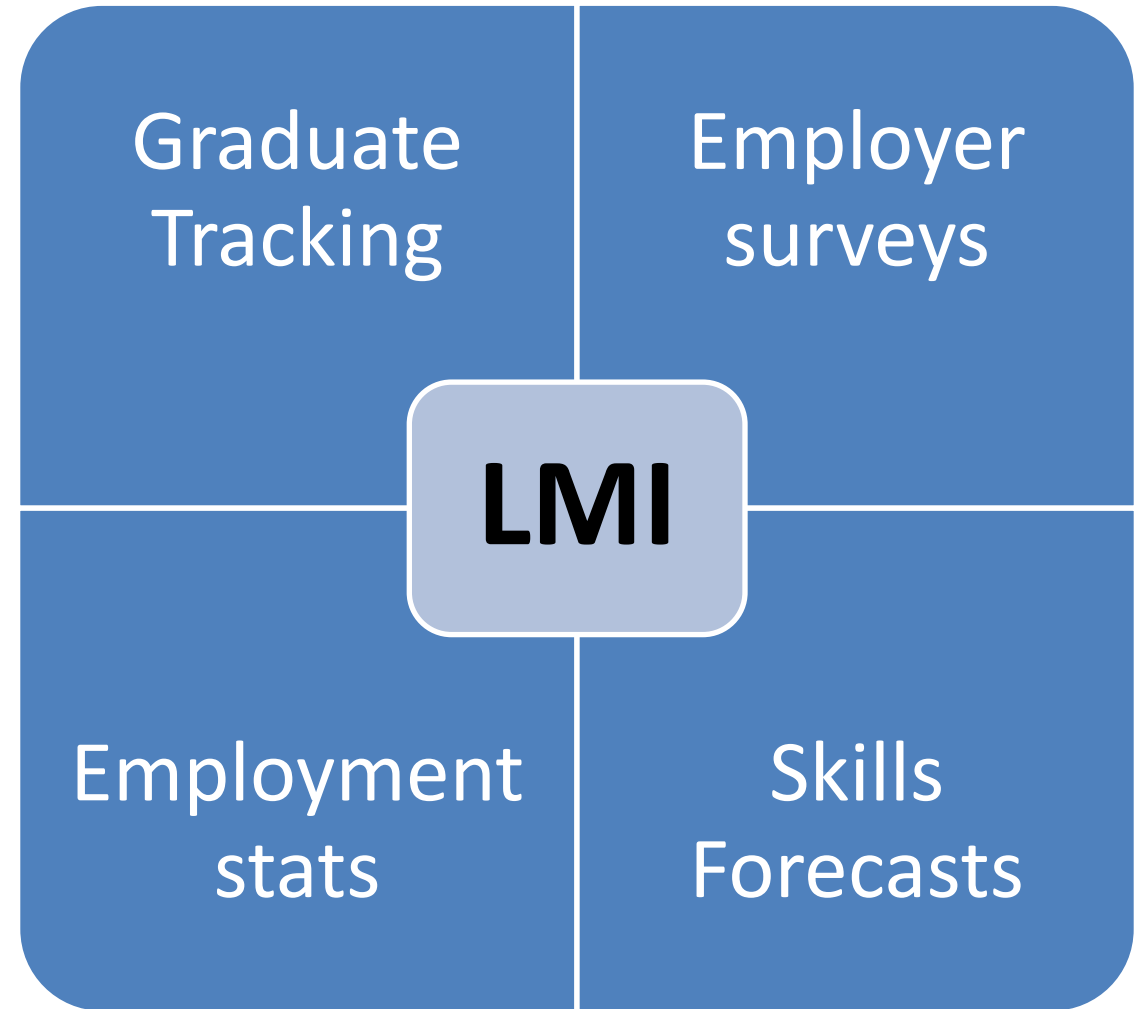
# Partners



# Labour Market Intelligence (LMI) > Tracking

Tracking is commonly understood here as all systematic approaches that VET institutions put in place to record information on graduates, with regard to:

- Previous experience, learning progress and skills acquired
- Perceptions and future plans
- Routes into employment, self-employment, or further training.



# Contexts of intervention

VET/FE Schools

Alumni relations

Graduate  
Tracking

# <https://tracktionerasmus.eu/outputs/>



## Building and Sustaining Successful Alumni Relations in VET Schools: How To Guide (2020)

Through the examples of good practice and the guidelines it provides, this How-To-Guide is expected to inspire and support practitioners, institutions and policymakers across Europe in developing or further strengthening alumni culture in VET Schools.

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## TRACKTION project contribution to the field of graduate tracking in TVET (2020)

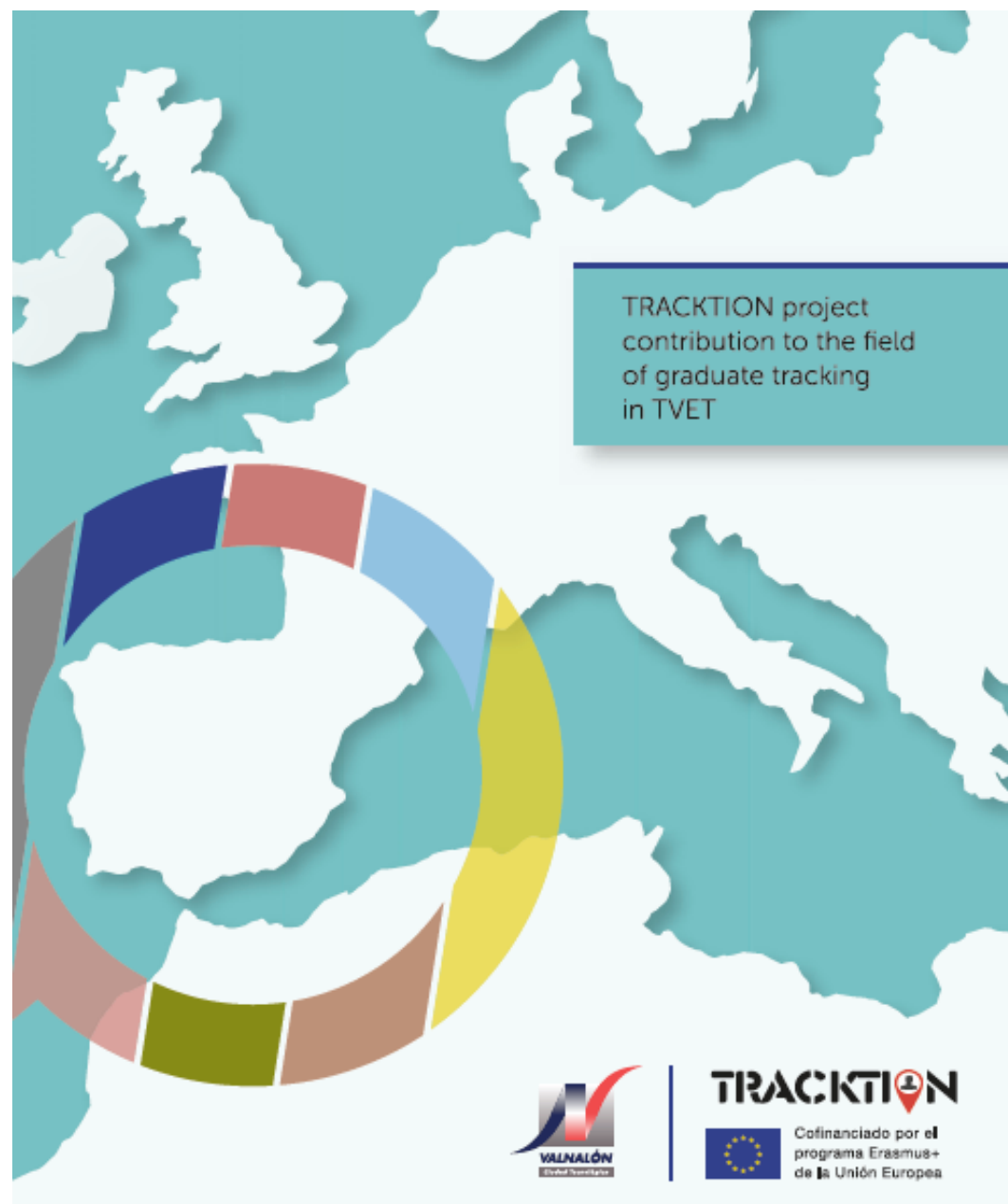
The protocol allows tracing a diverse range of school-to-work transitions (employment, self-employment, further studies). The document includes guidelines to set up a graduate tracking system, instruments and methods to collect data and tips on data analysis enabling transferability to other VET Schools.

[Protocol \(2.3 Mb\)](#)

[Surveys](#)

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**TRACKTION**  
Co-funded by the  
Erasmus+ Programme  
of the European Union

## TRACKTION Project

This study is part of the project “Advancing Graduate Tracking and Alumni Relations in VET Schools” (TRACKTION) coordinated by Valnalón and co-funded by the Erasmus+ program. TRACKTION focuses on improving the tracking protocols of vocational training graduates at institutional level.

Six organizations from five countries participate in its implementation (Estonia, Italy, the Netherlands, Spain and the United Kingdom).

