TVET GRADUATES IN THE CANTON BOSNIA – PODRINJE GORAZDE

2019 Tracer Study Report
TVET Graduates in the canton Bosnia – podrinje Gorazde / BiH 2019 Tracer Study Report
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I. Executive Summary

In total, 116 graduates from 2 TVET schools in the canton Bosnia-podrinje Gorazde namely the Technical school “Hasib Hadzovic” and Secondary vocational school “Dzemal Bijedic” participated in the TVET Graduate Tracer Study 2019. 66% of the surveyed graduates have a technical qualification and 34% a vocational qualification.

With regard to the quality of TVET, most graduates appeared satisfied with their personal experience in the TVET system. In particular, graduates provided an overall positive feedback about the qualification, commitment and teaching quality of teaching and training staff. Furthermore it becomes evident that the participation in practical training – and in cooperative training in particular – as well as the adequate equipment of schools in order to provide training plays an important role for the development of practical skills and competencies as well as for graduates’ overall satisfaction with TVET. Not all of the surveyed graduates participated in some form of practical training during TVET, which influenced their overall perception about the contribution of TVET to their competency development. In contrast, the responses of graduates, who had participated in regular practical training in companies and in the school (i.e. cooperative training), provide a relatively positive picture with regard to the quality of the training organisation in the companies. Nonetheless, some answers regarding the provision of systematic feedback and the introduction to different work areas in the company indicate that there still might be areas for improvement in the organisation of practical training in the companies, in order to support the development of skills and competencies of TVET trainees and help them to gain a better understanding about the interconnectedness of work processes in a company. However, more information on the companies’ characteristics in which the trainees completed practical training would be necessary in order to assess the accuracy and relevance of these statements.

One year after graduation from TVET, the unemployment rate among the surveyed TVET graduates lies considerably above the national average of persons with a comparable qualification profile. The reasons for this result remain unknown. The average search duration until graduates find employment is 6 months. For many employed graduates it proved successful to take initiative and contact companies directly. Nonetheless, personal contacts also seem to play an important role for finding employment and the results indicate that not all graduates can rely on that kind of social capital.

The overall situation of employed graduates appears satisfying in terms of work tasks, position and income. However, the results indicate that many TVET graduates are predominantly active in work areas of the company hierarchy that entail relatively little personal initiative and responsibility. It also becomes evident that a job which corresponds to the professional qualification is by no means the standard among TVET graduates. Due to the small sample size, the employment situation of graduates from different disciplines could not be analysed, which poses a limitation to the current study.
II. General overview about the sample

2.1. Study design

2.1.1. Tracer study methodology

This Tracer study was conducted within the framework of the "TVET in Bosnia and Herzegovina" project (2017-2019), financed by BMZ and implemented by GIZ, with the main objective to provide information on the Bosnia-podrinje Gorazde canton TVET school graduates' job search methods and current employment statuses, employment conditions and on the job training, as well as the quality of the received secondary education including the conditions in TVET schools and companies where they have been receiving technical and vocational training. The approach of this Tracer Study is being widely used especially in educational institutions to track and to keep record of students once they graduate from the institution. It is the follow-up of graduates, in this case the graduates of TVET schools. Its objective is to evaluate ones progress up to the time they get a job and beyond. It can be viewed as a simple tool designed to measure the relevance of vocational training. It also helps to monitor the delivery of training.

The importance of it is displayed due to the fact that it shows the relevance and quality of programs offered by the TVET schools as well as the conditions the labour market provides to its employees and students receiving technical and vocational training. The information received in this tracer study will be used for minimizing any possible deficits in a given educational program in terms of content, delivery and relevance and for further development of the institution in the context of quality assurance. TVET schools, companies and policy makers will benefit from the tracer study since it will help them to know what the status of their products after graduating is. The importance of this Tracer study is to measure the relevance of vocational training.

2.1.2. Target Population and Sample size

In the canton Bosnia-podrinje Gorazde a total of 188 students have graduated from the 2 TVET schools in the school year 2017/18 which was also the target population.

Sample size: The number of completed responses this survey has received. It is being referred to as a sample since it only represents a part of the group of TVET student graduates in the canton Bosnia-podrinje Gorazde (or target population).

Margin of error: A percentage describing the accuracy of the answer provided by the sample is to the "true value" within the designated population. The smaller the margin of error is, the closer one is to having the exact answer at a given confidence level.

Confidence level: A measurement of the certainty that the sample is accurately reflecting the population, within its margin of error. Common standards used by researchers are 90%, 95%, and 99%. A confidence level of 90% means that 90% of the time (i.e. 9 out of 10 times) the unknown population parameter (e.g. the mean) is contained in the chosen confidence interval (i.e. estimate +/- margin of error).

According to the target population of 188 the minimum sample size with a 5% margin error and a confidence level of 90% in order to be representative was 111.

In order to receive the required sample size of 111, 188 student graduates from the canton Bosnia-podrinje were contacted through a telephone survey. The number of completed responses in this survey was 116, i.e. the survey has been successfully completed by international standards concerning the sample size.

2.1.3. Study design

The study was carried out among the graduates of 2 TVET schools in the canton Bosnia – podrinje Gorazde, in order to gain insights about the relevance and quality of programs offered by the TVET schools, as well as the conditions the labour market provides to TVET graduates.

The study target population consisted of the following groups:

- Graduates of Vocational technical schools (4th grade of education)
- Graduates of Vocational schools (3rd grade of education)

2.1.4. Source of Sample

The lists of graduates eligible for this survey were provided by the participating TVET schools.

