

Content

**Survey Report**

Version: 1.0

Prepared by ACT

For UNDP

December, 2015

Tbilisi, Georgia

**Survey of Employers’ Attitudes towards Vocational Education**

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1. **Introduction**

This document is the survey report of the Survey of Employers’ Attitudes towards Vocational Education prepared by Analysis and Consulting Team (ACT) for the United Nations Development Programme (UNDP).

Survey of Employers’ Attitudes towards Vocational Education was conducted in December, 2015. The participants of the survey were potential employers of VET graduates/students. The main objective of the survey was to study attitudes of employers towards VET institutions and vocational education in Georgia.

1. **Research Design**
	1. **Survey Goals and Objectives**

The main goal of the survey was to study attitudes of employers towards VET institutions and vocational education in Georgia. Based on main study goals following study objectives were defined:

* Employers’ experience in employing and/or providing internship opportunities to VET students and/or graduates;
* Employers’ attitude towards employing and/or providing internship opportunities to VET students and/or graduates and future intentions in this regard;
* Experience of cooperation with VET institutions and forms of cooperation;
* Searching strategies for VET students in order to provide them employment;
* Satisfaction with the cooperation with partner VET institutions;
* General attitudes towards the vocational education.
	1. **Survey Methodology**

Quantitative survey was the selected method of study. In particular face-to-face interview was used as a data collection tool.

In order to obtain necessary information about all survey objectives as a target group of the survey were defined potential employers of VET students and/or graduates throughout Georgia. In each organization as a respondent was selected the person responsible for recruitment and selection of employees (head of the company, HR manager, etc.).

In the scopes of the study in total 297[[1]](#footnote-1) completed interviews were conducted.

The table below presents a short review of the survey methodology.

**Table #1**

|  |
| --- |
| **Survey Methodology** |
| ***Method*** | Quantitative survey |
| ***Technique*** | Face-to-face interview |
| ***Target population***  | Stratified sampling |
| ***Sample size*** | 2971 respondents |
| ***Sampling method*** | Stratified sampling |
| ***Study area*** | Georgia  |
| ***Duration of interview*** | 20-25 minutes |

* 1. **Survey Instrument**

Based on study objectives the quantitative questionnaire was developed. The questionnaire consists of various thematic modules:

* Characteristics of the organization (economic activity, number of employees);
* Experience of employing or providing internship to students/graduates of VET institutions;
* Forms of cooperation with VET institutions;
* Satisfaction with the cooperation with partner VET institutions;
* Assessment of teachers, administration and infrastructure of partner VET institutions;
* Assessment of professional skills of VET institution students/graduates;
* Assessment of practical training and its organization;
* Assessment of students involved in practical training;
* Channels for employee recruitment and professions most difficult to find;
* Future intensions regarding partnership with VET institutions;
* Possible ways of improvement of cooperation with government and VET institutions;
* General attitudes towards the vocational education.
* Information channels for about vocational education.

In order to test the final instrument a **pilot study** was conducted. The pilot study was held in one of the VET institutions located in Tbilisi. On the first stage of the pilot study a detailed plan of pilot study implementation was developed.

In total 10 interviews were conducted in the scope of the pilot study. Interviewers having extensive experience in pilot interviewing took part in the piloting process. In the piloting also participated logical control specialist, who was obliged to perform a revision of completed questionnaires and to discover any technical or logical inaccuracies in the questionnaire.

After completion of pilot study fieldwork a debriefing session was held, during which the fieldwork process and pilot study results were discussed. In the debriefing session participated pilot interviewers, logical control specialist and research analysts. During the debriefing session each participant reported their general impressions, difficulties of the fieldworks and needed adjustments to the questionnaire.

After analysis of pilot study results following changes were made in the questionnaire.

* + Additional instructions were added to some questions;
	+ Some answer options were made more precise and detailed in order to make them more understandable for respondents and avoid any confusions.
* Additional answer options were added to some questions.

In addition to above mentioned changes after the pilot study all technical details (skip options, technical inaccuracies) were corrected in the questionnaire.

As a result of abovementioned procedures the final version of the instrument was developed.

* 1. **Sampling Design**

**Sampling Design**

For the selection of employer organizations stratified sampling approach was applied. The technique of stratification is often employed in the preparation of sample designs because it generally provides increased accuracy in sample estimates without leading to substantial increases in costs. Stratification does not imply any departure from probability sampling – it simply requires that the population be divided into subpopulations called strata and that probability sampling be conducted independently within each stratum.

The selection technique of respondents within strata is a simple random sampling (without replacement).

**Target Population**

In this study, **the desired target population** is **potential employers of VET students and/or graduates in Georgia**. **The defined target population** includes **legal entities in Georgia which use hired labor**. Final pool of the potential respondents included in the sample has been defined based on the consultation with UNDP representative. Namely, UNDP provided list of the activities by which organizations presented in the official database of the GeoStat have been filtered. It should be noted that number of the activities has been excluded from the sample.