[www.tracktionerasmus.eu](http://www.tracktionerasmus.eu)

### 3. GRADUATE TRACKING STEP BY STEP

The contents of this guide will cover the 4 main stages in graduate tracking. Suggestions and ideas are based on the insights collected during pilot implementation in 8 VET Schools located in Spain (5), Estonia (1), Italy (1) and the Netherlands (1). The lessons learned from those pilots are organised into the following areas:

#### **DATA COLLECTION**

How to select the sample? How to contact/engage graduates? What was the response and completion rates? How long did it take?

#### **DATA ORGANIZATION**

What does raw data look like? How did we make it accessible for analysis?

#### **DATA ANALYSIS**

What sort of analysis can be undertaken? What are the main queries? Ideas for analysis and cross-tabulations illustrated with examples from piloting locations.

#### **DATA SHARING**

What are the best ways to share alumni tracking information? To whom? How?

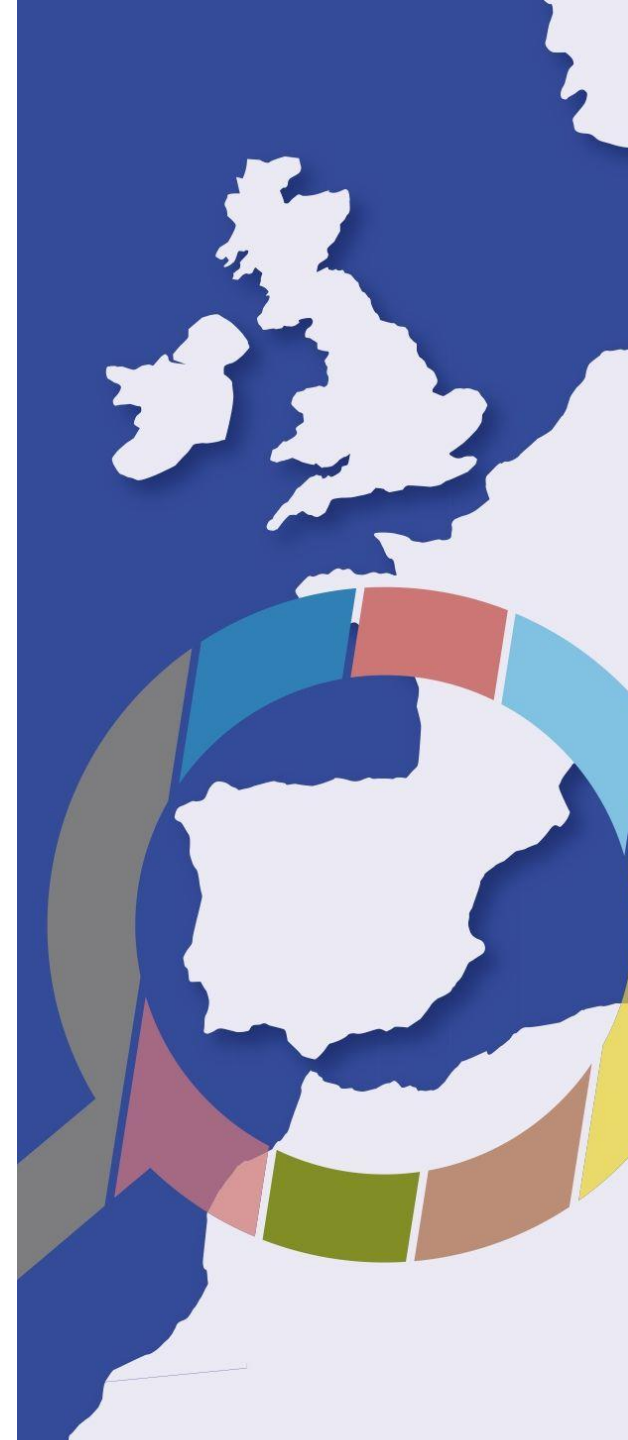
#### **USE OF DATA**

How can we use tracking data to prompt action at school/department level?



## GATHERING DATA

Who, What, Where, When, How





## **Mapping of VET graduate tracking measures in EU Member States**

Final Report

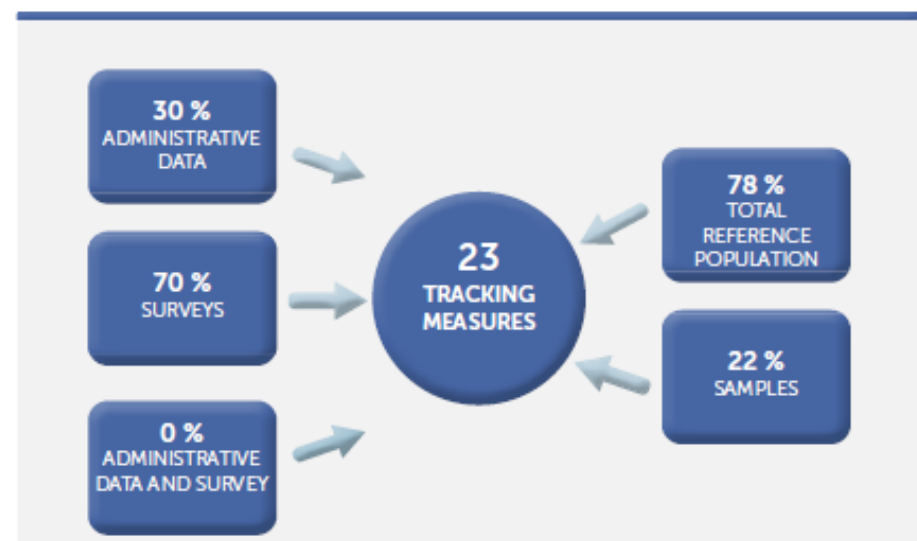
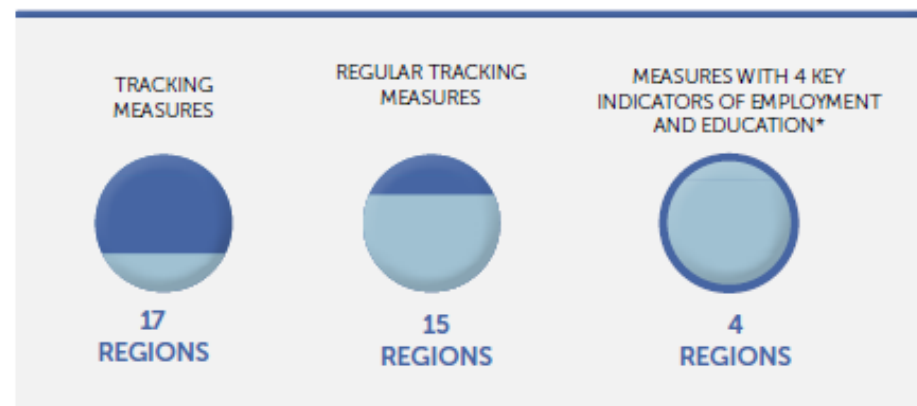
Written by ICF Consulting Services  
Limited in association with 3s  
October 2017



- Recommendation 1: Develop regular measures where these do not exist.
- Recommendation 2: Extend these measures to all the VET subsystems (IVET, CVET and all schools).
- Recommendation 3: Collect a range of information sufficiently broad to assess the quality and relevance of VET provision
- Recommendation 5: Encourage the use of longitudinal studies with multiple measurement points.
- Recommendation 6: Facilitate access to administrative data as a source of data on the trajectories of VET graduates.
- Recommendation 7: Increase the combined use of administrative data and surveys for VET graduates tracking.
- Recommendation 8: Improve dissemination and use of published data and promote encounters between those in charge of tracking measures and the potential users of data.
- Recommendation 10: Contemplate graduate tracking as a key element in Alumni Relations Programmes.
- Recommendation 11: Interpret tracking data with caution and never in isolation but in combination with other sources of information (e.g. macroeconomic indicators, sectoral,).

## VET Graduate tracking in Spain, a regional endeavour

All regions (17) have or have had at least one tracking measure in place. The study has identified 23 measures.



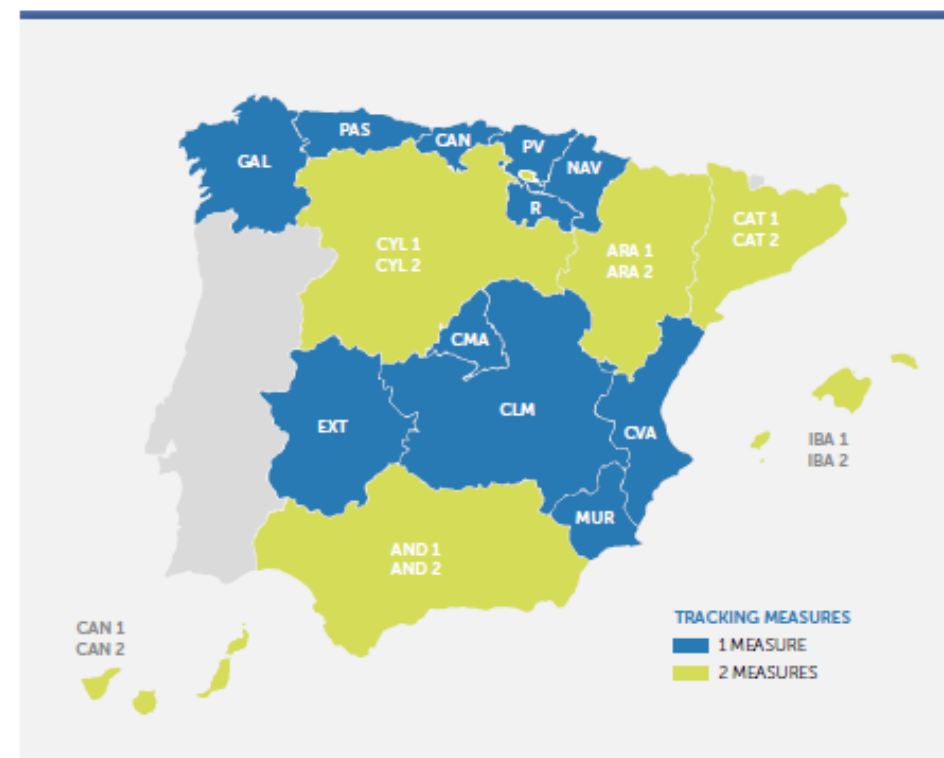
## VET GraduateTracking - Regional Measures

### EC RECOMMENDATION<sup>6</sup>

**Develop regular measures where these do not exist.**

### DIAGNOSIS

- 15 REGIONS have at least one regular tracking measure.
- In 13 REGIONS, tracking the destination of VET Graduates is a legal obligation.



