

The survey and analysis of qualification offers relevant for hotels and accommodation services in Georgia



Institute of Social Studies
and Analysis



implemented by

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

Publishedby:

Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH

Registered Offices:

Bonn and Eschborn, Germany

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Photo credits:

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Design & Layout:

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Place, Month, Year

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Introduction

According to UNWTO data, tourism remains one of the most burgeoning industries. In 2014, as many as 1 billion 133 million people travelled worldwide, the indicator having reached a record high.

Tourism is a dynamic field in Georgia too. The number of foreign travelers having visited Georgia in 2014 reached 5 515 570, up by 2.3% compared to the previous year indicator. Top five countries by the number of their citizens arriving in Georgia are: Turkey (1 442 695), Armenia (1 325 635), Azerbaijan (1 283 214), Russia (811 621) and Ukraine (1 435 214).¹

The development of tourism largely depends on the tourist infrastructure, particularly, accommodation facilities. According to the data of the Georgian National Tourism Administration (GNTA), Georgia counted 1 053 hotels, guesthouses and other accommodation facilities, with the total number of 35 735 beds, in 2013. The same source reports that since then, the number of accommodations have increased.

The above data shows that qualified personnel becomes an increasingly important issue for the growing tourism industry in Georgia, especially, for the hotel and accommodation service field.

This study assesses the possibilities of obtaining education in key professions of hotel and accommodation service field in Georgia.

Summary

The aim of the study was to collect, systematize and analyze the information about the institutions providing educational/training services in the area of hotel and accommodation service in Georgia and the education/training programs they offer. These services are oriented on the development of work force potential, in particular, on meeting the requirements of business entities, including newly established enterprises and organizations.

The main objectives of the study were: (i) to compile an exhaustive list of institutions providing education/training services in the area of hotel and accommodation service field; (ii) to make up an exhaustive list of available possibilities of obtaining qualification in the professions of hotel and accommodation industry through a) higher educational programs, b) vocational education programs, c) informal vocational education; (iii) to make up a list of education programs/training courses offered by each of those institutions that are covered by the survey and analysis; (iv) to prepare the final draft report.

A questionnaire was designed for a quantitative survey and agreed with the GNTA and the Ministry of Education and Science of Georgia. Prior to its finalization, the questionnaire was pretested (on 10 interviewees) between 24 and 26 May 2015. The field works were conducted during 20 days (from 28 May to 17 June).

The target group of the quantitative survey comprised organizations providing education and training in the hotel and accommodation service field. The survey involved (i) higher educational and (ii) vocational education institutions which have tourism departments; (iii) organizations offering education courses and training in the hotel and accommodation service field; institutions related to the hotel and accommodation service, for example: (iv) administrations of protected territories, (v) tour operators, (vi) catering organizations. The survey applied a method of face-to-face interview. The total of 345 interviews were completed. The bulk of interviews was conducted in Tbilisi. The interviewing was also carried out in large cities of the Autonomous Republic of Adjara and the regions of Samegrelo-Zemo Svaneti, Imereti, Kvemo Kartli and Kakheti.

¹ See, 2014 international revenue statistics at <http://gnta.ge> under the section /statistics/XL format.

The control of field works was carried out upon the completion of the field works (18 – 22 June). The survey data were analyzed by means of SPSS software, through applying various methods.

The survey revealed a number of interesting demographic factors:

- ✓ Slightly more than half of the respondents belong to the 25-34 age group (24.9% – 88 respondents) or the 35-44 age group (27.5% - 95 respondents);
- ✓ The highest indicators of the length of work history are: 11-20 years (27% - 93 respondents), 31+ years (21.7% - 75 respondents);
- ✓ The absolute majority of respondents have bachelor's/master's degrees (87.5% - 204 respondents) or doctorate degree (12.5% - 129 respondents);
- ✓ Respondents undertook their jobs in the organizations where they were interviewed: 8.1% - between 2000 and 2005; 32.5% -between 2006 and 2010;45.8% - between 2011 and 2015.

Thus, the respondents are mainly young or middle-aged people who, as a rule, have attained higher level of education and have been working in this area for the past 10 years.

General evaluation of the field: respondents evaluated the level of service in the hotel and accommodation industry in Georgia as neutral (the overall sample mean of evaluation, Mean = 2.46, on a 4-point scale²).

a) Assessment of the quality of education in key professions of the hotel and accommodate service field.

The surveyed target audience believes that the acquisition of quality education in key professions of the hotel and accommodation service field represents a serious problem in Georgia. Nevertheless, opinions of respondents about the level of qualification of people employed in this field as well as the quality of education provided by educational institutions are rather positive than negative. The exception is the opinion of tour operators: this particular target group is most critical of the quality of education provided by educational institutions in key professions of the hotel and accommodation service industry.

The survey, thus, reveals ambivalence in attitudes: while assessing educational resources available in Georgia and the product they produce in the mentioned industry as positive, respondents, at the same time, believe that these resources are not sufficient for the development of the field.

b) Assessment of professions available on the labor market in the hotel and accommodation service field.

In respondents' view, the professions available on the labor market, being in high demand in the hotel and accommodation service industry, are:

- Hotel administrator (16.9%);
- Guide (15.9%);
- Cook (12.6%);
- There is also a relatively high demand for tour operators (10.5%) and restaurant administrators (9.1%).

Only nine respondents did not evaluate any of the above listed professions as most demanded ones in the industry, which is yet another proof that the mentioned professions are in high demand.

As regards the professions in short supply, the respondents named:

- Guide (18.4%);
- Hotel administrator (14.7%);

² A four-point scale with 1 being "low quality," 4 being "high quality" and 2.5 being the neutral point on the scale.

- Sommelier (13.6%).

Guides and hotel administrators made it into the professions that are simultaneously in high demand and in short supply, there with pointing to two things: a) these two professions are the ones that are currently badly needed by the hotel and accommodation service field, and b) supposedly guides and hotel administrators available on the labor market fail to meet the requirements of professionalism and the reason of this should be sought in the education system. Representatives of various organizations named the professions that are in high demand and in short supply from the perspective of their specific fields. As many as 51 respondents (14.8%) did not consider any of the listed professions to be in shortage whilst the majority of respondents (67.2% - 232 respondents) considered only one profession as such.

The majority of respondents (more than 60%) think that regardless of attained level of education (higher or vocational), people need additional retraining in key professions of the hotel and accommodation service field. This is proved by the fact that this group of respondents mainly evaluate the qualification of graduates of higher and vocational education institutions in the hotel and accommodation service field as neutral (“neither positive, nor negative”). In respondents’ view, the retraining should be focused on practice (for example, internships in employers’ organizations, in-house trainings conducted by employers); however, they also speak about a low level of willingness of business towards social partnership (which also implies admitting applicants for internship).

c) Assessment of competences/employment chances of graduates of hotel and accommodation service field.

According to respondents, chances of graduates of vocational and higher education institutions to be employed by various organizations (hotel, tourist company, protected territory/resort complex, restaurant/café/club, public service) are rather high (with mean indicators mainly falling within the positive field of evaluation³). The exception is a slim chance of graduates of vocational education institutions to get employment in the public service (respondents name a master’s degree as an effective precondition for the employment in the public service). In respondents’ view, the higher the achieved level of education, the higher the chances of graduates to be employed in the above listed institutions. However, this does not hold true for cafes, restaurants and clubs as respondents regard a bachelor’s, or even more so, a master’s degree as over-qualification for the employment in these organizations. At the same time, respondents attach higher importance to vocational or higher education, than to education through trainings alone, for employment.

According to the survey, there is no essential difference between the respondents’ assessments of chances of employment of people of various education levels and the actual employment situation.⁴ Respondents are also prone to positively evaluate the relevance of competences of vocational or higher educational institution graduates to jobs in the hotel and accommodation service industry. The results revealed that evaluations of respondents are influenced by their belonging to this or that target group; for example, representatives of higher educational institutions think that holders of vocational education diploma are less competent for managerial positions such as reception and accommodations manager, reservations manager, et cetera, and instead, consider the jobs of servant and waiter more appropriate for these people.

In respondents’ view, managerial positions in the hotel and accommodation service field should be first undertaken by those individuals who have relevant education and experience of working at lower level positions. In general, respondents think that graduates of vocational education institutions are equipped with competences that are most relevant to the jobs in the hotel and accommodation service sphere; they are

³ “Positive field of evaluation” means that the bulk of respondents agreed to the following evaluation options of the five-point scale: “high chance of employment” and “higher than average chance.”

⁴ In this case, mean indicators also fall within the positive field of five-point scale, though lie near the neutral point of the scale (3). This means that the bulk of respondents agreed to the option of the evaluation scale: “rather employed” and relatively fewer respondents agreed to the option: “the most employed.”

followed by holders of bachelor's and master's degree. As regards holders of doctorate degree, their competences are considered irrelevant to the mentioned field (probably, because of their over-qualification).

d) Assessment of several necessary measures for educational institutions to train qualified personnel.

Respondents named focusing education courses in relevant educational institutions on practical training as the most appropriate condition for training qualified personnel for the hotel and accommodation service industry (97.4% of respondents agree to this opinion). Moreover, respondents considered the training provided by training centers rather effective (Mean = 2.78 on a four-point scale⁵); however, those disagreeing with this opinion (27% of respondents) believe that training center courses alone cannot ensure highly qualified personnel for the industry; respondents also noted the shortage of qualified trainers in training centers.

Respondents believe that a measure such as allowing graduates of vocational education institutions to continue their studies at universities without passing uniform entry examinations will not have a significant effect on the mobilization of highly intellectual resources (Mean = 2.55 on a four-point scale⁶).

e) Assessment of the quality of university education and educational programs in the hotel and accommodation service field by representatives of universities.

According to the survey, higher education institutions offer the following accredited education programs in the areas important for the hotel and accommodation industry: nature tourism and protected territories; ecotourism; culture tourism; health tourism and resorts activity; recreation tourism; agro tourism. University representatives give high evaluation to education programs of their universities (with the mean indicators ranging between 3.7 and 4.04 on a five-point scale⁷). Achievement of learning outcomes of accredited education programs at universities also falls within the positive field of evaluation (with the indicator of learning outcomes of master's program being slightly higher: Mean >4.0). The highest indicators of achievement are seen in those learning outcomes which are related to the knowledge/understanding and communication skills.

When rating their level of agreement with separate statements concerning desirable features of education programs/courses, respondents most frequently agreed to those statements that concerned the need to enhance practical training in education programs (internships in employers' organizations, business incubators). The acknowledgment of practical component as a weakness of education programs must be a reason behind respondents' view that the bachelor's/master's studies are not sufficient for graduates to work successfully in the hotel and accommodation industry (when evaluating prospects of employment of graduates, mean indicators fell within the field of negative evaluation⁸ both for bachelors (Mean = 1.65) and masters (Mean = 1.52) on a four-point scale⁹). On the other hand, respondents believe that the acquisition of higher education is a necessary but insufficient condition for a successful employment in the hotel and accommodation industry; this, probably, requires that some other conditions are also met, for example, sufficient number of jobs in the field, relevance of the qualification of applicants to these jobs, the

⁵ A four-point scale with 1 being "very ineffective," 4 being "very effective" and 2.5 being the neutral point on the scale.

⁶ A four-point scale with 1 being "no," 4 being "yes" and 2.5 being the neutral point on the scale.

⁷ A five-point scale with 1 being "very negative," 5 being "very positive" and 3 being the neutral point on the scale.

⁸ "Negative field of evaluation" means that the bulk of respondents agreed to the following options of the four-point evaluation scale: "absolutely insufficient" and "rather insufficient than sufficient."

⁹ A four-point scale with 1 being "absolutely insufficient," 4 being "rather insufficient than sufficient" and 2.5 being the neutral point on the scale.

establishment of fair criteria and mechanisms of recruitment, a rapid growth of hotel and accommodation service industry, et cetera.

While stressing the need to strengthen practical component in education programs, respondents from universities, at the same time, say that practical component is used rather intensively in their curricula; even more, respondents think that the level of students' satisfaction with the practical component is high. Apart from strengthening the practical component, one of the ways to improve the quality of education, in respondents' view, is to undertake professional trainings.

f) Assessment of the quality of education and educational programs in the hotel and accommodation service field by representatives of vocational/public colleges.

Representatives of vocational/public colleges are of high opinion about their education programs in key professions of the hotel and accommodation service field (guide, bartender, tour operator, sommelier, et cetera). This does not mean, however, that they dismiss problems in the quality of education. The survey revealed those gaps which respondents view as a common problem of vocational/public colleges: the teaching of foreign language and the involvement of native-speaker teachers in education programs (Mean = 2.97 and 2.48, respectively, on a five-point scale¹⁰).

Learning outcomes of education programs at vocational/public colleges are, in respondents' view, more or less achieved in professions covered by the survey; therefore, respondents say that their colleges can provide a level of education that enables graduates to work successfully in the hotel and accommodation industry. Desired features of vocational education programs include: a) improvement of the level of foreign language teaching, b) encouragement/formalization of institutional cooperation with employers through signing memoranda (in both instances Mean = 3.79 on a four-point scale), c) increase in the amount of literature translated in Georgian (Mean = 3.71 on a four-point scale). The survey showed that compared to higher education institutions, vocational/public colleges are more focused on practical training (Mean = 3.49 on a four-point scale¹¹). Respondents evaluate the level of student satisfaction with the practical training as rather high with only three respondents noting the dissatisfaction of students.

g) Assessment of training courses and their outcomes in hotel and accommodation service field by representatives of training centers.

Each surveyed training center conducts, with some regularity, trainings in key professions of the hotel and accommodation industry (10 professions in total). Most frequently named training courses were those conducted for hotel administrators and tourism managers (21 times each); this is followed by trainings for sommeliers (13 times), bartenders and tour operators (10 times each). Representatives of training centers do not see factors impeding the conduct of education trainings (for example, difficulty to find professional trainers, difficulty to develop education modules, lack of literature, market monopolists, et cetera) as being a serious barrier for them. However, the problem of lack of trainees should be taken into account. Trainings conducted in professions of hotel and accommodation industry are mainly attended by holders of higher education degrees (including students). The majority of training center representatives believe that their graduates have good chances to get employment. In respondents' view, training courses have many advantages over the higher or vocational education; for example, the length of training course is shorter; it provides non-specialists and employees with an opportunity to master a new vocation; time is better distributed between the practical and theoretical learning; it uses modeled situations (maximally approximated to the reality), et cetera.

¹⁰ A five-point scale with 1 being "strongly disagree," 5 being "strongly agree" and 3 being a neutral point on the scale.

¹¹ A four-point scale with 1 being "strongly disagree," 4 being "strongly agree" and 2.5 being a neutral point on the scale.

h) Assessment of the level of professionalism in key professions of the hotel and accommodation industry by representatives of tour operator/protected territories/catering organizations.

According to representatives of tour operators, catering organizations and protected territories, the bulk of their personnel have no academic background in key professions of hotel and accommodation industry while those who have mainly hold bachelor's degree. Moreover, representatives of tour operators, catering organizations and protected territories said that when recruiting new employees they would not virtually discriminate between a university graduate (a bachelor, a master) and a graduate of vocational college.

Representatives of tour operators, catering organizations and protected territories rather positively evaluated various skills of graduates of higher or/and vocational education institutions, such as communications and professional skills (mean indicators ranging between 3 and 4 on a five-point scale). At the same time, respondents noted the need to retrain graduates of higher or/and vocational education institutions, which suggests that they are not fully satisfied with the qualification of graduates. This suggestion is further proved by low opinions about the qualification of job seekers in the hotel and accommodation industry (especially in tour operation and catering). Respondents see the main reason of low qualification in shortcomings of the education system, with the main shortcoming being lack of focus of education on practical training.

Of those professions which the hotel and accommodation service organizations badly need, respondents singled out two – a guide (named in 30 cases) and a tour operator (named in 29 cases). Respondents also mentioned the need of cooks, accountants, pastry cooks, hotel administrators and chefs. It is worth noting that according to respondents, managerial positions at companies such as tour operators, catering organizations and protected territories are mainly held by people with bachelor's and master's degrees (rarely by graduates of vocational colleges).

i) Components desirable for upgrading the qualification in key professions of the hotel and accommodation industry.

Among competencies that are most important for various professions in the hotel and accommodation industry, the respondents of target groups named:

- Knowledge of foreign language – important for professions such as guide, tour operator, receptionist;
- Creativity/innovative skills which are important for professions such as cook and chef.

Respondents considered strongly desirable or rather desirable all those courses that were suggested for incorporation into vocational (22 courses) and higher education (10 courses) programs. Strongly desirable courses were:

For vocational education programs:

- ✓ Etiquette and speech culture – 86.4%
- ✓ Management of banquets, parties and events – 77.4%
- ✓ Hotel marketing and sales – 76.5%
- ✓ National/Georgian cuisine – 76.2%

For higher education programs:

- ✓ Management of hotel services – 84.6%
- ✓ Hotel management – 84.1%
- ✓ Hotel service marketing – 80.9%
- ✓ Human resources – 78.8%
- ✓ Control of service quality – 78.8%

As regards measures necessary to upgrade the qualification of graduates in key professions/specialties of hotel and accommodation industry, the following measures were highlighted:

- Intensification of foreign language teaching;
- Upgrade of teacher qualification (through learning the experience of foreign countries, et cetera);
- Enhancement of practical training in higher education programs;
- Signing of memoranda between educational institutions and enterprises/companies.

However, when it came to choosing the most important measure for the upgrade of graduates' qualification, respondents, equally opted for: a) upgrading teacher qualification and b) increasing the amount of practical training in higher education programs.

