



act

Survey of Employers' Attitudes towards Vocational Education

Research Report

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Prepared by ACT

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act

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Abbreviations & Acronyms

ACT	Analysis and Consulting Team
GEOSTAT	National Statistics Office of Georgia
DA	Difficult to Answer
DK	Do not know
MoES	Ministry of Education and Science
NA	Not Applicable
NACE	European Industry Standard Classification System
UNDP	United Nations Development Programme

Some results of the survey are presented not only for the total sample but also by analysis of data by (1) type of economic activity of inquired organizations and (2) by region.

The first data breakdown – by economic activity - involves eight four analysis units and applies following disaggregation:

#	Sector	Analysis Unit
1	Agriculture and agricultural processing	AGR
2	Construction	CONSTR & MANUF
3	Manufacturing and energy	
4	Healthcare, social services and sport	SERVICE
5	Tourism	
6	Transport and communication	
7	Arts and Education + Service	
8	Trade	TR

The second breakdown – by region – involves three analysis units and applies following disaggregation:

#	Analysis Units	Abbreviation
1	Tbilisi	TBILISI
2	Adjara	WEST GEORGIA
3	Guria	
4	Imereti	
5	Racha-lechkhumi and Kvemo Svaneti	
6	Samegrelo-Zemo Svaneti	
7	Kakheti	EAST GEORGIA
8	Mtskheta-mtianeti	
9	Samtkhe-javakheti	
10	Kvemo Kartli	
11	Shida Kartli	

1. Introduction

This document is the 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, 2016. 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.

2. Research Design

Study on Employer Attitudes in Vocational Education and Training in Georgia, 2016 collected background information about attitudes and expectations of the different employers towards VET system and its reform. Study included the following components:

- (1) Survey of Employers' Attitudes towards Vocational Education
- (2) Group interviews with employers from pilot municipalities (Kakheti, Mtskheta-tianeti, Samegrelo, Samtskhe-javakheti)
- (3) Focus group discussions with employers

2.1. Survey of Employers' Attitudes towards Vocational Education

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.

Quantitative survey was the selected as a 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 the person responsible for recruitment and selection of employees (head of the company, HR manager, etc.) was selected as a respondent. For the selection of employer organizations database of the enterprises surveyed during the 2015 data collection was used.

In the scopes of the study in total 410 completed interviews were conducted.

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

Survey Methodology	
Method	Quantitative survey
Technique	Face-to-face interview
Target population	Potential employers of VET students and/or graduates (sample of the 2015 survey)
Sample size	410 respondents
Sampling method	Stratified sampling
Study area	Georgia
Duration of interview	25-30 minutes

AS for the survey instrument, questionnaire developed in frames of the 2025 survey has been applied with slight modifications. 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 about vocational education.

In this study, the desired target population is potential employers of VET students and/or graduates in Georgia. For the selection of employer organizations database of the enterprises surveyed during the 2015 data collection has been used as a sampling frame.

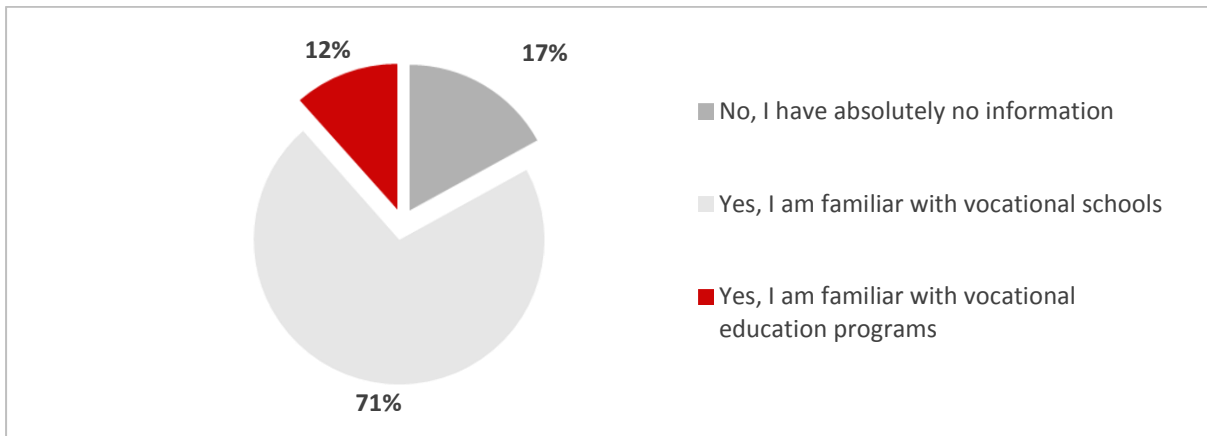
Selecting enterprises from the pool of the enterprises interviewed during the 2015 data collection created a panel of the companies that insures high credibility and comparability of the survey results.

3. Survey Results

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

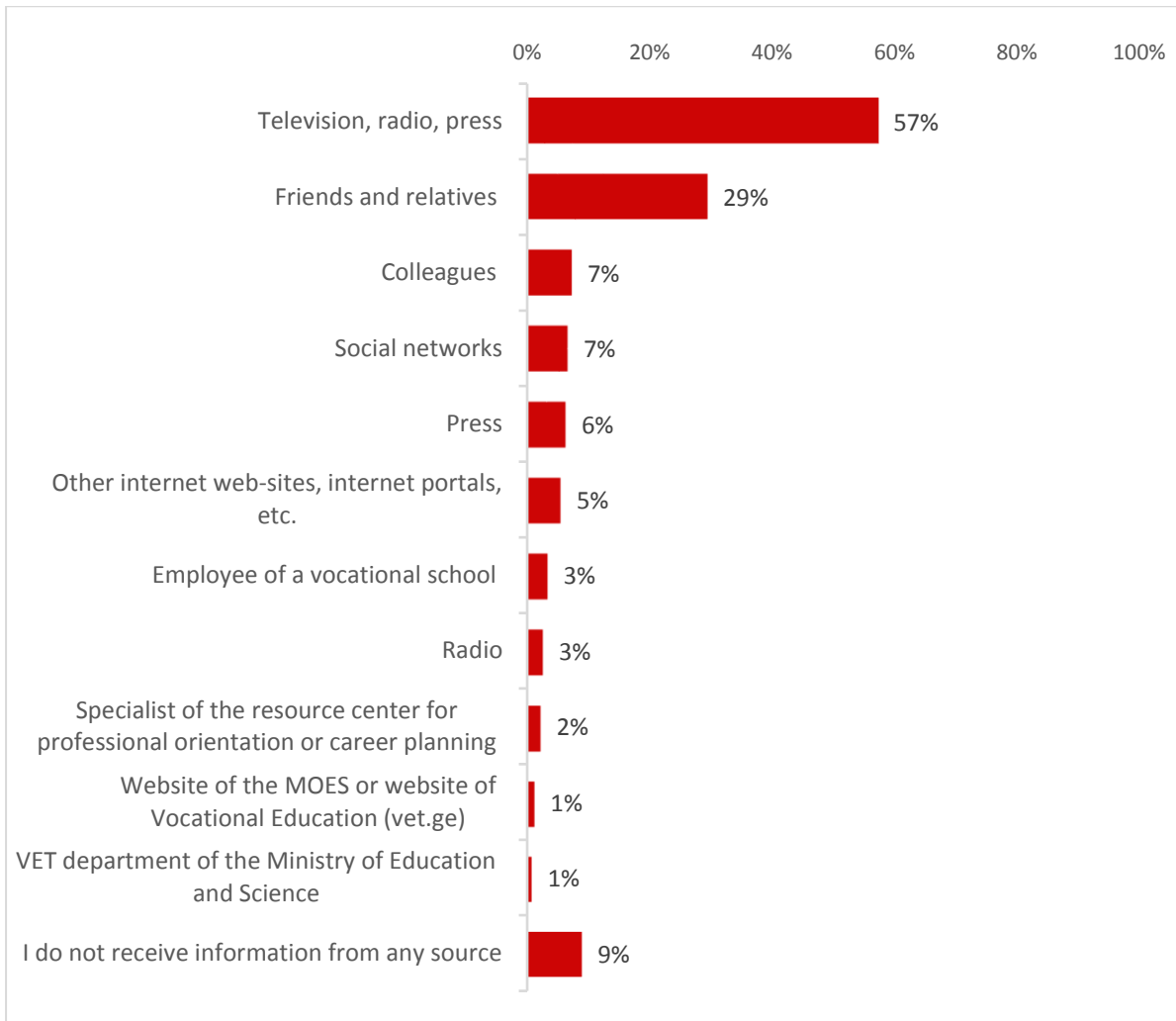
The survey results show that more than 71% of interviewed organizations have some information about active vocational schools in Georgia. 12% of inquired respondents state that they are also familiar with vocational education programmes. The number of respondents who have no information about the vocational schools operating in Georgia doesn't exceed 17%.

Chart 1. Information about vocational schools and programmes (N=410)



Television is named as the source of information about vocational education by the majority of interviewed organizations (57%). Word of mouth information can be considered also quite important for spreading information about vocational education as long as 29% of respondents receive information from friends and relatives. Internet is also quite popular source for information about vocational education (social networks – 7%; other web-sites and internet portals - 5%; website of MOES or vet.ge– 1%).

Chart 2. Sources of information on vocational education (N=345)



The study revealed that 8% of interviewed employers has had or is currently employing students or graduates of vocational schools who graduated within the last three years (gained professional qualification). As for internship, only 4% of the interviewed employers have students/graduates of vocational schools as interns/trainees and 0.2% have students/graduates as part of dual learning program. Out of these employers 29% plan to hire all VET students/graduates they currently have as interns or as part of the dual learning program, whereas 36% plan to hire some of them. 26% of organizations state that they are not going to hire any of their current interns, while 10% have not decided yet.

Chart 3. Practice of employing students/graduates of the vocational school in the past or now (N=410)

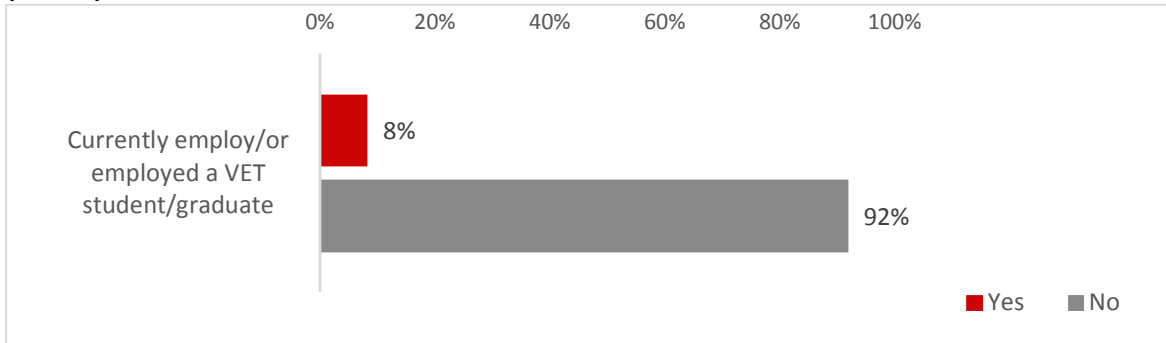
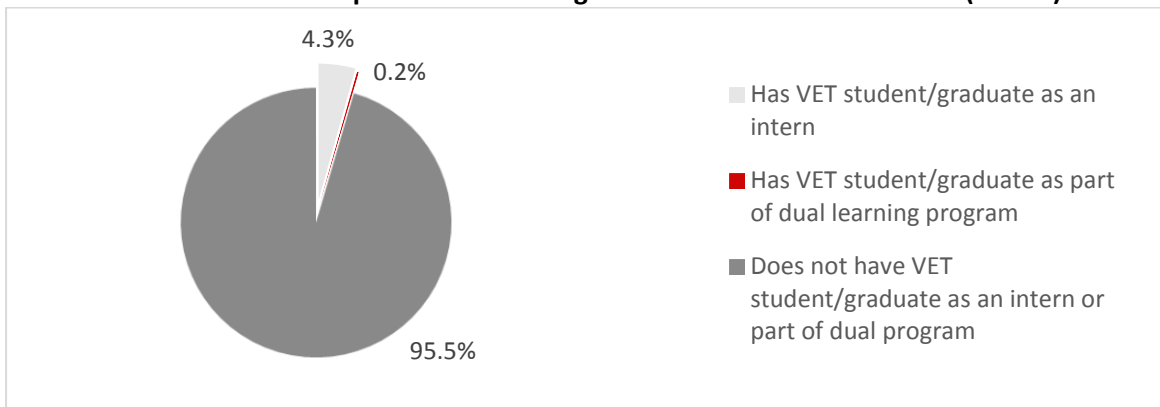
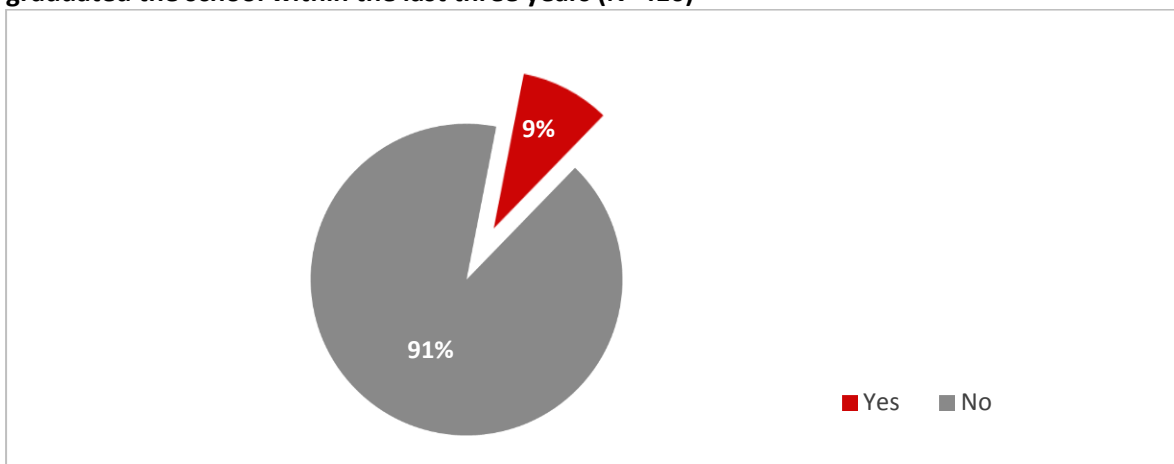


Chart 4. Practice of internships for students or graduates of vocational schools (N=410)



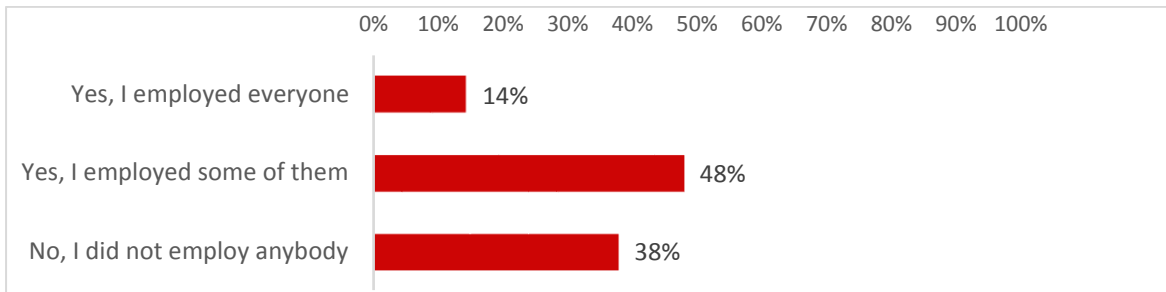
Generally, 9% of interviewees have had experience of providing internships for students/graduates of vocational schools within the last three years.

