

Survey on Vocational Schools

Report

October 1998

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Introduction

21st of September to 2nd of October, 1998 Emor Ltd. conducted a study on vocational schools, 77 directors of vocational schools were interviewed during the course of that study.

The goal of the survey was to find out the problems associated with the completing of specialities and organising practical training and also the possible solutions in the opinion of the directors of vocational schools.

The evaluations to finding work for the graduates of specialities/professions taught at the school, evaluations to developing/enforcing professional standards and adult training were looked at separately.

The client is Sihtasutus Eesti Kutsehariduse Reform/ Kutsehariduse ja Tööhõive Seirekeskus. The ownership rights of the survey results belong to the Client.

The first part of the report includes the description of methodology, the second part includes graphs with short commentaries.

The appendix contains the questionnaire and more important tables.

Methodology

Sample

The list of vocational school and their contacts were given to Emor by the Client. It was a population survey, not sample survey. From the total of 81 vocational schools in the list, 77 representatives of schools were interviewed. One was not complete because of refusal, the second one because they are being closed down soon, the third one because it is not active and the fourth one because the centre is situated in Tallinn.

Interviewing

The respondents were mostly the directors or managers of the schools (84%), in 12 cases they were people with other positions.

The interviews were conducted by 29 Emor's interviewers. One interview lasted the average of 52 minutes.

Data processing

In data processing the statistics package SPSS for Windows ver. 6.1 was used.

Team

Those participating in and responsible for different stages of the survey:

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Results

The characterisation of respondents

Before we start characterising the results of the survey a few words about those participating in the survey. The profile of the respondents has been brought out on Graph 1. As we can see - we are dealing with school directors with experience. The number of directors who have worked at the school is less than one third, 19% of the respondents have worked in their schools 20 years or more.

On Graph 2 we have brought out the division of schools by regions, in the breakdown of the number of graduates and school's ownership form.

When we look at the specialities taught at vocational schools then the preparation of skilled workers prevails (36%) compared to the service workers. 5% or 4 schools also teach specialists, small entrepreneurs (graph 3). In case of the taught specialities the preparation for working for companies in different branches of economy strongly dominates.

The number of specialities taught in different schools varies from one to 17 (graph 4). Most often (in one fourth of the schools) 4 different vocations are taught.

As the number of taught vocations at schools varies - so does the number of teachers: 30 vocational schools employ 2 - 20 full time teachers, 31 schools - 21-40 teachers and in 15 schools the number of teachers is between 41-103 (graph 5).

The total of 2129 full time teachers work at the interviewed vocational schools. 1269 of them or 60% deal only with vocational training.

In addition 70% of the vocational schools have hired teachers for vocational training who don't work full time, the total of 651 vocational training teachers.

On graph 6 we have brought out the vocational training teachers' contacts with practice - through previous working experience as well as through training and courses. As we can see the majority of vocational training teachers have practical experience but the contacts with companies during the last years and the possibilities for training abroad have been significantly less frequent.

Admission to vocational schools

Problems with completing specialities

The competition on admission to vocational schools very much determines if the students will be successful in studying and practical training as well as in their speciality in the future. If there is no

competition then that is accompanied by a rather high number of dropouts and difficulties in studies and later at work.

On graph 7 we have brought out the directors' evaluations to the situation of completing their main specialities. As we can see almost half of the schools have no possibilities to choose students for their specialities, also in 18% of the schools the number of applicants is smaller than the number of planned placements. There are more problems in those schools that train skilled workers, where training is offered for working in the companies of a certain economic sector. From regions, the schools in South Estonia have somewhat more problems in getting students.

The reasons for low competition are mainly thought to be the low prestige of the specialities in the eyes of the youth, the existence of other choices, low income levels for graduates and the general low prestige of vocational schools (graph 8). Among other factors the more frequently mentioned were: the small number of youth in the region (4 respondents), tuition fees, no perspective in the speciality, the distance of school from town, lack of organisation by the ministry, no degree (popular among Russian youth), bad financial situation, the existence of other choices.

Evaluations to admission plans in the next few years

Regardless of difficulties in completing specialities the majority of schools have a prognosis about their admission plans for the coming few years (graph 9). Thereat the majority see the number of their students as stable or increasing regardless of the current difficulties in completing specialities. Only 4% of the respondents thought that the number of students in their school will decrease. They hope to increase the number of students mainly with opening some new specialities. More than half of the schools are planning to open a new speciality while only 15 schools, i.e. 19% of the respondents can see the closing of some specialities.

Such a rather positive vision may be based on one hand on the changes in the number of students in the school (graph 10) while in only 16 % of schools there has been a decrease in the number of students.

The school directors in South Estonia were somewhat more careful in their prognosis, there the plans are made hoping that the number of students will remain the same.

The exact list of specialities that will be added has been brought out in the tables in the appendix and they are also grouped on graph 11. The respondents gave reasons for adding specialities and the mainly mentioned were - the general changes in the need for labour force in Estonia and taking into account the development plan of their region (Graph 12).

The list of specialities that are planned to be closed has been brought out in the tables in the appendix. In two schools they are planning to close down sewing, artist-designer, nursery school teacher and agriculture related specialities (graph 13). The mentioned reasons for closing were the problems associated with the changes in the need for labour force (change in the labour force needs in Estonia, in their own region, poor employment of graduates), also difficulties in completing the speciality (graph 14) and it's very likely that this is the youths' reaction to what is going on in their region or in the labour market.

Studies and practical training arrangements in schools and companies

Vocational schools' programs

The majority, 97% of respondents had programs that were approved by the Ministry of Education. In the opinion of the schools' representatives, they have been mainly based on the requirements set by the Ministry of Education, in the opinion of 78% also the needs of companies have been taken into account and only 61% - taking into account the school's possibilities (graph 15). In vocational schools, that prepare skilled workers, considering the needs of the companies is marked even smaller (71%).

The representatives of 20 schools didn't see supplements to, improvements in the specialities taught at their school - there it's already a passed stage. In addition the representatives of 7 schools claimed that the programs are continuously being improved. That means that for more than one third of the schools the improving of programs is not a problem.

Two thirds of the schools brought out problems related to programs. Thereat the representatives of 4 schools considered the improvement of the programs of all specialities necessary. From the specialities 32 were mentioned that could use improvement in programs. The corresponding list has been brought out in the tables in the appendix.

General education and the developing of practical skills at school

In addition to problems with programs, 71% of the respondents considered the strengthening of the general education base of their students necessary (graph 16). One of the possibilities to implement that would be co-operation with the general education school in their region (graph 17). Less than half of those wanting to improve the general education level consider such kind of co-operation possible. There are no regional differences in evaluating co-operation possibilities.

The opposite - introducing/teaching the speciality, taught at their school, in the general education school in the region - was considered possible by the total of 83%. That means that the vocational schools at least are ready to co-operate with general education schools.

Possibilities for practical work at school

The respondents gave evaluations to the possibilities of acquiring practical skills in their own schools. The results have been brought out on graph 18. The situation of language classes got the worst evaluations - it is missing in one third of the schools or is poorly furnished. Also the sufficiency of tools necessary for acquiring practical skills got many negative evaluations. At the same time 64% of the respondents evaluated the school's computer class to be very good and 53% - the possibilities for practical work at school. The last one can be explained by the fact that in three fourths of the schools there is a training class where it is possible to offer services to clients for a fee (graph 19). Of the others, 6 schools didn't find it necessary to offer services for a fee, according to 5 evaluations it is not possible because of the character of taught specialities, 3 schools gave the lack of demand for such services as a reason and other 3 - the lack of means for furnishing the training class with necessary equipment.

The organisation of practical training in companies and evaluations to that

The organisation of practical training in companies makes up a very important part in vocational training. That from the point of view of acquiring practical skills and finding jobs later on. According to the evaluations of 32% of the respondents the majority and according to 29% up to half of the graduates will be employed in those companies where they went for practical training during their studies (graph 20).

To find a placement for practical training different options inside the school are used, currently in most cases the place for practical training is found on the initiative of the school or the student (graph 21), companies themselves turn to little over a quarter of schools.

The representatives of schools still see the school (42%) and the student (34%) having an important role in finding placements for practical training in the future but the speciality, vocation or producers' unions seem to acquire a greater importance. It is understandable because it is the lastly mentioned that have information about the companies' possibilities and also the interest in labour force with good training.

School directors consider it necessary negotiating with the companies before finding places for practical training and organising practical training, signing co-operation contracts with the companies, also the participation of the school's supervisor in conducting practical training (graph 22), but at the same time the majority thinks that it is unnecessary to pay the company for supervising practical training and 40% think that it should be the school who should be paid for sending the students there for practical training.

40% of the respondents said that according to current customs the supervisors are paid by the company itself (graph 23). The schools pay the supervisors in the companies only according to the evaluations of 15% of the schools and according to the evaluation of 13% the terms of payment are agreed separately. More than half of the schools who pay the supervisor themselves considered the amount to be sufficient to motivate the supervisor to work with the student. According to the information from the school 30% of the supervisors of the students sent to companies might remain unpaid.

PLACES FOR PRACTICAL TRAINING

For the majority of schools there are certain steady companies, places for practical training where the students can carry through their practical training in a company (graph 24). In case of some specialities negotiations might be held with other companies regardless of steady places for practical training. More than 70% of companies that serve as places for practical training are situated in the same region as the school.

The places for practical training can't be differentiated by size. 77% of the respondents claimed that their students have been to companies with different sizes for practical training. Only 7% send students mainly to big companies for practical training (graph 25).

TASK OF PRACTICAL TRAINING AND EVALUATING PRACTICAL training in a company

As a rule a specific task is given for practical training according to the program of that speciality (graph 26). Only according to the evaluations of 8% of schools there is only a general practical training task. In the practical training task it is usually differentiated the list of those work tasks that the student must carry out during practical training (88%).

The participation of different links in putting together practical training tasks is shown on graph 27. Even though the school's part in putting together the practical training task is determining we have to positively bring out the co-operation with companies, other vocational schools and also with vocation or employer's unions.

According to the evaluations of school directors' the representative of the school plays a rather important part in organising the practical training in companies - in case of almost half of the schools the practical training instructions are given to the company by the representative of the school or together with the student, 62% claim that the school's representative is associated with the place of practice during the whole practice time (graph 28).

The criteria for evaluating practical training in a company have been brought out on graph 29. The number of evaluations, received from the companies about parameters concerning the student, like attitude towards work, communication skills and willingness to work, is surprisingly high. That should give a rather big share of schools good feedback about their students.

BEING SATISFIED WITH PRACTICAL TRAINING IN A COMPANY

The majority of schools' representatives as satisfied with how the companies supervise practical training - only 9% are not satisfied, the satisfaction rate is even higher in case of the students' practical skills, acquiring knowledge during practical training (graph 30).

Regardless of such high rate of satisfaction the schools had rather many suggestions for changes in practical training arrangements (graph 31). They have mainly to do with what is expected of the companies, about the organisational and financial sides of practical training. Specific suggestions for changing the practical training arrangements have been brought out in the appendix.

The list of specialities with the most difficulties with practical training arrangements that was put together by school directors also refers to difficulties in finding places for practical training (graph 32 and appendix in tables). In this list of specialities there are also those that are missed by companies. One of the possibilities for finding a solution to that problem would be for example turning to the Estonian register of companies (Eesti Ettevõtteregister), to get contacts of companies working in that specific field and finding out their interest in taking in students for practical training.

Schools' awareness of companies' demands, expectations

Only one third of the school directors thought that they are up to date with the companies' expectations and demands to the specialities being taught (graph 33). Thereat the opinions differ on the point who should be the more active part - school or company, with the schools slightly prevailing. At the same time 10% lack a clear understanding of how to associate with companies (graph 34). The need for co-operation is mainly felt when arranging practical training (graph 35). They would also be ready to co-operate in specifying programs, to get feedback about graduates and students in training and also in furnishing vocational training classrooms.

The school directors' evaluations to how the graduates' different skills correspond to the employers' wishes/requirements have been brought out on graph 36. The biggest gaps seem to be in the knowledge of foreign languages, that was brought out by one fourth of the respondents and in readiness to work intensively (10%). In case of other qualities/skills they thought that the graduates mainly correspond to the company's expectation. When we compare the evaluations of schools to the evaluations of big companies we see an obvious contradiction. The opinions are the same in case of foreign languages but in addition to that the vocational schools were reproached because of the lack of practical skills of the graduates. Hence the need for closer communication between vocational schools and companies - the future employers of the students.

In addition the respondents were asked to evaluate in which field their graduates have the biggest gaps. Here almost half of the respondents mentioned qualities, associated with different students, like social maturity, sense of responsibility, attitude towards work, the ability to succeed, initiative, coping, ability to develop etc. (graph 37). If we add the communication skills then we can say that the school directors themselves consider the qualities associated with personality to be the biggest problems.

Also the fact, that the total of 70% of respondents claimed that the number of dropouts during the school years in big or at least a frequent problem in their school, refers to the problems associated with the personality of students admitted to the school (graph 38). In most cases it's associated with not managing with school work and the student's financial situations but also with discipline and the lack of desire to learn. Other reasons for dropping out were - finding other work, other choices, strict demands, not knowing what to become.

The seriousness of different fields' problems in vocational training

To get a summarised overview of the seriousness of different fields' problems in schooling process through the eyes of school directors, they were asked to comparatively evaluate the seriousness of the problems different fields have from the point of view of guaranteeing vocational training. The results have been brought out on graph 39. The most serious were considered to be financial problems, on third considered that lack of information about personnel needs in companies is a problem, one fourth - the situation of workshops and their furnishing with modern equipment. Other problems, like the teaching staff, information about the skills necessary for the students, completing the specialities with those interested, arranging practical training and programs were considered significantly less serious. Half or even more don't consider those a problem at all.

From these results we can see that in case the schools had enough money, the knowledge which kind of personnel is needed and modern classrooms for vocational training then the other problems in vocational training would be serious only for a small share of vocational schools. We should not conclude from this that this is the actual situation because these are evaluations after all.

Employment of graduates, school's review of their future

38% of the respondents think that finding a job in their own field is not a problem for graduates, practically all of them find a job. 56% think that the majority does find a job in their field but with difficulties (graph 40). Finding a job creates more problems for graduates of schools in Virumaa. That is most probably associated with the language problem, especially because that one third finds employment in the companies in their own county and another 12% in the neighbouring counties. But in other regions in Estonia the knowledge of Estonian is necessary to get a job.

On graph 41 we have brought out the factors that make it more difficult to find a job in the opinion of those school directors who have detected difficulties. Problems with finding a job in their own field mainly arise because there are not enough jobs in the region with a competitive wage level (36%), there is a small demand for those specialities (32%) and the companies prefer labour force with experience (28%). Other mentioned reasons were: personal problems, distance from living place, not knowing the official language.

Representatives of 6 schools found that the difficulties in finding a job can't be directly associated with a specific speciality. The specialities that were brought out were: secretary, cook, electrician, construction worker, tractor driver, social worker, worker in tourism, beautician, radio and TV mechanic, car mechanic, jobs in agriculture. An exact list has been brought out in tables in the appendix.

It's mainly the small companies who turn to vocational schools on their own initiative to find skilled workers (graph 42). That can not be explained only by the high concentration of big companies in

the cities because also in Tallinn and in Virumaa big companies don't turn to vocational schools to get labour force more often than in other regions.

Being informed about the career of graduates

Only 23% of the school directors said that they are well informed about the careers of their graduates, 19% considered it rather bad(graph 43). The lack of information is also proved by the fact that 36% of the respondents were not able to give at least an approximate estimation of how many graduates have remained working in their field three years after graduating.

The representatives of schools in Virumaa gave the most positive evaluations when it came to their graduates remaining in their own field, according 36% of them more than 70% of their graduates have remained working in their field.

Based on the feedback from companies' representatives, the majority of respondents claimed that the evaluations of the companies' representatives to their graduates are either very positive (12%) or mostly positive (64%). Less than one quarter said that they have received positive and negative evaluations to their graduates.

The future plans of vocational schools

When it comes to future plans then mainly three topics were talked about: schools' attitude towards adult training, the possible privatisation of vocational schools and the enforcing of professional standards.

School's attitude towards adult training is extremely positive, both - in case of organising training and conversion training (graph 44). In 83% of the schools a special sub-department has been created or is being created or they are planning to hire someone to do that. There is an almost equal share of opinions that the initiative in launching adult training should come from the employment office, schools or the local municipalities. Only one quarter of the school directors see the companies in the region as the initiators (graph 45).

The attitude towards the privatisation or municipalisation of schools

On the contrary to additional training the attitude of school directors towards the possible privatisation or municipalisation of schools was negative (graph 46). It was positive or rather positive only in case of 13 schools out of 62. The negative attitude was most often justified with the national function of the school, preparing personnel for the whole country (16 respondents), the local municipalities are not ready for it (8), the arising financial problems (6), regional politics - the state should have schools in the places by the border. They also expressed their opinion that breaking down the system might not improve the situation, they were afraid of the students' invalidity, the poorness of companies, the decrease in the school's possibilities to decide and bigger limits, contradiction with education laws etc.

Three quarters of the respondents saw the local municipality as a possible party interested in privatising, one quarter - the vocation union and only 12% the companies in need of labour force (graph 47).

But when it came to the question about the school's possible partner in better arranging of vocational training then they see themselves co-operating mainly with speciality or vocation unions

and also with bigger employers. The local municipality with its wished comes only third (graph 48). On one hand that could be associated with the employment of a significant share of graduates outside their country/wider area, with the understanding that after all it's the employers and the unions associated with them that give their evaluation to the prepared labour force. The local municipality does give the school more independence but it can't guarantee a significant increase in the quality in arranging vocational training, neither financially nor with introducing new technology and places for practical training.

Attitude towards enforcing professional standards

Before we start looking at the attitudes towards enforcing professional laws and what is expected of them, a few words about the current situation.

Only 58% of schools have descriptions of professions taught at their school and 60% have determined the requirements for the main specialities. At the same time 99% of the respondents are interested in participating in putting together the profession descriptions that are taught in their school.

The favourable attitude towards professional standards is also reflected by the fact that in the opinion of 62% compulsory professional standards should be imposed on the main speciality taught at their school and 36% think that they should be recommended (graph 49).

With the enforcing of a unified qualification system they are hoping to achieve a positive influence on the unification of the graduates' level, understanding of the companies' needs, programs and the qualification of graduates (graph 50). Only one tenth of the respondents are pessimistic about their usefulness.

The suggestions, recommendations of the respondents

The respondents gave different suggestions and recommendations to making changes in the vocational training and in educational system in general. Here we will bring out the three topics that were mainly discussed.

The biggest number of suggestions had to do with the vocational education training, the modernisation and reforming of vocational education as a whole, creating a unified quality system, the levelling of private schools with public schools, taking the vocational training on the level of secondary school, determining the status of schools (14 respondents).

The other group of suggestions had to do with the questions about the financing of schools - more finances for vocational education, the more even distributing of them, levelling the wages of teachers with the wages of general education school teachers, giving financial aid to better students, financing conversion training (12 respondents)

The third group had to do with information about the necessary specialities, state request for them, opening new specialities, teaching the same specialities in several schools (10 respondents).

Specific proposals have brought out in the appendix.

Summary

From the survey of vocational schools we discovered the following:

1. Among the specialities/vocations taught at schools the teaching of skilled workers prevails compared to those working in client service. Almost three quarters of the respondents regarded the education given in their schools as preparation for working in companies of different economic fields.
2. The number of specialities taught at one school varies a lot, from one-two in 13% up to 8-17 in 11% of schools. That means also big differences in the number of graduates (2 to 460 graduates a year), number of teachers (2 to 103 full time teachers).
3. The total number of full time vocational training teachers in 77 schools is 1269, plus 651 vocational training teachers who don't work full time. The majority of vocational training teachers have a previous working experience in their field. In 40% of schools three quarters or even more of the vocational training teachers have worked in that field themselves. But during the last years none of the teachers in 40% of the schools have practised in Estonian companies and none of the teachers in 62% of the schools have practised in a company abroad.
4. Almost half of the school have no competition to be admitted to the main specialities in the schools and that is associated with the low prestige of the taught speciality and with the existence of other choices in the region. Regardless of that they predict that the number of students will increase or stay the same and that is hoped to achieve by opening up new specialities.
5. In 97% of schools there are programs, that are approved by the Ministry of Education, to organise their education. For approximately one third of the schools the improving/renewal of programs is not a problem.
6. The enhancing of the general education base in their schools is considered necessary by 71% of respondents. Less than half of them see possibilities for that by working with the general education schools in their region.
7. According to the evaluations of school directors the situation is the worst with language classes - one third of them don't have them at all or they are badly furnished. There is also a lack of necessary equipment. The developing of practical skills is helped along with a practical training classroom where it is possible to offer services to clients for a fee and that exists in one third of the schools.
8. To find a placement for practical training in companies there are different options used in schools: in more than half of the schools it takes place equally in the initiative of the school and the student, companies turn to 27% of the schools. In the future they see an increase in the role of speciality/vocation unions in arranging practical training in companies.
9. In 78% of the schools there are certain steady places for practical training that are usually situated in the same county or region. They are companies of different sizes.

10. The supervisors of practical training in companies are compensated for their work by the companies themselves according to the estimation of 40% of the schools, only 15% of the schools pay the supervisor in the company, compensation is agreed upon separately according to the estimations of 13%. One quarter or even more of supervisors might receive no compensation at all.
11. In most cases (in 78% of the schools) the student will receive a specific practical training task according to the program of their speciality. In the program there is a differentiated list of work operations that have to be completed during practical training. The practical training task is complied together with the place of practice in 38% of the schools.
12. In almost half of the schools it is the student who forwards the practical training directions to the company. The school's representative communicates with the place of practice during the whole time of practical training, also when it comes to practical questions, according to the 62% of the schools. In 2/3 of the cases the school will receive a more specific evaluation of the student from the company, in 1/3 of the cases the evaluation is only general.
13. The schools' representatives were satisfied with the companies' supervision of the students and with the skills and knowledge the students acquired during practical training. In the future more initiative is expected from the companies in arranging practical training and the improvements in practical training compensation system.
14. Only one third of the respondents said that they are well aware of the companies' desires, requirements to skilled workers. The employer's requirements are not met when it comes to the graduates' knowledge of foreign languages and the readiness to work intensively. In most cases it was thought that the practical skills meet the requirements. The problems associated with personality were brought out mostly in cases of their own graduates. Things associated with the personality are very often the reasons for dropping out of school.
15. When evaluating the seriousness of different problems, from the standpoint of guaranteeing vocational education, the main problems were: financial problems, information about the necessity of different jobs and the need to improve the equipment in their workshops. Less respondents evaluated other problems as serious/important.
16. According to the estimations of more than half of the schools it is not easy for the graduates to find work in their own field. More than half of the graduates find work in different companies all over Estonia. It is the small companies who more frequently turn to vocational schools to employ skilled labour force.
17. Vocational schools have a very positive attitude towards organising the training of adults and also conversion training. To arrange that, most of the schools have already hired or are going to hire a special person.
18. Only 20% of the public school representatives have a positive attitude towards the possible privatisation or municipalisation plans. The negative attitude was most often justified with the national function of the school, the local municipalities are not ready for it and the arising financial problems. The local municipality was mainly seen as the possible party interested in privatising.
19. The attitude towards compiling professional standards was also positive and the schools are ready to actively participate in this process. It is hoped that the professional standards will help to unify the level of graduates, get a better picture of the companies' needs and will also help in improving programs.