Employers located in conflict regions of Georgia has been excluded from the survey sample.Individual entrepreneurs and organizations type of economic activity of which was not indicated in GEOSTAT database were also excluded from the sampling frame.

**Sampling Frame**

The source for the sampling frame in this survey design is the National Statistics Office of Georgia (Geostat). The sampling frame included all characteristics necessary for stratification, such as:

1. Tax ID;
2. Name of the legal entity;
3. Legal form of the legal entity;
4. Economic activity and corresponding code – NACE classification (Section, Subsection, Division, Group, Class);
5. Location and corresponding code – Region and municipality (registered and actual);
6. Address of the legal entity (registered and actual);
7. Head of the legal entity;
8. Phone number of the legal entity;
9. Number of employees of the legal entity (Range);
10. Annual turnover of the legal entity (Range);

**Accuracy of Estimates**

Before calculating a sample size, it is necessary to define the desired **degree of accuracy** (the level of confidence and the margin of error) of the data to be obtained. The overall sampling error for employers’ survey is 2 – 2.5% and 5-10% for analysis groups (total 8-10 groups). Sampling Error is calculated with 95% confidence level.

**Stratification**

Stratification variables that were applied to this sampling design include the following:

* Economic activity of the legal entity[[2]](#footnote-2);
* Location of the legal entity (regions);

**Sample Size**

The same formula used in household survey was applied for sample size calculation. In particular, the formula for each analysis group looks as follows:

$n=\frac{NZ^{2}P(1-P)}{\left(N-1\right)ε^{2}+Z^{2}P(1-P)}\*Deff$ (2)

Z = Z value (e.g. 1.96 for a 95 percent confidence level)

P = Proportion (e.g. 0.5)

N = Target population size

ε = Margin of error (e.g. 0.07)

Deff = Design Effect

As a total sample size 2500 interviews were defined. The total sample size was distributed among each stratum of economic activity so that the sampling error did not exceed 10% (Deff=1.2). The sample distribution per economic activity and regions is presented in the table below (Table #2). The sampling error for each economic activity is also presented in the table.

**Table #2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Stratum** | **Stratum Name** | **Total N of Ent** | **Sampling Error** | **11** | **15** | **23** | **26** | **29** | **32** | **35** | **38** | **41** | **44** | **47** | **Total Sample Size** |
| **1** | Agriculture and agricultural manufacturing | 1667 | 4.8% | 180 | 30 | 10 | 37 | 42 | 9 | 5 | 30 | 10 | 25 | 22 | **400** |
| **2** | Construction | 4581 | 6.0% | 180 | 35 | 3 | 23 | 9 | 4 | 3 | 13 | 6 | 15 | 9 | **300** |
| **3** | Manufacturing and energy | 1940 | 6.0% | 160 | 26 | 7 | 28 | 9 | 4 | 4 | 10 | 6 | 18 | 8 | **280** |
| **4** | Healthcare, social services and sport | 1759 | 6.1% | 170 | 19 | 4 | 27 | 8 | 5 | 2 | 12 | 4 | 12 | 7 | **270** |
| **5** | Tourism | 1909 | 6.0% | 180 | 41 | 4 | 16 | 5 | 6 | 2 | 7 | 6 | 9 | 4 | **280** |
| **6** | Sales | 10916 | 5.9% | 190 | 39 | 6 | 25 | 9 | 6 | 8 | 11 | 4 | 14 | 8 | **320** |
| **7** | Arts and Educations | 290 | 9.1% | 75 | 5 | 2 | 5 | 2 | 2 | 0 | 2 | 2 | 3 | 2 | **100** |
| **8** | Transport and communication | 1667 | 6.1% | 140 | 41 | 3 | 19 | 6 | 4 | 3 | 33 | 4 | 11 | 6 | **270** |
| **9** | Service | 2593 | 6.1% | 220 | 14 | 2 | 15 | 6 | 2 | 2 | 7 | 2 | 8 | 2 | **280** |
|  | **Grand Total** | **27322** | **2.1%** | **1495** | **250** | **41** | **195** | **96** | **42** | **29** | **125** | **44** | **115** | **68** | **2500** |

The regional codes indicated in table #2 are presented in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **RegCode** | **RegName** | **Total N of Ent** | **Sample Size** |
| **11** | Tbilisi | 17302 | 1495 |
| **15** | Adjara | 2967 | 250 |
| **23** | Guria | 252 | 41 |
| **26** | Imereti | 2099 | 195 |
| **29** | Kakheti | 852 | 96 |
| **32** | Mtskheta-mtianeti  | 271 | 42 |
| **35** | Racha-Lechkhumi and Kvemo Svaneti  | 108 | 29 |
| **38** | Samegrelo, Zemo Svaneti  | 1150 | 125 |
| **41** | Samtskhe-Javakheti | 392 | 44 |
| **44** | Kvemo Kartli | 1249 | 115 |
| **47** | Shida Kartli | 680 | 68 |
|  | **Grand Total** | **27322** | **2500** |

**Sample Size Allocation**

Sample size defined for each sector was proportionally distributed to number of enterprises in each region.