**TABLE 1.2. STRENGTHS AND WEAKNESSES OF PROTOCOL IN PLACE IN ASTURIAS, SPAIN**

Strengths	Weaknesses
<p>Tracking graduates is a legal obligation for VET Schools.</p> <p>The entire study population is followed up.</p> <p>Systematic measurement with annual frequency.</p> <p>Short questionnaire (4 questions) with a high response rate (+ 80%).</p> <p>Effort distributed among all schools and teachers that collect the data.</p> <p>VET Schools submit data in a centralized online platform managed by the regional Department for Education.</p>	<p>A single measurement point only (6 months after graduation) does not cover long term impact.</p> <p>The surveys require a lot of time and effort to contact graduates by phone.</p> <p>Administrative records are not used and are not combined with the information collected in the surveys.</p> <p>No information related to job quality is collected, nor are previous expectations taken into account.</p> <p>A brief technical report is published but it goes unnoticed by schools.</p> <p>Information is not tailored to the different audiences such as teachers and students.</p>

**TABLE 2.1. IMPROVEMENT AREAS AND POTENTIAL RISKS**

Improvement	Main purpose	Potential risks
WHAT. Gather a broader range of data to assess not only the quantity but the quality and relevance for employment of Vocational Education and Training.	Enrich and refine the analysis of employability and transitions into employment and / or training, collecting information on the quality of employment, satisfaction with training, mobility and skills exercised in the workplace as well as interest in maintaining future alumni relationships with the center.	Longer questionnaire and time needed to complete it.  Datasets become larger and more difficult to process.
WHEN. Consider three measurement points: before graduation, 6 and 18 months after graduation.	Comparing previous experiences and professional perspectives before graduation with the real situation (6 and 18 months after graduation) allows a more nuanced interpretation of the data.  For example, detecting the variation between the time required to obtain a first job and that required to obtain a relevant job.	Greater complexity in data analysis.  Decreased response rate across measurement points?.
HOW. Opt for an online survey instead of a telephone survey.	It reduces the workload of the people in charge of carrying out the survey.	Lower response and completion rate.

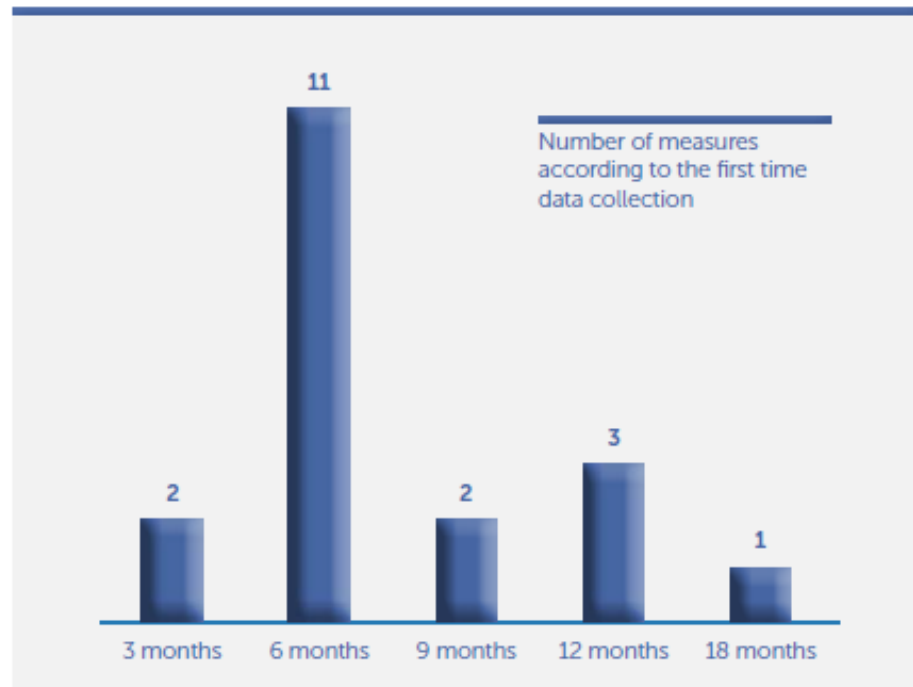
## Frequency and timing of data collection

### EC RECOMMENDATION

**Increase the use of longitudinal studies with multiple measurement points.**

### DIAGNOSIS

- Only 29% of the measures track the same sample of graduates at different points in time (longitudinal studies).



### 2.4. Three measurement points

The protocol collects data at three different points in time. One 2-3 months before graduation and two more 6 and 18 months after graduation.

FIGURE 2.2. MEASUREMENT POINTS





## Type of data collected

### EC RECOMMENDATION

Ensure that regular measures cover the full range of information required to assess the quality and relevance of VET provision.

### DIAGNOSIS

- 19% of the measures cover the 4 key indicators (employment status, type of contract, earnings, and participation in further education and training).

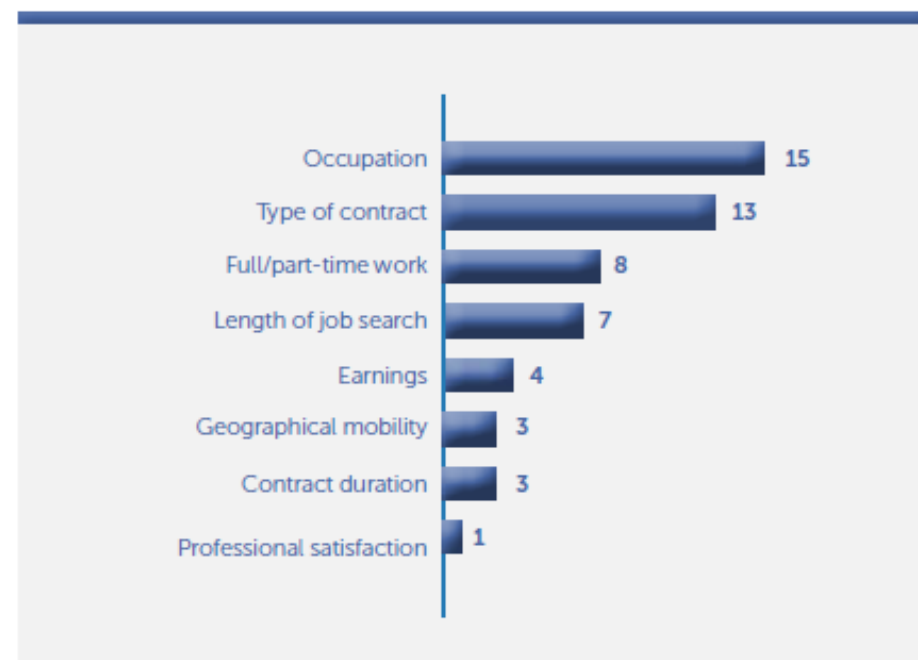
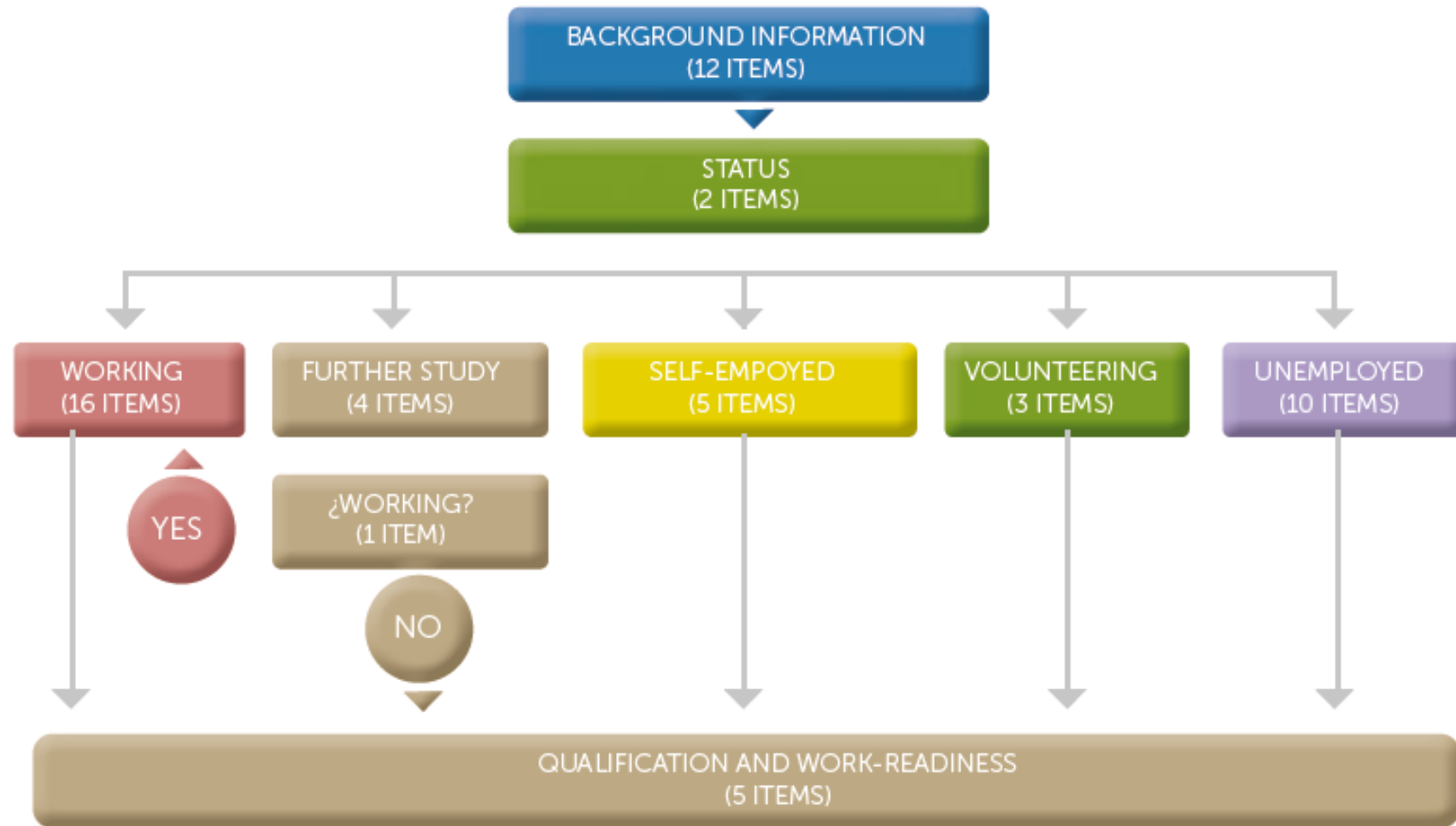