Chart 5. Experience of providing internships for students/graduates of vocational schools who graduated the school within the last three years (N=410)



Among the organizations having VET students/graduates as interns, 48% eventually hired some of them and 14% - all of them. 38% of employers did not hire any of their interns after the completion of an internship.

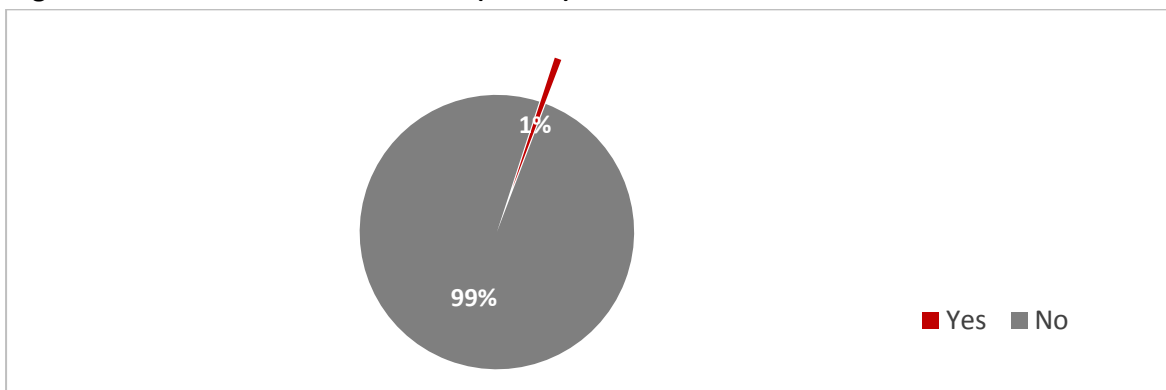
Chart 6. Experience of hiring students/graduates after the end of internship (N=49)



Among those organizations who have employed interns in their companies after completion of the internship, 72% employed 1-6 interns; 1 organization provided the job to 25 interns, whereas 25% of companies cannot remember the number of VET students/graduates they employed.

As for the internship/training of people with disabilities or with special educational needs, this is quite rare – only 1% of organizations have employed people with disabilities/special educational needs.

Chart 7. Internship/training of people with disability/special education needs in partner organizations of the vocational school (N=410)



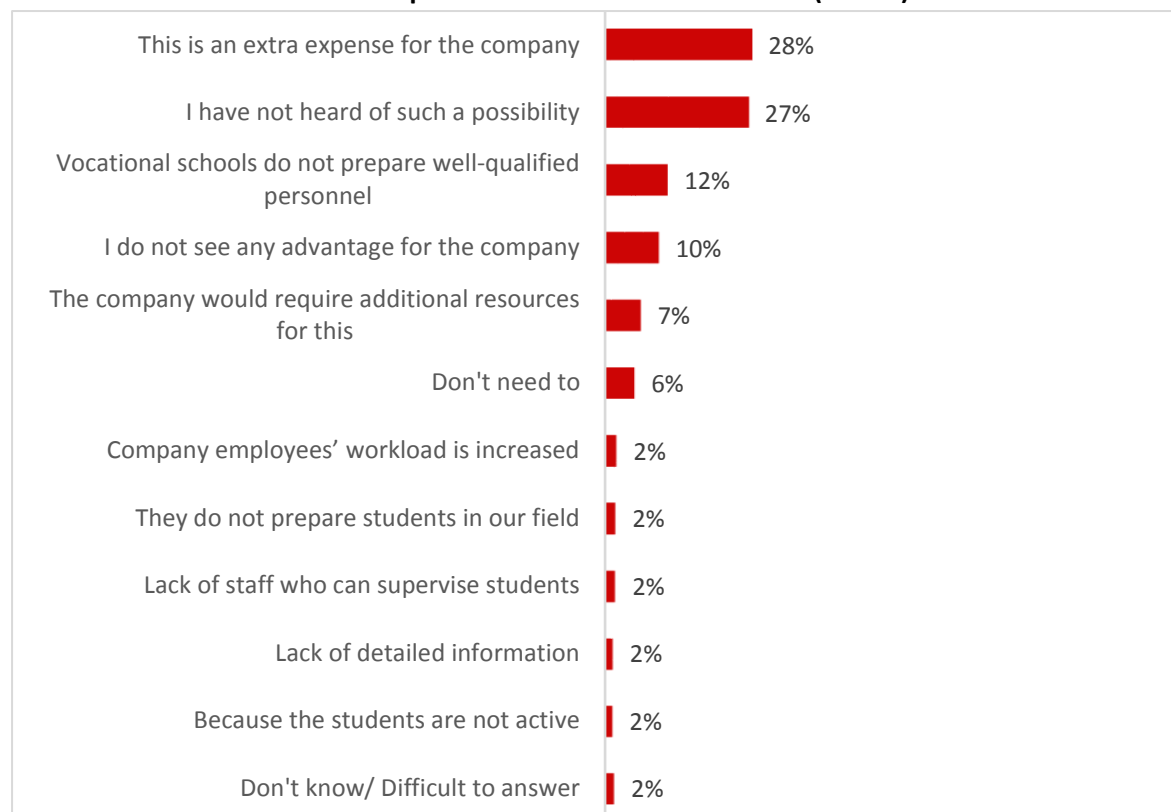
According to the study results, the relations with vocational schools are not very frequent. The most common form of collaboration is providing internship for VET students (4% of respondents applies this practice). 2% of companies have a memorandum with the vocational school, employ graduates of vocational schools and have their employees teach in the college. Some rather small number of organizations take part in various events organized by VET institutions (open days, excursions, festivals, etc.). The cases of participating in development of professional standards of vocational schools, membership of the supervisory board of vocational schools and other similar collaboration practices are quite rare.

Table 1. Forms of collaboration with vocational schools (N=410)

Types of Collaboration with VET Institutions	TOTAL
We offer internships to VET students	4%
We employ graduates of vocational schools	2%
We have signed collaboration memorandum with vocational school	2%
Our employee teaches in the college	2%
We participate in the process of arranging short-term/certification courses	1%
We participate in vocational orientation events	1%
We take part in assessment of VET students	1%
We participate in vocational schools' open days	1%
We participate in designing and/or checking vocational standards	1%
We take part in various events with vocational school	1%
We take part in retraining VET teachers	1%
We take part in designing curriculum/study programs	1%
We are members of the supervisory board of vocational school	1%

It turns out that the major reasons why the interviewed companies do not collaborate with vocational schools are because it presents an extra expense for the company (28%) or the lack of information about such possibility (27%). The third most frequently named reason is scepticism about the quality of the vocational school – 12% of respondents think that vocational schools do not produce employees of relevant qualification.

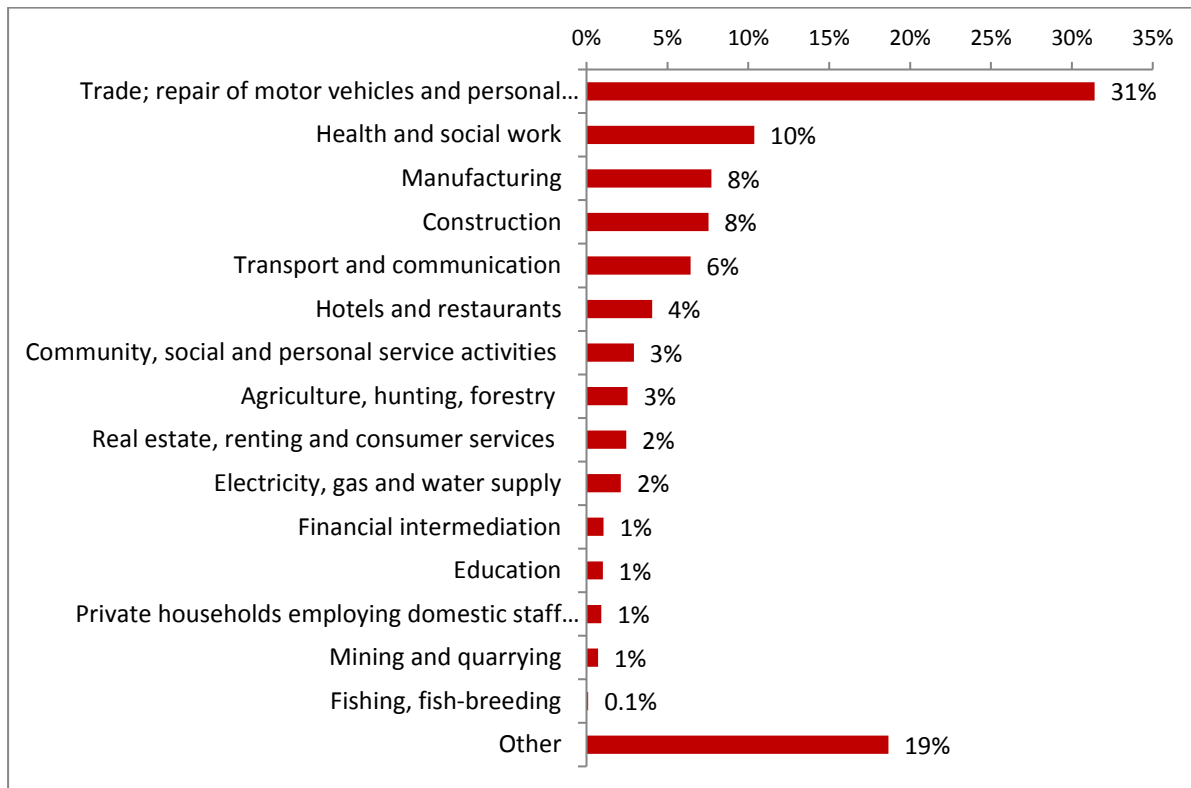
Chart 8. The reasons for non-cooperation with vocational schools (N=384)



3.2. Company Profile

The survey sample involved companies with quite diverse fields of economic activities. The survey covered companies operating in trade (31%), working in the field of health and social work (10%), manufacturing (8%), construction (8%) and transport and communication (6%).

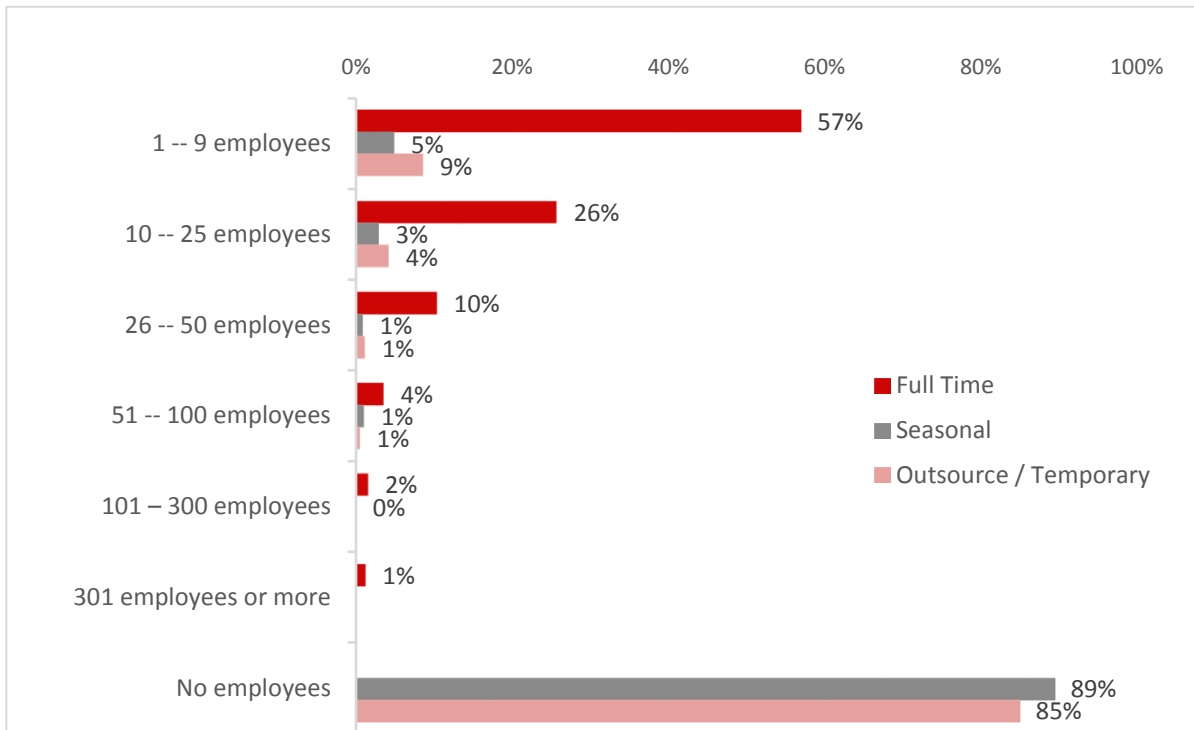
Chart 9. Field of economic activities of inquired companies (N=410)



With regard to the number of staff in the interviewed companies, the majority of companies fall in the category of enterprises having up to 10 employees (57%). Also quite large amount of inquired companies have from 10 to 25 employee (26%). The number of the staff for almost every tenth interviewed company varies from 26 to 50.

