



საპარამუხალის მანათლიანის
მეცნიერების კულტურისა
და სპორტის სამინისტრო



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Tracer Study of 2018 VET Program Graduates

Study report is prepared by ACT for Ministry of Education, Science, Culture and Sport of Georgia

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1. Introduction

Activities implemented in regard with availability of VET education significantly improved the quality of VET education and assisted the process of making VET education appealing, as a result, it is already perceived as an important way of personal and professional growth and factor contributing in employment. This is indicated by annually growing number of entrants of VET schools. It is worth mentioning that for those promoting policy and providing VET education, employment rate of VET program graduates and their successful integration into labor market is one of the most important indicators of positive influence made by ongoing changes in VET education system.

For the purpose of planning future strategies, approaches and activities oriented on the development of VET education system, it is important to ensure regular study of graduates, which will enable VET education policy specialists, institutions implementing VET programs and other stakeholders to analyze the quality of VET education for the certain period of time and its influence on the occupation of VET graduates based on reliable and valid research results and to utilize main findings identified as a result of the study as a basis of implementation of projects and activities oriented on improvement of VET education quality and formation of VET education system oriented on labor market.

Considering the opportunity of diverse utilization of graduate tracer study results and in general, importance of the study, VET Education Development Department of Ministry of Education, Science, Culture and Sport of Georgia commenced Tracer Study of VET program graduates and it is regularly implemented since 2014, the mentioned study presents retrospective vision of the events taking place around the target group as well as instrument of assessing outcomes and includes systematic analysis of important and long-term changes (positive or negative; planned or unplanned) that happened in the life of graduates in terms of employment. The study provides information on various directions (education, employment, self-employment, unemployment) occupation of graduates went to. Collected data includes factual information on graduates as well as their perceptions and evaluations.



2. Source of data and methodology

Tracer study includes graduates of all state VET schools who are registered in database of LEPL Education Management Information System.

Goal of Tracer Study of graduates is to study changes that took place in the life of graduates after completing studies.

Objectives of tracer study are as follows:

- To collect personal information in regard with occupation after graduation (employment/self-employment and continuing studies); result of professional orientation in defining future occupation of a graduate;
- In case of continuing studies, relation with acquired professional qualification; information on employment after graduation (company/organization, connection to acquired qualification, means of job seeking, working conditions, salary and satisfaction with employment, stability of job);
- Information on own business/family business/self-employment after graduation (company/organization, connection to acquired qualification, means of job seeking, working conditions, salary and satisfaction with employment, stability of job);
- Information on other occupation after graduation (reason of unemployment, motivation to find a job);
- To identify factors that resulted in change (employment/self-employment and continuing studies);
- To evaluate effectiveness of education intervention;

Tracer study of graduates is based on standardized questionnaire which is administered through telephone interview.

The given state of tracer study was conducted in November of 2019 and 704 VET school graduates were inquired.

Respondents were randomly sampled from complete database of VET school graduates. In order to obtain representative results in terms of regions and professional field, sample frame was stratified in advance according to parameters: region and professional field.

3. Main findings

- If they were about to enroll now, the majority of inquired respondents 82% would choose the same profession while among those respondents (18%) who would change the profession almost half (48%) reported being interested in other profession. These results are identical to the results obtained in tracer study 2017.
- Only 7% (56 respondents) have thought about dropping out when studying at VET school. Every fifth (21%) of them reported main reason such as just not liking the program/poor quality of studies, 18% reported on getting a job, while 16% pointed out personal life (e.g. having a baby, getting married, etc.).
- If being re-enrolled, 89% of those who graduated in 2018, would still choose the same VET school, one (11%) out of every ten inquired is dissatisfied with VET school and would not choose it again. Half of such respondents (50%) declared that the reason is poor quality of education, every fourth (25%) points out low level of practical component while 19% would not choose the same school because of low qualification of teachers. 92% of those who graduated in 2017 were ready to choose the same VET school.
- Before enrolling in VET school, 38% of respondents had worked over the previous year. 12% of them were self-employed, 29%- unemployed. The remaining 27% was studying.
- The majority of VET graduates are involved in labor market: more than half of them (52%) hired employees, every tenth (11%) is self-employed. Almost one third (31%) of graduates are unemployed. 8% of them study at higher education institutions, while 3% of graduates are enrolled into VET or higher education institution on VET program.
- Speaking of employment, situation is better among inquired man as 59% of them reported on being hired employees while 43% of inquired women are hired.
- Among them who currently study at any level of higher education (8% of all inquired respondents), the majority (61%) declared that their current specialization is not related to the profession acquired at VET school.
- Almost half (47%) of those who are hired employees noted that their specialization acquired at VET school is actually related to their current occupation, for one fifth (20%) is partially connected while there is no connection at all for one third (34%) of them.
- More than half (57%) of those graduates who are hired employees got a job independently, 40% of them were assisted by friend-acquaintance, relative or family member while equal number of these respondents were helped by college (15%) and were offered a job by the organization where they had practical course (15%).
- Satisfaction level of graduates with their jobs is quite high and only 7% of them reported on not being satisfied. 61% is satisfied with current job, while 32% is partially satisfied.
- The majority of self-employed respondents works with the profession they mastered at VET school and 44% reported on direct connection, one fourth (24%) pointed out partial connection while as declared by



32%, their self-employment occupation is no way connected with the specialization they acquired at VET school.

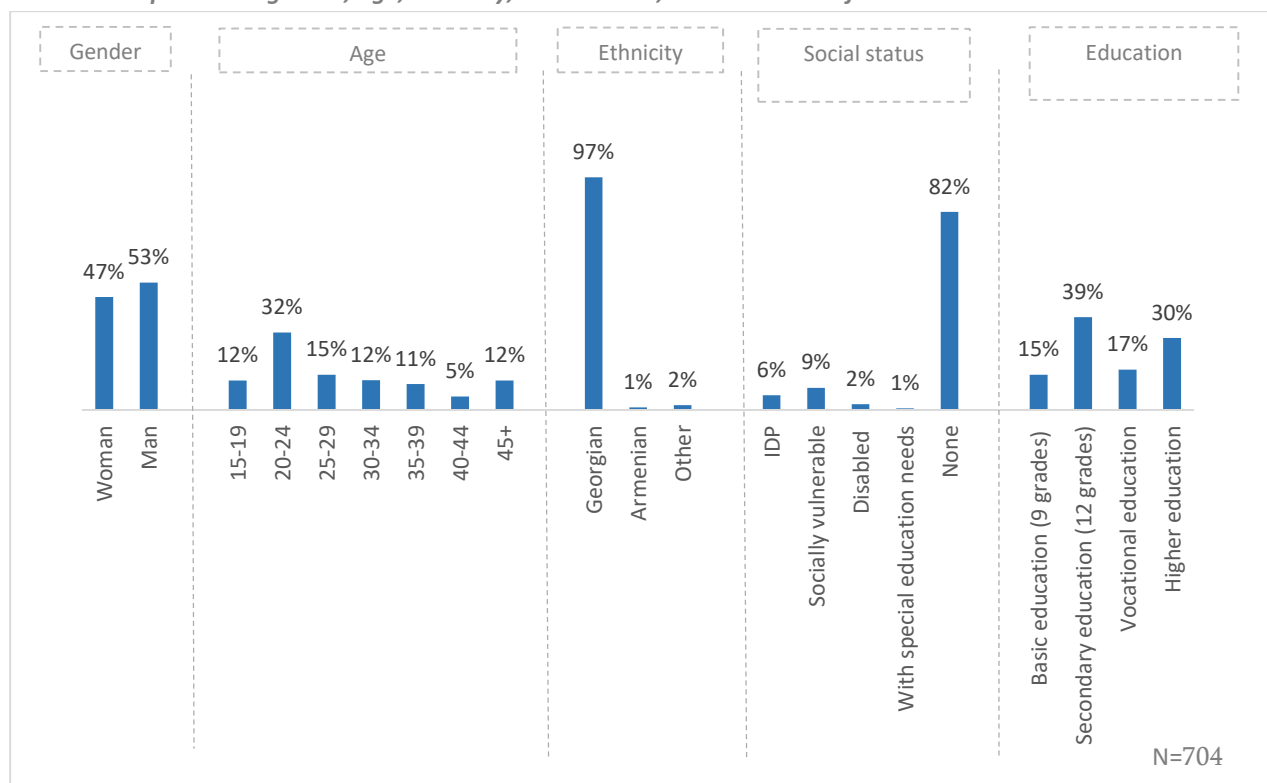
- 31% (228 respondents) of VET school graduates are currently unemployed and the majority (62%) of them are looking for a job.
- 38% of unemployed respondents (88 respondents) do not have an attempt to get a job and main reasons they name are as follows: family condition (49%), continuing studies (17%) and lack of desire to look for a job (14%).
- 46% of graduates plan to continue studies, one third (33%) does not plan while one fifth (20%) has not made up their mind yet.
- As for skills and knowledge graduates would like to develop, the most frequently named one is knowledge of foreign language (91%), professional practical skills (88%) and theoretical knowledge of profession (84%).
- Speaking of aspects respondents would like to improve, assistance in employment was most frequently named (76%) aspect, it was followed by practical courses (62%), opportunity to master key competences (47%) and access to study resources (45%).
- As believed by 62% of respondents, VET education is a good precondition for employment, one third of graduates partially share this statement (33%) while 6% of them believe that VET education does not have any impact on employment opportunities.
- Total employment rate of VET program graduates is 62%. Among them, 54% of inquired female respondents are employed, while employment rate is higher among men and equals 70%.

4. Study results

4.1 Socio-demographic profile of graduates and aspects related to obtained education

In 2019, 704 graduates participated in Tracer Study. 53% of them were man (254) and 47% (450) woman.¹ 97% of inquired respondents are ethnically Georgian, 1% - Armenian, 2% - other ethnicities. The majority (82%) of them do not have any type of social status. 9% of respondents are socially vulnerable, 6% of them are IDPs. As for the highest level of respondents' education prior to enrollment into VET school, the largest share is represented by represents with secondary (12 grades) education, almost one third (30%) of them have higher education, 17% had vocational education before, while the smallest share (15%) had completed 9 grades.

Chart # 1. respondent's gender, age, ethnicity, social status, achieved level of education



Among all inquired VET graduates, the largest share is taken by graduates of engineering (152) course. 94 respondents studies interdisciplinary specialties or fields, equally 93-93 respondents graduated from business administration and art, 92 – healthcare, 89 respondents – agrarian sciences. Significant differences were identified between specialties in terms of gender and in 92% and more cases graduates of social sciences, art and healthcare are women, men and men are equally (50%-50%) distributed in interdisciplinary specialists or fields, while share of men is significantly higher (83%) in the field of engineering.

¹ Distribution of inquired respondents by gender does not match with distribution of women in existing population due to high response rate. Data have been weighted in the process of analysis based on which natural proportion was restored in study sampling.

Table #1 Distribution of graduates according to specialties by gender and age

Specialty	Total	Gender		Age						
		Female	Male	15-19	20-24	25-29	30-34	35-39	40-44	45+
Agrarian sciences	89	52%	48%	11%	40%	10%	6%	9%	4%	20%
Business administration	93	71%	29%	3%	32%	22%	15%	8%	9%	12%
Education	45	100%	0%	0%	16%	27%	7%	18%	13%	20%
Engineering	152	17%	83%	21%	29%	10%	13%	13%	5%	9%
Science/ natural sciences	10	0%	100%	0%	20%	30%	30%	10%	0%	10%
Interdisciplinary fields or specialties	94	50%	50%	8%	37%	22%	15%	5%	2%	11%
Law	13	41%	59%	0%	63%	24%	7%	7%	0%	0%
Social sciences	23	95%	5%	0%	40%	30%	17%	0%	4%	9%
Art	93	92%	8%	5%	23%	20%	15%	17%	6%	13%
Healthcare	92	93%	7%	0%	37%	18%	19%	6%	6%	13%

Among all factors that made influence on the decision to enroll into VET school, the most important factor appears to be opportunity to acquire interesting profession (average – 4.73), opportunity to improve professional knowledge (average – 4.55), high quality of VET program/school and opportunity to develop practical skills together with theoretical knowledge (equally – 4.48). It is worth mentioning that first three factors opportunity to acquire interesting profession, opportunity to improve professional knowledge, high quality of VET program/school were most important factors named by those who graduated in 2017.