TABLE 2.3. TYPE OF DATA COLLECTED

Pre-graduation	Post-graduation
Demographic data (including previous training and/or work experience)	Demographic data (including previous training and/or work experience)
Academic information (school, level, qualification)	Academic information (school, level, qualification)
Plans after graduation <ul style="list-style-type: none"> <li>• Further training</li> <li>• Work &amp; Study</li> <li>• Work</li> <li>• Self-employed</li> <li>• Volunteering</li> </ul>	Current status <ul style="list-style-type: none"> <li>• Further studies</li> <li>• Work &amp; Study</li> <li>• Work</li> <li>• Self-employed</li> <li>• Volunteering</li> <li>• Unemployed</li> </ul> Job quality indicators. e.g. <ul style="list-style-type: none"> <li>• Time taken to find job</li> <li>• Type of contract</li> <li>• Part-time/Full-time</li> <li>• Unpaid extra hours</li> <li>• Salary</li> </ul>
Perception of opportunities (sectoral and regional)	Perception of opportunities (sectoral and regional)

**FIGURE 6.1. SURVEY FLOW CHART**



**TABLE 2.2. NUMBER OF ITEMS BY CURRENT STATUS**

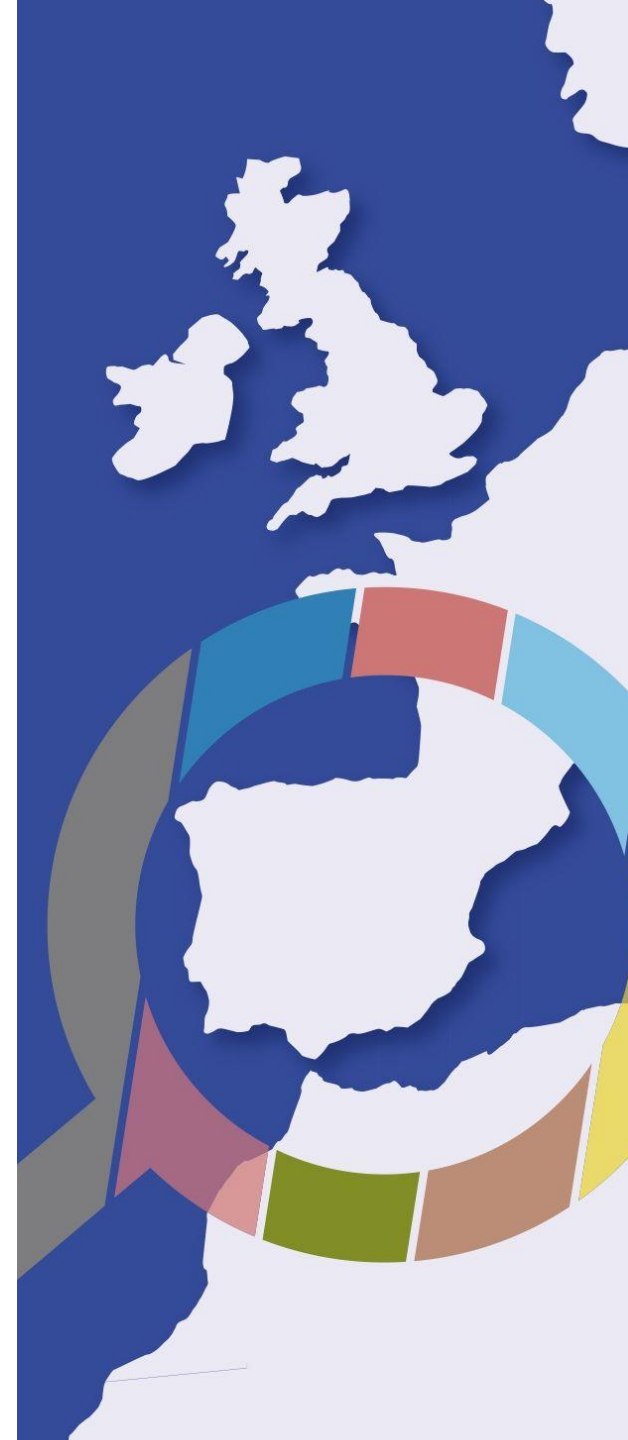
Current status	Number of questions
Working	35
Studying	24
Studying and working	40
Self-employed	24
Volunteering	22
Unemployed	29

**TABLE 4.2.COMPLETION RATES AND TIME SPENT**

COUNTRY	COMPLETION RATE		TIME (mins)	
	Mar 2019	Jan 2020	Mar 2019	Jan 2020
Alfa College/NL	100%	98%	2,5	2
Asturias/ES	100%	87%	7	5
Cometa/IT	97%	67%	11	6
PKHK/EE	89%	85%	8,5	7
AVERAGE			8	6

# ANALYZING AND USING DATA

## Some examples



# One of today's news stories

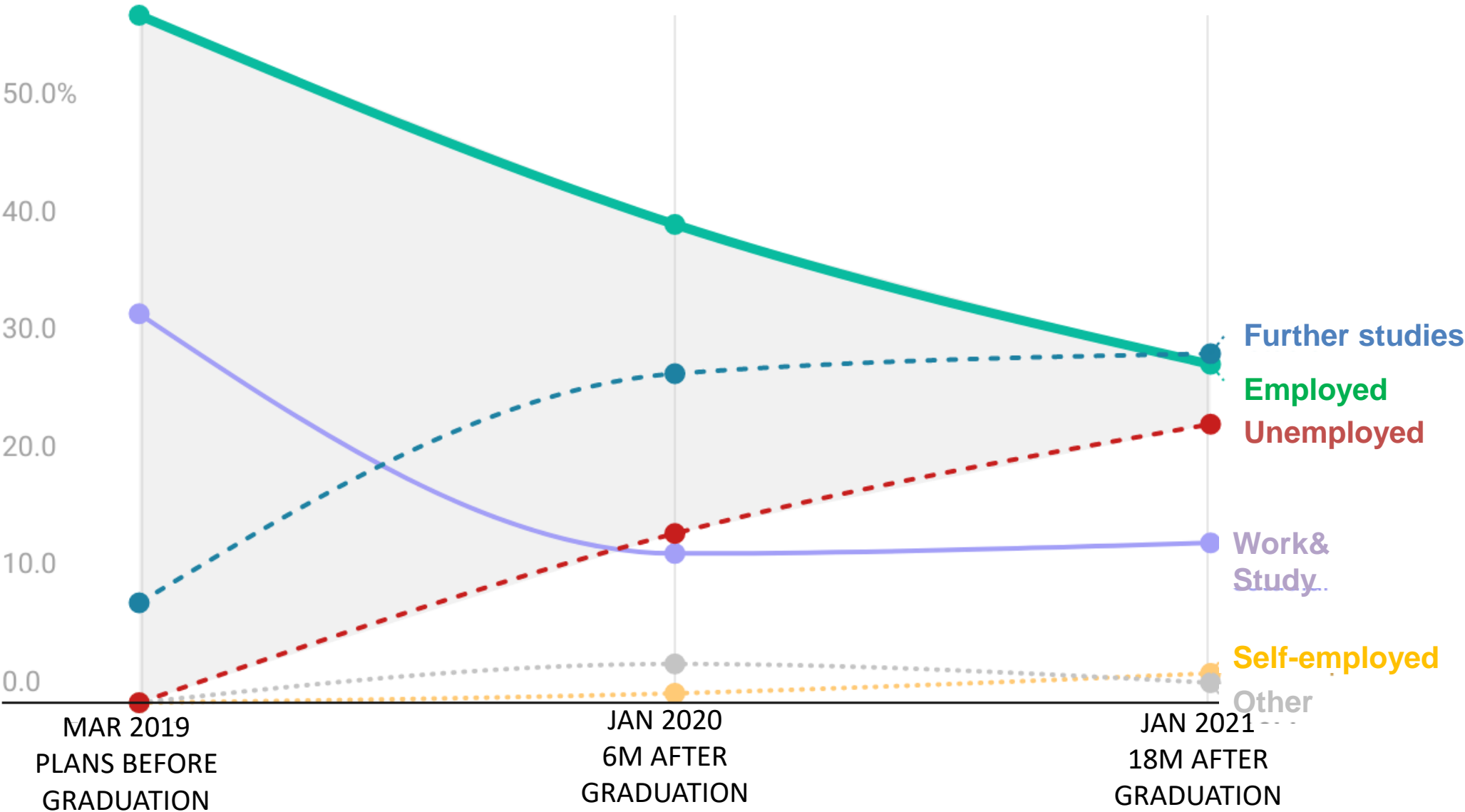
**Vocational Training, the unexploited work mine:  
"Almost everyone leaves with a job"**