1. General overview of situation in the hotel and accommodation service field.

1.1. Assessment of the education quality in key professions of the hotel and accommodation industry.

The results of the study show that the acquisition of quality education in key professions of the hotel and accommodation service industry represents a problem (the data fell within the negative field of evaluation, i.e. problematic field, with the Mean = 3.06)¹². The evaluations of representatives of educational institutions all fall within the problematic field with some differences observed: training center representatives see the issue as being most acute (Mean = 3.32) whilst representatives of vocational/public colleges as less acute (Mean = 2.87).¹³

When it comes to the qualification of people employed in the hotel and accommodation industry in Georgia (hotel and restaurant administrators, receptionists, bartenders, guides, tour operators – the total of six professions), respondents' evaluations differ from evaluations of the possibility of obtaining quality education in this field. In particular, according to overall sample data, the evaluation of qualification of people of above named professions fell within the positive field, close to the neutral point though (Mean ranging between 3.38 and 3.58).¹⁴

The data by target institutions repeat the main trend but show a number of differences:

a) Representatives of vocational/public colleges have the highest opinion about the qualification of bartender (Mean=4.0), whilst representatives of protected territories are of the same opinion about the qualification of guide and tour operator (Mean=4.13);

b) The qualification of restaurant administrator and that of hotel administrator were evaluated as neutral by representatives of training centers and catering organizations, respectively (Mean = 2.96 and Mean = 2.95, respectively). This means that these target organizations are of rather critical opinion about the qualification of people of these professions in Georgia. At the same time, in contrast to others, these neutral indicators did not fall within the positive field of evaluation.¹⁵

Respondents noted that educational institutions (universities, vocational/public colleges and training centers) in Georgia ensure a rather quality education in key professions of the hotel and accommodation service industry. According to the overall sample data, mean indicators are within the positive evaluation field and range between 3.34 and 3.54.¹⁶

¹² The data are calculated on a four-point scale with 4 being “a very acute problem,” 1 being “not a problem at all” and 2.5 being a neutral point on the scale. The data above “2.5” correspond to the problematic field whereas below “2.5” to non-problematic field.

¹³ See the appendix: Diagram #1. Differences between the groups do not support statistically reliable comparison among them.

¹⁴ The data are calculated on a five-point scale with 1 being “very negatively,” 5 being “very positively” and 3 being a neutral point on the scale. The data above “3” correspond to the positive meaning values whereas below “3” to negative meaning values. Differences between the groups support statistically reliable comparison among them.

¹⁵ See the appendix: Table #1.

¹⁶ See the rule of interpretation of mean data, provided in the footnote #15. Differences between the groups support statistically reliable comparison among them.

By target institutions, the following differences were revealed:

a) Representatives of tour operators placed all named educational institutions in a negative evaluation field though close to the neutral point with the mean indicators ranging between 2.84 and 2.89 (i.e. they indicated that these educational institutions provide a lower quality education in the hotel and accommodation service field);

b) Representatives of catering organizations gave a low evaluation to the higher and vocational education institutions (Mean = 2.81 for both types of institutions), in contrast to training centers.

Thus, on the one hand, respondents admit that the acquisition of quality education in the hotel and accommodation service field is problematic but, on the other hand, evaluate the qualification of people employed in this field and the education provided by relevant educational institutions rather positively.

This inconsistency may be explained by the fact that representatives of several target institutions (for example, tour operators, catering workers) are quite critical about the qualification of hotel and accommodation service employees as well as education programs; also by the fact that even though respondents evaluate rather positively the educational resources available in Georgia and the personnel trained in the mentioned sphere, they, at the same time, think that these educational resources are not sufficient for the development of the field.

1.2. Assessment of professions available on the labor market in the hotel and accommodation service field.

According to the overall sample data, the most demanded professions on Georgia's labor market are: hotel administrators (16.9%), guides (15.9%) and cooks (12.6%). There is a somewhat high demand for professions such as a tour operator (10.5%) and restaurant administrator (9.1%). The share of remaining professions is either low or insignificant. An almost similar trend is outlined in the data by target institutions, though some peculiarities are observed: for example, representatives of catering organizations and protected territories focus on those professions that are important for their respective fields (in catering: cook 19%, chef 15.5% and pastry cook 10.3%; in protected territories: guide 29.2%, hotel administrator 20.8%).

The least demanded professions include: baker, hotel marketing specialist, accommodations specialist and computer operator (each named by one respondent), dishwasher (named by 12 respondents), counterperson and waiter (each named by five respondents).¹⁷

The total of nine respondents (2.6%) did not name any of the professions in the list as the most demanded one; six respondents (1.7%) named only one profession; 29 respondents (8.4%) named two professions while the majority of respondents – 87.2% (301 respondents) named three professions.¹⁸

As regards the professions in short supply, respondents named three such professions: guide (18.4%), hotel administrator (14.7%) and sommelier (13.6%).

The data by target institutions proved rather diverse; in particular:

- Representatives of almost all institutions (except for those of catering) named a guide as a profession in short supply;

¹⁷ Since the mentioned professions - baker, hotel marketing specialist, computer operator, waiter – were named as professions in demand only by few, they made it into the data category named “other” in the presented table.

¹⁸ See the appendix: Table #2; Diagram #3.

- Professions in shortage named by representatives of higher education institutions repeat the general trend;
- Representatives of vocational/public colleges named guide (16.2%), bartender (16.1%) and cook (12.9%) as being in short supply;
- Representatives of training centers considered sommelier (22.6%), guide (16.1%), chef (16.1%) and restaurant administrator (12.9%) to being in short supply;
- Representatives of tour operators named hotel administrator (25%), guide (33%) and tour operator (13.9%);
- Representatives of catering organizations named restaurant administrator (21.7%), hotel administrator (17.4%), chef (17.4%) and sommelier (13%);
- Representatives of protected territories viewed guide (55.6%) and tour operator (22.2%) as professions in shortage.¹⁹

Among the least professions being in short supply were hotel animator and baker (each named by one respondent), dishwasher (two respondents), waiter (three respondents), manager (six respondents), cleaning service representative and accountant (each by nine respondents).

All in all, as many as 51 respondents (14.8%) selected the option “None” from the list of professions being in short supply in the hotel and accommodation service sphere; the majority (67.2% - 232 respondents) selected only one profession; 44 respondents (12.8%) selected two professions and 18 respondents (5.2%) selected three professions.²⁰

Bearing in mind that respondents consider it problematic to obtain quality education in the sphere of hotel and accommodation service, it is logical that the majority of them note the need of additional retraining of graduates of higher education and vocational/public colleges (the need of retraining graduates of higher educational institution is indicated by 66.1% and that of graduates of vocational/public colleges is indicated by 62.3% of respondents).

Results by target institutions repeat the general trend, though the absolute majority of tour operators clearly point to the need of retraining (graduates of higher educational institution - 94.6% and graduates of vocational/public colleges - 91.9%). Corresponding indicators of representatives of training centers and catering organizations are 84-86% for graduates of higher educational institution and 72-80% for graduates of vocational/public colleges.²¹

It is logical that the respondents, who consider additional retraining of graduates of higher education and vocational institutions necessary, are more critical, as compared to overall sample, in their evaluations of the qualification of employees in the hotel and accommodation industry - Mean = 3 on a five-point scale.²²

In half of respondents' view, the retraining of graduates of higher and vocational education institutions should be focused on the practical training which implies internships at employers' organizations; equal number of respondents think that professional training and in-house trainings by employers are needed as well (almost one fourth of respondents – 23.2%).

The analysis of data by target institution revealed that a) internship is least acceptable for representatives of protected territories (12.5%); they view professional training as the main type of retraining (62.5%); b) representatives of vocational/public colleges consider professional training as the least acceptable form of

¹⁹ See the appendix: Table #2.

²⁰ See the appendix: Diagram #4.

²¹ See the appendix: Diagram #5.

²² A five-point scale with 3 being “Neither negative nor positive.”

retraining (14.9%); c) representatives of catering business consider professional training and internship at employers' organizations equally important (each 40.9%).²³

The results of the survey do not provide the ground to claim that respondents are optimistic about the willingness of current business to engage in social partnership which, in this particular case, implies admitting internship seekers to help them upgrade their qualification. According to overall sample data, a mean indicator lies near the neutral point on the scale.²⁴ However, according to the data by institutions, representatives of all institutions, save those of higher educational institutions, make a relatively optimistic forecast (mean indicators falling within the positive field of evaluation, close to the neutral point of the scale and ranging between 2.7 and 2.9 on a four-point scale).²⁵

1.3. Assessment of competences/chances of employment of graduates of hotel and accommodation service field.

Chances of graduates of vocational institution, bachelors and masters to get employment in various organizations (hotel, tourist company, protected territory/resort complex, restaurant/café/club, public service) were rated by respondents as rather high with the mean indicators mainly falling within the positive field of evaluation and ranging between 3.4 and 4.0.²⁶ However, respondents think that chances of graduates of vocational institutions to get employment in the public service are slim (a master's degree is specified as an effective precondition for the employment in the public service). It is worth noting that in respondents' view, the higher the level of education attained, the higher the chances of employment in abovementioned organizations. The only exception is a restaurant/café/club - respondents prefer graduates of vocational education institutions for these jobs (respondents seem to view a bachelor's or master's degree for such jobs as "luxury").

Data by institution repeats general trends but shows some differences: for example, in the opinion of representatives of higher educational institutions, graduates of vocational institutions have the highest chance to get jobs in hotels and restaurants/cafes/clubs whereas representatives of catering organizations think that these graduates have the highest chances to get jobs in protected territories/resort complexes, instead of hotels.²⁷

The results of a follow-up (though rather general) question as to who have higher chances of employment in the hotel and accommodation industry – graduates of bachelor's, master's studies or those of vocational institutions - show a trend similar to the above described one (which is proved by rather positive mean indicators which range between 3.5 and 3.9 on a five-point scale). In this particular case, the list of categories of graduates was extended to include a new category - "a person of different specialty who undertook the training in key professions of hotel and accommodation industry;" interestingly, respondents gave a relatively low evaluation to chances of employment of this category of people (Mean = 3.18), which suggests that for

²³ See the appendix: Diagram #6.

²⁴ The data are calculated on a four-point scale with 1 being "not willing at all," 4 being "willing" and 2.5 being a neutral point on the scale. The data above "2.5" correspond to the positive willingness field whereas below "2.5" to negative willingness field.

²⁵ See the appendix: Diagram #7. Differences between the groups support statistically reliable comparison among them.

²⁶ Mean data are calculated on a five-point scale with 1 being "low chance of employment," 5 being "high chance of employment" and 3 being a neutral point on the scale. The data above "3" correspond to the positive meaning values whereas below "3" to negative evaluation field.

²⁷ See the appendix: Diagram #8. . Differences between the groups do not support statistically reliable comparison among them (refer to BA graduates)

employment, respondents attach higher importance to education in a relevant field of study (vocational or higher) than to the education obtained through training alone²⁸.

By target organizations, the data showed the following:

- Representatives of higher educational institutions, in contrast to those of other institutions, think that people with different specialty, who undertook training in hotel and accommodation service field, have lower chances to be employed in the hotel and accommodation industry;
- Representatives of vocational colleges think that graduates of all three education levels (bachelor's, master's studies and vocational/public college) have high chances of employment (Mean ≥ 4 on a five-point scale in all three cases);
- Representatives of training centers consider holders of master's degree as having the highest chances of employment (Mean = 4.12);
- Representatives of catering organizations view graduates of vocational/public colleges as having the slimmest chance to get employment (indicators fell within the negative field of evaluation – Mean = 2.73).

According to respondents, chances of employment of graduates and the real situation of their employment do not essentially differ either by overall evaluation or by the attained level of education. The evaluation of actual situation of employment shows approximately the same trend as observed in the evaluation of chances of graduates to be employed in the hotel and accommodation industry (mean indicators of every category lie within the positive field of the scale, near the neutral point and range between 3.1 and 3.6²⁹). As regards actual employment, the analysis of data by target institutions shows: university graduates (bachelors, masters) are more successful in the hotel and accommodation industry, according to representatives of protected territories; representatives of universities and vocational institutions single out graduates of their institutions in a positive way.³⁰

As regards the relevance of competencies of people with vocational or higher education (bachelors, masters) to jobs in the hotel and accommodation industry, respondents were mainly positive in their assessments (with mean indicators most frequently falling within the positive evaluation field, rather close to the neutral point, and ranging between 3.1 and 3.9³¹). The most suitable jobs for graduates of vocational education institutions proved to be those of servant (Mean = 4.05) and waiter (Mean = 4.06) whereas the job of servant was considered the least appropriate for holders of master's degree.³²

The analysis of results by target organizations revealed the following differences:

- Representatives of higher educational institutions and tour operators considered holders of vocational education diploma less appropriate for managerial positions such as reception and accommodations manager, reservations manager, food and beverages manager/director of restaurant (with mean indicators falling within the negative evaluation field; Mean < 3 on a five-point scale); the same category of respondents considers holders of bachelor's degree inappropriate for a position of servant and holders of master's degree inappropriate for positions such as housekeeper, waiter,

²⁸ Differences between the groups do not support statistically reliable comparison among them (in case of MA graduates)

²⁹ See the rule of interpretation of mean data, provided in the footnote #27.

³⁰ See the appendix: Tables #4 and #5. Differences between the groups support statistically reliable comparison among them. (refer to MA graduates and persons with a different academic background having undertaken training at a training center in a specialty relevant for the hotel and accommodation industry)

³¹ See the rule of interpretation of mean data, provided in the footnote #15.

³² For detailed data, see the appendix: Table #6. Differences between the groups support statistically reliable comparison among them (in case of vocational/public college graduate). As regards BA and MA graduates, in some cases differences between the groups do not support statistically reliable comparison among them.

servant and chef (with mean indicators of each of the positions falling within the negative evaluation field); by considering holders of bachelor's or master's degree inappropriate for the above named positions, respondents seem to mean that they are over-qualified for such jobs.

- Representatives of vocational colleges are distinguished for their clear-cut opinion that competences of holders of vocational education diploma are more appropriate for service personnel jobs such as registrar, night auditor, housekeeper, servant, et cetera (Mean >4 on a five-point scale);
- Representatives of protected territories rated high the appropriateness of the majority of jobs for holders of all categories of diplomas (especially for bachelors and masters) (Mean ≥4 on a five-point scale).

In respondents' view, managerial positions in the hotel and accommodation industry should be held by professionals of the following category: 1) first, individuals who obtained corresponding education and have: a) professional diploma, b) bachelor's/master's degree and experience of working at a lower level –started their career development from a lower step (13% and 15.5%, respectively); 2) then, individuals who obtained higher education in a relevant sphere (bachelor's or master's degree; 13% and 13.2%, respectively); 3) also individuals who obtained higher education (bachelor's/master's degree) and undertook in-house training organized by an employer.

Slight differences are observed in the data by target institutions: 1) representatives of vocational/public colleges and training centers, given the specifics of their institutions, evaluated the most desired education/qualification of applicants for managerial positions somewhat differently; in particular: representatives of vocational/public colleges named holders of diplomas of vocational institutions – 15% whilst representatives of training centers named holders of higher education diplomas (bachelor/master) who undertook training at training centers (13.3%); 2) representatives of catering institutions have a clear-cut opinion that managerial positions should be held by those individuals who obtained relevant education (professional diploma, bachelor's/master's degree) and have experience of working at a lower level – started their career development from a lower step (approximately 20-22%).³³

Having evaluated the relevance of competences to jobs, respondents went on to evaluate which persons have the competencies corresponding to jobs available in the hotel and accommodation service sphere.

As the results of the survey showed, people who are considered to be competent for the field include graduates of vocational institutions (43.8%) as well as graduates of higher educational institutions (bachelors/masters) (40.7%). In the latter category, a slight preference is given to holders of bachelor's degree (bachelors – 21.7%, masters – 18.6%). As regards holders of doctorate degree, respondents consider qualification of such people irrelevant for the mentioned field (assumedly, for their over-qualification).

The results by institutions showed that:

- Representatives of higher educational institutions consider holders of bachelor's degree (30.4%) and vocational institution diploma (28.6%) to be most appropriate candidates for the jobs available in the hotel and accommodation industry, followed by holders of master's degree (24.8%);
- Representatives of vocational institutions/public colleges regard holders of vocational institution diplomas (around 65-72%) as the most appropriate candidates for the jobs;
- Tour operators consider holders of higher education diplomas (bachelors/masters) (43.2%) and vocational institution diplomas (37.8%) almost equally appropriate for the jobs;
- Representatives of catering business consider holders of master's degree more appropriate for the employment in hotel and accommodation industry (36.4%); however, 27.3% of them also consider competences of graduates of vocational institutions appropriate;

³³ See the appendix: Table #7.