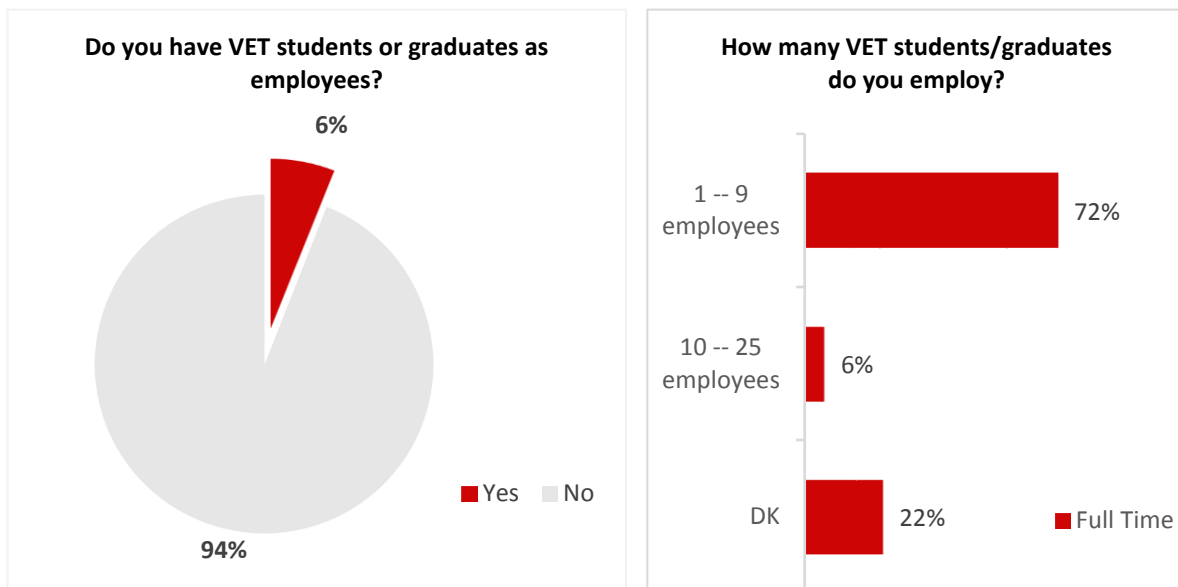
As for seasonal or temporary employees, majority of enterprises does not hire such staff – 89 percent of enterprises states that they have no seasonal employees and 85 percent of employers does not hire temporary employees. Only 9 percent of the interviewed companies note that they have up to 10 temporary/outsourced employees.

Chart 10. The number of employees in the companies (N=410)



Interviewed organizations were also asked, if there were VET students or graduates among their employees. As survey results suggest, 6% of the companies have students/graduates of VET institutions in their staff. The majority of them has up to 10 employees with vocational qualifications.

Chart 11. VET student or graduate employees (N= 410 / N=33)



It is interesting to get a closer look at the companies, who are employing VET graduates or students. As research results suggest, the largest share of VET graduates among interviewed companies are present in the fields such as trade (51.4%) and service (23.3%).

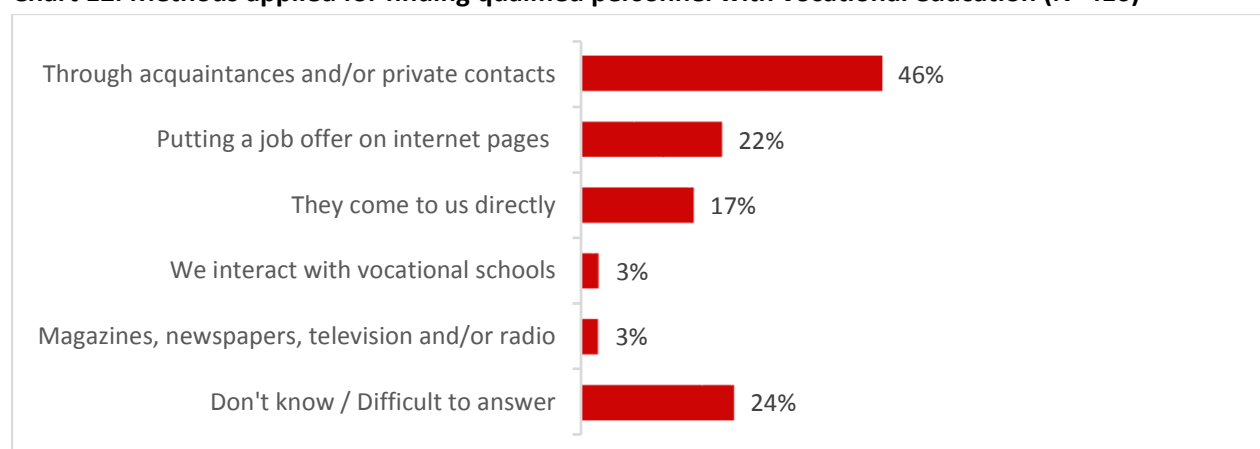
The table below reviews companies employing VET graduates by their economic activity. The table also provides average number of their employees and share of average number of VET employees.

Table 2. Companies Employing VET Graduates (N=33)

Companies Employing VET Graduates (N=33)				
Economic Activity	Distribution of companies employing VET graduates (%)	Mean number of employees ¹	Mean number of VET graduate employees	Share of VET graduates among total employees (%)
AGR	6.9%	16.72	3.53	21.1
CONSTR/ MANUF	18.4%	45.09	5	11.1
SERVICE	23.3%	41.86	4.65	11.1
TR	51.4%	9.24	3.55	38.4
TOTAL	100%	29.00	4.22	14.6

For recruitment purposes, the most frequent methods for finding qualified personnel with vocational education is acquaintances/personal contacts, 46% of interviewed companies applies this method to find staff. Also, 22% of respondents advertises the job offer via internet (job search web-sites, company web-site, and social networks). 17% of respondents report that qualified personnel come and apply to their companies directly. Interestingly, direct contact with vocational school in terms graduate recruitment has only 3% of interviewed enterprises.

Chart 12. Methods applied for finding qualified personnel with vocational education (N=410)

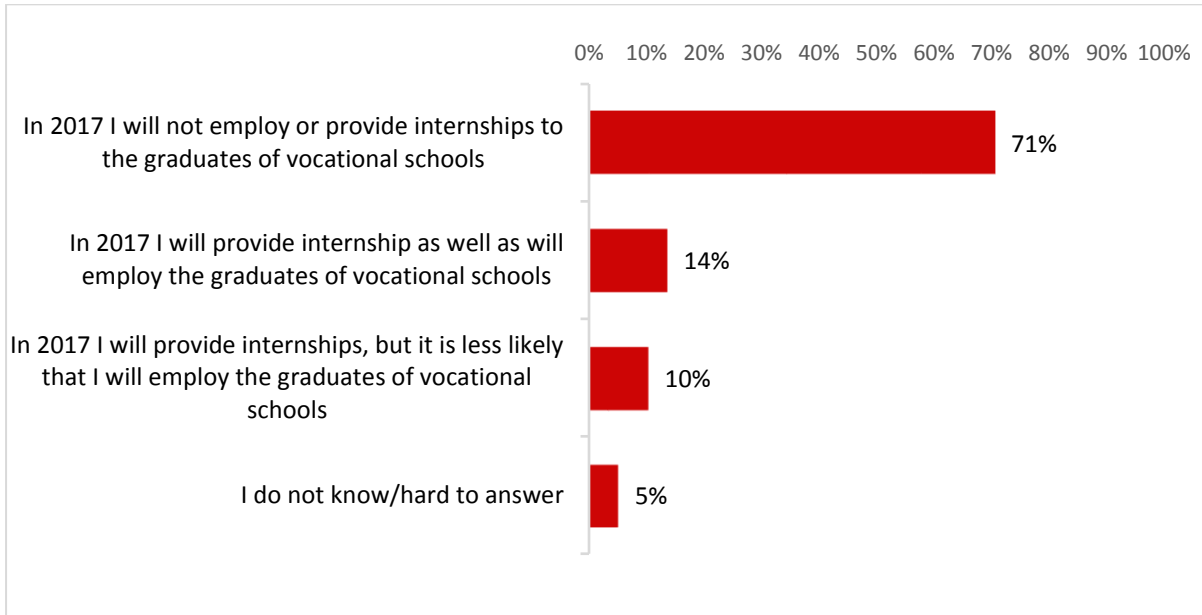


It is noteworthy that majority of the respondents (71%) do not plan hiring or providing internships to graduates of vocational schools. 10% of respondents plan to provide internship to VET graduates,

¹ Calculated mean values presented in the table do not involve two extreme cases - companies with comparatively larger number of employees (1200 employees).

whereas 14% of respondents of organizations anticipate that they will provide internship as well as employ VET graduates in 2017.

Chart 13. Future intentions with regard to graduates of vocational schools (N=410)

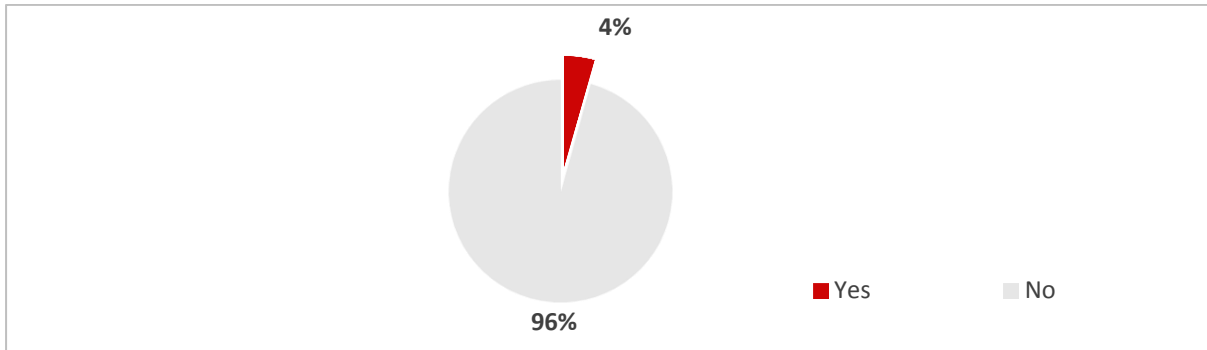


3.3. Partner organizations of vocational schools

3.3.1. Nature and Regularity of Partnership

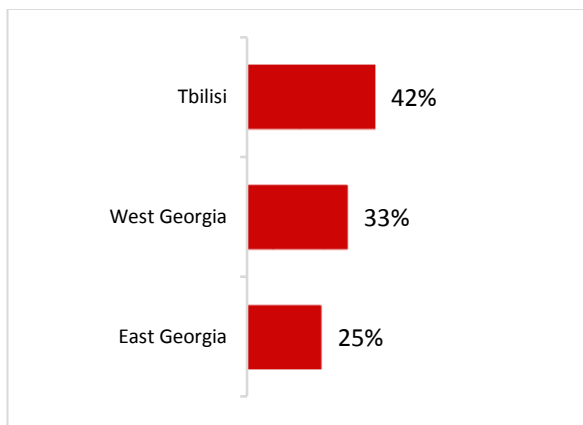
Survey participants were inquired about the collaboration with VET institutions. As survey results suggest, 4% of organizations cooperate with various vocational schools throughout Georgia.

Chart 14. Collaboration with VET institutions (N=410)

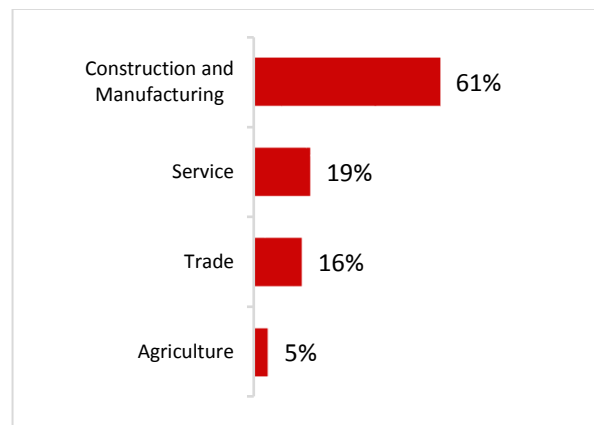


Closer look at the companies having collaboration with VET institutions reveals that the majority of them are operating in fields such as construction and manufacturing (61%), service (19%) and trade (16%). The largest share of companies is concentrated in the capital (42%).

Distribution of companies having collaboration with VET schools (by region)

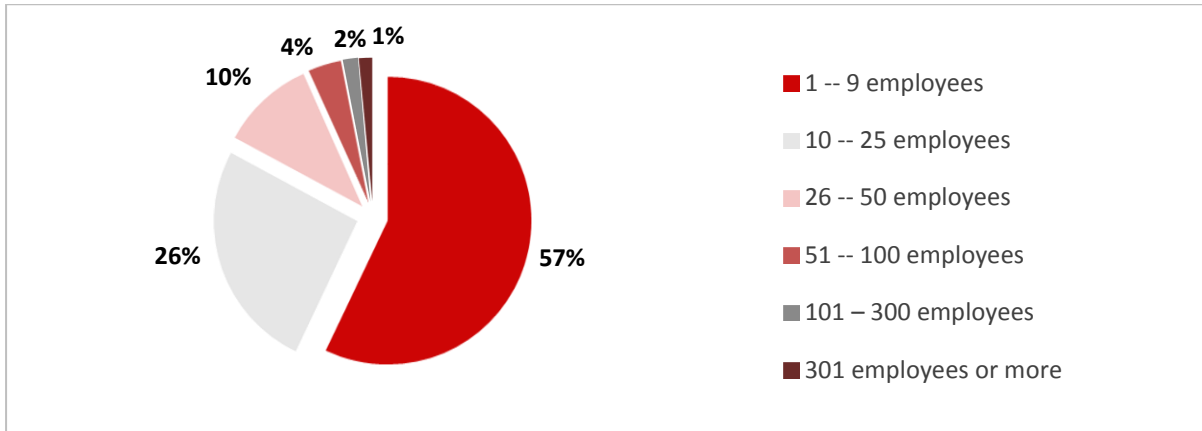


Distribution of companies having collaboration with VET schools (by economic activity)



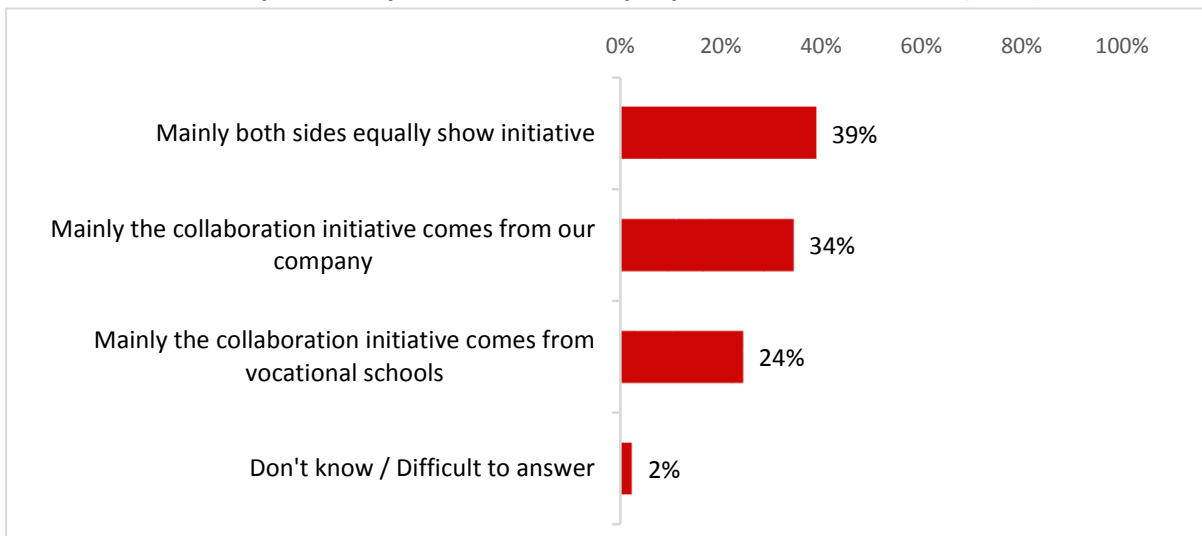
As for the size of companies being in cooperation with VET institutions, the majority of them are employing from 1 to 9 employees (57%) or from 10 to 25 employees (26%).