VET professors assure that companies are demanding more graduates than those who leave, even with the COVID crisis |

## Sadly, this is a half-truth... or a blatant lie



# Plans before graduation vs. situation 6 & 18 months after



# Job quality

TABLE 6.1 JOB QUALITY INDICATORS 6 MONTHS AFTER GRADUATION (ASTURIAS, SPAIN)

Subset (status: WORK, WORK&STUDY)	Position related to VET qualification	Part-time contracts	Permanent Contracts	Monthly wages <1.000€	% jobseeking while employed
Total (n=80)	75,0%	33,8%	11,3%	63,8%	22,5%

Job quality data can be futher disaggregated. In the table below we undertake a separate analyis of employed graduates with an industry-based qualification versus those with a services-based qualification. Generally speaking, **industry-based qualification holders in Asturias have higher quality jobs.**

TABLE 6.2 JOB QUALITY INDICATORS BY SECTOR (ASTURIAS, SPAIN)

Sector	Position related to VET qualification	Part-time contracts	Permanent Contracts	Monthly wages <1.000€	% jobseeking while employed
Total (n=36)	86,1%	5,6%	8,3%	44,4%	27,8%
Total (n=44)	65,9%	56,8%	13,6%	79,5%	17,2%

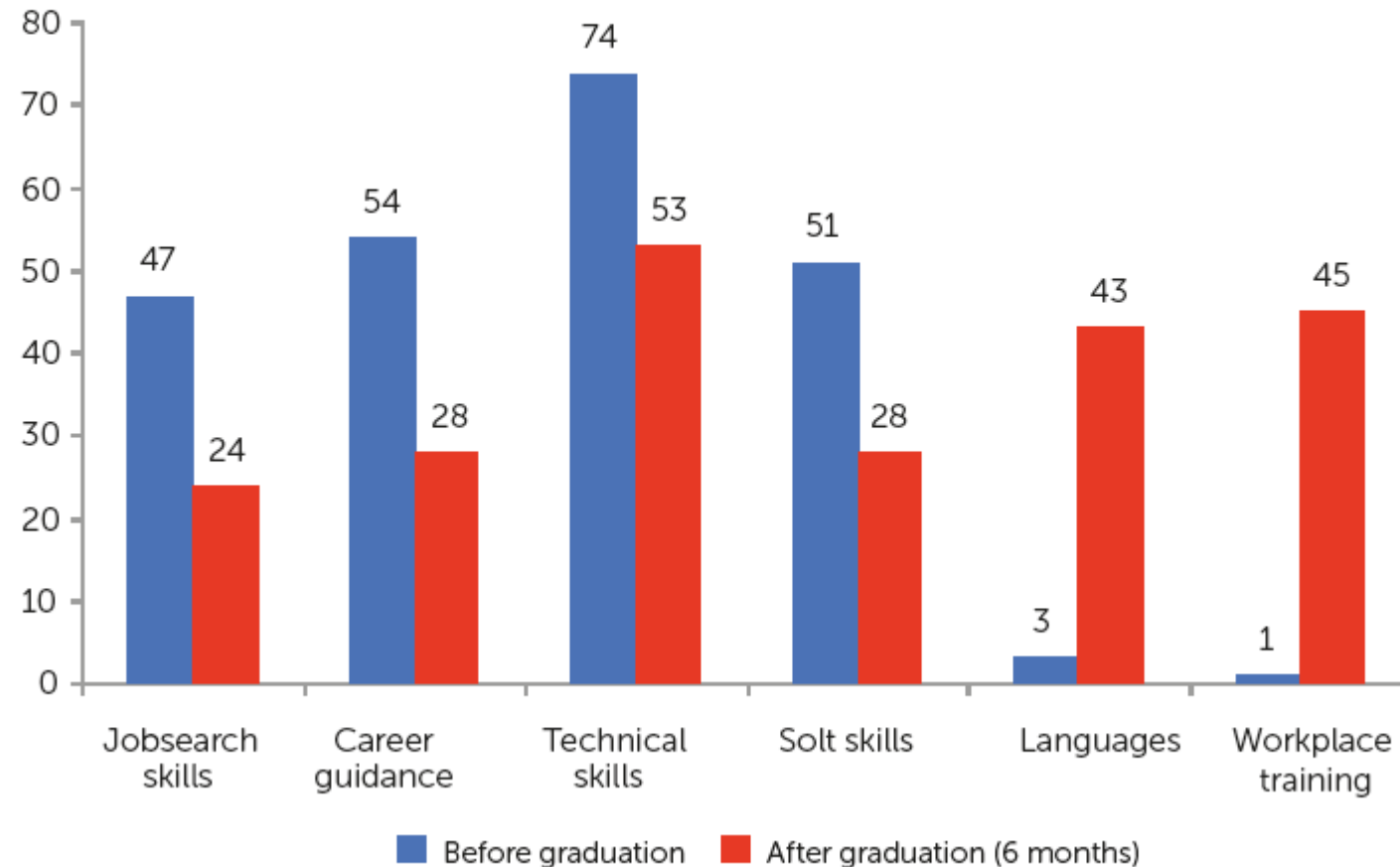
# Reasons for unemployment

FIGURE 6.8. REASONS FOR UNEMPLOYMENT (ASTURIAS, SPAIN)



# Suggestions for improvement of training

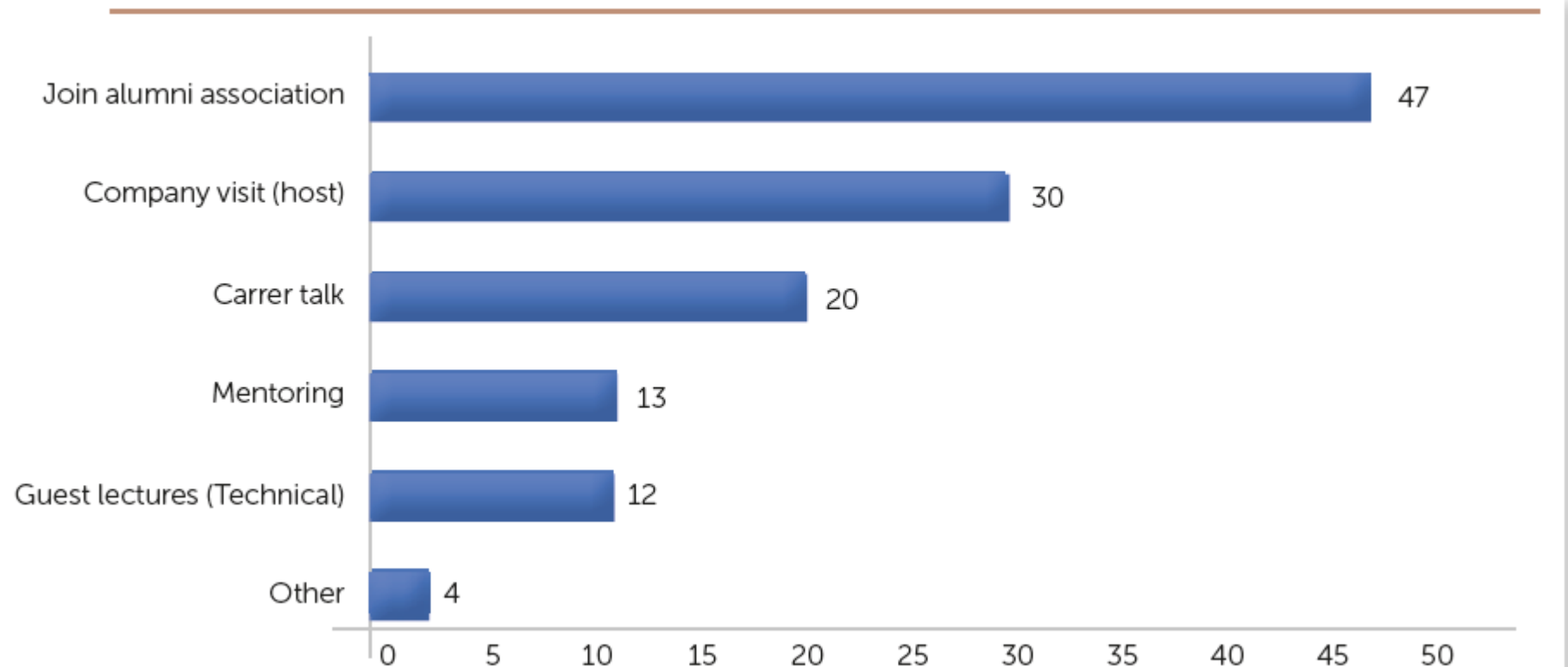
**FIGURE 6.11.** WHAT ELSE WOULD YOU HAVE LIKED TO LEARN MORE ABOUT ON YOUR QUALIFICATION?