- Half of representatives of protected territories consider individuals with bachelor's degree to be appropriate candidates for the jobs, whilst fourth of them consider holders of vocational education diplomas to be as such.³⁴

1.4. Assessment of several necessary measures for educational institutions to train qualified personnel

In respondents' view, allowing graduates of vocational education institutions to continue their studies at universities without passing entry examinations will not have any effect in terms of training of competent staff for the hotel and accommodation service field (according to overall sample data, mean indicators lie at the neutral point of the scale - Mean = 2.55).³⁵ The data by organizations show that the attitude of representatives of protected territories and vocational institutions towards this factor is positive (Mean = 2.88 and 2.66, respectively), whereas that of representatives of tour operators, training centers and catering organizations is negative (Mean = 2.15, 2.36 and 2.40, respectively).³⁶

Respondents believe that focusing education courses on practical training will definitely increase chances of employment of graduates of educational institutions in the hotel and accommodation industry; the absolute majority of respondents agree to this opinion (97.4%).³⁷

Training of listeners by training centers is evaluated as a rather effective means of training qualified personnel in key professions of the hotel and accommodation industry (with the mean indicator falling within the positive evaluation field, closer to the neutral point – Mean = 2.78). A similar trend is seen in the data by target institutions. Overall, the largest segment of respondents (43.8%) think that training centers train listeners effectively whilst a little less than one fifth (22%) think that this training is ineffective.³⁸

Those respondents who think the training provided by training centers is ineffective or very ineffective (27% in total) named the reasons behind such an opinion; two main reasons were outlined: 1) 45.2% believe that courses offered by training centers alone are not sufficient to prepare highly qualified specialists for the hotel and accommodation industry; 2) 25.8% name the lack of professional/competent trainers at training centers. A similar trend has outlined in analyzing the data by target organizations.³⁹

1.5. General assessment of the hotel and accommodation service sphere.

Respondents' evaluation of the hotel and accommodation service sphere in Georgia is neutral (the mean indicator lies at a neutral point (2.47)⁴⁰ on a four-point scale). As regards the data by organizations, the current level of hotel and accommodation service is evaluated as positive by representatives of protected territories (Mean = 3.13); evaluations of representatives of vocational/public colleges and training centers also fall within

³⁴ See the appendix: Diagram #9.

³⁵ Mean data are calculated on a four-point scale with 1 being "do not agree," 4 being "agree" and 2.5 being a neutral point on the scale. The data above "2.5" correspond to the positive meaning values whereas below "2.5" to negative meaning values.

³⁶ See the appendix: Diagram #10. Differences between the groups do not support statistically reliable comparison among them.

³⁷ See the appendix: Diagram #11.

³⁸ See the appendix: Diagram #12. Differences between the groups do not support statistically reliable comparison among them.

³⁹ See the appendix: Diagram #13.

⁴⁰ Mean data are calculated on a four-point scale with 1 being "low quality," 4 being "high quality," and 2.5 being a neutral point on the scale. The data above "2.5" correspond to the positive meaning values whereas below "2.5" to negative meaning values.

the positive evaluation field (though close to the neutral point) (Mean = 2.66 and 2.64, respectively); the lowest evaluations were made by representatives of catering organizations and tour operators with the mean indicators falling within the negative field of evaluation (Mean =2.09 and Mean =2.05, respectively).⁴¹

2. Assessment of the quality of education and university educational programs in the hotel and accommodation service field by representatives of universities.

There are 161 representatives of higher educational institutions among the respondents covered by the survey (46.6% of the overall sample).

As the survey of this particular group showed, the universities in Georgia offer the following accredited education programs in key area of the hotel and accommodation service (each of the below listed programs is named by 103-115 respondents):

- ✓ Nature tourism and protected area;
- ✓ Ecotourism;
- ✓ Culture tourism;
- ✓ Health tourism and resorts activity;
- ✓ Recreation tourism;
- ✓ Agro tourism.⁴²

In general, respondents give high evaluations to university and vocational education programs in key professions of the hotel and accommodation industry. The mean indicators of vocational as well as bachelor's, master's and doctorate programs fall within the positive evaluation field⁴³ (Mean = 3.7 – 4.0).⁴⁴

The absolute majority of respondents (95.1%) say that their educational institutions conduct surveys of students to evaluate the courses included in the education program; however, the regularity of student surveys vary: in the majority of cases (55.9%), surveys are conducted for each course at the end of each semester; almost one fifth of respondents (19.3%) say that student surveys are conducted at the end of an academic year. The absence of such practice is noted by only 0.6% of respondents. It is worth noting that 4.3% of respondents found it difficult to answer this question.⁴⁵

Respondents were asked to rate the level of achievement of various learning outcomes of accredited bachelor's programs of their universities.⁴⁶ Results of the survey show that all listed learning outcomes make it into the positive evaluation field (Mean >3 on a five-point evaluation scale).⁴⁷ Even more, the absolute majority of their evaluations exceed 4 points whilst some of them lie near the high end of the scale (five

⁴¹ See the appendix: Diagram #14. Differences between the groups support statistically reliable comparison among them.

⁴² See the appendix: Diagram #7.

⁴³ See the rule of interpreting mean data, provided in the footnote #15.

⁴⁴ See the appendix: Diagram #14.

⁴⁵ See the appendix: Diagram #15.

⁴⁶ Learning outcomes are defined in accordance with the Law of Georgia on Vocational Education and Training, a concrete level of vocational education qualification framework and occupational standard.

⁴⁷ Mean data are calculated on a five-point scale with 1 being “does not ensure at all,” 5 being “fully ensure” and 3 being a neutral point on the scale. The data above “3” correspond to the positive meaning values whereas below “3” to negative field of evaluation.

points). The highest indicators were received by the following components of learning outcomes related to knowledge/understanding and communication skills:

- ✓ Knowledge of fundamentals of tourism and hospitality management, terminology (knowledge and understanding), Mean = 4.58;
- ✓ Communication with specialists in native language (communications skill), Mean = 4.5;
- ✓ Knowledge and understanding of functional spheres of tourism and hospitality: general and operational management, sales and marketing, human resources management, finances and accounting, communication and information technologies of management and their interaction, Mean = 4.39;
- ✓ Formulation of issues/questions both in written and oral form and presentation thereof (communications skill), Mean = 4.38;
- ✓ Assessment of process management in tourism and hospitality organizations, identification of participants in management process (application of knowledge in practice), Mean = 4.34.⁴⁸

The evaluation of learning outcomes of master's programs shows the trends similar to that of bachelor's programs; however, mean indicators, in general, are higher: in contrast to the rating of learning outcomes of bachelor's programs, none of learning outcomes of master's programs was rated below the mean indicator of 4.0.⁴⁹

Respondents were invited to measure, on a four-point scale, the extent of their agreement with various statements which concerned existing and desirable features of education programs/courses.

As the survey showed, in most cases respondents either rather agree or strongly agree with the mentioned statements,⁵⁰ especially with those that: a) concern the enhancement of practical component, namely, the practical training at employer organizations; b) concern the need of increase in books in Georgian language or translated into Georgian; c) concern the existence of business incubators, et cetera (such statements show high mean indicators, near the high end of the scale).⁵¹

Although respondents positively evaluate various level education programs in their universities, they say that the bachelor's/master's studies are not sufficient for graduates to work successfully in the hotel and accommodation industry (the mean indicators falling within the negative evaluation field⁵², Mean = 1.5/1.6).⁵³

How could such inconsistency in survey results be explained? We should assume that in respondents' view, the acquisition of somewhat quality education (bachelor's or master's studies) is a necessary but not sufficient condition for successful employment in the hotel and accommodation service sphere; it requires that other conditions are also met, such as sufficient number of vacancies in the field, the relevance of applicants' qualification to these jobs, the establishment of fair criteria and mechanism of recruitment, a general growth of hotel and accommodation service sphere, et cetera.

Moreover, despite positive evaluation of university education programs, respondents point to about the need to improve these programs in various directions; this is proved by high indicators of agreement to those statements which concern modification and certain changes of education programs.

⁴⁸ See the appendix: Table #8.

⁴⁹ See the appendix: Table #9.

⁵⁰ See the rule of interpreting mean indicators, provided in the footnote #35.

⁵¹ See the appendix: Diagram #16.

⁵² See the rule of interpreting mean indicators, provided in the footnote #35.

⁵³ See the appendix: Diagram #17.

University representatives view professional training as one of possible ways to improve/maintain quality of education and increase chances of employment (the mean indicator fall within the positive evaluation field (Mean = 3.60),⁵⁴ lying near the high end of the scale – 4 points).⁵⁵

According to university representatives, practical training is properly used in their educational institutions (Mean = 3.39 on a four-point scale).⁵⁶The majority of respondents (80.1%) say that the practical training is applied “very often” and “rather often.”⁵⁷

In the opinion of university respondents, the level of students’ satisfaction with the practical training is high (Mean = 3.17 on a four-point scale).⁵⁸ As many as 19 respondents (out of 161) mentioned the dissatisfaction of students. On the other hand, respondents find it difficult to name reasons of dissatisfaction. Eleven of those 19 respondents found it “difficult to answer;” the number of separate reasons that were named is insignificant. Only few respondents said that the education obtained at educational institutions is out of joint with the reality, that companies are not interested in supervising students, et cetera. It should also be noted that those respondents who think that the enhancement of practical component in the education course is needed as well as those who think the opposite, rate the satisfaction of their students with the practical training above the average level.⁵⁹ This means that the practical training, regardless of possible shortcomings, is a valuable part of education programs.

3. Assessment of the quality of education and educational programs in hotel and accommodation field by representatives of vocational/public colleges.

There are 91 representatives of vocational/public colleges among the respondents covered by the survey (26.3% of overall sample).

Respondents of this group highly evaluated education programs in key professions of the hotel and accommodation industry (mean indicators falling within the positive evaluation field (Mean > 3)⁶⁰ with each of them at the high end of the scale – 5).⁶¹

That these respondents are consistent in their evaluations is proved by the fact that the majority of those representatives of vocational/public colleges (between 51% and 71%), who give high scores to education programs of their colleges, also rate the level of education ensured by their educational institutions as high;

⁵⁴ Mean data are calculated on a four-point scale with 1 being “absolutely unsuitable,” 4 being “absolutely suitable” and 2.4 3 being a neutral point on the scale. The data above “2.5” correspond to the suitability field whereas below “2.5” to unsuitability field.

⁵⁵ See the appendix: Table #10.

⁵⁶ Mean data are calculated on a four-point scale with 1 being “rarely” and 4 being “rather often” and 2.5 3 being a neutral point on the scale. The data above “2.5” correspond to a positive evaluation field whereas below “2.5” to a negative meaning values.

⁵⁷ See the appendix: Table #11.

⁵⁸ Mean data are calculated on a four-point scale with 1 being “very dissatisfied,” 4 being “very satisfied” and 2.5 being a neutral point on the scale. The data above “2.5” correspond to the satisfaction field whereas below “2.5” to dissatisfaction field. See the appendix: Table #11.

⁵⁹ See the appendix: Tables #12 and #13.

⁶⁰ See the rule of interpreting mean data, provided in the footnote #15.

⁶¹ See the appendix: Diagram #18.

however, they do not give such a high rating to the level of education ensured by the higher educational institutions.

However, there is still one inconsistency observed (which was also seen in the case of respondents representing higher educational institutions): almost half or a little more than half of those respondents who rate education programs of their colleges as high (4 or 5 points on a five-point scale), said that the acquisition of quality education in the mentioned professions represents a rather acute problem. This inconsistency can be explained by the fact that while being happy with available education programs, respondents, at the same time, consider them insufficient for ensuring quality education (in the given sphere) and think that they must be improved.

Representatives of vocational/public colleges were asked to rate, on a five-point scale, their level of agreement with certain statements that concerned various features of education programs/courses. As the data show, respondents regard the foreign languages teaching and involvement of native-speaking teachers in educational programs as weaknesses of vocational/public colleges (these two parameters fell within the negative evaluation field – Mean 2.97 and 2.48, respectively).⁶² Respondents believe that the process of offering qualitatively new education courses/modules to students, of mastering narrow specialization by them and involving practicing teachers in the education process is carried out on a high level (mean indicators for these parameters correspond to the positive meaning values and exceed 4.0 point).⁶³

As regards the achievement of learning outcomes of education programs of this or that vocational/public college, the rating by respondents in this group is rather positive for all listed professions (mean indicators corresponding to the positive evaluation field,⁶⁴ though lie near the neutral point –Mean =3.6-3.7).⁶⁵

Given high evaluations of professional programs and education courses as well as achievement of learning outcomes, it is logical that representatives of vocational/public colleges think there is a possibility for students to obtain high quality education in their colleges, which helps graduates to work successfully in the hotel and accommodation service sphere.⁶⁶

Moreover, respondents who think that holders of vocational education diploma are more equipped with competences corresponding to jobs in the hotel and accommodation service sphere, confirm that the education obtained at their colleges is sufficient for graduates to get employment in this sphere (Mean = 3.48 on a four-point scale). As many as 64 respondents out of 66 agree to this opinion (31 of them think that it is “rather sufficient” while 33 believe it to be “fairly sufficient”).⁶⁷

The analysis of statements designed to evaluate vocational education programs, learning outcomes and desired features of these programs showed that representatives of vocational/public colleges are less willing to enhance theoretical courses in the education program (Mean = 2.20) and they do not think that graduates of their colleges are fluent in foreign languages (Mean = 3.34); these two parameters fall within the negative evaluation field on a four-point scale. The statements seen as most desirable by respondents are those concerning the signing of a memorandum with an employer (Mean = 3.79) and increasing the amount of literature translated into Georgian (Mean = 3.71). In addition, respondents of this group clearly indicate that

⁶² In this case, mean indicators are calculated on a five-point scale with 1 being “strongly disagree,” 5 being “strongly agree” and 3 being a neutral point on the scale. The data above 3 correspond to the agreement field whereas below “3” to the disagreement field.

⁶³ See the appendix: Diagram #19.

⁶⁴ See the rule of interpreting mean data, provided in the footnote #47.

⁶⁵ See the appendix: Diagram #20.

⁶⁶ See the appendix: Table #14.

⁶⁷ See the appendix: Table #15.

vocational education programs offered by their colleges are oriented on practical training (Mean = 3.73). All these three parameters fall within the positive field of evaluation,⁶⁸ near the high end of the scale (4 points).⁶⁹

With their opinion that vocational institutions are oriented on practical training the respondents differ from representatives of higher educational institutions in a positive way. The orientation on practice is also proved by responses of respondents to a question as to how often the practical training is used in their educational institutions (the mean indicator of responses to this question is strongly positive – 3.49 on a four-point scale).⁷⁰

In respondents' view, the level of satisfaction of students with practical training is high at vocational institutions (which respondents represent) (Mean = 3.66 on a four-point scale). Respondents are distributed by their evaluation of the level of student satisfaction in the following way: 64 respondents believe students are strongly satisfied; 24 respondents think they are rather satisfied and three respondents think students are dissatisfied.^{71,72}

4. Assessment of educational programs and their learning outcomes in the hotel and accommodation field by representatives of training centers.

There are 26 representatives of training centers among the respondents covered by the survey (7.53% of overall sample).

Trainings in key professions of the hotel and accommodation service sphere⁷³ are conducted to a certain degree in all surveyed training centers. The exception is training in the profession of receptionist, which was named by only one respondent. Training is most frequently conducted in the professions of hotel administrator and tourism manager (21 respondents); training in the profession of sommelier was named by 13 respondents and in those of bartenders and tour operators by 10 respondents each.

Respondents rate education courses offered by training centers as high with mean indicators of all professions falling within the positive evaluation field⁷⁴ (Mean ≥ 3 on a four-point scale).⁷⁵

Training center representatives do not view any of five listed problems, which may impede the conduct of training in the hotel and accommodation service sphere, as an acute problem (Mean ≤ 3 in all listed problems, on a five-point scale⁷⁶). In respondents' opinion, in-house training conducted by companies is the least impeding factor; nor does the difficulty to find professional trainers or develop training modules represent a

⁶⁸ See the rule of interpreting mean data, provided in the footnote #35.

⁶⁹ See the appendix: Diagram #21.

⁷⁰ See the appendix: Table #16.

⁷¹ See the appendix: Table #17.

⁷² See the appendix: Table #18.

⁷³ These professions are: bartender, tour operator, sommelier, restaurant and hotel administrator, receptionist, pastry cook, chef, tourism manager.

⁷⁴ Mean indicators are calculated on a four-point scale with 1 being "evaluate very negatively," 4 being "evaluate very positively" and 2.5 being a neutral point on the scale. The data above 2.5 correspond to the positive meaning values whereas below "2.5" to negative meaning values.

⁷⁵ See the appendix: Table #19.

⁷⁶ Mean indicators are calculated on a five-point scale with 1 being "does not impede at all," 5 being "impede very much" and 3 being a neutral point on the scale. The data above 3 correspond to the impediment field whereas below "3" to the non-impediment field.

problem. Respondents point to the lack of attendees on the trainings as the factor which to some extent, should be taken into consideration (the mean indicator of this factor lies at the neutral point).

According to representatives of training centers, trainings conducted by their organizations in professions of hotel and accommodation service sphere are attended first, by people with higher education (including students) (74 respondents), then, by people with vocational education (58 respondents) and non-specialists (49 respondents).⁷⁷

A little more than half of 26 respondents (14 respondents) believe that graduates of education courses at training centers can easily get employment in the hotel and accommodation industry.⁷⁸

When rating, on a five-point scale, the advantages of education courses offered by training centers (over the courses offered by higher or/and vocational education), respondents pointed to all six advantages. The mean indicators fall within a positive evaluation field⁷⁹ with five advantages out of six exceeding 4 points. A short duration of training courses offered by training centers was named as a relatively “modest” advantage (Mean = 3.96); the most conspicuous advantage proved to be the following two – better distribution of time between practical and theoretical training and the use of modeled situations (maximally approximated with reality) (Mean = 4.42 each).⁸⁰

5. Assessment of the degree of professionalism in key professions of the hotel and accommodation service sphere by representatives of tour operators/protected territories/catering organizations.