**Selection of the Legal Entities**

As mentioned above, **the defined target population** of the survey includes **all legal entities in Georgia which use hired labour** in thesectors identified by UNDP. Legal entities were selected using simple random sampling (without replacement).

**Non-Response Registration**

During fieldwork, non-response registration was carried out for each organization. Non-response was divided into two groups:

Failed interview, which was considered the target population – The selected organization exists but could not be interviewed. This type of non-response will be considered in the target population and will not be ruled out during generalization of the obtained estimates.

Failed interview, which was not considered the target population – This group includes organizations that no longer exist or are not functioning. This type of non-response will be excluded from the target population and subsequent statistical generalizations.

Non response results (according to strata) were considered at data weighting stage. The same weighting strategy was applied for enterprises as it is described in the household survey.

**Stratification by Economic Activity**

As mentioned above, stratification by economic activities is based on the stratification criteria proposed by UNDP. Detailed sampling information and the way different employers group in sample strata is presented in the sample file; while below is presented the list of activities used for stratification purposes:

1. Agriculture and agricultural manufacturing;
2. Construction;
3. Manufacturing and energy;
4. Healthcare, social services and sport;
5. Tourism;
6. Sales;
7. Arts and Educations;
8. Transport and communications;
9. Service.

In each stratum following types of economic activities are accumulated:

| **Nace3** | **Nace3 - Name** | **Strata** |
| --- | --- | --- |
| 01.1 | Crop production | 1 |
| 01.2 | Animal production | 1 |
| 01.3 | Crop and animal production (mixed farming)  | 1 |
| 01.4 | Support activities for crop production and animal production (except veterinary services) | 1 |
| 02.0 | Forestry and logging | 1 |
| 05.0 | Fishing and support services to fishing | 1 |
| 15.1 | Production of meat | 1 |
| 15.2 | Processing and preserving of fish and fish products  | 1 |
| 15.3 | Processing and preserving of fruit and vegetables | 1 |
| 15.4 | Manufacture of vegetable and animal oils and fats | 1 |
| 15.5 | Manufacture of dairy products | 1 |
| 15.6 | Manufacture of grain mill products, starches and starch products | 1 |
| 15.7 | Manufacture of prepared animal feeds | 1 |
| 15.8 | Manufacture of other food products  | 1 |
| 15.9 | Manufacture of beverages | 1 |
| 16.0 | Manufacture of tobacco products | 1 |
| 24.2 | Manufacture of pesticides and other agrochemical products | 1 |
| 29.3 | Manufacture of agricultural machinery | 1 |
| 51.2 | Wholesale of agricultural raw materials and live animals | 1 |
| 85.2 | Veterinary activities | 1 |
| 20.3 | Manufacture of wooden containers and products of carpentry  | 2 |
| 26.3 |  Manufacture of ceramic tiles and flags | 2 |
| 26.4 | Manufacture of bricks, tiles and construction products, in baked clay  | 2 |
| 26.5 | Manufacture of cement, lime and plaster | 2 |
| 26.6 | Manufacture of articles of concrete, cement and plaster | 2 |
| 26.7 | Cutting, shaping and finishing of stone | 2 |
| 27.1 | Manufacture of basic iron and steel and of ferro-alloys | 2 |
| 27.2 | Manufacture of tubes, pipes | 2 |
| 27.5 | Manufacture of structural metal products | 2 |
| 28.1 | Manufacture of metal structures and parts of structures | 2 |
| 45.1 | Construction installation | 2 |
| 45.2 | Construction of buildings | 2 |
| 45.3 | Installation of engineering equipment for buildings  | 2 |
| 45.4 | Covering works | 2 |
| 45.5 | Renting and leasing of construction and civil engineering machinery and equipment  | 2 |
| 74.2 | Architectural and engineering activities and related technical consultancy | 2 |
| 90.0 | Sewerage, waste collection, treatment and disposal activities and related services | 2 |
| 10.1 | Mining and agglomeration of coal  | 3 |
| 13.2 | Mining of non-ferrous metal ores except uranium and thorium  | 3 |
| 14.1 | Quarrying of stone | 3 |
| 14.2 | Operation of gravel and sand pits; mining of clays | 3 |
| 14.3 | Mining of chemical and fertilizer minerals for chemical production and production of fertilizers  | 3 |
| 17.4 | Manufacture of made-up textile articles, except apparel | 3 |
| 17.5 | Manufacture of other textiles  | 3 |
| 17.7 | Manufacture of knitted and crocheted fabrics  | 3 |
| 18.2 | Manufacture of wearing apparel  | 3 |
| 19.2 | manufacture of luggage, handbags, and other leather products  | 3 |
| 20.1 | Sawmilling and planning of wood | 3 |
| 20.5 | Manufacture of other products of wood; manufacture of articles of cork, straw and plaiting materials  | 3 |
| 21.1 | Manufacture of pulp, paper and paperboard  | 3 |
| 21.2 | Manufacture of articles of paper and paperboard  | 3 |
| 22.1 | Publishing activities  | 3 |
| 22.2 | Printing services | 3 |
| 23.2 | Manufacture of petroleum  | 3 |
| 24.1 | Manufacture of chemicals and chemical products | 3 |
| 24.3 | Manufacture of dyes and pigments  | 3 |
| 24.5 | Manufacture of soap and detergents, cleaning and polishing preparations, perfumes and toilet preparations  | 3 |
| 24.6 | Manufacture of other chemical products | 3 |
| 25.1 | Manufacture of rubber and plastic products | 3 |
| 25.2 | Manufacture of plastics products | 3 |
| 26.1 | Manufacture of glass and glass products  | 3 |
| 26.2 | Manufacture of ceramic materials, except used in construction | 3 |
| 27.4 | Manufacture of non-ferrous metals  | 3 |
| 28.4 | Forging, pressing, stamping, metallurgy of powders  | 3 |
| 28.5 | Processing of metals  | 3 |
| 28.7 | Manufacturing of other metal products | 3 |
| 29.1 | Manufacturing of mechanical equipment | 3 |
| 29.2 | Manufacturing of other common use equipment  | 3 |
| 30.0 | Manufacturing of office machinery and computing technologies  | 3 |
| 31.1 | Manufacturing of electro-motors, generators and transformators  | 3 |
| 31.2 | Manufacturing of electro-distributors and controlling equipment  | 3 |
| 31.3 | Manufacturing of wires and cables  | 3 |
| 31.6 | Manufacturing of other electronic devices  | 3 |
| 36.1 | Manufacture of furniture | 3 |
| 36.6 | Manufacture of other products not included in other categories  | 3 |
| 37.1 | Processing of metallic waste and scrap-iron  | 3 |
| 37.2 | Secondary processing of non-metallic waste and scrap-iron  | 3 |
| 40.1 | Manufacture and distribution of electricity  | 3 |
| 40.2 | Manufacturing and distribution of air heaters  | 3 |
| 41.0 | Water collection, treatment and supply | 3 |
| 24.4 | Manufacture of basic pharmaceutical products  | 4 |
| 80.1 | Primary education  | 4 |
| 85.1 | Human health activities | 4 |
| 85.3 | Social work activities | 4 |
| 92.6 | Sport activities | 4 |
| 93.0 | Individual services | 4 |
| 55.1 | Hotels | 5 |
| 55.3 | Restaurants | 5 |
| 55.4 | Bars | 5 |
| 55.5 | Restaurants and mobile food service activities | 5 |
| 63.3 | Travel agency and tour operator activities  | 5 |
| 92.7 | Other reservation service and related activities | 5 |
| 50.1 | Sale of motor vehicles   | 6 |
| 50.2 | Maintenance and repair of motor vehicles | 6 |
| 50.3 | Sale of motor vehicle parts and accessories  | 6 |
| 50.5 | Retail trade of motor-heater  | 6 |
| 51.3 | Wholesale of food, beverages and tobacco | 6 |
| 51.4 | Wholesale of household goods  | 6 |
| 51.5 | Wholesale of non-agricultural intermediate products, waste and scrap | 6 |
| 51.8 | Wholesale of machinery, equipment and supplies | 6 |
| 51.9 | Other wholesale trade | 6 |
| 52.1 |  Retail sale in non-specialised stores  | 6 |
| 52.2 | Retail sale of food, beverages and tobacco in specialised stores | 6 |
| 52.3 | Retail sale of medical goods, of cosmetic and toilet articles | 6 |
| 52.4 | Other retail sale of goods in specialised stores | 6 |
| 36.2 | Manufacture of jewellery, coins and medals  | 7 |
| 92.1 | Motion picture and video programme activities  | 7 |
| 92.2 | Television and radio broadcasting activities  | 7 |
| 92.3 | Other amusement and recreation activities | 7 |
| 92.4 | News agency activities  | 7 |
| 92.5 | Other activities in cultural industry | 7 |
| 35.1 | Building and repair of ships and boats | 8 |
| 35.2 | Manufacture of railway locomotives and rolling stock  | 8 |
| 35.3 | Manufacture of air and spacecraft and related machinery | 8 |
| 60.1 | Passenger rail transport | 8 |
| 60.2 | Urban and suburban passenger land transport | 8 |
| 60.3 | Transport via pipeline  | 8 |
| 61.1 | Sea and coastal passenger water transport  | 8 |
| 62.1 | Scheduled air transport  | 8 |
| 63.1 | Warehousing and storage | 8 |
| 63.2 | Other transportation support activities | 8 |
| 63.4 | Transportation agency activities  | 8 |
| 64.1 | Postal and courier activities | 8 |
| 64.2 | Electro-communication | 8 |
| 52.7 | Repair of personal and household goods | 9 |
| 72.1 | Consultations related to technical means  | 9 |
| 72.2 | Software development and consulting  | 9 |
| 72.3 | Data Processing | 9 |
| 72.4 | Database management related activities  | 9 |
| 72.5 | Technical assistance and repair of office machinery and computing technology | 9 |
| 72.6 | Other activities related to computing technologies | 9 |
| 74.1 | Accounting, bookkeeping and auditing activities; tax consultancy Business and other management consultancy activities  | 9 |
| 74.3 | Technical testing and analysis | 9 |
| 74.4 | Advertising  | 9 |
| 74.6 | Security and investigation activities | 9 |
| 74.7 | Cleaning of industrial buildings, residential buildings and means of transportation   | 9 |
| 74.8 | Other service activities | 9 |

