

Turning the lights on in tertiary education

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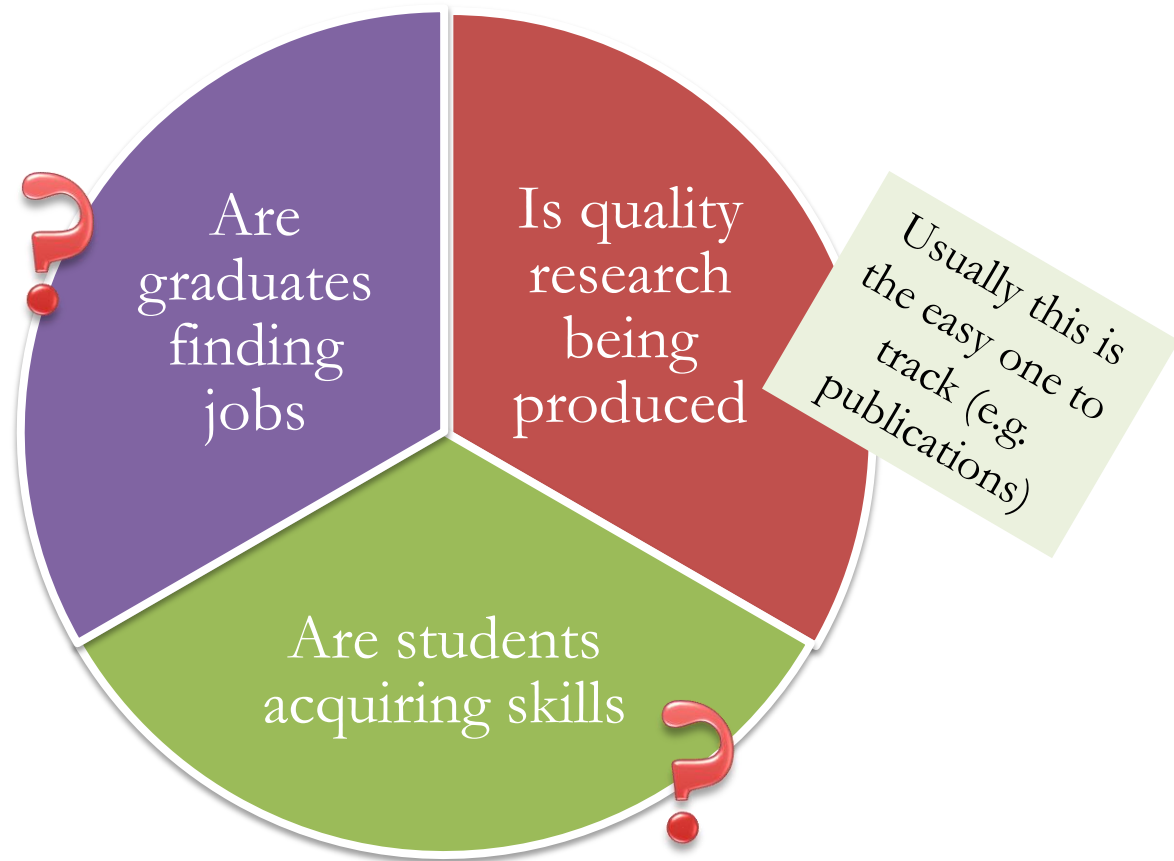




Main point in World Bank's forthcoming regional study on skills (“Skills, Not Just Diplomas”):

- To improve performance, better information about performance is needed.
 - One such information is: are graduates finding jobs?
- Labor force survey data do not provide enough insights about the educational background of recent graduates
 - Solution: Introduce surveys of recent graduates (“tracer studies”)

To improve performance, MOEs need to measure and track performance





What happens in the absence of these performance data?

- Tendency to focus on data that are available: diplomas issued, faculty research, processes and inputs
 - Strategic targets and goals are set on equity in enrollments; and getting universities in top rankings (but is this what is most important?)
 - Performance contracts (if they exist) are usually on enrollments (but is that what is most important?)

