



Ministerie van Onderwijs, Cultuur en
Wetenschap

Graduate tracking in the Netherlands

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Upper Secondary Vocational Education



Introduction

About me....

Program-manager secondary VET; Ministry of Education the Netherlands

***How we track our graduates after they have completed VET!
And, in particular what do we do with the information?***

Topics

- Focus on transition to the labour market and career thereafter
But, we also track students through their (further) schoolcareer.
- Short insight into system/information value and methodology
- Policy relevance and information products



Data from registers

Educational/household
dbase containing all
students and school
leavers

linked with social security
database.... (employees)

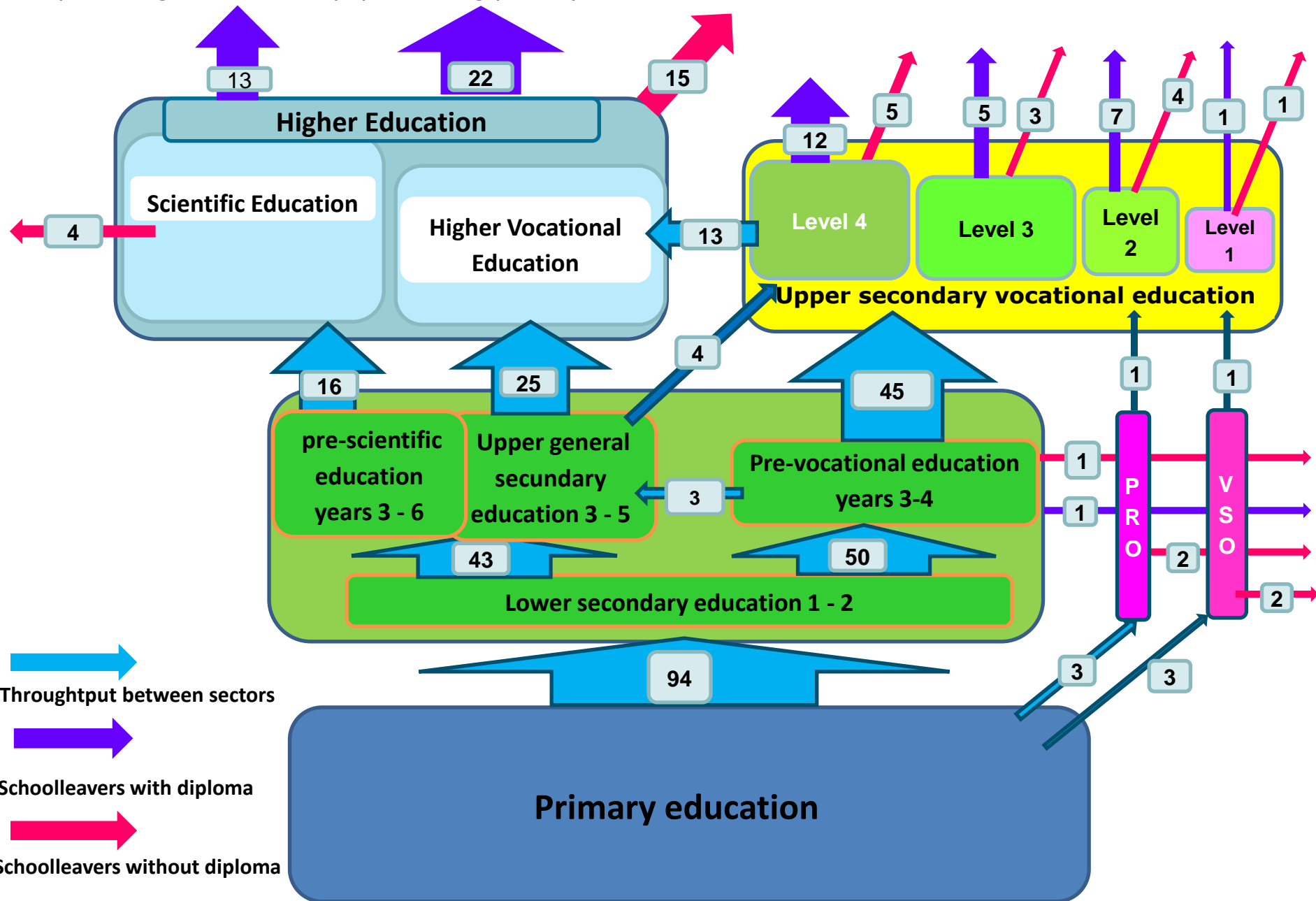
Linked with Tax-records
(Self-employed/entrepreneurs)

Data from surveys

School leaver surveys

Transitions in the Dutch educational system

In percentages of a cohort pupils leaving primary education





Data from registers

- **CBS: links educational database & social security and earnings database**

One on one for all school-leavers; we can track them for over 15 years now

- **Information about labour market position of all graduates:**
 - Participation rate (self-employed!)
 - Allowances / social benefits
 - Income (from labour or social benefits)
 - Number of hours (contractual)
 - Type of contract
 - Sector
- **Publication possible at (aggregated) national level, but also regional and school, or even at teaching team level for vocational qualifications and background characteristics (privacy).**



Surveydata: What registers do not cover

Cooperation: Ministry & Central Bureau of Statistics

Methodology:

- School-leavers are approached for an online or smart phone questionnaire; annually.
- 1 year after graduation.
- Routing and use of information from registers.
- Response rate; VET 30%. 100% coverage (roughly 30.000 students respond).