The provided lists contained basic information of the graduates (Last name, name and home phone number). Taking into consideration it was a phone survey, that information was sufficient.
2.1.5. Sampling Approach

The lists of all graduates in the school year 2017/18 were provided by 2 TVET schools Technical school "Hasib Hadzovic" and Secondary vocational school "Dzemal Bijedic". The lists were then assigned the sequential numbers up to the total of the eligible population of 188 student graduates. All of the graduates who have provided the necessary information according to the questionnaire have been included in this tracer study.

In the beginning of the phone survey it became clear that a 50 % oversampling was necessary to compensate for non-responses (i.e. graduates who could not be reached or were not interested in taking part in the survey) in order to achieve the minimum sample size of 116 graduates.

It was agreed to conduct at least the double number of interviews to achieve a more representative result according to the norm. Therefore, a number of 160 phone calls were made while the final sample was 116 of completed interviews.

At the beginning of the phone interviews each graduate was assigned a random number which was identical to the number on the questionnaire used by the interviewers.

The first 116 graduates were the targeted sample; the remaining graduates (in descending order) were the alternates. If a participant could not be reached by phone or wouldn't show interest to participate in the survey, the following graduates on the list were selected. The process continued until the required sample size was reached, even surpassed in this case.

The answers to the prepared questionnaire were registered by the interviewers after the completion of the phone survey, as well as the number of graduates not reached or uninterested to participate in the survey.

The statistics show that for the school year 2017/18 in the technical schools there were approx. 50 % female student graduates.

2.1.6. Limitations of the Tracer Study

The common main disadvantages of tracer studies are low questionnaire response rates, attrition of respondents over the course of single surveys and significant costs of collection of information if face-to-face interviews are being used as a survey method. A low response rate means that the analysis may not necessarily reflect the actual situation. Also, the graduates may not respond for various reasons, e.g. being frustrated could be a reason for some not wanting to participate in the survey.

Limitations of the current tracer study:

a) Inconsistent and partial data on the lists of graduates provided by the TVET schools. The list of graduates provided by the TVET schools mainly included phone numbers of the parents since the school archives registered only home phone number or mobile phone number of one parent at the beginning of the education of the student. This of course resulted in the interviewer not being able to reach the graduates directly but had to make the double amount of calls instead, in order to obtain the mobile phone number of the graduate. The lists provided had a high percentage of phone numbers which were disconnected and not active anymore.

b) No Pre-field work awareness and sensitization meetings between field research staff and relevant stakeholders due to the time limitation. In some cases it was not possible to have meetings with the TVET schools regarding the implementation of the Tracer study, since it was the end of the school year and the lists of graduates had to be collected very fast. For future tracer studies the timeframe of collecting the lists has to be timed more carefully in order to have a better respond, and also be able to crosscheck the received lists and ask for additional information if the ones received are incomplete or not valid, which was partly the case in this tracer study.

c) Medium percentage of graduates not willing to participate in the survey. Due to the high unemployment rate and difficult financial situation of the majority of the students it was expected that a certain number of graduates would not participate in the survey since they do not see any the benefits for themselves. This has not affected the result of the survey to a great extent but it is a concern for future activities. Out of the available list of 188 graduates for this Tracer Study, for 72 graduates it was not possible to receive any data. There were two main reasons for that; the first reason being that from the above mentioned 72 graduates around 25 % were not willing to provide the necessary information needed, while 75 % of the above mentioned 78 graduates could not be reached due to not answering or a non-existent phone numbers on the lists previously provided by the 2 TVET schools.

d) Relatively small geographical coverage of the sample used in this tracer study. Though this kind of Tracer Study was conducted in BiH in the year 2018, the laws on data protection have limited this year’s Tracer study to just one canton. Though for next year the Tracer study will also be conducted in Republika Srpska with a large number of schools and students this Tracer study is limited only to the Bosnia – podrinje Gorazde canton.

e) Very small number of TVET schools covered by the survey. The number of 2 TVET schools is a very small number covered with this Tracer study from this point of view. However GIZ was limited for the same reason as mentioned under (e).
2.2. Composition of the sample by region and TVET schools

In total, 116 graduates from 2 TVET schools in Goražde participated in the TVET Graduate Tracer Study 2019 (see Table 1). Consequently, the sample size is relatively small and the possibilities for meaningful in-depth analyses with regard to the situation of TVET graduates are limited.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Qualifications</th>
<th>Frequencies</th>
<th>Total</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec. technical school H.H. Goražde (HHG)</td>
<td>Electro-technician of energetics</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electro-technician of telecommunications</td>
<td>9</td>
<td>51</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Mechanical technician CNC</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Postal technician</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Auto mechanic</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sec. vocational school D.B. Goražde (DBG)</td>
<td>Mechatronic technician for vehicles</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bar fixer</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carpenter</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Locksmith</td>
<td>6</td>
<td>65</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Welder</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tailor</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cook technologist</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pastry cook technologist</td>
<td>8</td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>116</td>
<td>100</td>
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</tr>
</tbody>
</table>

2.3. Socio-demographic characteristics of sample population

2.3.1. Age structure and marital status

The majority of respondents were born in 1999 and 2000 and hence were 18 to 20 years old at the time of the survey (see Graph 2). Only a small share of respondents is older or younger.

Graph 2: Age structure of respondents

Being asked about their living conditions, 97% stated to be unmarried.

2.3.2. Gender composition

The total sample is composed of 34% young women and 66% young men. When differentiating by qualification type, the share of female graduates with a vocational qualification is 27.5%, whereas the share of women with a technical qualification is 37%.

Graph 3: Gender composition of TVET graduates in BiH

n=116
In contrast, the education statistics of the Agency for Statistics for Bosnia and Herzegovina report a gender ratio for 51.5% women vs. 48.5% men among graduates from secondary technical schools (srednja tehnička škola) and 30% women vs. 70% men among graduates from vocational schools (srednja stručna škola) at the end of the school year 2017/18. Hence, in comparison to the official education statistics, female graduates appear to be slightly underrepresented, although this might be related to the professional qualification profiles of the sampled schools (see Table 1). However, no information is available about the gender ratio for specific TVET courses in the TVET population.