Among respondents covered by the survey, there were 37 representatives of tour operators, eight representatives of protected territories and 22 of catering organizations. In total, 67 respondents in these three categories were interviewed (19.4% of the general sample).⁸¹

According to respondents, employees of tour operators, catering organizations and protected territories do not have an academic background in key professions of the hotel and accommodation service sphere. A clearly positive answer to this question was provided by one fifth of the respondents (20.9% - 14 respondents) of this particular group (tour operators, catering and protected territories), with one amongst representing protected territories and the rest representing tour operators. Some 40.3% of respondents (27 respondents) say that persons with the academic background in key professions of the hotel and accommodation service sphere are more or less employed in their organizations; of these 27 respondents, 14 respondents represent tour operators, 10 respondents are from catering organizations and three represent protected territories. The employment of persons with corresponding specialization in key professions of the hotel and accommodation service sphere in their organizations is denied by 34.3% (23 respondents) of which 10 respondents represent tour operators, 11 respondents represent catering and two – protected territories.⁸²

⁷⁷ See the appendix: Table #20.

⁷⁸ See the appendix: Table #21.

⁷⁹ Mean indicators are calculated on a five-point scale with 1 being “no advantage at all,” 5 being “strong advantage” and 3 being a neutral point on the scale. The data above 3 correspond to the advantage field whereas below “3” to non-advantage field.

⁸⁰ See the appendix: Diagram #22.

⁸¹ See the appendix: Table #22.

⁸² See the appendix: Table #23.

Those representatives of the group, who noted that their organizations mainly or to some extent employ persons with the academic background in key professions of the hotel and accommodation service sphere (41 respondents out of 67), say that the majority of such employees are holders of bachelor's degree (32 respondents out of 41, of which 25 represent tour operators, four represent catering organizations and three represent protected territories). Around 15% of respondents (six respondents) say they have employees with relevant professional education; only two respondents indicate about having employees with master's degree.⁸³

The majority of tour operators, catering organizations and protected territories have employees who did not obtain a special education in the hotel and accommodation service sphere (48 respondents out of 67, of which 26 represent tour operators, 19 – catering organizations and three – protected territories).⁸⁴

If respondents of this group were to select employees for their organizations, they would not virtually discriminate between graduates of higher educational institutions (bachelors, masters) and vocational education institutions (a slight preference is given to graduates of higher educational institutions). It is noteworthy that the number of those respondents who find it difficult to answer this question is high.⁸⁵

Representatives of tour operators, catering organizations and protected territories were asked to rate, on a five-point scale, the degree of development of various skills – communication, professional skills, knowledge of foreign language – among graduates of higher or/and vocational education institutions.

As the results of the survey showed, evaluations of respondents of these groups are positive: almost all listed skills of all types of graduates (bachelors, masters, holders of vocational institution diplomas) made it into the positive evaluation field,⁸⁶ though near the neutral point (mean indicators ranging between 3.2 and 3.7 on a five-point scale). The exception is (in terms of positive evaluation) the knowledge of foreign language by holders of master's degree (Mean = 4.1 by of overall sampled data). It should be noted that representatives of protected territories are prone to give high evaluations to skills of various graduate categories (Mean \geq 4 on a five-point scale).⁸⁷

It should be noted that respondents who rate various skills of graduates of higher or vocational education institutions as neutral (Mean = 3) or rather positive (Mean ranging between 3 and 4), speak about the need of further retraining of these graduates.⁸⁸

Among those professions which are most needed by organizations in the hotel and accommodation industry, two professions were singled out: tour operator (named in 29 cases) and a guide (named in 30 cases). Among other professions more or less needed ones are: cook (15 cases), accountant (13 cases), pastry cook (12 cases), hotel administrator (11 cases) and chef (10 cases). The results by groups show the professions relevant to target institutions: a) tour operators indicated about the need of tour operator (28 cases) and guide (26 cases) as well as accountant (12 cases); b) representatives of catering organizations indicated about the need of cook

⁸³ See the appendix: Table #24.

⁸⁴ See the appendix: Table #25.

⁸⁵ See the appendix: Table #26.

⁸⁶ Mean indicators are calculated on a five-point scale with 1 being “not developed,” 5 being “developed” and 3 being a neutral point on the scale. The data above 3 correspond to the positive meaning values whereas below “3” to negative meaning values.

⁸⁷ See the appendix: Diagram #23.

⁸⁸ See the appendix: Table #27.

(14 cases), pastry cook (12 cases), chef (9 cases); c) representatives of protected territories indicated about the need of guide (four cases) and hotel administrator (three cases).⁸⁹

Managerial positions in the organizations of tour operators, catering organizations and protected territories are held by people with bachelor's degree (named by half of respondents – 34 respondents), however, the number of people with master's degree is also high (23 respondents). As regards people with vocational education, they are rarely appointed to managerial positions. Separate data of tour operators, catering organizations and protected territories show the same trend.⁹⁰

Respondents rated (on a four-point scale) the qualification of applicants for jobs in tour operating, catering organizations and protected territories. Tour operators prove to be most unhappy about the qualification of job seekers (Mean falling within the negative evaluation field⁹¹). The evaluation of representatives of catering organizations is neutral: neither positive nor negative (with the Mean at the neutral point of the scale – 2.5). Representatives of protected territories are of the highest opinion about the qualification of job seekers (Mean = 3.0). The evaluations of all three groups of the qualification of job seekers are low (Mean = 2.44).⁹²

In total, 23 respondents (34.3%) representing tour operators and catering organizations rated job seekers as rather qualified or unqualified (none of representatives of protected territories was among those holding this opinion). These respondents were asked to name reasons of shortage of qualified cadres among the graduates of education programs in the hotel and accommodation service sphere. Tour operators and catering representatives see the main problem in the education system (named by 15 respondents of which 11 represent tour operators); yet another reason is lack of focus of education courses on practical training (10 respondents of which 7 represent tour operators); a problem of unprofessional teachers was also named as one of the reasons (the total of eight respondents, all of them representing tour operators).⁹³

A big majority of representatives of tour operators, catering organizations and protected territories (52 respondents of 67; i.e. 77.6%) said that their organizations have a documented list and description of those specific competencies which a person needs to have to get employment in their organizations.⁹⁴

As regards the most important competencies for various professions in the hotel and accommodation service sphere, they are: a) knowledge of foreign language which is important for professions such as guide (11 respondents), tour operator (13 respondents), receptionist (three respondents), and b) creativity/innovations skill which is important for professions such as cook (seven respondents) and chef (three respondents).⁹⁵

⁸⁹ See the appendix: Table #28.

⁹⁰ See the appendix: Table #29.

⁹¹ Mean indicators are calculated on a four-point scale with 1 being “unqualified,” 4 being “qualified” and 2.5 being a neutral point on the scale. The data above 2.5 correspond to the qualified field whereas below “2.5” to unqualified field.

⁹² See the appendix: Diagram #24.

⁹³ See the appendix: Table #30.

⁹⁴ See the appendix: Table #31.

⁹⁵ See the appendix: Table #32.

6. Desired components for upgrading the qualification in key professions of the hotel and accommodation service sphere.

All respondents in the survey were provided with the list of those education courses which, in their view, would be desirable to incorporate in education program in the hotel and accommodation service sphere. As the overall sample data showed, the majority of respondents considered all the listed courses either strongly desirable or rather desirable to incorporate in vocational as well as bachelor's and master's programs. The share of such answers range between 71% and 95% (moreover, in most cases, the share of the option "strongly desirable" well exceeds that of the "rather desirable" option).

In total, 22 vocational and 10 higher education courses were suggested to respondents for the incorporation in education programs. Strongly desirable courses included:

For vocational education programs:

- ✓ Etiquette and speech culture – 86.4%
- ✓ Management of banquets, parties and events – 77.4%
- ✓ Hotel marketing and sales – 76.5%
- ✓ National/Georgian cuisine – 76.2%

For higher education programs:

- ✓ Management of hotel services – 84.6%
- ✓ Hotel management – 84.1%
- ✓ Hotel service marketing – 80.9%
- ✓ Human resources – 78.8%
- ✓ Control of service quality – 78.8%

By organizations the data do not show statistically significant differences.⁹⁶

Moreover, respondents were to rate, on a four-point scale, their level of agreement with 10 statements concerning various measures necessary to upgrade the qualification of graduates in key professions of the hotel and accommodation service sphere. Overall, these statements proved important to all categories of respondents (mean indicators in all cases falling within the positive evaluation field⁹⁷ and exceeding 3.0 on a four-point scale). However, it is possible to highlight those statement that received highest scores:

- ✓ The strengthening of foreign language teaching is marked with the highest overall indicator (Mean = 3.85) and is viewed as highly important by respondents of all target groups;
- ✓ The importance of teachers' qualification is rather outlined in the answers of respondents from higher educational institutions (Mean = 3.85);
- ✓ The enhancement of the role of practical training is most important for representatives of vocational/public colleges (Mean = 3.81); this measure has a high indicator among representatives of tour operators, training centers and catering organizations;
- ✓ Tour operators deem important: a) the signing of memoranda of cooperation between educational institutions and enterprises/companies (Mean = 3.89) and b) the development of professional standards (Mean = 3.86);
- ✓ Representatives of protected territories attached the high importance (in addition to strengthening of foreign language teaching) to: a) the establishment of differentiated teaching principle in higher

⁹⁶ See the appendix: Table #34.

⁹⁷ Mean indicators are calculated on a four-point scale with 1 being "unimportant," 4 being "very important" and 2.5 being a neutral point on the scale. The data above 2.5 correspond to the positive meaning values whereas below "2.5" to the negative meaning values.

educational institutions (Mean = 3.88), b) adaptation of literature in Georgian language (Mean = 4.0), c) increase of the role of practical training in higher education programs (Mean = 4.0).⁹⁸

Respondents were to choose the most important measure from the above listed measures, which would facilitate the upgrade of qualification of graduates in key professions of the hotel and accommodation service sphere. The results of the survey revealed two highly important measures:

- ✓ Upgrade of teachers' qualification (through familiarizing them with experience of foreign countries, sending them to training, et cetera) – 29.3%;
- ✓ The increase in the amount of practical training in higher education institutions – 28.1%.

The data by target organizations repeat the general trends.⁹⁹

7. Demography

- ✓ The gender distribution of respondents is 236 female (31.6%) and 109 male (68.4%);
- ✓ A little more than half of respondents belong to 25-34 (24.9% - 88 respondents) or 35-44 age groups (27.5% - 95 respondents);
- ✓ The highest indicators of the length of work history are: 11-20 years (27% - 93 respondents), 31+ years (21.7% - 75 respondents) and 6-10 years (21.2% - 73 respondents);
- ✓ An absolute majority of respondents have bachelor's/master's degrees (87.5% - 204 respondents) or doctorate degree (12.55% - 129 respondents);
- ✓ The majority of respondents – 64.9% (224 respondents) are married, 26.7% (92 respondents) are single;
- ✓ Respondents undertook their jobs in the organizations where they were interviewed between 2000 and 2005 - 8.1%; between 2006 and 2010 - 32.5%; between 2011 and 2015 - 45.8%
- ✓ Respondents mainly hold pedagogical and managerial positions – 47.5% teachers (164 respondents); 45.5% (156 respondents) managerial jobs such as, for example, administrator, manager, dean, rector, head of department, head of service, PR manager, et cetera.

Thus, the respondents are mainly young and middle-aged people having attained the higher education level and worked in these area for the past 10 years.

⁹⁸ See the appendix: Table #35. Differences between the groups do not support statistically reliable comparison among them.

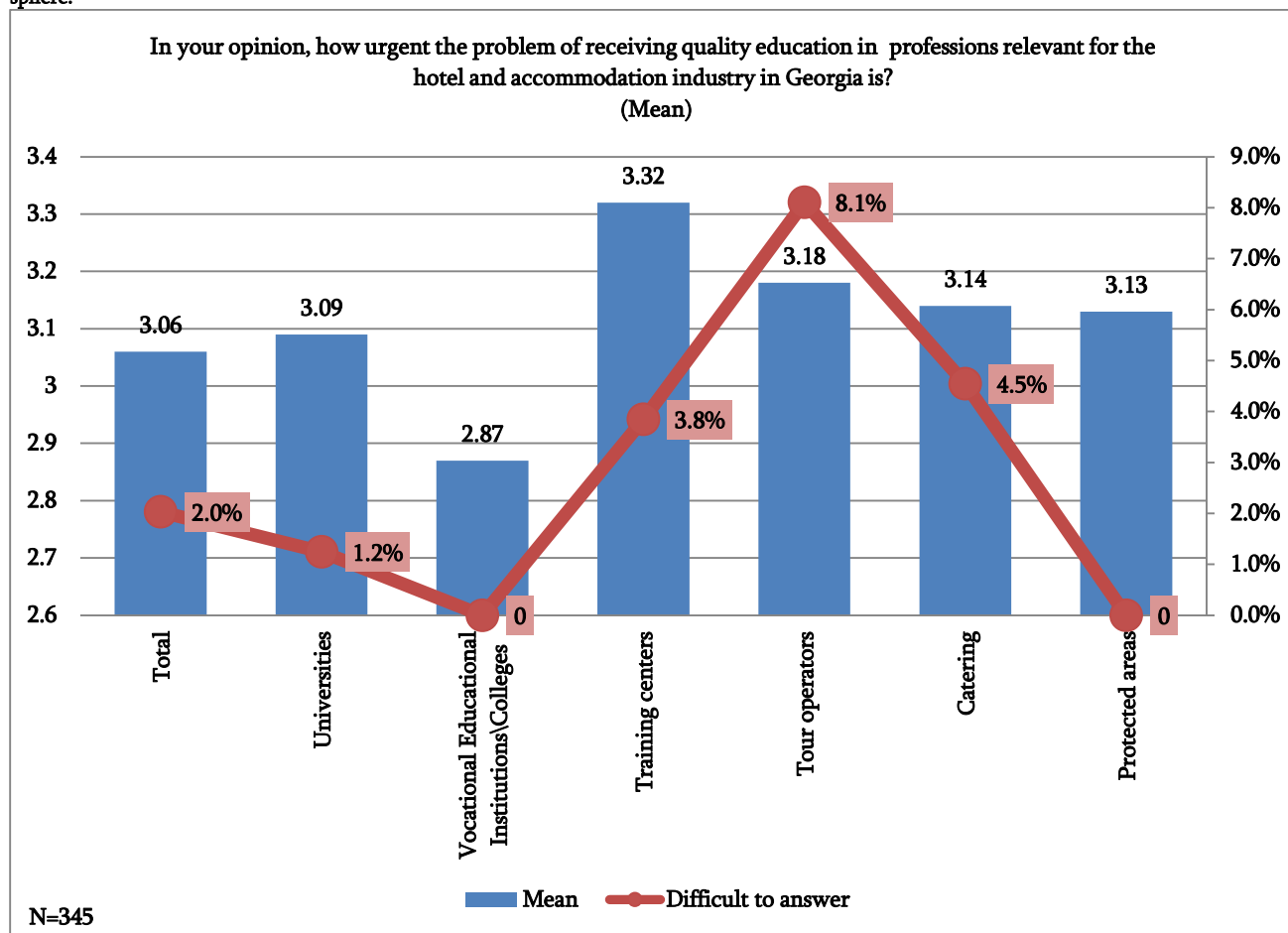
⁹⁹ See the appendix: Table #36.

Appendix: Diagrams and Tables

1. General overview of situation in the hotel and accommodation service sphere.

1.1. Assessment of the quality of education in key professions of the hotel and accommodate service field

Diagram 1: Assessment of the degree of difficulty to obtain the quality education in key professions of the hotel and accommodation service sphere.



Note: Mean data are calculated on a 4-point-scale, where “4” corresponds to “Very acute problem” and “1” to “It is not a problem at all”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.865	5	1.173	1.930	.089
Within Groups	201.830	332	.608		
Total	207.695	337			

Table 1: Assessment of the qualification of people employed in the hotel and accommodation service sphere.

