



For the excellence in Vocational Education in Europe

Deliverable 3.3.2. Analysis of results from the piloting of the graduate tracking survey

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Background

For the purposes of this report we understand the term ‘**graduate tracking**’ as reaching out to learners who have successfully completed an education and training programme (graduates) and seeking their feedback on their experiences in education and employment after graduation (European Commission 2021, 2020b). During the last few years graduate tracking has become increasingly important in European context, for instance, in the **2017 Council Recommendation on tracking graduates**, Member States (with the support of the European Commission), committed to collecting information from higher education and VET graduates on a number of items¹ and to progressively make this information comparable at EU level. Since then, several activities have been undertaken including among others the set-up of and consultation with an expert group on graduate tracking (2018-2020), the conduction of a study mapping graduate tracking measures in the EU and the EEA (2018-2020) in VET and higher education, various capacity building activities, etc. (European Commission, 2021).

The implementation of the Erasmus+ **Vet Up project ‘Excellence in Vocational Education in Europe’** (2019-2022) has coincided with European developments related to graduate tracking in VET. Moreover, since one of the main objectives of the project has been to increase the quality of education and training delivered by regional VET providers² in partner countries (Bulgaria, France and Spain) an online **graduate tracking questionnaire/tool** has been designed and piloted among them. The overall aim of the tool has been to help VET providers better and more thoroughly analyse the needs of their graduates in regards to skills and competences to be acquired (in particular key competences and skills since these are the focus of the project) and thus inform the upgrade and improvement of regional VET programmes. The pilot checks the effectiveness of the tool in relation to this overall aim. A further aim refers to the potential of the questionnaire to become a ‘standard’ tool for VET providers in tracking graduates which will contribute to the consolidation of a common approach at regional level (see below).

The need of a **common approach** has been highlighted in particular by the French partner who explained that in France, depending on the financing source of the regional VET programmes e.g. regional government, private entities, the public employment service, it is obligatory to track graduates up to six months after the end of the programme. This is done via pre-defined questionnaires which usually lack information needed to fully comprehend the situation graduates may be in after completing a course/training. In addition, due to the autonomy of education and training centres, many of them use their own tracking methods on the top of the mandatory tools defined by the financing source.

Since the French network of VET providers (involved in the project) covers continuous vocational education and training (CVET), which is also the case of the Bulgarian and to a large extent of the Spanish one³, the needs described above point to some common challenges related to tracking of CVET graduates. For example, based on the mapping of graduate tracking measures in the EU and the EEA (2018-2020), the Expert group on graduate tracking has concluded that ‘**CVET graduates are the least covered by systemic measures**’ (Expert group on graduate tracking 2020, p. 13).

¹ These include: a) socio-biographical and socioeconomic information, b) information on education and training, c) information on employment or further education and training, d) relevance of education and training to employment or life-long learning and e) career progression.

² These are members of project partner networks including the Valencia regional network of VET providers represented by the Municipality of Alzira (Spain) and its local development agency (IDEA), the Public Interest Group for Basic Vocational and Further Training of the Créteil educational district, Ile de France (GIP-FCIP) and the Bulgarian Association of Institutions for Vocational Training (SIPOB)

³ The Spanish network covers also IVET providers.

The latter can be explained with the high number of providers and the diverse range of courses available across CVET which makes ‘standardised data and standardised tracking less straightforward’ (Expert group on graduate tracking 2020, p. 13). CVET is often more decentralised in Member States (compared to IVET) and in countries like Spain, for instance, where the regions (Comunidades Autónomas) have higher degree of autonomy (as compared to other Member States), it is to be expected that the landscape of CVET providers at national (regional) level is even more complex, which certainly affects the collection of graduate tracking data.

The current report presents the results from the piloting of the VetUp graduate tracking online questionnaire/tool and is structured as follows:

- the next section summarises highlights of the piloting results;
- the first chapter provides an overview of the methodology used for comparative data analysis;
- the second presents the sample;
- the third focuses on comparative data analysis across VET partner networks;
- the fourth and final chapter discusses conclusions and provides an outlook for the future;
- finally, an annex provides further details on comparative data.

Executive summary

What does pilot data tell us about education-to-employment transition of VET graduates?

Overall, the pilot data has not been sufficient to explain some patterns observed for the education-to-employment transition of graduates participating in the survey. This relates to the rather **small** response rate including 82 valid responses due to a combination of factors e.g. the motivation of VET providers to more broadly disseminate the survey which links to the availability of an updated graduates’ contact database, GDPR issues, etc. Another reason, certainly, is also the willingness of graduates to take part in the survey. In addition, the online questionnaire was piloted for a month and a half which partly coincided with the winter holiday period which should also have affected the degree of response rate.

The distribution of survey responses at country level was rather **uneven**, the case of Bulgaria in particular, which accounted for 15% of the overall valid responses. However, Bulgaria is a smaller country as compared to France and Spain, which means e.g. a smaller total number of CVET graduates. In general, differences at country level were rather small with some exceptions (see sections 3.1 and 3.2). The majority of survey respondents (33%) were aged between 20 and 30 and in terms of gender, male graduates were a bit more prevalent (59%). The majority of graduates (88%) completed their courses/training in 2020 and the latter were predominantly in the area of personal services⁴ (32%), business administration (15%) and cooking (13%). Most graduates did a course/training in order to improve their employment prospects (41%) and skills (40%). After the end of the programme the majority of them (41%) hadn’t taken further steps in education and training.

The **overall satisfaction** of graduates with the education and training received at the VET provider was rather high whereby the following aspects received highest satisfaction rates: the general relationship between teachers and students, the professional knowledge taught and the competences of the teaching staff. This overall satisfaction is reflected also in relation to internships/work placements which were mostly (86%) included in the course/training. Of note is that the majority of graduates (66%) who did an internship/work placement were not hired at the company after completing their course/training at the VET provider.

⁴ It includes e.g. healthcare, childcare, care of dependent persons, social and medical assistance.

At the end of the course/training graduates acquired various competences whereby **team working**, occupation-related competence and responsibility stood out since these were rated as ‘very strong’ or ‘strong’. In general, graduates’ self-assessment of competences acquired was rather high.

In terms of employment, the majority of survey participants (59%) were **currently employed** of which 35% were with a permanent contract compared to 19% with a temporary contract. For most of them it took between two and six months to find a first paid job after the course/training completion. When looking for a job, slightly more than half of the graduates (52%) experienced difficulties, the most frequent being that it takes too long to find a job (45%) and the lack of experience (39%). Most commonly used channels for accessing first paid job turned out to be the free labour market (38%) - particularly relevant for Bulgaria and France, and the VET provider (35%) – the main channel for the Spanish respondents.

Overall, the expectations of survey participants for their first salary after the course/training were met (57%). The majority of graduates (72%) considered the content of their job to be closely related to the content of the course/training received at the VET provider. However, the competences acquired during the course/training (e.g. team working, occupation-related competence, responsibility) were seen as ‘not important’ or ‘neutral’ (either important, nor not important) for their current job. This trend is unclear in the context of graduates’ high rating of competences acquired as well as in relation to their overall satisfaction with the education and training received. It may be that there is no link between these aspects, but to prove that a bigger sample is needed.

1 Methodology

The piloting of the VetUp graduate tracking tool took place between mid-December 2021 and the end of January 2022 through an online survey placed on the LimeSurvey website. While the survey was available in four languages: Bulgarian, English, French and Spanish, the English version was not used in practice since participants preferred to respond in their national language.

The survey was disseminated with the help of project partner VET networks that reached out to their members (regional VET providers) which then approached their graduates via institutional contact databases. Not all members took part in the survey which is a limitation related also to the small sample size.

Survey participants reflected the target groups of the VET networks involved in the project whereby there was a **clear focus on CVET graduates**. For instance, CVET learners are exclusively the target groups of the Bulgarian and the French VET networks and the main target group of the Spanish one (which includes IVET learners as well). CVET courses/trainings (and IVET in the case of Spain) covered by regional VET providers are part of formal continuing education (i.e. with a qualification in accordance with the respective National Qualification Frameworks). Of note is that the focus of the questionnaire (and of the VetUP project) was not on the acquisition of a whole qualification, but on the acquisition of **key** competences although occupation-related competences were also covered.

Prior to data analysis, quality assurance of data was carried out including a check for identical entries (only one was identified), data cleaning – making sure that responses are consistent and that respondents counted in the analysis answered at least the first two questions on the subject of graduate tracking. For transparency reasons we report on the exact number of valid respondents (N), indicated in each figure or table in the main text and the Annex.

Data analysis was based on the generation of descriptive statistics including also at country level which allowed for a comparison of results among partner networks. Country and overall averages were used in relation to Likert scale questions. Data from closed questions, which were mandatory to

fill in was complemented by interpreting information provided as open text answers (that were voluntary).

Despite the care taken in designing the graduate tracking tool, the main limitation referred to the small sample size and the fact that the results collected were not representative: the sample was self-selected since respondents were involved based on their interest in the topic.

2 Sample

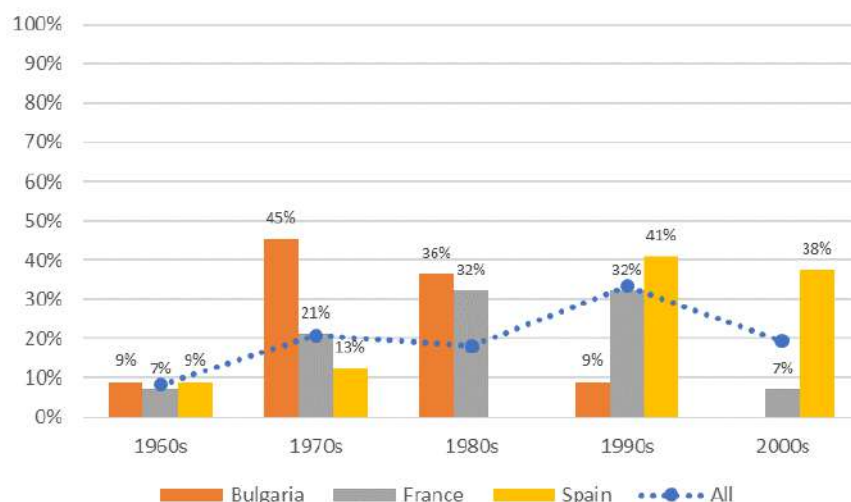
The survey was accessed 238 times but mostly closed again immediately (65%) thus reaching 82 overall number of valid responses. The largest share of respondents were from **Spain** (46%), followed by France (39%) and Bulgaria (15%) (see Table 1 below). The fact that the survey was mostly closed again points to one common challenge of conducting graduate tracking surveys, namely, ensuring sufficient number of respondents.

Table 1. Survey respondents by country

Country	Respondents	Share (%)
Spain	38	46%
France	32	39%
Bulgaria	12	15%
France	32	39%
Total valid responses	82	100%

Source: VetUp graduate tracking pilot, N=82.