2.3.3. Social background

The educational background and employment status of parents are common indicators to assess the socio-economic status of students, which potentially affects education and employment-related decisions. In the current sample of TVET graduates from Goražde, 68% of graduates’ mothers and 78% of fathers have completed secondary school, whereas 27% of the respondents’ mothers and 12% of fathers have only completed primary school. A higher education degree is rather uncommon among the graduates’ parents (app. 6-9% of parents). In addition, the educational background of parents appears to be correlated, that is parents usually have a similar educational background.

![Graph 4: Educational background of parents](image)

Despite a similar educational background, the mothers are less often employed than fathers (50% of respondents’ mothers vs. 66% of fathers). Furthermore, the data shows that temporary work or part-time employment is rather uncommon among the parental generation. Looking at the employment situation of both parents, in 38% of the cases both parents are employed, while in 40% of the cases only one parent is employed (of 28% of graduates only the father and of 12% only the mother). In 22% of the cases, both parents are unemployed (no graph).  

![Graph 5: Employment situation of parents](image)

Even if the sample size is too small to make valid statements about the relationship between educational attainment and employment situation, an analysis of the relationship between the educational attainment and the employment situation of parents indicates that especially parents, who have only completed primary school, have a disproportionally higher risk of being affected by unemployment.

2.3.4. Qualifications and professional profiles of TVET graduates

Graph 6 lists the respective qualifications (in absolute frequencies) of TVET graduates in the sample. The distribution of qualifications between schools is shown in Table 1.

![Graph 6: Technical vs. vocational qualifications by gender](image)

Even if the sample size is too small to make valid statements about the relationship between educational attainment and employment situation, an analysis of the relationship between the educational attainment and the employment situation of parents indicates that especially parents, who have only completed primary school, have a disproportionally higher risk of being affected by unemployment.
66% of the surveyed graduates have a technical qualification (3 years) and 34% a vocational qualification (2 years). It must be noted that the single frequencies are relatively small and it is therefore not possible to conduct in-depth analyses with regard the situation of TVET graduates and specific qualification profiles.

III. Data analysis

3.1 TVET School

3.1.1 Practical training

47% of graduates surveyed reported that they participated in both, practical training in the company and regular training in the school workshop during TVET. Consequently, this training form is labelled as ‘cooperative training’. The majority of those graduates reported that in-company training took place on a regular basis (87.5%), whereas 12.5% completed a summer internship in a company. In contrast, 39% of graduates reported that they received only practical training in the school workshop, but were not involved in any form of in-company training during their time in TVET. Furthermore, another 14% responded that they did not participate in any relevant form of practical training, neither in the school nor in a company. The latter group consists mainly of graduates with a qualification as postal technician (n=12), electro-technician of energetics (n=2), carpenter (n=1) and bar fixer (n=1). It remains unclear, whether the reported lack of practical training among those graduates has organisational or individual reasons.

The majority of participants in cooperative training responded that they got actively involved in the usual work processes in the company to some (13%) or a great (83%) extent. Likewise, a majority stated that they had a supervisor or experienced co-worker, who controlled their work (76% to a great extent; 19% to some extent) and also received instructions about works tasks before getting involved in the actual work process (81% to a great extent; 13% to some extent). Furthermore, 92% (83% to a great extent; 9% to some extent) of those graduates responded that during their practical training they could make use of the knowledge that they had acquired in the TVET school.

In contrast, only 50% of the respondents considered that the statement “I received continuous feedback about my performance during the practical training” reflected their personal experience to a great extent, and 33% replied that this statement was true to some extent. Likewise, only 37% of the surveyed graduates considered that the statement “I was introduced to a wide range of work processes in the company” reflected their practical training experience to a great extent, whereas 44% claimed that this had been the case to some extent.

Overall, these results show a relatively positive picture with regard to the organisation of practical training from the graduates’ point of view. However, depending on the understanding about what objectives should be achieved with regular in-company training being part of the TVET schedule, graduates’ more cautious replies with regard to the availability of continuous performance feedback during practical training and their introduction to different areas of work in the companies still indicate room for improvement in the organisation of training on part of the companies.

Graph 8: Organisation of practical training in the company as part of cooperative training

Under the assumption that in-company training as part of TVET should support the trainees to improve their skills and competencies, it seems indispensable that trainees also receive a regular and systematic feedback about their work performance by the respective supervisors in order to better understand their strengths as well as weaknesses and identify areas that need improvement. Furthermore, in-company training ideally should provide a trainee with insights about different areas of work in a company, as it is important to master not only a specific set of typical professional activities but also gain a better understanding about the different areas of work in a company and how these are interconnected.

Respondents, who stated that they had participated in cooperative training [n=54] were asked to use a 4-item rating scale\(^1\) in order to assess certain statements regarding the organisation of in-company training (see Graph 8).

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\(^1\) The answer “I don’t know” was given as an fifth option, but was not used by the respondents.

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\(^2\) The organisation of in-company training naturally requires time and personnel resources on the part of the companies. As there is no detailed information available on the companies’ characteristics in which the trainees have completed practical training, the accuracy and relevance of these statements cannot be assessed.
3.1.2. Assessment of education and training quality at the TVET School

With regard to important dimensions regarding teaching and learning quality at school, graduates provide a rather positive feedback about the qualification and teaching quality of teaching and training staff: The majority of respondents considered that their teachers and trainers had a good command of the teaching and training content to a great (64%) or some (27%) extent. Furthermore, the majority stated that teachers and trainers were able to explain the content of the lessons in an understandable way to a great (45%) or some (47%) extent and that the lessons and/or training took place according to the timetable to a great (41%) or some (50%) extent.