Appendix

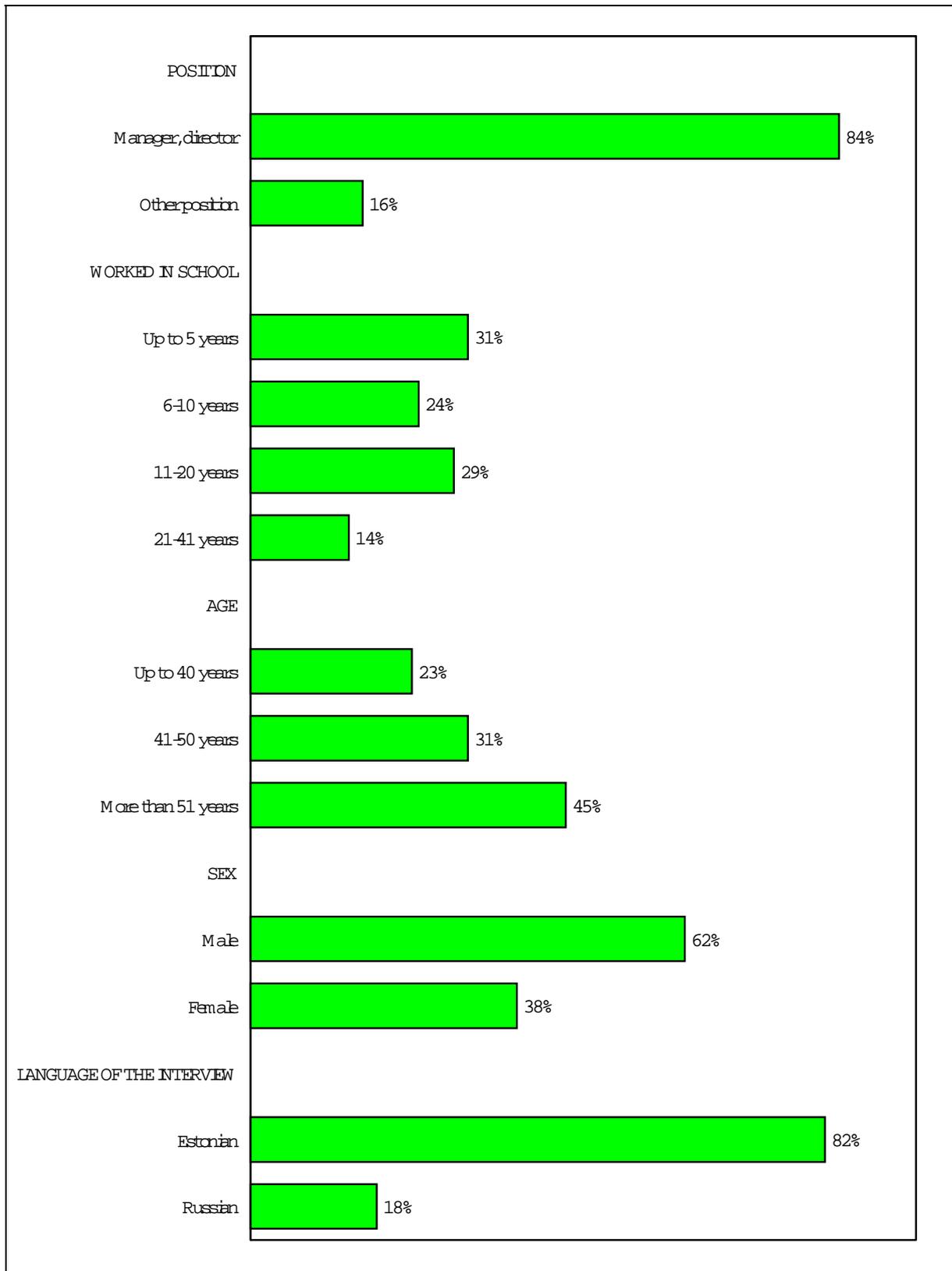
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september 1998



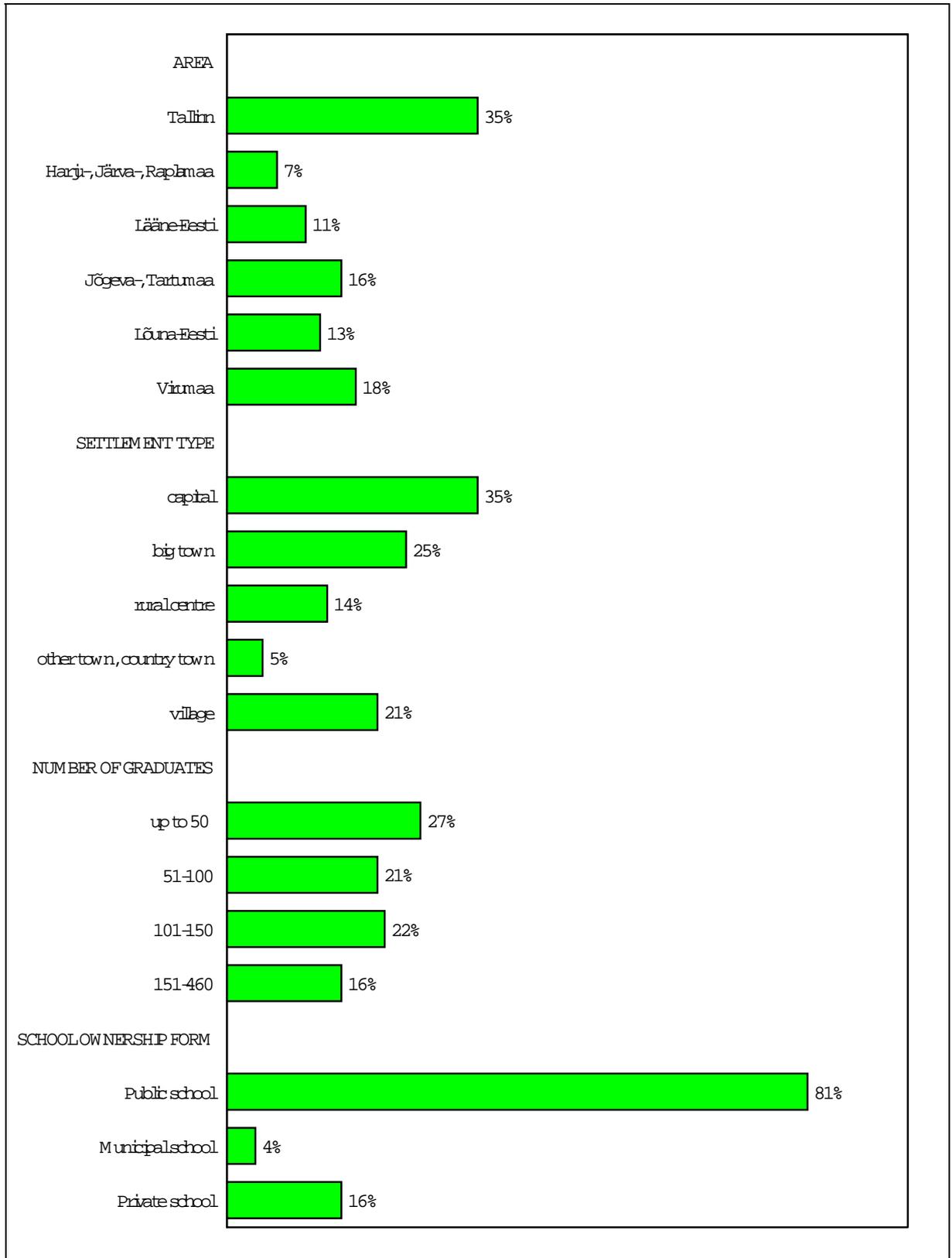
The profile of respondents

%



The profile of vocational schools

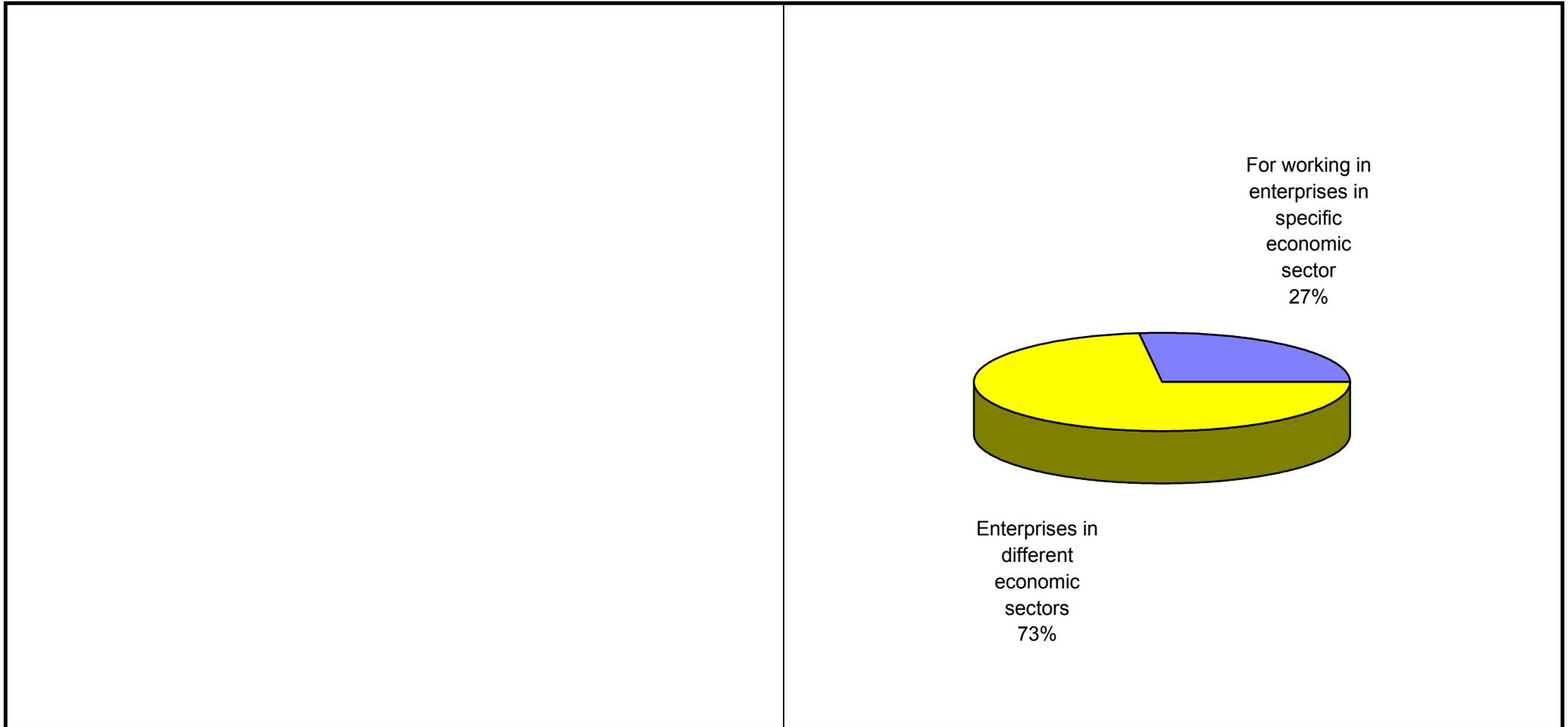
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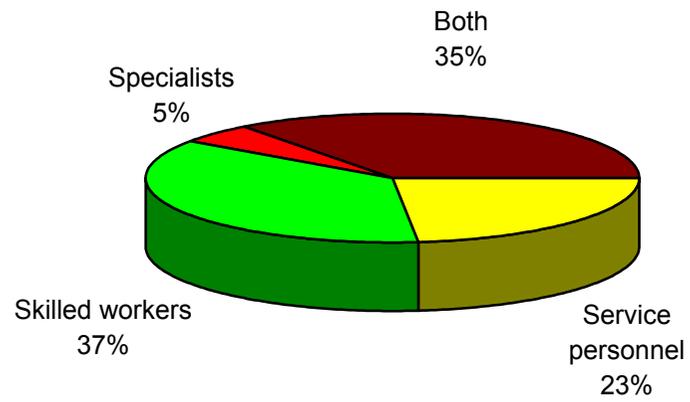


Service personnel and skilled workers educated in schools

The preparation of speciality received from the school

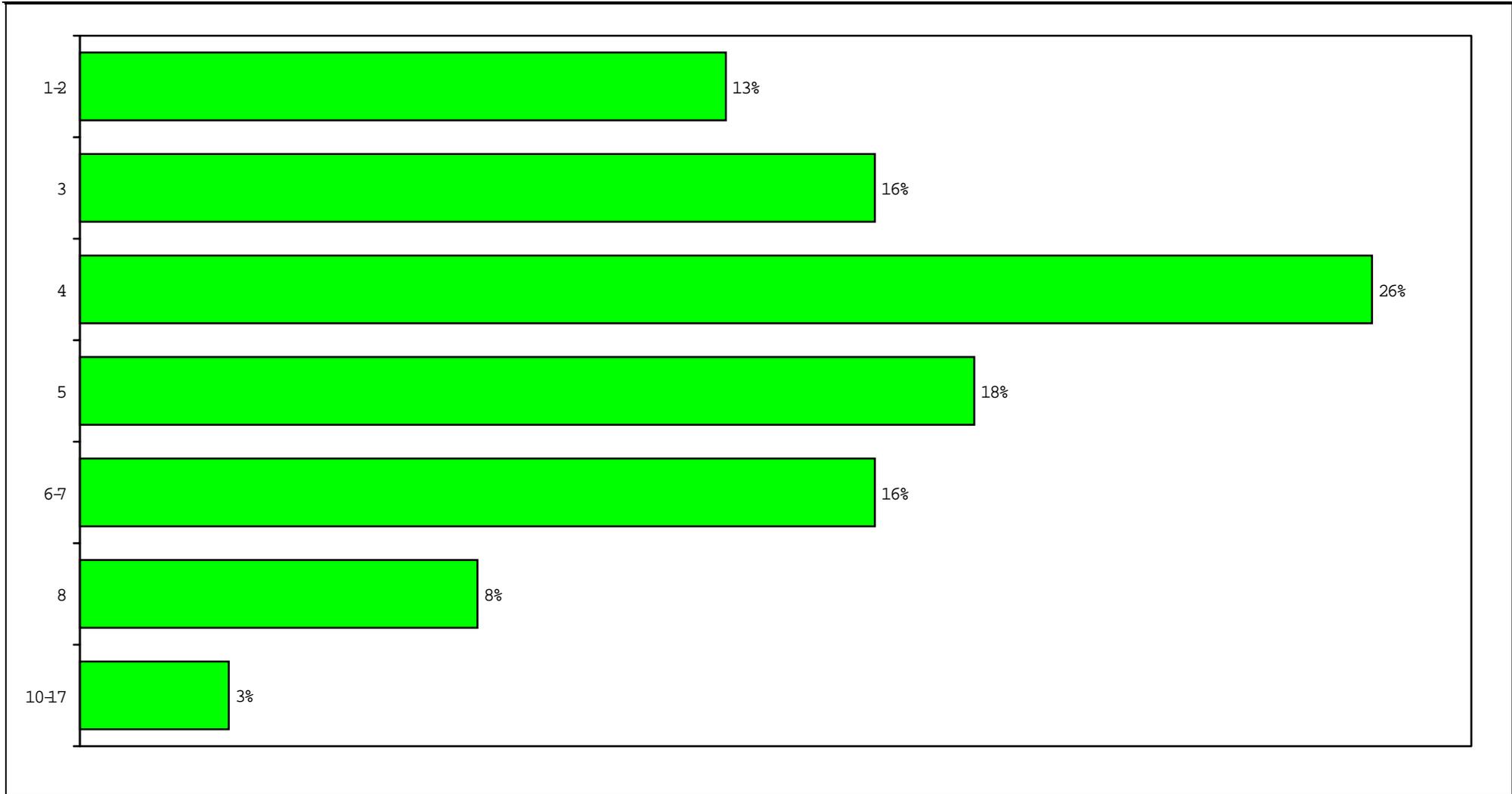
% of all respondents





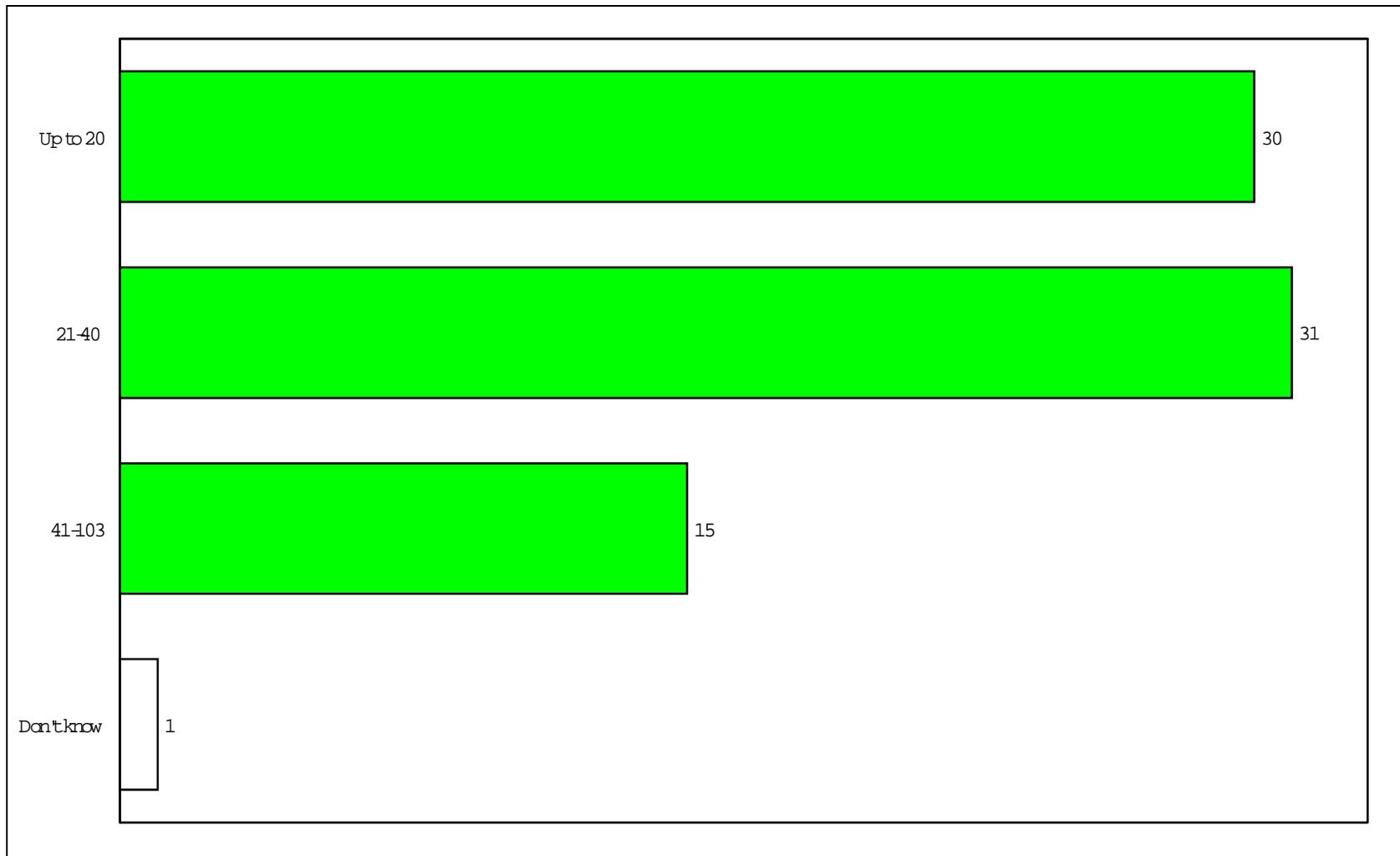
The number of specialities (professions) prepared in vocational schools

% of all respondents



Full time teachers

Number of schools



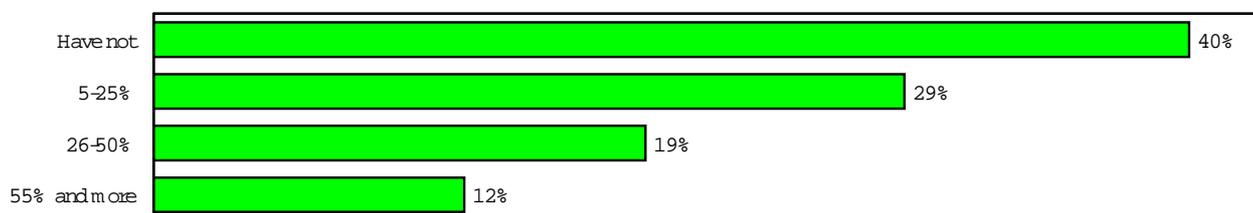
Vocational studies teachers...

%

... earlier work experiences



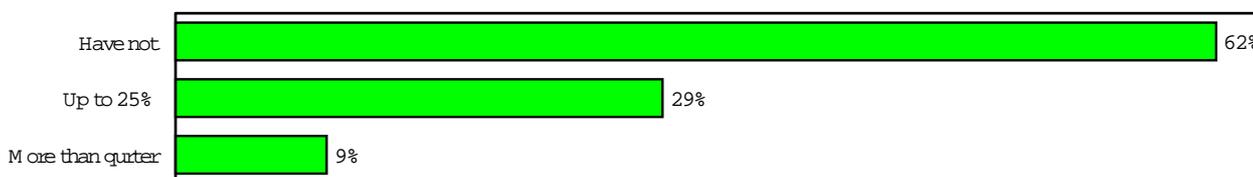
...been in practice in a company during last 5 years



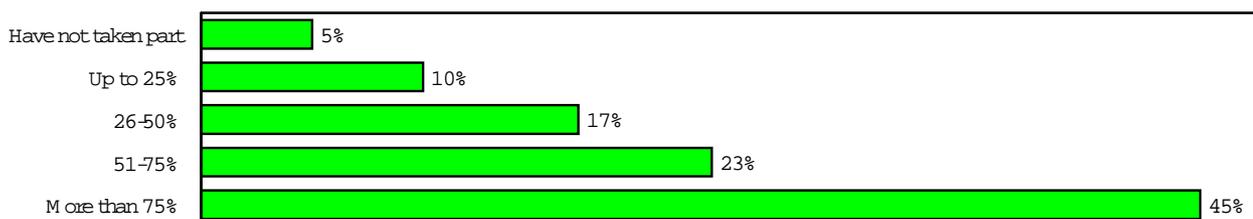
... been in practice abroad in similar schools