Information on;

- Occupation
- Vertical and horizontal mismatch
- More qualitative information; measures on satisfaction with training and apprenticeships.
- International mobility and private schools
- Skills mismatch
- Unemployment instead of participation rate

More costly and less detail possible.

However, large sampling and statistical techniques can get you far...



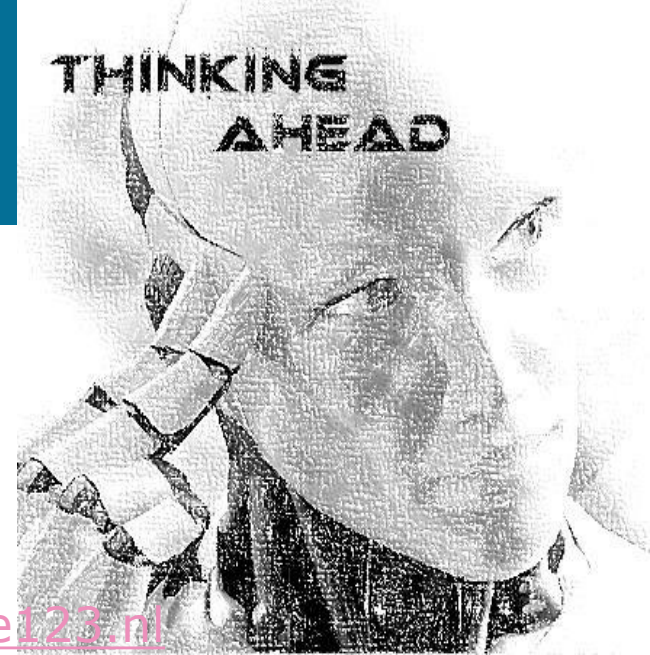
THINKING
AHEAD

Policy relevance

Information on choice of study;

Secondary VET: www.kiesMBO.nl

Higher Vocational Education: www.studiekeuze123.nl



Transparency: Importance of transparent information and making a well informed study choice including also labour market perspectives.

Macro-efficiency policy;

labour market relevance of vocational qualifications?

Efficient allocation of educational supply?

Specific indicators for signaling potential problems.



Usage by stakeholders

Schools; high quality information, for school policies (strategic plans) and legal requirements (f.i. macro efficiency of educational supply)

Municipalities/regions; information on mismatch

(Future) **Students;** study choice

National stakeholders; policy development & monitoring.
Indicators also used for government budget accountability

International stakeholders; database for scientific research



Examples of policy information (1)

Survey information;

- **Reports;** the data are also used for research
For instance, studies about transition from school to labour market and relevance of labour market information in choice of study.
- **Factsheets and Dataportal (SIS)**
 - <http://roaststatistics.maastrichtuniversity.nl/SISOnline/Home.aspx>



Macro-efficiency Policy

Schools/sectors are addressed if employment rates of studies drop (for some time) below a minimum (70 percent)

In the creative and media Vet-trainings it has led to a (more or less) **self-imposed freezing of numbers of students.**

In view of declining number of students and employment-rates schools have **concentrated and or made arrangements to specialize among institutions.**

New studies have emerged replacing redundant ones.