Figure 1. Year of birth of respondents



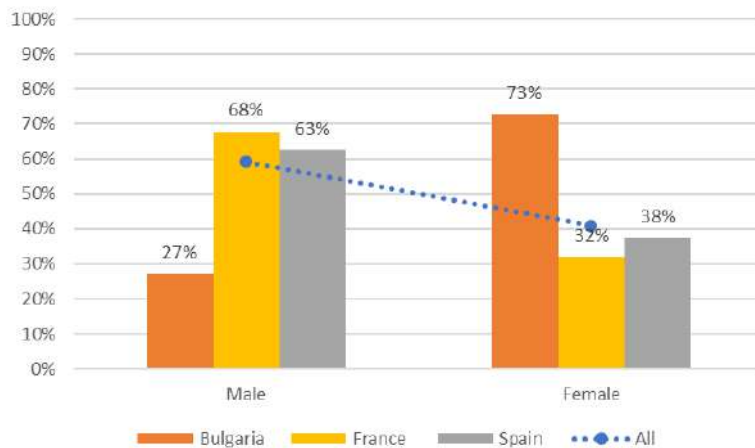
Source: VetUp graduate tracking pilot, N=71.

The participants represented a wide range of different age groups, with the youngest one being eighteen-year-old and the eldest - sixty-year-old.⁵ Overall, the largest age group included respondents born in the **1990s** (33%), followed by those born in the 1970s (21%), the 2000s (19%) and respondents born in the 1980s (18%). The smallest age group (8%) referred to graduates born in the 1960s (see Annex). If we compare **by countries**, the eldest were the Bulgarian respondents with

⁵ Please note that participants were asked about their exact year of birth with data then being summed up into the following categories e.g. 1960s include the birth years between 1960 and 1969; 1970s – between 1970 and 1979, etc.

most of them (45%) being born in the 1970s, followed by the French ones – with the majority of them being born in the 1980s (32%) and the 1990s (32%). The youngest graduates were the Spanish ones with the largest share of them being born in the 1990s (41%). In the case of Spain, it should be differentiated between IVET and CVET graduates i.e. while the majority of IVET graduates (80%) were born in the 2000s, most of CVET graduates - in the 1990s.

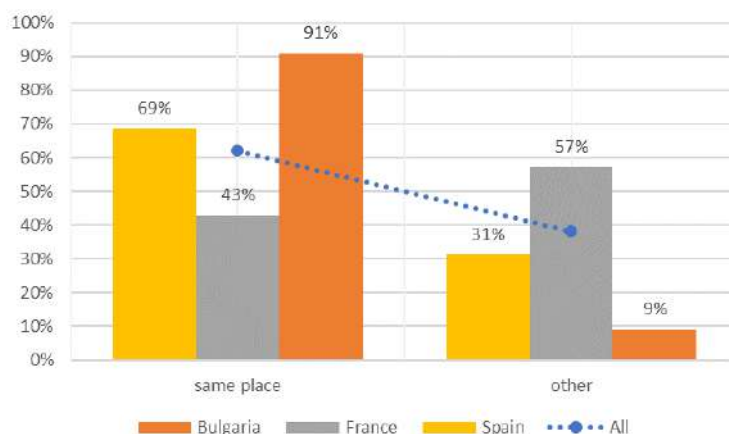
Figure 2. Gender of respondents



Source: VetUp graduate tracking pilot, N=71.

Overall, the pilot survey was completed by more **men** (59%) than women (41%) as shown in Figure 2. This was the case for France (68%) and Spain (63%). By contrast, the majority of Bulgarian respondents were predominantly women (73%).

Figure 3. Current place of residence: the same or other as the place of course/training?



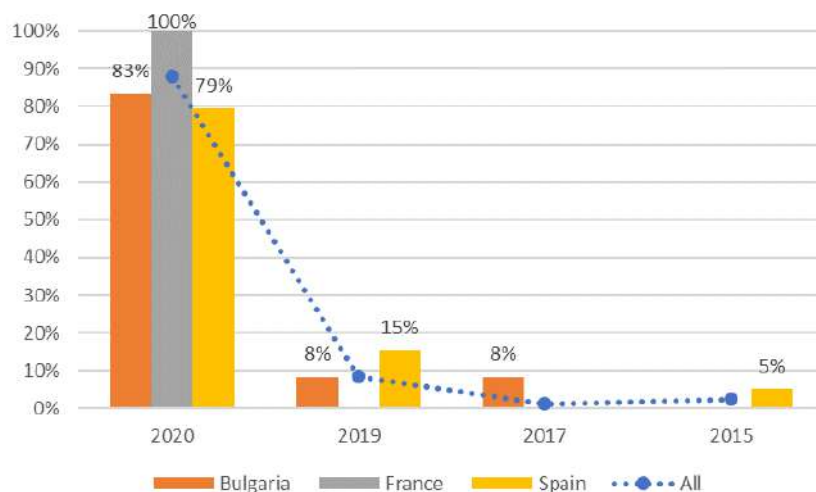
Source: VetUp graduate tracking pilot, N=71.

In general, the current place of residence of most respondents (62%) was **identical** with the place where they completed their course/training. This was very much the case of Bulgaria (91%) and Spain (69%). In comparison, the majority of French respondents (57%) resided in a different place than the place of their course/training.

3 Graduate tracking related questions

3.1 Education and competences

Figure 4. Year of course/training completion



Source: VetUp graduate tracking pilot, N=82.

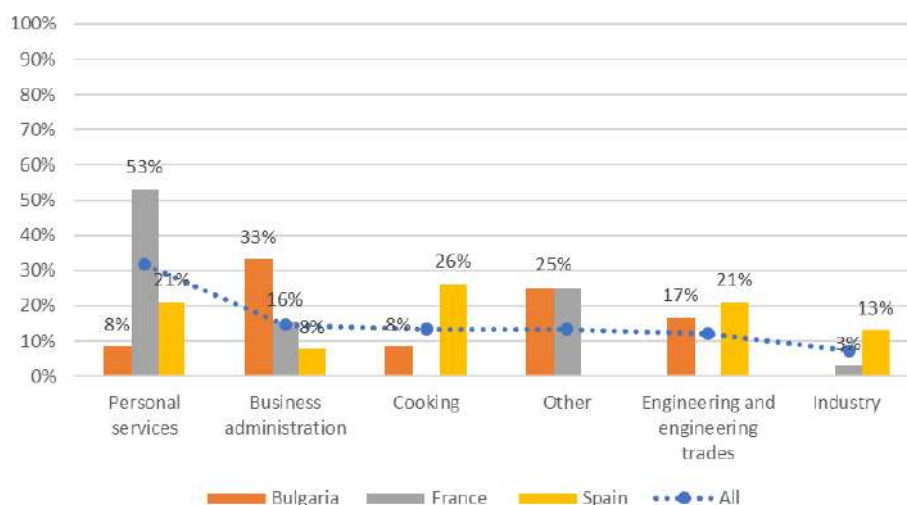
The majority of survey respondents (88%) completed their course/training during **2020** as shown in Figure 4. This was the case for all French respondents, followed by 83% of the Bulgarian and for 79% of the Spanish respondents. The number of respondents who completed their course/training before the pandemic and even earlier was rather small including six Spanish graduates (15%) who did their training in 2019 and two (5%) - in 2015. One Bulgarian participant (8%) has completed a course in 2019 and another respondent - in 2017. The distribution described may suggest that VET graduates that have completed their courses more recently may be more likely to take part in graduate tracking surveys.

In relation to type of VET courses/training, survey respondents were predominantly **CVET graduates** (81%). This was the case of all Bulgarian and all French participants. For example, the vast majority of Bulgarian respondents graduated CVET courses offered by the Pazardzhik and Pleven local branches of The Bulgarian-German Vocational Training Centre State Enterprise (DBBZ).⁶ French respondents completed CVET courses offered by the GRETA network in the region of Ile de France –the network is part of the regional strategy for continued education for adults and vocational education.⁷ Spanish participants were mostly CVET graduates (58%) who did courses offered by IDEA (Alzira's local development organisation). The rest of them (42%) were IVET graduates. A list of VET providers that participated in the survey is provided in the Annex.

⁶ DBBZ was established in 2011 and is composed of several local branches located in different Bulgarian cities that offer CVET courses in different occupational fields, see <https://dp.bgcpo.bg/en>.

⁷ The GRETA network is a very diverse organization providing services, education and training in all fields and for all levels. Local programmes offer training in hard and soft skills and most of them are aimed at job seekers and unqualified or poorly qualified workers and youths, see <https://www.forpro-creteil.org/>.

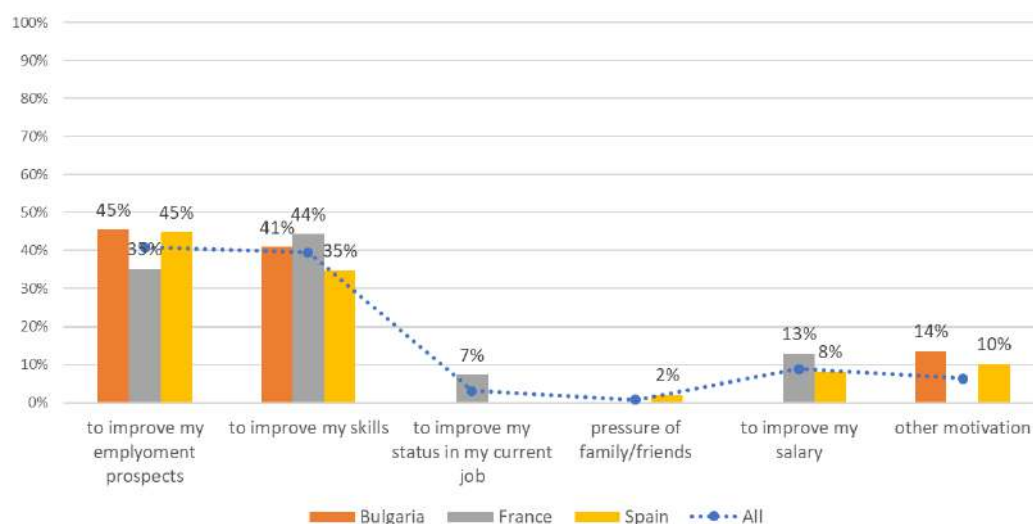
Figure 5. Most frequent fields of course/training of VET graduates



Source: VetUp graduate tracking pilot, N=82.

In terms of field of course/training, the majority of participants (32%) completed courses in the field of **personal services** (healthcare, childcare, care of dependent persons, social and medical assistance) followed by business administration (15%), cooking (13%), engineering and engineering trades (12%) and industry (7%) (see Annex). At country level, the distribution links to the prevalence of courses offered by the regional VET providers participating in the survey. For instance, most French participants (53%) did a course in the field of personal services, of Bulgarian - in business administration (33%) and of Spanish participants –in cooking (26%).