# Graduate tracking -> Alumni relations

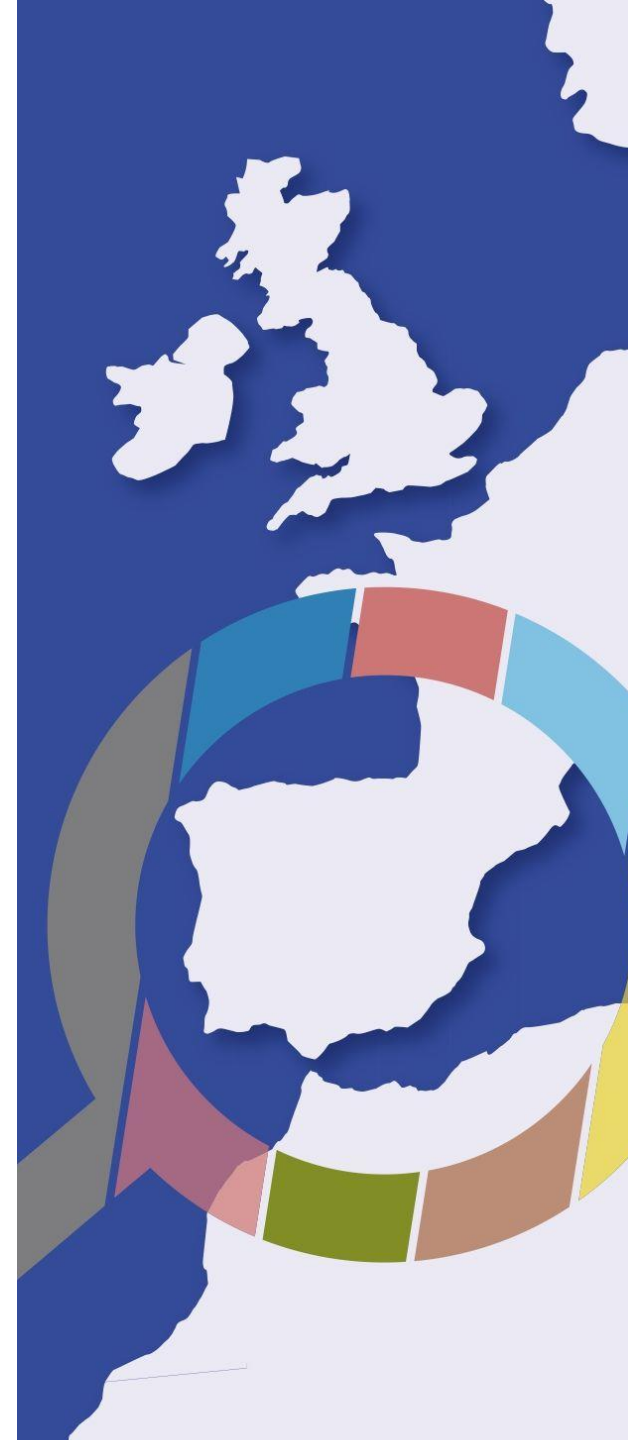
Recommendation 10: Contemplate graduate tracking as a key element in Alumni Relations Programmes.

**FIGURE 8.2. PREFERRED CONTRIBUTION AS ALUMNI (ASTURIAS, SPAIN)**



# SHARING DATA

## Whom, What for





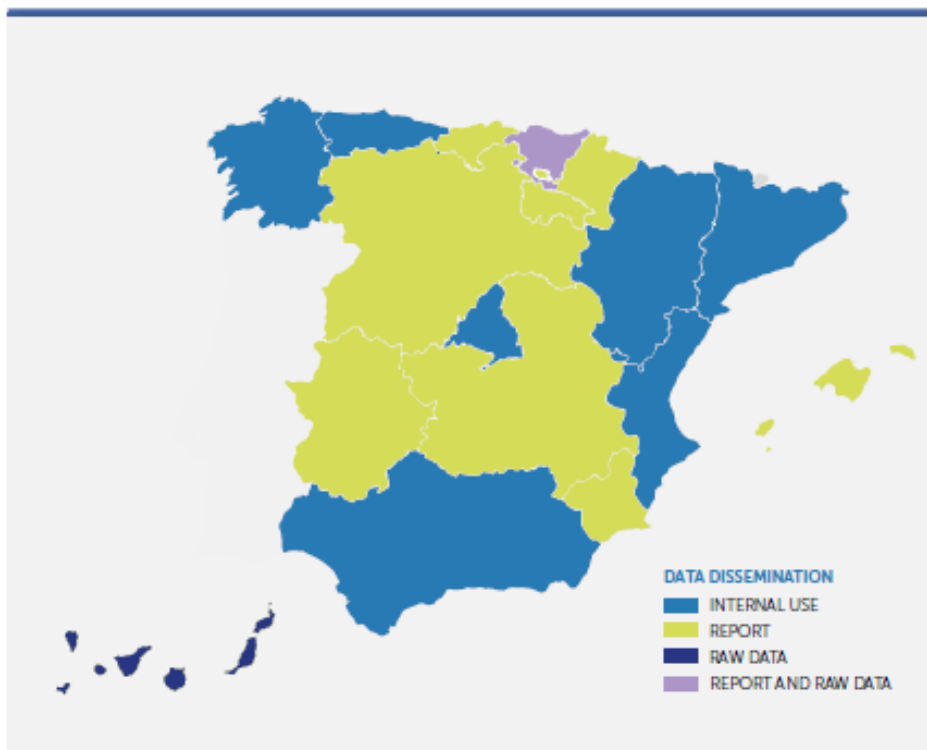
## Published data

### EC RECOMMENDATION

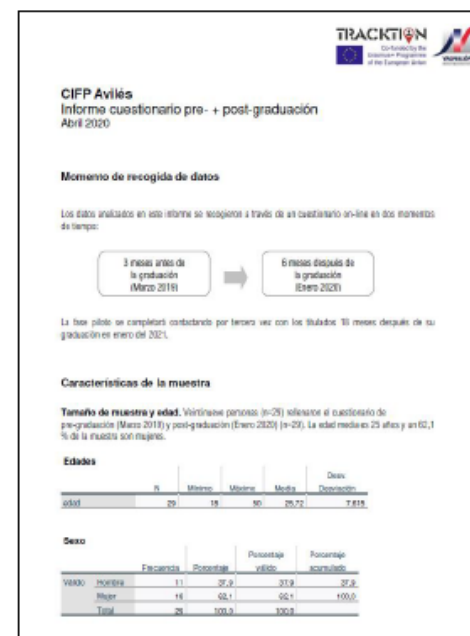
Increase the user-friendliness of published data and promote encounters between those in charge of tracking measures and the potential users of data.

### DIAGNOSIS

- 52% of the measures publish the data, the rest only use them for internal purposes.



## School Report + Raw Data



# Visual summary for students/graduates



Cofinanciado por el programa Erasmus+ de la Unión Europea

A continuación se resumen las conclusiones obtenidas de un seguimiento realizado a una muestra de titulados de FP asturianos. La recogida de datos se hizo a través de un cuestionario online que los estudiantes completaron 3 meses antes de titular (marzo 2019) y 6 meses tras su graduación (enero 2020). Valnalón volverá a ponerse en contacto con todos ellos en enero de 2021 a los 18 meses de titular.

Más información: [www.tracktionerasmus.eu](http://www.tracktionerasmus.eu)

## Centros participantes

De los 6 centros que participaron en este estudio, el que más respuestas aportó a la muestra fue CIPF La Laboral



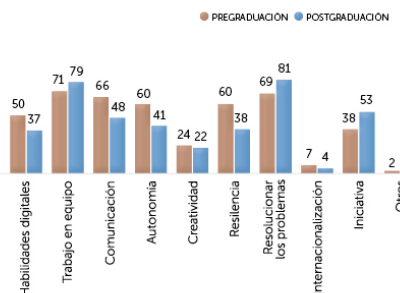
## Nivel educativo



## Calidad y relevancia de la formación

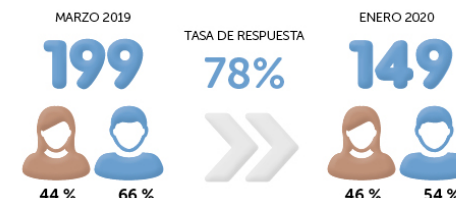
¿Cuáles fueron las capacidades desarrolladas más relevantes?