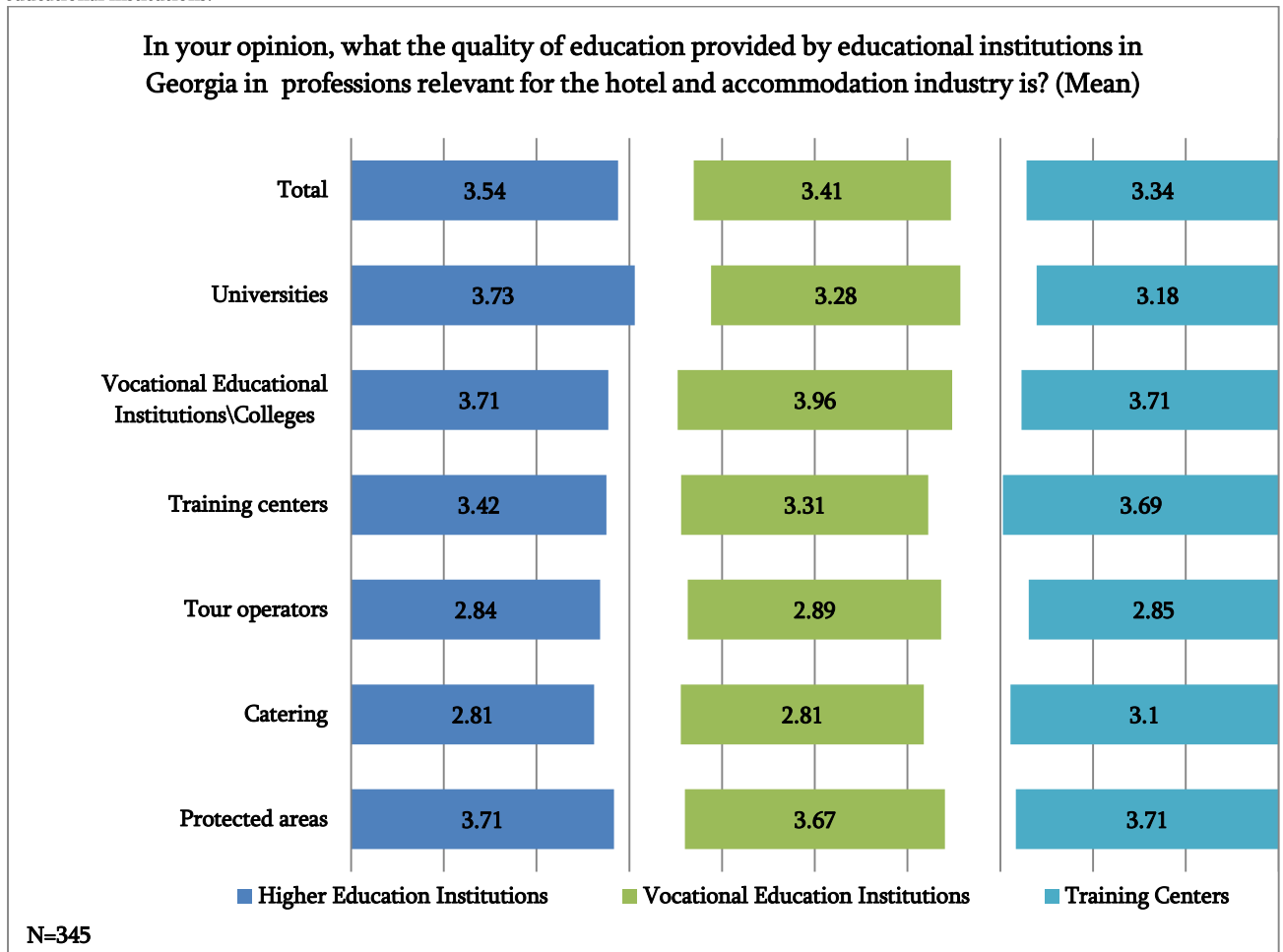
How would you evaluate the qualification level of individuals employed in the hotel and accommodation industry in Georgia? (Mean) N=345		Total	Higher education institutions	vocational education institutions	Training centers	Tour operators	Catering	protected territories
1	Hotel Manager	3.38	3.32	3.78	3.17	3.03	2.95	3.63
2	Restaurant Manager	3.40	3.31	3.74	2.96	3.43	3.05	3.75
3	Receptionist	3.53	3.43	3.88	3.24	3.35	3.37	3.86
4	Bartender	3.60	3.47	4.00	3.54	3.44	3.33	3.75
5	Guide	3.49	3.34	3.78	3.04	3.49	3.76	4.13
6	Tour Operator	3.58	3.45	3.91	3.28	3.56	3.38	4.13

Note: Mean data are calculated on a 5-point-scale, where “1” corresponds to “very negative” and “5” to “very positive”. “3” is the neutral point on the scale. Scores above “3” correspond to the positive field of evaluation, whereas scores below “3” correspond to negative field of evaluation

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Hotel Manager	Between Groups	24.017	5	4.803	5.703	.000
	Within Groups	268.673	319	.842		
	Total	292.689	324			
Restaurant Manager	Between Groups	19.611	5	3.922	4.239	.001
	Within Groups	299.786	324	.925		
	Total	319.397	329			
Receptionist	Between Groups	15.962	5	3.192	3.626	.003
	Within Groups	275.561	313	.880		
	Total	291.524	318			
Bartender	Between Groups	17.491	5	3.498	3.755	.003
	Within Groups	287.906	309	.932		
	Total	305.397	314			
Guide	Between Groups	19.830	5	3.966	3.890	.002
	Within Groups	320.157	314	1.020		
	Total	339.988	319			
Tour Operator	Between Groups	17.030	5	3.406	3.477	.004
	Within Groups	309.529	316	.980		
	Total	326.559	321			

Diagram 2: Assessment of the quality of education in key professions of the hotel and accommodation service sphere, provided by educational institutions.



Note: Mean data are calculated on a 5-point-scale, where “1” corresponds to “very low-quality” and “5” to “very high-quality”. “3” is the neutral point on the scale. Scores above “3” correspond to the positive field of evaluation, whereas scores below “3” correspond to negative field of evaluation

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Universities	Between Groups	38.126	5	7.625	8.645	.000
	Within Groups	285.780	324	.882		
	Total	323.906	329			
Vocational Educational Institutions	Between Groups	46.788	5	9.358	10.424	.000
	Within Groups	274.699	306	.898		
	Total	321.487	311			
Training centres	Between Groups	28.033	5	5.607	5.180	.000
	Within Groups	314.937	291	1.082		
	Total	342.970	296			

1.2. Assessment of professions available on the labor market in the hotel and accommodation service field.

Table 2: Professions on the labor market that are in high demand in the hotel and accommodation service sphere.

In your opinion, which professions are the most demanded on the labor market among professions relevant for the hotel and accommodation industry? N=345		Total	Higher education institutions	vocational education institutions	Training centers	Tour operators	Catering	protected territories
1	Hotel Manager	16.9%	17.5%	15.9%	18.9%	18.8%	8.6%	20.8%
2	Cook	12.6%	10.1%	17.0%	14.9%	8.9%	19.0%	4.2%
3	Restaurant Manager	9.1%	9.2%	9.1%	10.8%	7.9%	8.6%	8.3%
4	Tour Operator	10.5%	11.4%	9.5%	8.1%	12.9%	6.9%	12.5%
5	Guide	15.9%	17.9%	12.5%	10.8%	22.8%	5.2%	29.2%
6	Receptionist	6.1%	7.0%	4.9%	8.1%	4.0%	1.7%	16.7%
7	Pastry Cook	2.0%	0.9%	3.4%			10.3%	
8	Chef	6.8%	5.6%	5.7%	8.1%	8.9%	15.5%	8.3%
9	Bartender	4.9%	5.8%	6.1%	2.7%		5.2%	
10	Sommelier	2.4%	2.9%	1.9%	1.4%	2.0%	3.4%	
11	Representative of Housekeeping	4.6%	5.2%	5.3%	2.7%	3.0%	3.4%	
12	Barkeeper	0.5%	0.4%	0.8%			1.7%	
13	Dishwasher	1.2%	1.1%	1.5%		1.0%	3.4%	
14	Accountant	5.7%	4.3%	6.1%	8.1%	18.8%	8.6%	
15	Other	0.8%	0.7%	0.4%	5.4%	9.9%	6.9%	

Note: The total number of answers exceeds 100% - respondents were able to name more than one demanded professions.

Diagram 3: The number of professions on the labor market that are in high demand in the hotel and accommodation service sphere.

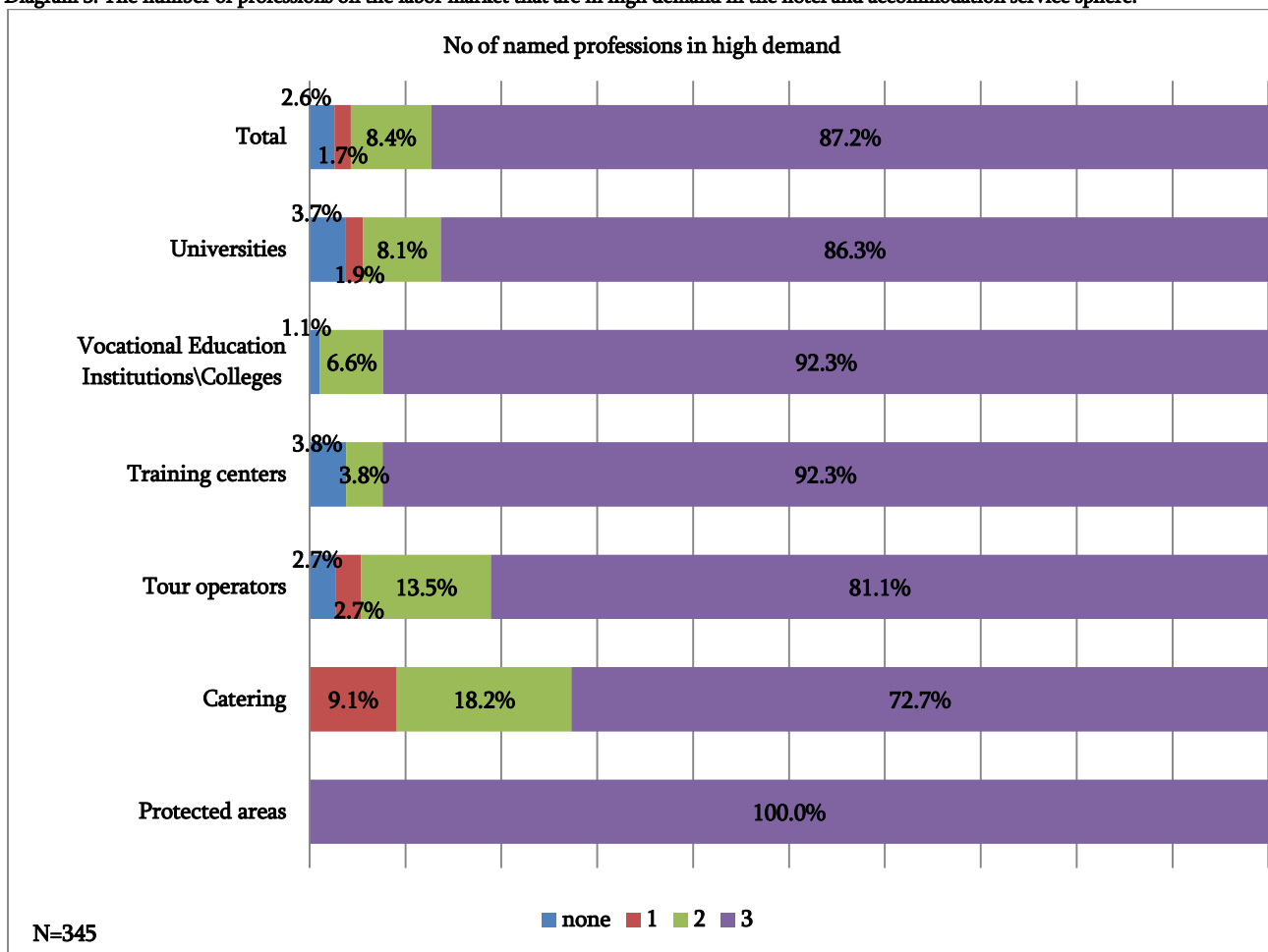


Table 3: Professions on the labor market that are in short supply in the hotel and accommodation service sphere.

which are the professions in short supply in the hotel and accommodation service sphere?		Total	Higher education institutions	vocational education institutions	Training centers	Tour operators	Catering	protected territories
N=345								
1	Hotel Manager	14.7%	17.0%	9.7%	6.5%	25.0%	17.4%	-
2	Cook	7.8%	7.1%	12.9%	-	5.6%	4.3%	11.1%
3	Restaurant Manager	9.6%	9.3%	9.7%	12.9%	2.8%	21.7%	-
4	Tour Operator	8.6%	8.8%	6.5%	6.5%	13.9%	4.3%	22.2%
5	Guide	18.4%	17.0%	16.1%	16.1%	33.3%	4.3%	55.6%
6	Receptionist	4.0%	4.4%	2.2%	3.2%	5.6%	4.3%	11.1%
7	Pastry Cook	1.9%	1.6%	4.3%	-	-	-	-
8	Chef	6.7%	4.9%	5.4%	16.1%	5.6%	17.4%	-
9	Bartender	6.4%	3.3%	16.1%	9.7%	-	-	-
10	Sommelier	13.6%	18.1%	5.4%	22.6%	8.3%	13.0%	-
11	Representative of Housekeeping	2.4%	2.7%	3.2%	-	-	4.3%	-
12	Dishwasher	0.5%	0.5%	1.1%	-	-	-	-

which are the professions in short supply in the hotel and accommodation service sphere?

N=345

	Total	Higher education institutions	vocational education institutions	Training centers	Tour operators	Catering	protected territories
13 Accountant	2.4%	1.1%	4.3%	6.5%	-	4.3%	-
14 Barkeeper	0.8%	-	3.2%	-	-	-	-
15 Hotel animator	0.3%	0.5%	-	-	-	-	-
16 Cook	0.3%	-	-	-	-	4.3%	-
17 manager	1.6%	3.3%	-	-	-	-	-

Diagram 4: The number of professions on the labor market that are in short supply in the hotel and accommodation service sphere.

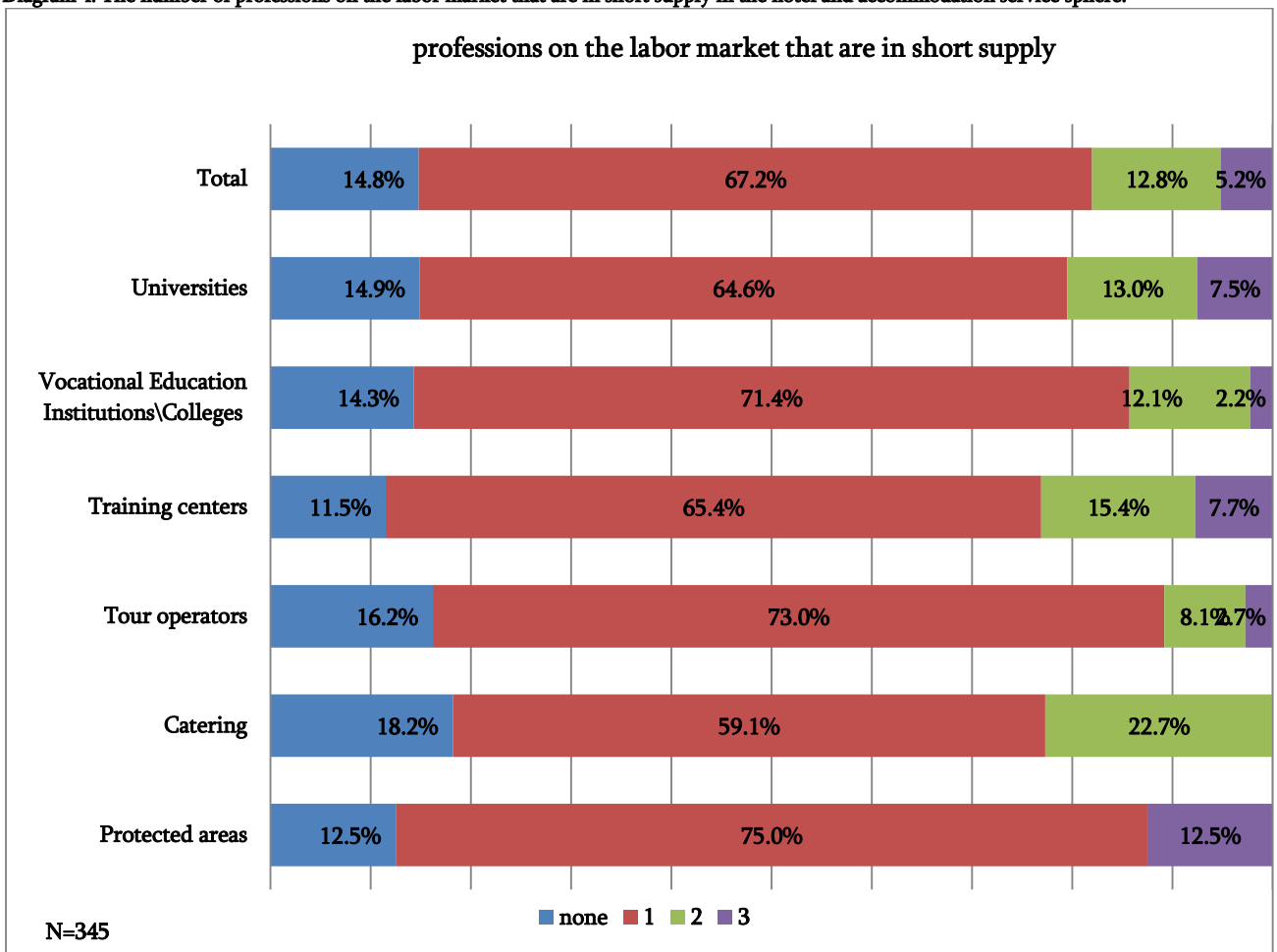


Diagram 5: The need of additional retraining for graduates to be employed in the hotel and accommodation service sphere.