Figure 6. Motivation to enroll in a course/training

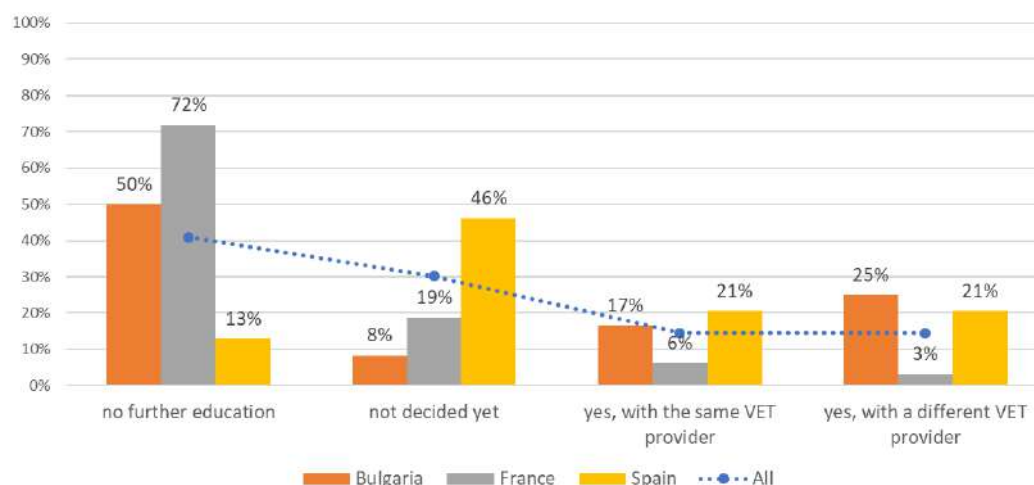


Source: VetUp graduate tracking pilot, N=124 (multiple choice question).

Asked about their motivation to enrol in a course/training, graduates mainly did so to **improve their employment prospects** (41%) and **skills** (40%). A few wanted to improve their salary (9%) or had other motivations (6%). The number of those who wanted to improve their status in their current job was relatively low (3%) as well as of those motivated by family/friends (1%) (see Annex). While Bulgarian and Spanish respondents were predominantly motivated by the possibility to improve their

employment prospects (45% in both cases), French respondents were mostly motivated because of the possibility to improve their skills (44%) (see Annex).

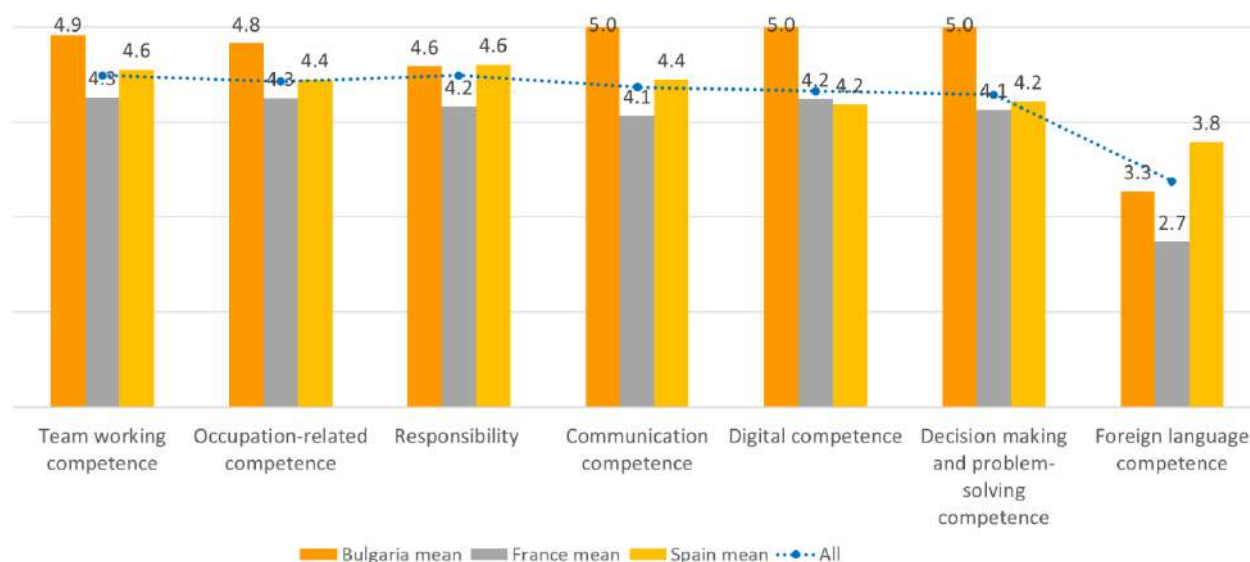
Figure 7. Further steps in education/training after completing the course/training



Source: VetUp graduate tracking pilot, N=82.

We asked participants if they had taken further steps in education/training after completing their course/training. The majority (41%) **hadn't taken any further steps** and 30% hadn't decided yet, 28% of graduates did take further steps in education/training whereby 14% with the same VET provider and 14% with a different one (see Annex). Half of the Bulgarian and 72% of French graduates confirmed the overall trend i.e. hadn't taken further steps in education/training. The majority of Spanish respondents (46%) hadn't decided yet (see Annex).

Figure 8. Acquisition of selected competences after completing the course/training

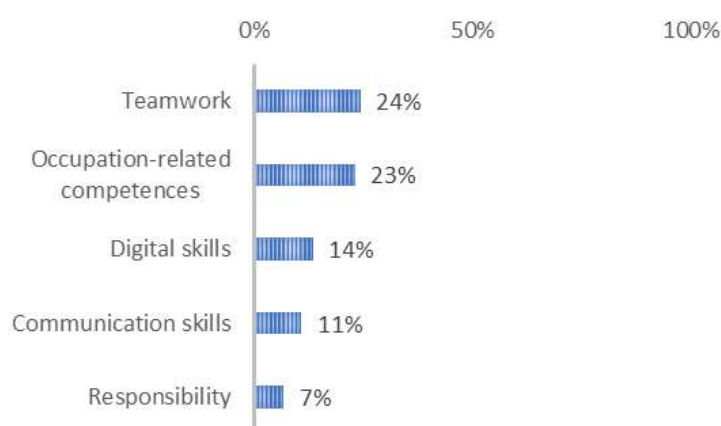


Source: VetUp graduate tracking pilot, N=72-82. Based on calculation of averages where 5=very strong; 4=strong; 3=neutral; 2=weak; 1=very weak. Cases in which a given competence has not been applicable (20 in total) were excluded.

Graduates were asked how they would rate the acquisition of eight specific competences (on a scale from 5 'very strong' to 1 'very weak') after completing their course/training at the VET provider. They rated their **team working** competence as the strongest with an average score of 4.5, closely followed by occupation-related competence and responsibility. By contrast, foreign language received lowest average score (3.4) being considered as either strong nor weak (see Figure 8).

For most competences there were minor differences at country level, for instance, French participants rated occupation-related competence as their strongest one. In general, most survey participants (in particular, Bulgarians) rated their competences as either 'very strong' or 'strong' and only a few had a neutral opinion or thought their competences were 'weak' or 'very weak' (see Annex). Bulgarian and French respondents referred also to the acquisition of 'other' competences including e.g. oral and written expression, project preparation, digital image processing. The acquisition of these competences was rated as either 'very strong' or 'strong' (see Annex).

Figure 9. Skills and competences acquired that proved to be most useful for the future job



Source: VetUp graduate tracking pilot, N=74 respondents, open question.

The ranking of competences acquired in Figure 8 align with the results of a follow-up open question i.e. when asked which have proved to be the most useful skills and competences (acquired from the course/training) for their future job, the majority of survey participants responded that these were **teamwork** (24%) and **occupation-related competences** (23%) followed by digital skills (14%), communication skills (11%) and responsibility (7%).

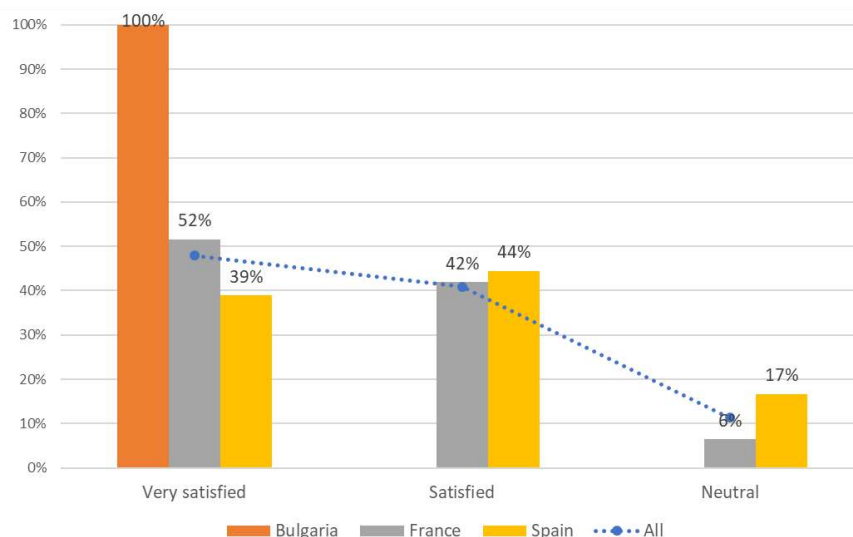
Table 2. Internship/work placement during the training at the VET provider

Internship/work placement	All	Bulgaria	Spain	France
yes	86%	33%	92%	97%
no	14%	67%	8%	3%

Source: VetUp graduate tracking pilot, N=82.

In some VET institutions students have the possibility to do an internship or participate in a work placement. We asked graduates if they were provided with this opportunity. Overall, **86%** of them **did an internship/participated** in a work placement. This was very much the case of France (97%) and Spain (92%). By contrast, only third of Bulgarian participants did an internship or participated in a work placement (see Table 2). In the case of Spain, around 59% of the internships/work placements were carried out within CVET courses/training as compared to 41% - done within an IVET programme.

Figure 10. Satisfaction with the quality of the internship/work placement



Source: VetUp graduate tracking pilot, N=70 (includes only participants who did internship/work placement).

The majority of participants who did an internship or participated in a work placement were either **very satisfied** (48%) or **satisfied** (41%) as compared to 11% who found it 'neutral'. All Bulgarian and most French graduates (52%) considered the internship 'very satisfactory' and for the majority of Spanish ones it was satisfactory (44%) (see Annex). In fact, no participant was unsatisfied with the internship/work placement.