... been in practice in companies abroad

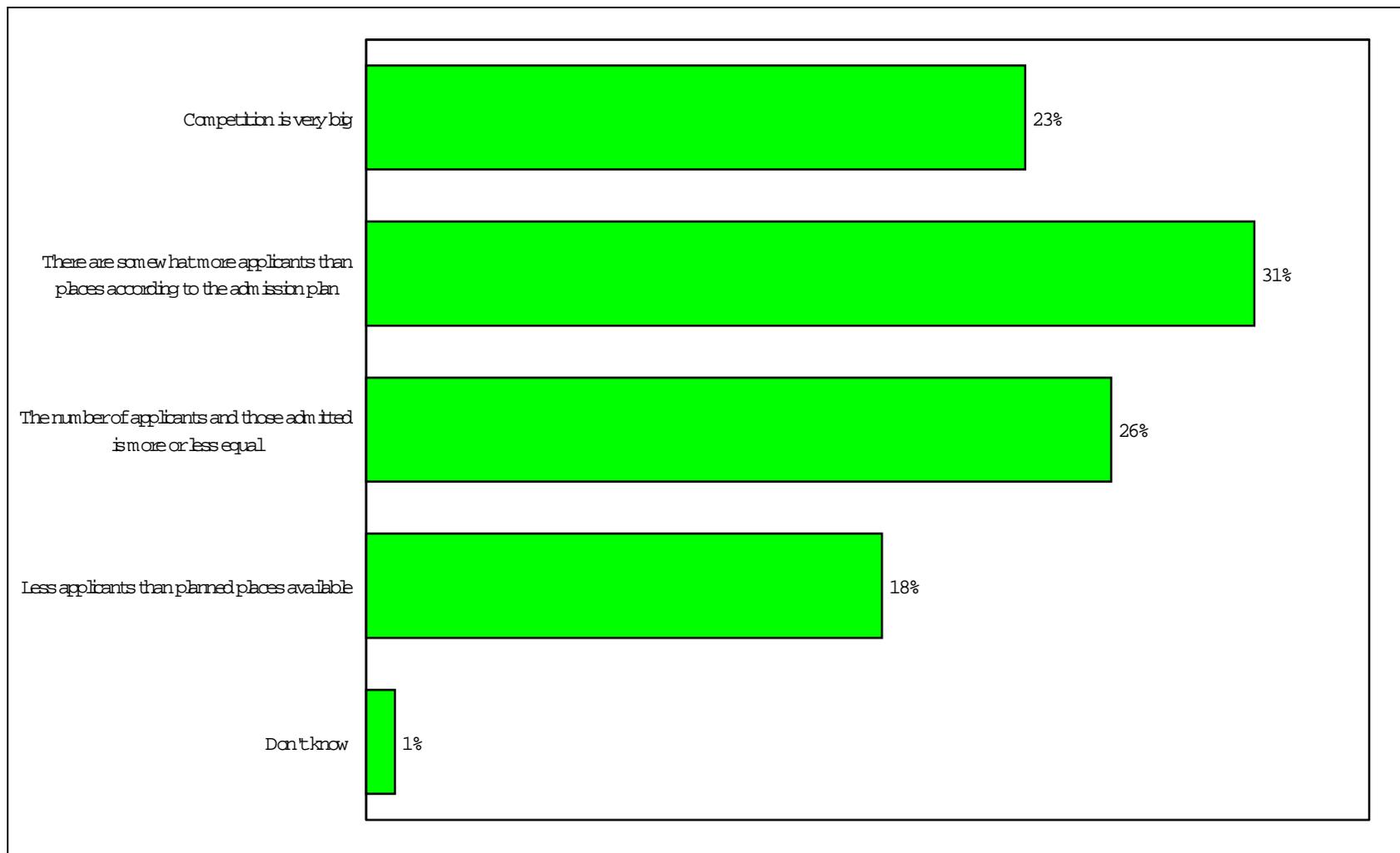


... taken part in additional training courses



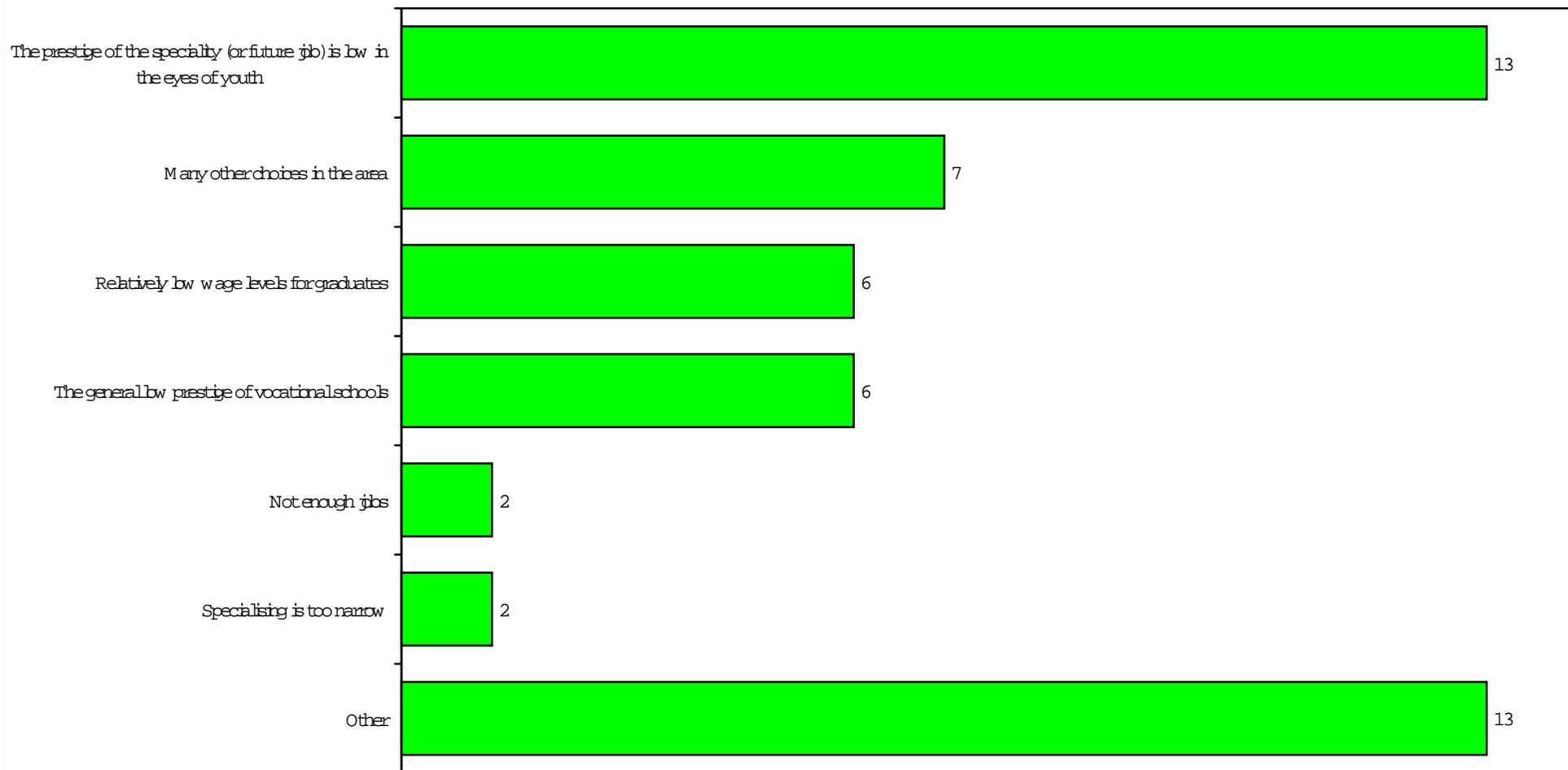
Competition on school main specialities

% of all respondents



The reasons for low level of competition

N=34

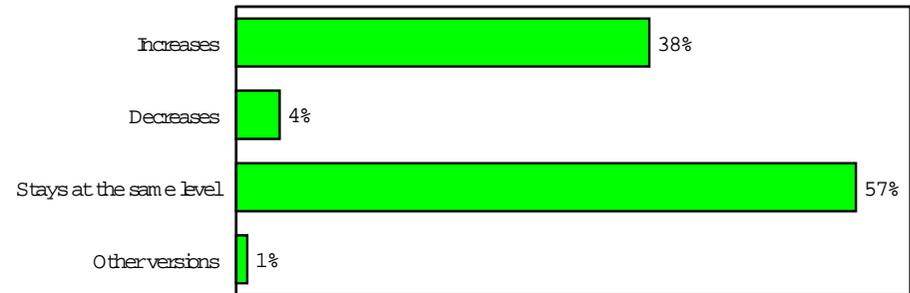


Changes in the number of students and specialities during the next couple of years

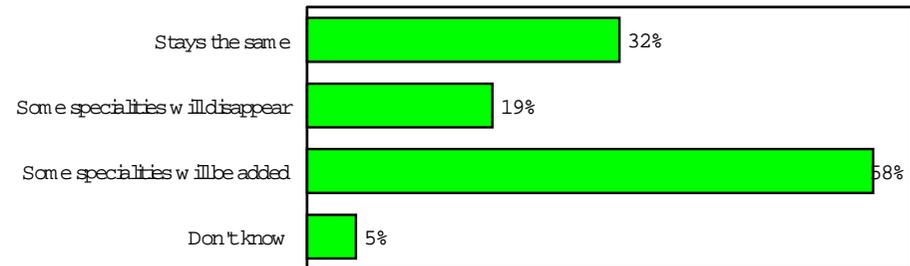
% of all respondentst

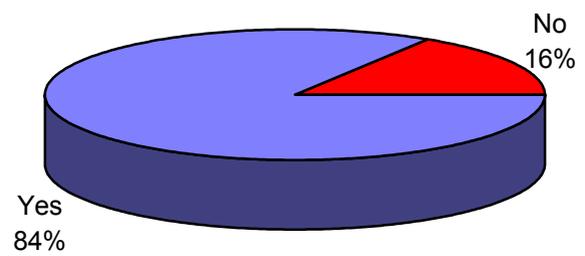
Schools have predicted the number of student admissions during the next couple of years ...

The number of students in school during the next couple of years compared to the present



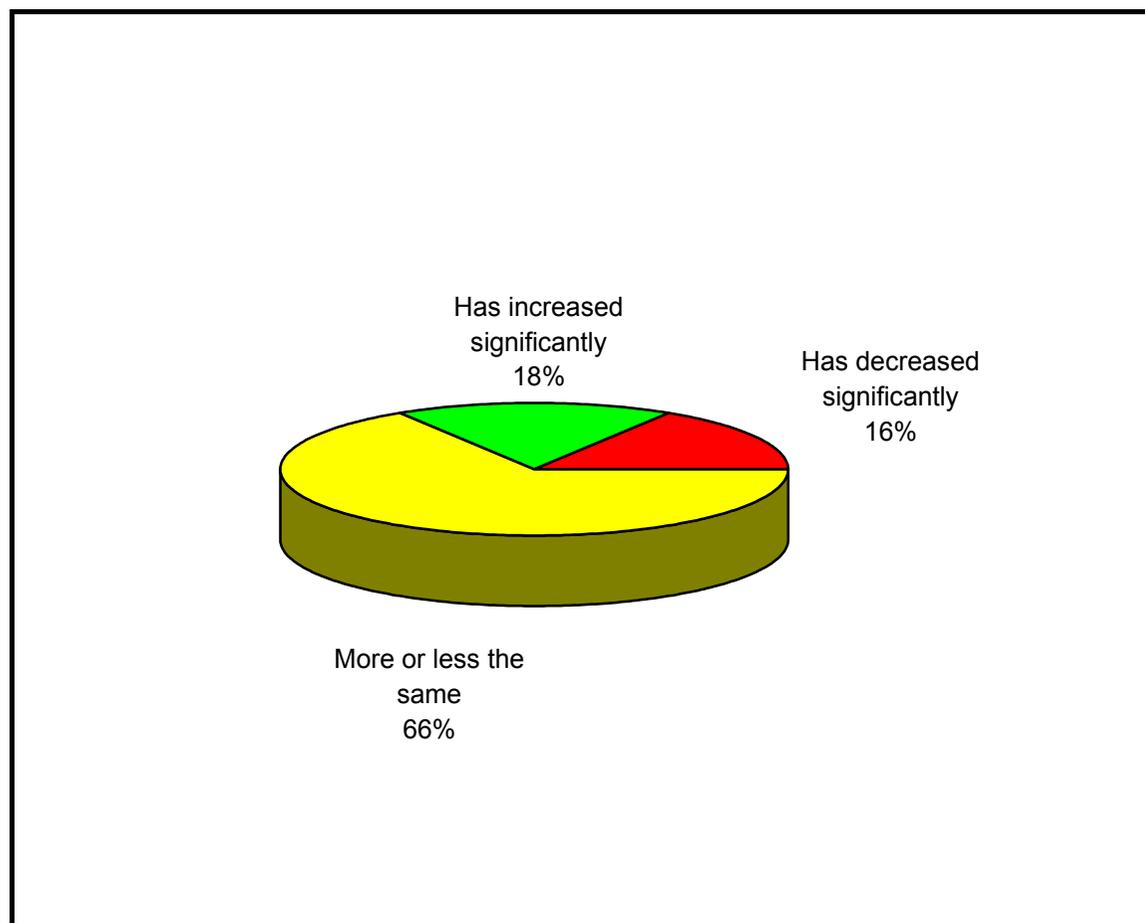
The list of specialities taught in school during the next couple of years





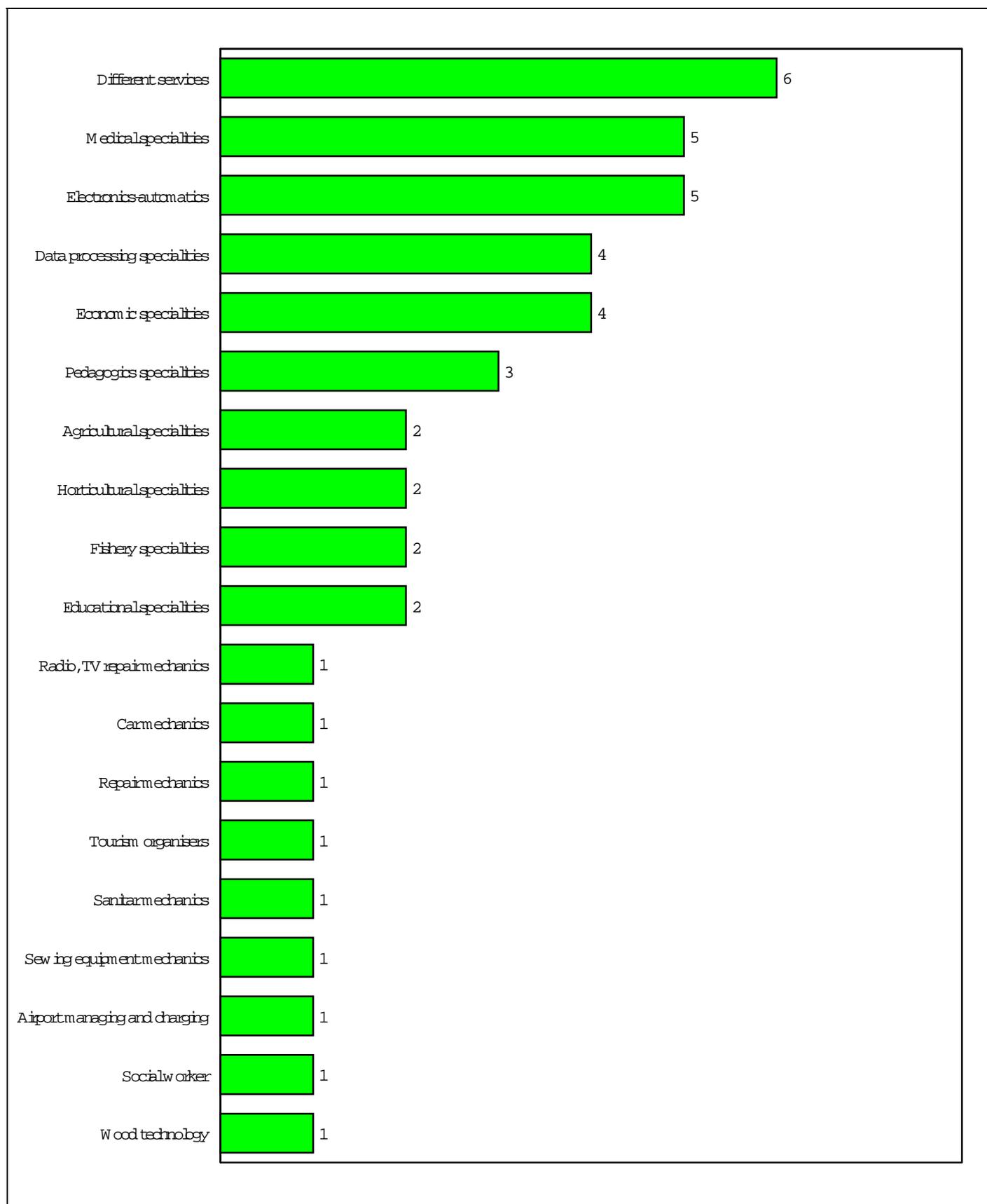
The number of graduates during the last couple of years

% of all respondents



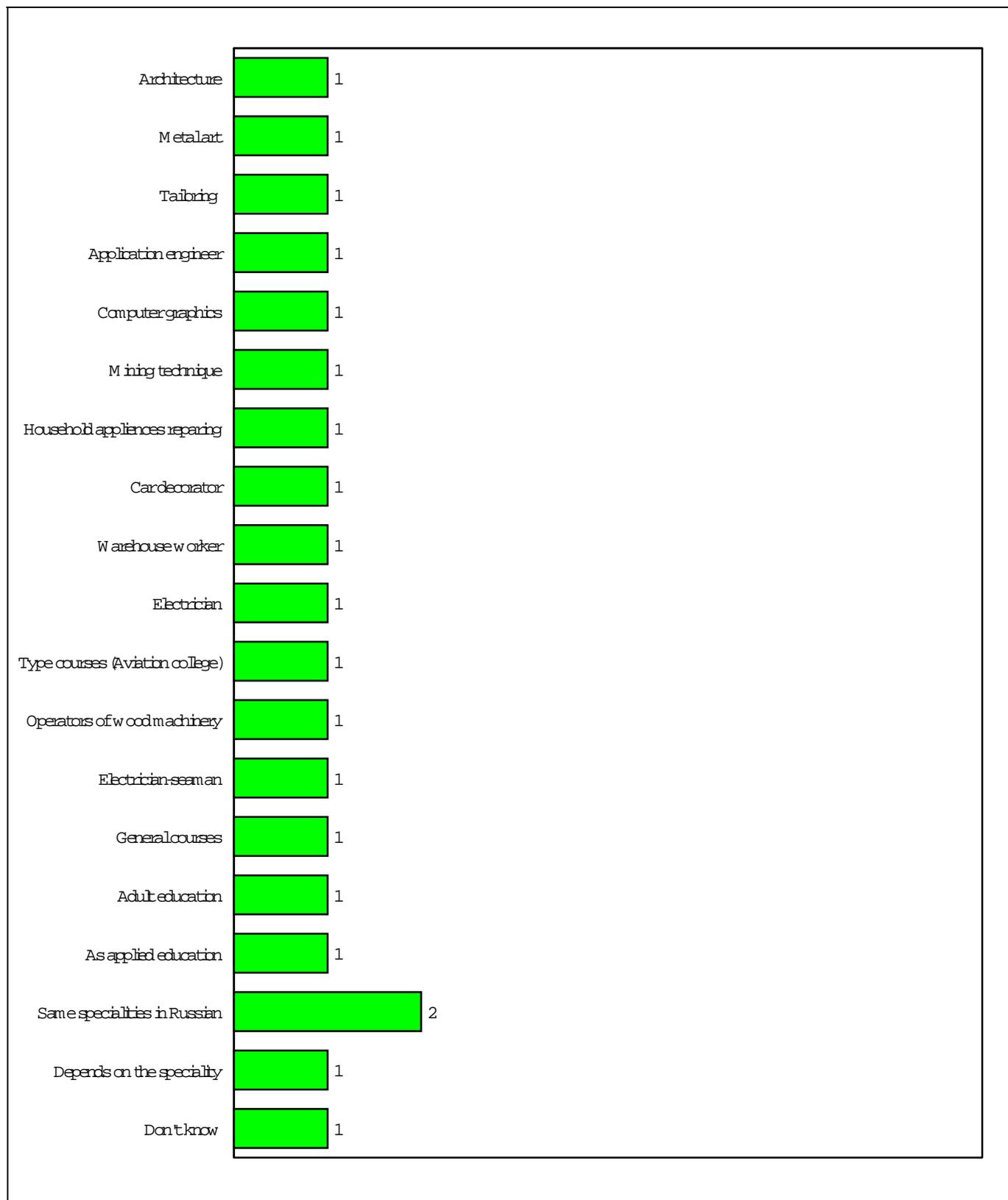
Specialities that will be added...

N=45



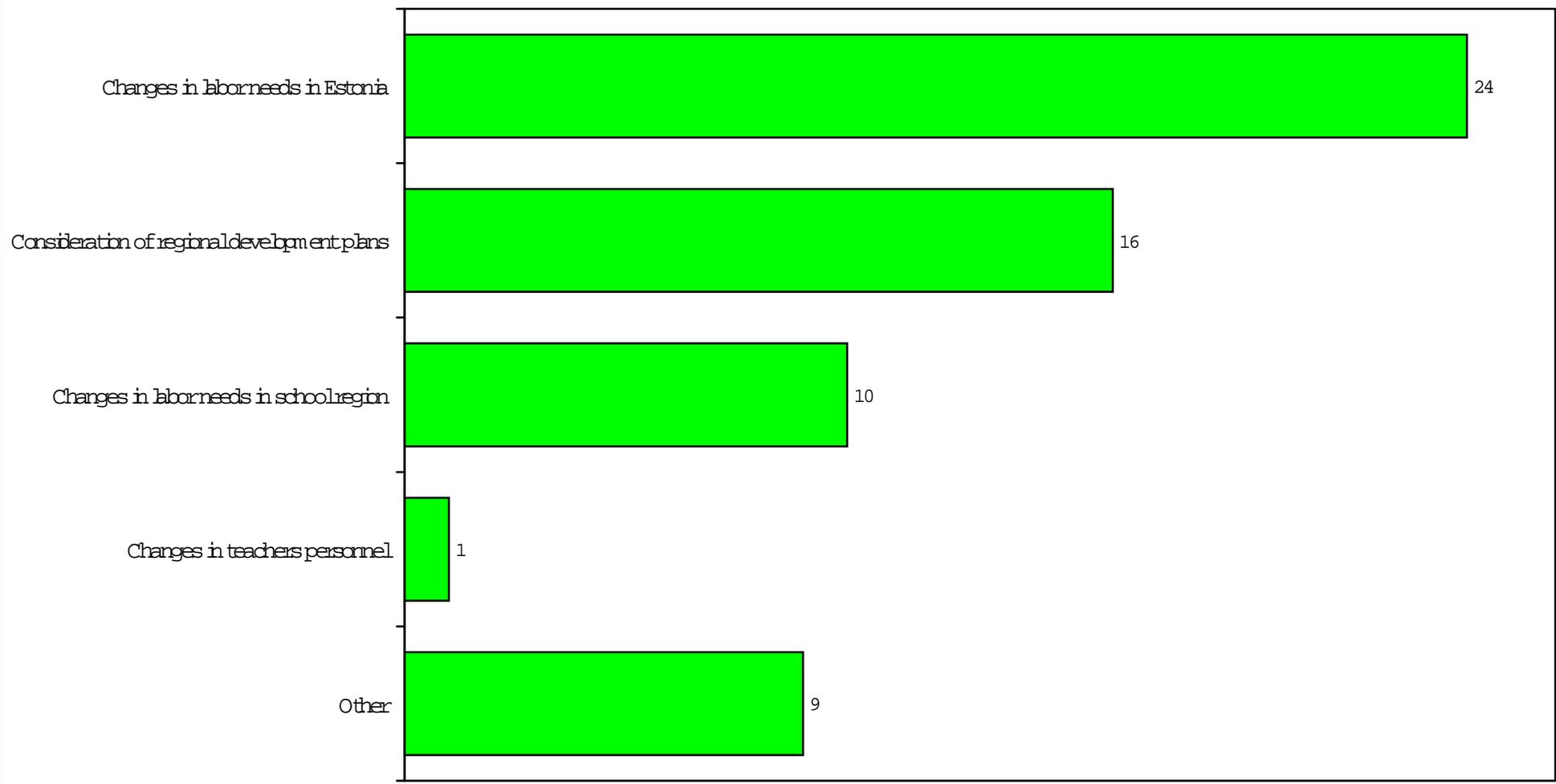
Specialities that will be added...

N=45



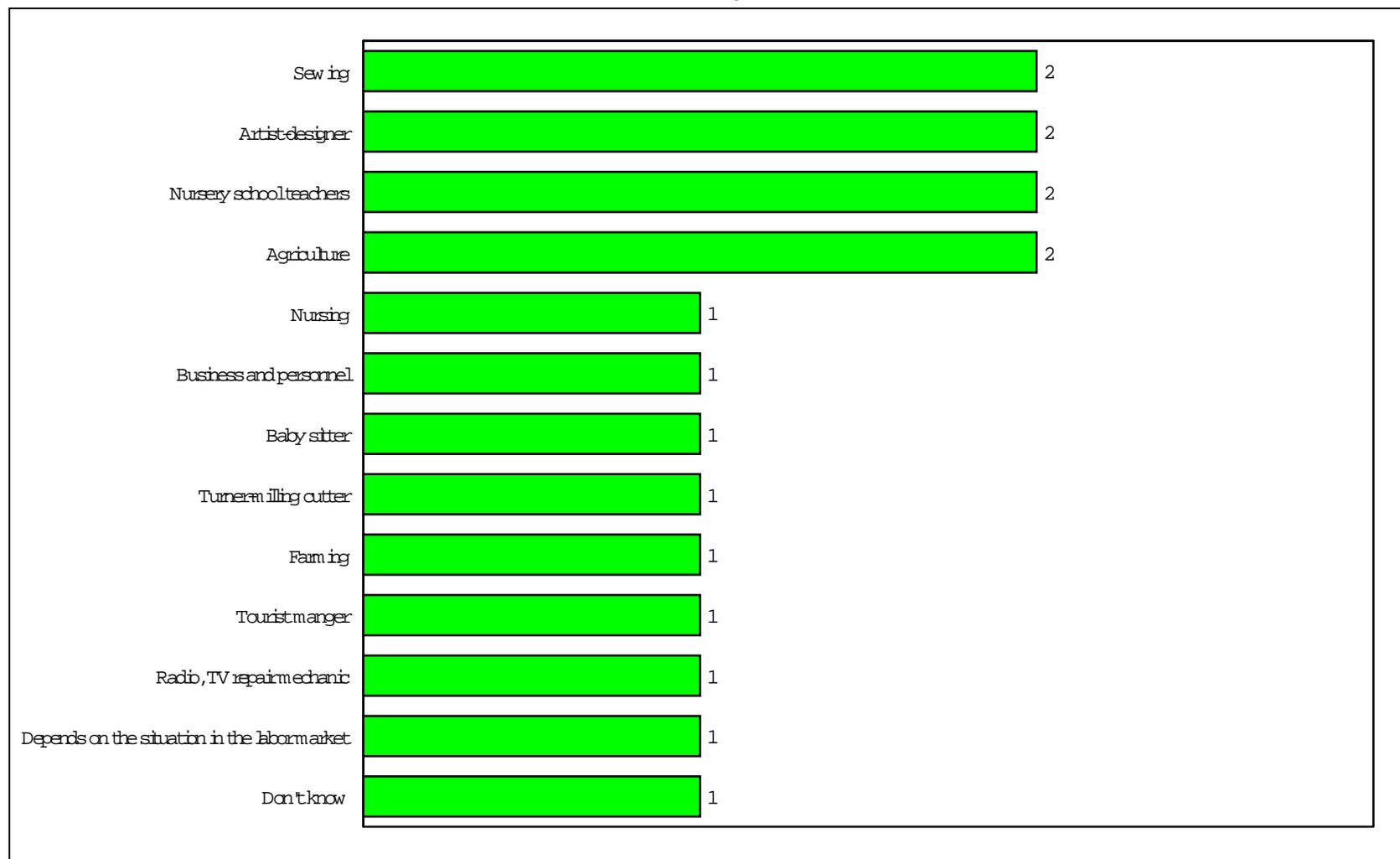
Reasons for adding specialities

N=45



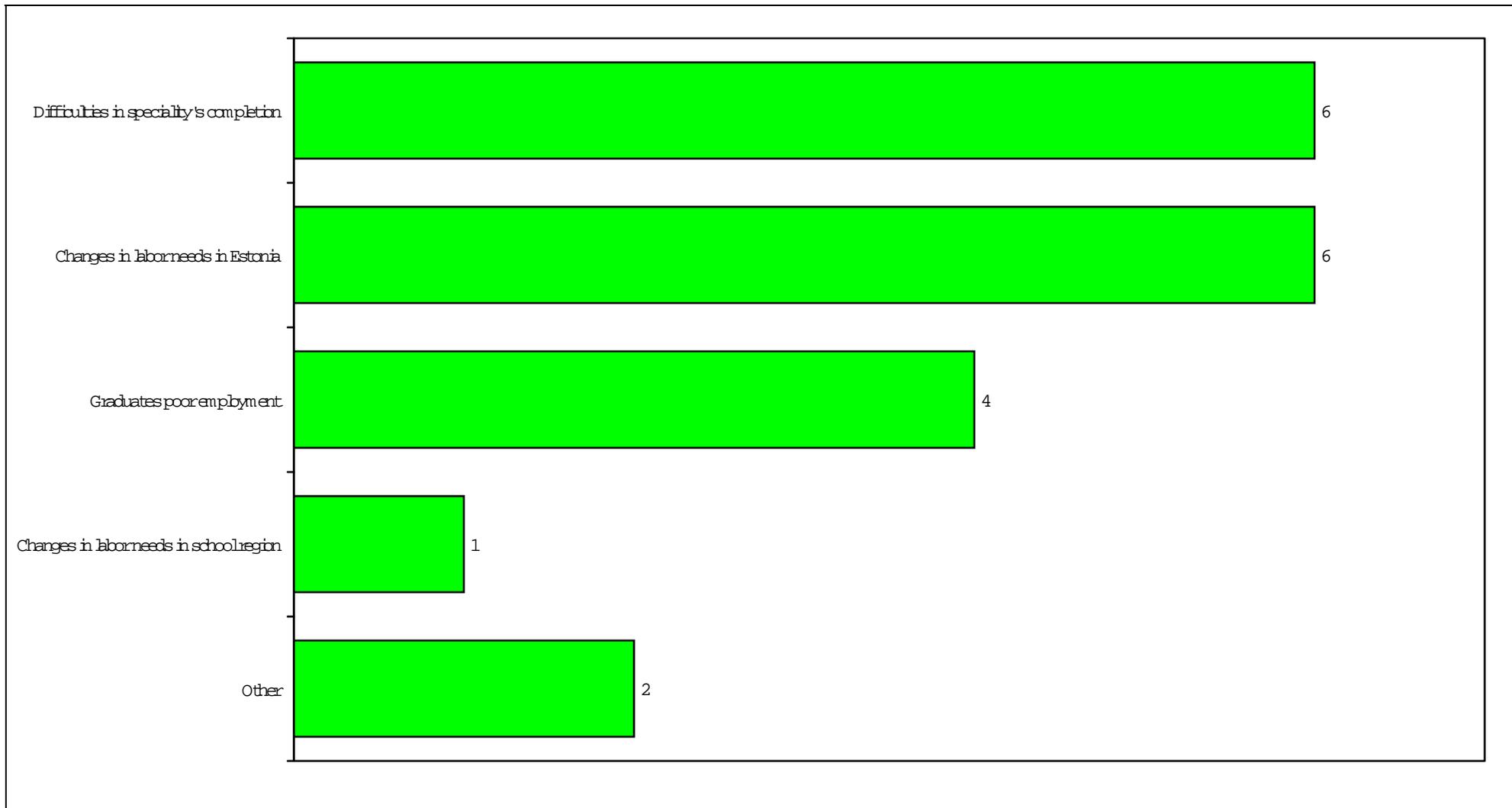
Specialities that will disappear ...