Focusing on quality has become all the more important because of boom

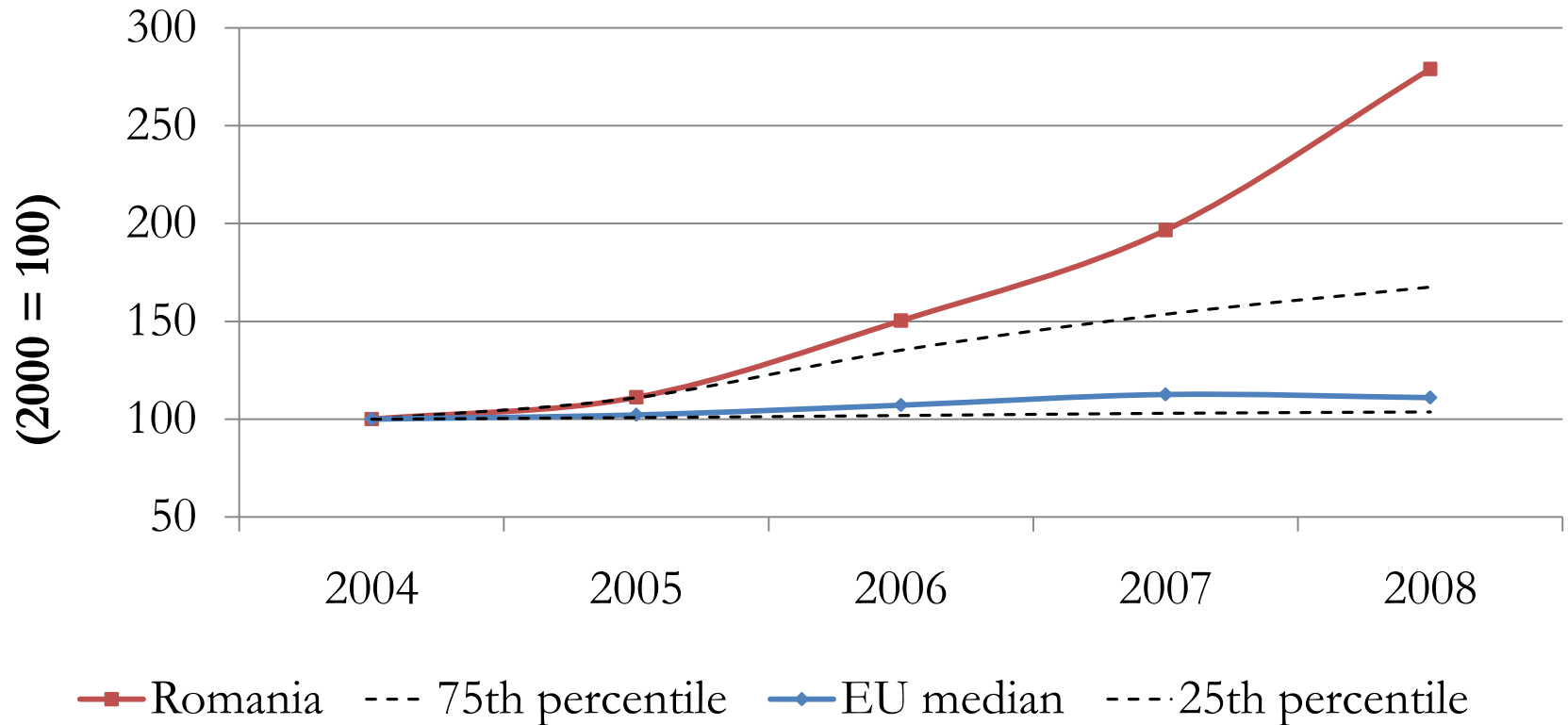
Example: Latvia

	1990	2010
Number of tertiary institutions	12 (most of them had been around for at least 40 years)	60
Number of graduates	Approx. 6,000	Approx. 26,000

What happened to quality during this boom?

Booming private sector in some countries. What about the quality?

Increase in Private Tertiary Enrollment, 2004-2008



Example of important unknown



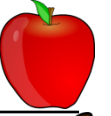
- There are around 35 HE institutions teaching economics in Kiev: 20 private and 15 public
 - Student's perspective: which institution does a better job at teaching me the skills I need to succeed? Where should I go if I can't get into the flagship institutions?
 - Employer's perspective: which students outside of the prestigious institutions have skills?

Example of important unknown (continued)



- There are around 35 HE institutions teaching economics in Kiev: 20 private and 15 public
 - Institution's perspective: which of my programs are successful and which programs need tweaking/re-designing?
 - Policy maker's perspective: which institution is performing well? Which institution need sanctions/rewards/support?

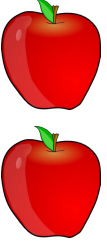
Challenges faced by researchers looking at graduate employment outcomes



How do you compare the employment outcomes of a graduate

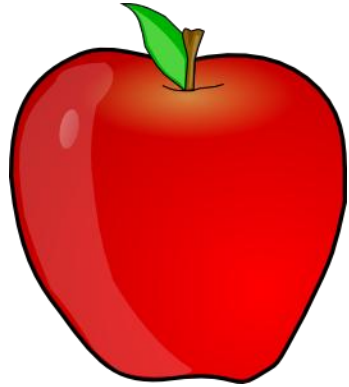
- from a medical school vs. a law school?
- entering a booming vs. stagnant labor market?
- from a prestigious institution vs. a less prestigious?
- from a socio-economically difficult background vs. other graduates?

The solution: introduce tracer surveys

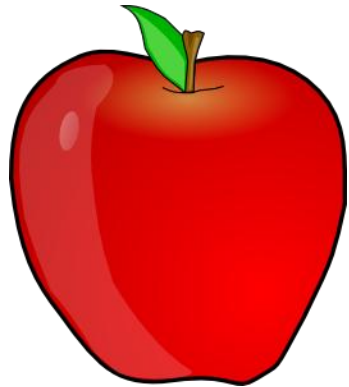


- Using same methodology in collecting, interpreting and analyzing data across institutions, and across time
- Collecting details about students (incl. socio-economic and prior academic performance) to allow analysis of “like with like”

Examples of insights gained



□ How well are graduate from similar fields doing when entering the same labor market?



□ How are graduates from the same institution (and same field of study) doing across time, relative to similar institutions?



Countries to emulate

- ❑ Romania (first survey in 2010-11)
- ❑ Hungary (Graduate Career Tracking System starting in 2010)
- ❑ Italy (since 1998)
- ❑ Holland (since 1989)
- ❑ Norway (since 1972)

How can we help?

- ❑ For more information on presentation, please contact Lars Sondergaard:
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