Table 3. Regular employment offered at the place of internship/work placement

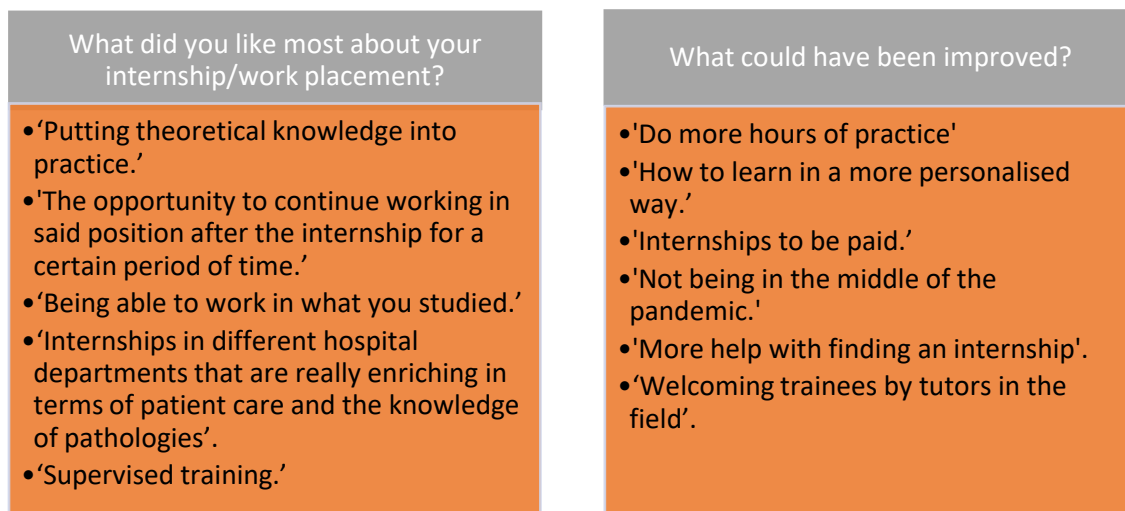
Offer of regular employment	All	Bulgaria	France	Spain
yes	34%	75%	32%	31%
no	66%	25%	68%	69%

Source: VetUp graduate tracking pilot, N=70 (includes only participants who did internship/work placement).

The majority of participants (**66%**) who did an internship/participated in a work placement **were not hired** at the company after completing their course/training at the VET provider. This general trend is confirmed in the case of France and Spain (see Table 3). By contrast, the majority of Bulgarian respondents were hired at the company, but this may relate to the small sample size i.e. 75% means 3 respondents in absolute numbers.

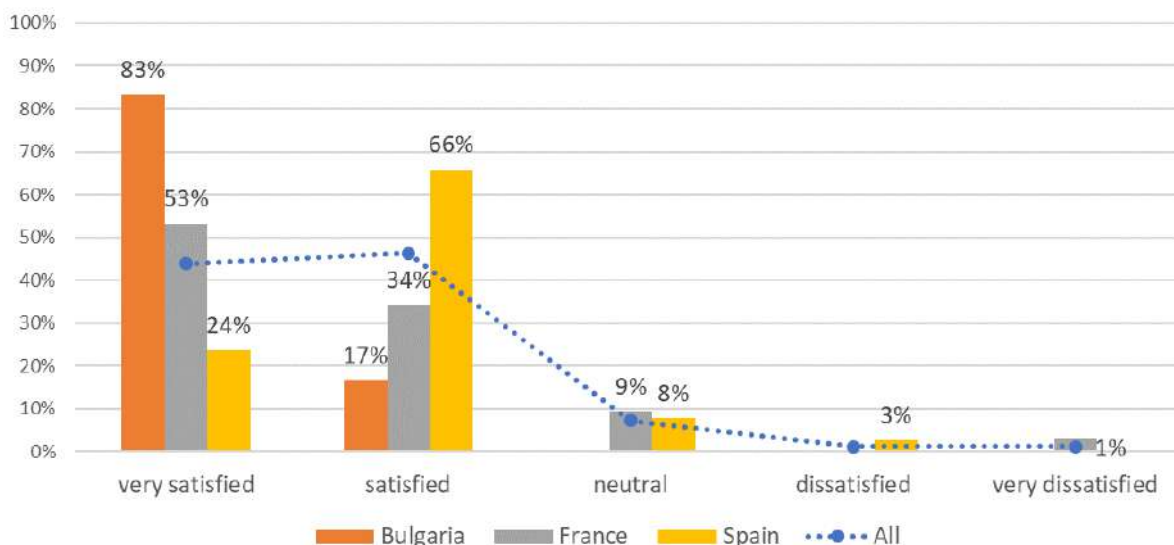
Figure 11 below highlights some of the aspects that graduates most liked about their internship/work placement and in addition points to some improvement suggestions as well. Overall, the aspects more liked prevailed over the areas suggested for improvement.

Figure 11. Aspects most liked about the internship and areas of improvement



Source: VetUp graduate tracking pilot, open questions. N=47 (respondents) for aspects more liked by graduates and N=24 (respondents) for further areas of improvement.

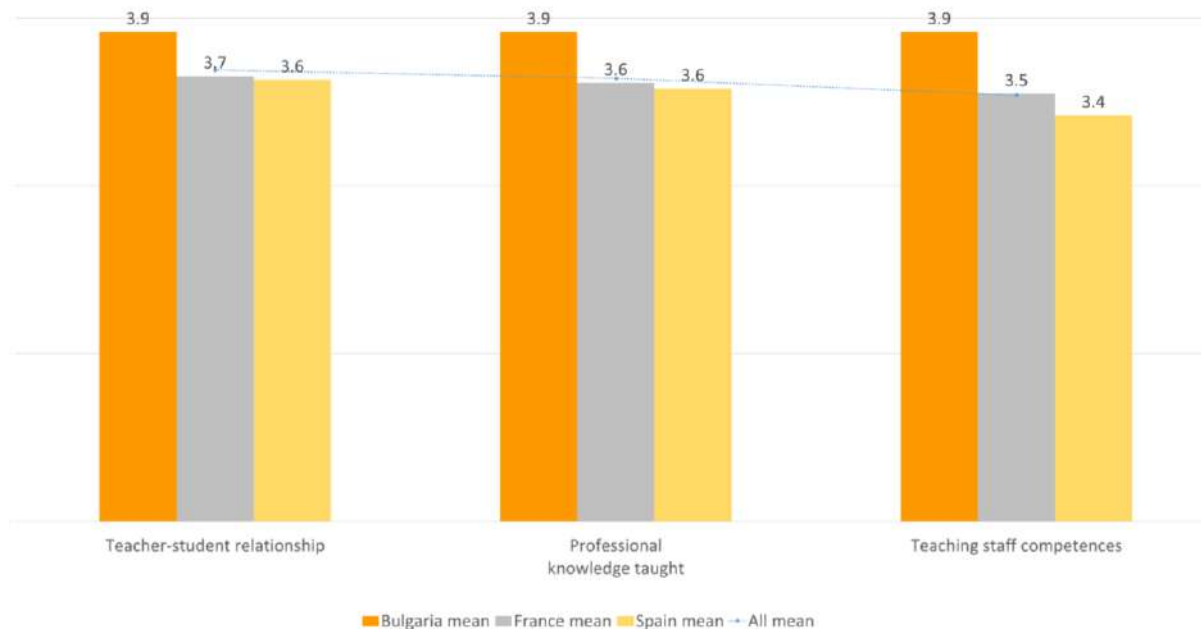
Figure 12. Overall satisfaction with the education and training received



Source: VetUp graduate tracking pilot, all N=82.

The overall satisfaction with education and training received at the VET provider was rather high with 44% of graduates being '**very satisfied**' and 46% - 'satisfied'. This trend was very pronounced in the case of Bulgaria where 83% of the graduates were very satisfied. Cases of dissatisfaction were rather an exception, but were present as well. For instance, the dissatisfaction expressed by a French respondent links to his/her low self-assessment of competences acquired during the course/training (see Figure 8) since most of them were considered as 'very weak'. Furthermore, the graduate was dissatisfied with specific aspects of education and training received at the VET provider (see Figure 13 and Annex).

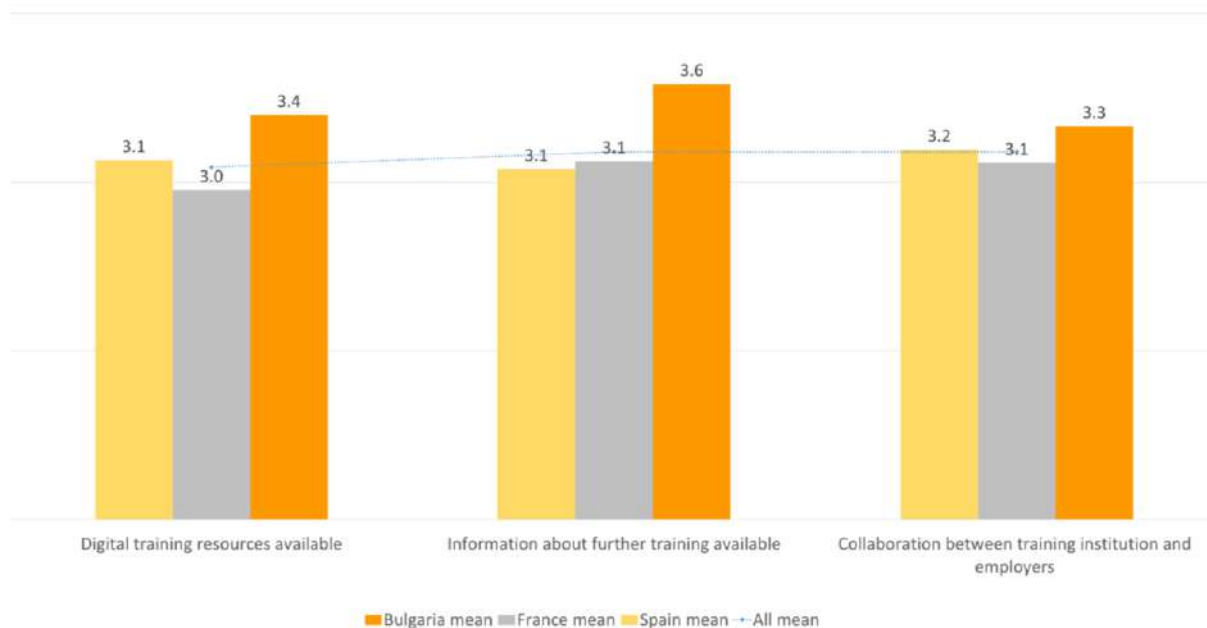
Figure 13. Highest satisfaction with specific aspects of course/training received



Source: VetUp graduate tracking survey pilot, N=80-81. Based on calculation of averages where 4= very satisfied; 3=satisfied; 2=unsatisfied; 1=very unsatisfied. Not applicable/don't know cases are not included.

Following the question about the overall satisfaction, participants were asked to elaborate a bit more focusing on how satisfied they were with specific aspects of education and training. For that purpose, they used a scale from 4=very satisfied to 1=very unsatisfied and based on that the following aspects received highest average scores of satisfaction: the general **relationship between teachers and students** (3.7), the **professional knowledge taught** (3.6) and the **competences of the teaching staff** (3.5). Differences between countries were minor confirming that the general trend described above is relevant also at country level (see Annex).