N=15



Reasons for specialities to disappear

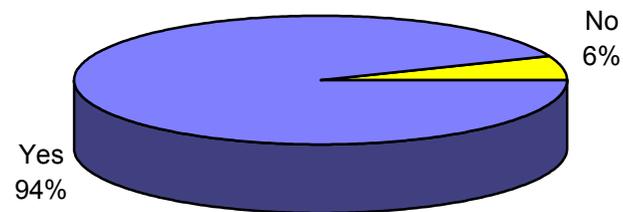
N=15



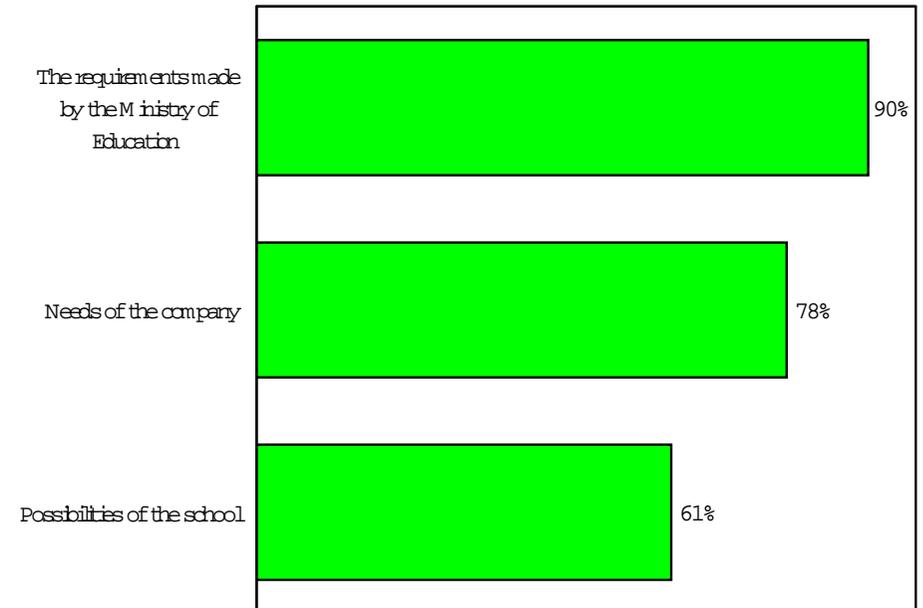
The existance/completion of school programs

% of all respondents

Current programs have been approved by the Ministry of Education

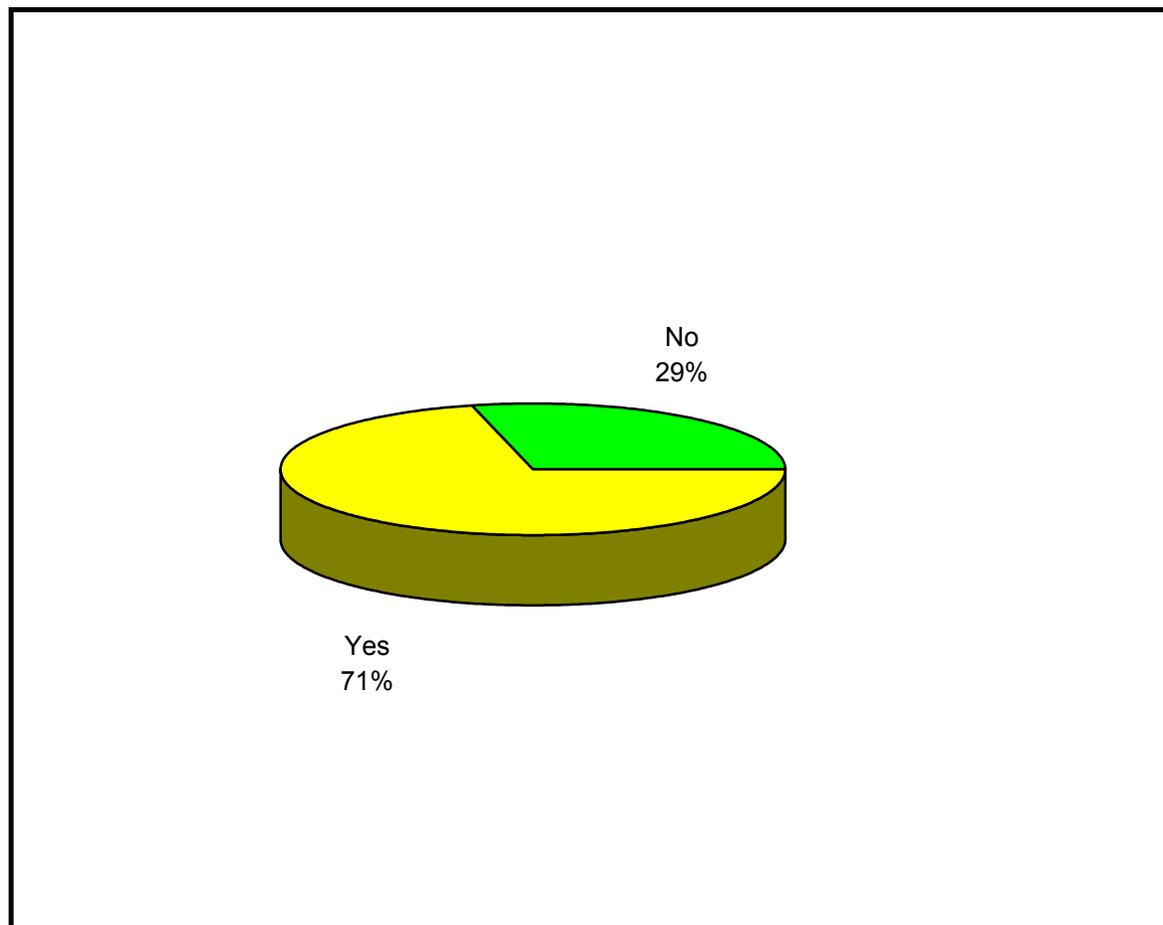


In putting together current programs, mainly have been taken into consideration ...



Importance of improving the general education of students...

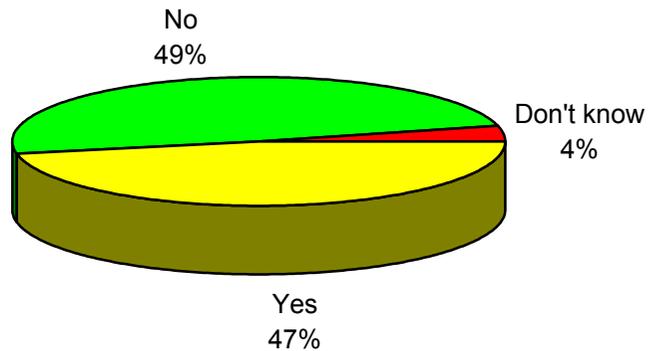
% of all respondents



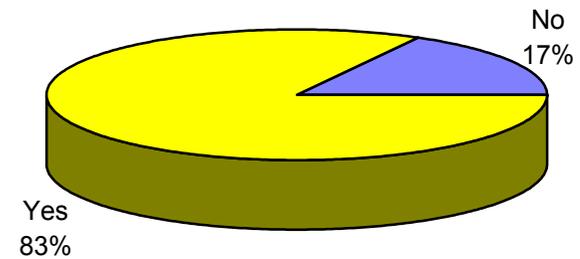
Cooperation possibilities with schools

% of all respondents

Cooperation possibilities in purpose of improvement of general education with some schools in your region

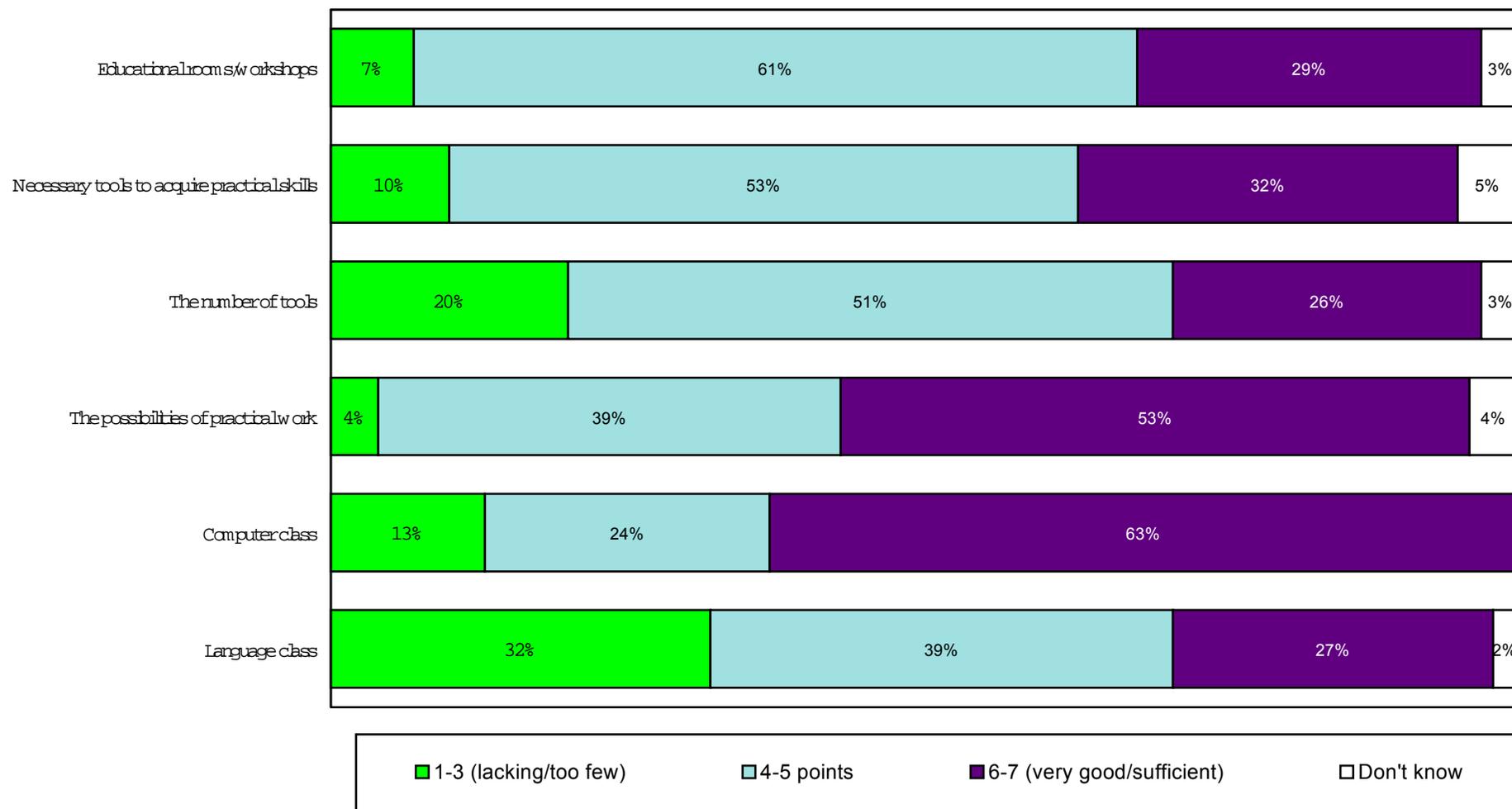


Possibilities for working together with some school in your area to introduce/teach some specialities in your school



Possibilities for acquiring job skills at school

% of all respondentst

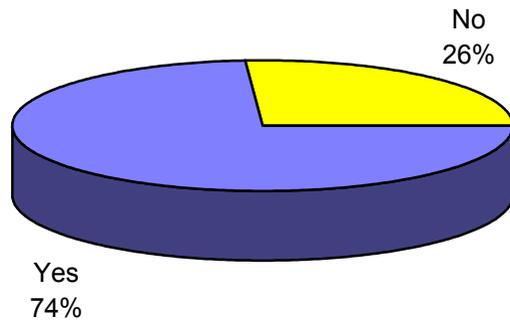


Offer services to clients for a fee

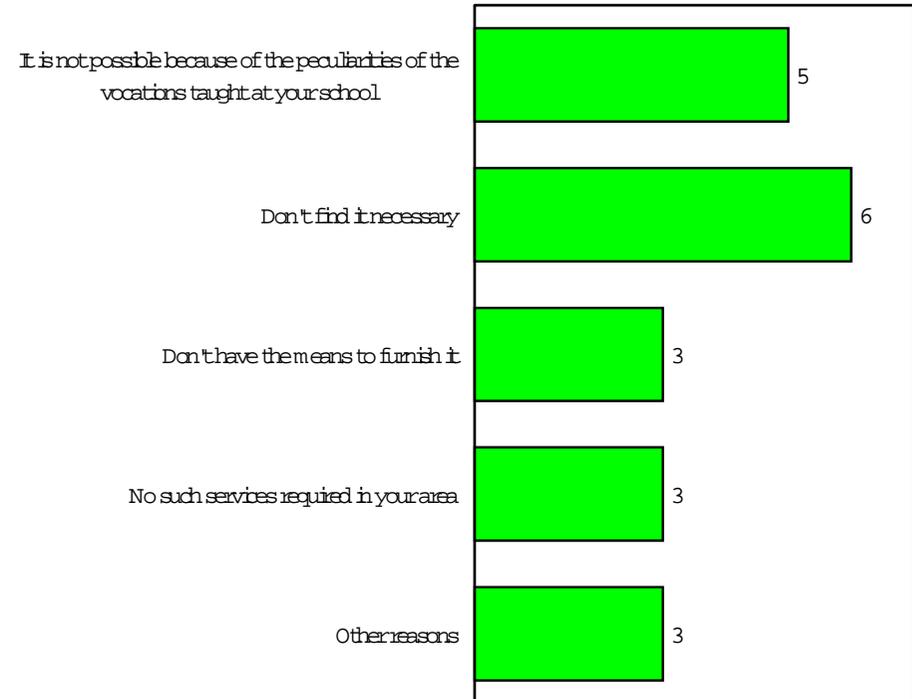
% of all respondents

N=20

School has educational class, where it is to work and offer services for a fee...

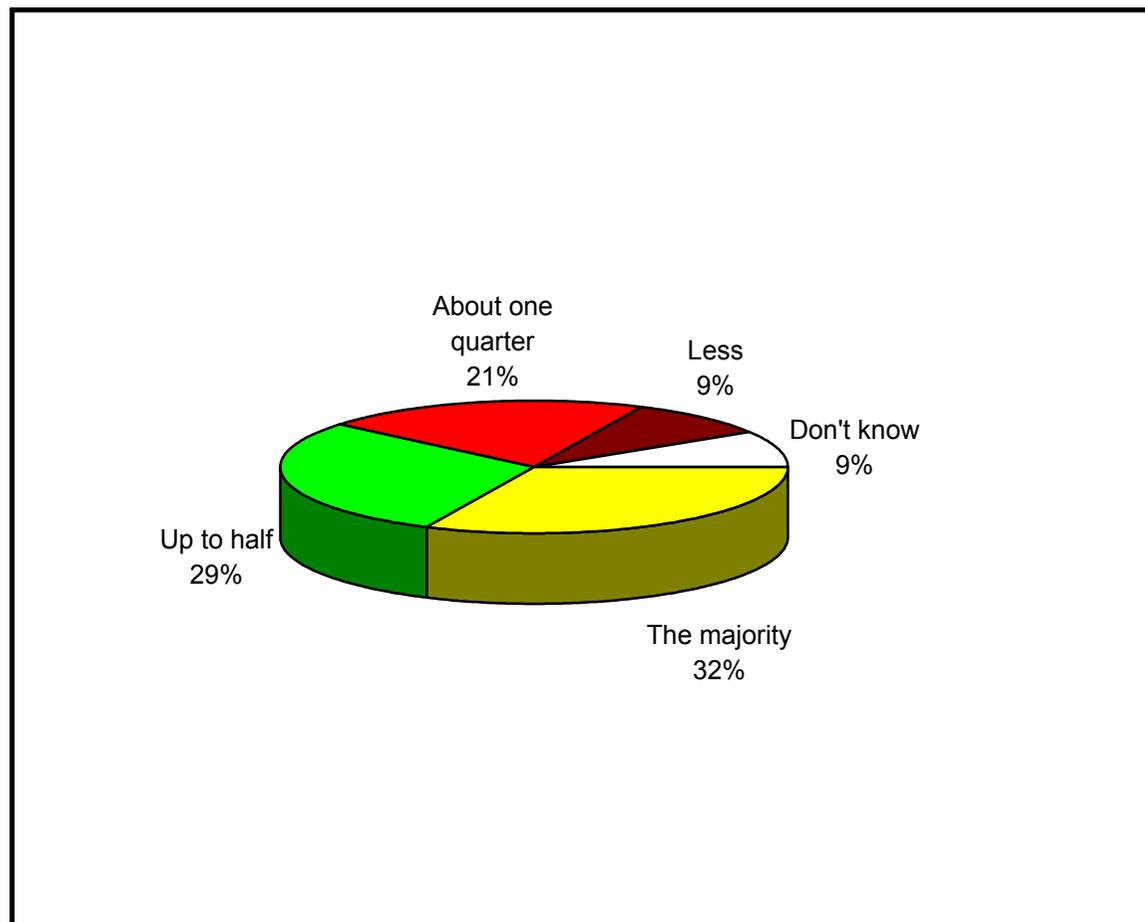


Reason for not having educational class



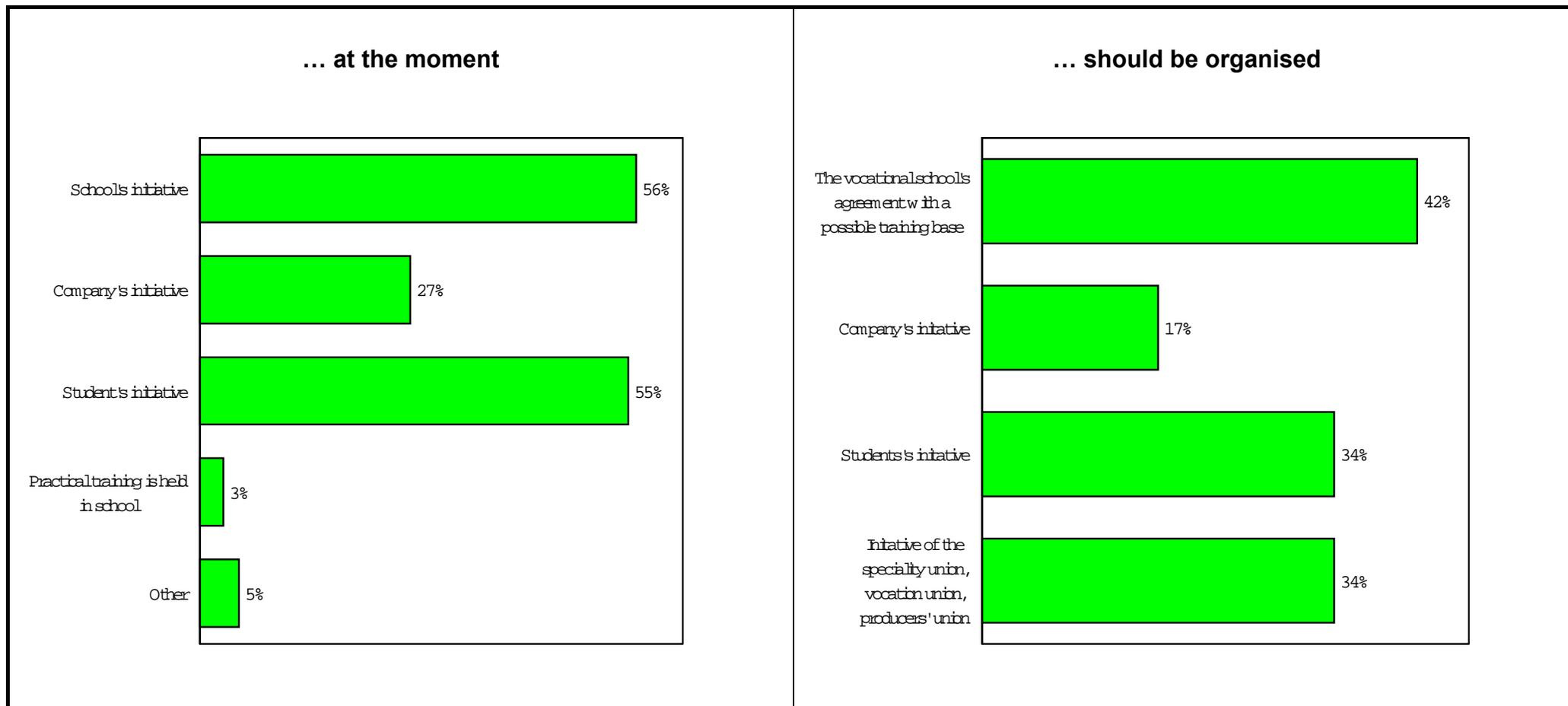
Graduates who are hired by those companies/firms where they have had practical training during their studies

% of all respondents



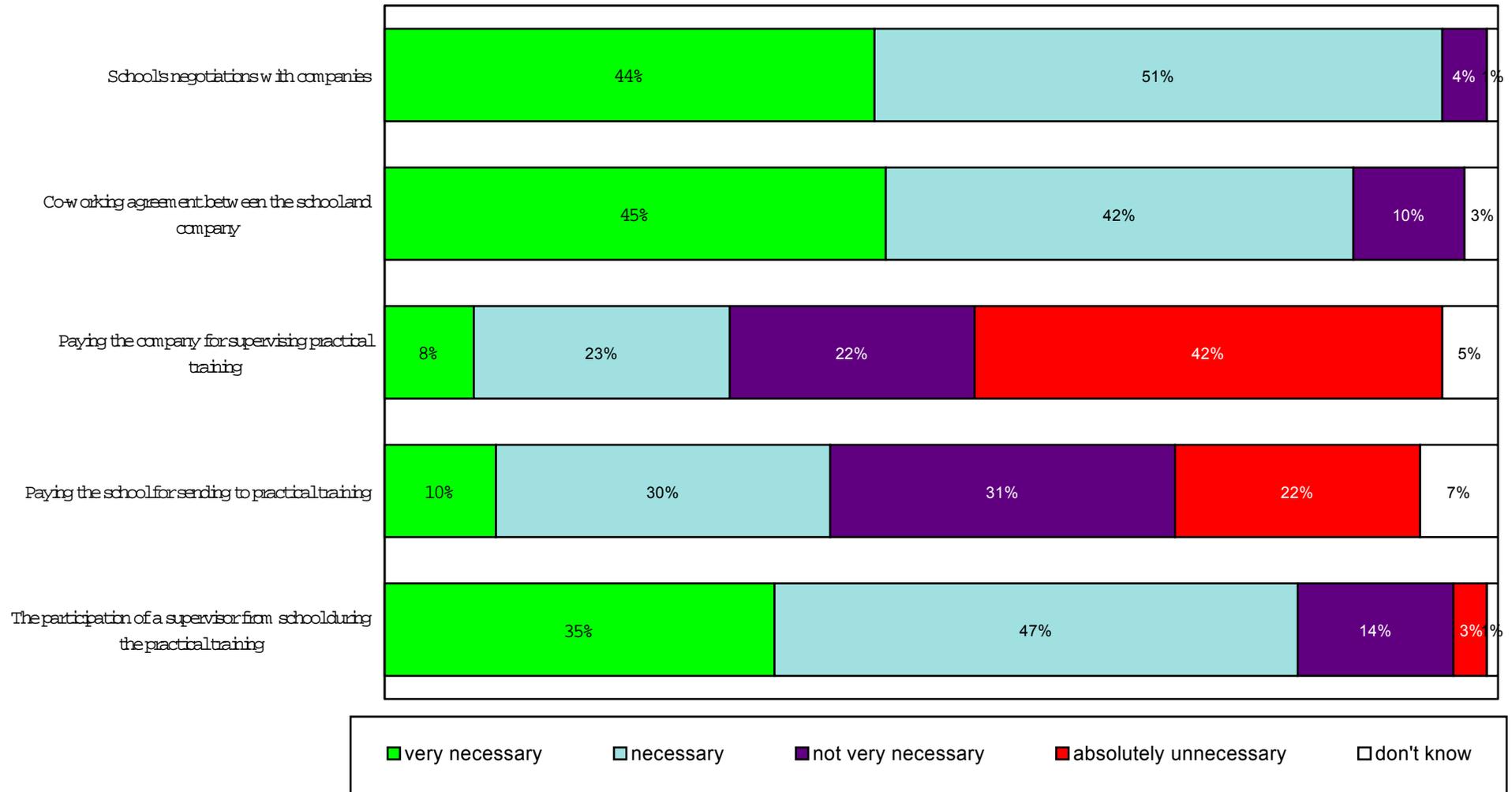
Finding the place for practical training...