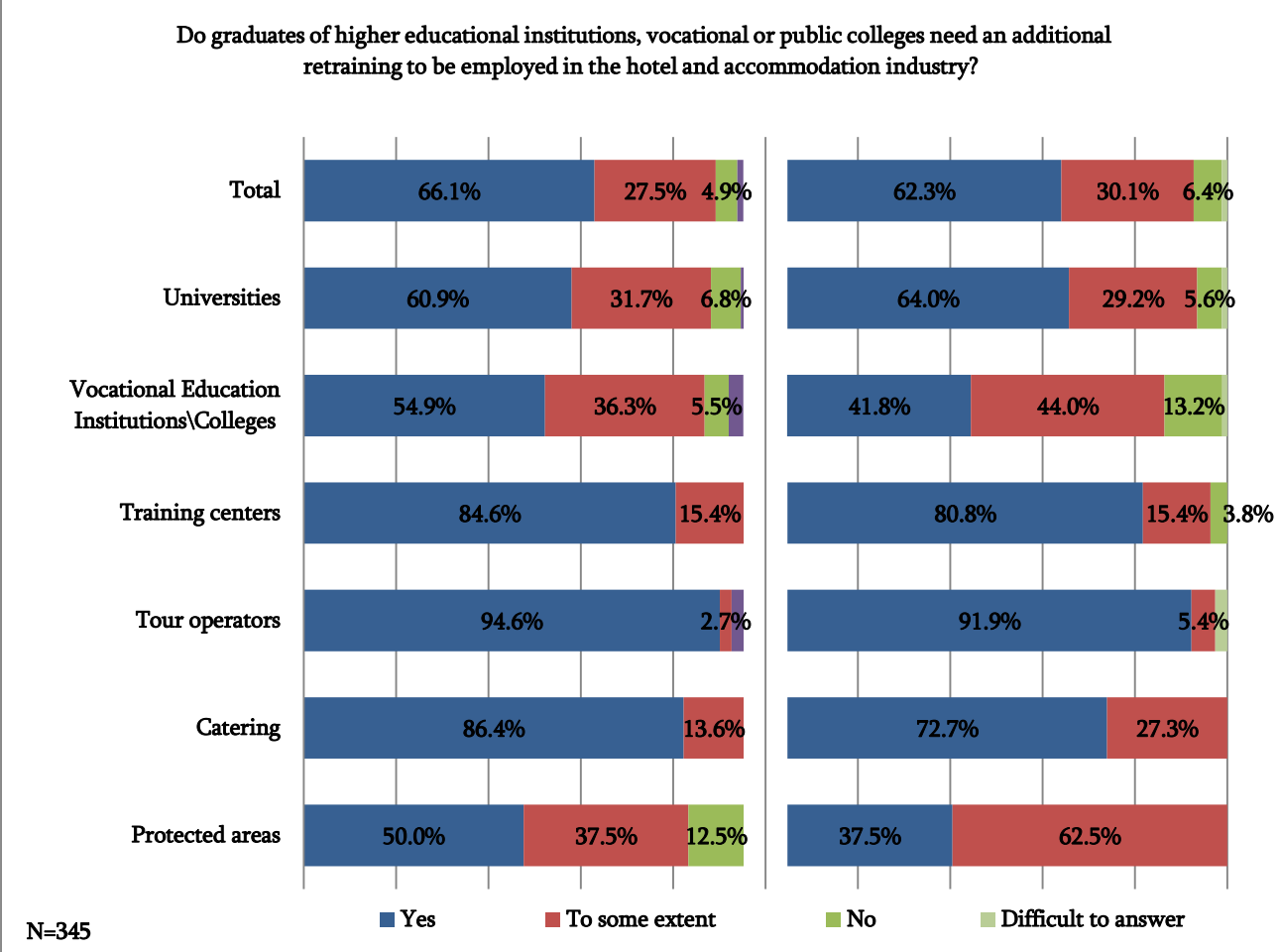


Diagram 6: Types of graduate retraining.

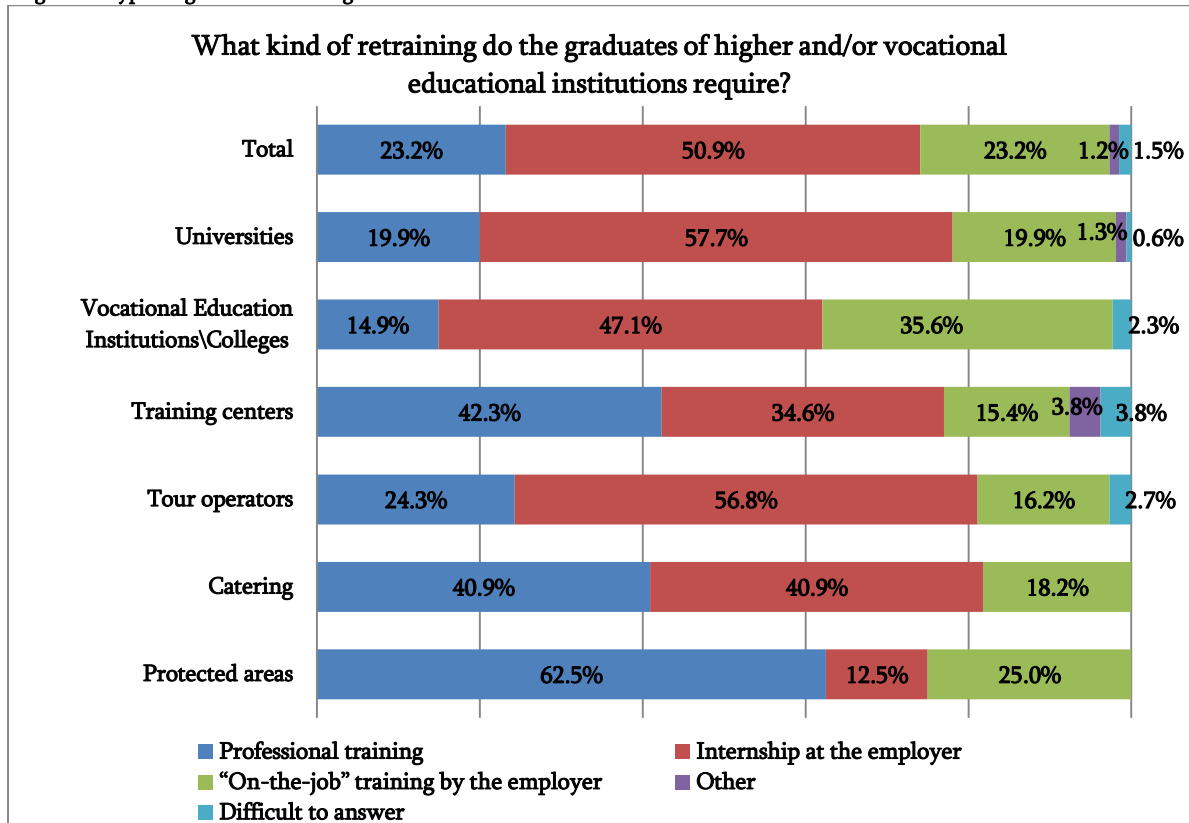
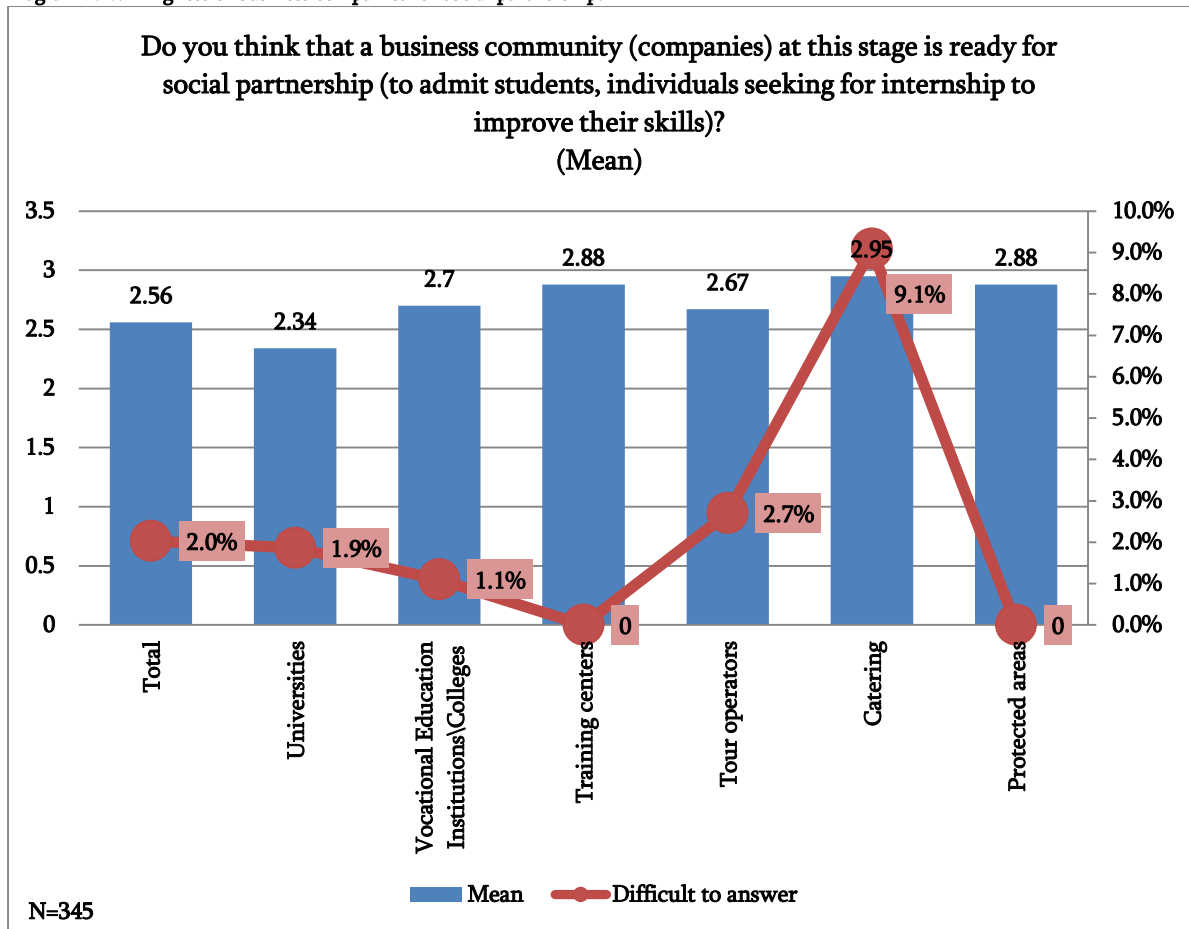


Diagram 7: Willingness of business companies for social partnership.



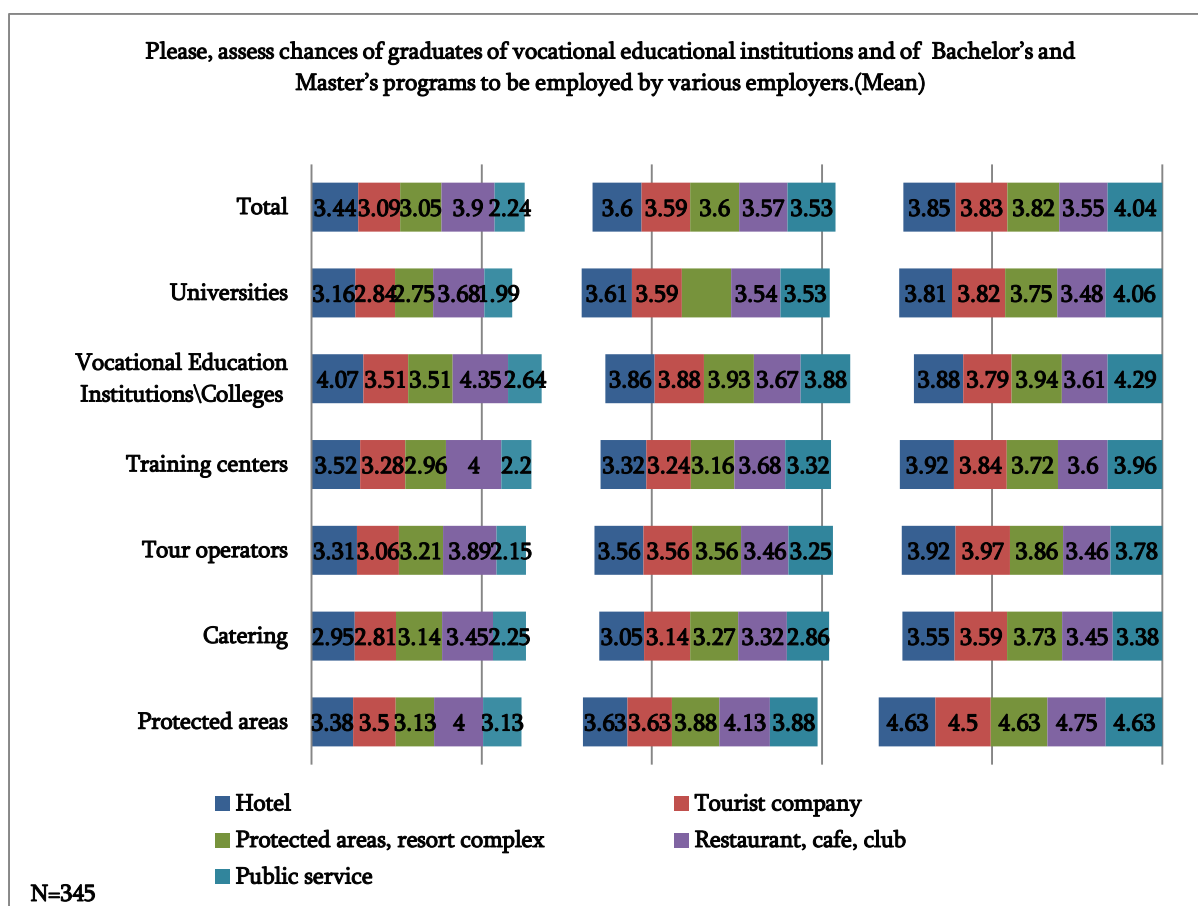
Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “no” and “5” to “yes”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “3” correspond to negative field of evaluation.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.716	5	3.343	3.337	.006
Within Groups	332.600	332	1.002		
Total	349.317	337			

1.3. Assessment of competences/employment chances of graduates of hotel and accommodation service field.

Diagram 8: Chances of graduates’ employment at various jobs.



Note: Mean data are calculated on a 5-point-scale, where “1” corresponds to “chances are low” and “5” to “chances are high”. “3” is the neutral point on the scale. Scores above “3” correspond to the positive field of evaluation, whereas scores below “3” correspond to negative field of evaluation

ANOVA

Chances of graduates of vocational educational institutions to be employed by various employers	Sum of Squares	df	Mean Square	F	Sig.	
Hotel	Between Groups	52.745	5	10.549	8.512	.000
	Within Groups	405.243	327	1.239		
	Total	457.988	332			
Tour company	Between Groups	28.874	5	5.775	4.198	.001
	Within Groups	448.415	326	1.376		
	Total	477.289	331			

Protected area, resort complex	Between Groups	33.305	5	6.661	4.696	.000
	Within Groups	453.910	320	1.418		
	Total	487.215	325			
Restaurant, cafe, club	Between Groups	29.938	5	5.988	5.818	.000
	Within Groups	338.611	329	1.029		
	Total	368.549	334			
Public service	Between Groups	29.996	5	5.999	4.594	.000
	Within Groups	415.226	318	1.306		
	Total	445.222	323			

ANOVA

Chances of BA graduates to be employed by various employers		Sum of Squares	df	Mean Square	F	Sig.
Hotel	Between Groups	13.999	5	2.800	2.610	.025
	Within Groups	336.801	314	1.073		
	Total	350.800	319			
Tour company	Between Groups	13.790	5	2.758	2.749	.019
	Within Groups	318.080	317	1.003		
	Total	331.870	322			
Protected area, resort complex	Between Groups	15.972	5	3.194	2.878	.015
	Within Groups	346.308	312	1.110		
	Total	362.280	317			
Restaurant, cafe, club	Between Groups	5.511	5	1.102	.967	.438
	Within Groups	356.652	313	1.139		
	Total	362.163	318			
Public service	Between Groups	23.362	5	4.672	3.620	.003
	Within Groups	409.164	317	1.291		
	Total	432.526	322			

ANOVA

Chances of MA graduates to be employed by various employers		Sum of Squares	df	Mean Square	F	Sig.
Hotel	Between Groups	7.369	5	1.474	1.073	.376
	Within Groups	424.618	309	1.374		
	Total	431.987	314			
Tour company	Between Groups	5.689	5	1.138	.953	.447
	Within Groups	372.477	312	1.194		
	Total	378.167	317			
Protected area, resort complex	Between Groups	7.507	5	1.501	1.192	.313
	Within Groups	387.859	308	1.259		
	Total	395.366	313			
Restaurant, cafe, club	Between Groups	13.022	5	2.604	1.671	.141
	Within Groups	478.460	307	1.559		
	Total	491.482	312			
Public service	Between Groups	19.014	5	3.803	3.129	.009
	Within Groups	380.371	313	1.215		
	Total	399.386	318			

Table 4: Chances of people of various education levels to be employed in the hotel and accommodation service sphere.

Chances of people of various education levels to be employed in the hotel and accommodation service sphere. (Mean)		Total	Higher education institutions	vocational education institutions	Training centers	Tour operators	Catering	protected territories
N=345								
1	Bachelor in the hotel and accommodation service sphere (first step of higher education)	3.67	3.69	4.00	3.76	3.19	3.05	3.75
2	Master in the hotel and accommodation service sphere (Second step of higher education)	3.92	3.94	4.04	4.12	3.44	3.59	4.63
3	Graduates of vocational education institutions in the hotel and accommodation service sphere.	3.48	3.23	4.19	3.68	3.08	2.73	3.50
4	Graduate of other education institution, having undertaken a course in the hotel and accommodation service sphere in training centre	3.18	2.90	3.49	3.64	3.09	3.18	4.13

Note: Mean data are calculated on a 5-point-scale, where “1” corresponds to “chances are low” and “5” to “chances are high”. “3” is the neutral point on the scale. Scores above “3” correspond to the positive field of evaluation, whereas scores below “3” correspond to negative field of evaluation

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Bachelor in the hotel and accommodation service sphere (first step of higher education)	Between Groups	26.269	5	5.254	4.754	.000
	Within Groups	355.826	322	1.105		
	Total	382.095	327			
Master in the hotel and accommodation service sphere (Second step of higher education)	Between Groups	16.686	5	3.337	3.069	.010
	Within Groups	350.092	322	1.087		
	Total	366.777	327			
Graduates of vocational education institutions in the hotel and accommodation service sphere.	Between Groups	73.492	5	14.698	13.204	.000
	Within Groups	358.431	322	1.113		
	Total	431.924	327			
Graduate of other education institution, having undertaken a course in the hotel and accommodation service sphere in training centre	Between Groups	31.577	5	6.315	4.873	.000
	Within Groups	401.777	310	1.296		
	Total	433.354	315			

Table 5: Actual employment of people of various education levels.