In contrast, regarding the equipment of schools with machines, tools and further technical equipment necessary for training, only 73% of the graduates stated that this was true to some or a great extent, whereas approximately one third of graduates considered that this reflected their TVET experience only to a little extent or not at all (15% to a little extent; 13% not at all). Likewise, only 66% of graduates considered that the content of the lessons was oriented to the actual work-practice, whereas 32% of the respondents stated that this was true to only a little extent (18%) or not at all (14%). When controlling these answers with further characteristics of the respondents, it becomes clear that the question, whether a graduate had participated in some form of practical training (either cooperative training or practical training only in the school workshop) or had received no practical training at all is a decisive factor for this rather mixed feedback. Consequently, those graduates, who did not receive any practical training, were rather critical with regard to these dimensions (see also chapter 1).

Again, the feedback with regard to the development of practical skills and competencies is rather mixed and 68% of graduates considered that TVET had supported them to a great (47%) or some (21%) extent, whereas 32% consider this statement true to only a little extent or not at all (see Graph 10). Further analyses show that this assessment differs significantly between graduates, who were either involved in regular cooperative training, or only in practical training in school or no training at all. A significantly higher share of graduates, who had participated in cooperative training stated that TVET had supported the development of practical skills to a great (84%) or some (9%) extent, whereas the feedback from graduates, who only participated in practical training in the school workshop is rather mixed. 88% of graduates who had not participated in any form of practical training considered that TVET did not contribute at all to the development of the practical skills that are required in their profession (see annex Graph 19). Again, this is a clear indication that the integration of practical training in the company in the TVET schedule significantly influences the (perceived) quality of TVET.

Taking into account all aspects of their experiences in TVET, 32% of graduates stated that they are satisfied to a great extent, whereas the majority of graduates (60%) are satisfied to some extent. 8% of graduates are satisfied with their time spent in TVET only to a little extent.

Likewise, when being asked about their individual perception of the shortcomings in TVET, 81% of respondents stated that practical skills training was lacking to a considerable extent (i.e. to a great or to some extent) during TVET. 52% reported a lack of equipment and training materials. In contrast, only a minority of graduates surveyed stated shortcomings in the transfer of theoretical knowledge (21%), lacking methods in teaching and training (17%) or lacking commitment of teaching and training staff (15%) (see Graph 10). Hence, these results are in line with previous statements about the competency development during TVET (see Graph 10) and the assessment of teaching and learning at the TVET school (see Graph 9).
Apart from the already discussed results with regard to practical training participation, these results also point out shortcomings in the equipment of the surveyed TVET schools. Again, further analyses show that these assessments differs significantly between graduates, who were involved in regular cooperative training versus those, who only received practical training in school or no training at all (see annex, Graph 20).

3.2. Employment status of graduates one year after graduation

As can be seen in Graph 12, 28% of the TVET graduates stated that they were employed and 9% stated that they did an internship at the time of the interview, whereas 47% were looking for employment and 16% stated that they currently do not seek employment because they continue studying. All of the graduates, who continue studying, have a technical qualification.

Differentiated by qualification level and only taking the economically active graduates into account, 40% of graduates with a vocational qualification were employed, whereas 60% reported that they were unemployed. In contrast, 28% of the economically active graduates with a technical qualification were employed, 16% did an internship and 53% were unemployed.

No significant differences based on gender, social background, school, (non-)participation in cooperative training or the final grade upon graduation from TVET could be observed with regard to the (un-)employment of TVET graduates. Due to the small sample size, analyses with regard to the (un-)employment rate by professional profiles were not possible.

In light of these results, the unemployment among TVET graduates from Goražde one year after graduation lies considerably above the official average unemployment rate of 19.5% (men 18%; women 22.3%) among persons, who had attained a secondary school and/or specialization degree, as reported for the Federation of Bosnia and Herzegovina for 2018 by the National Agency for Statistics. There are several possible reasons for this considerably higher unemployment rate among surveyed TVET graduates. First, the official data represents a national average and potentially does not reflect the local labour market situation and economic structure. Second, official data from the Labour Force Survey does not differentiate by age groups and it is possible that the unemployment rate among young people is considerably higher than the national average.

3.3. Situation of employed graduates

One year after graduating from TVET, the majority of employed graduates is still working in their first job (97%). 38% are permanently employed, while 56% have a fixed-term employment and 6% reported to work as casual employees. The majority (97%) reported that their employment is based on a written contract.

In Graph 13, the distribution of the employees in terms of the size of the companies of employment is shown. 16% are employed in companies with more than 250 employees, 25% work in companies with 10-49 employees, and 25% are currently inactive/studying.

In addition, 3% of the TVET graduates are employed in public enterprises and 31% in private enterprises.

Graph 11: Assessment of shortcomings in TVET

Graph 12: Employment status of TVET graduates

Graph 13: Employer profiles

(All data on the unemployment rate for 2018 based on household surveys was not released at the time of the report, but the monthly statistics on the number of registered unemployed persons as reported by Employment Agencies do not show significant deviations from the 2018 data.)
Employers are almost entirely private companies (97%), ranging from small companies with less than 10 employees to medium-sized and larger companies with more than 250 employees. No cases of self-employment were reported by the graduates.

When asked about their work schedules, 94% of employed graduates stated to work five days per week for 8 hours per day. Regular overtime work does not seem to be an issue among employed TVET graduates.