Figure 14. Lowest satisfaction with specific aspects of course/training received

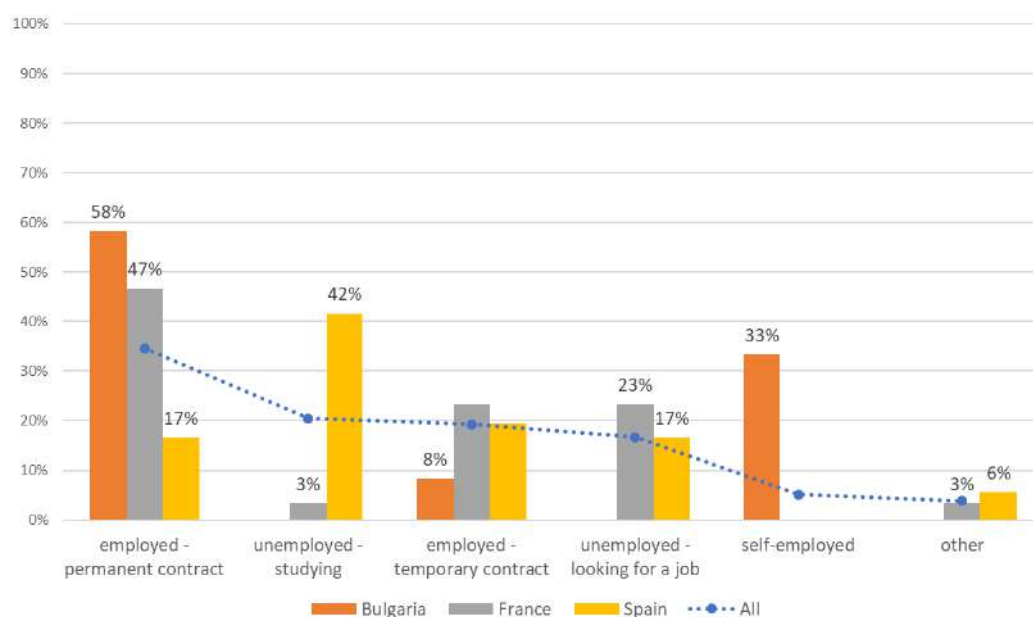


Source: VetUp graduate tracking survey pilot, N=68-74. Based on calculation of averages where 4= very satisfied; 3=satisfied; 2=unsatisfied; 1=very unsatisfied. Not applicable/don't know cases are not included.

Training aspects with which the respondents were least satisfied (though still satisfied) included: 'digital training resources available' e.g. e-learning (with an average score of 3.1), the 'information about further training available' (3.2), the 'collaboration between training institutions and employers' (3.2) as well as the 'support provided for transition to employment after the completion of the course/training' (3.2). There were some minor differences at country level (see Annex).

3.2 Employment

Figure 15. Current main employment status



Source: VetUp graduate tracking pilot, N = 77.

The majority of survey participants (**59%**) were **currently employed** of which 35% were with a permanent contract compared to 19% - with a temporary contract (see Annex). Most of the employed Bulgarian and French graduates had a permanent contract - 58% and 47% respectively as

compared to the Spanish ones who were mainly employed on a temporary basis (19%) (See Annex). Of note is that 33% of the Bulgarian respondents were self-employed.

Overall, 38% of respondents were unemployed, with 21% out of them being in education (studying) and the rest (17%) - looking for a job. There were no Bulgarian graduates that were unemployed. From the Spanish participants, the majority (42%) were unemployed due to being in education whereby 67% of those currently in education were IVET graduates. In comparison, most of the unemployed French participants (23%) were looking for a job (see Annex).

Table 4. Ever being employed after course/training completion ⁸

Ever being employed after course/training completion	All	France	Spain
yes	45%	33%	50%
no	55%	67%	50%

Source: VetUp graduate survey pilot, N=31, France N=9, Spain N=22. The question includes only respondents who answered previously that they were currently unemployed.

Slightly more than one **half** of the graduates that were currently unemployed (55%) **had never been employed** at any time after their graduation from the course/training. This trend was more pronounced for France as it referred to roughly two thirds of unemployed respondents (67%).

Table 5. Have you experienced difficulties when looking for a job?

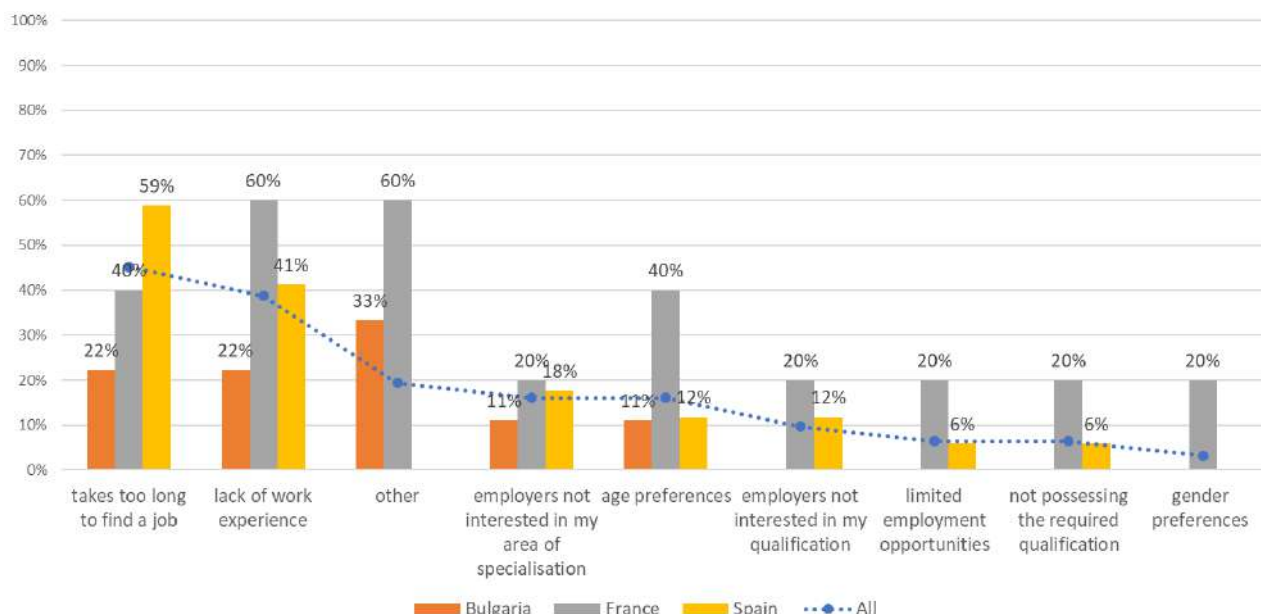
Difficulties experienced when looking for a job	All	Bulgaria	France	Spain
yes	52%	75%	21%	71%
no	48%	25%	79%	29%

Source: VetUp graduate tracking survey pilot, N=60, Bulgaria N=12, France=24, Spain N=24.

We asked survey participants if they met **difficulties** when looking for a job and slightly **more the half** of them (52%) did so (see Table 5). This was very much the case for Bulgarian and Spanish participants. By contrast, the majority of French respondents did not experienced difficulties when looking for a job.

Figure 16. Difficulties experienced when looking for a job at the end of course/training

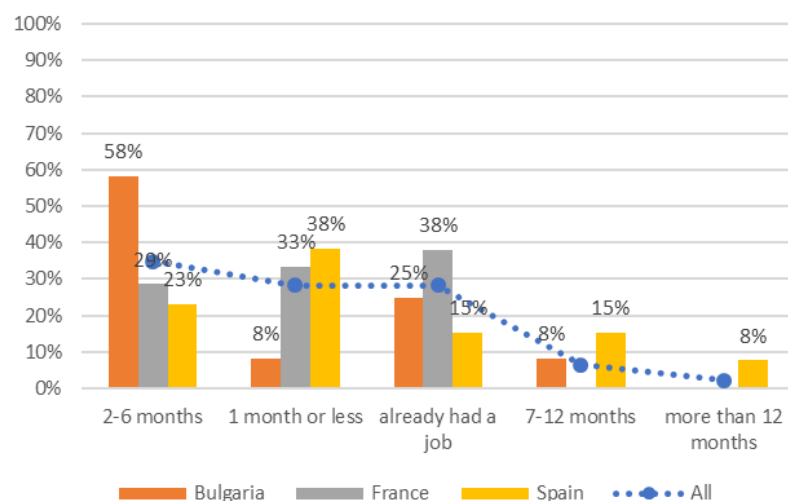
⁸ Since all Bulgarian participants were currently employed Bulgaria does not show up in the table.



Source: VetUp graduate tracking pilot, N=31, Bulgaria N=9, France=5, Spain N=17. The question refers to respondents that have reported meeting difficulties when looking for a job.

A follow-up question elaborated on the specific difficulties experienced by graduates when looking for a job. For instance, the most frequently mentioned were that **it takes too long** to find a job (45% of all responses) and the **lack of work experience** (39%) (see Annex). This general trend was observed also at country level. Of note is the relatively high share of 'other' difficulties (19%) including e.g. the complicated epidemiological situation during the last two years.

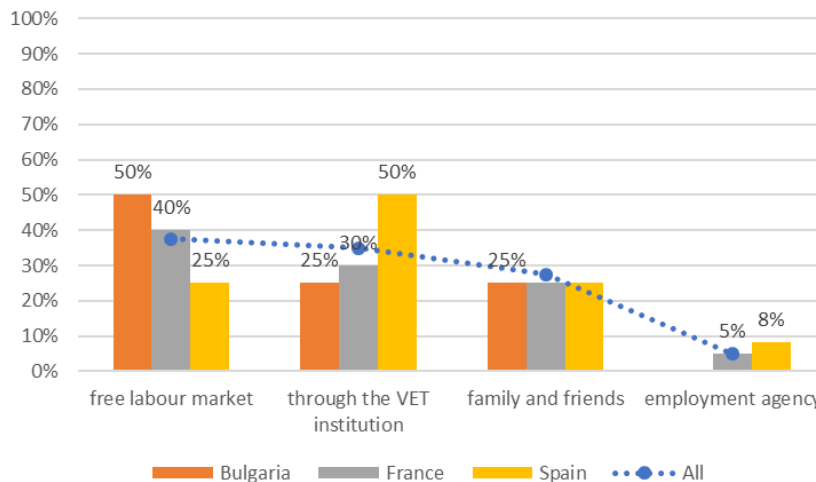
Figure 17. Duration between the completion of course/training and finding a first paid job



Source: VetUp graduate tracking pilot, N=46. The question refers to respondents that were currently employed.

For the majority (35%) of employed graduates it took **between two and six months** to find a first paid job after completing their course/training as compared to 28% who needed a month or less and 28% who already had a job (see Annex). For more than half of the Bulgarian participants (58%) the transition to employment lasted between two and six months and for most Spanish respondents (38%) a month or less. By contrast, the majority of French respondents (38) already had a job when they completed their course/training.

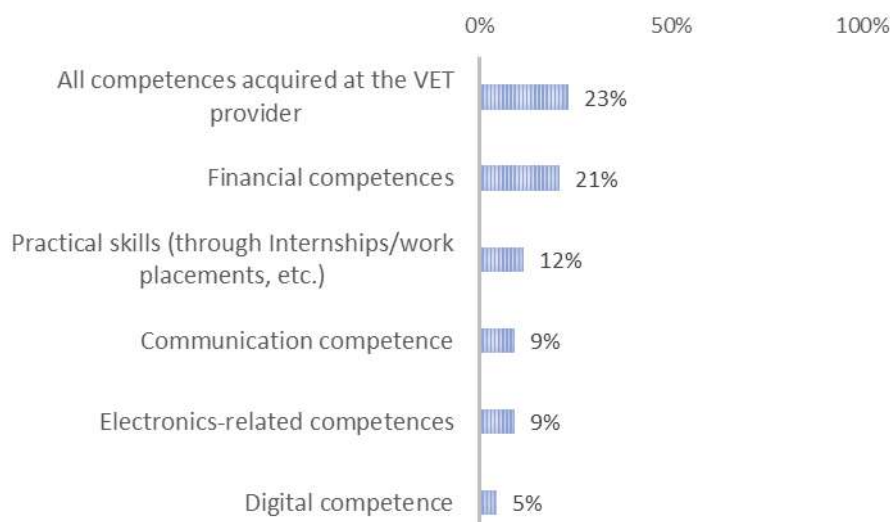
Figure 18. How did you access the job?