Actual employment of people of various education levels. (Mean)		Total	Higher education institutions	vocational education institutions	Training centers	Tour operators	Catering	protected territories
N=345								
1	Bachelor in the hotel and accommodation service sphere (first step of higher education)	3.66	3.72	3.84	3.44	3.55	2.85	4.00
2	Master in the hotel and accommodation service sphere (Second step of higher education)	3.69	3.76	3.78	3.60	3.39	3.20	4.57
3	Graduates of vocational education institutions in the hotel and accommodation service sphere.	3.49	3.18	4.18	3.56	3.15	2.90	4.00
4	Graduate of other education institution, having undertaken a course in the hotel and accommodation service sphere in training centre	3.17	2.93	3.31	3.48	3.27	3.30	4.00

Note: Mean data are calculated on a 5-point-scale, where “1” corresponds to “the least chance of employment” and “5” to “the highest chance of employment”. “3” is the neutral point on the scale. Scores above “3” correspond to the positive field of evaluation, whereas scores below “3” correspond to negative field of evaluation

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Bachelor in the hotel and accommodation service sphere (first step of higher education)	Between Groups	18.643	5	3.729	3.712	.003
	Within Groups	307.344	306	1.004		
	Total	325.987	311			
Master in the hotel and accommodation service sphere (Second step of higher education)	Between Groups	14.605	5	2.921	2.600	.025
	Within Groups	346.045	308	1.124		
	Total	360.650	313			
Graduates of vocational education institutions in the hotel and accommodation service sphere.	Between Groups	68.815	5	13.763	14.182	.000
	Within Groups	299.870	309	.970		
	Total	368.686	314			
Graduate of other education institution, having undertaken a course in the hotel and accommodation service sphere in training centre	Between Groups	17.048	5	3.410	2.737	.020
	Within Groups	368.674	296	1.246		
	Total	385.722	301			

Table 6: Competencies relevant to jobs in the hotel and accommodation service sphere.

The competencies suitable for which of the jobs in the hotel and accommodation industry are most often demonstrated by holders of vocational or higher educational diplomas by the level of education they attained (meaning diplomas only in professions or specialties relevant for the hotel and accommodation industry)? Mean)		Total	Higher education institutions	vocational education institutions	Training centers	Tour operators	Catering	protected territories
Vocational education Diploma								
1	Reception and accommodation manager	3.20	2.79	3.92	3.52	2.86	3.10	3.38
2	Booking/reservation manager	3.29	2.89	4.02	3.48	2.91	3.11	3.63
3	Accommodation inspector	3.28	2.86	3.96	3.61	3.00	3.16	3.75
4	Cashier at the reception	3.38	3.07	3.94	3.83	2.97	3.16	3.63
5	Registering clerk	3.61	3.33	4.29	3.68	3.21	3.20	3.88
6	Night shift auditor	3.53	3.24	4.08	3.74	3.32	3.05	4.13
7	Rooms manager	3.37	2.91	4.08	4.00	3.04	3.50	4.00
8	Floor manager (hostess)	3.77	3.44	4.33	4.28	3.42	3.45	4.38
9	Supervisor	3.48	3.15	4.16	3.76	2.97	3.40	3.88
10	Housekeeper	3.98	3.68	4.57	4.17	3.59	4.05	4.25
11	Maid	4.05	3.88	4.39	4.42	3.67	3.75	4.63
12	Manager of a storage facilities for valuables / Steward	3.70	3.55	4.11	3.68	3.32	3.53	4.00
13	Food and beverage manager (Director/manager of the restaurant)	3.21	2.81	3.95	3.40	2.91	3.14	3.25
14	Head waiter	3.39	3.05	4.03	3.45	3.12	3.47	3.63
15	Water/waitress	4.06	3.91	4.40	4.26	3.92	3.68	4.25
16	Bar manager	3.76	3.54	4.27	3.80	3.56	3.59	3.75
17	Bartender	3.97	3.86	4.35	4.04	3.67	3.45	4.38
18	Sommelier (expert on wines and strong drinks)	3.38	3.19	3.87	3.60	2.56	3.50	3.88
19	Head chef	3.78	3.64	4.20	3.92	3.24	3.77	3.88
20	Hostess (restaurant)	3.75	3.58	4.28	3.80	3.24	3.43	4.00
Bachelor's diploma								
1	Reception and accommodation manager	3.70	3.77	3.88	3.48	3.39	3.16	4.00
2	Booking/reservation manager	3.64	3.67	3.85	3.44	3.43	3.17	4.00

The competencies suitable for which of the jobs in the hotel and accommodation industry are most often demonstrated by holders of vocational or higher educational diplomas by the level of education they attained (meaning diplomas only in professions or specialties relevant for the hotel and accommodation industry)? Mean)		Total	Higher education institutions	vocational education institutions	Training centers	Tour operators	Catering	protected territories
N=345								
3	Accommodation inspector	3.55	3.52	3.80	3.39	3.33	3.11	4.13
4	Cashier at the reception	3.58	3.57	3.77	3.33	3.35	3.33	4.25
5	Registering clerk	3.67	3.70	3.85	3.28	3.56	3.26	4.25
6	Night shift auditor	3.56	3.52	3.89	3.22	3.50	2.94	4.13
7	Rooms manager	3.68	3.64	4.09	3.45	3.39	3.18	4.00
8	Floor manager (hostess)	3.47	3.42	3.73	3.40	3.10	3.26	4.38
9	Supervisor	3.54	3.54	3.75	3.44	3.03	3.53	4.13
10	Housekeeper	3.24	3.09	3.43	3.09	3.21	3.42	4.50
11	Maid	3.08	2.90	3.29	3.04	3.07	3.16	4.50
12	Manager of a storage facilities for valuables / Steward	3.32	3.21	3.60	2.82	3.32	3.28	4.25
13	Food and beverage manager (Director/manager of the restaurant)	3.75	3.81	4.03	3.36	3.44	3.35	3.88
14	Head waiter	3.36	3.28	3.79	3.00	3.12	2.94	4.13
15	Water/waitress	3.14	3.00	3.35	3.09	3.06	3.05	4.38
16	Bar manager	3.47	3.46	3.55	3.20	3.39	3.38	4.25
17	Bartender	3.19	3.10	3.41	2.88	3.09	3.10	4.50
18	Sommelier (expert on wines and strong drinks)	3.42	3.42	3.82	3.00	2.94	3.10	4.13
19	Head chef	3.19	3.03	3.50	2.92	3.06	3.33	4.38
20	Hostess (restaurant)	3.16	3.05	3.42	2.92	3.13	2.95	4.25
Master's diploma								
1	Reception and accommodation manager	3.88	3.94	3.92	3.76	3.71	3.42	4.75
2	Booking/reservation manager	3.83	3.84	3.93	3.64	3.76	3.39	4.50
3	Accommodation inspector	3.57	3.55	3.63	3.43	3.56	3.28	4.50
4	Cashier at the reception	3.58	3.58	3.59	3.50	3.35	3.56	4.75
5	Registering clerk	3.69	3.70	3.79	3.48	3.53	3.32	4.88
6	Night shift auditor	3.57	3.51	3.83	3.39	3.17	3.22	4.88
7	Rooms manager	3.67	3.64	3.89	3.60	3.38	3.18	4.75
8	Floor manager (hostess)	3.39	3.30	3.68	3.44	2.83	3.21	4.88
9	Supervisor	3.55	3.56	3.77	3.32	2.87	3.58	4.63
10	Housekeeper	3.14	2.98	3.32	3.00	2.96	3.37	4.88
11	Maid	2.99	2.79	3.22	2.88	2.85	3.21	4.88
12	Manager of a storage facilities for valuables / Steward	3.29	3.17	3.55	2.82	3.27	3.28	4.75
13	Food and beverage manager (Director/manager of the restaurant)	3.91	3.89	4.21	3.44	3.63	3.65	4.75
14	Head waiter	3.35	3.26	3.79	2.95	3.00	3.06	4.50
15	Water/waitress	3.05	2.93	3.24	3.00	2.77	3.10	4.63
16	Bar manager	3.36	3.26	3.51	3.16	3.34	3.33	4.50
17	Bartender	3.12	3.02	3.34	2.84	3.00	3.00	4.63
18	Sommelier (expert on wines and strong drinks)	3.46	3.43	3.73	3.04	3.32	3.10	4.50
19	Head chef	3.10	2.89	3.29	2.92	3.28	3.33	4.63
20	Hostess (restaurant)	3.14	3.01	3.38	3.00	3.03	2.95	4.75

ANOVA

Vocational education Diploma		Sum of Squares	df	Mean Square	F	Sig.
Reception and accommodation manager	Between Groups	76.823	5	15.365	10.395	.000
	Within Groups	458.215	310	1.478		
	Total	535.038	315			
Booking/reservation manager	Between Groups	74.842	5	14.968	10.335	.000

ANOVA

Vocational education Diploma		Sum of Squares	df	Mean Square	F	Sig.
Accommodation inspector	Within Groups	435.934	301	1.448	9.720	.000
	Total	510.775	306			
	Between Groups	65.359	5	13.072		
Cashier at the reception	Within Groups	377.895	281	1.345	7.752	.000
	Total	443.254	286			
	Between Groups	51.827	5	10.365		
Registering clerk	Within Groups	399.812	299	1.337	9.602	.000
	Total	451.639	304			
	Between Groups	60.765	5	12.153		
Night shift auditor	Within Groups	392.359	310	1.266	6.777	.000
	Total	453.123	315			
	Between Groups	44.264	5	8.853		
Rooms manager	Within Groups	372.293	285	1.306	12.275	.000
	Total	416.557	290			
	Between Groups	78.950	5	15.790		
Floor manager (hostess)	Within Groups	349.888	272	1.286	11.221	.000
	Total	428.838	277			
	Between Groups	56.139	5	11.228		
Supervisor	Within Groups	305.192	305	1.001	10.542	.000
	Total	361.331	310			
	Between Groups	64.925	5	12.985		
Housekeeper	Within Groups	371.994	302	1.232	10.248	.000
	Total	436.919	307			
	Between Groups	48.328	5	9.666		
Maid	Within Groups	289.557	307	.943	4.774	.000
	Total	337.885	312			
	Between Groups	26.097	5	5.219		
Manager of a storage facilities for valuables / Steward	Within Groups	331.269	303	1.093	3.414	.005
	Total	357.366	308			
	Between Groups	22.406	5	4.481		
Food and beverage manager (Director/manager of the restaurant)	Within Groups	381.923	291	1.312	9.255	.000
	Total	404.330	296			
	Between Groups	72.251	5	14.450		
Head waiter	Within Groups	477.788	306	1.561	7.443	.000
	Total	550.038	311			
	Between Groups	49.455	5	9.891		
Water/waitress	Within Groups	374.764	282	1.329	3.640	.003
	Total	424.219	287			
	Between Groups	18.833	5	3.767		
Bar manager	Within Groups	329.053	318	1.035	5.353	.000
	Total	347.886	323			
	Between Groups	31.308	5	6.262		
Bartender	Within Groups	370.809	317	1.170	4.490	.001
	Total	402.118	322			
	Between Groups	24.571	5	4.914		
Sommelier (expert on wines and strong drinks)	Within Groups	349.122	319	1.094	6.684	.000
	Total	373.692	324			
	Between Groups	52.142	5	10.428		
Head chef	Within Groups	482.143	309	1.560	4.156	.001
	Total	534.286	314			
	Between Groups	28.517	5	5.703		
Hostess (restaurant)	Within Groups	429.558	313	1.372	6.652	.000
	Total	458.075	318			
	Between Groups	40.039	5	8.008		

ANOVA

Vocational education Diploma	Sum of Squares	df	Mean Square	F	Sig.
Within Groups	373.211	310	1.204		
Total	413.250	315			

ANOVA

BA Diploma		Sum of Squares	df	Mean Square	F	Sig.
Reception and accommodation manager	Between Groups	14.167	5	2.833	2.701	.021
	Within Groups	324.183	309	1.049		
	Total	338.349	314			
Booking/reservation manager	Between Groups	10.845	5	2.169	1.752	.123
	Within Groups	371.328	300	1.238		
	Total	382.173	305			
Accommodation inspector	Between Groups	12.414	5	2.483	2.007	.078
	Within Groups	346.400	280	1.237		
	Total	358.815	285			
Cashier at the reception	Between Groups	10.488	5	2.098	1.624	.154
	Within Groups	378.568	293	1.292		
	Total	389.057	298			
Registering clerk	Between Groups	12.622	5	2.524	2.055	.071
	Within Groups	373.471	304	1.229		
	Total	386.094	309			
Night shift auditor	Between Groups	19.565	5	3.913	3.312	.006
	Within Groups	328.417	278	1.181		
	Total	347.982	283			
Rooms manager	Between Groups	18.162	5	3.632	3.154	.009
	Within Groups	307.472	267	1.152		
	Total	325.634	272			
Floor manager (hostess)	Between Groups	16.521	5	3.304	2.240	.050
	Within Groups	424.761	288	1.475		
	Total	441.282	293			
Supervisor	Between Groups	14.123	5	2.825	2.272	.047
	Within Groups	366.687	295	1.243		
	Total	380.811	300			
Housekeeper	Between Groups	19.663	5	3.933	2.226	.052
	Within Groups	503.499	285	1.767		
	Total	523.162	290			
Maid	Between Groups	23.756	5	4.751	2.594	.026
	Within Groups	507.374	277	1.832		
	Total	531.131	282			
Manager of a storage facilities for valuables / Steward	Between Groups	19.307	5	3.861	2.372	.040
	Within Groups	454.272	279	1.628		
	Total	473.579	284			
Food and beverage manager (Director/manager of the restaurant)	Between Groups	16.512	5	3.302	2.720	.020
	Within Groups	371.485	306	1.214		
	Total	387.997	311			
Head waiter	Between Groups	24.668	5	4.934	2.951	.013
	Within Groups	459.745	275	1.672		
	Total	484.413	280			
Water/waitress	Between Groups	18.604	5	3.721	1.883	.097
	Within Groups	586.848	297	1.976		
	Total	605.452	302			
Bar manager	Between Groups	7.517	5	1.503	.948	.450
	Within Groups	474.371	299	1.587		

ANOVA

BA Diploma		Sum of Squares	df	Mean Square	F	Sig.
Bartender	Total	481.889	304			
	Between Groups	21.224	5	4.245	2.222	.052
	Within Groups	563.600	295	1.911		
Sommelier (expert on wines and strong drinks)	Total	584.824	300			
	Between Groups	29.582	5	5.916	3.205	.008
	Within Groups	548.187	297	1.846		
Head chef	Total	577.769	302			
	Between Groups	24.524	5	4.905	2.405	.037
	Within Groups	599.646	294	2.040		
Hostess (restaurant)	Total	624.170	299			
	Between Groups	18.258	5	3.652	1.901	.094
	Within Groups	555.254	289	1.921		
Total		573.512	294			

ANOVA

MA Diploma		Sum of Squares	df	Mean Square	F	Sig.
Reception and accommodation manager	Between Groups	12.076	5	2.415	1.872	.099
	Within Groups	389.717	302	1.290		
	Total	401.792	307			
Booking/reservation manager	Between Groups	8.918	5	1.784	1.163	.328
	Within Groups	454.128	296	1.534		
	Total	463.046	301			
Accommodation inspector	Between Groups	9.158	5	1.832	1.132	.344
	Within Groups	443.414	274	1.618		
	Total	452.571	279			
Cashier at the reception	Between Groups	12.696	5	2.539	1.486	.194
	Within Groups	483.477	283	1.708		
	Total	496.173	288			
Registering clerk	Between Groups	16.562	5	3.312	2.288	.046
	Within Groups	429.894	297	1.447		
	Total	446.455	302			
Night shift auditor	Between Groups	24.695	5	4.939	3.254	.007
	Within Groups	411.320	271	1.518		
	Total	436.014	276			
Rooms manager	Between Groups	18.609	5	3.722	2.433	.035
	Within Groups	400.835	262	1.530		
	Total	419.444	267			
Floor manager (hostess)	Between Groups	34.128	5	6.826	3.741	.003
	Within Groups	514.536	282	1.825		
	Total	548.663	287			
Supervisor	Between Groups	27.870	5	5.574	3.320	.006
	Within Groups	485.263	289	1.679		
	Total	513.132	294			
Housekeeper	Between Groups	32.131	5	6.426	2.980	.012
	Within Groups	599.513	278	2.157		
	Total	631.644	283			
Maid	Between Groups	39.064	5	7.813	3.617	.003
	Within Groups	591.903	274	2.160		
	Total	630.968	279			
	Between Groups	28.237	5	5.647	2.815	.017
	Within Groups	549.749	274	2.006		