The majority of graduates stated that their monthly net income is above 500 BAM and up to 750 BAM (see Graph 14). No significant differences could be observed between male and female graduates or between graduates with a technical and a vocational qualification. This result is slightly below the national average net salary of 910 BAM (~465 €) as reported in the national statistics for June 2019*. However, when taking into account the most common fields of activity of graduates (see Table 21 in the annex) and comparing them with the official statistics of average net salaries in these areas for June 2019, such as manufacturing (893 BAM), construction (613 BAM), wholesale and retail trade (676 BAM) as well as accommodation and food service activities (563 BAM), the monthly net income for the majority of TVET graduates from Goražde is in line with national statistics (ibid.).

![Graph 14: Monthly net salary of TVET graduates](graph14)

n=32

When asked about their inception phase at the workplace, the majority of employed graduates responded that they had received instructions in the usual work tasks (which can be considered as a form of on-the-job training) before being involved in the work process (69% to a great extent and 28% to some extent).

Asked about the relation of their current employment and their professional qualification, 31% of graduates stated that their work is related to a great extent and 19% of graduates see their current work and qualification related to some extent, whereas more than 50% of graduates consider their current employment not at all related (38%) or only to a little extent related (13%) to their professional qualification (see Graph 15, item 2). Table 21 in the annex provides an overview about the characteristics of employment and the professional profile of graduates.

![Graph 15: Characteristics of graduates’ employment situation](graph15)

n=32

Further statements provide a good insight into the quality and nature of the employment of TVET graduates: The majority stated that they have a supervisor or co-worker, who controls their work to some or a great extent (84%). In contrast, continuous feedback by employers about graduates’ work performance seems to be less prevalent (86%). Furthermore, the great majority of employed graduates (91%) reported that their regular work tasks focus to some or a great extent on routine activities, whereas only 41% stated that they plan and perform their work tasks independently and only in 25% of cases, the work tasks encompass a wide variety of activities to some or a great extent. Overall, the results indicate that TVET graduates are predominantly active in work areas of the company hierarchy that entail relatively little personal initiative and responsibility.

Taking into account all aspects of the current employment (incl. the position, work tasks, income etc.) the majority of graduates states to be satisfied with their employment situation to some (66%) or a great (19%) extent (see Graph 15, item 1).

![Graph 16: Crucial factors for employment](graph16)

n=32

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When asked about the factors that were considered important for the current employment, the majority of employed respondents stated that matching qualifications (app. 65%) and social and individual competencies (app. 78%) had played a very or somewhat important role for finding employment. Around half of all employed graduates considered a lack of employees in the respective field as well as school grades and the reputation of the TVET school as (very or somewhat) important, whereas the other half rated these factors as not very or not at all important (see Graph 16).

### 3.4. Job search strategies of employed and unemployed graduates

When looking at the duration of job search after graduation, a third (31%) of the currently employed graduates found a job in less than 6 months after graduation. The average search duration of employed graduates is 6 months.

In contrast, the majority (i.e. 93%) of unemployed graduates reported that they had been unsuccessfully searching for a job already for more than 6 months. The average search duration is between 10 and 11 months, which indicates that they have been searching for employment since leaving TVET (see Graph 17). Some of the graduates, who reported a period of job search less than 6 months, stated that they had already been employed since graduating from TVET. This means that they have not been continuously unemployed since graduation from TVET. On average, those graduates were employed for 4.5 months before searching for a new job again.

With regard to the strategies for finding a job, 44% of the employed graduates stated relations as the success factor for finding their current job. 34% stated that they found their current job employment with support from the state employment agency and 31% stated that they had contacted the company on their own initiative. In contrast, the most common job search strategies cited by unemployed graduates are to seek support of the employment agency (66%), contacting companies directly (31%), or relying on relations and personal contacts (22%) (see Graph 18).

These results potentially indicate that the social capital of TVET graduates seems to be an important determinant for finding employment. It seems plausible to assume that unemployed graduates have been less successful in finding employment through relations and personal contacts.

---

Graph 17: Duration of job search, employed vs. unemployed TVET graduates

Graph 18: Search strategies, employed vs. unemployed TVET graduates
IV. Summary of major findings

As the analyses in chapter III.1 showed, TVET graduates from the two surveyed TVET schools in Gorazde appeared rather satisfied with their personal experience in the TVET system. In particular, graduates provided an overall positive feedback about the qualification and teaching quality of teaching and training staff. Furthermore it is evident that the participation in practical training - particularly in cooperative training - as well as the adequate equipment of schools to provide training plays an important role for the development of practical skills and competencies as well as for graduates' overall satisfaction with TVET. Overall there is no doubt that the integration of cooperative training into TVET is considered to contribute to the quality of TVET.

The responses of graduates, who had participated in regular practical training in companies and in the school (i.e. cooperative training), provide a relatively positive picture with regard to the organisation of training in the companies. Nonetheless, some answers regarding the provision of systematic feedback and the introduction to different work areas in the company indicate that there still might be areas for improvement in the organisation of practical training in the companies, in order to support the development of skills and competencies of TVET trainees and help them to gain a better understanding about the interconnectedness of work processes in a company. However, more information on the companies' characteristics in which the trainees completed practical training would be necessary in order to assess the accuracy and relevance of these statements.

The results in chapter III.2 show that the unemployment rate among TVET graduates lies considerably above the national average of persons with a secondary school and/or specialization degree one year after graduation from TVET. The reasons for this result remain unknown, as the official employment statistics do not provide information on potential variances in the unemployment rate between regions or age groups. Furthermore, the results suggest that the success in finding a job is decided relatively quickly after graduation from TVET: The average search duration until finding employment is 6 months. In contrast, the majority of unemployed TVET graduates have been looking for employment since graduating from TVET (i.e. almost one year) and only a small number of graduates had been employed in between and were once again unemployed at the time of the survey. It remains open, whether and how many more TVET graduates will find employment more than one year after leaving TVET. With regard to search strategies, for many employed graduates it proved successful to take initiative and contact companies directly. Nonetheless, personal contacts also seem to play an important role for finding employment and the results indicate that not all graduates can rely on that kind of social capital.