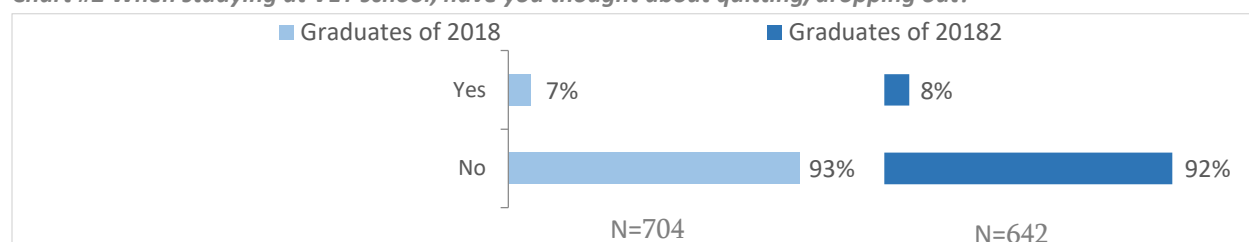
Table #2 Factors that made influence when enrolling into VET school (evaluation on 5-point scale)

	Graduates of 2018	Graduates of 2017
Opportunity to acquire interesting profession	4.73	4.71
Opportunity to improve professional knowledge	4.55	4.6
High quality of VET program / school	4.48	4.5
Opportunity to develop practical skills together with theoretical knowledge	4.48	N/A
VET program being free / absence of tuition fee	4.35	4.36
Prestige of VET program / School	4.23	4.16
Real employment opportunities	4.03	3.8

Simplicity of studying at VET program	3.78	3.55
Simplicity of enrolling at VET program	3.72	3.49
Start / development of own business	3.61	
Recommendation of parents/ relatives	3.55	3.3
Vicinity of VET school to home	3.46	3.16

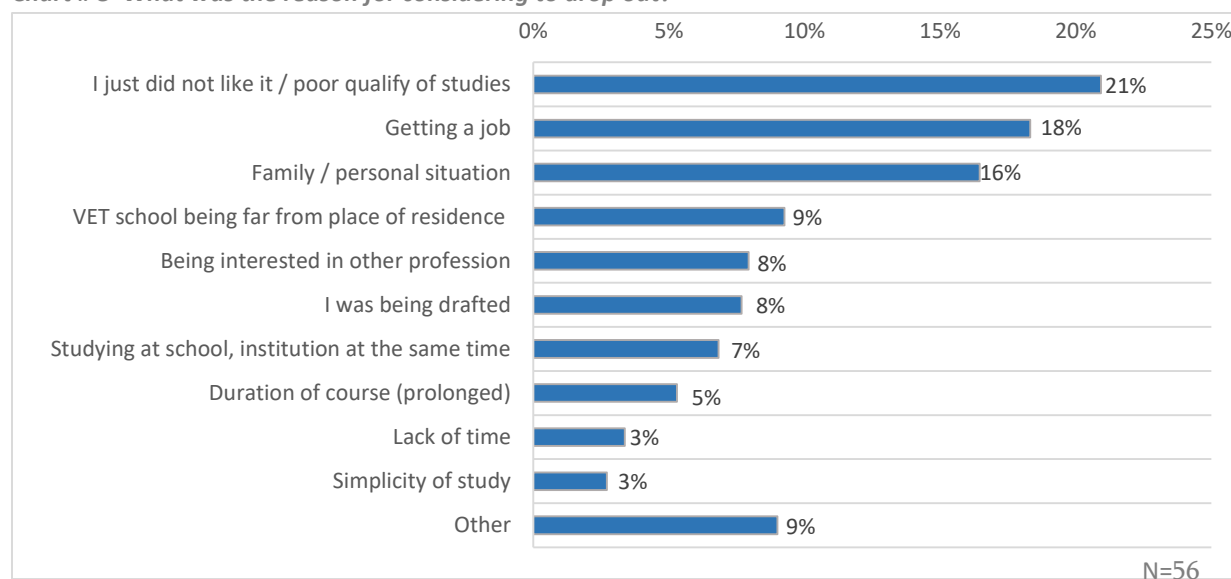
7% (56 respondents) of those who graduated in 2018 have thought about quitting studies (this rate, similar to reasons behind this thought are identical in case of those who graduated in 2018). Every fifth of them (21%) nominated just not liking the program / poor quality of education as main reason. 18% reported on getting a job, while family/personal condition (e.g. having a baby, getting married, etc.) appeared to be a reason for considering to quit the school for 16%. Frequency of naming all other factors does not exceed 9%.

Chart #2 When studying at VET school, have you thought about quitting/dropping out?



No significant differences have been identified in terms of considering to drop out/quit the school during studies according to gender – almost equal number of women and men, 8% and 6% respectively, reported on having considered to drop out, however, it is worth mentioning that in case of women, reasons mostly include family/personal situation and just not liking the program/poor quality of studies, while men mostly reported on getting a job and being interested in other profession.

Chart #3 What was the reason for considering to drop out?



As reported by 18% of respondents, if they were about to enroll now, they would no longer choose the same profession and almost half of them (48%) said this was because they got interested in other profession. 27% noted that they could not get a job with that profession, while frequency of naming other professions is low and does not exceed 9%. These results are identical to the results obtained within the study of graduates of 2017.

Chart # 4 *If you were to enroll now, would you choose the same profession?*

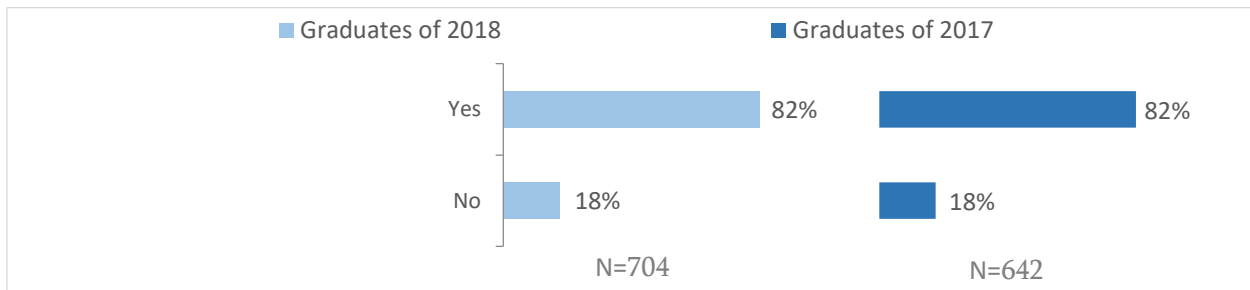
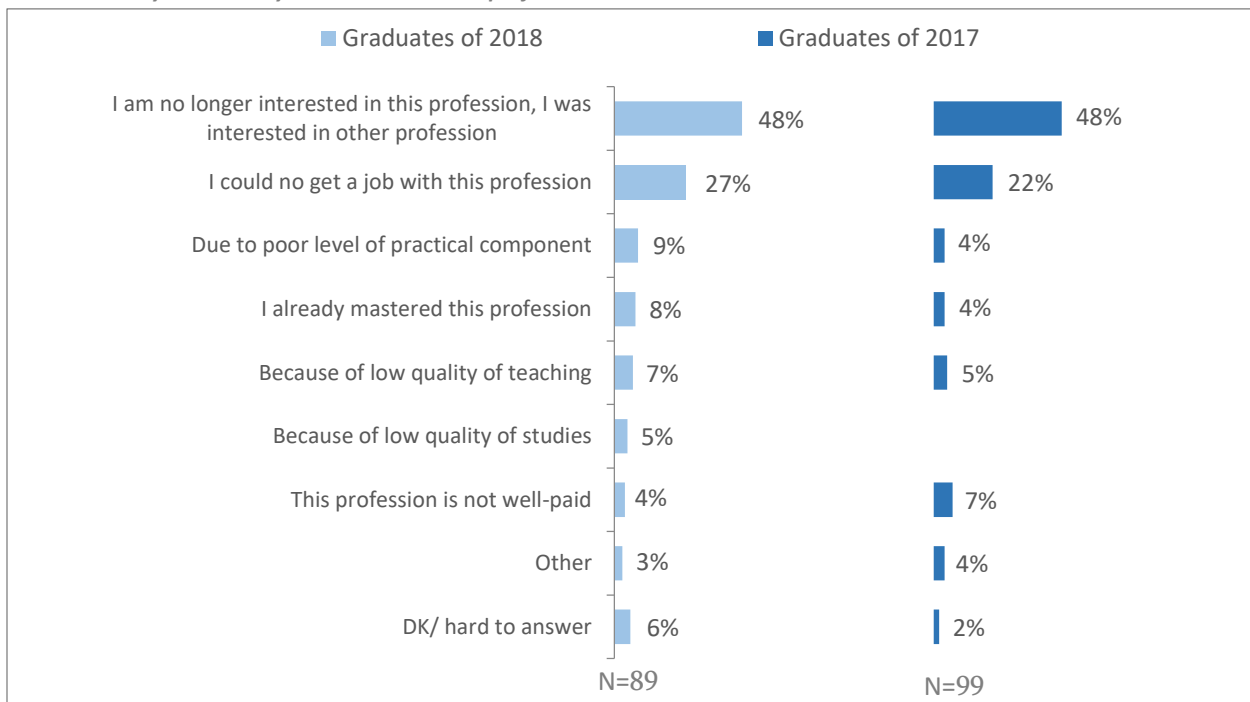


Chart # 5 *Why would not you choose the same profession?*



Every one graduate (11%) out of ten expressed dissatisfaction with VET school and if enrolling again, they would no longer choose this school. Half of them (50%) are dissatisfied with low quality of teaching, every fourth (25%) reports on low quality of practical component, while 19% dislike qualification of teachers. It is worth mentioning that comparative analysis of mentioned data with the study conducted with graduates of 2017, gives identical picture.

Chart # 6 *If you were to enroll now, would you still choose the same VET school?*

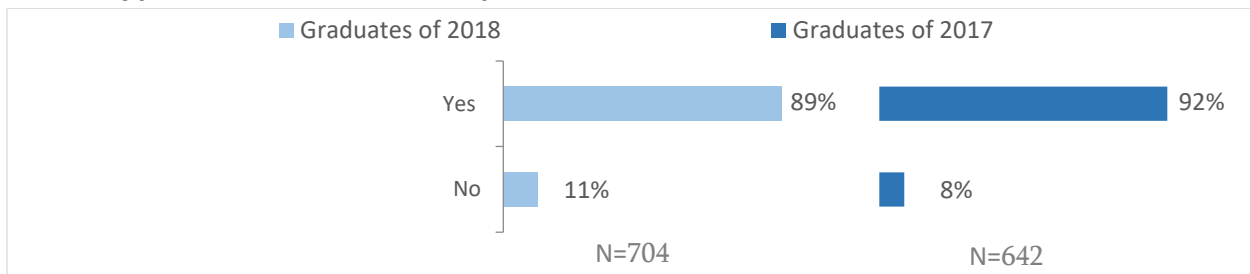
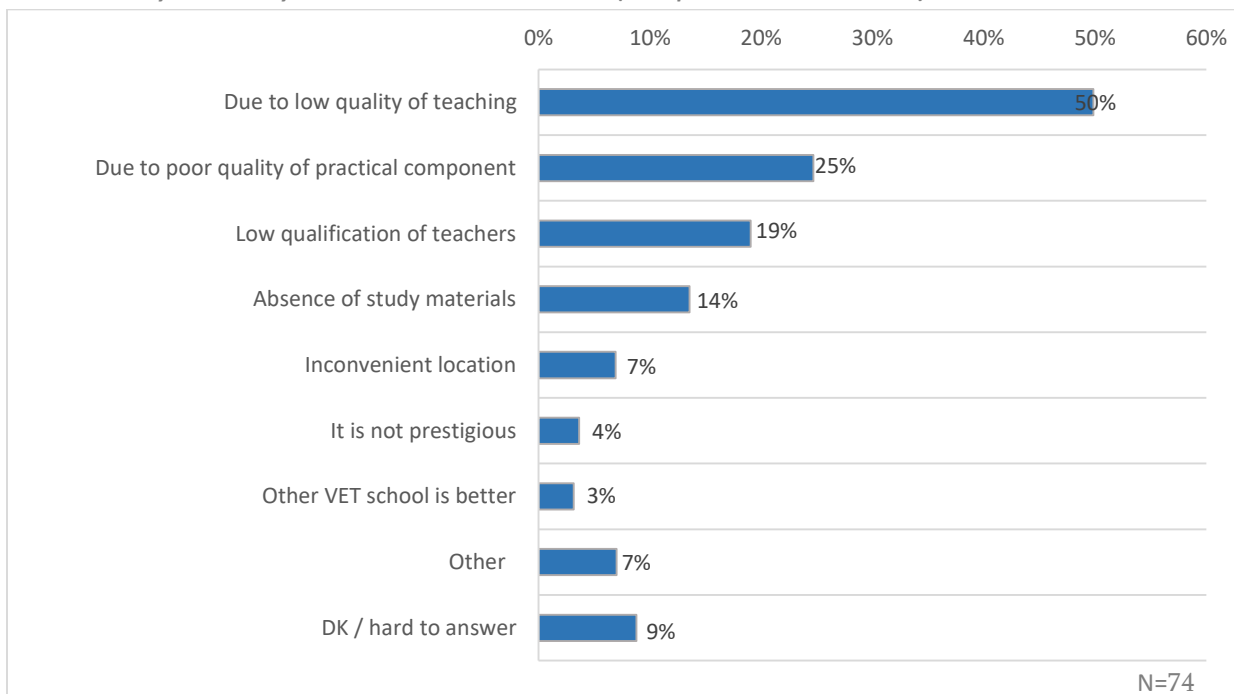