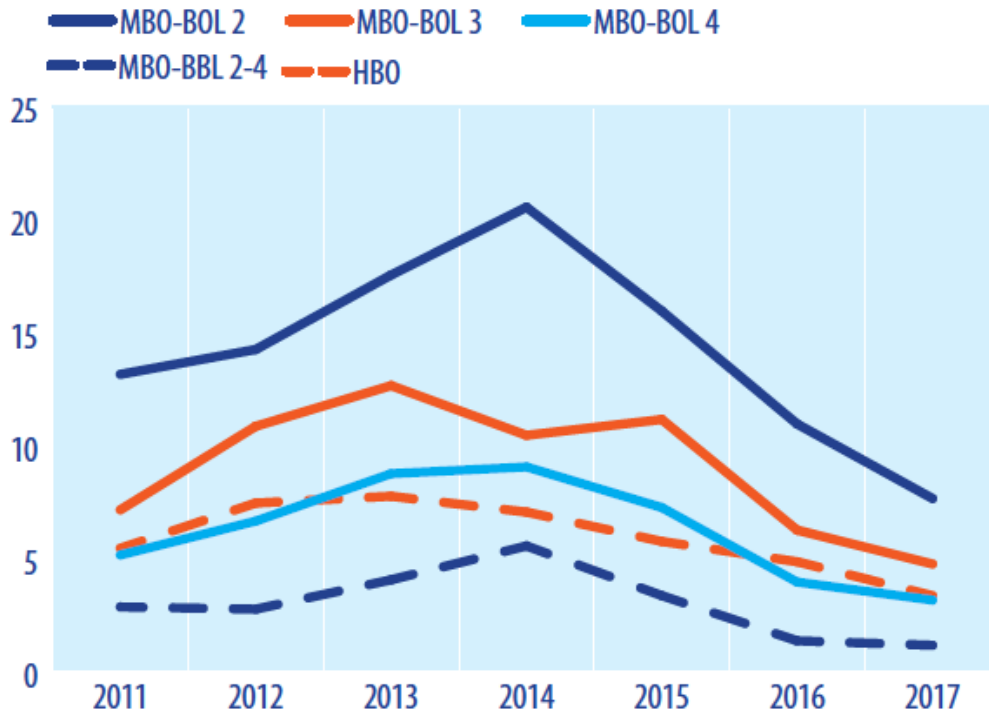


Policy information (2); some labour market outcomes

Unemployment 2011-2017

FIGUUR 1.

Werkloosheid (%): 2011-2017



MBO = Secondary VET
BOL = Schoolbased Learning
BBL= Workbased Learning

HBO= Higher Vocational Education

Levels 2 = lower secondary VET
Levels 3-4 = upper secondary VET

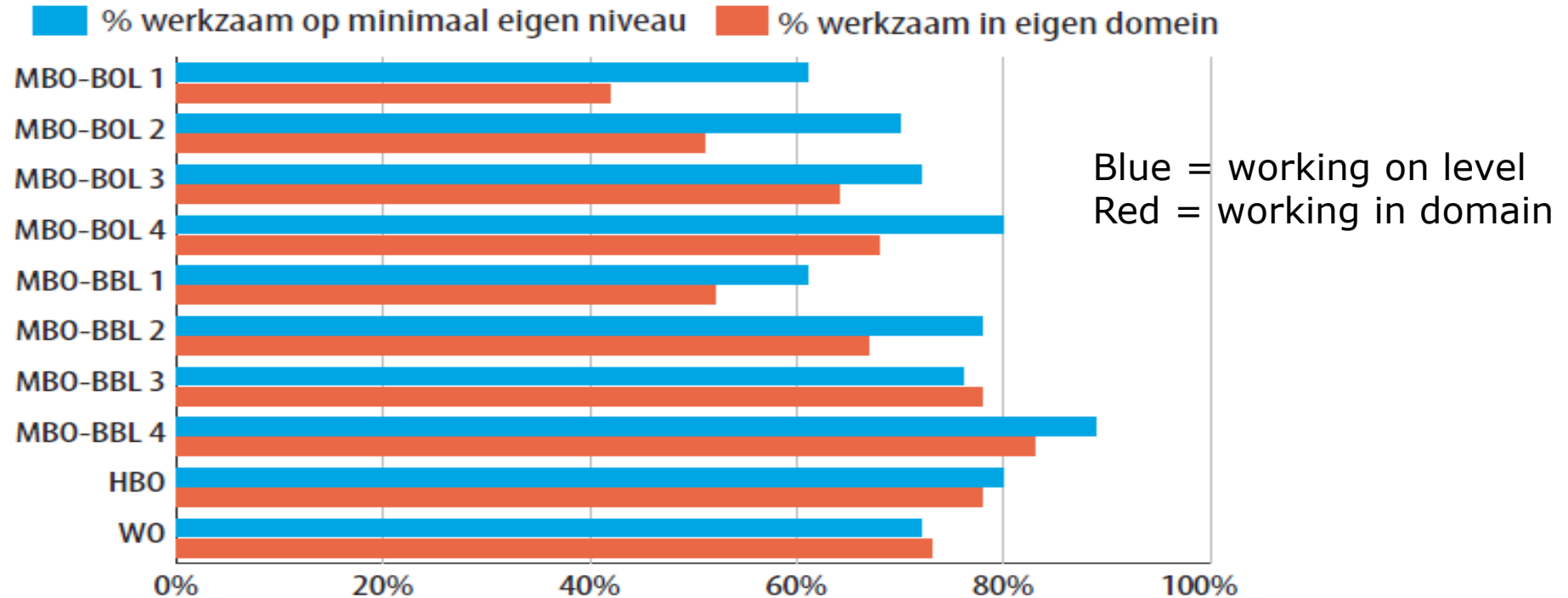


Horizontal and vertical mismatch

According to Vet-level & pathway (WBL/BBL & SBL/BOL)

FIGUUR 4.

Aansluiting werk op afgeronde opleiding





Differences between field of study (school based)

	ON LEVEL OR HIGHER	IN OCCUPATION	CONNECTIVITY	UNEMPLOYED	UNEMPLOYED UPON ENTRY	GROSS HOURLY WAGE (€)
SECONDARY VET	76	67	77	4	7	11,90
SCHOOLBASED VET	75	63	73	5	9	13,3
LEVEL 1	61	42	70	15	18	9,70
LEVEL 2	70	51	74	8	11	9,70
AGRICULTURE	64	38	67	6	10	10,00
ENGINEERING & CONSTRUCTION	75	59	73	7	11	9,25
ECONOMICS & ADMINISTRATION	66	48	75	8	11	9,30
HEALTH CARE	70	53	74	9	12	10,65



Thank you, I hope I have provided some



eyeopeners