The overall situation of employed graduates appears satisfying in terms of work tasks, position and income. However, graduates' responses about the quality of their work indicate that many TVET graduates are predominantly active in work areas of the company hierarchy that entail relatively little personal initiative and responsibility. When looking at the current area of work, it becomes clear that a job which corresponds to the professional qualification is by no means the standard among TVET graduates. Due to the small sample size, the employment situation of graduates from different disciplines could not be analysed. For future surveys with a sufficiently large sample size, it seems worthwhile to investigate this aspect in more detail.
Graph 19: Assessment of competency development during TVET by type of practical training*

Graph 20: Assessment of shortcomings in TVET by type of practical training*

Graph 16: Search strategies, employed vs. unemployed TVET graduates

Graph 17: Assessment of competency development during TVET by type of practical training*

Graduates were given a multiple choice question (“How do you search for a job?” or “By what means did you find your current job?”).
Table 21: Characteristics of employment and professional profile of employed graduates

<table>
<thead>
<tr>
<th>No.</th>
<th>TVET school</th>
<th>Professional qualification</th>
<th>Qualification</th>
<th>Current job title</th>
<th>Area of economic activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HHG</td>
<td>Mechanical technician CNC</td>
<td>technical</td>
<td>Mechanical technician</td>
<td>Machine production</td>
</tr>
<tr>
<td>2</td>
<td>HHG</td>
<td>Mechanical technician CNC</td>
<td>technical</td>
<td>Infantriest</td>
<td>Armed forces of BiH</td>
</tr>
<tr>
<td>3</td>
<td>HHG</td>
<td>Mechanical technician CNC</td>
<td>technical</td>
<td>Auto mechanic</td>
<td>Car service centre</td>
</tr>
<tr>
<td>4</td>
<td>HHG</td>
<td>Mechanical technician CNC</td>
<td>technical</td>
<td>Administrative worker</td>
<td>Call centre</td>
</tr>
<tr>
<td>5</td>
<td>HHG</td>
<td>Electro technician of telecommunications</td>
<td>technical</td>
<td>Baker</td>
<td>Bakery</td>
</tr>
<tr>
<td>6</td>
<td>HHG</td>
<td>Postal technician</td>
<td>technical</td>
<td>Mechanical technician</td>
<td>Tool production</td>
</tr>
<tr>
<td>7</td>
<td>DBG</td>
<td>Mechatronic technician for vehicles</td>
<td>technical</td>
<td>Mechatronic technician for vehicles</td>
<td>Car service centre</td>
</tr>
<tr>
<td>8</td>
<td>DBG</td>
<td>Mechatronic technician for vehicles</td>
<td>technical</td>
<td>Mechanical technician</td>
<td>Ammunition production</td>
</tr>
<tr>
<td>9</td>
<td>DBG</td>
<td>Mechatronic technician for vehicles</td>
<td>technical</td>
<td>Walter</td>
<td>Restaurant</td>
</tr>
<tr>
<td>10</td>
<td>DBG</td>
<td>Mechatronic technician for vehicles</td>
<td>technical</td>
<td>Salesman</td>
<td>Retail shop</td>
</tr>
<tr>
<td>11</td>
<td>DBG</td>
<td>Mechatronic technician for vehicles</td>
<td>technical</td>
<td>Mechatronic technician for vehicles</td>
<td>Car service centre</td>
</tr>
<tr>
<td>12</td>
<td>DBG</td>
<td>Cook-technologist</td>
<td>technical</td>
<td>Cook</td>
<td>Restaurant</td>
</tr>
<tr>
<td>13</td>
<td>DBG</td>
<td>Cook-technologist</td>
<td>technical</td>
<td>Cook</td>
<td>Restaurant</td>
</tr>
<tr>
<td>14</td>
<td>DBG</td>
<td>Pastry cook-technologist</td>
<td>technical</td>
<td>Pastry cook</td>
<td>Pastry shop</td>
</tr>
<tr>
<td>15</td>
<td>DBG</td>
<td>Pastry cook-technologist</td>
<td>technical</td>
<td>Pastry cook</td>
<td>Pastry shop</td>
</tr>
<tr>
<td>16</td>
<td>DBG</td>
<td>Pastry cook-technologist</td>
<td>technical</td>
<td>Pastry cook</td>
<td>Pastry shop</td>
</tr>
<tr>
<td>17</td>
<td>DBG</td>
<td>Locksmith</td>
<td>vocational</td>
<td>Mechanical technician</td>
<td>Machine production</td>
</tr>
<tr>
<td>18</td>
<td>DBG</td>
<td>Locksmith</td>
<td>vocational</td>
<td>Mechanical technician</td>
<td>Ammunition production</td>
</tr>
<tr>
<td>19</td>
<td>DBG</td>
<td>Locksmith</td>
<td>vocational</td>
<td>Mechanical technician</td>
<td>Ammunition production</td>
</tr>
<tr>
<td>20</td>
<td>DBG</td>
<td>Locksmith</td>
<td>vocational</td>
<td>Locksmith</td>
<td>Tools production</td>
</tr>
<tr>
<td>21</td>
<td>DBG</td>
<td>Locksmith</td>
<td>vocational</td>
<td>Wood processor</td>
<td>Sawmill</td>
</tr>
<tr>
<td>22</td>
<td>DBG</td>
<td>Welder</td>
<td>vocational</td>
<td>Loading, unloading goods</td>
<td>Mixed store</td>
</tr>
<tr>
<td>23</td>
<td>DBG</td>
<td>Welder</td>
<td>vocational</td>
<td>Welder</td>
<td>Production</td>
</tr>
<tr>
<td>24</td>
<td>DBG</td>
<td>Tailor</td>
<td>vocational</td>
<td>Salesman</td>
<td>Mixed store</td>
</tr>
<tr>
<td>25</td>
<td>DBG</td>
<td>Tailor</td>
<td>vocational</td>
<td>Driver</td>
<td>Mixed store</td>
</tr>
<tr>
<td>26</td>
<td>DBG</td>
<td>Tailor</td>
<td>vocational</td>
<td>Tailor</td>
<td>Tailor shop</td>
</tr>
<tr>
<td>27</td>
<td>DBG</td>
<td>Tailor</td>
<td>vocational</td>
<td>Stitcher</td>
<td>Production of clothes</td>
</tr>
<tr>
<td>28</td>
<td>DBG</td>
<td>Tailor</td>
<td>vocational</td>
<td>Baker</td>
<td>Bakery</td>
</tr>
<tr>
<td>29</td>
<td>DBG</td>
<td>Tailor</td>
<td>vocational</td>
<td>Assembler</td>
<td>Production and assembling of plastic pro</td>
</tr>
<tr>
<td>30</td>
<td>DBG</td>
<td>Carpenter</td>
<td>vocational</td>
<td>Construction worker</td>
<td>Production of kitchen appliances</td>
</tr>
<tr>
<td>31</td>
<td>DBG</td>
<td>Carpenter</td>
<td>vocational</td>
<td>Waiter</td>
<td>Coffee Shop</td>
</tr>
<tr>
<td>32</td>
<td>DBG</td>
<td>Bar fixer</td>
<td>vocational</td>
<td>Bar fixer</td>
<td>Tool production</td>
</tr>
</tbody>
</table>
Dear participant,