Chart #7 *Why would not you choose the same VET school? (Multiple answers are allowed)*





Before enrolling in VET school, 38% was employed for the past one year. 12% was self-employed, 29% - unemployed. The remaining 27% of graduates were studying. As for their occupation parallel to studies, more than half (55%) of them did not work in parallel regime, 21% worked part-time, 16% - full-time, 7%- from time to time (seasonally).

Chart # 8 What were you doing for the past one year before enrolling in VET school?

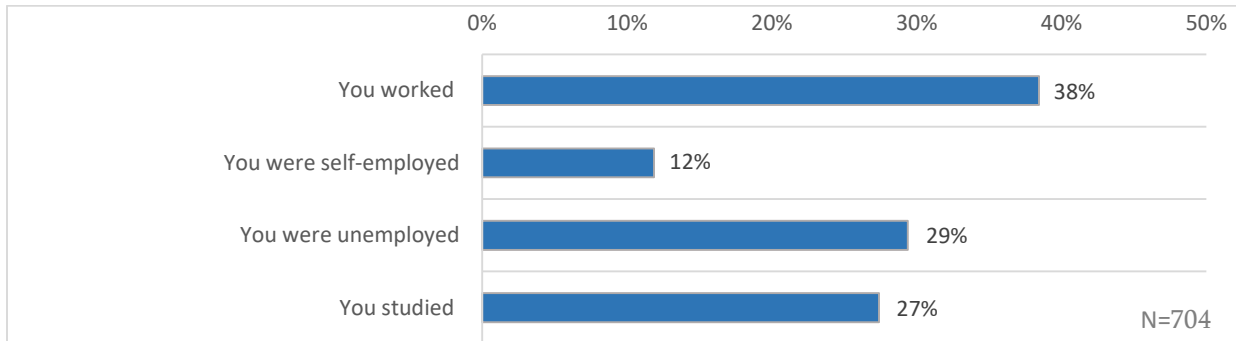
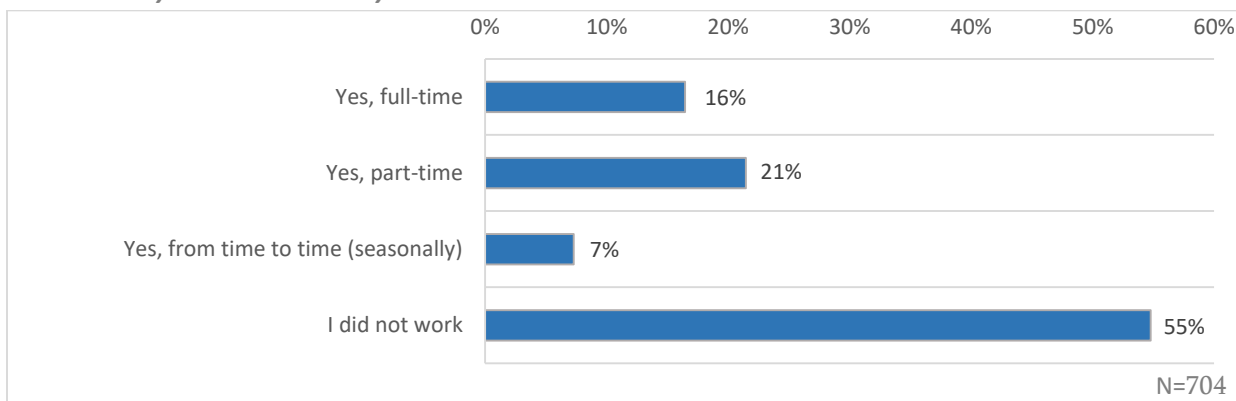


Chart # 9 Did you work too when you studied at VET school?



As for occupation after completing VET program, equal quantity of inquired respondents reported on continuing working where they worked before (30%) and not getting a job (30%). 11% got a job within 1 month, 15% within 1 to 3 months. The largest portion (44%) did not get a recommendation in regard with employment from anyone. 24% reported on receiving recommendation from VET school, 22% named acquaintance / friend / family member.

Chart # 10 Did you get a job after completing VET program?

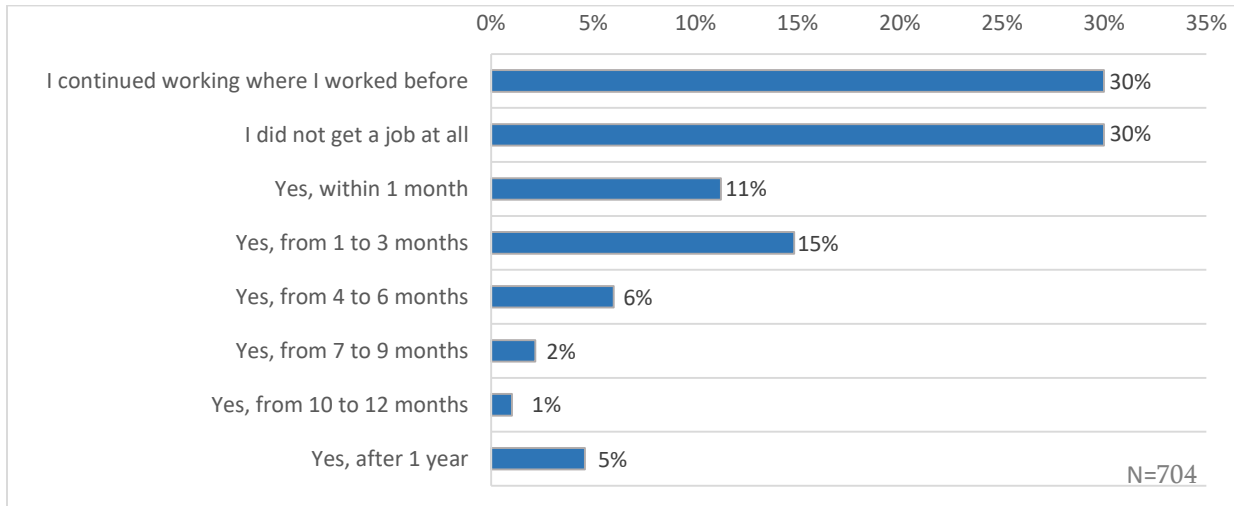
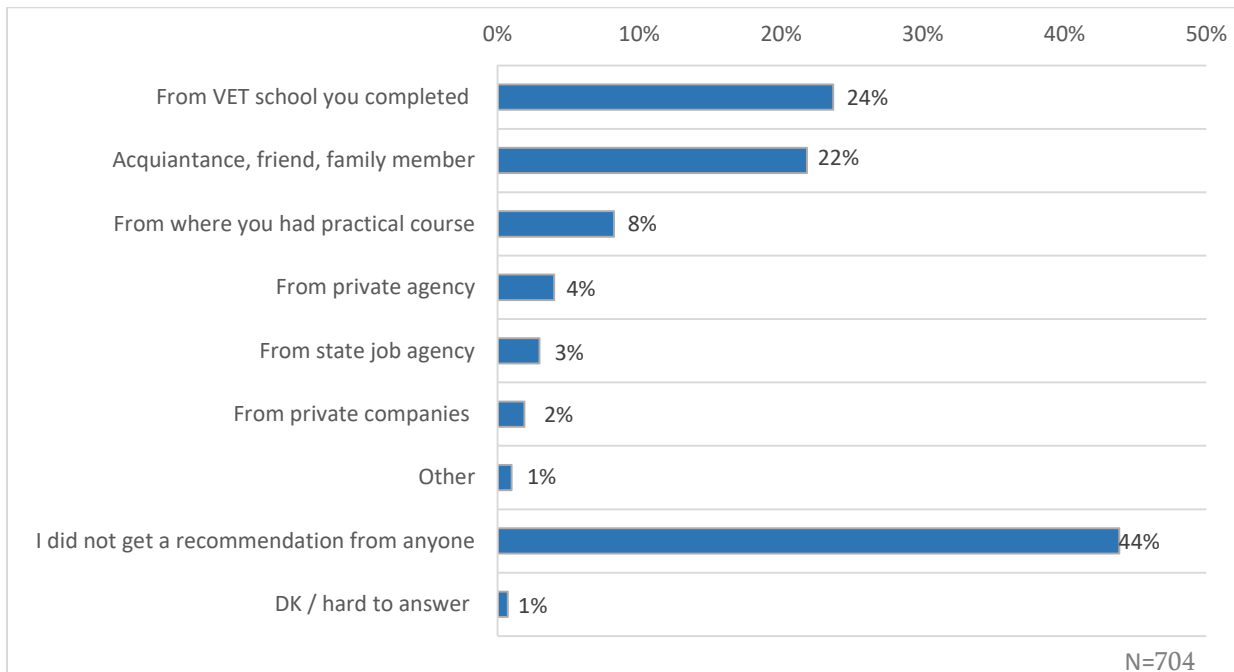


Chart # 11 From which institution did you get a recommendation in regard with employment?

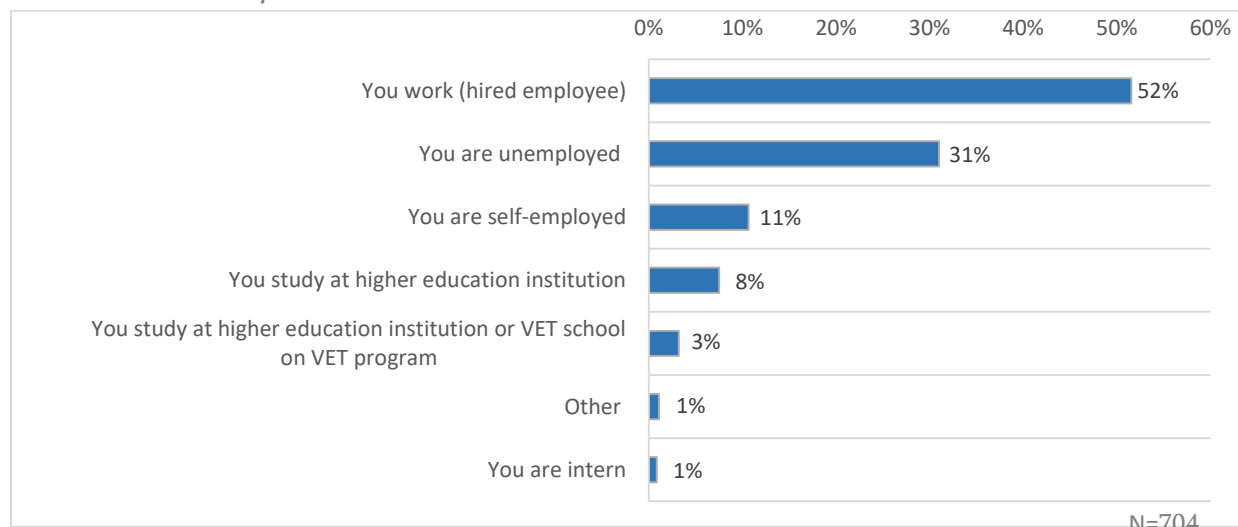


4.2 Current occupation

According to study results, the majority of VET school graduates are involved in labor: more than half of them (52%) are hired employees, every tenth (11%) is self-employed. One third (31%) is unemployed. 8% studies at higher education institution, while 3% at vocational program at VET school or higher education institution.