Chart 15. Distribution of companies having collaboration with VET schools (by size) (N=26)



The study showed that the initiator of the partnership can be the company itself (34%) or the vocational school (24%), however in most cases respondents state that initiative comes from both sides (39%).

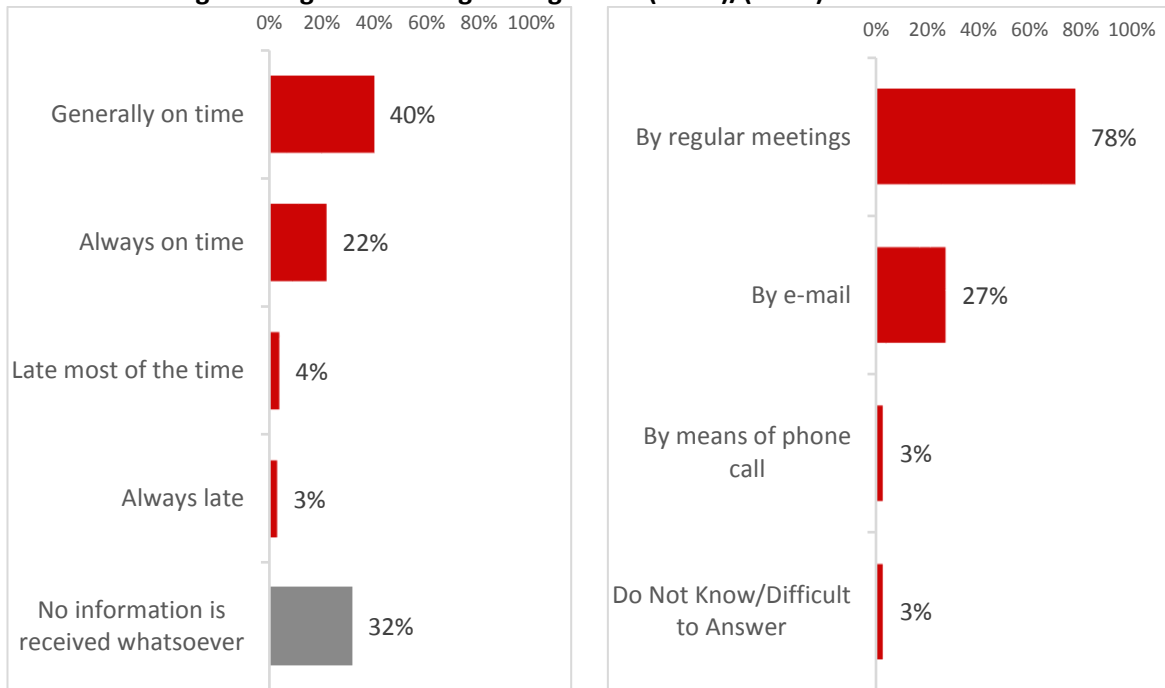
Chart 16. Initiator of partnership between the company and vocational school (N=26)



The experience of receiving information on various events organized by VET institutions, e.g. career forums, exhibitions, open days in the industry differs among the interviewees; some of them never receive this type of information (32%), while others receive updated information generally on time (40%) or always in a timely manner (22%).

The majority of organizations receive information on regular meetings with VET institutions (64%) or by e-mail (44%). Smaller amount of organizations receives information by phone.

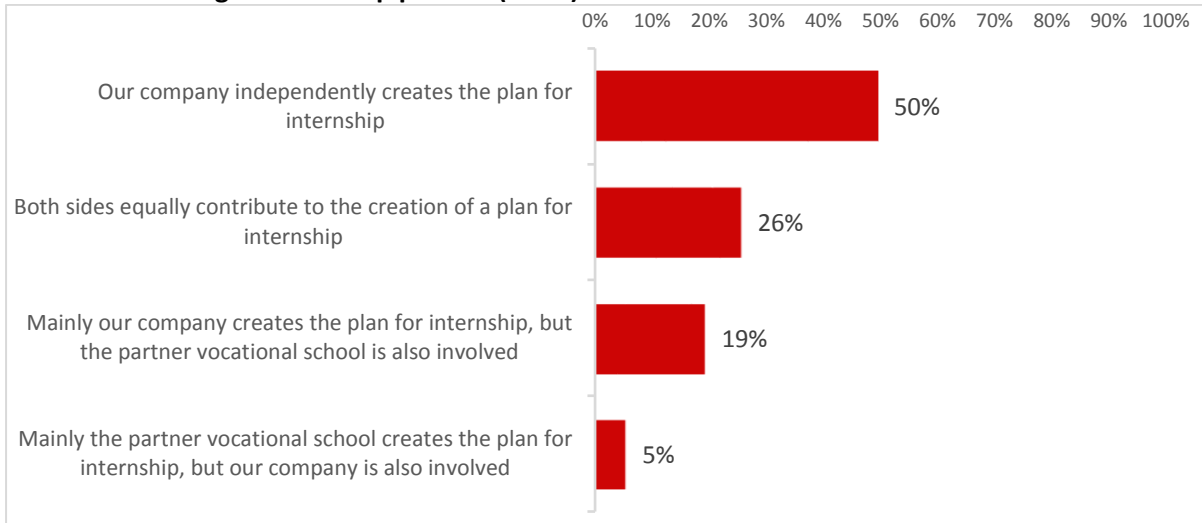
Chart 17. Training Funding and Training Arrangement (N=26)/(N=20)



3.3.2. Internships in the Enterprise

One of the important consideration while providing internship to the VET students is the content of the internship programme. As survey results demonstrate, the majority of companies independently develops an internship plan (50%). The quarter of organizations (26%) state that they create the internship plane in close collaboration with the VET institution, so the contribution of both parties is equal. 19% of organizations note that either their company develops the plan with rather minor involvement of the VET institution.

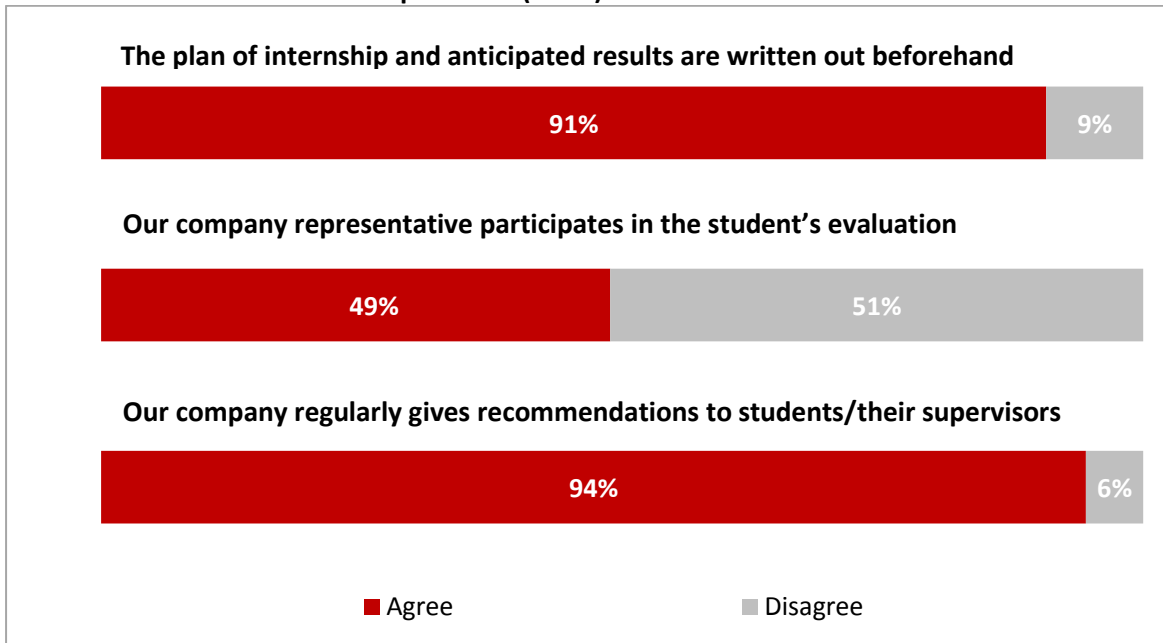
Chart 18. Planning of internship process (N=22)



Companies having experience of providing internship at their organization were evaluating the **internship process**. As research results suggest, in the majority of cases (91%), **the plan and anticipated outcomes of internships are agreed in a written form** between VET institution and the company.

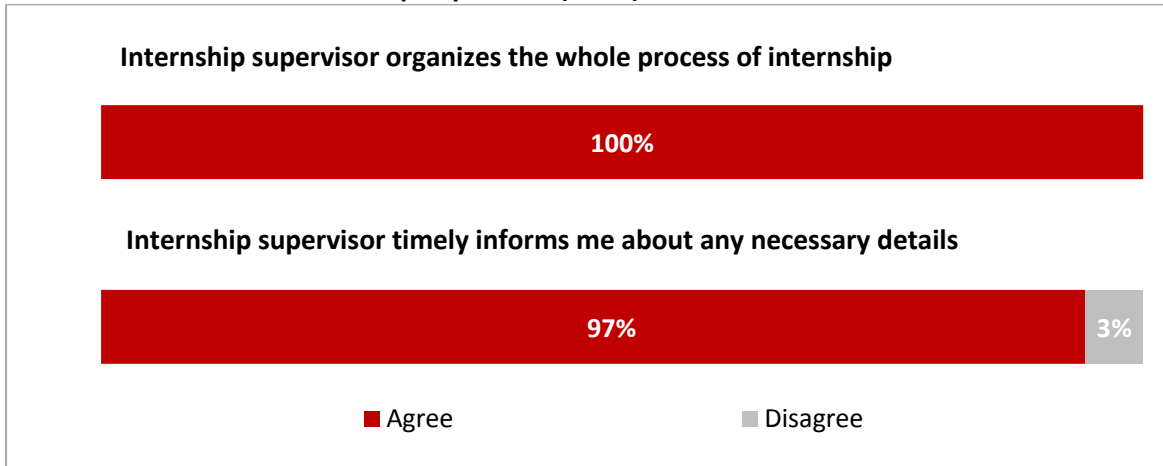
Half (49%) of companies **participate in the evaluation of students** involved in internship. The vast majority of companies regularly **gives recommendations to students and/or their supervisors** on possible areas of improvement of internship process and its outcomes (94%).

Chart 19. Evaluation of Internship Process (N=22)



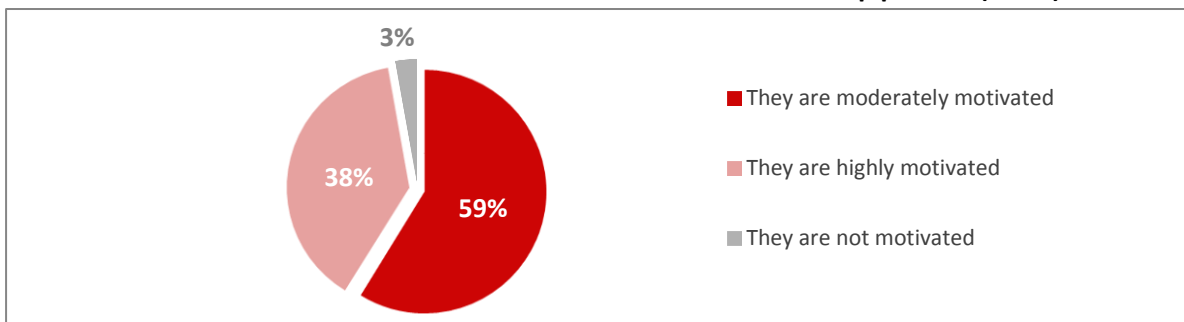
In addition, the organizations were inquired about the **internship supervisor and his/her work**. The absolute majority of companies state that internship supervisor organizes the whole process of internship. Also majority of interviewed companies note that internship supervisor timely informs them about any necessary details of the internship process (97%).

Chart 20. Evaluation of Internship Supervisor (N=22)



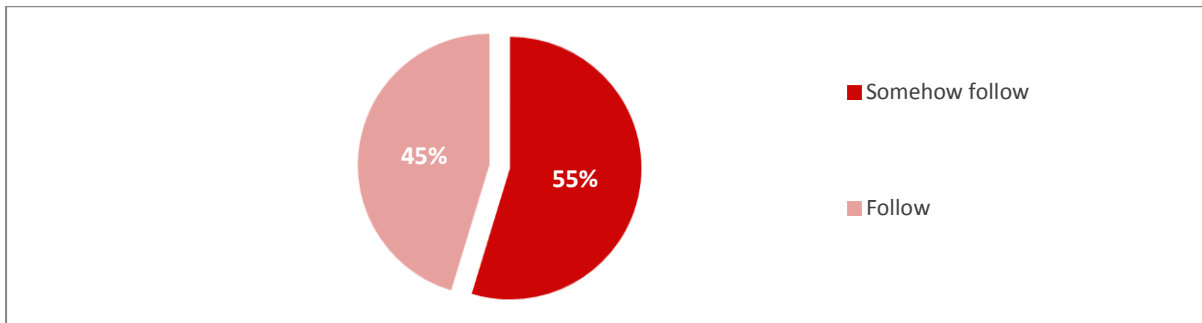
Company representatives were inquired about **motivation of students** involved in the internships. As survey results show, more than half of respondents think that students are moderately motivated (59%), whereas in opinion of 38% of enterprises students express high level on motivation. In very few cases (3%), company representatives do not any see the motivation behind the daily work of their interns.