1. **Survey Results**

3.1. Experience of collaboration with students and/or graduates of vocational schools

The survey results show that more than 86% of interviewed organizations have some information about active vocational schools in Georgia; among them, 21% claims to know vocational schools quite well. The number of respondents who have no information about the vocational schools operating in Georgia doesn’t exceed 14%.

***Chart #1. Information about active vocational schools***

N=297

Two thirds of interviewed respondents named television as the main source of information about the vocational education. Also, quite often, the respondents receive information from friends/relatives (27%) and social networks (20%). The indicator for other sources is low and doesn’t exceed 11% in any of the cases.

***Chart #2 Sources of information on vocational education***

N=254

The study revealed that 12% of interviewed employers has had or is currently employing students or graduates of vocational schools. As of now, only 6% of the interviewed employers have students/graduates of vocational schools as interns/trainees. 12 out of these 17 employers plan to hire all or some of them in future.

***Chart #3. Practice of employing students/graduates of the vocational school in the past or now; practice of internships for students or graduates (who have graduated school in the last three years) of vocational schools***

N=297

Generally, 13% of interviewees have had experience of providing internships for students/graduates of vocational schools within the last three years. Among them, the absolute majority, i.e. more than 90% eventually hired some of the internts and 7% - all of the interns.

***Chart #4. General practice of internships for students/graduates of vocational schools who graduated the school within the last three years***

N=297

***Chart #5. Experience of recruiting students/graduates after the end of internship***

N=129

The cases of internship/training of people with disabilities or with special educational needs are extremely rare – only 3% of employers has had such experience.

***Chart #6. Internship/training of people with disability/special education needs in partner organizations of the vocational school***

N=297

Accordingly to the study results, the relations with vocational schools are quite rare and there are no specific types of relations that would be more popular than others. The most common form of collaboration would again be the internship in the enterprise (7% of respondents applies this practice). 1 out of 20 interviewees has concluded a memorandum with the vocational school. The cases of participating in development of professional standards of vocational schools are extremely rare (no more than 3%).

***Table #7. Forms of collaboration with vocational schools***

N=297

It turns out that the major reason why the interviewed companies do not collaborate with vocational schools is lack of information about such possibility– more than 40% of respondents named this reason. The second most frequently named reason is skepticism about the quality of the vocational school – 15% of respondents think that vocational schools do not produce employees of relevant qualification. Every tenth interviewee cannot see any benefit in this type of collaboration and think that it is an extra cost for the company.

***Table #8. The reasons why companies do not collaborate with vocational schools***

N=256

3.2. Company Characteristics

The survey showed that the main field of occupation of the interviewed companies is quite diverse. Most often, the companies operate in healthcare and social assistance area (15%), trade; repair of motor vehicles and personal household goods (14%) and electricity, gas and water supply services (13%). The next in the row are manufacturing and real estate industries (every tenth of interviewed companies). The indicator for other fields of activities is less than 8.

With regard to the number of staff in the interviewed companies, one third has over 301 employees and in 33% of companies, their number varies between 10 and 25 and 33% has 26-50 employees. Out of them, 25 companies have the students/graduates of vocational schools who graduated in the last three years and 20 of them have one or two students/graduates.

***Chart #9. Main Field of Companies’ Activities***

N=297

***Chart #10. The number of employees in the company***

N=297

For recruitment purposes, the most frequent methods for finding qualified personnel with vocational education is acquaintances/personal contacts, 60% of interviewed companies applies this option to find staff. Also, 44% of respondents advertises the job offer on the web-site. Direct contact with vocational school and mass media sources were hardly named as the ways to find qualified staff with vocational education.