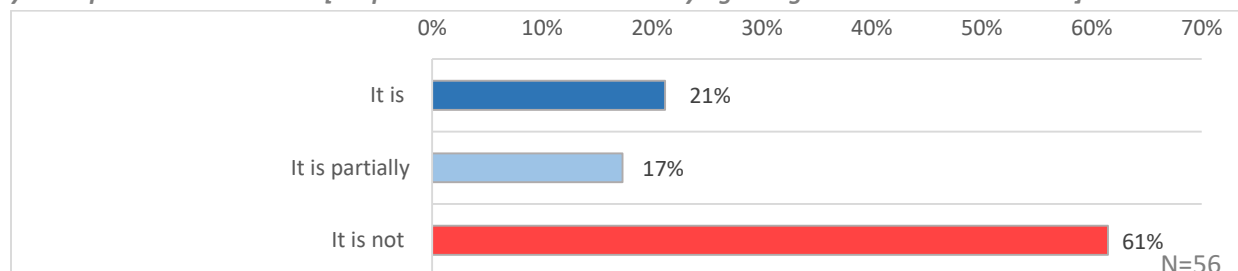
Speaking of employment, situation is better among inquired men and 59% reported on being hired employees while 43% of women are hired. Every fourth inquired man (25%) reported on being unemployed, while unemployment rate is relatively higher among female respondents (38%). As for self-employment, significant differences have not been identified from this point of view (11% of men and 10% of women believe there are self-employed).

Chart # 12 Current occupation



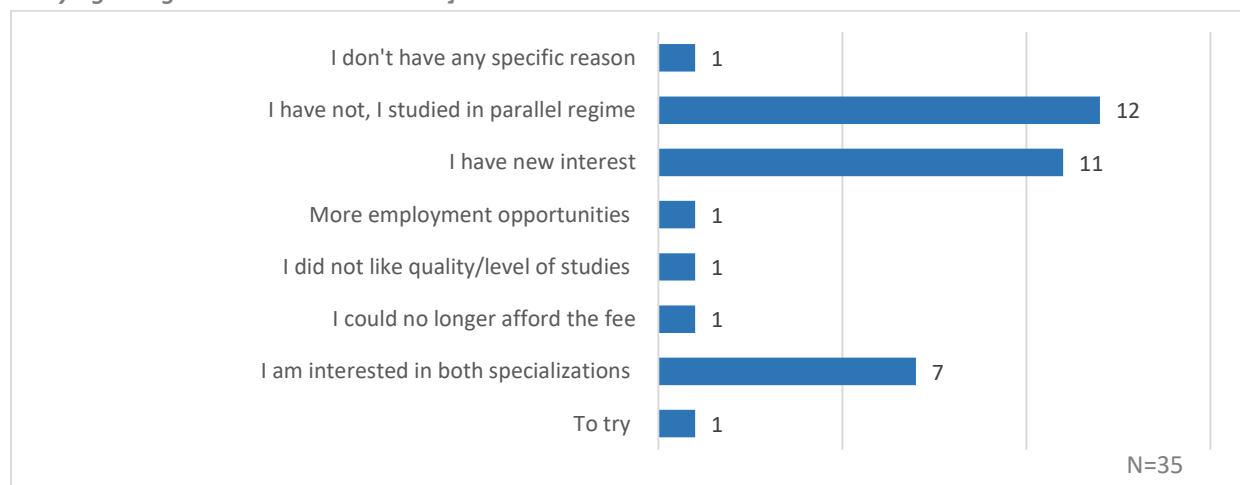
Among them, who study at any stage of higher education institution (8% of respondents), the majority (61%) noted that their current specialization is not related to specialization acquired at VET school. 21% and 17% respectively reported on total or partial connection.

Chart # 13. Is your current specialization [you study at higher education institution] related to the specialization you acquired at VET school? [Respondents who continue studying at higher education institution]



Those graduates (35 respondents) who noted that their current specialization is no way related to the specialization acquired at VET school, reported having a new interest as main reason for changing profile (11 respondents).

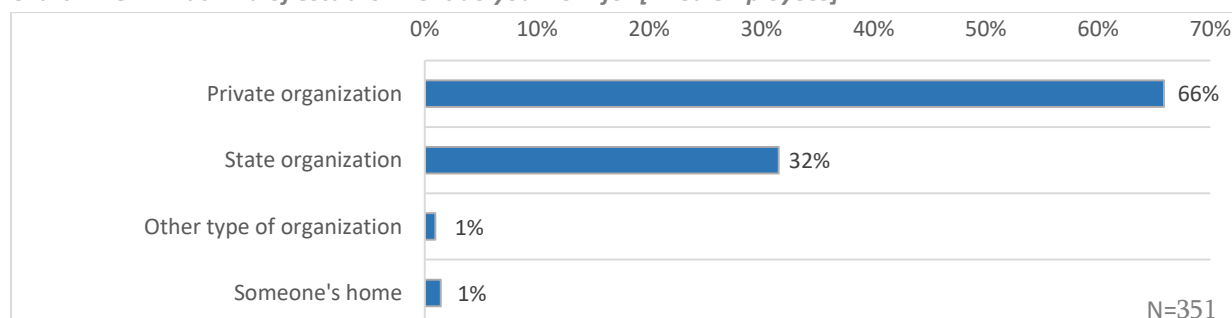
Chart # 14 . Please tell us the reason for changing your profile of specialization: [respondents who continue studying at higher education institution]



As noted before, only 4% of VET graduates (28 respondents) continue studying on VET program at VET school or higher education institution. Only 10 of these respondents reported that their current specialization is totally or completely related to previous specialization. The majority (18 respondents) changed their profile and main reason appears to be change of interest/having a new interest.

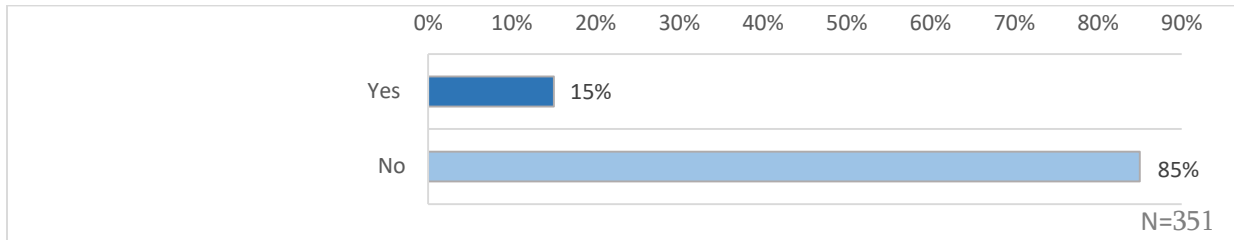
The largest portion of inquired respondents (52%, 351 respondents) are hired employees and the majority of them (66%) work in private sector while one third (32%) works in state establishments.

Chart # 15 What kind of establishment do you work for [hired employees]



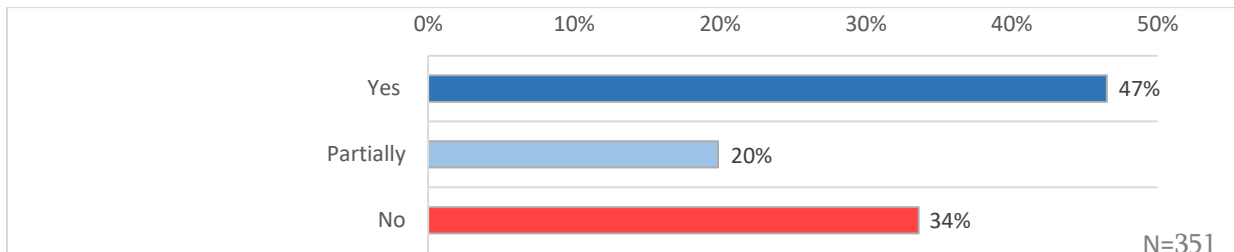
The majority (85%) of those graduates who are hired employees did not need to relocate because of work, the remaining 15% had to change permanent place of residency and had to move to mostly big cities (Tbilisi, Kutaisi, Batumi).

Chart # 16. Did you have to relocate to work? [Hired employees]



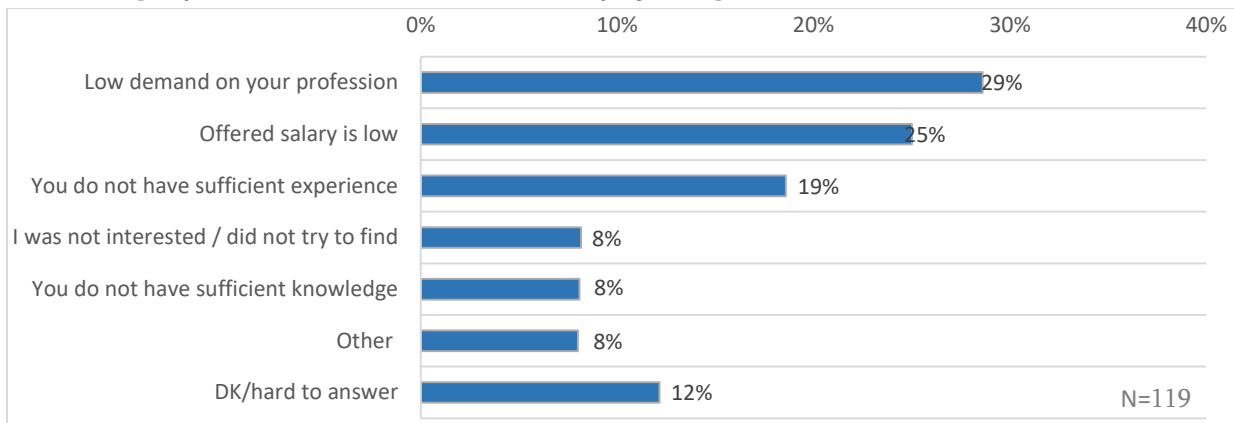
Almost half (47%) of hired employees noted that the specialization they acquired at VET school is related with their current work, one fifth (20%) reports on partial connection while one third (34%) declares there is no correlation between the specialization acquired at VET school and their current occupation.

Chart # 17 Is the specialization you acquired at VET school related with you current work? [Hired employees]



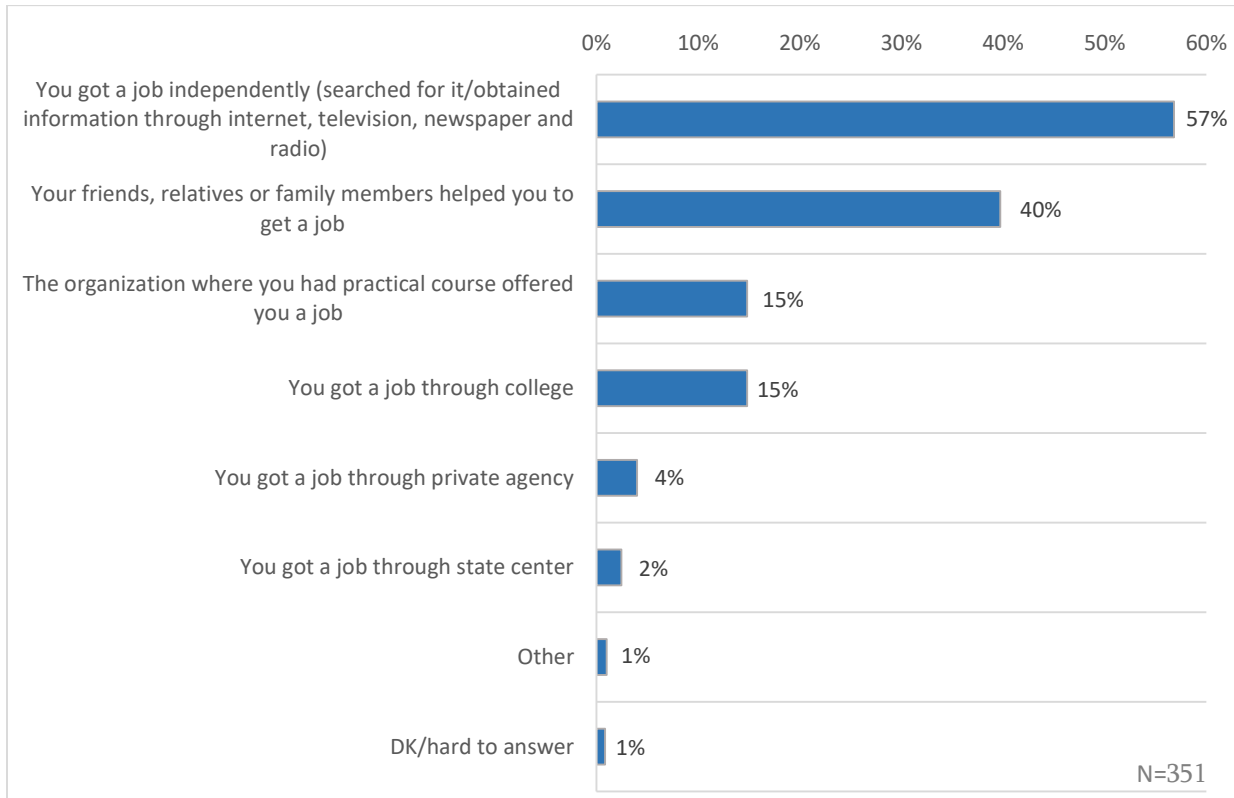
Among those who do not work with their profession, the largest portion (29%) declared that the reason is low demand on their profession, one fifth (25%) reported on low salary and 19% declared they do not have enough experience in their profession. Equal quantity of such respondents reported on absence of interest (8%) and lack of sufficient knowledge (8%), while frequency of naming all “other” reasons does not exceed 3% and equals 8% in total.