Chart 21. Motivation of students of vocational schools in the internship process (N=22)



As research results show, all interns follow the **internal rules of the company** (somehow follow – 55%; follow – 45%).

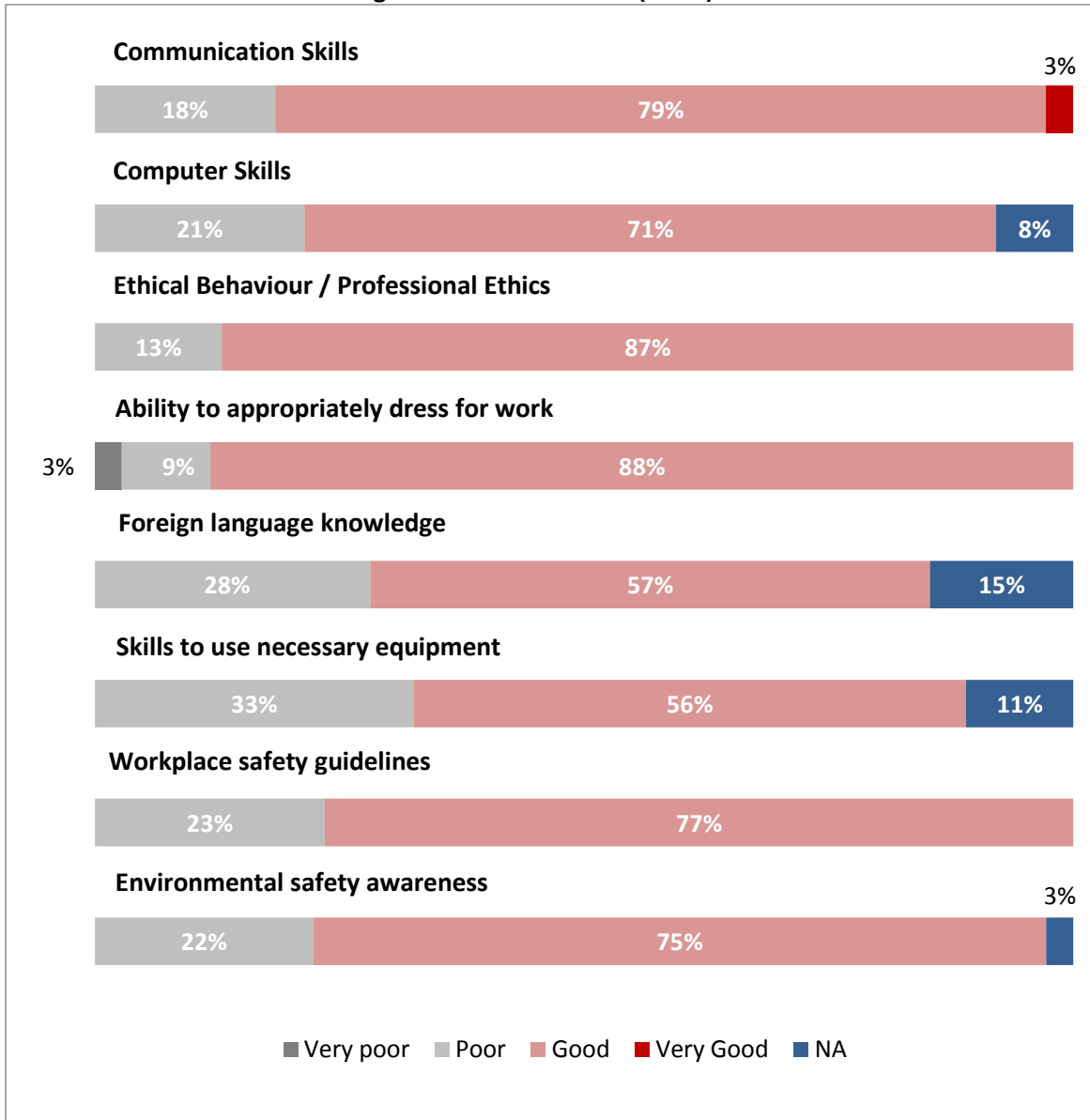
Chart 22. Following regulations of companies (N=22)



Generally, the companies positively evaluate the knowledge and skills of their interns – all inquired skills are evaluated as good by more than half of respondents. Especially positive evaluations (“good” or “very good”) were expressed in case of following parameters: ability to dress appropriately (88%), ethical behaviour/professional ethics (87%), and communication skills (82%).

The least positive evaluation was identified in case skills for using necessary equipment – 33% of companies assess this particular parameter as poor or very poor. Also in case of foreign languages comparatively larger amount of companies provided negative evaluations (28%). In case of knowledge related to the workplace safety guidelines and environmental safety also considerable number of companies provided negative assessments (evaluations very poor/poor for workplace safety guidelines — 23%; for environmental safety awareness – 22%).

Chart 23. Evaluation of Knowledge and Skills of Interns (N=22)



3.3.3 Evaluation of Vocational Schools

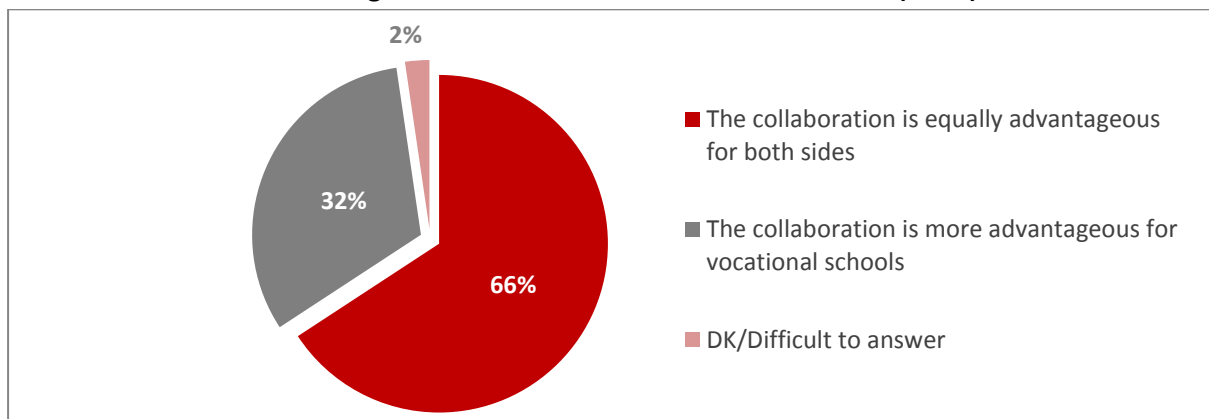
The employers (partner organizations of vocational schools) interviewed within the study evaluated the vocational schools against various criteria. In case of all parameters the positive evaluations are prevalent. **Well-functioning technical facilities and equipment** can be emphasized as a parameter in case of which more organizations provide their negative assessment (21%).

Table 2. Evaluation of VET Institutions (N=26)

Evaluation of VET Institutions (N=26)		
	Negative	Positive
Professionalism of teachers	7%	93%
Administration's flexibility during the collaboration process	12%	88%
Well-functioning technical facilities and equipment	21%	79%
Content of the programs	11%	89%

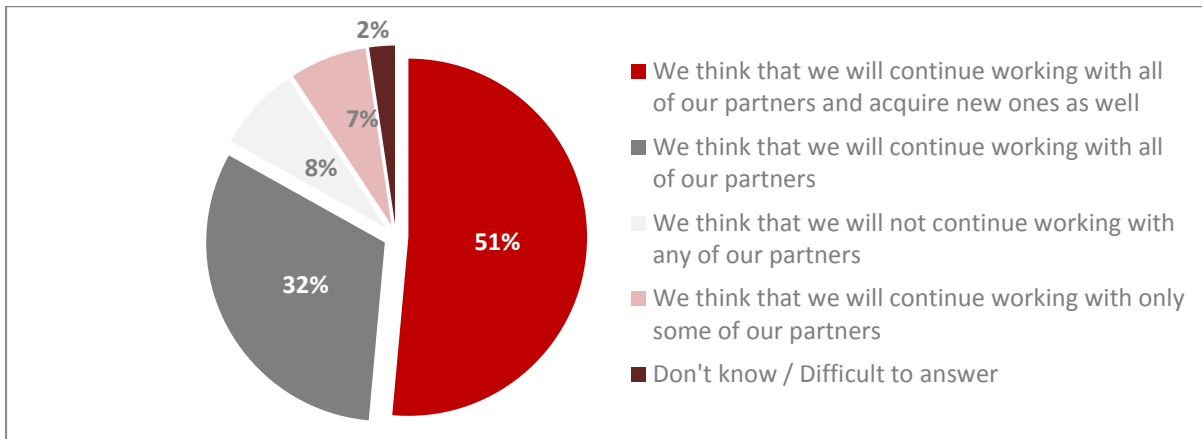
It shall be mentioned that collaboration between the vocational school and the employer is seen mostly as **equally beneficial for both parties** – more than half of the respondents, who have partnership with vocational schools, have such opinion (66%). It is also worth mentioning that almost a third of companies think that collaboration is more advantageous for VET institutions (32%).

Chart 24. Provisions describing the collaboration with vocational schools (N=26)



The survey showed that the majority of employers, who have partner vocational schools, are motivated to **continue collaboration in future as well as acquire new partners** (51%). 32% of respondents are planning to continue cooperation with their current partner VET institutions. Smaller number of organizations are thinking of reducing the number of their current partner vocational schools (7%), or not continuing working with any of their current partners (8%).

Chart 25. Future intentions regarding collaboration with partner VET institutions (N=26)



It is evident that among companies operating in West Georgia, more than half of respondents plan to continue working with their current partners as well as acquire new ones. Generally, in all regions the share of companies willing to continue cooperation is quite high. However, it is worth noting that among companies' operation in Tbilisi 12.5% states that they are not planning to continue cooperation with any of their partners; the same opinion is expressed by 7% of companies operation in West Georgia.

Table 3. Future intentions regarding collaboration with partner VET institutions (N=26)

	TB	WEST GEO	EAST GEO
1. Continue working with all of our partners and acquire new ones	50.0%	57.5%	45.8%
2. We will continue working with all of our partners	37.5%	21.0%	36.0%
1+2	87.5%	78.5%	81.8%
3. We will continue working with only some of our partners	0%	7.5%	18.2%
4. We will not continue working with any of our partners	12.5%	7.0%	0%
3+4	12.5%	14.5%	18.2%

As for distribution by type of economic activity, large share of companies operating in fields such as, construction and manufacturing (91%), service (75%), or trade (72%) are either planning continue with their current partners or are going to acquire new ones in addition to present ones. Agriculture is the category in case of which most firms are not planning to continue their cooperation with some of their partners (52%).

Table 4. Future intentions regarding collaboration with partner VET institutions (N=26)

	AGR	CONST/MANUF	SERVICE	TRADE
1. Continue working with all of our partners and acquire new ones	48.3%	58.1%	37.2%	43.3%
2. We will continue working with all of our partners	0%	33.2%	37.7%	28.3%
1+2	48.3%	91.3%	74.9%	71.6%
3. We will continue working with only some of our partners	51.7%	0%	0%	28.3%
4. We will not continue working with any of our partners	0%	8.7%	12.6%	0%
3+4	51.7%	8.7%	12.6%	28.3%

3.3.4. Evaluation of Work-based Learning

The interviewed companies were inquired about Work-based Learning. Respondents were provided with the information that Work-based Learning divides the study process in two parts and implies implementation of practical part of the study program in the enterprise. Respondents were also informed that Work-based Learning is much more than the existing practice and envisages appointment of special trainer/instructor in the organization who proceeds teaching according to particular program developed in cooperation with the college.

In the scope of the study, employers were offered two different schemes of the study model and were asked to name which one they preferred. The vast majority of companies (73%) expressed their preference towards the model which involved **coverage of the partial expenses of the enterprise** (instructor's salary, cost of used materials) and **full coverage of expenses for VET institution by the state**. Fewer amount of companies (17%) leaned towards the model which involved coverage of some expenses by the enterprise (the part of vocational education which is implemented in the enterprise).

Table 5. Preferred model of Work-based Learning (N=410)

Preferred model of work-based study (N=410)		
V1	The state partially covers the part of the learning which is implemented in the enterprise (instructor's salary, cost of used materials) and completely covers the part which is implemented in the college	73%
V2	Employer covers the part of vocational education which is implemented in the enterprise while the state covers the part of the programme which is implemented in the college	17%
V3	I don't need it/ none of them is acceptable	1%
V4	Other	0.5%
	Do Not Know/Difficult to Answer	9%

The analysis of data by regions shows that despite most companies preferring the first version of the proposed Work-based learning scheme, a significant share of companies in West and East Georgia are inclined to prefer the second version of the proposed Work-based Learning scheme (West Georgia: 23%; East Georgia: 30%).