% kõigist vastanuist



Importance of different factors in practice arrangements

% of all respondents

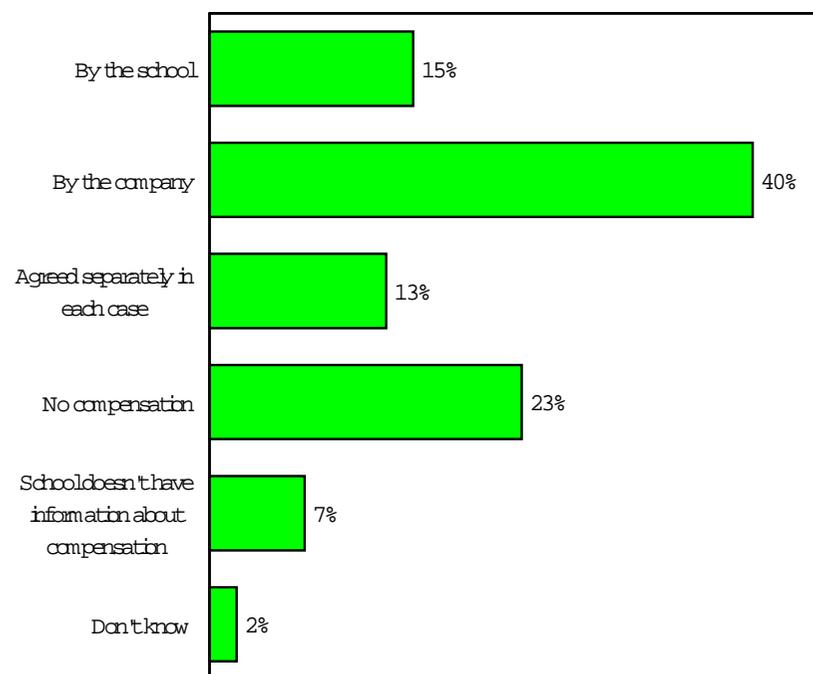


The compensation for supervising the practical training

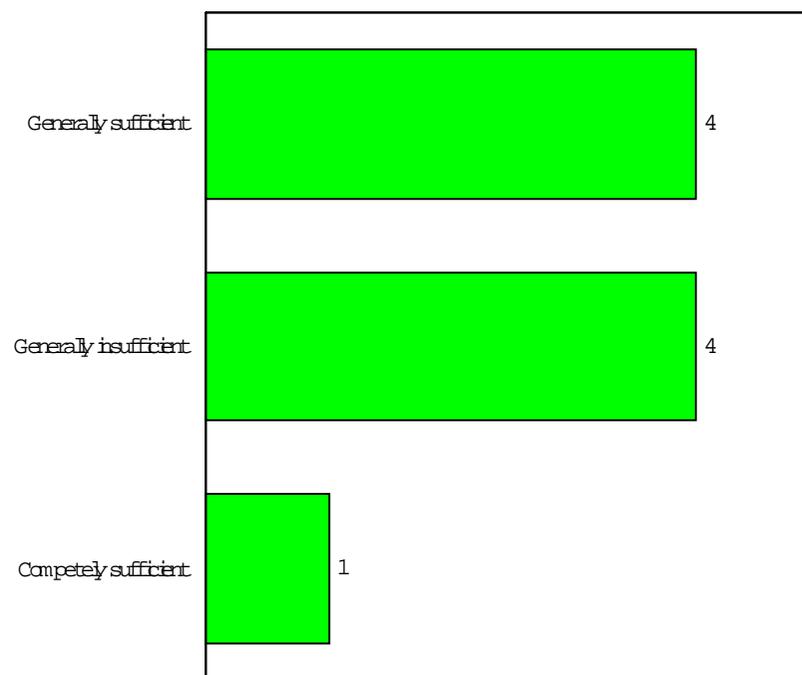
% of all respondents

N=9

Compensating companies' representative for supervising



The amount that is paid by the school for supervising is ...



Places for practical training

% of all respondents

N=60

The places for practical training for the specialities in your school are...

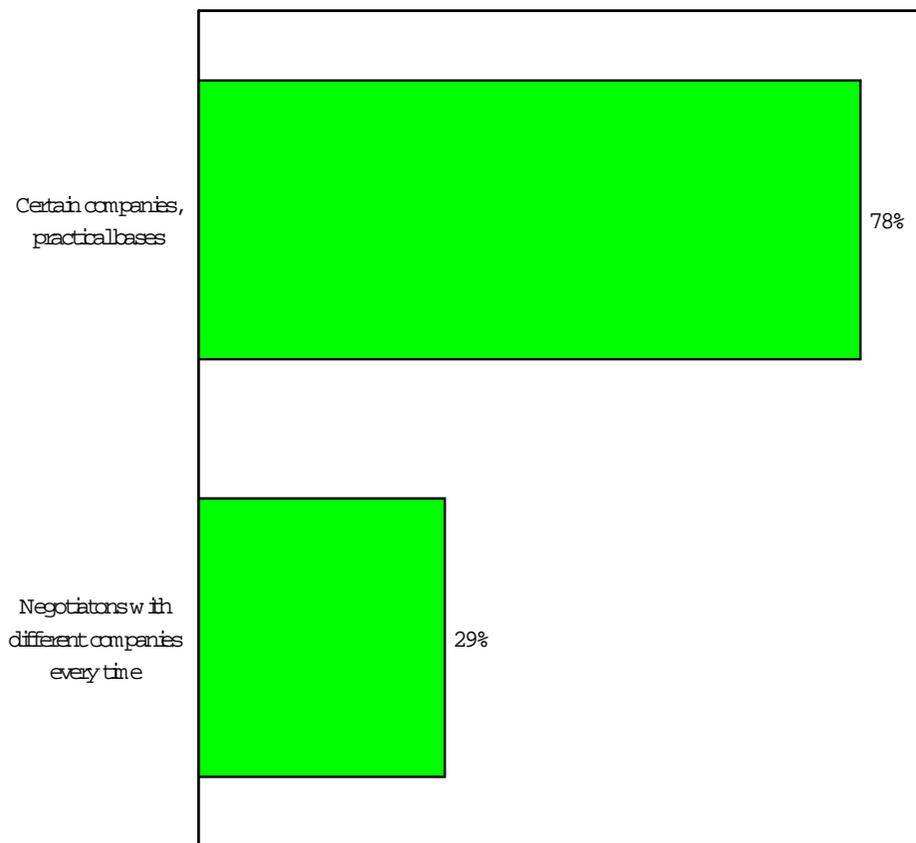
The companies that are the practical training bases for your school locate ...

Mainly the same
county/town, region

72%

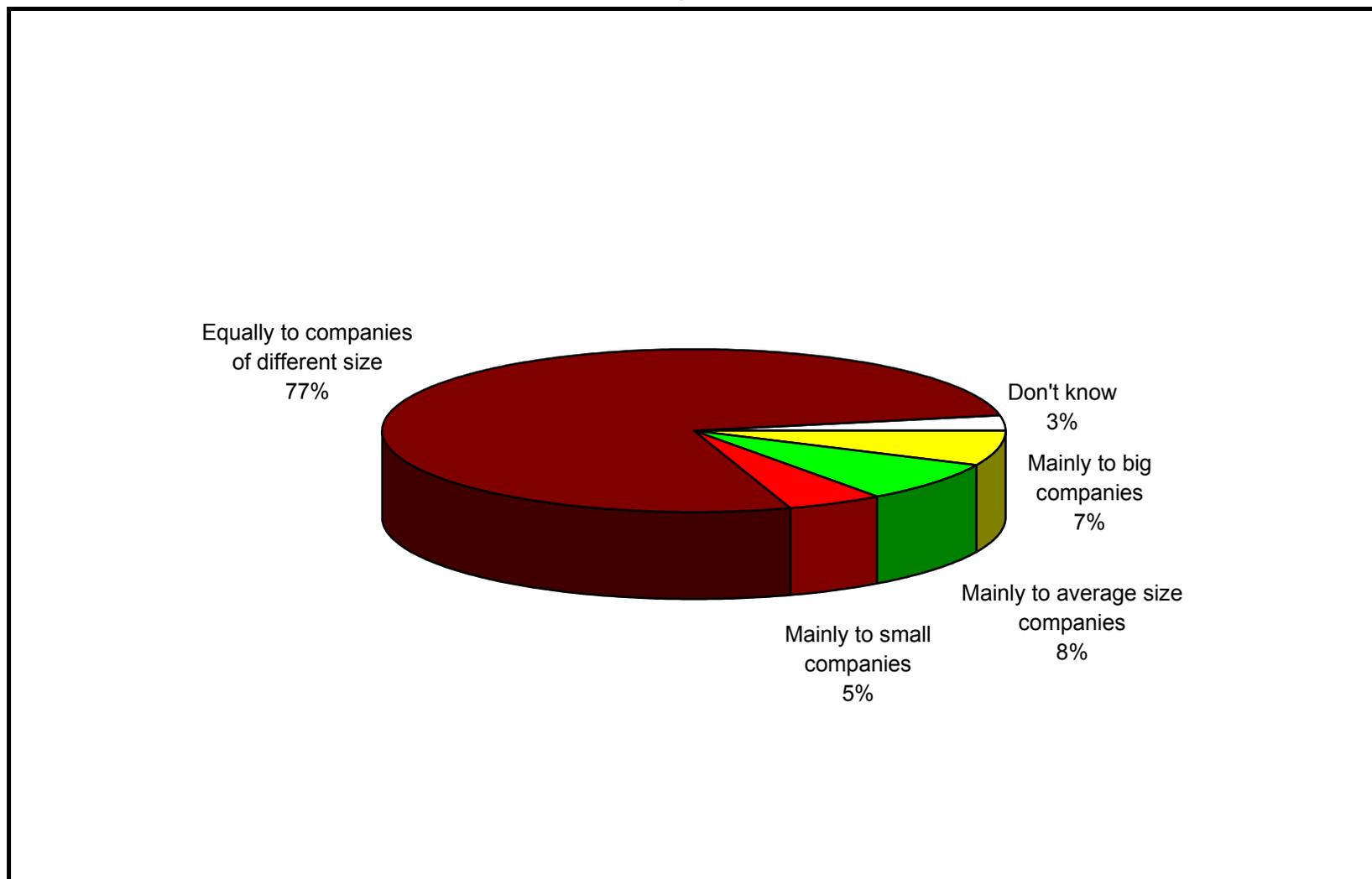
Futher

40%



Students are sent for practical training ...

% of all respondents

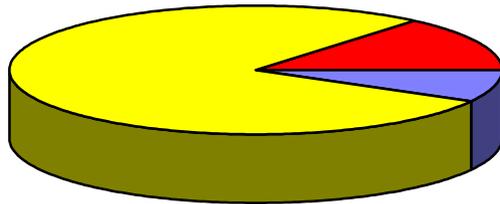


Tasks for practical training in a company

% of all respondents

For practical training in a company ...

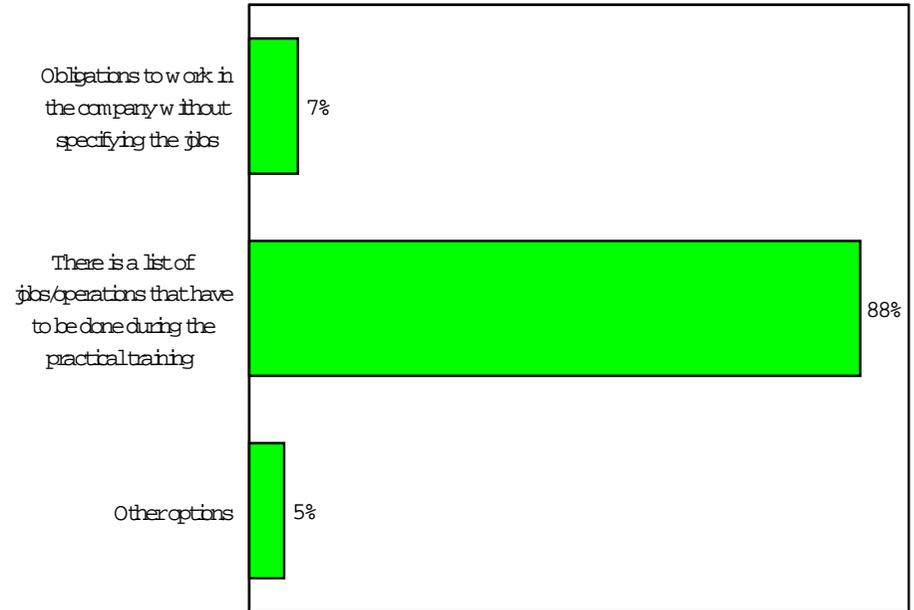
A trainee is given a special practical training task according to the program of the speciality
78%



Both options
14%

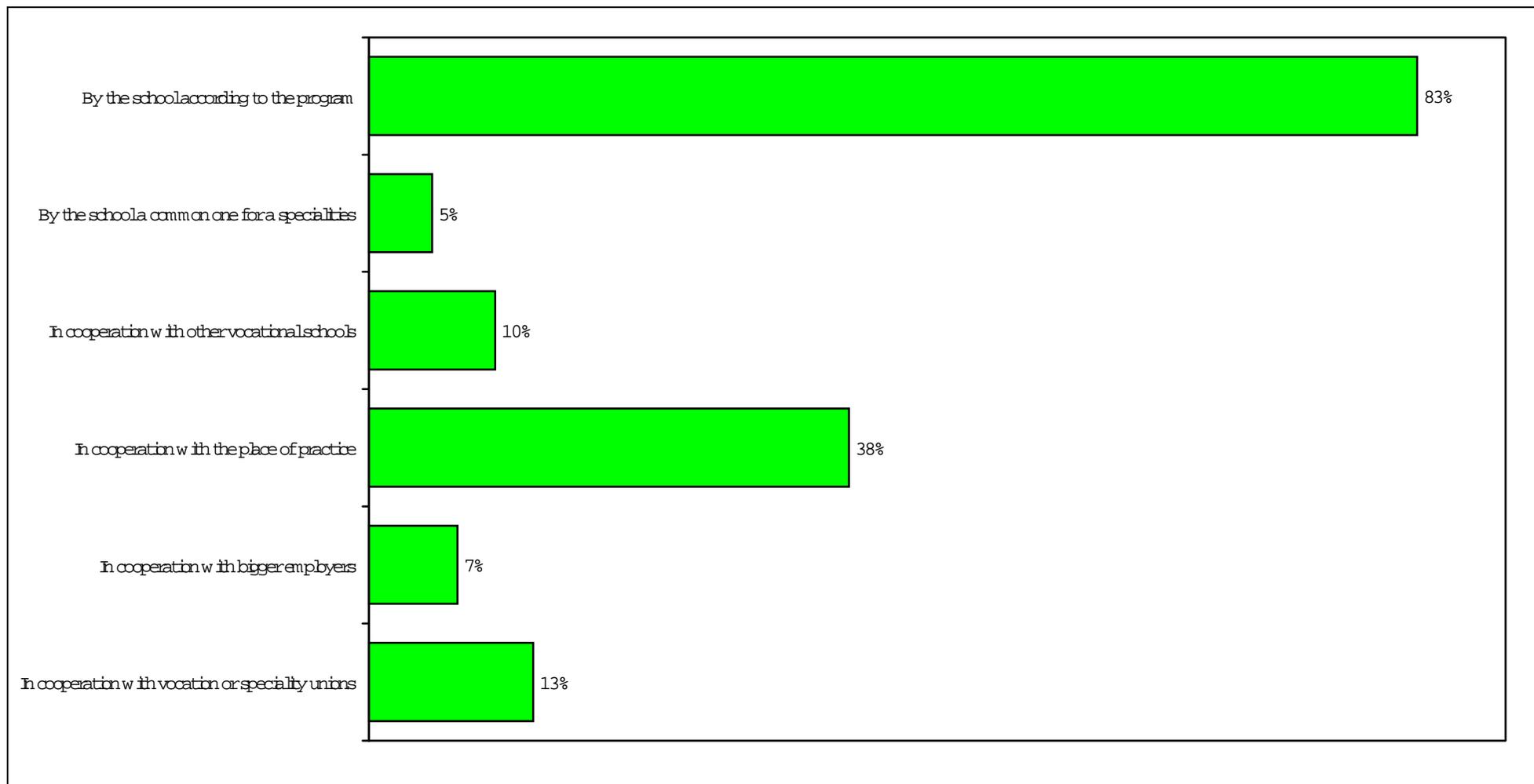
There is only one general practical training instruction
8%

Tasks for practical training in a company



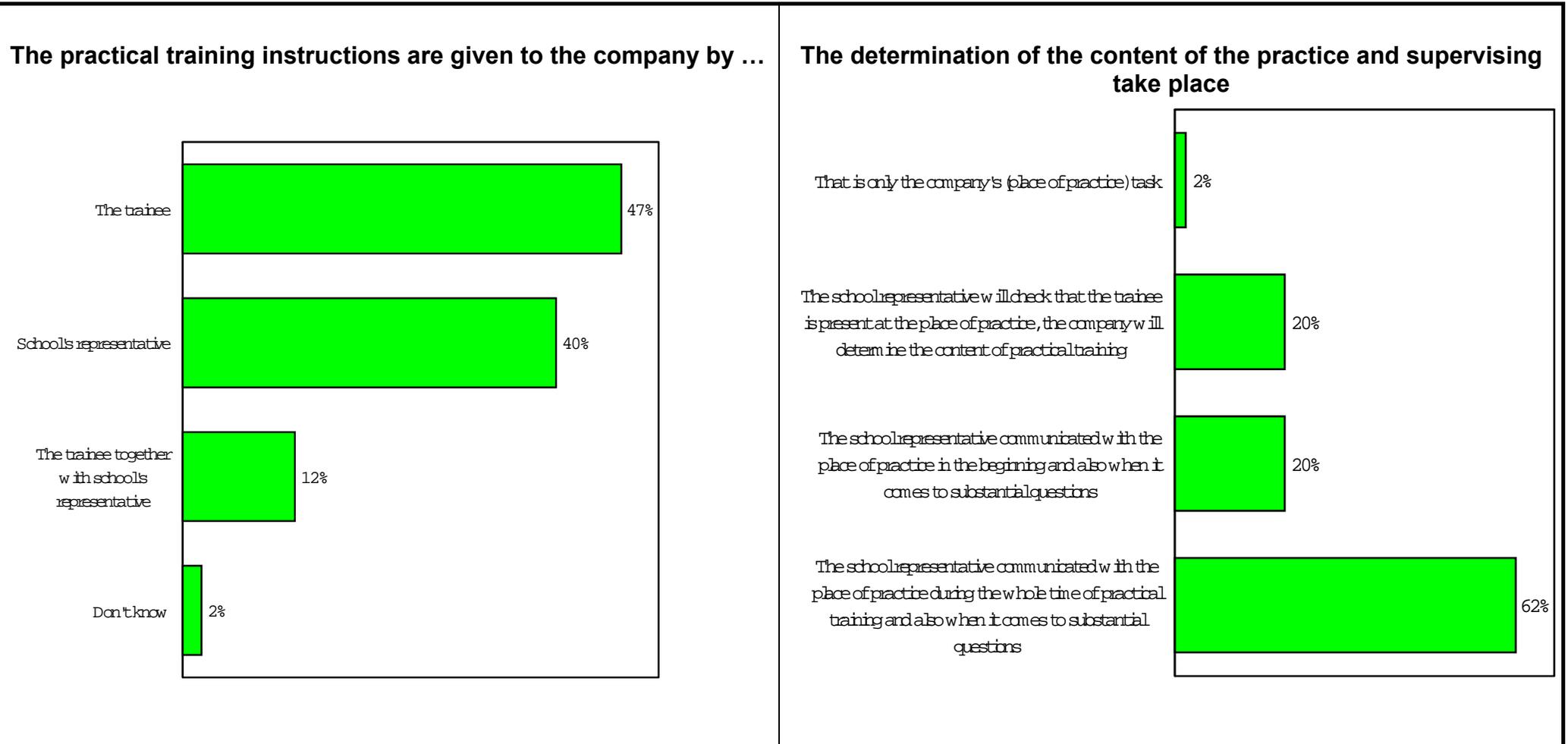
The practical training instructions/tasks have been put together ...