Chart # 18 . Please name all the reason why you do not / cannot work with the specialization you acquired at VET school. [Respondents who do not work with their profession]



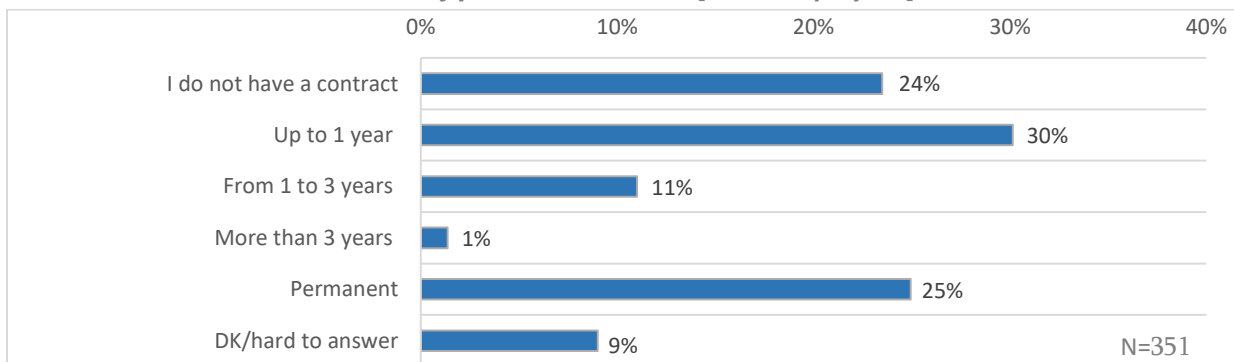
More than half (57%) of hired employees managed to get a job independently, 40% got help from friend, relative or family member while equal quantity of such respondents were assisted by college (15%) and were offered a job from the organization they had practical lessons at (15%).

Chart # 19 Versions related to getting a job [hired employees]



One fourth (24%) of hired employees work without labor contract. As for term of contract for those who have signed an agreement with their employer, the most prominent practice is to have a labor contract up to one year (30%) and to have permanent labor contract (25%). Average number of working hours per week is 51 hours.

Chart # 20 Please tell us the term of your labor contract [hired employees]



3% of employed graduates get a salary less than 200 GEL, 41% of respondents reported on having 200-500 GEL, 28% gets from 501 to 800 GEL, while 22% declared that their salary is more than 801 GEL. 6% refused to specify the amount of wages. As for average salary of all hired employees, it equals 686 GEL. It is worth mentioning that average salary of inquired men is higher and equals 782 GEL while average wages of women is 535 GEL.

Chart # 21 *Approximately what is your monthly average salary (in GEL)? [hired employees]*

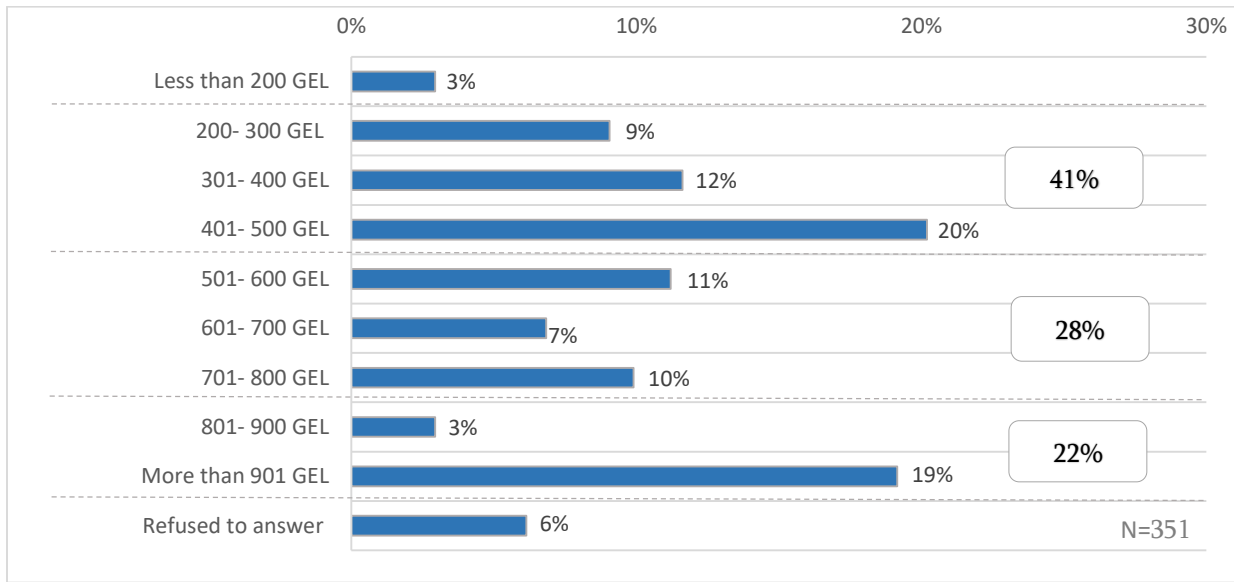
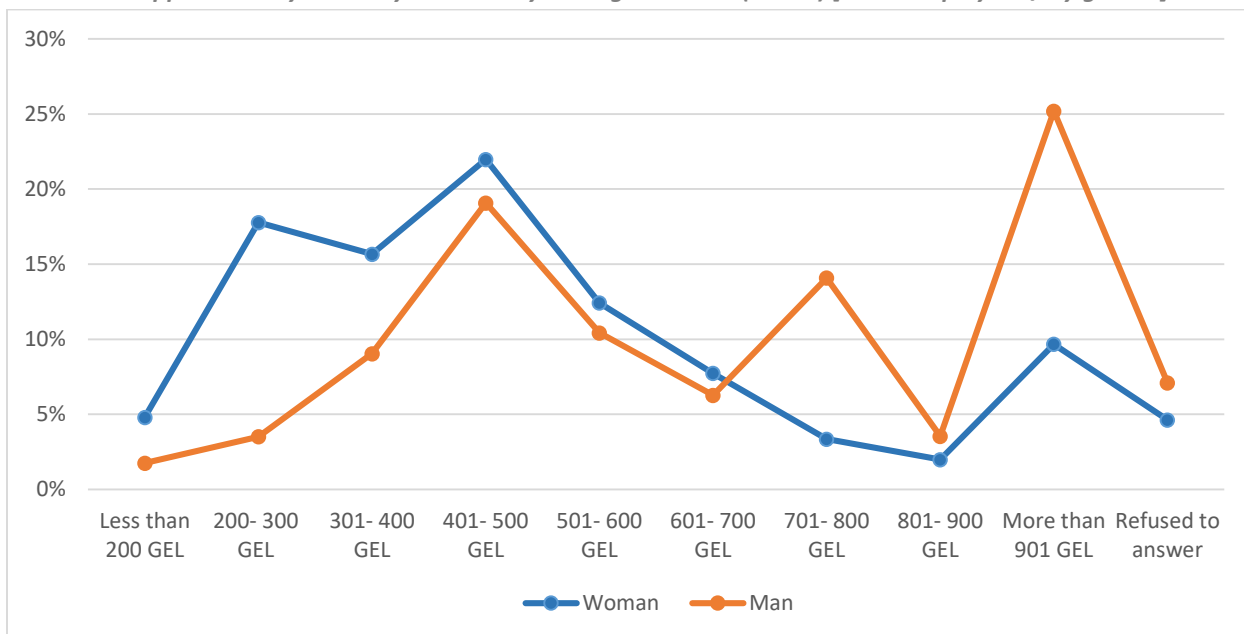


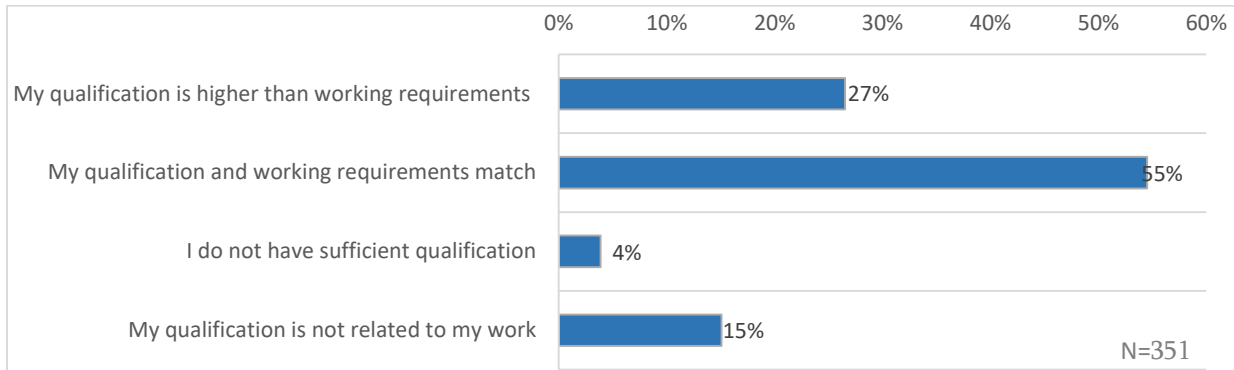
Chart # 22 *Approximately what is your monthly average income? (In GEL) [Hired employees / by gender]*





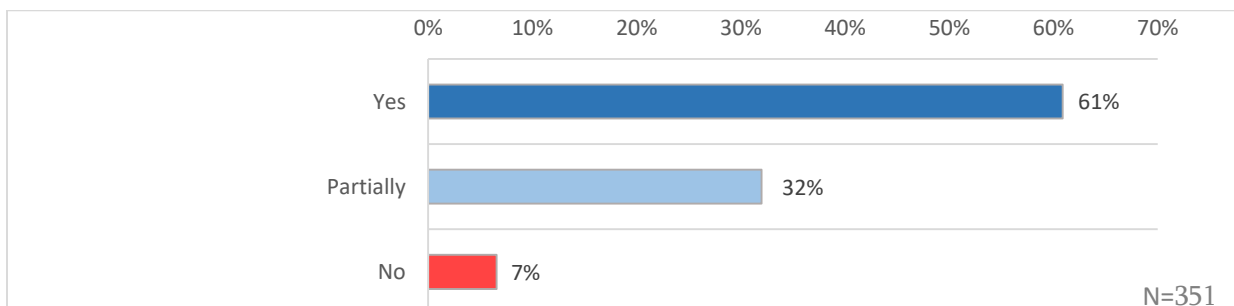
As for match of working requirements and qualification, it is matching in the majority of cases (55%), 27% of graduates believe that their qualification is higher than working requirements, 4% believe their qualification is not sufficient while 15% noted that their qualification is not related with work.

