



GRADUATE TRACKING AND SKILLS INTELLIGENCE IN BOSNIA-HERZEGOVINA

Building a Better Evidence Base
for Education and Employment

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Research

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THE CHALLENGE: CONNECTING EDUCATION AND THE LABOUR MARKET

Education and labour market systems generate a lot of information – but it is often:

- **fragmented across institutions and data sources;**
- **focused on qualifications and occupations rather than actual skills;**
- **collected at different points in time;**
- **difficult to translate into decisions on curricula and training.**



At the same time, decision-makers need to know:

- **What skills are needed?**
- **What skills are being developed?**
- **What happens to learners afterwards?**
- **Where are the gaps?**

CREDI SKILLS INTELLIGENCE



*The analytical core remains stable;
the application changes according
to the policy question.*

CREDI'S EXPERIENCE WITH TRACER STUDIES

- CREDI implemented university tracer studies to establish a systematic evidence base on graduates' transition from higher education to the labour market.
- Several tracer studies implemented with universities, more expected soon.
- To provide universities with evidence that can support programme and curriculum development, career guidance, quality assurance and stronger education–labour market alignment

<https://credi.ba/tracer-studije-na-univerzitetima-u-bih/>

IMPLEMENTATION CHALLENGES & LESSONS

- **Reaching graduates**

Universities do not always have complete and up-to-date graduate contact information.

- **Response rates**

Online tracer surveys depend strongly on universities' ability to reach and engage former students.

- **Sample coverage**

Low response may require broadening the initial sample across cohorts, faculties or study programmes.

- **Institutionalisation**

One-off studies provide useful evidence, but their value increases considerably when tracking is repeated systematically.

- **Comparability over time**

A stable core questionnaire is important for monitoring changes, while selected modules can respond to emerging information needs.

Key lesson: Tracer studies are most valuable when they become a regular institutional data source rather than a one-off research exercise.

WHERE DO WE GO FROM HERE?

- 01 — SCALE UP GRADUATE TRACKING** - Expand the approach to additional universities and establish repeated data collection over time.
- 02 — EXTEND TRACKING TO VET** - Develop a school-to-work tracking approach adapted to vocational education and different VET pathways.
- 03 — INCLUDE NON-FORMAL LEARNING** - Explore participant tracking through Obuke.ba and other training providers to better understand outcomes of non-formal learning.
- 04 — CONNECT THE EVIDENCE** - Link tracking data with labour market statistics, job vacancies, employer evidence and education and training data within the CREDI Skills Intelligence framework.

EXTENDING THE APPROACH TO NON-FORMAL LEARNING: OBUKE.BA

Portal Obuke.ba

A structured source of information on:

- training providers;
- available programmes;
- fields and skills covered;
- target groups;
- location and delivery mode.



The opportunity

Tracking graduates through life-long learning.



THANK YOU!

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