% of all respondents



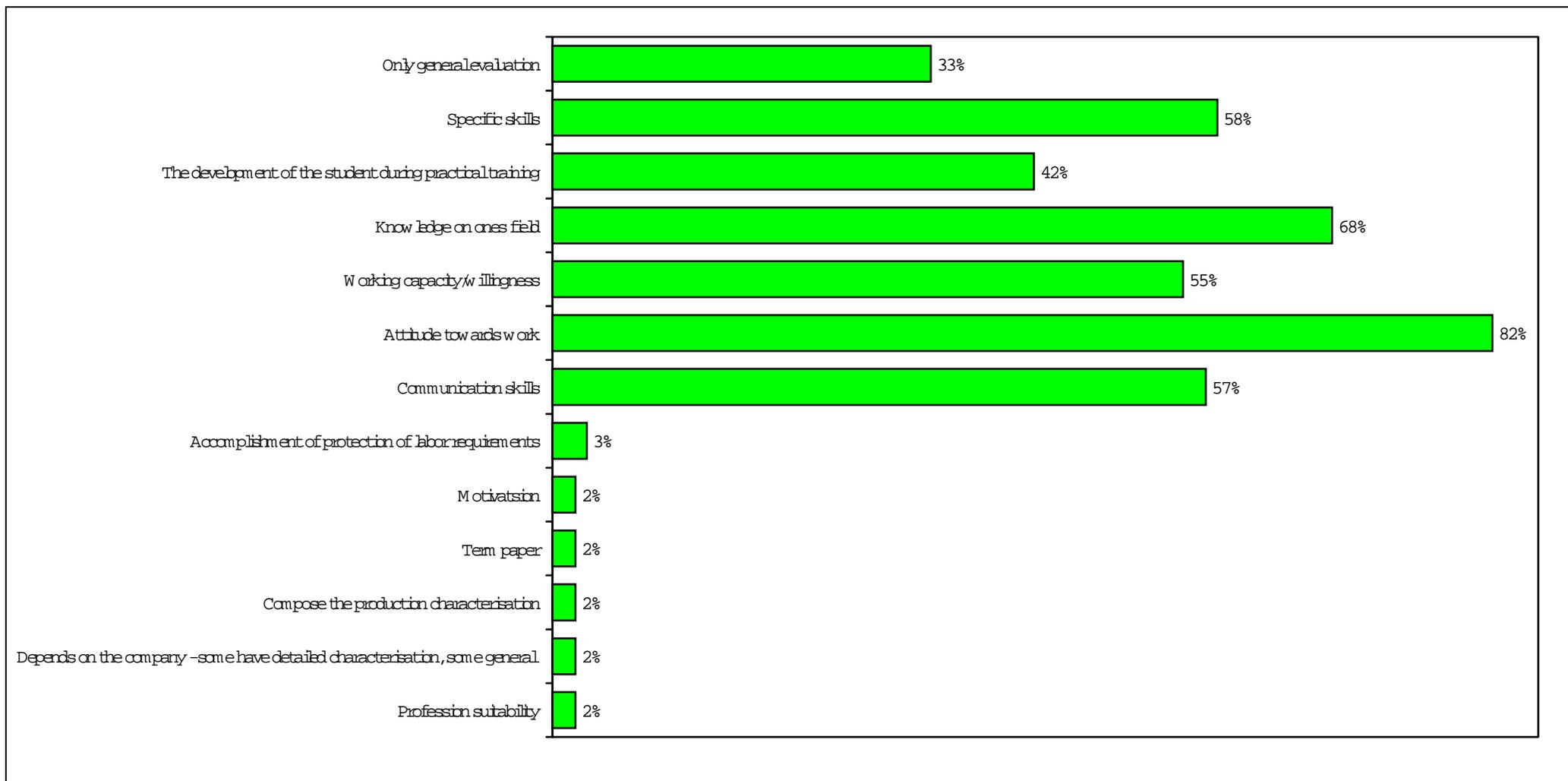
The practical training instruction forwarding, the determination of content of the practice and its supervising

% of all respondents



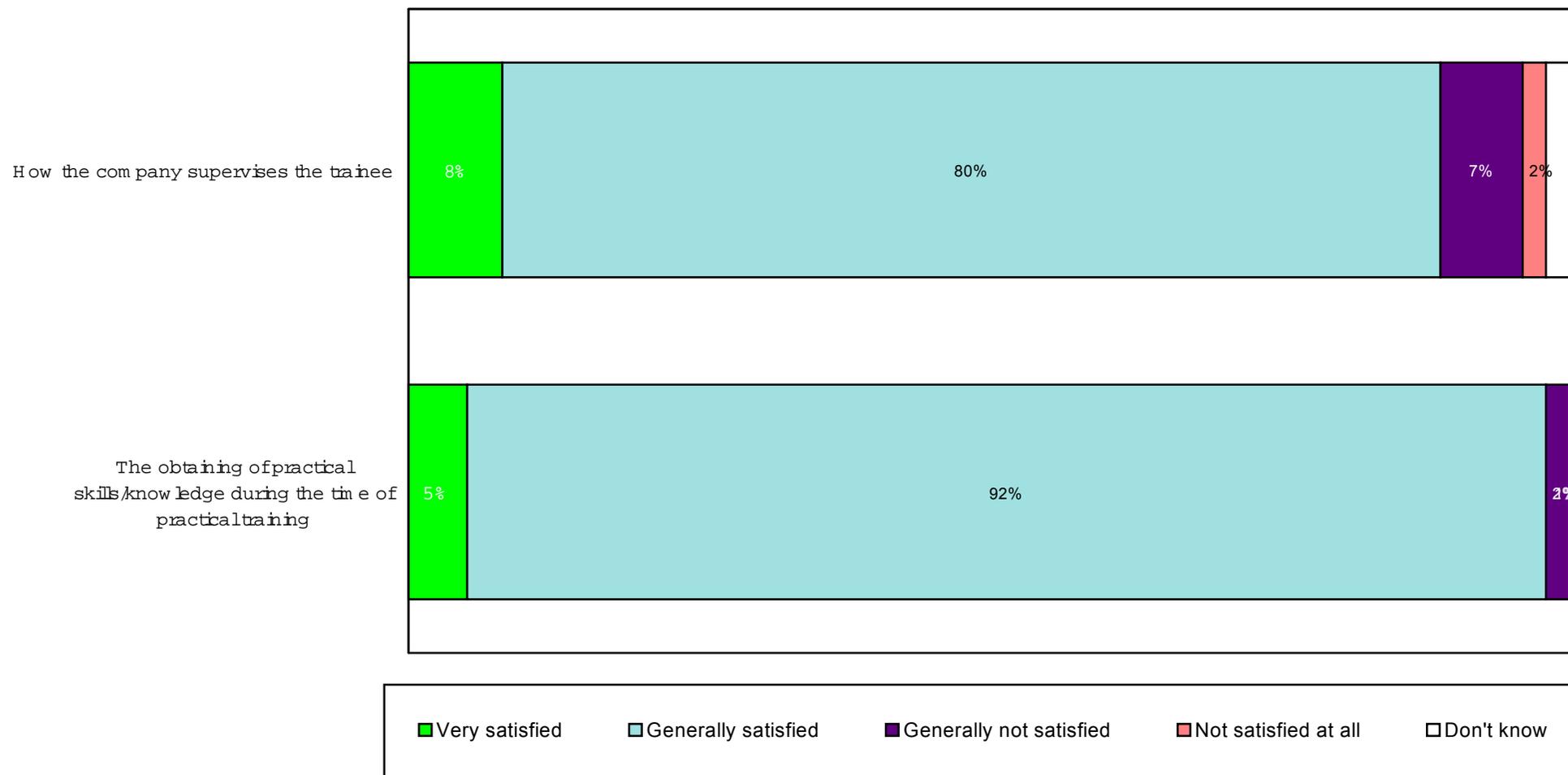
The practical training evaluation in the company

% of all respondents



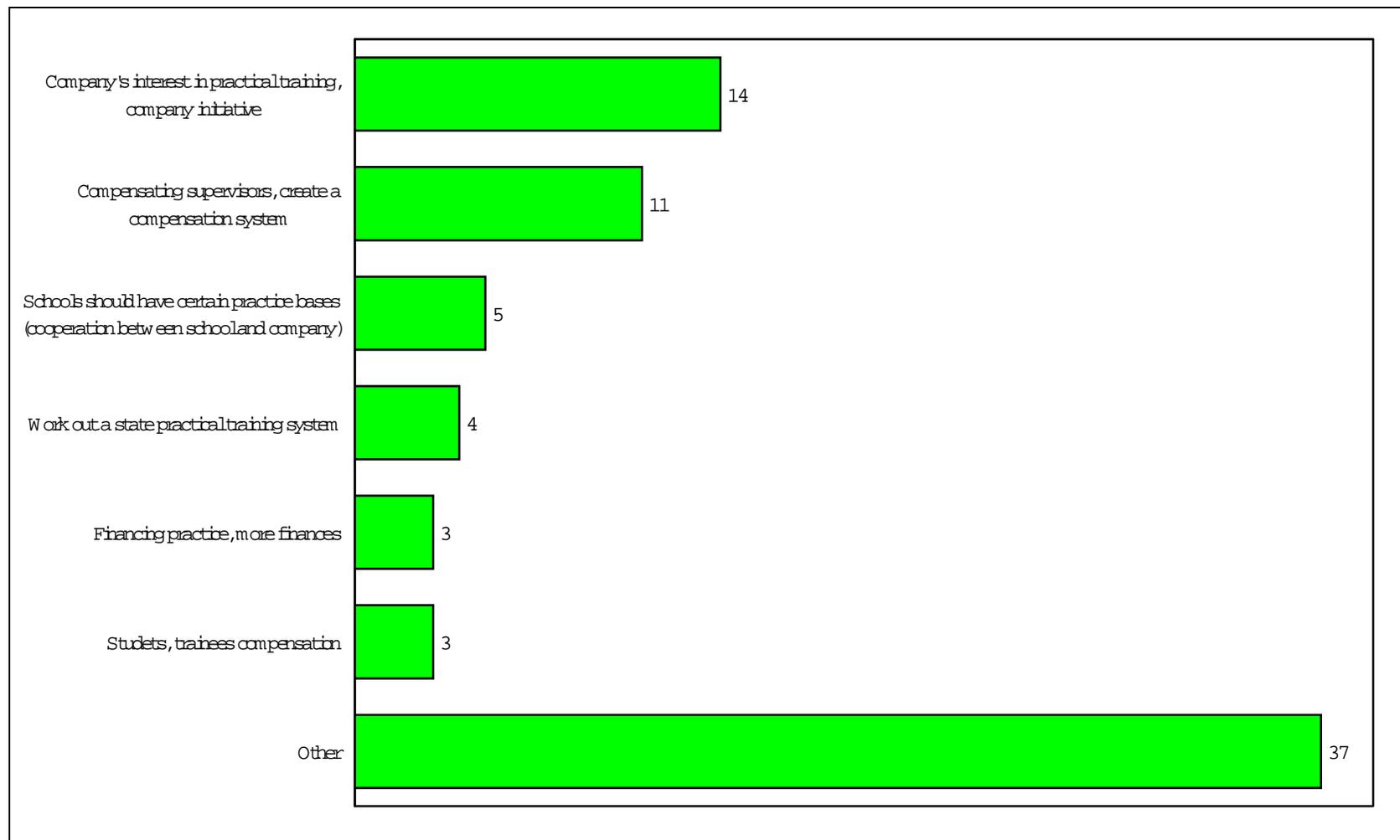
Satisfaction with different aspects of the practical training in a company

% of all respondents



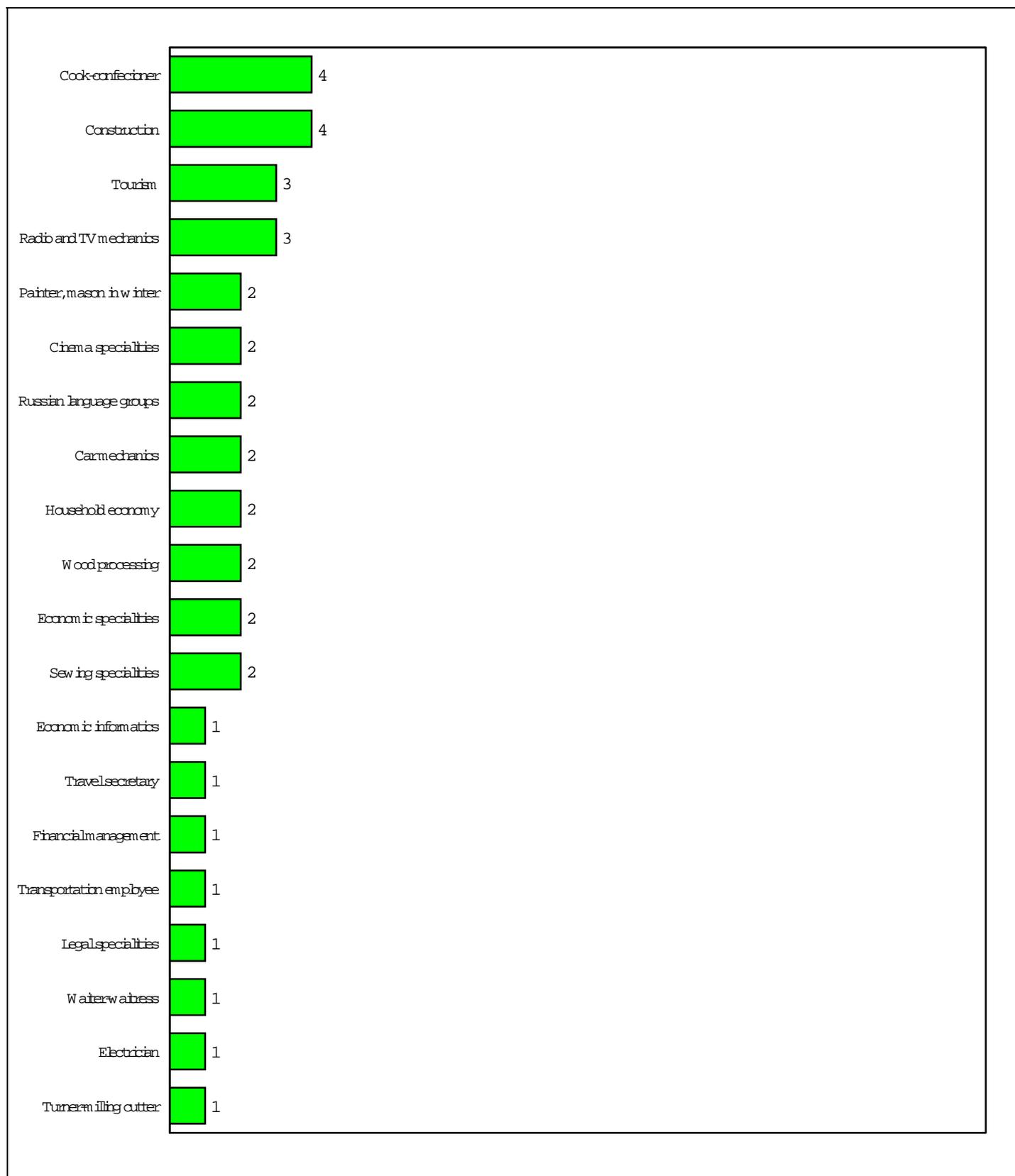
Changes in practical training arrangement

N=77



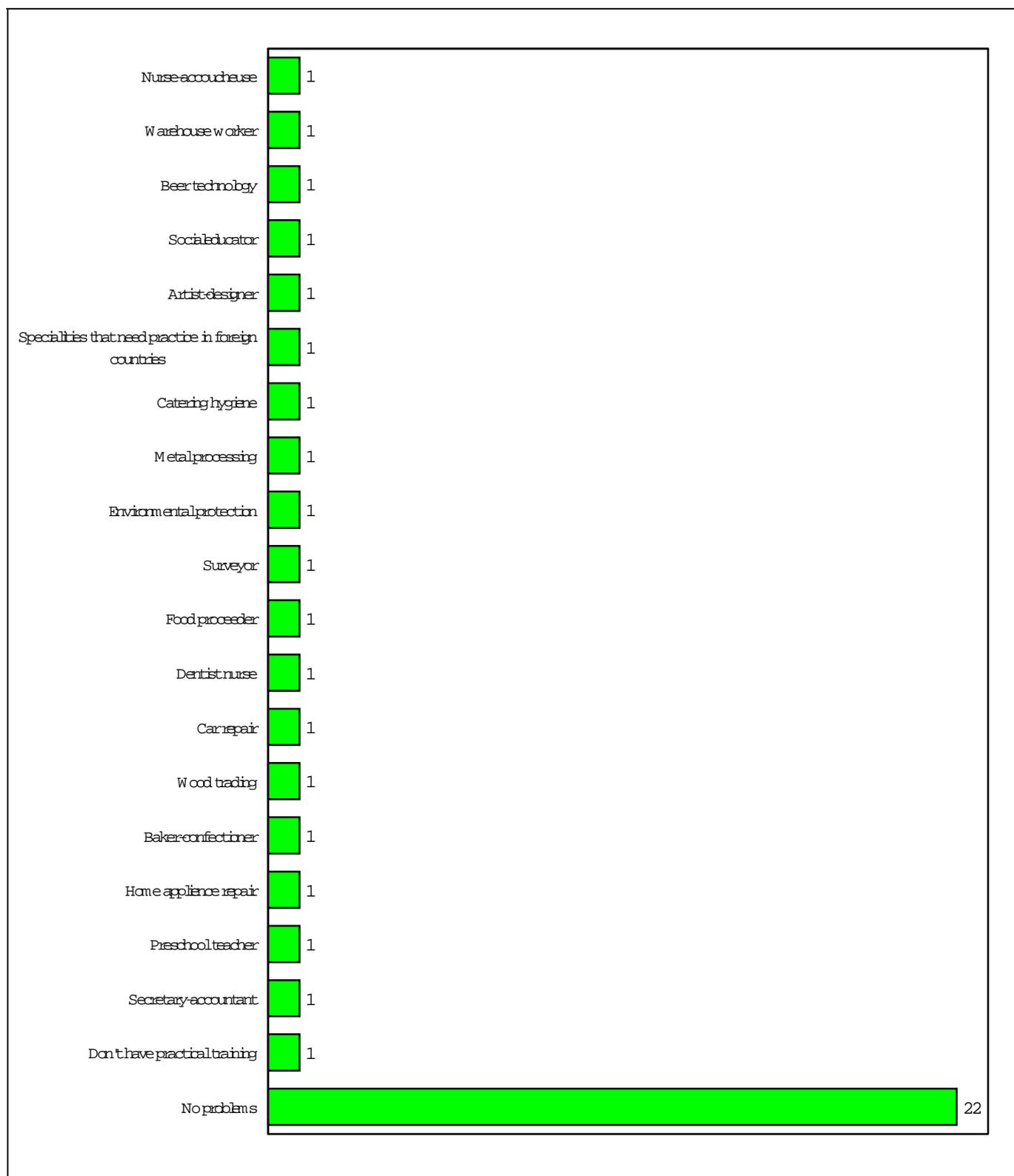
Specialities, with problems in practice regulations

N=77



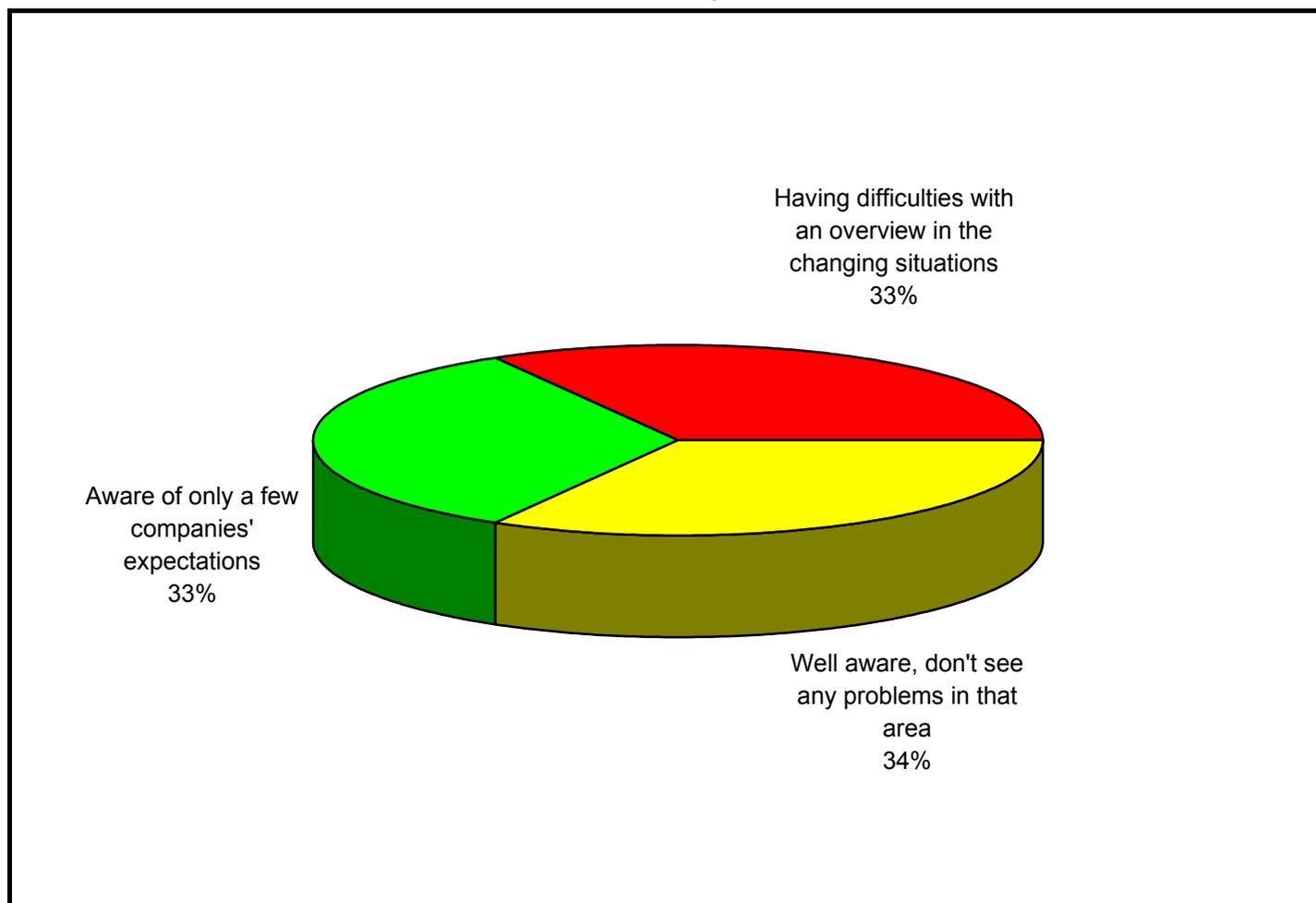
Specialities, with problems in practice regulations

N=77

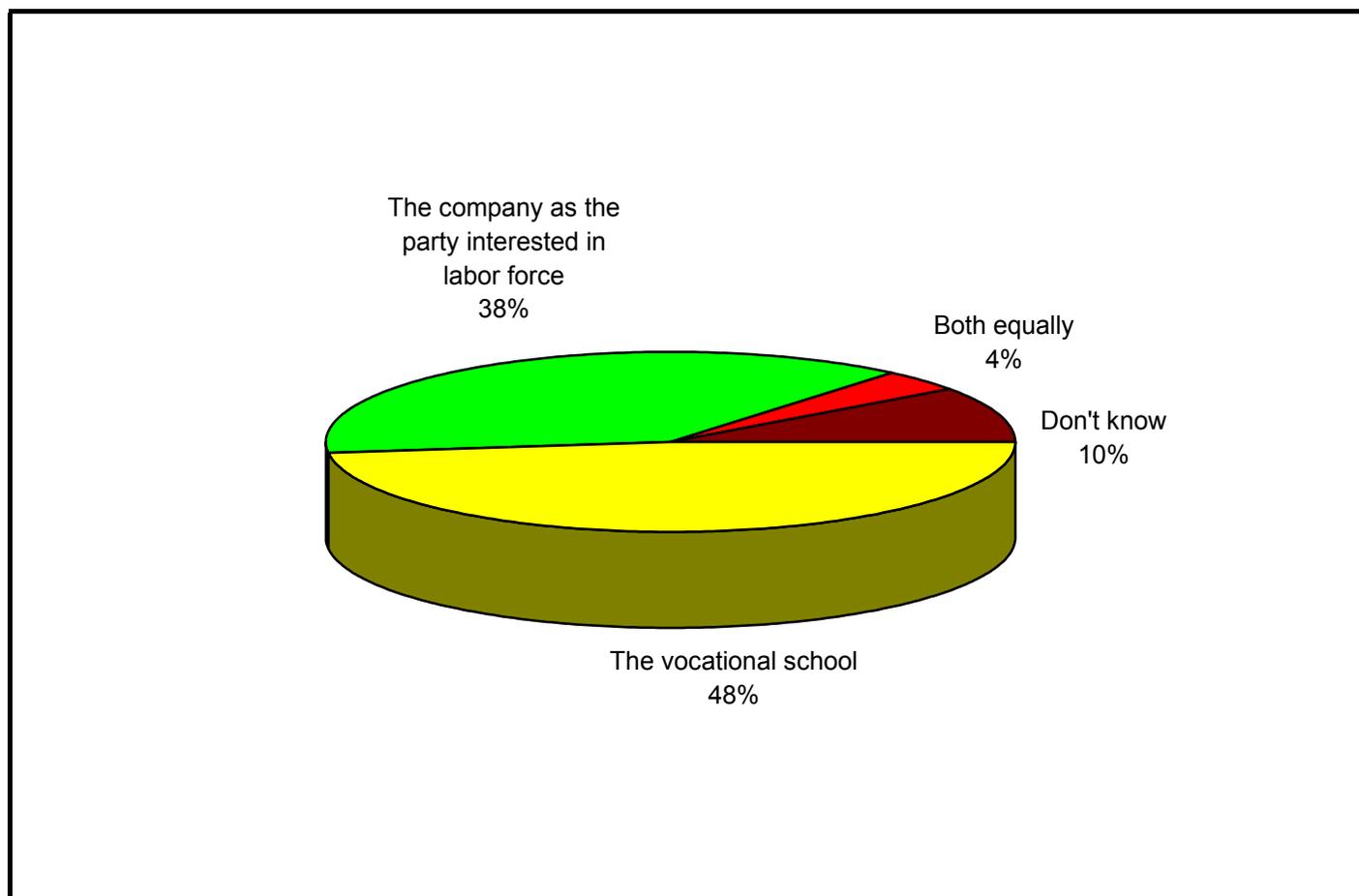


Awareness of the companies requirements/expectations

% of all respondents

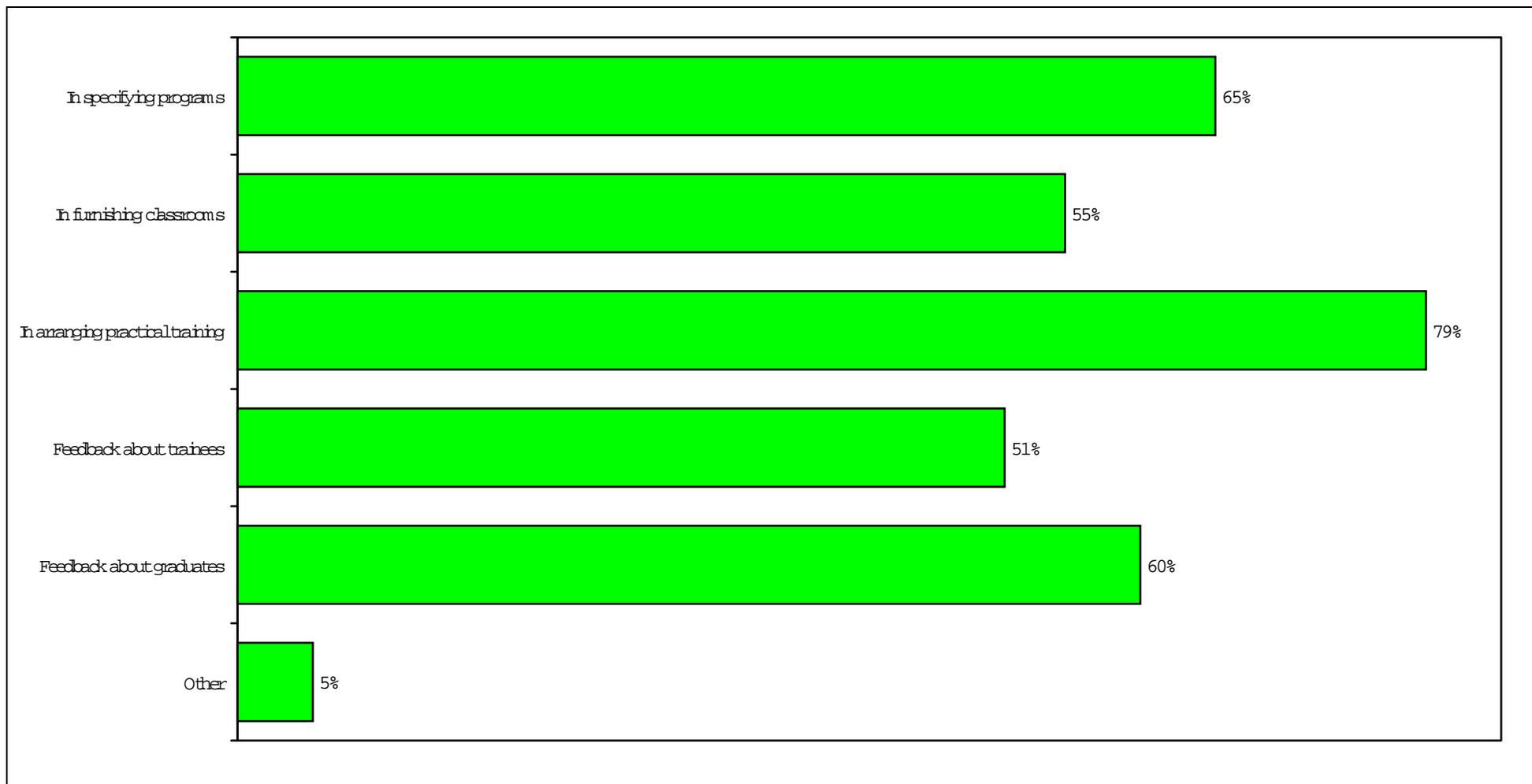


In relationship SCHOOL - COMPANY, the more active party should be ... % of all respondents