My name is ... and I am calling you from the GIZ (the German Development Cooperation) project "TVET in BiH" on behalf of the Ministry of education of the canton Bosnia - podrinje Gorazde. The GIZ project aims at improving the TVET system in Bosnia and Herzegovina with the overall objective of enabling TVET graduates to find adequate employment in the national labour market.

This survey is aimed at collecting information about your education and training and your employment situation after graduation in order to get a better understanding about the situation of TVET graduates and their labour market situation and to identify needs for improvement or change. Therefore we would appreciate, if you would share some information with us. The information you provide will only be used for this purpose.

We will treat all data and responses confidentially. This means that we will not share your personal data with anyone and the provided information / responses will be analysed anonymously.

The interview will take approximately 15 minutes.

THANK YOU FOR YOUR PARTICIPATION!

(Note to the interviewer: If respondent does not have time, motivate him / her to agree on an alternative date / time & note it down in the interview list!)

A  BASIC INFORMATION

Last name and name (anonymization by allocation of sequential code number in dataset)
Contact phone (anonymization in data set)
Name and place of graduated TVET college:
Title of vocational training course / profession:

1 @ Vocational secondary school:
2 @ Technical secondary school

B  JOB SEARCH AND EMPLOYMENT

1. Are you currently employed?

1 @ Yes → Please continue with question 9
2 @ No → Please continue with question 2

2. If not, what describes your current situation? (Multiple answers possible)

1 @ I continued studying / training
2 @ I am busy with my family and/or children → Please continue with question 27
3 @ I am doing an internship → Please continue with question 27
4 @ I am currently looking for employment → Please continue with question 6
5 @ Other (please specify)

3. Please specify your field of studies / training and the type of education / training institution that you are currently enrolled in

1 @ Field of studies (please specify): __________________
2 @ Higher Education Institution
3 @ Institution of adult education / continuing education
4 @ Other (please specify): _____________________________

→ Please continue with question 27

4. How long do you already search for a job?

[ ] Months

5. How do you search for a job (multiple answers possible)?

1 @ I apply for advertised job vacancies (e.g. internet, newspaper, advertisement boards etc.)
2 @ I contact companies directly (speculative application)
3 @ I launch advertisements by myself (e.g. internet, newspaper, advertisement boards etc.)
4 @ I use relations / personal contacts (e.g. parents, relatives, friends)
5 @ I seek assistance by the State employment office
6 @ Other (please specify): ________________________________________

6. For which jobs have you been applying? (Multiple answers possible)

1 @ Jobs related to my profession
2 @ Jobs unrelated to my profession
7. Did you have any paid work (incl. self-employment) since you graduated from TVET?

1. Yes
2. No → Please continue with question 27

8. In total, how many months of paid work (incl. self-employment) have you had since graduation from TVET?

1. Months

→ Please continue with question 27

Only for employed persons

9. What type of employment is this?

1. I have a permanent job
2. I have a temporary / fixed-term job
3. I do casual jobs
4. I am self-employed → please continue with question 17

→ In the event that you currently have more than one job, the next questions are about the job where you work the most hours.

10. Is this your first job since graduation?

1. Yes
2. No → Please specify how many employers you have worked for since graduation:

16. In your opinion, how important were the following aspects for your employment?

<table>
<thead>
<tr>
<th>Important程度</th>
<th>Not at all important</th>
<th>Not very important</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

1. Matching professional qualification
2. Reputation of TVET college that I graduated from
3. The grades in my diploma
4. Deficit of employees in my profession
5. Social and individual competencies
6. Relations
7. Other, please specify
17. How many employees does your current company / organization have approximately?

1. Only me
2. Less than 10 employees
3. 10-49 employees
4. 50-249 employees
5. More than 250 employees

18. What is your job title? (Support question: What type of work do you do in your job? / Example: Machine technician, cook etc.)