Chart # 23 How would you evaluate suitability of your qualification and working requirements? [Hired employees]



Graduates are highly satisfied with their jobs and only 7% reported on not being satisfied. 61% of them are satisfied with their current job while 32% are partially satisfied.

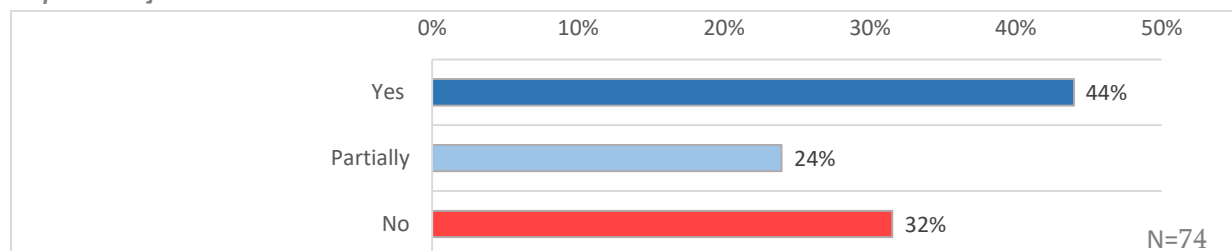
Chart # 24 Are you satisfied with your job? [Hired employees]



As noted above, every tenth graduate (11%, 74 respondents) are self-employed. Only 5 of them (11%) had to relocate because of job requirements.

Similar to hired employees, the majority of self-employed respondents works with the specialization they acquired at VET school and 44% of them reported on direct correlation, one fifth (24%) confirmed partial correlation while 32% declared that the activity they carry out is no way related with the specialization they acquired at VET school.

Chart # 25 *Is the specialization you acquired at VET school related to your occupation? [Self-employed respondents]*



Activities carried out within self-employment are quite diverse, but the leading field is agriculture (21%). As for wages, compared to hired employees, average monthly salary of self-employed respondents is significantly higher and amounts 1066 GEL. In this case too, average salary of men is higher (1345 GEL) compared to women (593 GEL).

Chart # 26. *Within self-employment, in what kind of occupation are you involved /what type of private business do you have? [Self-employed respondents]*

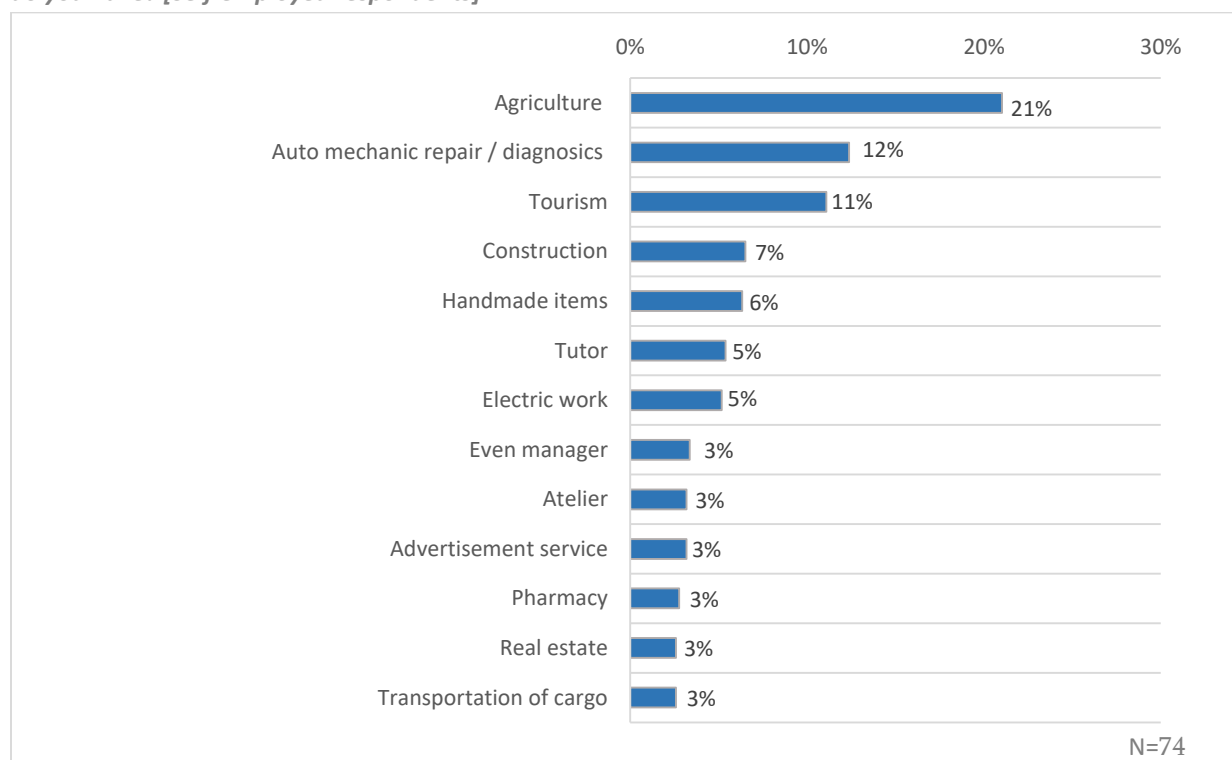
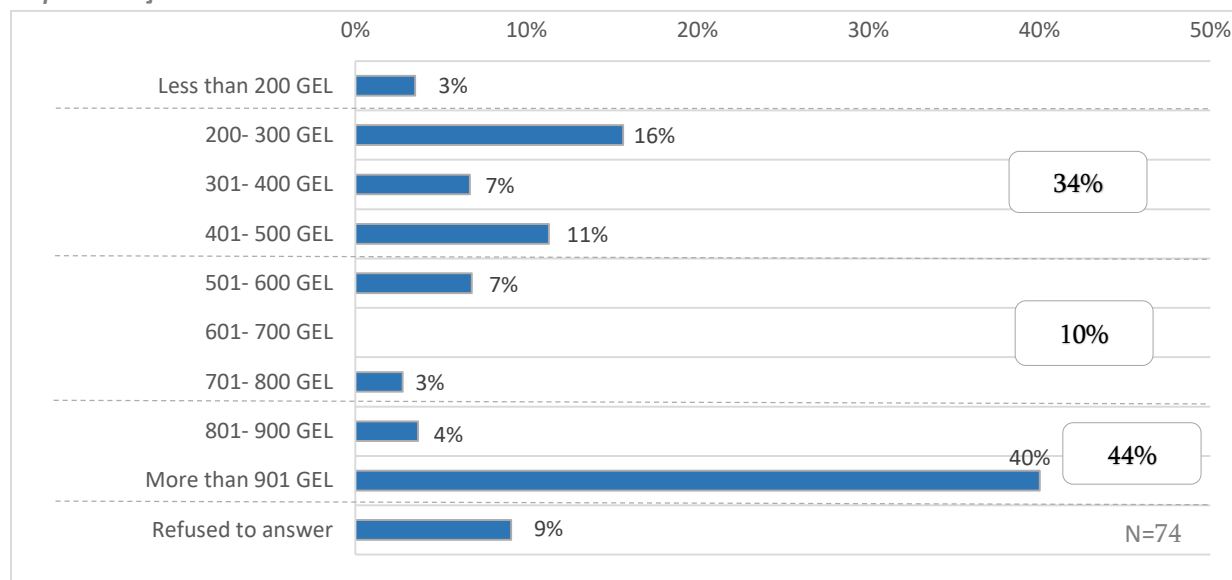
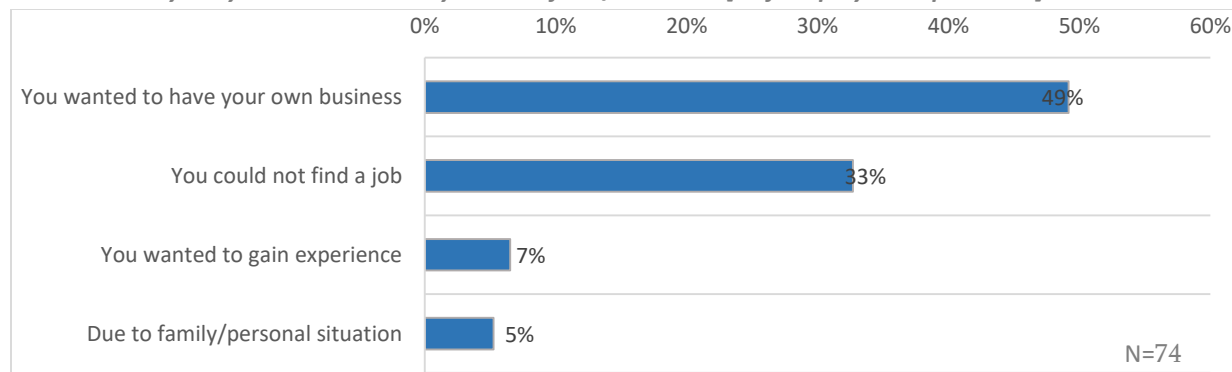


Chart #27 *Approximately what is your average monthly income from business (in GEL)? [Self-employed respondents]*



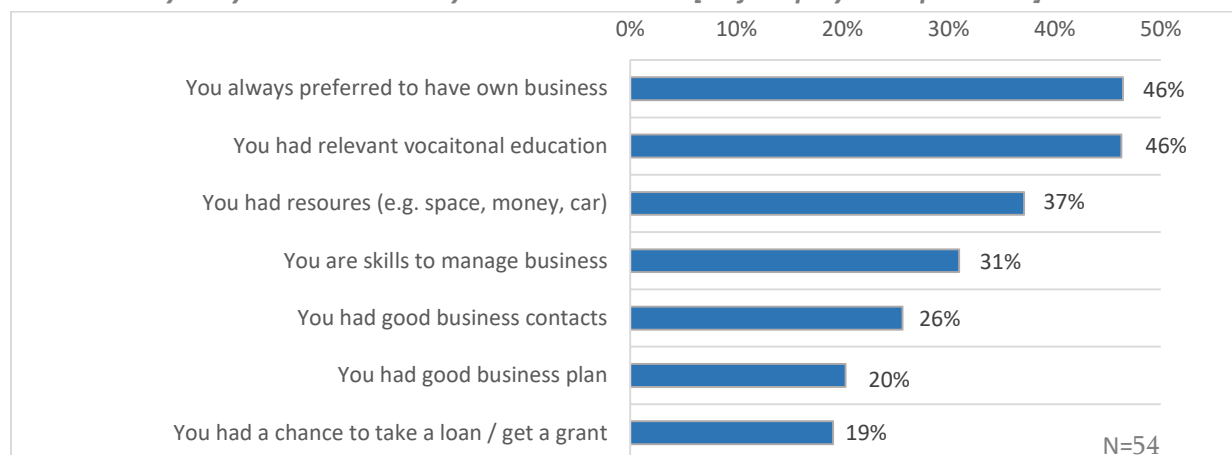
Half of self-employed respondents (49%) noted that they wanted to start their own business, one third (33%) decided to start self-employment as they could not find a job.

Chart #28. *Why did you decide to start your own farm/business? [Self-employed respondents]*



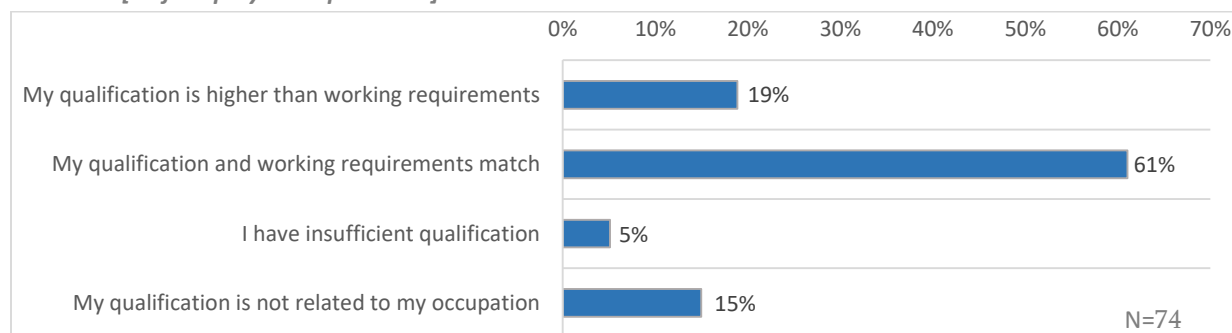
Those graduates who have their own business declared that main reasons are advantage of having your own business (46%), having relevant vocational education (46%) and having various types of resources (37%).