***Chart #11. Methods applied for finding qualitified personnel with vocational education***

 N=297

It is noteworthy to mention that half of the respondents do not have any plans regarding recruitment or internships of graduates of vocational schools. The views of the rest of respondents differ in relation to the employement perspective – every fourth respondent plans to recruit the gradutes of vocational schools not only as a trainee/intern but also as a full time employee and 21% agrees to provide internship but has not decided about their recruitment.

***Chart #12. Future intentions with regard to graduates of vocational schools***

N=297

3.3. Partner organizations of vocational schools and employers

3.3.1. Nature and regularity of partnership

Among the interviewed respondents, 31 companies have partner vocational schools. The study showed that the initiator of the partnership can be the company itself or the vocational school. Experience of receiving information on Open days, career forums, exhibitions and upcoming internship in the industry differs among the interviewees; some of them never receive this type of information and others receive updated information in a timely and regular manner.

***Table #3. Initiator of partnership between the company and vocational school***

|  |  |
| --- | --- |
| **Initiative of collaboration** | **N=31** |
| Mainly the collaboration initiative comes from our company | 10 |
| Mainly the collaboration initiative comes from vocational schools | 12 |
| Mainly both sides equally show initiative | 9 |

***Table #4. Regularity and ways of receiving information about various activities planned in vocational schools***

|  |  |
| --- | --- |
| **Provision of information** | **N=31** |
| No information is received whatsoever  | 13 |
| Always late  | 1 |
| Generally on time  | 13 |
| Always on time  | 4 |
| **Ways of providing information** | **N=16** |
| By regular meetings  | 13 |
| By e-mail  | 15 |
| Other | 1 |

3.3.2. Internships in the enterprise

Out of those companies, who have had some type of experience (23 employers) of collaboration with vocational schools, 10 companies say that they developed the content of internships on their own. In 6 cases, the content of the internship was created independently by the vocational school. In other cases, both sides participated in the process, but with one more than the other.

While evaluating the internship process, the respondents mainly declare that they know the plan and the anticipated results in advance; that the internship supervisor runs the whole process smoothly and keeps the company management updated about its progress. Relatively lower number of interviewed companies has some experience in evaluating the students or providing suggestions to the internship supervisor on how to improve the results. Overall, these companies still outbalance the companies without such experience.

***Table #5. Planning the content of internships and evaluating the internship process***

|  |  |
| --- | --- |
| **Content of internship** | **N=23** |
| Our company independently creates the plan for internship | 10 |
| Mainly our company creates the plan for internship, but the partner vocational school is also involved | 3 |
| Mainly the partner vocational school creates the plan for internship, but our company is also involved | 3 |
| The vocational school independently creates the plan for internship | 6 |
| Both sides equally contribute to the creation of a plan for internship | 1 |
| **Evaluation of internship process** | **Agree** | **Disagree**  | **Do no know** |
| The plan of internship and anticipated results are written out beforehand | 18 | 4 | 1 |
| Our company representative participates in the student’s evaluation | 13 | 9 | 1 |
| Our company representative regularly gives recommendations to students and/or their supervisor on how to improve the results of internship | 14 | 8 | 1 |
| Internship supervisor organizes the whole process of internship | 17 | 5 | 1 |
| Internship supervisor timely informs me about any necessary details of internship process | 17 | 5 | 1 |

Generally, the respondents do not doubt that the students of vocational schools are motivated in the internship process. Besides, 20 out of 23 interviewees admit that the students fully or partially follow the internal regulation of the companies where they are undertaking the internship.

***Chart #13. Motivation of students of vocational schools in the internship process***

N=23

***Chart #13. Followring regulations of companies***

N=23

Generally, the companies positively evaluate the knowledge and skills of the students of vocational schools who are involved in the internship programs; especially, in parameters like: “Skills to use the necessary equipment/inventory/tools needed during the internship” , “Ability to appropriately dress for work” and “Ethical behavior/professional ethics”. The study showed that the interns have the least developed skills in “communication and foreign language”, although, it shall be mentioned that not all internship programs require these skills.