19. In what kind of industry, business or service do you currently work? (Support question: Please describe what your employer makes or does? Example: Car service, restaurant etc.)

20. In what city do you work?

1. Name of the city: ...........................................
2. I work abroad → Please specify country and city of work: .................................................................

21. How many hours do you work on average per day? (without overtime)

1. Working hours per day

22. How many days do you work on average per week? (without overtime)

1. Working days per week

23. Do you regularly work overtime?

1. Yes → Please specify the average number of overtime hours per week
2. No

24. What is your approximate monthly net income from your current major employment (BAM)?

1. Less than 250 BAM
2. 251 – 500 BAM
3. 501 – 750 BAM
4. 751 – 1000 BAM
5. 1001 – 1250 BAM
6. 1251 – 1500 BAM
7. More than 1500 BAM
8. I do not want to tell

25. To learn more about your current work, please tell us to what extent the following statements reflect your situation?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all</th>
<th>To a little extent</th>
<th>To some extent</th>
<th>To a great extent</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I received instruction in the usual work tasks before I was regularly involved in the work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I have a supervisor / co-worker, who controls my work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I receive continuous feedback about my performance at the workplace.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. My regular work tasks focus on routine activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. I plan, carry out and oversee my work tasks independently.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. My work tasks encompass a wide variety of activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. My work is related to the profession I was trained in.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Considering all aspects of your current work situation (position, income, work tasks etc.) how satisfied are you with your current work situation?
**26. Why did you start your own business?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It was my own wish</td>
</tr>
<tr>
<td>2</td>
<td>I inherited the business</td>
</tr>
<tr>
<td>3</td>
<td>I did not find wage employment</td>
</tr>
<tr>
<td>4</td>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

*Only for self-employed persons*

**27. What was the final grade in your diploma (when graduating from vocational / technical secondary school)?**

- Grade (numerical value, e.g.: 2)

**28. How many classmates did you have (approximately) in your class?**

- Classmates

**29. To learn more about your situation in vocational / technical secondary school, please tell us to what extent the following statements reflect your experiences.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all</th>
<th>To a little extent</th>
<th>To some extent</th>
<th>To a great extent</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school provided machines, tools and technical equipment for the training.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The content of the lessons was oriented to the work practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teachers/trainers were able to explain the content of the lessons in an understandable way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teachers/trainers themselves had a good command of the teaching and training content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lessons / training took place according to the timetable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**30. Was practical training part of your TVET education?**

1. Yes → Please continue with question 31
2. No → Please continue with question 33

**31. In what kind of practical training did you participate?**

- Summer internship in the company
- Training on a regular basis in the company during the school year (cooperative training)
- Visit to a company before and/or after attending vocational / technical secondary school
- Regular training in the school workshop
- Other (please specify):

**32. To learn more about your practical training, please tell us to what extent the following statements reflect your experiences.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all</th>
<th>To a little extent</th>
<th>To some extent</th>
<th>To a great extent</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was actively involved in usual work processes at my workplace / company.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I had a supervisor / experienced co-worker who controlled my work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received instructions about work tasks before I got involved in the actual work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received continuous feedback about my performance during the practical training.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was introduced to a wide range of work/production processes at the workplace / company.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the practical training I could make use of the knowledge I acquired in the vocational / technical school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
33. To what extent did your vocational education and training help you to develop the following competencies?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>To a little extent</th>
<th>To some extent</th>
<th>To a great extent</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

- a  TVET helped me to acquire the theoretical knowledge that is required in my profession.
- b  TVET helped me to develop the practical skills that are required in my profession.
- c  TVET helped me to develop the social competencies and individual attitudes that are required in the world of work.
- d  TVET has laid the foundations that I could (potentially) become self-employed.
- e  TVET enabled me to get along independently in life.
- f  Considering all aspects of your time in TVET, how satisfied are you with the education and training you received?

34. In your opinion, what was lacking in your education and training? →
(Note to interviewer: Actively encourage respondents provide specific feedback in the category "other")

<table>
<thead>
<tr>
<th>Not at all</th>
<th>To a little extent</th>
<th>To some extent</th>
<th>To a great extent</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

- a Training of practical skills
- b Transfer of theoretical knowledge
- c Teaching/training methods
- d Commitment of teaching / training staff
- e Training materials/equipment

Other (please specify): ........................................

35. In which year were you born?

1  Year

36. What is your gender?

1  Female
2  Male

37. What is your marital status?

1  Unmarried
2  Married

38. Which is the highest educational level attained by your parents (father and mother)?

A Father  B Mother

1  Without education
2  Primary school

Secondary school (including)
- TVET school
- Technical and related schools
- Grammar school
- Art School
- Religious School

3  Higher education (Bachelor - First cycle of Higher Education)
4  Higher education (Faculty of Elementary Studies and Masters - 2nd cycle of higher education)

5  Master's degree
6  Doctorate (PhD)
7  Don't know
### 39. Do your parents work?

<table>
<thead>
<tr>
<th>A Father</th>
<th>B Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>☐</td>
</tr>
<tr>
<td>2</td>
<td>☐</td>
</tr>
<tr>
<td>3</td>
<td>☐</td>
</tr>
<tr>
<td>4</td>
<td>☐</td>
</tr>
<tr>
<td>5</td>
<td>☐</td>
</tr>
</tbody>
</table>

THANK YOU FOR YOUR PARTICIPATION!

*(Do not read out loud!)* End time of the interview:
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Business location
Bonn and Eschborn, Germany

Project „TVET in BiH“
Splitska 7, 71 000 Sarajevo
Bosnia and Herzegovina
T + 387 33 223 785
F + 387 33 200 494
www.giz.de

On behalf of the
Federal Ministry for Economic Cooperation and Development