Source: VetUp graduate tracking pilot, N=40. The question refers to respondents that were currently employed, excluding self-employed.

Graduates found their job mostly on **the free labour market** (38%) whereby this was the case of half of the Bulgarian participants and 40% of the French ones (see Annex). The second main most frequently used channel for accessing a job was through the VET provider (35%). For instance, for half of the Spanish respondents this was the main way to find a job. 'Family and friends' represented 28% of all responses and one fourth of the respondents in each country (see Annex).

Figure 19. Subjects that helped graduates most in their work after course/training completion



Source: VetUp graduate tracking pilot, N=43. Open question referring to respondents that were currently employed.

Asked about what subjects helped them most in their work after the completion of the course/training at the VET provider, the majority of graduates (23%) considered **all competences** acquired as helpful, followed by financial competences (e.g. in accounting, payroll) (21%) and practical skills acquired through internships/work placements or production practice (12%). Key competences e.g. communication competence and digital competence were helpful for 9% and 5% of graduates respectively.

Table 6. Expectations for first salary after course/training completion

Salary expectations	All	Bulgaria	France	Spain
Expectations met	57%	50%	71%	38%
Not met	26%	42%	24%	15%
I do not know	17%	8%	5%	46%

Source: VetUp graduate tracking pilot, N=46. Bulgaria N=12, France N=21, Spain N=13. The question refers to respondents that were currently employed.

Overall, graduates' expectations for their **first salary** after completing the course/training were **met** (57%) whereby this trend was most pronounced in the case of France (71%) and less so in the case of Spain since the majority of Spanish graduates (46%) responded with 'do not know' to the question (see Table 6).

Table 7. Is your job related to the field of study of your course/training received?

Job related to field of course/training	All	Bulgaria	France	Spain
yes	78%	58%	95%	69%
no	22%	42%	5%	31%

Source: VetUp graduate tracking pilot, N=46. Bulgaria N=12, France N=21, Spain N=13. The question refers to respondents that were currently employed.

For the **majority** of survey participants (78%) their job after the completion of the course/training at the VET provider was related to the field of training/study. This trend is reflected at country level, most notably among French participants (see Table 7).

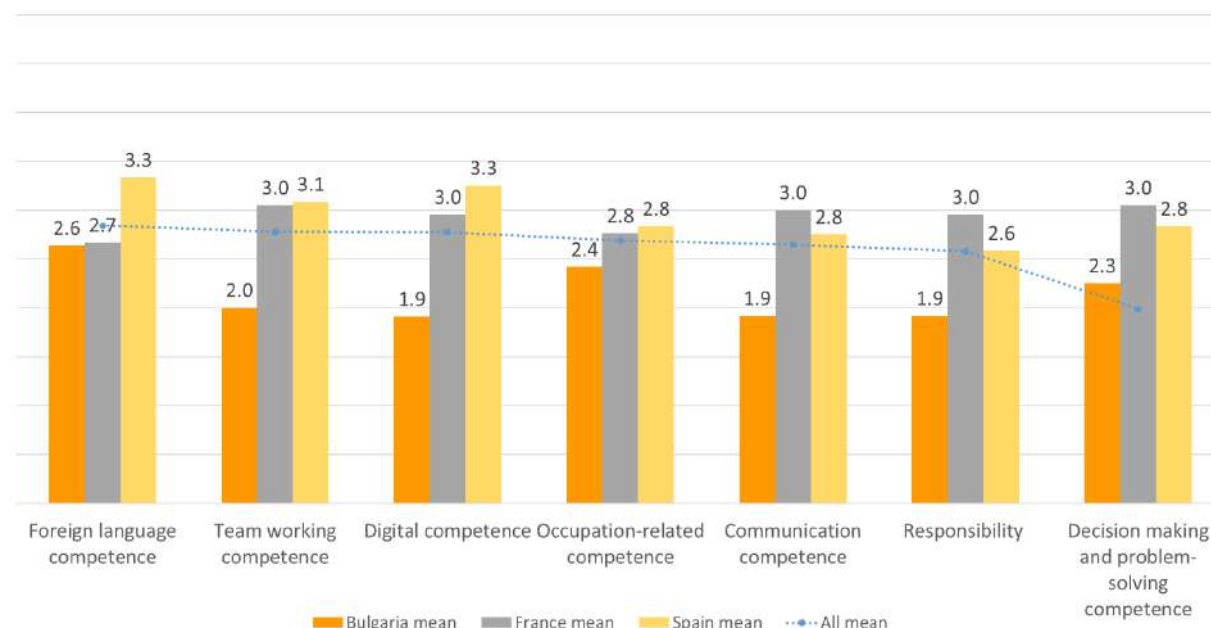
Table 8. Extent of relation between work content in the current job and course/training content

Extent of relation between work content and course/training content	All	Bulgaria	France	Spain
closely related	72%	71%	74%	63%
partly related	28%	29%	26%	38%

Source: VetUp graduate tracking pilot, N=36. Bulgaria N=7, France N=19, Spain N=8. The question refers to respondents that were currently employed and whose fields of course/training relate to the course/training completed at the VET provider.

A follow-up question on the extent of relation between the work content in the current job and the course/training received, showed that from graduates' point of view, **education and work content were mostly closely related** (72%). The trend is reflected with minor differences at country level as well (see Table 8).

Figure 20. Importance of competences acquired in the current main job of graduates



Source: VetUp graduate tracking pilot, N=44-45 (depending on the competence). Bulgaria N=11-12, France N=21, Spain N=12. The question refers to respondents that were currently employed. Based on calculation of averages where 5=very important; 4=important; 3=neutral; 2=not important; 1=not very important.

Graduates were asked about the importance of competences acquired (through the course/training) for their current job. Overall, the competences were considered either 'neutral' or 'not important' (see Figure 20 or Annex). At country level, for Bulgarian participants competences acquired were predominantly 'not important' i.e. only 'foreign language was considered 'neutral' (see Figure 20). In comparison, French and Spanish graduates tended to see the competences acquired mostly as 'neutral'. These results contrast with graduates' high self-assessment of competences acquired (see Figure 8) and their answers to the open question about competences acquired that proved to be most useful for the future job (Figure 9).

4 Conclusions and outlook for the future

The overall aim of the tool has been to help VET providers better and more thoroughly analyse the needs of their graduates in regards to skills and competences to be acquired (in particular key skills and competences) and thus inform the upgrade and improvement of national (regional) VET programmes.

The pilot data does provide **useful insights** in relation to the above, however, because of the small sample, it is not possible to explain, for instance, the relationship (or the lack thereof) between skills and competences acquired within a course/training and most important and/or useful competences for the first and next jobs after the end of this course/training. A bigger sample will provide more observation cases and will constitute a stronger basis of looking for correlations and dependencies between variables.

In addition, the focus on **key competences** (although occupation-related competences are also included in the questionnaire) complicates data analysis and interpretation due to their life-long and life-wide dimension. For example, a course/training may focus on the acquisition of team working or digital competence, however, the latter may not be very extensively used in the first job following the course, but rather in the second or the third one. Since the pilot was carried out at one point in time only it couldn't capture this life-long and life-wide dimension of learning.

Of note is also that it takes at least two to three years before a person can be considered as '**well integrated**' into the labour market after leaving the education system⁹. And the pilot results show that for most of the graduates it took between two and six months (after course/training completion) to find their first paid job i.e. their experiences might have been too 'early' to track. Longitudinal surveys may contribute to better capturing the above-mentioned life-long and life-wide dimension.

The main **users** of the graduate tracking tool (as defined within the VetUp project) are the educational and training providers, members of the project partner VET networks. In view of the long-term aim related to the consolidation of a **common** graduate tracking **approach** (at regional level) it would be beneficial to explore possibilities of combining the VetUP tool with already existing data sources at national/regional level. For instance, in the case of France, this can be the so-called Generation survey (L'enquête Génération) and of Spain – the Continuous sample of working lives (Muestra continua de vidas laborales).¹⁰

The consolidation of a common approach discussed above would mean also the involvement of different **national and regional VET stakeholders** such as VET providers, employers and employer representatives, government and social partners. This will certainly take quite some time, but will, on the other hand ensure a more sustainable graduate tracking approach.

Sources

Council Recommendation of 20 November 2017 on tracking graduates,
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<https://data.europa.eu/doi/10.2766/5990>

⁹ Based on an expert discussion that took place within the online Graduate Tracking Peer Learning Activity, 5 – 6 April 2022. The agenda is available at: <https://multimedia.next-ma.eu/icf-h/documents/bbc040ce-d822-433e-99db-ffae8ec45629.pdf>

¹⁰ The examples refer to national data sources providing information about CVET graduates. No examples have been provided in relation to Bulgaria (see European Commission 2020a).

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European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Humpl, S./ Bacher, T./Vale, P./ et al (2018): Mapping of VET graduate tracking measures in EU Member States: final report, Publications Office, <https://data.europa.eu/doi/10.2767/053473>.

Expert Group on Graduate Tracking (2020): Task force 4: Principles and Standards of VET Graduate tracking, <https://education.ec.europa.eu/sites/default/files/document-library-docs/conclusions-graduate-tracking-expert-group-vet-graduate-tracking-annex-4.pdf>.

Annex

List of VET providers whose graduates participated in the pilot

Bulgaria

The Bulgarian-German Vocational Training Centre State Enterprise (DBBZ), Pazardzhik

The Bulgarian-German Vocational Training Centre State Enterprise (DBBZ), Pleven

France

Greta mte94

GRETA mti Lognes

GRETA mti77 Lognes

Greta de Meaux

Greta de Lognes

Greta 94 centre Samuel de Champlain
 Greta lycée Champlin à Chennevières
 Greta GMTE94 CRETEIL
 GRETA GMT 94
 GRETA mte
 Greta mti 77
 Greta MTI
 Conduite des installations nucléaires

Spain

Centro de formación Idea Alzira
 I.E.S Cap de l'Aljub
 IES MARE NOSTRUM
 CIP faitanar
 CIPFP Faitanar
 Faitanar
 GMM
 Mantenimiento Electromecánico
 IES CAP del Aljub
 Formación profesional de cocina
 Bar y cafetería

Table 9. Year of birth of respondents

Year of birth	All	Bulgaria	France	Spain
1960s	8%	9%	7%	9%
1970s	21%	45%	21%	12.5%
1980s	18%	36%	32%	0%
1990s	33%	9%	32%	41%
2000s	19%	0%	7%	37.5%
Total valid responses	100%	100%	100%	100%

Source: VetUp graduate tracking pilot, Total N=71, Bulgaria N=11, France N=28, Spain N=32.