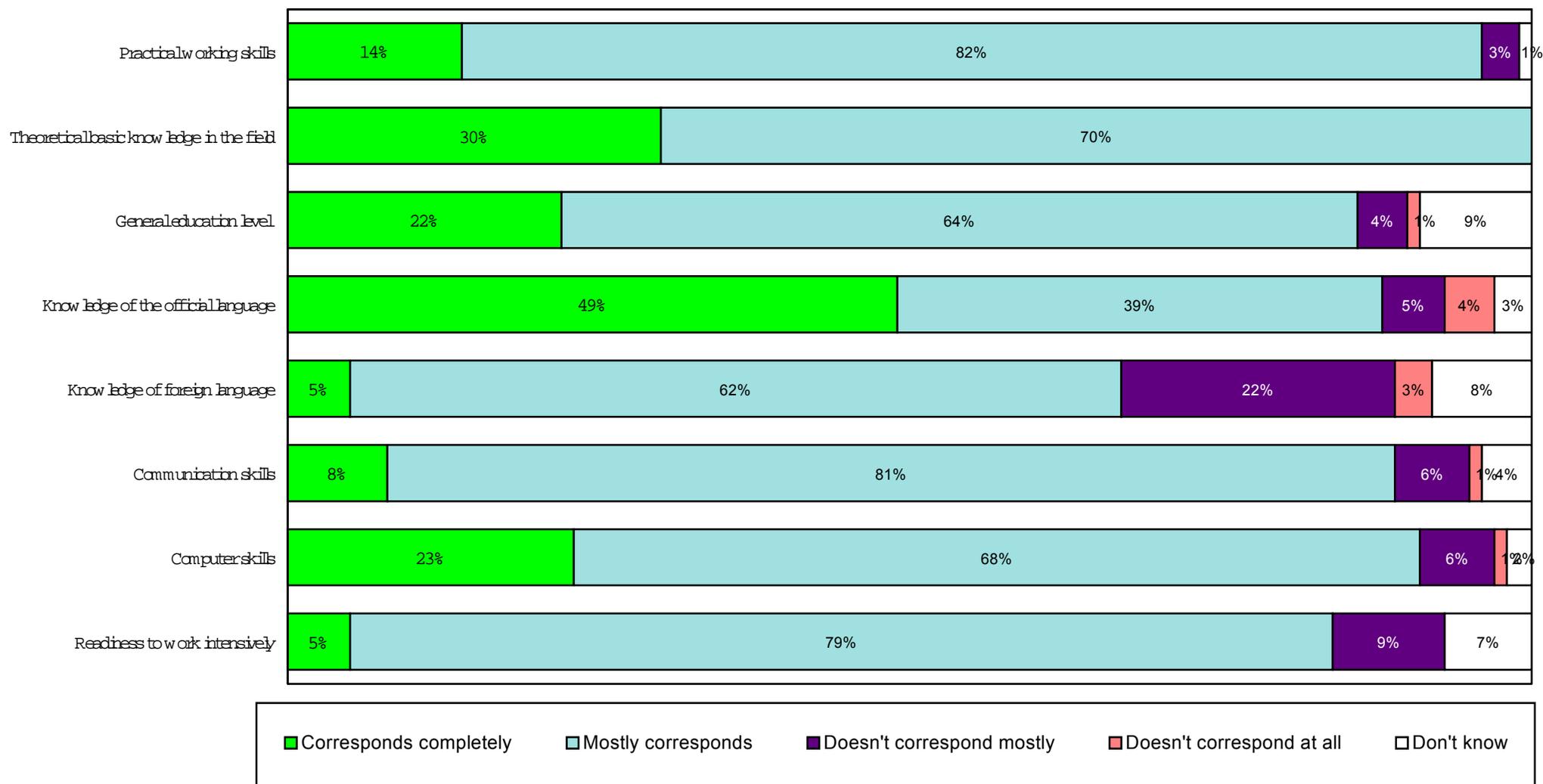
Cooperation with the company

% of all respondents



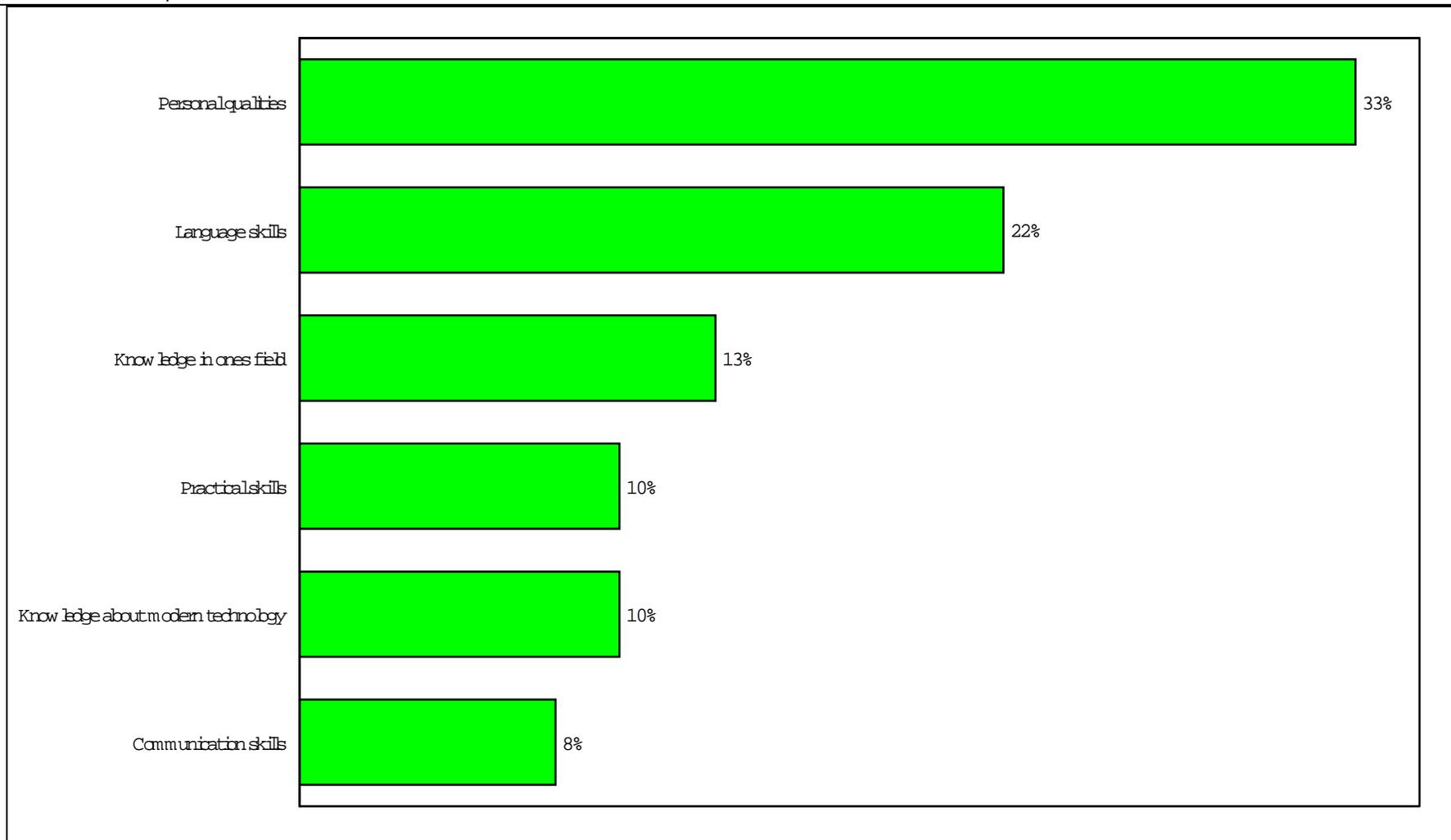
Graduators correspondance to employers desires in skills/qualities

% of all respondents



Knowledge/skills/qualities, in which the graduates could use the most improvements

% of all respondents

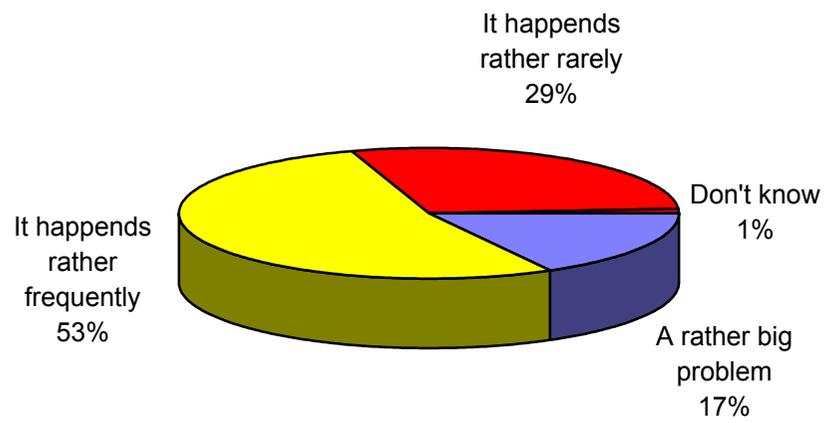


Dropping out of schools and its reasons

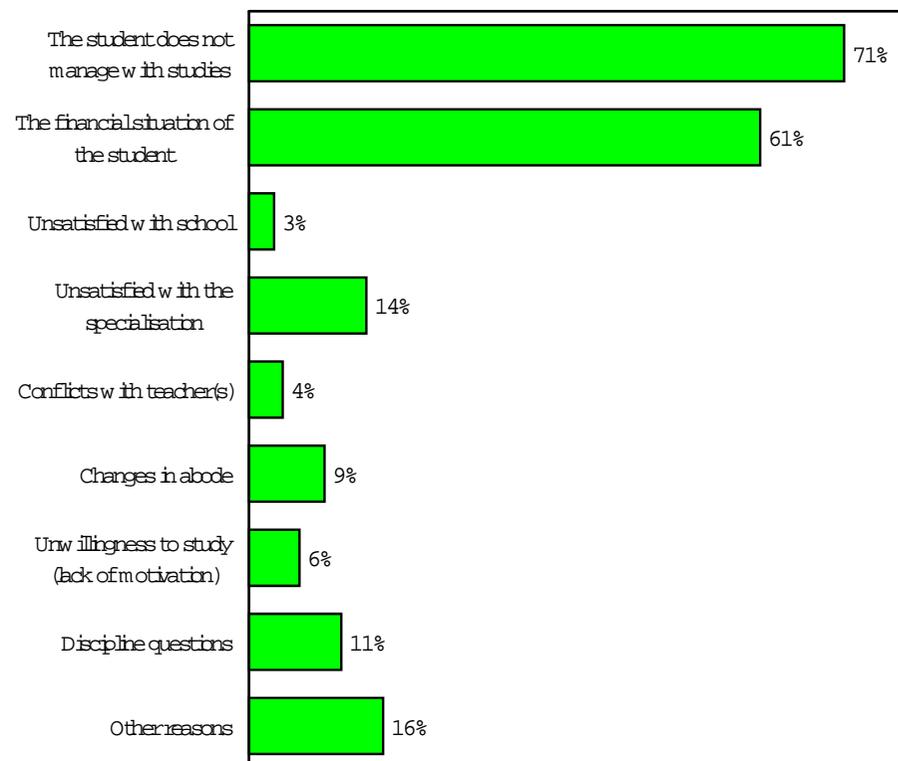
% of all respondents



Dropping out of school during the courses

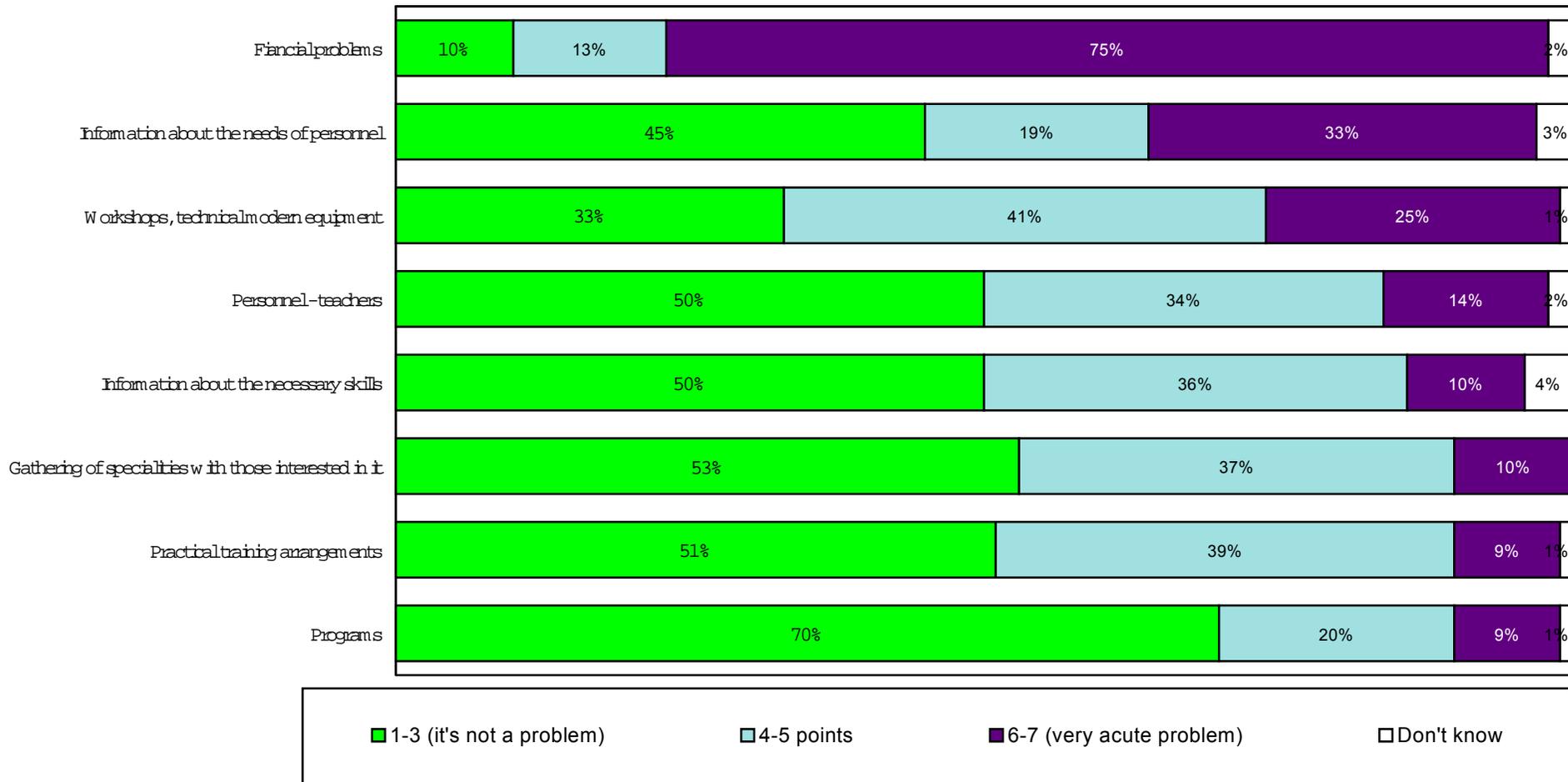


Reasons for dropping out of school



Acuteness of different problems in guaranteeing vocational training

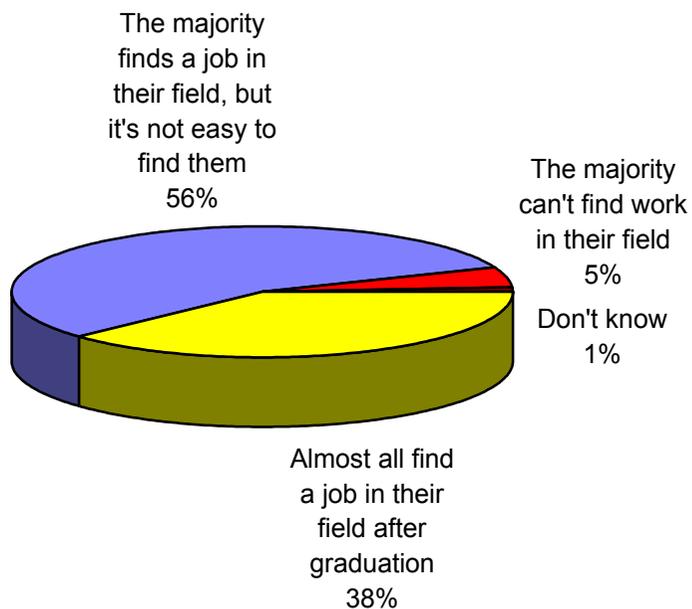
% of all respondents



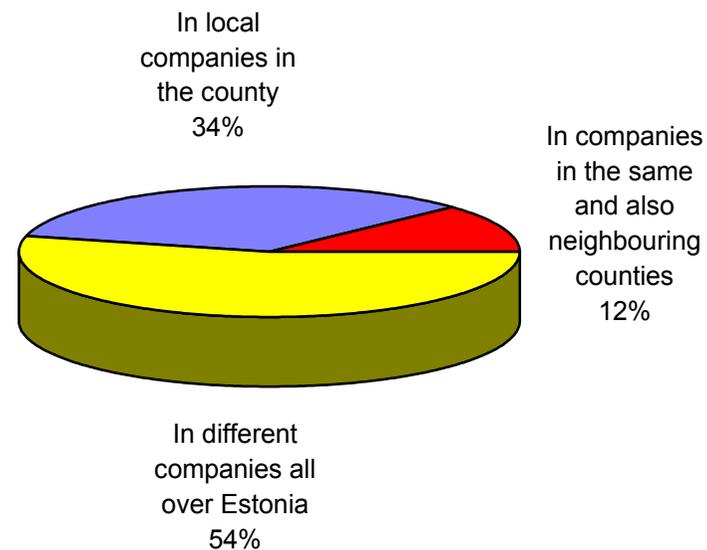
Graduates finding jobs

% of all respondents

Finding a job in their field ...

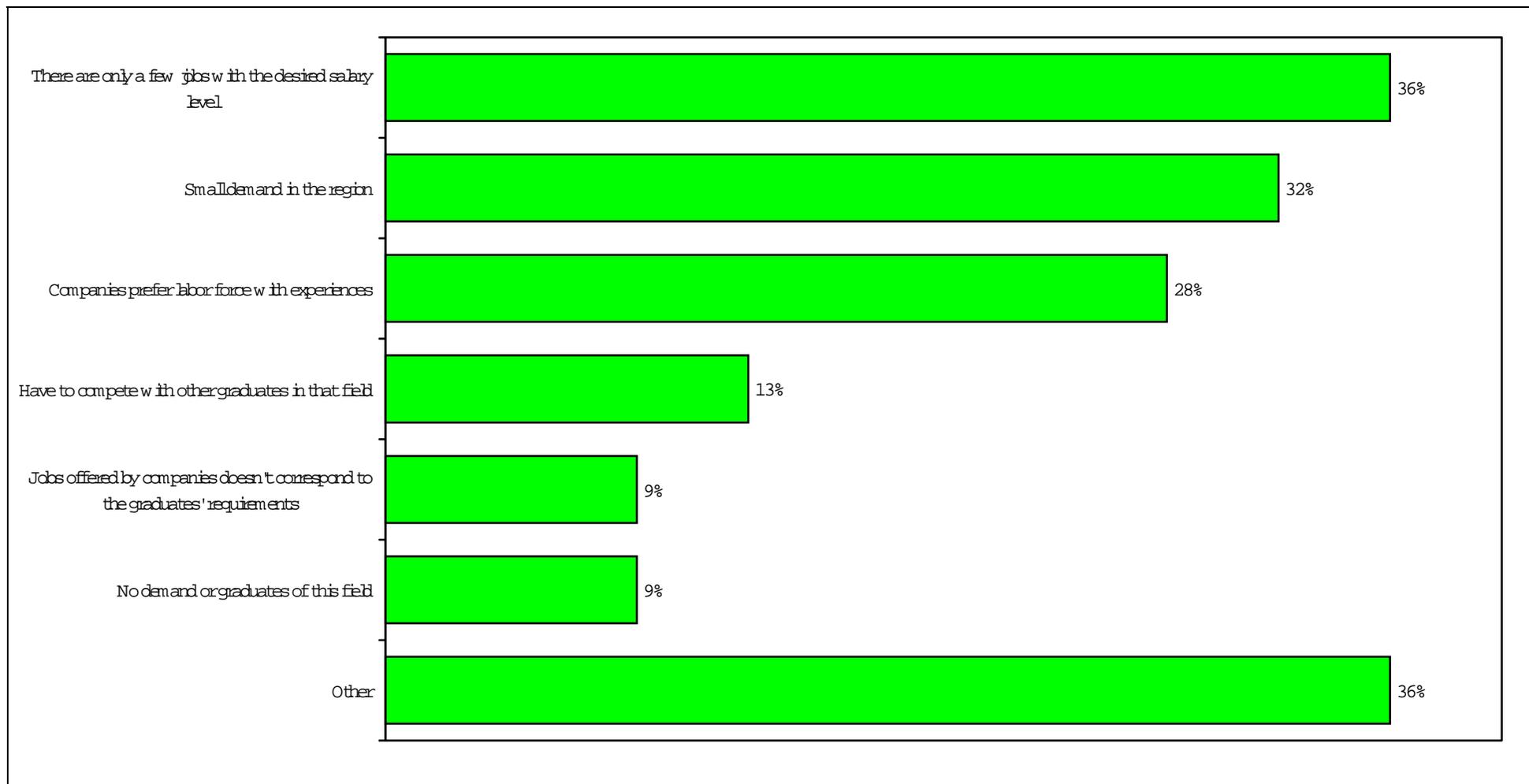


Graduates find job ...