Table 6. Preferred model of Work-based Learning (N=410)

	TB	WEST GEO	EAST GEO
Version 1	86%	44%	59%
Version 2	13%	23%	30%
Version 3	0%	3%	0%
Version 4	0%	0.6%	3%
DK / DA	1%	30%	8%

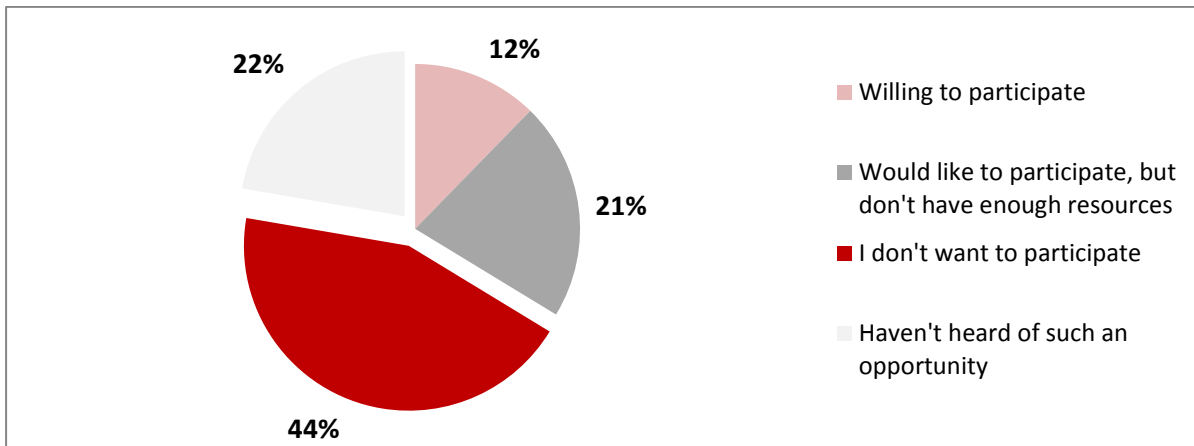
As for distribution by type of economic activity, majority of all companies are more likely to choose the second option, however, 23% of companies operating in construction and manufacturing and trade prefer the second version.

Table 7. Preferred model of Work-based Learning (N=410)

	AGR	CONST/MANUF	SERVICE	TRADE
Version 1	64%	68%	82%	69%
Version 2	22%	23%	5%	23%
Version 3	0%	2%	1%	0%
Version 4	0.0%	1.4%	0.0%	0.5%
DK / DA	14%	6%	12%	7%

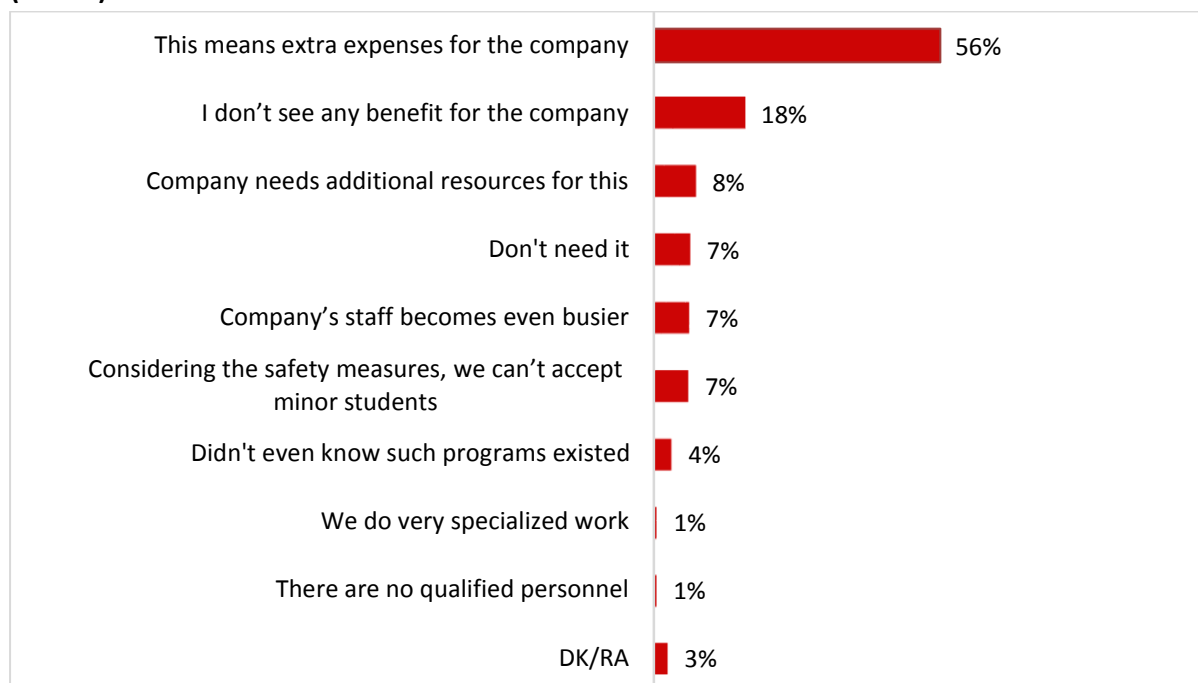
Almost a half of interviewed companies (34%) expressed their desire to participate in work-base study programmes, however, 21% reported that they don't have enough resources to do so. 44% of survey respondents did not indicate such desire, while 22% haven't heard of such an opportunity.

Chart 26. Willingness to participate in the Work-based Learning (N=410)



Among the companies who **did not want to participate** in the work-based study program, the majority name as a reason extra expenses for the company (56%). 18% do not see any benefit of the work-based learning program for their companies. Other reasons included need of additional resources such as computers or work space (8%).

Chart 27. Reasons for absence of willingness to participate in the Work-based Learning program (N=150)



The analysis of data by regions reveals that extra expenses for the company are named as a reason mostly in Tbilisi (61%) and West Georgia (49%). Need of additional resources were emphasized by large number of companies in East Georgia (26%), as well as the safety measures (34%). In Tbilisi large number of companies also name no obvious benefit for the company (20%) as one of the reasons.

Table 8. Reasons for absence of willingness to participate in the Work-based Learning program (N=150)

	TB	WEST GEO	EAST GEO
This means extra expenses for the company	61%	49%	26%
I don't see any benefit for the company	20%	15%	4%
Company needs additional resources for this	8%	4%	26%
Don't need it	6%	13%	4%
Company's staff becomes even busier	8%	5%	4%
Considering the safety measures, we can't accept minor students	6%	4%	34%
Didn't even know such programs existed	5%	0%	0%
We do very specialized work	0%	3%	0%
There are no qualified personnel	0%	3%	0%
DK/RA	1%	6%	9%

As for analysis by economic activity of interviewed companies, as survey data suggests, the challenge of additional expenses is stressed mostly by the companies in trade (72%) and agriculture (72%). Absence of benefit for the company is emphasized largely by companies operating in fields such as construction and manufacturing (23%) and agriculture (23%). Companies operating in the

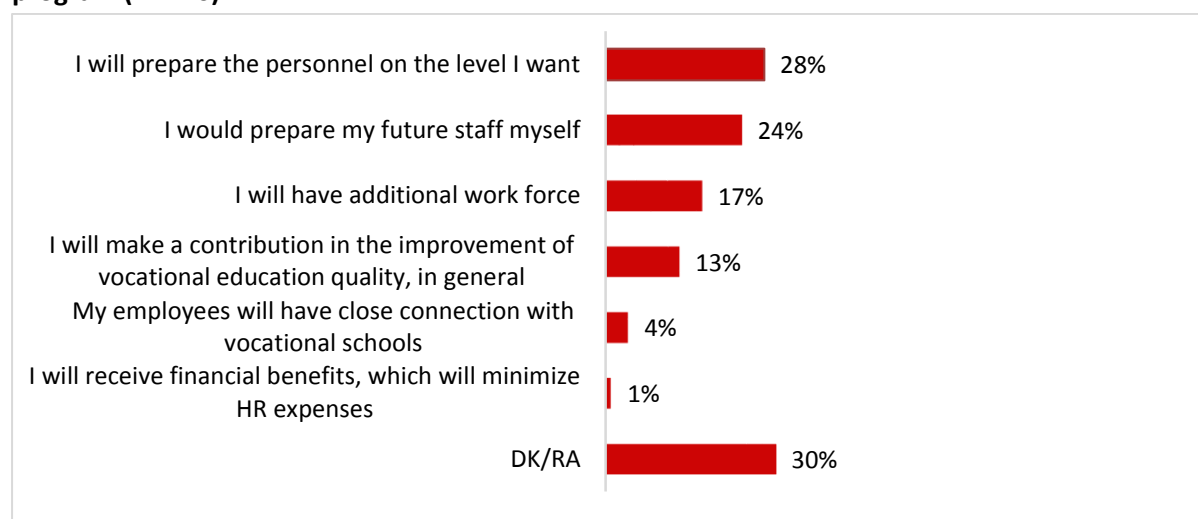
field of construction and manufacturing also stressed the fact that due to safety measures, they cannot accept minor students. Service sector enterprises also pointed out the need of additional resources and the extra loan on staff members.

Table 9. Reasons for absence of willingness to participate in the Work-based Learning program (N=150)

	AGR	CONST/MANUF	SERVICE	TRADE
This means extra expenses for the company	72%	32%	43%	72%
I don't see any benefit for the company	23%	23%	18%	16%
Company needs additional resources for this	0%	7%	19%	2%
Don't need it	5%	11%	3%	9%
Company's staff becomes even busier	0%	5%	17%	1%
Considering the safety measures, we can't accept minor students	0%	34%	0%	3%
Didn't even know such programs existed	0%	3%	0%	7%
We do very specialized work	0%	0%	2%	0%
There are no qualified personnel	0%	4%	0%	0%
DK/RA	4%	7%	1%	3%

As for the benefits of the work-based study programs, the survey showed that the primary motivation of the companies is to train the personnel at the required level with their own resources (28%). 24% would like to prepare their future staff themselves.

Chart 28. The benefits the company would receive from participation in the work-based Learning program (N=410)

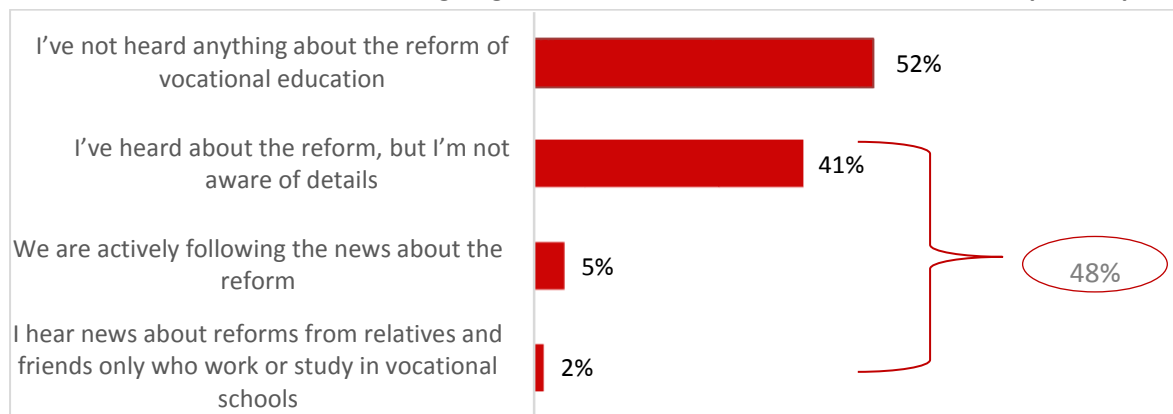


3.5. Attitude towards Vocational Education System

3.5.1. Reform of the Vocational Education Sector

The survey results show that more than half of the interviewed enterprises (52%) have not heard anything about the reform of vocational education, while 48% are aware of **reforms in the vocational education sector** – most of these companies have heard about the reform, but are not aware of its details (41%), whereas some enterprises are actively following news about the reform (5%) or hear about it from relatives and friends (2%).

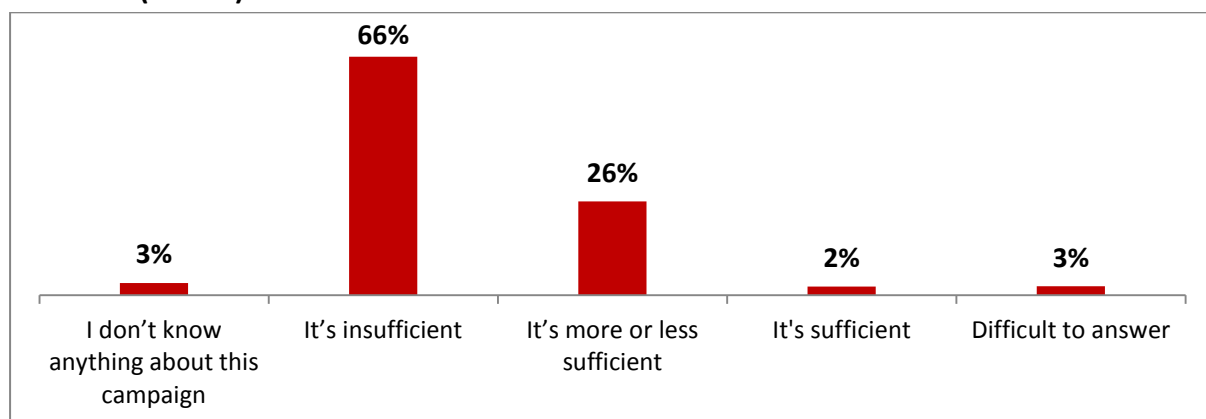
Chart 29. Information about the ongoing reform of the vocational education sector (N=410)



Respectively, 66% of the respondents think that information about the ongoing reform is insufficient and 3% do not know anything about the campaign; for 28% of respondents, information is somewhat or fully sufficient.

As for awareness of **information centre** or **resource centre of professional orientation**, the majority of organizations (83%) have not heard about this establishment which provides society with information about vocational education.

Chart 30. Sufficiency of information about the ongoing reform in the sphere of vocational education (N=179)

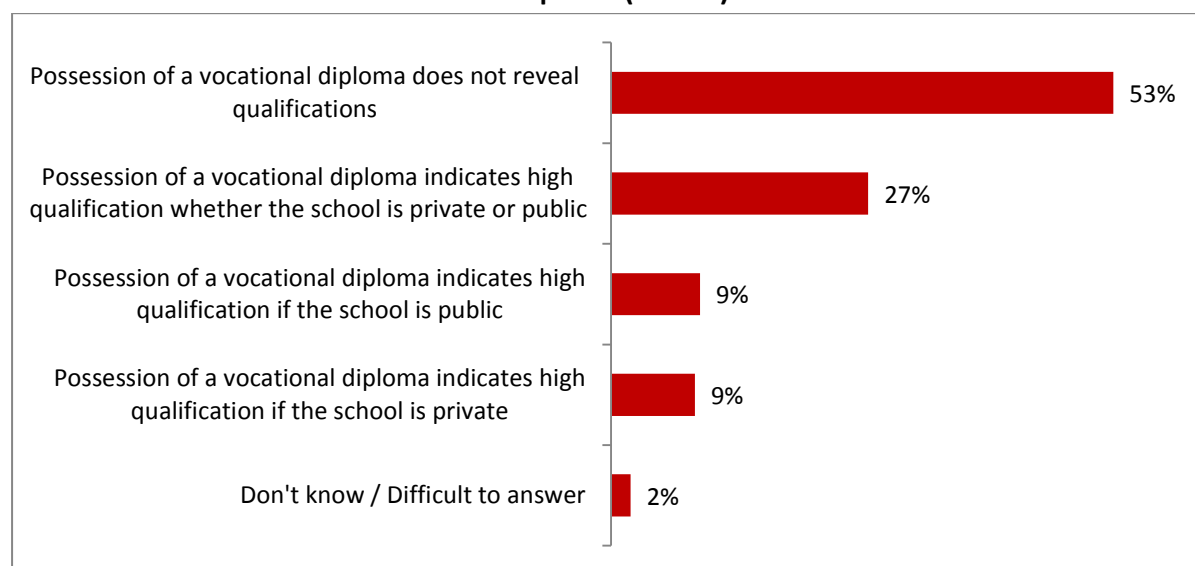


3.5.2. Evaluation of the Vocational Education System

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

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 type of issuing VET institution (state or private) (27%).