***Table #6. Evaluation of knowledge and skills of students involved in the internship process***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **N=23** | **Very poorly** | **Poorly** | **Good** | **Very good** | **Not applicable** |
| Communication skills | 0 | 9 | 11 | 2 |  |
| Computer skills | 0 | 3 | 11 | 2 | 4 |
| Ethical behavior/professional ethics | 1 | 6 | 13 | 2 |  |
| Ability to appropriately dress for work | 1 | 4 | 13 | 3 | 1 |
| Foreign language skills  | 1 | 7 | 6 | 0 | 7 |
| Skills to use the necessary equipment/inventory/tools needed during the internship | 0 | 4 | 13 | 3 | 2 |
| Knowledge and application of workplace safety guidelines | 2 | 4 | 12 | 2 | 2 |
| Environmental safety awareness | 2 | 3 | 9 | 2 | 4 |

3.3.3 Evalution of Vocational Schools

The employers (partner organizations of vocational schools) interviewed within the study frames evaluated the vocational schools against various criteria. Interestingly, none of the vocational schools recieved negative evaluation in any of the proposed criteria. Compared to others, “well-functioning technical facilities and equipment” caused some dissatisfaction – 9 out of 31 respondents had negative assessment on this criterion. “Professionalism of teachers”, “Administration’s flexibility during the collaboration process” and “the content of programs” were positively or very positively evaluated by a large number of respondents (25-28 respondents out of 31).

***Table #7. Evaluation of vocational schools***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **N=31** | Very negative | Negative | Positive | Very positive | Do not know |
| Professionalism of teachers | 0 | 4 | 19 | 6 | 2 |
| Administration’s flexibility during the collaboration process | 0 | 2 | 21 | 7 | 1 |
| Well-functioning technical facilities and equipment  | 0 | 9 | 15 | 6 | 1 |
| Content of the programs  | 0 | 4 | 20 | 5 | 2 |

It shall be mentioned that collaboration between the vocational school and the employer is seen as equally beneficial for both parties – half of the respondents (who are partners to the vocational schools) has such opinin. The number of respondents, who think that collaboration is more advantageous for the company than the vocational school or more advantageous for the school than the company, is almost equal.

***Chart #15. Provisions describing the collaboration with vocational schools***

The survey showed that the employers, who have partner vocational schools, are motivated to continute collaboration in future. Half of these respondents are not only ready to continue the partnership but also intend to acquire new partners. 11 respondents plan to keep collaboration with all of their partner schools and only 6 respondents plan future collaboration with some of the partners.

***Chart #16. Feelings regarding future collaboration with partner vocational schools***

**N=31**

3.3.4 Evaluation of Work-based Studies

In the course of the research, the employers were offered two different schemes of the study model and were asked to name which one they liked best. It turned out that almost ¾ of respondents liked the option where the state covers the expenses of studies in the enterprise as well as in the college. The option where “Employer covers the part of vocational education which is implemented in the enterprise while the state covers the part of the program which is implemented in the college” turned to be less attractice to the respondents – only 17% of respondents liked it. Overall, slightly more than the half of respondents express willingness to participate in the program and 29% of respondents refuse to take part in the program.

***Chart #17. Preferred model of Work-based study***

**N=297**

***Chart #18. Willingness to participate in the work-based study program***

**N=297**

The survey showed that the interviewed employers do not want to involve in the work-based study program for two main reasons – 41% thinks that it is an extra cost for the company and 39% - simply cannot see how the company can benefit from this process. 13% of interviewed respondents prefers not to participate in the program, because it will increase the workload of staff and will require more resources (computer, work stations).

***Chart #19. Reasons why the companies do not want to participate in the work-based study program***

**N=84**

As for the benefits of the work-based study programs, the survey showed that the primary motivation of the companies is to trian high level specialists with their own resources – half of the respondents has such opinion. Their one third presumes that they will train their own personnel in future (32%). Nonetheless, the fact that they will contribute to the improvement of the quality of vocational education is not of least importance for the respondents (28%).

***Chart #20. The benefits the company would receive from participation in the work-based study program.***

**N=297**

3.5. Attitude towards Vocational Education System

3.5.1. Reform of the Vocational Education Sector

The quantitative study has revealed that the awareness level on the reforms taking place in the vocational education sector is quite low. Half of the respondents have no information about this reform at all and 41% has heard about the reform but cannot recall its details. The respondents who have participated in developing the standards and modules of vocational education make only 1% of the interviewees.

***Chart #21. Information about the ongoing reform of the vocational education sector***

**N=297**

Respectively, 72% of the respondents think that information about the ongoing reform is insufficient; for 23% of respondents, information is somewhat or fully sufficient for the interviewees. However, it shall be mentioned here that every fourth respondent has heard about the resource center of professional orientation that provides promotion of vocational education in public.

***Chart #22. Sufficiency of information about the ongoing reform in the sphere of vocational education***

**N=297**

3.5.2. Evaluation of the Vocational Education System

The study looked at the attitudes/feelings of interviewed organizations towards vocational education system in general. The organizations assessed competence and competitiveness of persons with vocational education on the labour market and also, expressed their views regarding the prestige of the vocational education system.