Chart #29 Why did you want to have your own business? [Self-employed respondents]



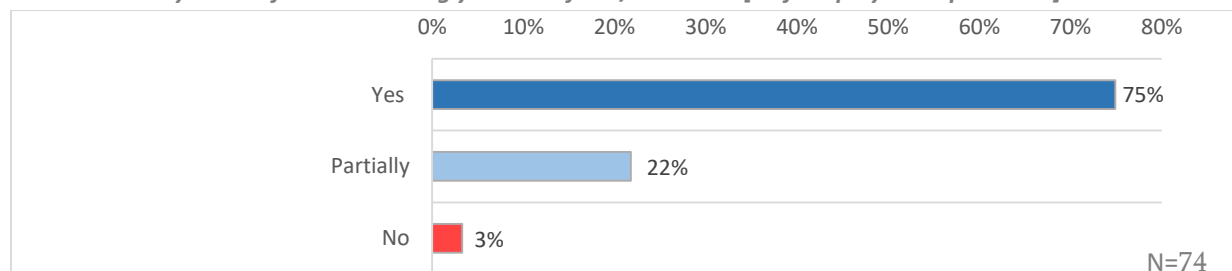
The majority of self-employed respondents (61%) noted that their qualification is related to their occupation, 19% perceive that their qualification is higher than requirements, 5% did not think their qualification is sufficient, 15% of respondents reported on absence of connection between their occupation and qualification.

Chart # 30. How would you evaluate correlation of your qualification and the work you perform for your business? [Self-employed respondents]



Speaking of satisfaction, 75% of self-employed respondents are completely satisfied, 22% of them are partially satisfied while 3% of these respondents are not satisfied with having their own farm/business.

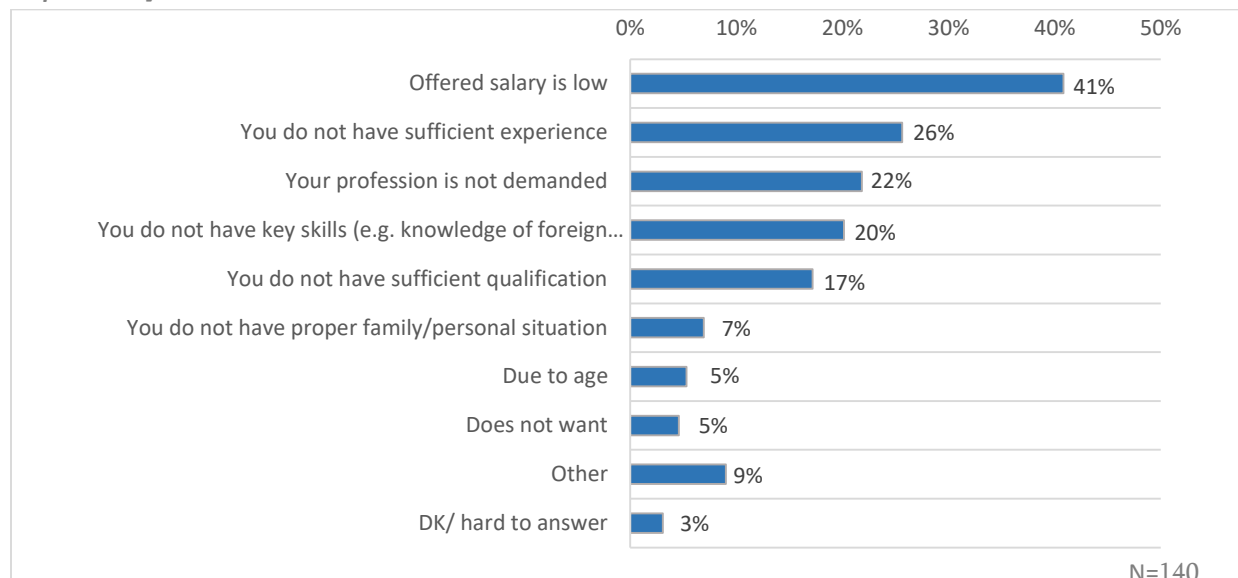
Chart #31. Are you satisfied with having your own farm/business? [Self-employed respondents]



Within the scopes of the study, only 7 graduates reported on being an intern. 3 of them are in private organizations while 4 are interns at state agencies. 2 of them work with the specialization they acquired at VET school, occupation of the remaining 5 graduates are no way related to the specialization and they managed to start internship independently. 4 of them receives salary and none of them are dissatisfied with their occupation.

31% (228 respondents) of VET graduates are currently unemployed and their majority (62%) are looking for a job. 41% of those respondents trying to get a job declare that offered salary is low, 26% blames insufficient experience for not finding a job, 22% believed that their profession is not demanded while one fifth (20%) focuses on not having required skills.

Chart # 32 . In your opinion, why have not you been able to find a job after graduating? [Unemployed respondents]



The remaining unemployed respondents 38% (88 respondents) do not have an attempt to start working and main reasons include: not having proper family / personal situation (49%), continuing study (17%) and absence of desire to look for a job (14%).

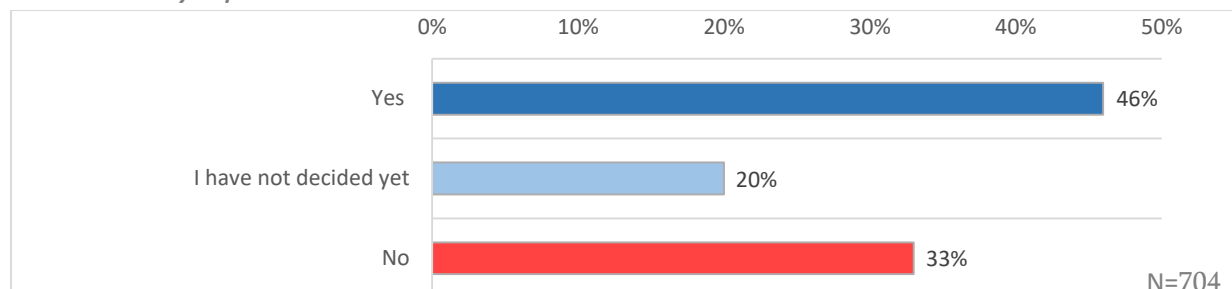
Chart # 33. Why are not you looking for a job? [Unemployed respondents]



4.3 Future plans and assessment of VET process

We have also studied future plans of VET graduates. As it turns out, 46% of graduates plan on continuing studies, one third (33%) of them do not plan to do so, while on fifth (20%) have not decided yet.

Chart # 34 *Do you plan to continue studies?*



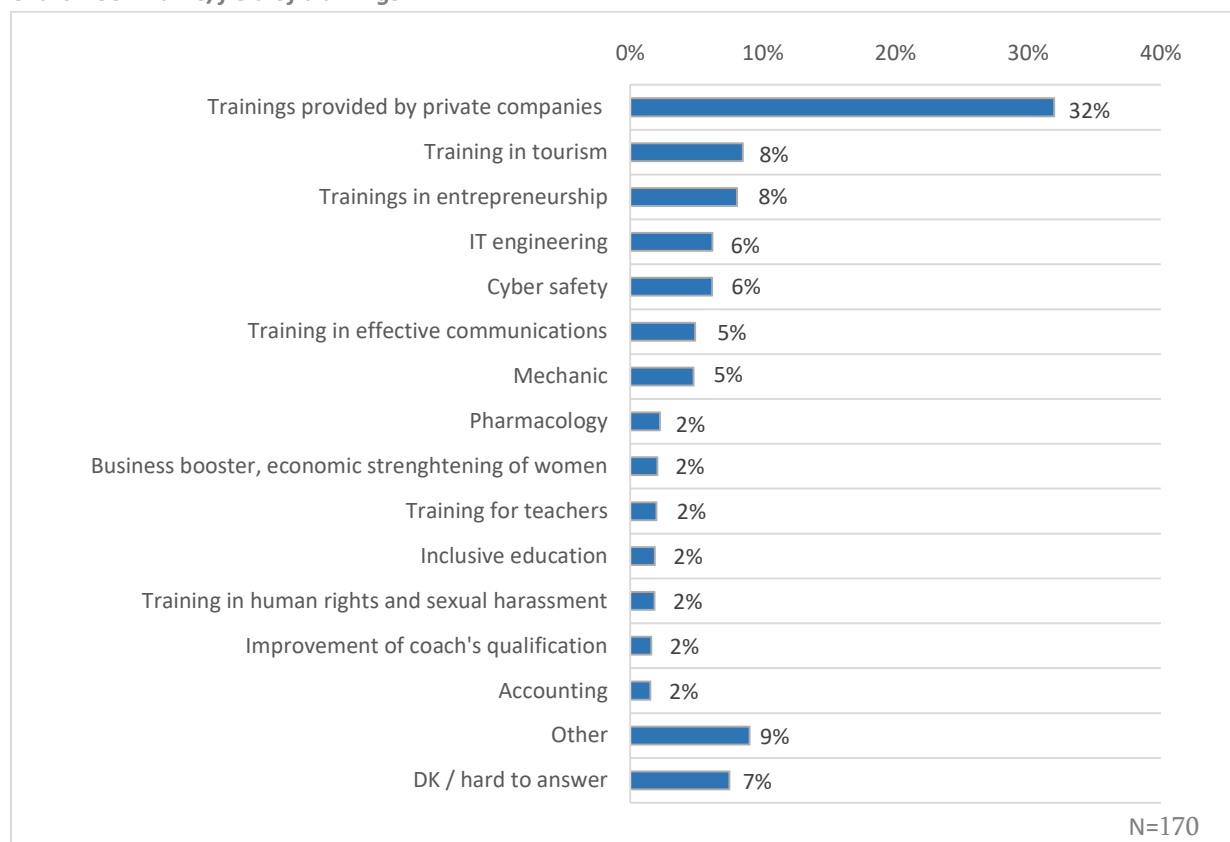
As for skills and knowledge graduates would like to improve, the most frequently named ones are knowledge of foreign language (91%), professional practical skills (88%) and theoretical knowledge of profession (84%).

Chart # 35 *Would you like to improve the following skills and knowledge?*



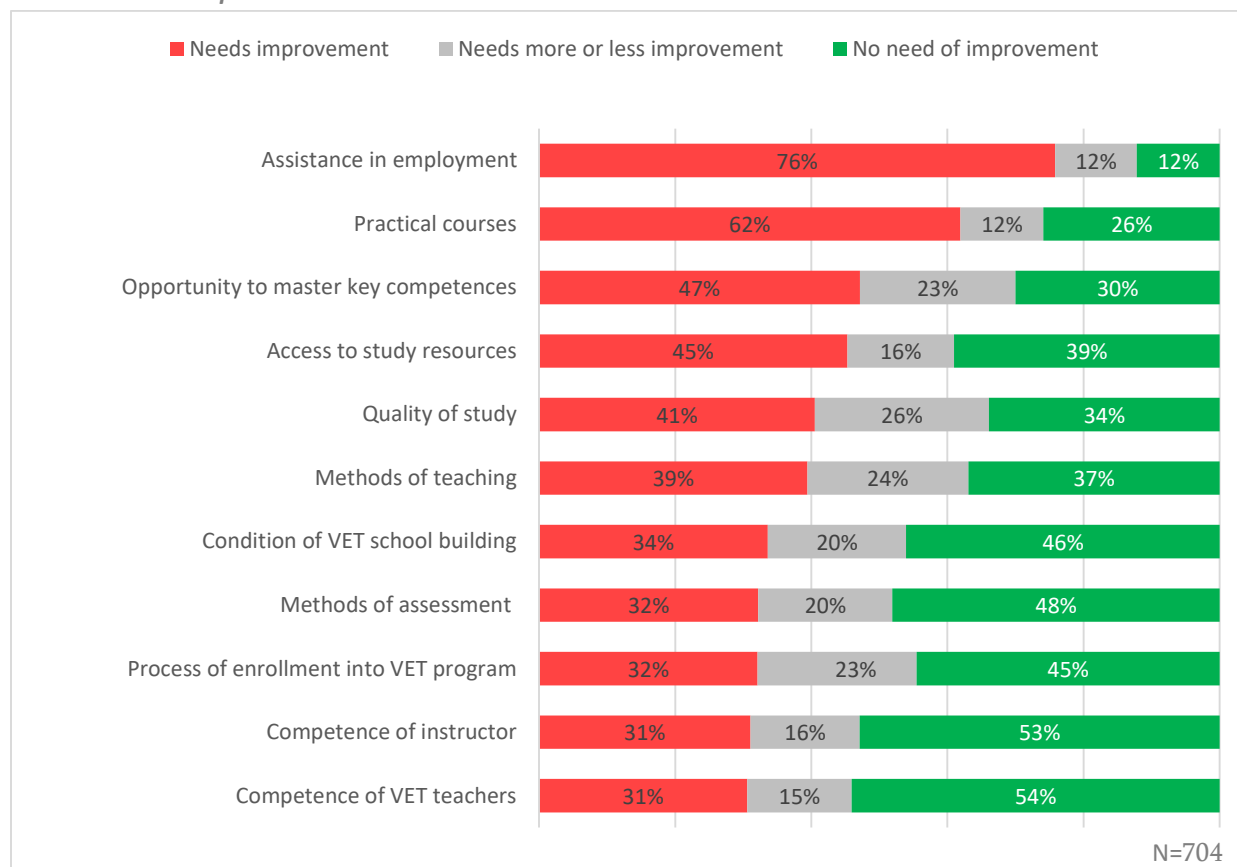
23% (170 graduates) of graduates attended additional trainings after graduation and as it turns out, the majority of them (32%) attended trainings in various private companies they dealt with in their occupation.