Chart 31. Views related to the vocational diploma (N=410)



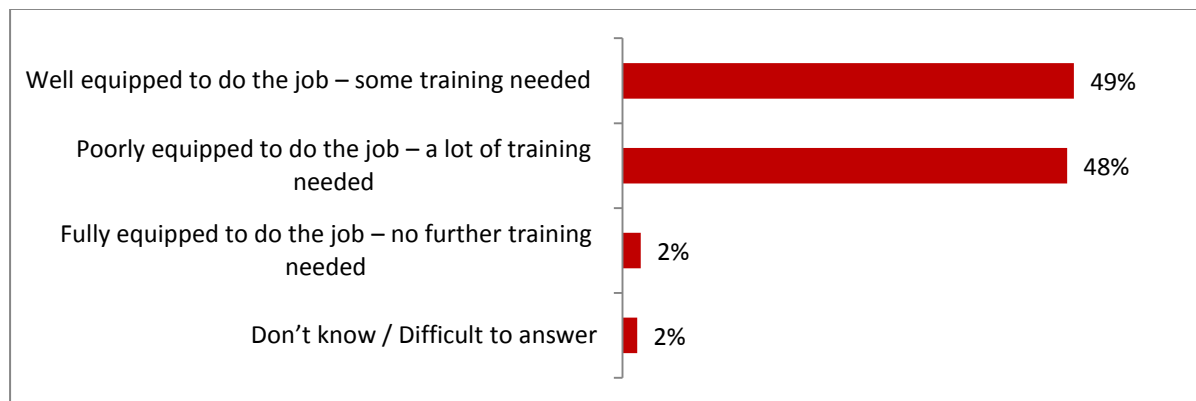
The analysis of respondents' evaluations by the type of economic activity shows that the majority of companies in the fields of construction and manufacturing, service and agriculture are expecting the least from VET diploma – they consider that vocational diploma does not reveal qualifications. On the other hand, the a third of companies operating in field of trade are more inclined to value vocational diploma.

Table 10. Views related to professionalism of the graduates of vocational schools (N=410)

	AGR	CONST/MANUF	SERVICE	TRADE
Possession of a vocational diploma:				
Indicates high qualification if the school is private	14%	1%	10%	12%
Indicates high qualification if the school is public	9%	3%	7%	15%
Indicates high qualification whether the school is private or public	27%	14%	30%	33%
Does not reveal qualifications	50%	81%	51%	37%
DK / DA	0%	1%	1%	4%

Survey participants were evaluating **the readiness of VET graduates to start the job** in terms of professional knowledge and skills. As survey results showed, the vast majority of employers think that VET graduates need extensive (48%) or some training (49%) before they can start working full force. Only 2% of respondents think that VET graduates are fully equipped to do the job straight after graduation.

Chart 32. Views related to professionalism of the graduates of vocational schools (N=410)



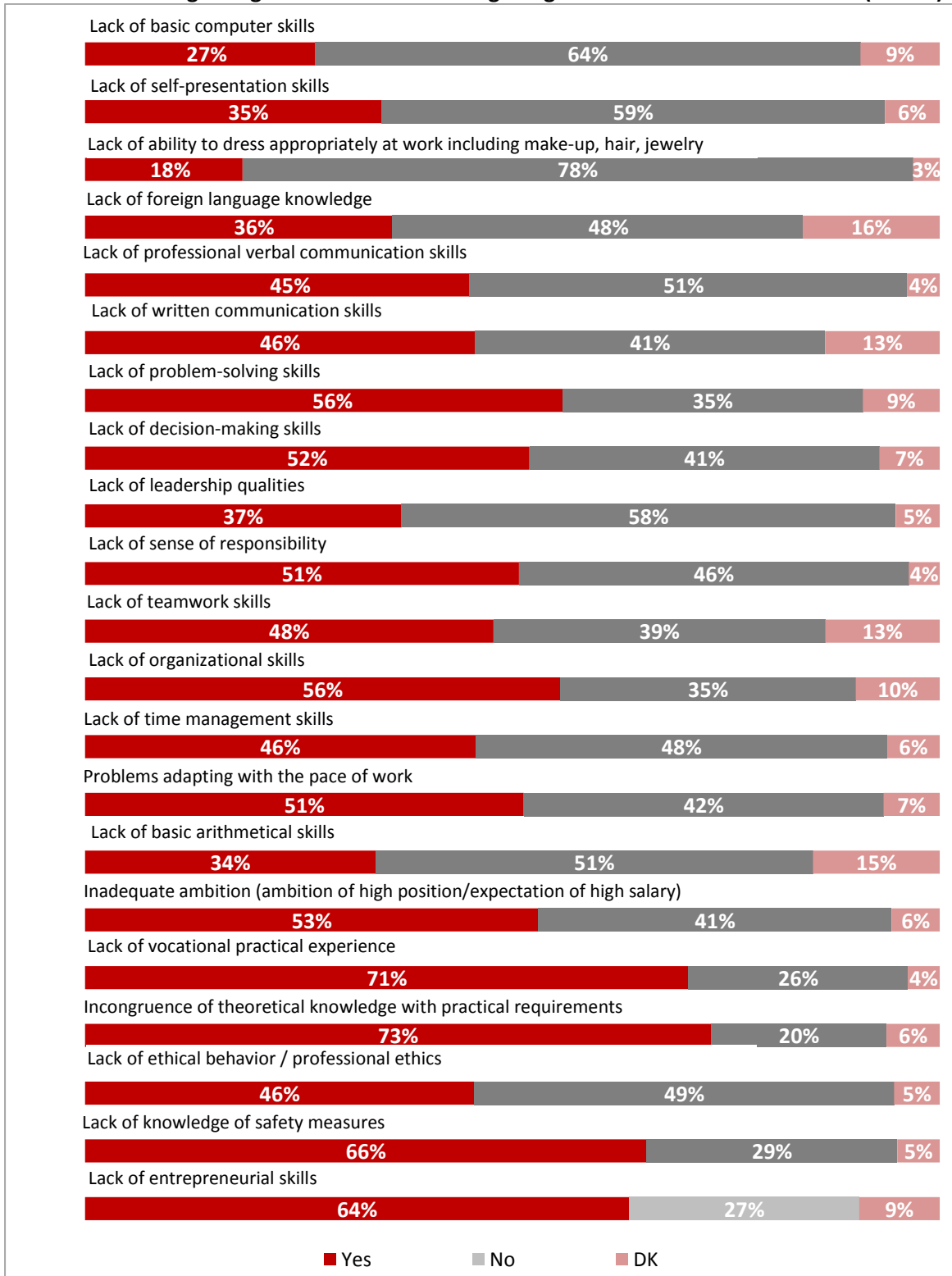
In terms of comparison among different economic activities of interviewed companies, it can be noted that the majority of companies operating in agriculture, service, and trade note that VET graduates are quite well equipped with skills needed for their job. Enterprises operating in construction and manufacturing mainly assess the skills of VET graduates as poorly equipped to do the job and need a lot of training (67%).

Table 11. Views related to professionalism of the graduates of vocational schools (N=410)

	AGR	CONST/MANUF	SERVICE	TRADE
Fully equipped to do the job	3%	1%	4%	1%
Well equipped to do the job	54%	30%	50%	58%
Poorly equipped to do the job	41%	67%	43%	41%
DK / DA	2%	1%	4%	0%

The organizations were inquired about the skills that the **graduates of vocational schools lack**. For majority of employers most outstanding problem in terms of knowledge and skill of VET graduates are lack of practical experience (71%) and incongruence of theoretical knowledge with practical requirements (73%). Lack of knowledge of safety norms (66%) and entrepreneurial skills (64%) are also emphasized as a problem by more than half of respondents.

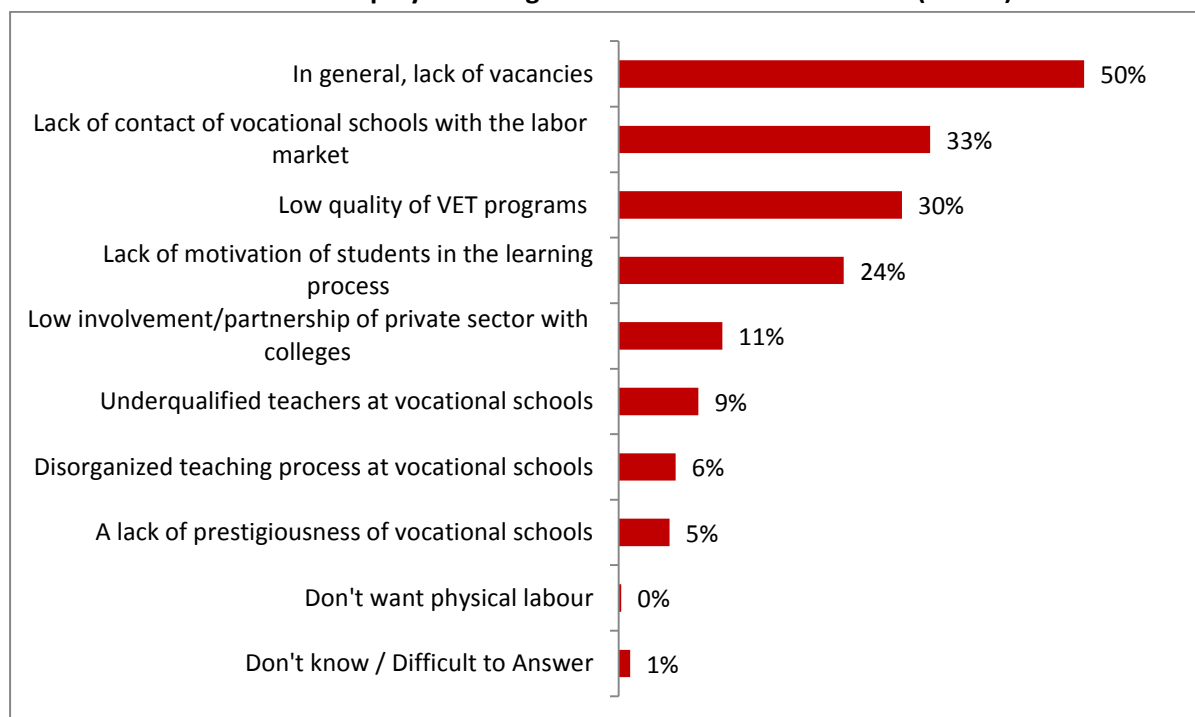
Chart 33. Views regarding the lack of skills among the graduates of vocational schools (N=410)



Half of respondents (50%) named as **the reason of low employability of VET graduates** lack of vacancies on the labour market. However, interestingly, quite a big portion of the respondents

(33%) also associates the low rate of employment with lack of contact of vocational schools with the labour market and low quality of VET programs (30%). Every fourth respondent names lack of motivation of students in the learning process as a reason (24%).

Chart 34. Low indicator of employment of graduates of vocational schools (N=410)



Analysis of data by economic activity of companies reveals that the top two reasons for low employability of VET graduates are considered lack of vacancies generally and lack of contact of VET institutions with the labour market – this tendency is prevalent in case of all analysis groups.

Table 12. Low indicator of employment of graduates of vocational schools (N=410)

	AGR	CONST/MANUF	SERVICE	TRADE
Low quality of VET programs	31%	44%	29%	23%
Lack of motivation of students in the learning process	20%	28%	28%	19%
Disorganized teaching process at vocational schools	5%	8%	7%	4%
A lack of prestigiousness of vocational schools	2%	11%	5%	3%
Underqualified teachers at vocational schools	5%	11%	8%	8%
Lack of contact of vocational schools with the labour market	28%	36%	34%	32%
In general, lack of vacancies	42%	54%	36%	60%
Low involvement/partnership of private sector with colleges	14%	13%	3%	16%
Don't want physical labour	0%	0%	0%	1%
DK/RA	3%	2%	1%	1%

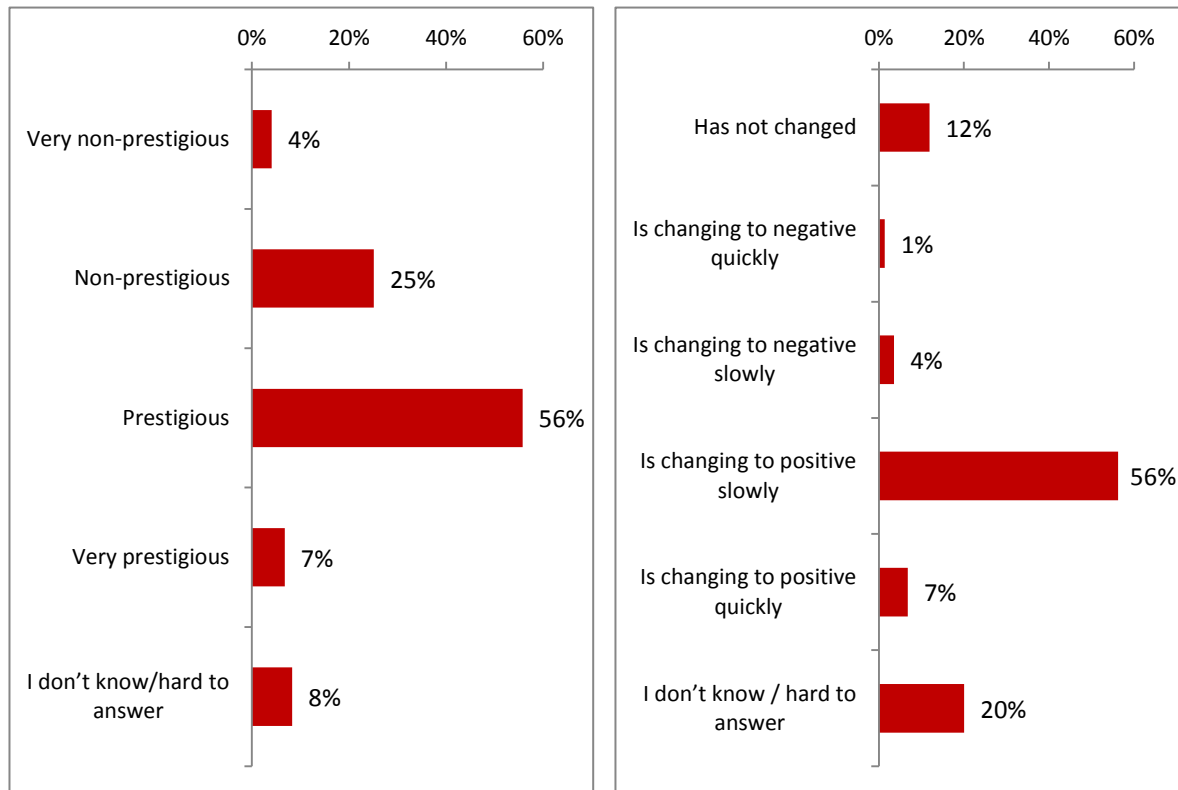
As for different regions, again, lack of the vacancies in the country is considered the major cause of unemployment of VET graduates in most of the regions.