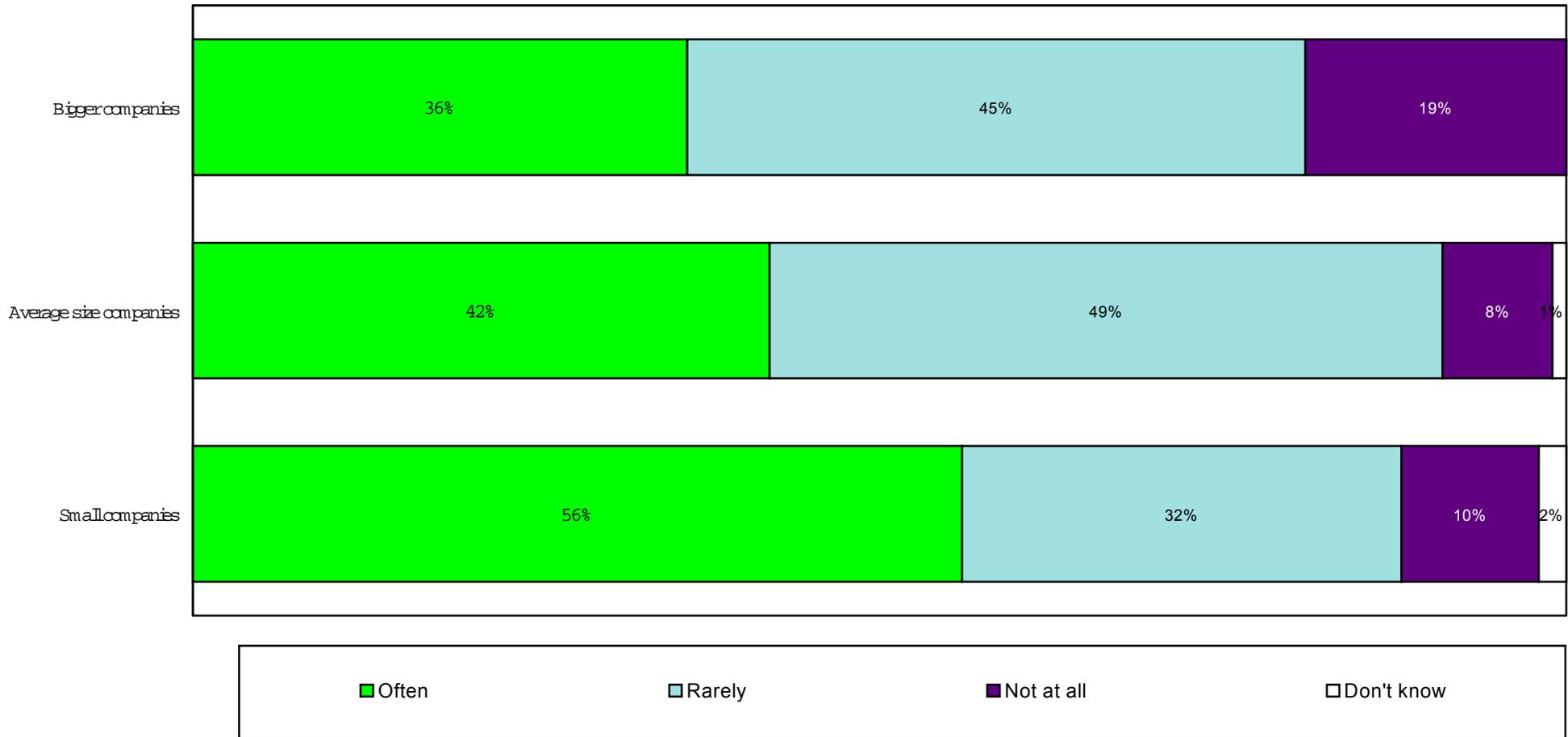
Fcators that aggravation finding jobs

N=47



Companies turn to the vocational schools to find skilled workers

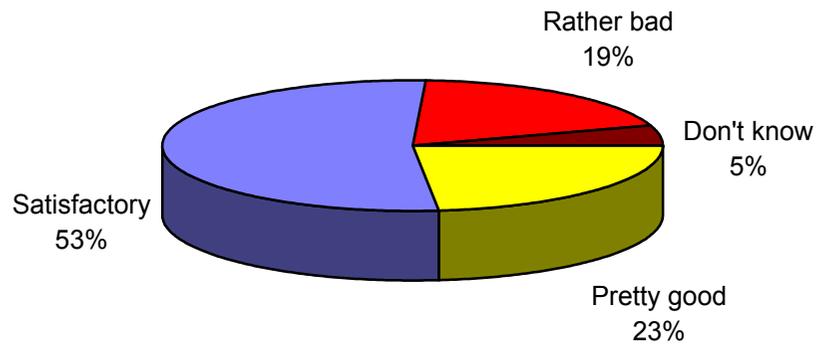
% of all respondents



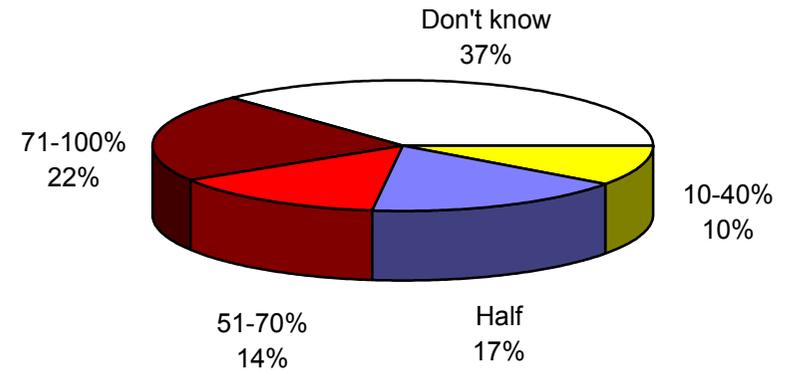
Overview of the futher state of graduates

% of all respondents

Inormation about the futher state of graduates ..

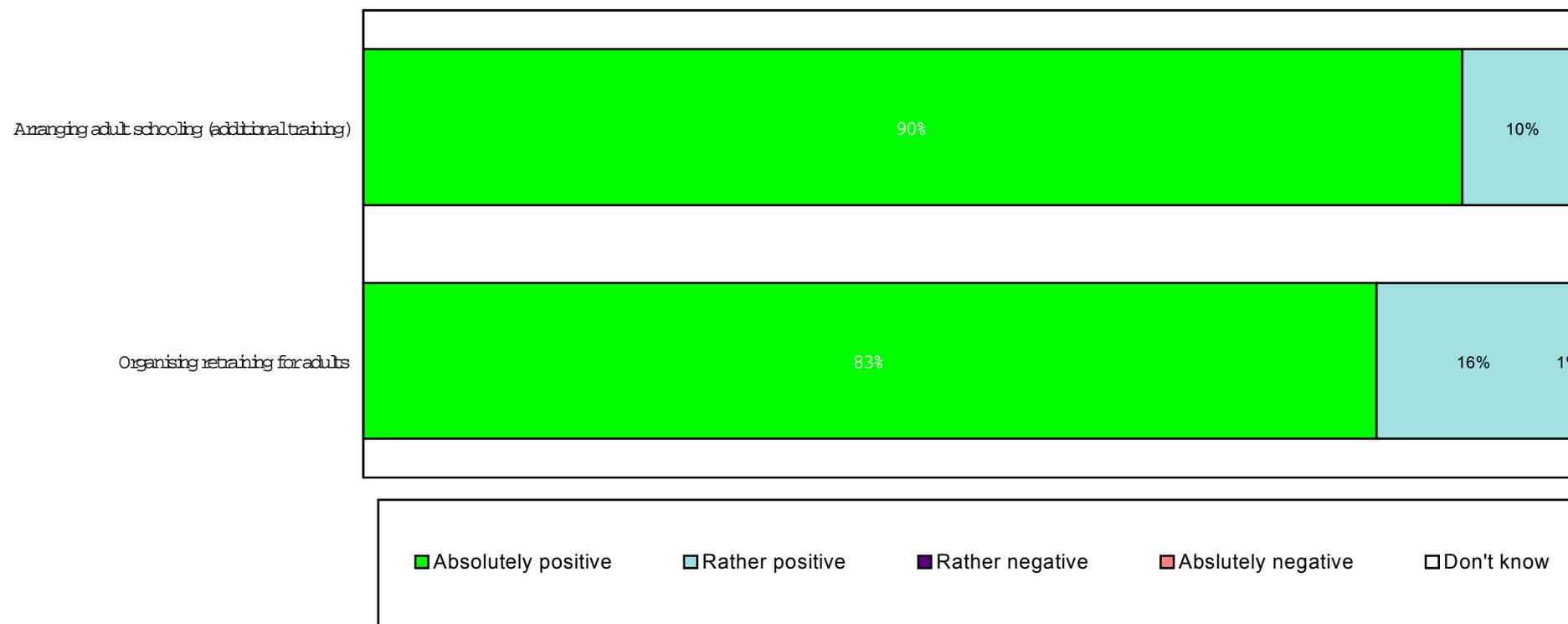


Remained working in their field(s) after 3 years



Attitude towards...

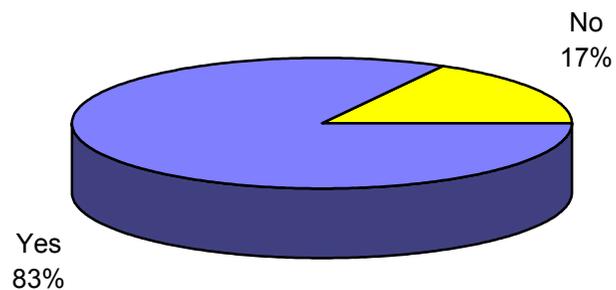
% of all respondents



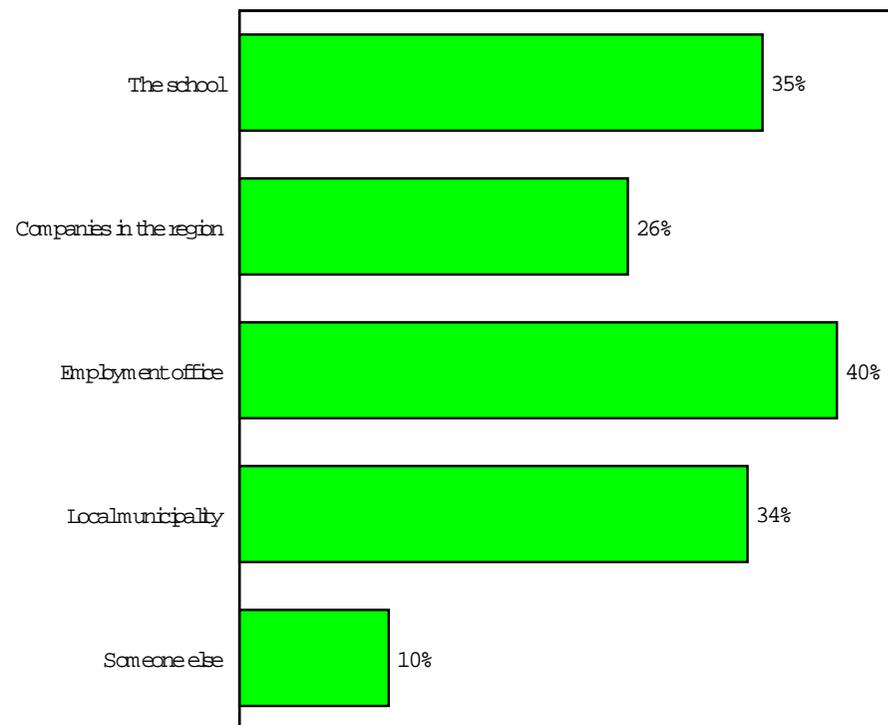
Starting adult training

% of all respondents

Have been created/are creating a separate department for adult training or a person will be hired for that ...

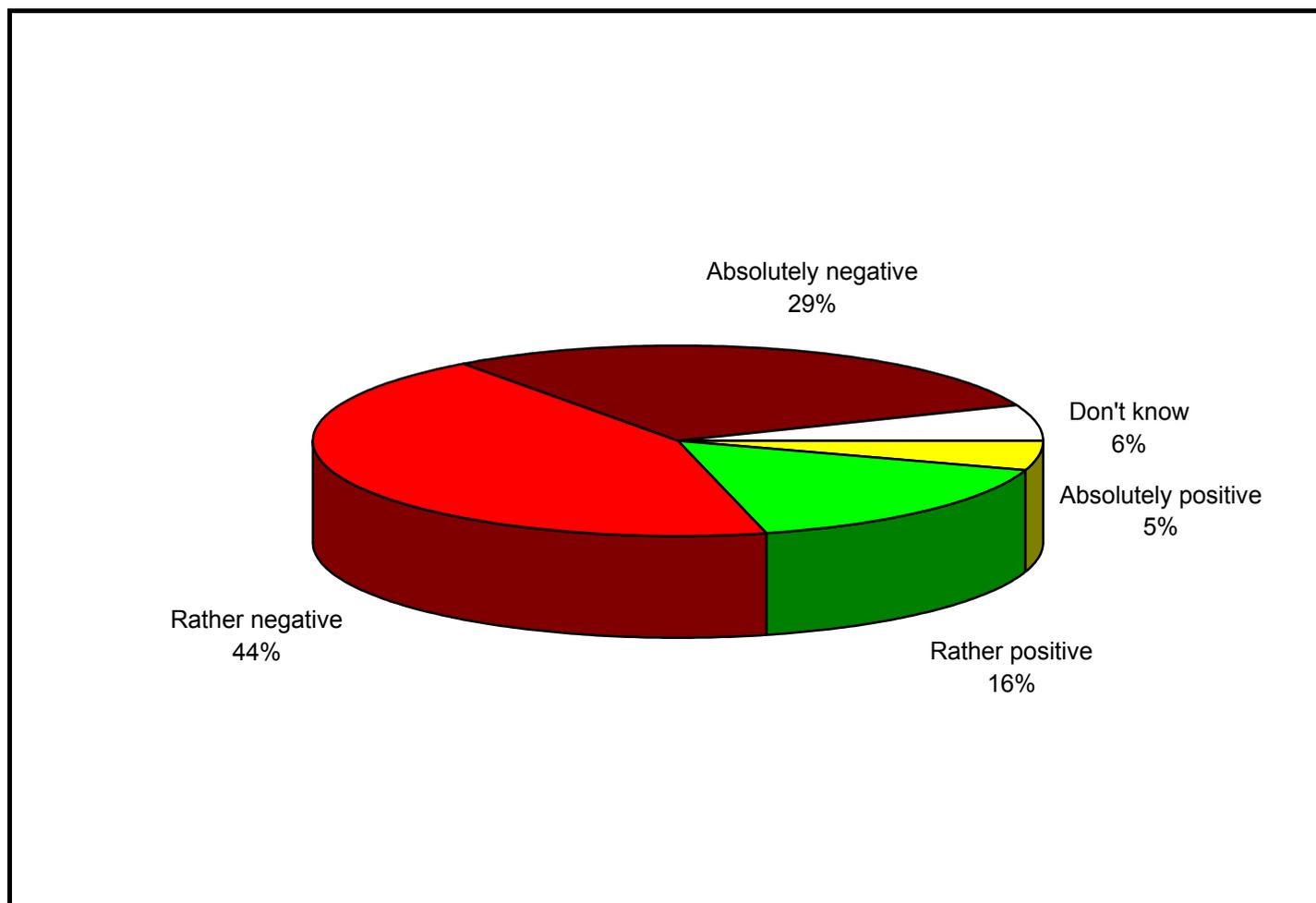


Initiative for starting adult training should be taken from ...



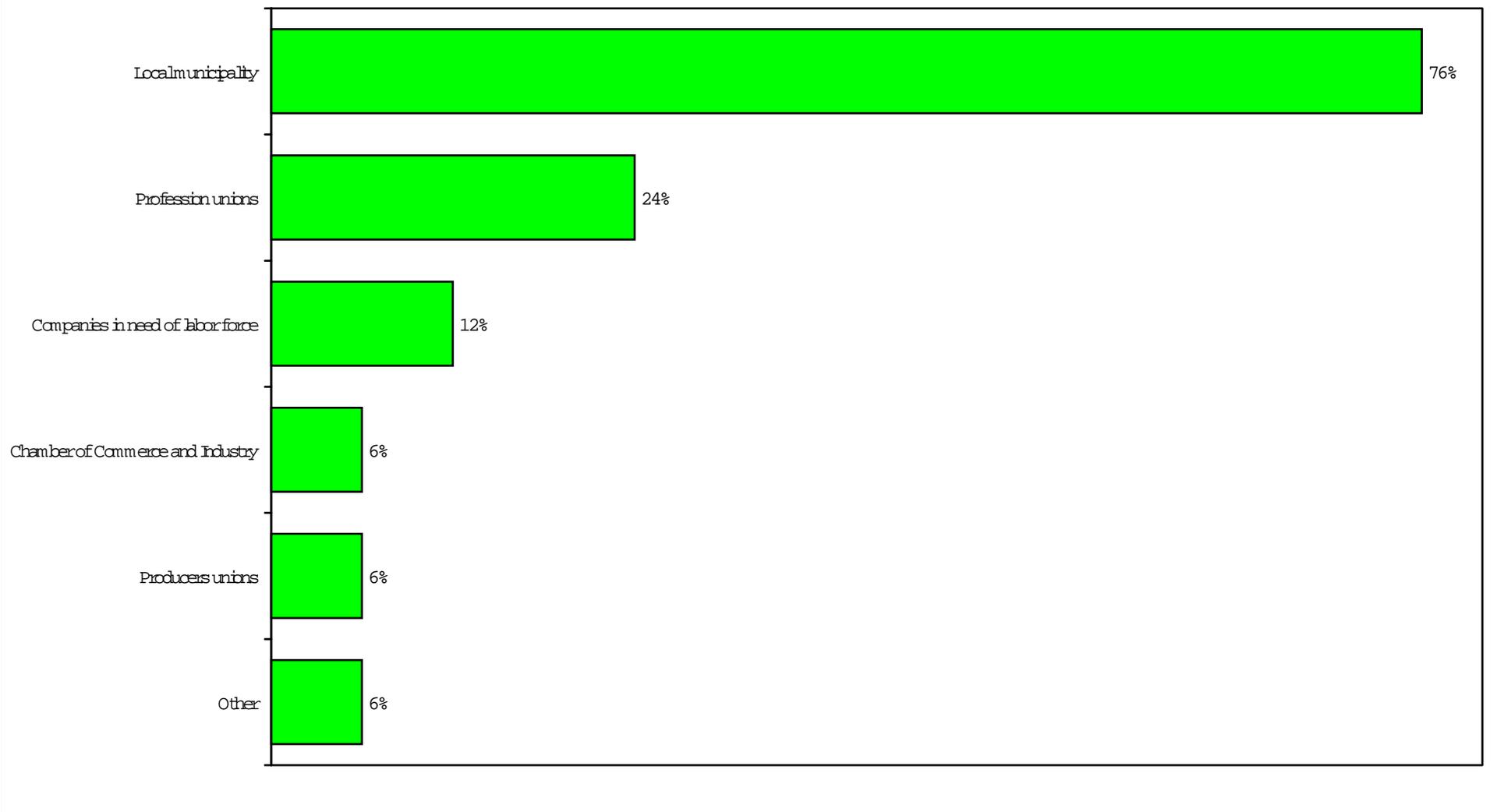
Attitude towards privatising or municipalising vocational schools

% of all respondents



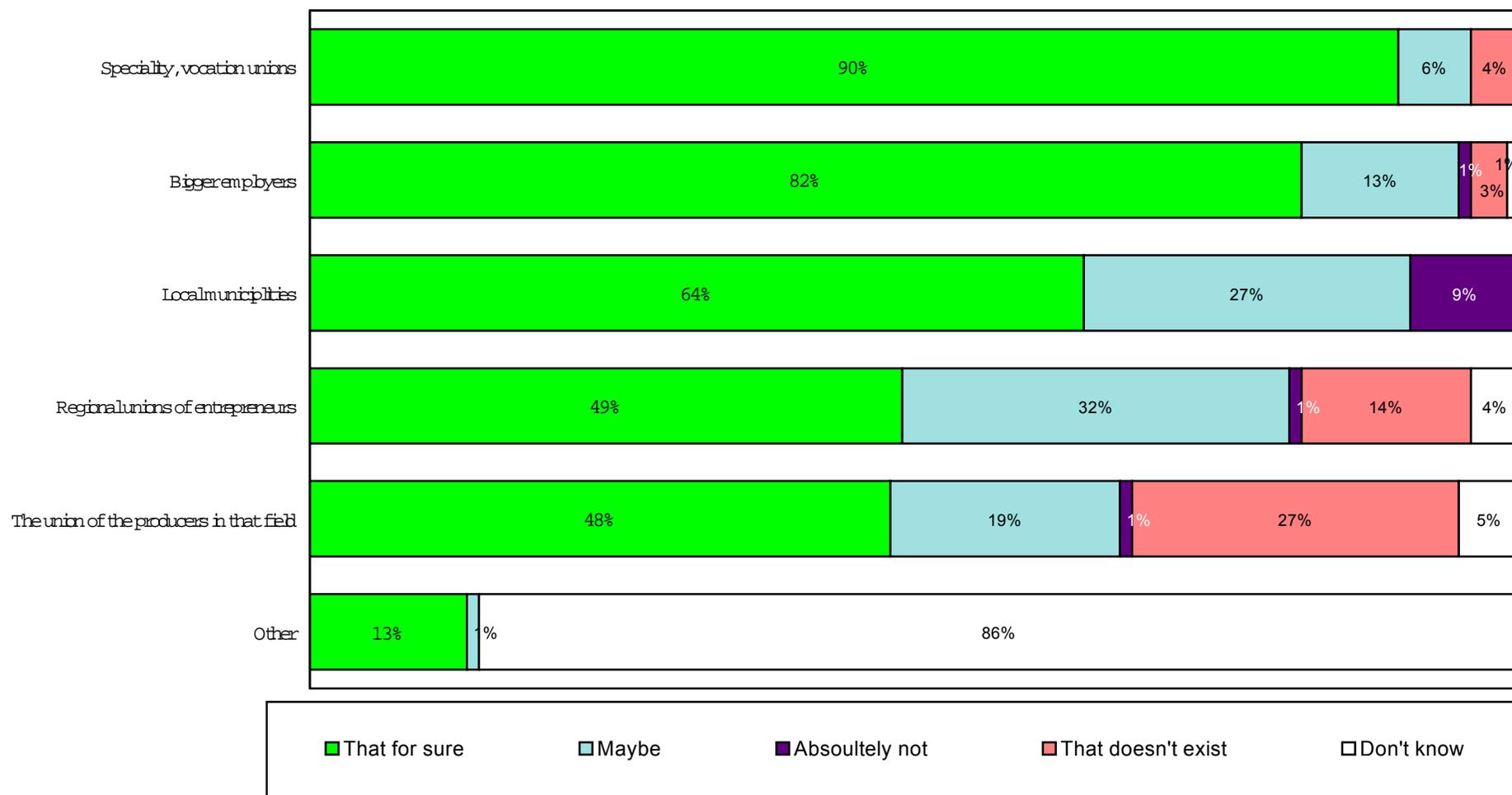
Possibly interested in privatisising/municipalising

% of all respondents



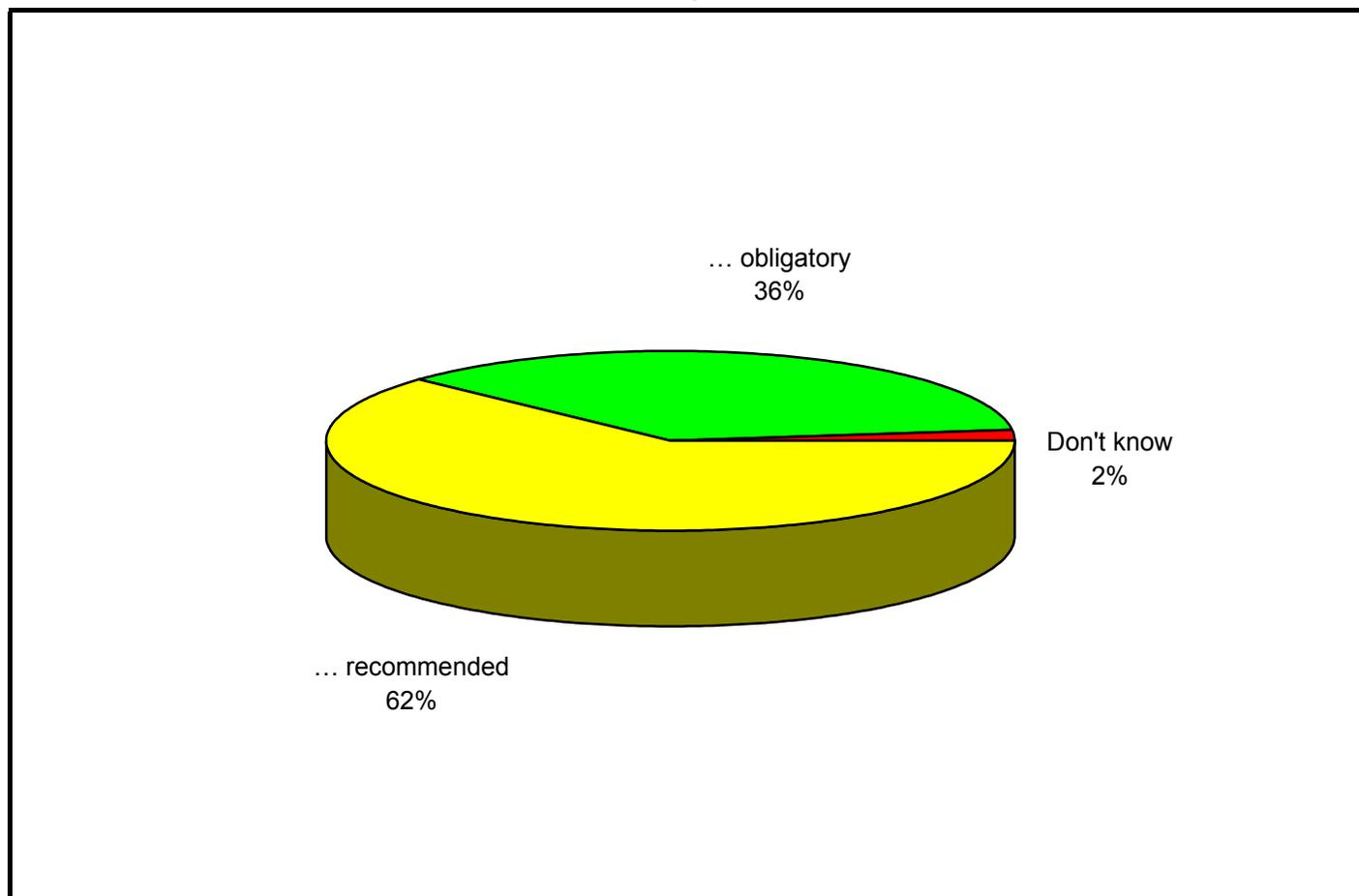
Partners in the future in organising the specialised studies

% of all respondents



The profession standards should be enforced as ...

% of all respondents



The creation of a qualification system causes...

% of all respondents