Chart # 36 Name/field of trainings



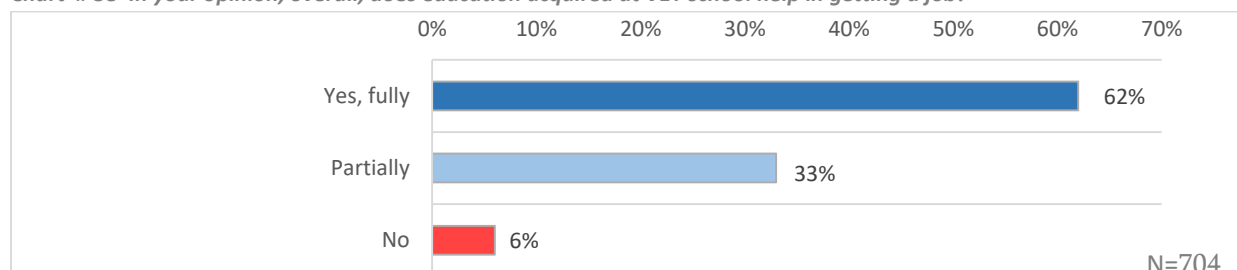
As for various aspects related to VET education that respondents would like to improve, the most frequently named aspect was assistance in employment and 76% of graduates reported that this aspect needs to be improved. As believed by inquired respondents, other aspects that need to be improved are as follows: practical courses (62%), opportunity to master key competences (47%), access to study resources (45%) and quality of study (41%). Improvement of these aspects was also important for graduates of 2017 and 84% of them named assistance in employment, 69% named practical courses while equal quantity – 57% named opportunity to master key competences and quality of study.

Chart #37 Now, I will read you various aspects related to obtaining vocational education. Please tell us, which one needs to be improved?



As for influence of VET education on getting a job, as believed by 62% of respondents, obtaining vocational education is a good precondition, one third of graduates (33%) partially agree with this while 6% believe that vocational education does not affect employment opportunities.

Chart #38 In your opinion, overall, does education acquired at VET school help in getting a job?



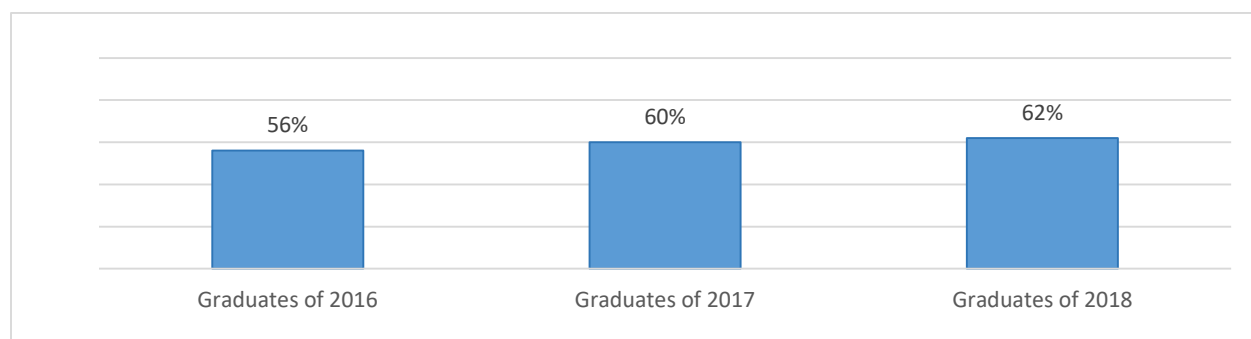
4.4 Overall employment rate of graduates

According to methodology of International Labor Organization and GeoStat, any person who is involved in economic activity for the purpose of receiving income (in cash or in kind) regardless amount of income, type of and duration of activity; those employed in agriculture, tutors, owners of private taxes, physical entities involved in retail trade, etc. if they worked at least for an hour over the past seven days prior to inquiry for the purpose of receiving income (salary, in kind, profit, etc.).

Accordingly, in order to obtain complete picture on VET graduates' employment rate, we have created combined variable of employment which includes hired employees, self-employed graduates and interns (paid internship). Based on this variable we have studied correlation between employment and gender, age, prior education, education fields, etc. of graduates.

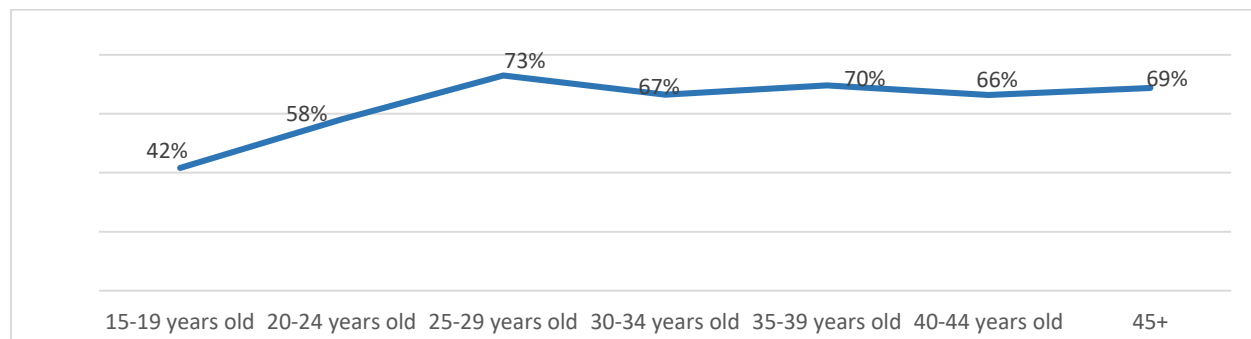
Overall employment rate of graduates who graduated in 2018 is 62%. Among them, 54% of inquired female respondents are employed, while employment rate is higher among men and equals 70%. It is worth mentioning that overall employment rate is growing from 2016 to present day.

Chart #39 Dynamics of employment rate



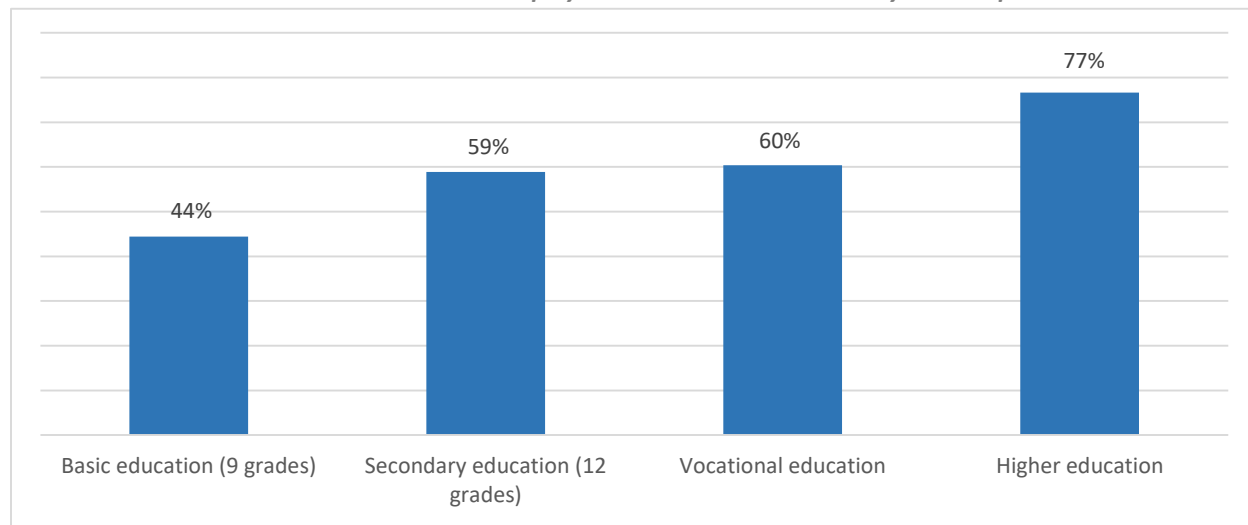
Speaking of age categories, the highest employment rate (73%) was reported in 25-29 age group while the lowest rate was in 15-19 age group (42%).

Chart #40 Employment rate by age



The higher is level of prior education of graduates, the higher is their employment rate. The lowest employment rate was identified among those with basic education (44%), employment rate increases with education level and equals 59% in case of secondary education, 60% in case of vocational education while 77% of respondents with higher education are employed.

Chart # 41 Employment rate by prior education



The highest employment rate was reported in Imereti region (71%) followed by Tbilisi (67%) and Adjara (62%). Overall, employment rate is not lower than 46% in any regions, however, it is important to note that due to under-representation of inquired graduates, it is not recommended to generalize obtained results.

Table #3 Employment rate by regions

	Employed	
	N	%
Adjara	57	62%
Tbilisi	144	67%
Imereti	46	71%
Kakheti	27*	46%
Mtskheta- Mtianeti	8*	76%
Racha-Lechkumi and Kvemo Svaneti	3*	100%
Samegrelo – Zemo Svaneti	29*	43%
Samtskhe-Javakheti	30*	62%
Kvemo Kartli	30*	67%
Shida Kartli	32	61%
Guria	19*	57%

** Due to limited amount of data it is not recommended to generalize obtained results*

As for employment rate by specializations, compared to other groups, employment rate is high among graduates of engineering (65%), agrarian sciences (64%) and business administration (62%).

Table #4 Employment rate by specialization

	Employed	
	N	%
Agrarian sciences	57	64%
Business administration	56	62%
Education	30*	67%
Engineering	98	65%
Science / natural sciences	7*	70%
Interdisciplinary fields or specialties	61	65%
Law	7*	58%
Social sciences	18*	78%
Art	46	50%
Healthcare	45	49%

** Due to limited amount of data it is not recommended to generalize obtained results*

Conclusion

Regular research of VET graduates enables policy implementers and providers of vocational education to analyze quality of vocational education and its influence on employment of VET graduates based on empiric data by periods of time.

Overall employment rate of VET graduates characterizes with growing tendency and equals 62% for those who graduated in 2018. Employment rate was 60% in 2017 and 56% in 2016.

Employment rate varies by age, gender, specialization and prior education of graduates. Similar to the results of study conducted with graduates of 2017, young people are still most interested in obtaining vocational education but employment rate is the lowest in this age group. As for gender perspective, the majority of employed respondents are men. 70% of inquired men report on having a job while this rate is 54% in case of women. In addition, almost half (48%) of unemployed women noted that they are not looking for a job while this rate is 24% in case of men. Part of those unemployed women who are not looking for a job, reported on not having proper family conditions (68%) as main reason.

The majority of graduates are satisfied with obtained vocational education and positively assess VET school, however, as noted by them, aspects such as assistance in employment and practical courses need improvement.