As the survey showed, for more than half of the respondents (53%), possession of a vocational diploma is not an indicator of qualification level of the graduate. ¼ of respondents has a different opinion, they think that having a vocational diploma automatically means high qualification level of the graduate, despite the fact the diploma was issued by state or by private college. The number of respondents who associate high qualification level with state or private institute diploma is insignificant and doesn’t exceed 13%.

***Chart #23. Views related to the vocational diploma***

**N=297**

The survey showed that views regarding the professionalism of graduates of vocational schools are not very favourable. 43% of employers think that the graduates of vocational schools have poor level of professionalism and need a lot of training. Only 43% of the respondents are sure that the graduates of vocational schools do not need additional trainings as they are good professionals.

***Chart #24. Views related to professionalism of the graduates of vocational schools***

**N=297**

The employers expressed opinions regarding the skills that the graduates of vocational schools lack. The most frequently named was the lack of profession-related skills (by 50% of respondents). Other frequently named problems were the Lack of foreign language skills (49%), Lack of time management skills (48%), Problems adapting with the pace of work (47%), Incongruence of theoretical knowledge with practical requirements (47%) and Inadequate ambition (42%).

***Table #7. Views regarding the lack of skills among the graduates of vocational schools***

|  | **Yes** | **No** | **Do not know** |
| --- | --- | --- | --- |
| Lack of basic computer skills  | 23% | 43% | 35% |
| Lack of self-presentation skills  | 39% | 29% | 32% |
| Lack of ability to dress appropriately at work including make-up, hair, jewelry  | 21% | 46% | 33% |
| Lack of foreign language skills | 49% | 23% | 28% |
| Lack of professional verbal communication skills | 38% | 33% | 30% |
| Lack of written communication skills  | 33% | 35% | 33% |
| Lack of problem-solving skills  | 33% | 32% | 35% |
| Lack of decision-making skills  | 32% | 33% | 35% |
| Lack of leadership qualities  | 31% | 28% | 40% |
| Lack of sense of responsibility  | 35% | 33% | 32% |
| Lack of teamwork skills  | 33% | 33% | 34% |
| Lack of organizational skills | 39% | 25% | 35% |
| Lack of time management skills | 48% | 23% | 29% |
| Problems adapting with the pace of work  | 47% | 28% | 26% |
| Lack of basic arithmetic skills  | 32% | 30% | 37% |
| Inadequate ambition(ambition of high position/expectation of high salary) | 42% | 24% | 34% |
| Lack of vocational practical experience | 50% | 22% | 28% |
| Incongruence of theoretical knowledge with practical requirements | 47% | 23% | 30% |
| Lack of ethical behavior/professional ethics  | 22% | 45% | 33% |
| Knowledge of safety measures | 30% | 36% | 34% |

The respondents named the reason that to their mind, leads to low employment level of graduates of vocational schools (59%), however, quite a big portion of the respondents (41%) also associates the low indicator of employment with “Lack of contact of vocational schools with the labor market”. Every fourth respondent talks about “Low quality of VET programs”.

***Chart #25. Low indicator of employment of graduates of vocational schools***

**N=297**

Within the study frames, the respondents were offered to choose their favourable one among various types of cooperation with vocational schools through State. Half of the respondents gave preference to work-based study Within the study frames, the respondents were offered to choose their favourable one among various types of cooperation with vocational schools through State. Half of the respondents gave preference to work-based study with a college. 42% liked “Arrangement of introduction, small practice in enterprise/organization for school students”; 4% of respondents preferred “Participation in the development of professional standards, educational programs “and “Supporting studies of vulnerable groups/socially vulnerable individuals”. The respondents seem to like the option of outsourcing the management function to the private companies least of all (18%).

***Chart#26. Favourable forms of cooperation with State***

**N=297**

The respondents’ views regarding the prestige of vocational schools in public split equally. At the same time, 2/3 of respondents believe that people’s attitude towards the vocational education is changing and changing positively, but slowly (60%). Only 17% of interviewees think that nothing is changing in this respect.

***Chart #27.Prestige of vocational schools***

**N=297**

***Chart #28. Change of public attitudes towards vocational education schools***

**N=297**

3.5.3. Staff trainings

The study revealed that the majority of interviewed employers (60%) provides trainings for their staff on a regular or needs basis Herewith, it is interesting that 40% of interviewed organizations do not have any experience in providing training. Training in communication and self-presentation skills is the leader among the trainings conducted during the last year.

***Chart #29. Qualification trainings for staff***

**N=297**

***Chart #30. Trainings conducted for the staff within the last year***

**N=297**

61% of interviewed respondents plan training of staff to improve their skills for future and 28% of employers strictly exclude such possibility.

***Chart #31. Trainings to improve the skills of the company staff***

1. The preliminary report is prepared based on the conducted 297 interviews completed by the time of preliminary report preparation. [↑](#footnote-ref-1)
2. The presented stratification strategy was proposed by UNDP. [↑](#footnote-ref-2)