Tanto antes como después de la graduación, la mayoría opináis que son el **trabajo en equipo** y la **resolución de problemas**.



## Participantes y tasa de respuesta

Empezamos el estudio en Marzo 2019 con 199 estudiantes de FP que habéis titulado en junio 2019. Un 44% de la muestra erais mujeres. Seis meses después de graduación (Enero 2020) un 74,8% de vosotros nos habéis vuelto a proporcionar información sobre vuestra situación académica y laboral. ¡Gracias!



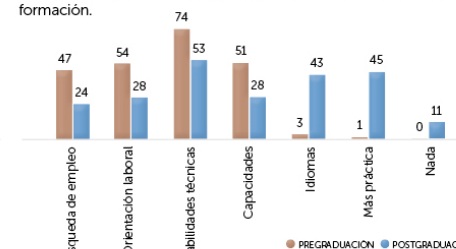
## Familias profesionales



## ¿En qué más os hubiese gustado formaros?

Os hubiese gustado formaros más en habilidades técnicas (uso de herramientas, programas...), orientación laboral, capacidades (comunicación, resolución de problemas...) y técnicas de búsqueda de empleo.

Y una vez que os graduáis, comenzáis a tener interés por otros aspectos como idiomas y haber adquirido más práctica durante la formación.



## Situación actual y cumplimiento de expectativas

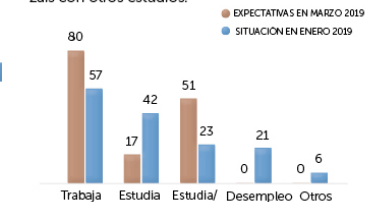
¿En qué situación laboral os encontráis a los 6 meses de titular?

Teniendo en cuenta también los que estáis compatibilizando los estudios con un empleo, un 53% estáis trabajando.



## ¿Se cumplieron vuestras expectativas?

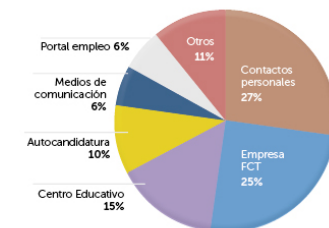
El 61,3% de los que teníais intención de incorporaros al mercado laboral, habéis cumplido vuestras expectativas, incluyendo los que lo compatibilizáis con otros estudios.



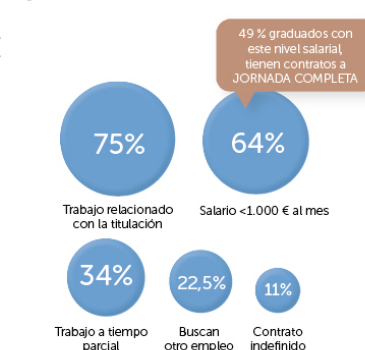
## Titulados ocupados

¿Cómo encontrasteis vuestro primer empleo?

Un 67,5% habéis tardado menos de 1 mes en encontrar vuestro primer empleo. La mayoría de las ofertas de empleo os llegaron a través de contactos personales, la empresa donde realizasteis las FCT y el centro educativo donde estudiasteis.



¿Cuál es la calidad de vuestro empleo?



## Titulados que continúan estudiando

El 43% seguís estudiando y 1 de cada 3 lo compatibilizáis con un trabajo. Y 2 de cada 3, cursáis estudios relacionados con vuestra titulación previa.

¿Qué estáis estudiando?

63% FP  
16% Universidad

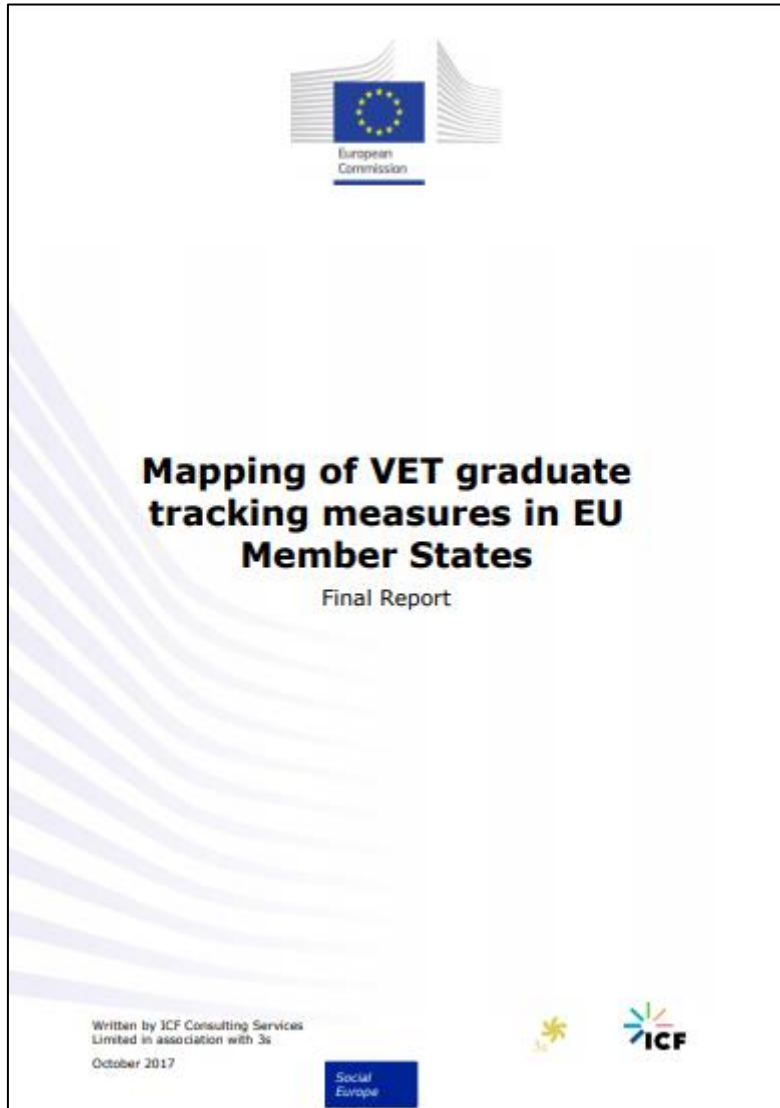
## Titulados desempleados

El 14% estáis desempleados. Pero, el 43% habéis tenido algún empleo desde vuestra graduación.

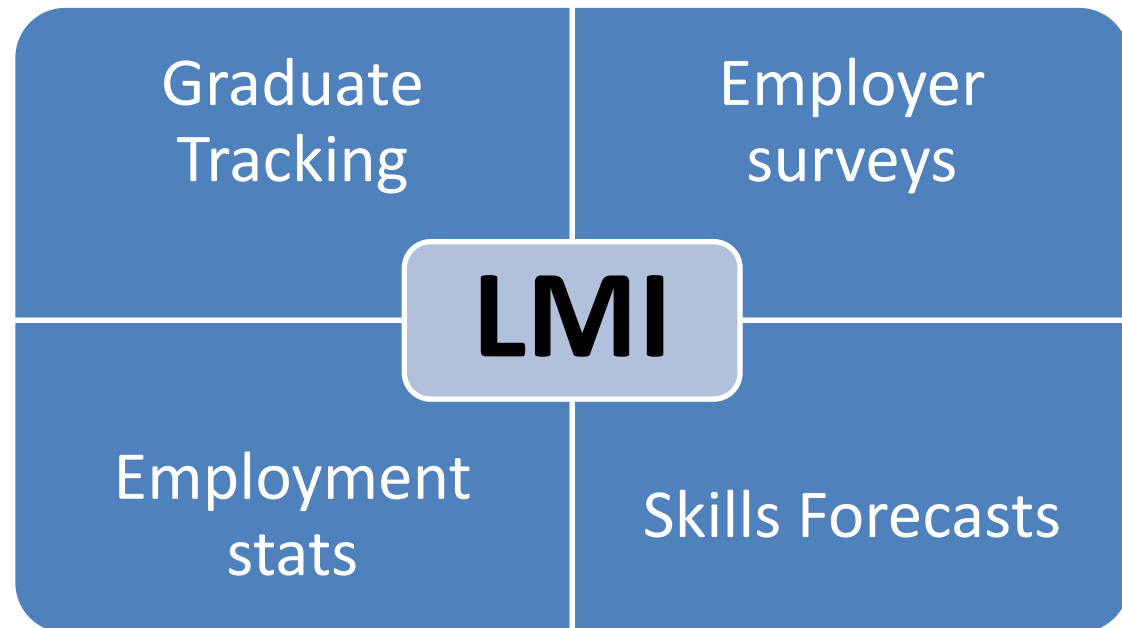
¿Cuáles son las causas de desempleo?