Table 13. Favourable forms of cooperation with government (N=410)

	TB	WEST GEO	EAST GEO
Low quality of VET programs	32%	28%	26%
Lack of motivation of students in the learning process	26%	11%	36%
Disorganized teaching process at vocational schools	3%	10%	13%
A lack of prestigiousness of vocational schools	4%	7%	9%
Underqualified teachers at vocational schools	5%	13%	17%
Lack of contact of vocational schools with the labour market	38%	20%	35%
In general, lack of vacancies	48%	50%	55%
Low involvement/partnership of private sector with colleges	9%	16%	12%
Don't want physical labour	0%	1%	0%
DK/RA	1%	1%	3%

Interestingly, while assessing the prestige of vocational education, more than a half of employers provide positive evaluation – 63% of respondents think that vocational education is prestigious or very prestigious. The majority of inquired organizations (63%) think that the attitude of society changed towards vocational education within the past years slowly to positive.

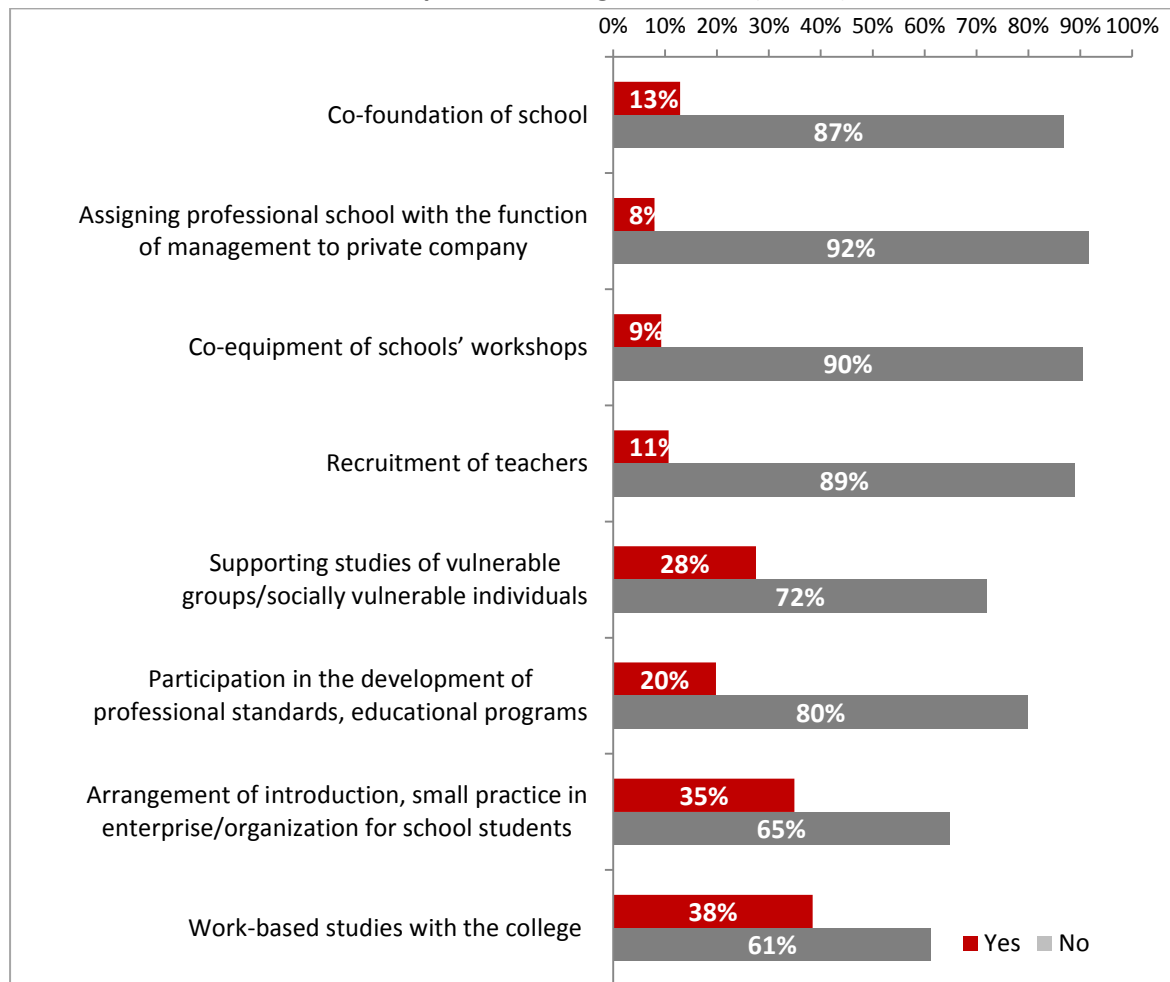
Chart 35. Prestige of vocational education & society's attitude towards vocational education (N=410)



When asked about possible **cooperation forms with the government in terms of vocational education**, the biggest share of enterprises expresses their desire to have work-based learning with

VET institutions (38%). This type of cooperation envisages implementation of practical part of study program in the enterprise and needs appointment of special trainer/instructor in the company who will proceed teaching according to concrete program. Also quite large number of enterprises (35%) gave preference to arrangement of introductory small practice in enterprise/organization for school students, i.e. offering industrial practice for professional orientation. Third in a row in terms of desirability was supporting studies of vulnerable groups (28%).

Chart 36. Favourable forms of cooperation with government (N=410)



The analysis of data by the economic activity of the inquired companies reveals that work-based learning is a favourable form of cooperation mostly in case of companies operating in construction and manufacturing (64%), followed by service (41%). Supporting studies of vulnerable groups/socially vulnerable individuals is mostly desired by the companies also in construction and manufacturing (55%).

Table 14. Favourable forms of cooperation with government (N=410)

	AGR	CONST/MANUF	SERVICE	TRADE
Co-foundation of school	6%	18%	18%	7%
Assigning professional school with the function of management to private company	6%	6%	15%	4%
Co-equipment of schools' workshops	6%	10%	12%	7%
Recruitment of teachers	10%	12%	16%	5%
Supporting studies of vulnerable groups/socially vulnerable individuals	19%	55%	21%	17%
Participation in the development of professional standards, educational programs	10%	39%	21%	8%
Arrangement of introduction, small practice in enterprise/organization for school students	24%	60%	42%	16%
Work-based learning with the college	24%	64%	41%	22%

As for analysis by the regions, in the capital most favourable form of cooperation is work-based learning (34%), very closely followed by arrangements of introductions and small practices in enterprises (33%). In West Georgia, half of respondents prefer work-based learning (50%), while in East Georgia, 43% are in favour of offering industrial practices for professional orientation.

Table 15. Favourable forms of cooperation with government (N=410)

	TB	WEST GEO	EAST GEO
Co-foundation of school	11%	17%	15%
Assigning professional school with the function of management to private company	4%	15%	14%
Co-equipment of schools' workshops	3%	18%	26%
Recruitment of teachers	5%	21%	20%
Supporting studies of vulnerable groups/socially vulnerable individuals	25%	33%	31%
Participation in the development of professional standards, educational programs	17%	27%	21%
Arrangement of introduction, small practice in enterprise	33%	36%	43%
Work-based learning with the college	34%	50%	38%

Survey respondents were also inquired about **areas of improvement in vocational education** and factors which could support making the partnership between vocational schools and employers more effective.

Almost a half of enterprises put stress on the qualification of VET graduates. In opinion of 45% of companies VET institutions should work on improvement of quality of vocational programmes and ensure high quality of studies.

Some respondents (18%) advice VET institutions to become more active on the labour market by increasing their communication with employers and public.

Also some employers suggest VET institutions to focus on professions which are in high demand on the labour market and are in compliance with employers' requirements (14%).

Table 16. Improvement of partnership between VET institutions and enterprises (N=410)

What should vocational schools do to make partnership more effective?	
They should prepare qualified staff / Ensure high quality of studies	45%
Communication with employers and public should become effective / become more active on labour market	18%
Create specialties based on the labour market	14%
Have internship programs	4%
Support students in finding employment	2%
Don't know / Difficult to answer	16%

Survey participant companies were speaking about the support of the government in relation to the improvement of partnership. In most of the cases respondents emphasized the need of increase of funding of VET institutions (21%). Also survey participant companies stressed the importance of creating jobs (17%).

Table 17. Improvement of partnership between VET institutions and Enterprises (N=410)

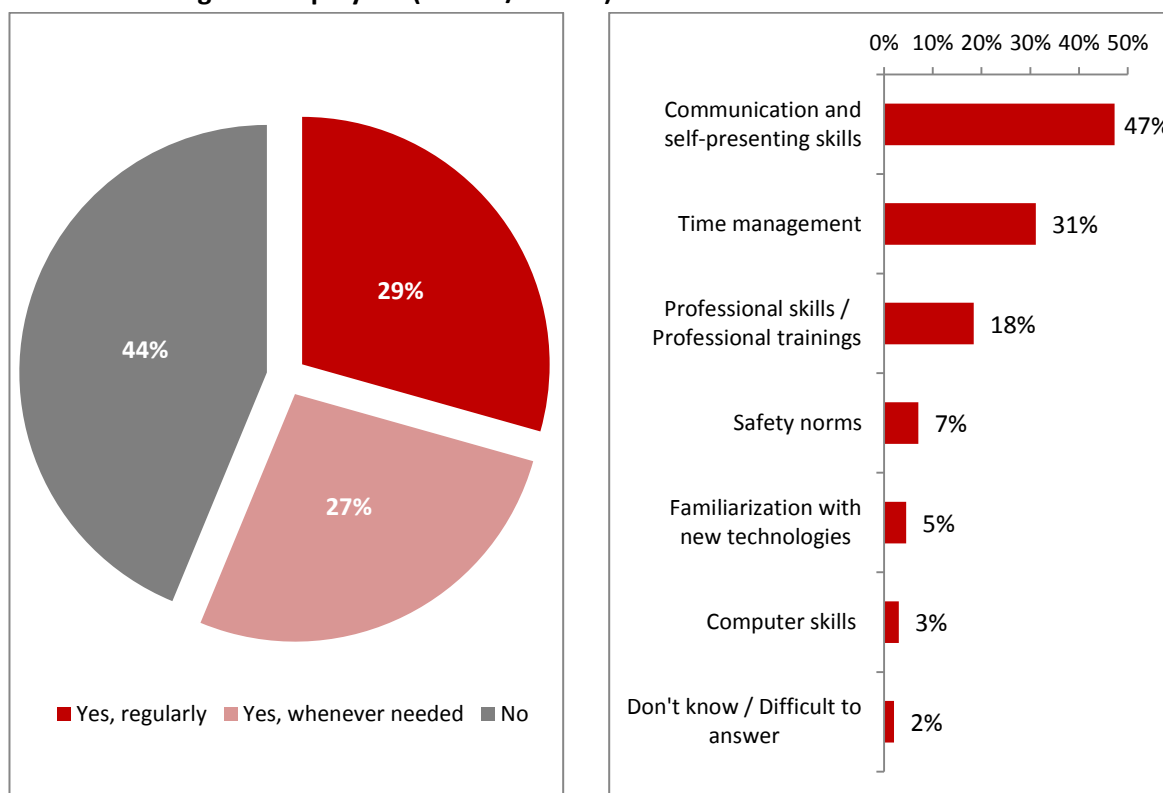
What should the government do to make partnership more effective?	
Should provide funding (studies, vocational schools)	21%
Should create jobs	17%
Support opening of more vocational schools	8%
Should support the increase of the quality and qualifications of studies	6%
Should support small businesses/enterprises	5%
Should provide promotion of vocational schools	4%
Strengthen business environment	3%
Finance internships	4%
Assist in the re-training of personnel	2%
Add demanded professions / offer specialists of more diverse fields to companies	2%
Create material - technical base	3%
Give low interest rate loans to small businesses	1%
Do Not Know/Difficult to Answer	23%

3.6. Staff Trainings

As survey results show, the majority of interviewed employers (56%) provides trainings for their staff on a regular or needs basis. Herewith, it is interesting that 44% of interviewed organizations do not have any experience in providing training to their staff.

The companies who provide trainings for their employees, are in most of the cases targeting communication and self-presentation skills of their staff (47%), improvement of their time management skills (31%) and professional qualifications (18%).

Chart 37. Trainings for employees (N=410 / N=225)



The distribution of responses by the economic activity of the companies reveals that trainings for employees is delivered mostly (regularly or whatever needed), in companies operating in agriculture (75%). Construction and manufacturing is the field in case of which training is not delivered in almost half of the interviewed companies.

Table 18. Training for employees (N=410)

	AGR	CONST/MANUF	SERVICE	TRADE
Yes, regularly	33%	19%	30%	35%
Yes, whenever needed	42%	32%	28%	21%
No	25%	49%	43%	45%

As for future intentions, more than a half of companies (58%) are planning to provide trainings to their employees in 2017. 33% of respondents do not plan to have staff trainings in 2017, while 10% of companies have not decided yet.

Chart 38. Intentions on providing staff training in 2017 (N=410)