Table 10. Gender of respondents

Gender	All	Bulgaria	France	Spain
Male	59%	27%	68%	63%

Female	41%	73%	32%	38%
Total valid responses	100%	100%	100%	100%

Source: VetUp graduate tracking pilot, Total N=71, Bulgaria N=11, France N=28, Spain N=32.

Table 11. Current place of residence: is it the same or other as the place of course/training?

Place of residence	All	Bulgaria	France	Spain
Same place	62%	91%	43%	69%
Other	38%	9%	57%	31%
Total valid responses	100%	100%	100%	100%

Source: VetUp graduate tracking pilot, Total N=71, Bulgaria N=11, France N=28, Spain N=32.

Table 12. Year of course/training completion

Year	All	Bulgaria	France	Spain
2020	88%	83%	100%	79%
2019	8%	8%	0%	15%
2017	1%	8%	0%	0%
2015	2%	0%	0%	5%
Total valid responses	100%	100%	100%	100%

Source: VetUp graduate tracking pilot, Total N=82, Bulgaria N=12; France N=32; Spain N=38.

Table 13. Field of course/training

Sector	All	Bulgaria	France	Spain
Personal services	32%	8%	53%	21%
Business administration	15%	33%	16%	8%
Cooking	13%	8%	0%	26%
Other	13%	25%	25%	0%
Engineering and engineering trades	12%	17%	0%	21%
Industry	7%	0%	3%	13%
Buildings and public works	2%	8%	3%	0%
Forestry/gardening and masonry	2%	0%	0%	5%
Transport and logistics	2%	0%	0%	5%
Total valid responses	100%	100%	100%	100%

Source: VetUp graduate tracking pilot, Total N=82, Bulgaria N=12; France N=32; Spain N=38.

Table 14. Motivation to enroll in a course

Motivation to enroll in a course	All	Bulgaria	France	Spain
to improve my skills	40%	41%	44%	35%
to improve my employment prospects	41%	45%	35%	45%
to improve my status in my current job	3%	0%	7%	0%
pressure of family/friends	1%	0%	0%	2%
to improve my salary	9%	0%	13%	8%
other motivation	6%	14%	0%	10%
Total valid responses	100%	100%	100%	100%

Source: VetUp graduate tracking pilot, Total N=124; Bulgaria N=22; Spain N=48; France N=54 (multiple choice question)

Table 15. Further steps in education/training after course/training completion

Further steps in education/training after course completion	All	Bulgaria	France	Spain
no further education	41%	50%	72%	13%
not decided yet	30%	8%	19%	46%
yes, with the same VET provider	14%	17%	6%	21%
yes, with a different VET provider	14%	25%	3%	21%
Total valid responses	100%	100%	100%	100%

Source: VetUp graduate tracking pilot, Total N=82, Bulgaria N=12; France N=32; Spain N=38.

Table 16. Self-assessment of competences acquired at the end of course/training (averages)

Competences acquired	All valid responses	All mean	Bulgaria valid responses	Bulgaria mean	France valid responses	France mean	Spain valid responses	Spain mean
Team working competence	81	4.5	12	4.9	31	4.3	38	4.6
Responsibility	80	4.5	11	4.6	31	4.2	38	4.6
Occupation-related competence	82	4.4	12	4.8	32	4.3	38	4.4
Communication competence	80	4.4	11	5.0	31	4.1	38	4.4
Digital competence	79	4.3	12	5.0	29	4.2	38	4.2
Decision making & problem-solving competence	79	4.3	11	5.0	31	4.1	37	4.2
Foreign language competence	72	3.4	11	3.3	23	2.7	38	3.8

Source: VetUp graduate tracking pilot, Total N=72-82. Based on a calculation of averages where 5= very strong; 4= strong; 3= either strong nor weak; 2=weak; 1=very weak. Not applicable cases are not considered. They are considered in the table below. Cases in which a given competence has not been applicable (see next table) were excluded.

Table 17. Self-assessment of competences acquired at the end of course/training

Competence/Country	Very strong	Strong	Neutral	Weak	Very weak	Not applicable	Total valid responses
Team working competence-all (N=81)	59%	33%	6%	0%	1%	1%	100%
Bulgaria (N=12)	92%	8%	0%	0%	0%	0%	100%
France (N=31)	47%	34%	13%	0%	3%	3%	100%
Spain (N=38)	58%	39%	3%	0%	0%	0%	100%
Occupation related competence-all (N=82)	52%	40%	5%	2%	0%	0%	100%
Bulgaria (N=12)	83%	17%	0%	0%	0%	0%	100%
France (N=32)	44%	41%	13%	3%	0%	0%	100%
Spain	50%	47%	0%	3%	0%	0%	100%

Responsibility – all (N=80)	52%	43%	1%	0%	1%	2%	100%
Bulgaria (N=11)	92%	0%	0%	0%	0%	8%	100%
France (N=31)	28%	63%	3%	0%	3%	3%	100%
Spain (N=38)	61%	39%	0%	0%	0%	0%	100%
Communication competence – all (N=80)	48%	43%	5%	1%	1%	2%	100%
Bulgaria (N=11)	92%	0%	0%	0%	0%	8%	100%
France (N=31)	31%	50%	9%	3%	3%	3%	100%
Spain (N=38)	47%	50%	3%	0%	0%	0%	100%
Digital competence – all (N=79)	48%	35%	11%	2%	0%	4%	100%
Bulgaria (N=12)	100%	0%	0%	0%	0%	0%	100%
France (N=29)	44%	25%	22%	0%	0%	9%	100%
Spain (N=38)	34%	55%	5%	5%	0%	0%	100%
Decision-making competence – all (N=79)	41%	44%	10%	0%	1%	4%	100%
Bulgaria (N=11)	92%	0%	0%	0%	0%	8%	100%
France (N=31)	34%	47%	13%	0%	3%	3%	100%
Spain (N=37)	32%	55%	11%	0%	0%	3%	100%
Foreign language competence – all (N=72)	10%	37%	28%	4%	10%	12%	100%
Bulgaria (N=11)	8%	42%	17%	17%	8%	8%	100%
France (N=23)	3%	19%	28%	0%	22%	28%	100%
Spain (N=38)	16%	50%	32%	3%	0%	0%	100%
Other competences – all (N=4)	6%	2%	0%	0%	0%	0%	100%
Bulgaria (N=1)	0%	8%	0%	0%	0%	0%	100%
France (N=3)	9%	3%	0%	0%	0%	0%	100%
Spain (N=0)	0%	0%	0%	0%	0%	0%	100%

Source: VetUp graduate tracking pilot

Table 18. Satisfaction with internship/work placement

Satisfaction with internship/ work placement	All	Bulgaria	France	Spain
Very satisfied	48%	100%	52%	39%
Satisfied	41%	0%	42%	44%
Neutral	11%	0%	6%	17%
Unsatisfied	0%	0%	0%	0%
Very unsatisfied	0%	0%	0%	0%
Total valid responses	100%	100%	100%	100%

Source: VetUp graduate tracking pilot, Total N=70, Bulgaria N=4; France N=31; Spain N=35. The question refers only to respondents that did an internship/participated in a work placement during their training at the VET provider

Table 19. Overall satisfaction with the education and training received

Overall satisfaction	All	Bulgaria	France	Spain
very satisfied	44%	83%	53%	24%
satisfied	46%	17%	34%	66%
neutral	7%	0%	9%	8%
dissatisfied	1%	0%	0%	3%
very dissatisfied	1%	0%	3%	0%
Total valid responses	100%	100%	100%	100%

Source: VetUp graduate tracking pilot, Total N=82, Bulgaria N=12; France N=32; Spain N=38.

Table 20. Satisfaction with specific aspects of course/training received (averages)

Specific aspects of course/training	All valid responses	All mean	Bulgaria valid responses	Bulgaria mean	France valid responses	France mean	Spain valid responses	Spain mean
Teacher-student relationship	80	3.7	12	3.9	30	3.7	38	3.6
Professional knowledge taught	81	3.6	12	3.9	31	3.6	38	3.6
Teaching staff competences	81	3.5	12	3.9	31	3.5	38	3.4
General atmosphere in VET institution	82	3.5	12	3.8	32	3.5	38	3.5
Practice-orientation	78	3.4	12	3.7	29	3.3	37	3.4
Clear rules on training structure and organisation	81	3.4	12	3.8	31	3.4	38	3.3
Support for finding adequate work placements/internships	70	3.4	8	3.5	26	3.3	36	3.4
Training facilities for practical training	80	3.3	12	3.6	30	3.1	38	3.3
Use of learner-centered approaches	75	3.3	12	3.7	26	3.2	37	3.2
Support for transition to employment after acquiring qualification	68	3.2	9	3.6	24	3.2	35	3.2
Collaboration between training institution and employers	71	3.2	9	3.3	26	3.1	36	3.2
Information about further training available	74	3.2	12	3.6	24	3.1	38	3.1
Digital training resources available	65	3.1	5	3.4	22	3.0	38	3.1

Source: VetUp graduate tracking pilot.

Based on calculation of averages where 4= very satisfied; 3= satisfied; 2= unsatisfied; 1=very unsatisfied.

Cases in which a given aspect of training has not been applicable or the person could not rate it (see next table) were excluded.

Table 21. Satisfaction with specific aspects of course/training received

Training aspect /Country	Very satisfied	Satisfied	Un-satisfied	Very un-satisfied	Don't know / not applicable	Total valid responses
Teacher-student relationship-all (N=80)	70%	27%	0%	1%	2%	100%
Bulgaria (N=12)	92%	8%	0%	0%	0%	100%
France (N=30)	69%	22%	0%	3%	6%	100%
Spain (N=38)	63%	37%	0%	0%	0%	100%
Professional knowledge taught –all (N=81)	64%	33%	1%	0%	1%	100%
Bulgaria (N=12)	92%	8%	0%	0%	0%	100%
France (N=31)	63%	31%	3%	0%	3%	100%
Spain (N=38)	58%	42%	0%	0%	0%	100%