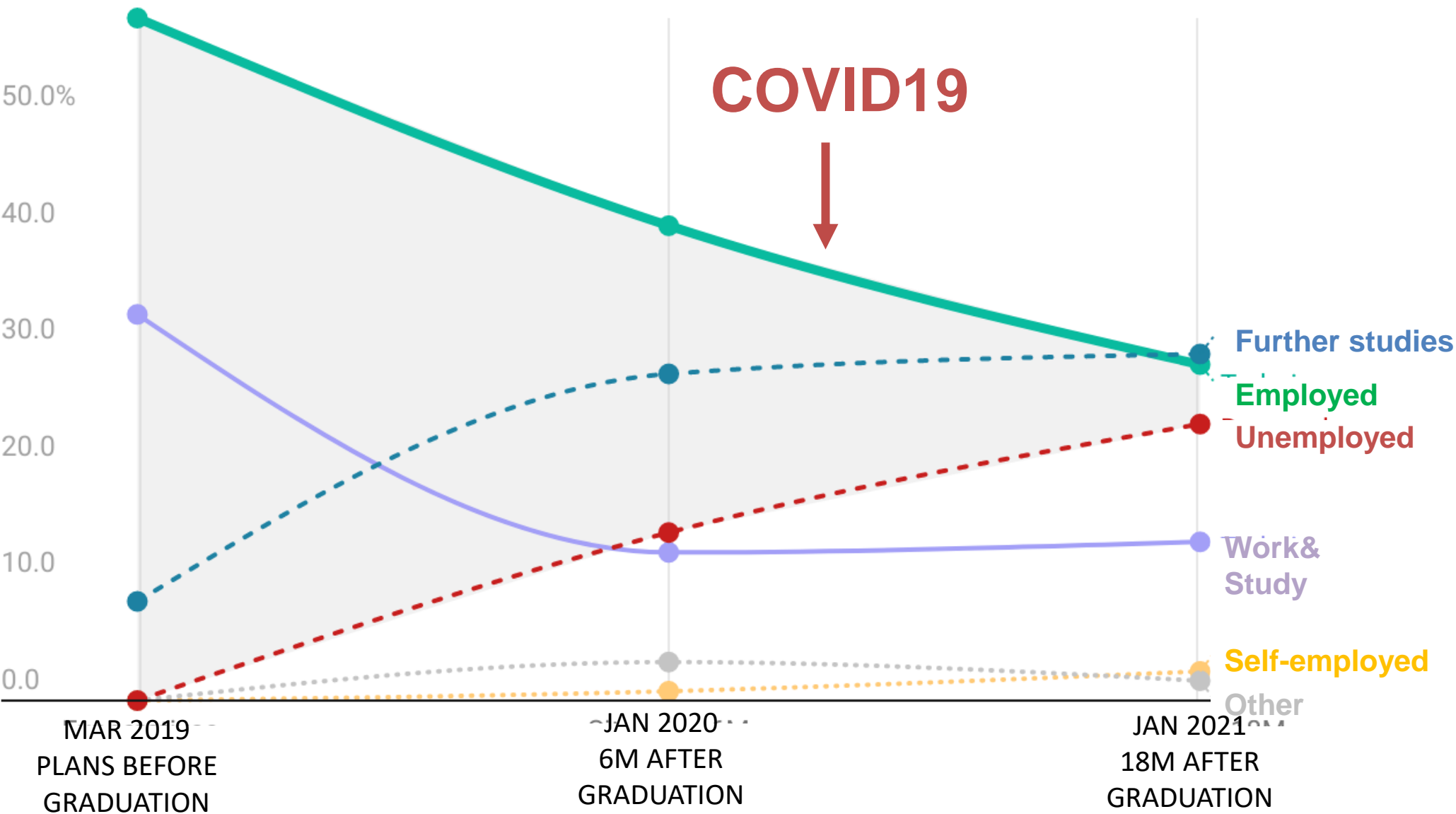
# A word of caution



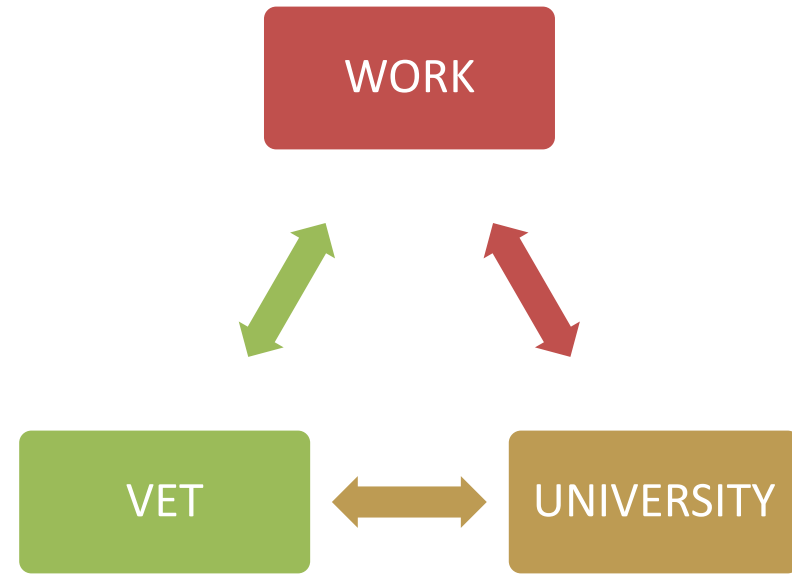
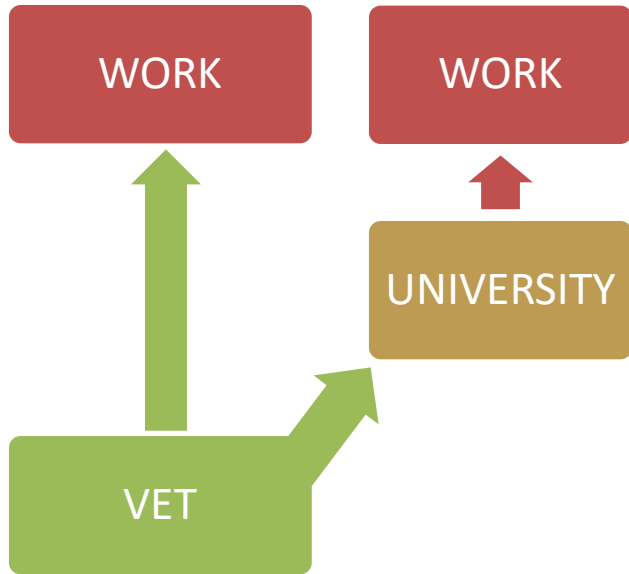
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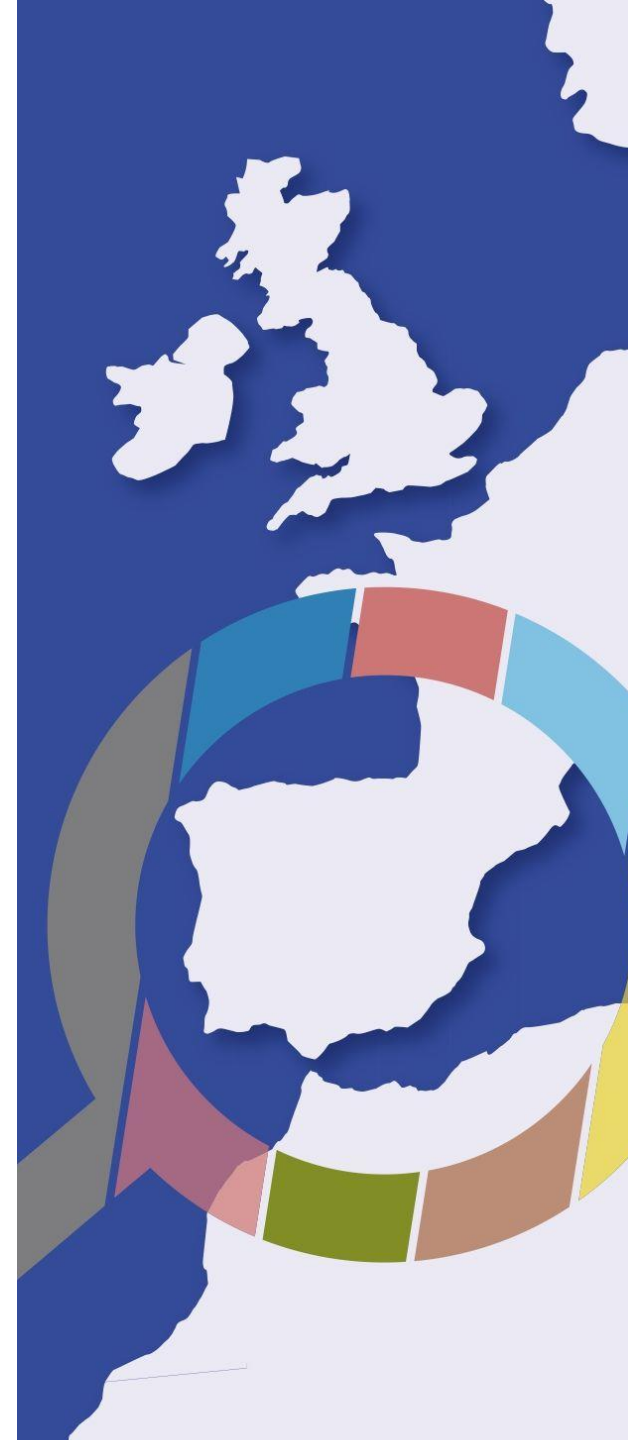


# Transitions becoming more complicated



# BEYOND GRADUATE TRACKING DATA

## Alumni Stories





# Alumni Stories

<https://tracktionerasmus.eu/alumni-stories-es/>

## Fabricación mecánica



Mario Álvarez

Técnico superior en diseño en fabricación mecánica / Steel Detailer [ES](#) – [EN](#)



Visitación Zafra

Técnica en soldadura y calderería / Welder [ES](#) – EN

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