Teaching staff competences-all (N=81)	59%	37%	2%	1%	1%	100%
Bulgaria (N=12)	92%	8%	0%	0%	0%	100%
France (N=31)	63%	28%	3%	3%	3%	100%
Spain (N=38)	45%	52%	0%	3%	0%	100%
General atmosphere in VET institution-all (N=82)	54%	45%	0%	1%	0%	100%
Bulgaria (N=12)	75%	25%	0%	0%	0%	100%
France (N=32)	53%	44%	0%	3%	0%	100%
Spain (N=38)	47%	53%	0%	0%	0%	100%
Level of practice orientation – all (N=78)	44%	48%	2%	1%	5%	100%
Bulgaria (N=12)	67%	33%	0%	0%	8%	100%
France (N=29)	38%	47%	3%	3%	9%	100%
Spain (N=37)	42%	52%	3%	0%	3%	100%
Clear rules on training structure and organisation – all (N=81)	42%	56%	0%	1%	1%	100%
Bulgaria (N=12)	83%	17%	0%	0%	0%	100%
France (N=31)	41%	53%	0%	3%	3%	100%
Spain (N=38)	29%	71%	0%	0%	0%	100%
Support for finding adequate work placements/internships- all (N=70)	35%	46%	2%	1%	15%	100%
Bulgaria (N=8)	33%	33%	0%	0%	33%	100%
France (N=26)	31%	44%	3%	3%	19%	100%
Spain (N=36)	39%	53%	3%	0%	5%	100%
Training facilities for practical training- all (N=80)	33%	61%	0%	4%	2%	100%
Bulgaria (N=12)	58%	42%	0%	0%	0%	100%
France (N=30)	25%	63%	0%	6%	6%	100%
Spain (N=38)	31.5%	65.5%	0%	3%	0%	100%
Use of learner-centered approaches- all (N=75)	28%	61%	1%	1%	9%	100%
Bulgaria (N=12)	67%	33%	0%	0%	0%	100%
France (N=26)	25%	53%	0%	3%	19%	100%
Spain (N=37)	18%	76%	3%	0%	3%	100%
Support for transition to employment after acquiring qualification –all (N=68)	28%	48%	5%	2%	17%	100%
Bulgaria (N=9)	42%	33%	0%	0%	25%	100%
France (N=24)	28%	38%	3%	6%	25%	100%
Spain (N=35)	24%	61%	8%	0%	8%	100%
Training aspect /Country	Very satisfied	Satisfied	Un-satisfied	Very un-satisfied	Don't know / not applicable	Total valid responses
Collaboration between training institution and employers –all (N=71)	21%	62%	2%	1%	13%	100%
Bulgaria (N=9)	25%	50%	0%	0%	25%	100%
France (N=26)	19%	56%	3%	3%	19%	100%
Spain (N=36)	21%	71%	3%	0%	5%	100%
Information about further training available-all (N=74)	23%	61%	5%	1%	10%	100%
Bulgaria (N=12)	58%	42%	0%	0%	0%	100%
France (N=24)	19%	50%	3%	3%	25%	100%
Spain (N=38)	16%	76%	8%	0%	0%	100%
Digital training resources available- all (N=65)	17%	55%	5%	2%	21%	100%
Bulgaria (N=5)	17%	25%	0%	0%	58%	100%

France (N=22)	16%	41%	6%	6%	31%	100%
Spain (N=38)	18%	76%	5%	0%	0%	100%

Source: VetUp graduate tracking pilot.

Table 22. Employment status after course/training completion

Employment status	All	Bulgaria	France	Spain
employed - permanent contract	35%	58%	47%	17%
unemployed - studying	21%	0%	3%	42%
employed - temporary contract	19%	8%	23%	19%
unemployed - looking for a job	17%	0%	23%	17%
self-employed	5%	33%	0%	0%
other	4%	0%	3%	6%
Total valid responses	100%	100%	100%	100%

Source: VetUp graduate tracking pilot, Total N=77, Bulgaria N=12; France N=30; Spain N=35.

Table 23. Specific difficulties experienced when looking for a job

Specific difficulties encountered when looking for a job	All	Bulgaria	France	Spain
takes too long to find a job	45%	22%	40%	59%
lack of work experience	39%	22%	60%	41%
other	19%	33%	60%	0%
employers were not interested in my area of specialisation	16%	11%	20%	18%
age preferences among employers	16%	11%	40%	12%
employers were not interested in my qualification	10%	0%	20%	12%
limited employment opportunities	6%	0%	20%	6%
not possessing the required qualification	6%	0%	20%	6%
gender preferences among employers	3%	0%	20%	0%
Total valid responses	100%	100%	100%	100%

Source: VetUp graduate tracking pilot, N=31, Bulgaria N=9, France=5, Spain N=17. The question refers to respondents that have reported meeting difficulties when looking for a job.

Table 24. Duration between course/training completion and finding first paid job

Duration between the completion of course/training and finding a paid job	All	Bulgaria	France	Spain
2-6 months	35%	58%	29%	23%
1 month or less	28%	8%	33%	38%
already had a job	29%	25%	38%	15%
7-12 months	7%	13%	0%	15%
more than 12 months	2%	0%	0%	8%
Total valid responses	100%	100%	100%	100%

Source: VetUp graduate tracking pilot, N=46. The question refers to respondents that were currently employed.

Table 25. How did you access your job?

Job channels for access to a job	All	Bulgaria	France	Spain
free labour market	38%	50%	40%	25%

through the VET institution	35%	25%	30%	50%
family and friends	28%	25%	25%	25%
employment agency	5%	0%	5%	8%
Total valid responses	100%	100%	100%	100%

Source: VetUp graduate tracking pilot, N=40. The question refers to respondents that were currently employed, excluding self-employed.

Table 26. Importance of competences acquired in graduates' current main job (averages)

Importance of selected competences	All valid responses	All mean	Bulgaria valid responses	Bulgaria mean	France valid responses	France mean	Spain valid responses	Spain mean
Digital competence	44	2.8	11	1.9	21	3.0	12	3.3
Foreign language competence	44	2.8	11	2.6	21	2.7	12	3.3
Occupation-related competence	45	2.7	12	2.4	21	2.8	12	2.8
Team working competence	45	2.8	12	2.0	21	3.0	12	3.1
Decision making and problem-solving competence	45	2.0	12	2.3	21	3.0	12	2.8
Communication competence	45	2.6	12	1.9	21	3.0	12	2.8
Responsibility	45	2.6	12	1.9	21	3.0	12	2.6

Source: VetUp graduate tracking pilot. The question refers to respondents that were currently employed.
5=very important; 4=important; 3=neutral; 2=not important; 1=not very important.

Table 27. Importance of competences acquired in graduates' current main job

Digital competence		Bulgaria	France	Spain	Total
not important	Count	6	3	1	10
	% within Country	55%	14%	8%	23%
	% of Total	14%	7%	2%	23%
not very important	Count	3	7		10
	% within Country	27%	33%	%	23%
	% of Total	7%	16%	%	23%
neutral	Count		5	8	13
	% within Country	.0%	24%	67%	30%
	% of Total	.0%	11%	18%	30%
important	Count	1		1	2
	% within Country	9%	%	8%	5%

	% of Total	2%	%	2%	5%
very important	Count	1	6	2	9
	% within Country	9%	29%	17%	20%
	% of Total	2%	14%	5%	20%
Total	Count	11	21	12	44
	% within Country	100%	100%	100%	100%
	% of Total	25%	48%	27%	100%

Source: VetUp graduate tracking pilot. The question refers to respondents that were currently employed.

Foreign language competence		Bulgaria	France	Spain	Total
not important	Count	3	10	1	14
	% within Country	27%	48%	8%	32%
	% of Total	7%	23%	2%	32%
not very important	Count	3	2		5
	% within Country	27%	10%	%	11%
	% of Total	7%	5%	%	11%
neutral	Count	1	1	7	9
	% within Country	9%	5%	58%	20%
	% of Total	2%	2%	16%	20%
important	Count	3	1	2	6
	% within Country	27%	5%	17%	14%
	% of Total	7%	2%	5%	14%
very important	Count	1	7	2	10
	% within Country	9%	33%	17%	23%
	% of Total	2%	16%	5%	23%
Total	Count	11	21	12	44
	% within Country	100%	100%	100%	100%
	% of Total	25%	48%	27%	100%

Source: VetUp graduate tracking pilot. The question refers to respondents that were currently employed.

Occupation-related competence		Bulgaria	France	Spain	Total
not important	Count	5	3	1	9
	% within Country	42%	14%	8%	20%
	% of Total	11%	7%	2%	20%
not very important	Count	3	9	4	16
	% within Country	25%	43%	33%	36%
	% of Total	7%	20%	9%	36%
neutral	Count	1	4	5	10
	% within Country	8%	19%	42%	22%
	% of Total	2%	9%	11%	22%
very important	Count	3	5	2	10
	% within Country	25%	24%	17%	22%
	% of Total	7%	11%	4%	22%

Total	Count	12	21	12	45
	% within Country	100%	100%	100%	100%
	% of Total	27%	47%	27%	100%

Source: VetUp graduate tracking pilot. The question refers to respondents that were currently employed.

Team-working competence		Bulgaria	France	Spain	Total
not important	Count	6	2	1	9
	% within Country	50%	10%	8%	20%
	% of Total	13%	4%	2%	20%
not very important	Count	4	9	1	14
	% within Country	33%	43%	8%	31%
	% of Total	9%	20%	2%	31%
neutral	Count		3	8	11
	% within Country	%	14%	67%	24%
	% of Total	%	7%	18%	24%
very important	Count	2	7	2	11
	% within Country	17%	33%	17%	24%
	% of Total	4%	16%	4%	24%
Total	Count	12	21	12	45
	% within Country	100%	100%	100%	100%
	% of Total	27%	47%	27%	100%

Source: VetUp graduate tracking pilot. The question refers to respondents that were currently employed.

Decision-making and problem-solving competence		Bulgaria	France	Spain	Total
not important	Count	4	2	2	8
	% within Country	33%	10%	17%	18%
	% of Total	9%	4%	4%	18%
not very important	Count	5	9	2	16
	% within Country	42%	43%	17%	36%
	% of Total	11%	20%	4%	36%
neutral	Count	1	3	6	10
	% within Country	8%	14%	50%	22%
	% of Total	2%	7%	13%	22%
very important	Count	2	7	2	11
	% within Country	17%	33%	17%	24%
	% of Total	4%	16%	4%	24%

Total	Count	12	21	12	45
	% within Country	100%	100%	100%	100%
	% of Total	27%	47%	27%	100%

Source: VetUp graduate tracking pilot. The question refers to respondents that were currently employed.

Communication competence		Bulgaria	France	Spain	Total
not important	Count	7	3	2	12
	% within Country	58%	14%	17%	27%
	% of Total	16%	7%	4%	27%
not very important	Count	3	8	3	14
	% within Country	25%	38%	25%	31%
	% of Total	7%	18%	7%	31%
neutral	Count		3	5	8
	% within Country	.0%	14%	42%	18%
	% of Total	.0%	7%	11%	18%
very important	Count	2	7	2	11
	% within Country	17%	33%	17%	24%
	% of Total	4%	16%	4%	24%
Total	Count	12	21	12	45
	% within Country	100%	100%	100%	100%
	% of Total	27%	47%	27%	100%

Source: VetUp graduate tracking pilot. The question refers to respondents that were currently employed.

Responsibility		Bulgaria	France	Spain	Total
not important	Count	7	3	4	14
	% within Country	58%	14%	33%	31%
	% of Total	16%	7%	9%	31%
not very important	Count	3	9	1	13
	% within Country	25%	43%	8%	29%
	% of Total	7%	20%	2%	29%
neutral	Count		2	5	7
	% within Country	.0%	10%	42%	16%
	% of Total	.0%	4%	11%	16%
very important	Count	2	7	2	11
	% within Country	17%	33%	17%	24%
	% of Total	4%	16%	4%	24%

Total	Count	12	21	12	45
	% within Country	100%	100%	100%	100%
	% of Total	27%	47%	27%	100%

Source: VetUp graduate tracking pilot. The question refers to respondents that were currently employed.