ANOVA

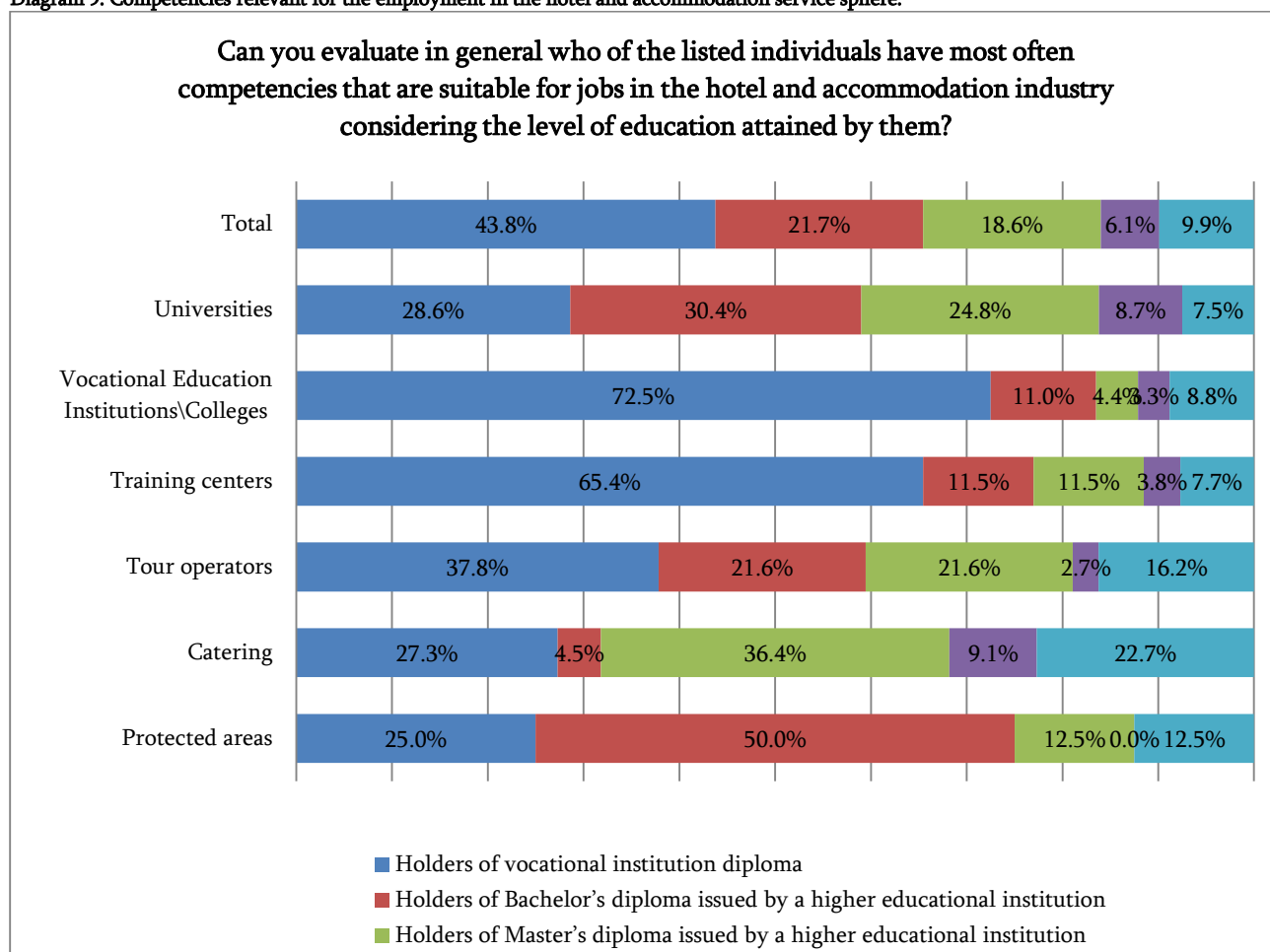
MA Diploma		Sum of Squares	df	Mean Square	F	Sig.
Manager of a storage facilities for valuables / Steward	Total	577.986	279			
Food and beverage manager (Director/manager of the restaurant)	Between Groups	21.809	5	4.362	2.964	.013
	Within Groups	444.460	302	1.472		
	Total	466.269	307			
Head waiter	Between Groups	32.639	5	6.528	3.299	.007
	Within Groups	534.270	270	1.979		
	Total	566.909	275			
Water/waitress	Between Groups	26.862	5	5.372	2.369	.040
	Within Groups	655.376	289	2.268		
	Total	682.237	294			
Bar manager	Between Groups	14.418	5	2.884	1.441	.209
	Within Groups	588.418	294	2.001		
	Total	602.837	299			
Bartender	Between Groups	25.665	5	5.133	2.289	.046
	Within Groups	647.942	289	2.242		
	Total	673.607	294			
Sommelier (expert on wines and strong drinks)	Between Groups	21.896	5	4.379	1.920	.091
	Within Groups	668.412	293	2.281		
	Total	690.308	298			
Head chef	Between Groups	30.446	5	6.089	2.678	.022
	Within Groups	659.308	290	2.273		
	Total	689.753	295			
Hostess (restaurant)	Between Groups	28.366	5	5.673	2.602	.025
	Within Groups	623.593	286	2.180		
	Total	651.959	291			

Table 7: Suitability for the employment at managerial positions in the hotel and accommodation service sphere.

At managerial positions in the hotel and accommodation service sphere should be employed:		Total	Higher education institutions	vocational education institutions	Training centers	Tour operators	Catering	protected territories
N=345								
1	Holders of a vocational diploma	7.8%	3.9%	15.0%	8.0%	10.2%	5.2%	6.5%
2	Holders of Bachelor's diploma	13.0%	15.7%	11.9%	6.7%	11.1%	8.6%	9.7%
3	Holders of Master's diploma	13.2%	18.6%	8.7%	4.0%	8.3%	8.6%	12.9%
4	Holders of doctoral diploma	4.0%	6.0%	2.4%	2.7%	0.9%		6.5%
5	Holders of vocational diploma having undertaken training at a training center	6.8%	4.8%	9.5%	9.3%	5.6%	10.3%	9.7%
6	Holders of Bachelor's or Master's diploma having undertaken training at a training center	8.5%	9.5%	4.0%	13.3%	12.0%	5.2%	12.9%
7	Holders of vocational diploma having undertaken in-house training organized by an employer	6.7%	4.5%	8.7%	12.0%	9.3%	5.2%	6.5%

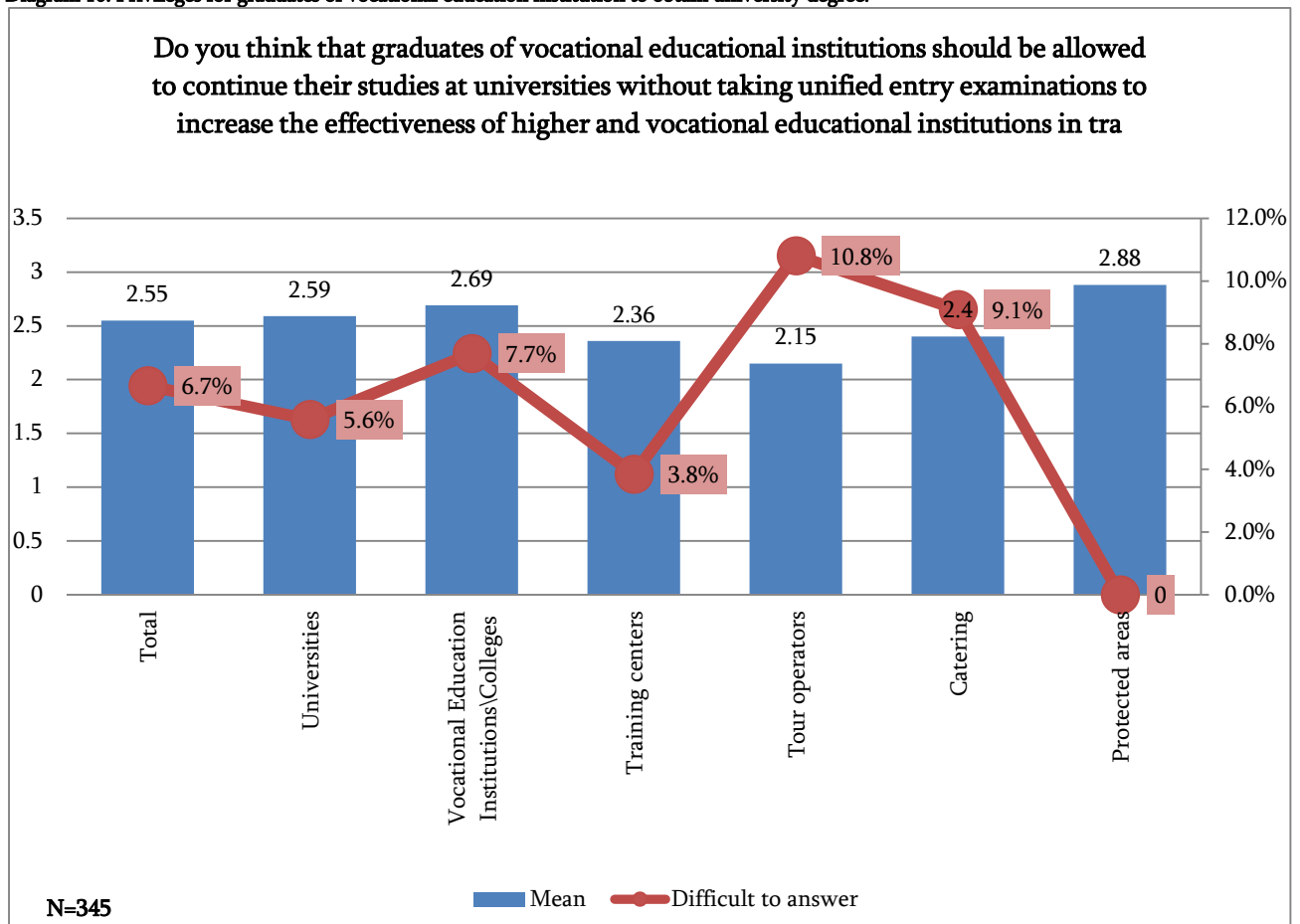
At managerial positions in the hotel and accommodation service sphere should be employed:		Total	Higher education institutions	vocational education institutions	Training centers	Tour operators	Catering	protected territories
N=345								
8	Holders of Bachelor's or Master's diploma having undertaken in-house training organized by an employer	11.3%	11.2%	10.7%	9.3%	14.8%	12.1%	9.7%
9	Holders of vocational diploma, having taken up an entry-level job in the hotel and accommodation services sector and been promoted to a higher-level position	13.0%	10.3%	15.4%	16.0%	12.0%	22.4%	12.9%
10	Holders of Bachelor's or Master's diploma, having undertaken an entry-level job in the hotel and accommodation services sector and been promoted to a higher-level position	15.5%	15.3%	13.8%	18.7%	15.7%	20.7%	12.9%
11	Difficult to answer	0.60%	0.60%				4.50%	

Diagram 9: Competencies relevant for the employment in the hotel and accommodation service sphere.



1.4. Assessment of several necessary measures for educational institutions to train qualified personnel.

Diagram 10: Privileges for graduates of vocational education institution to obtain university degree.



Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “No” and “4” to “Yes”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.716	5	3.343	3.337	.006
Within Groups	332.600	332	1.002		
Total	349.317	337			

Diagram 11: Importance of practice-oriented educational courses for the employment.

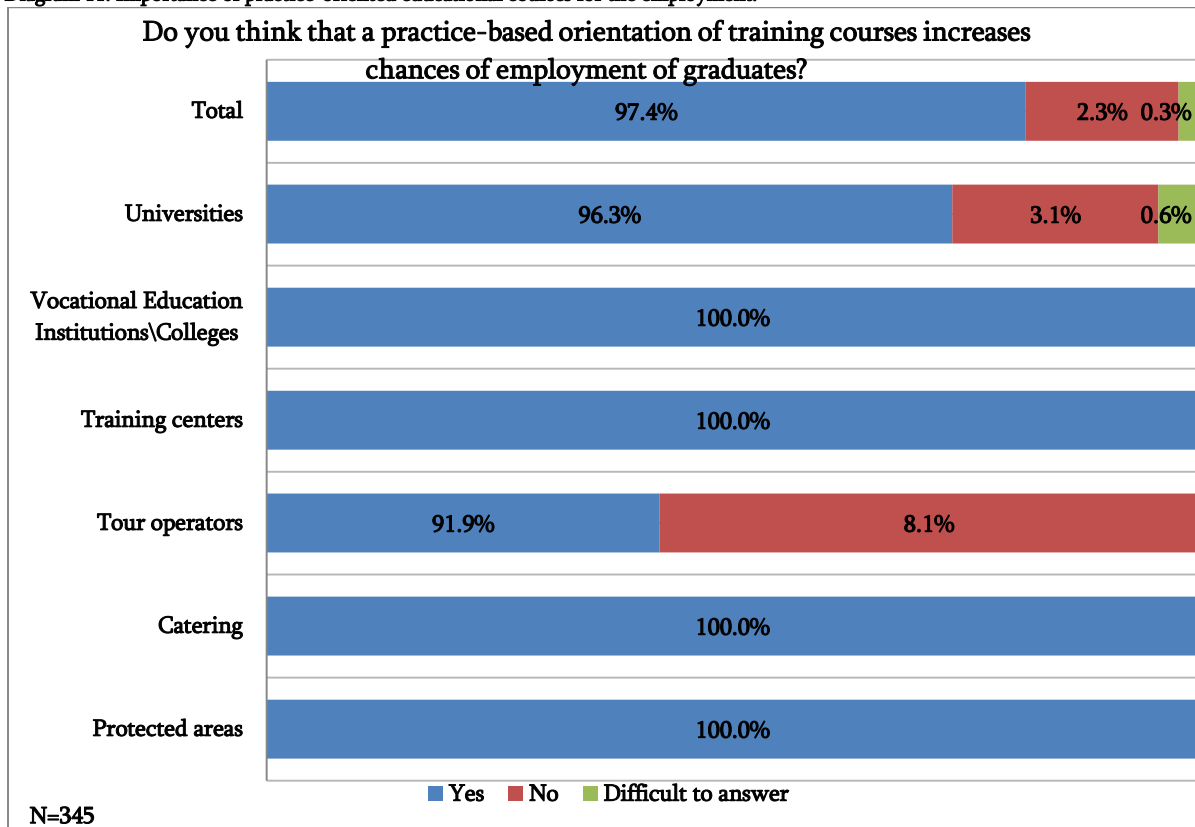
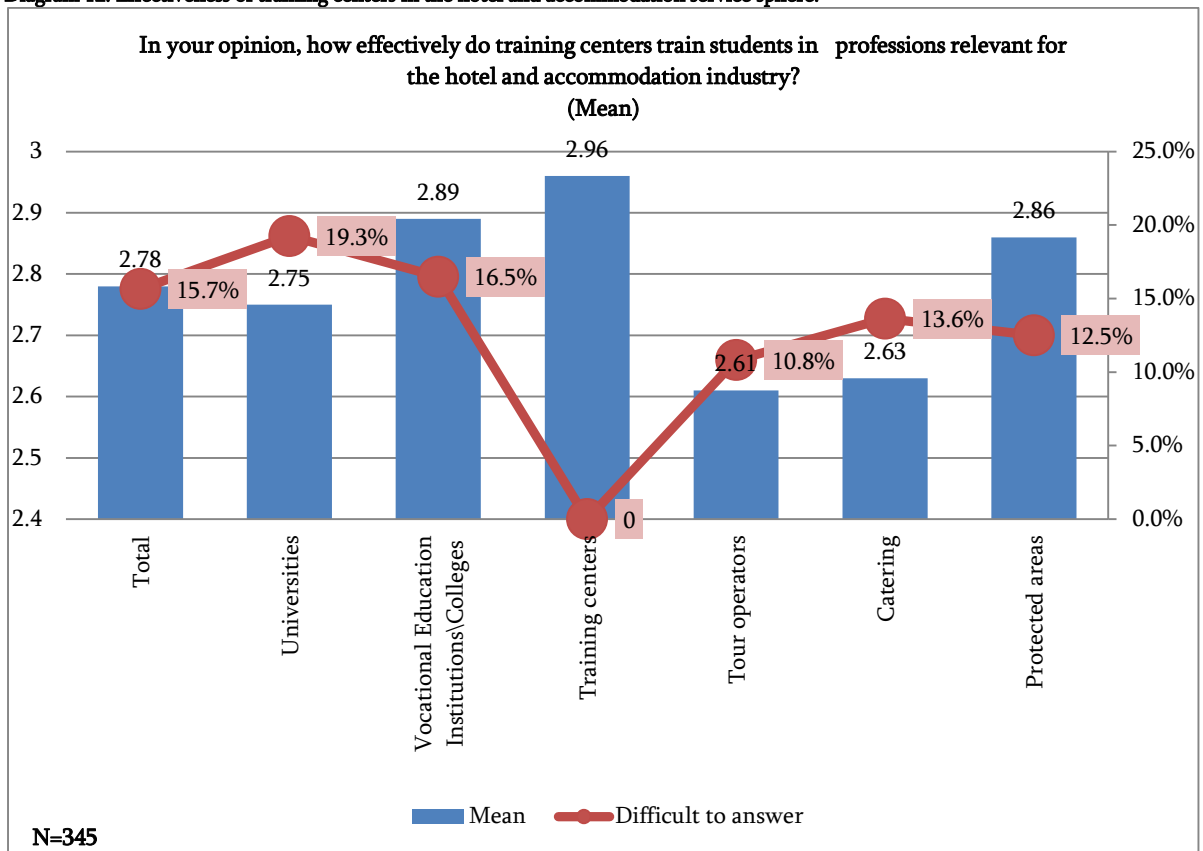


Diagram 12: Effectiveness of training centers in the hotel and accommodation service sphere.



Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “very ineffectively” and “4” to “very effectively”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.461	5	.692	1.135	.342
Within Groups	173.899	285	.610		
Total	177.361	290			

Diagram 13: Reasons behind ineffectiveness/low effectiveness of training centers in the hotel and accommodation service sphere.

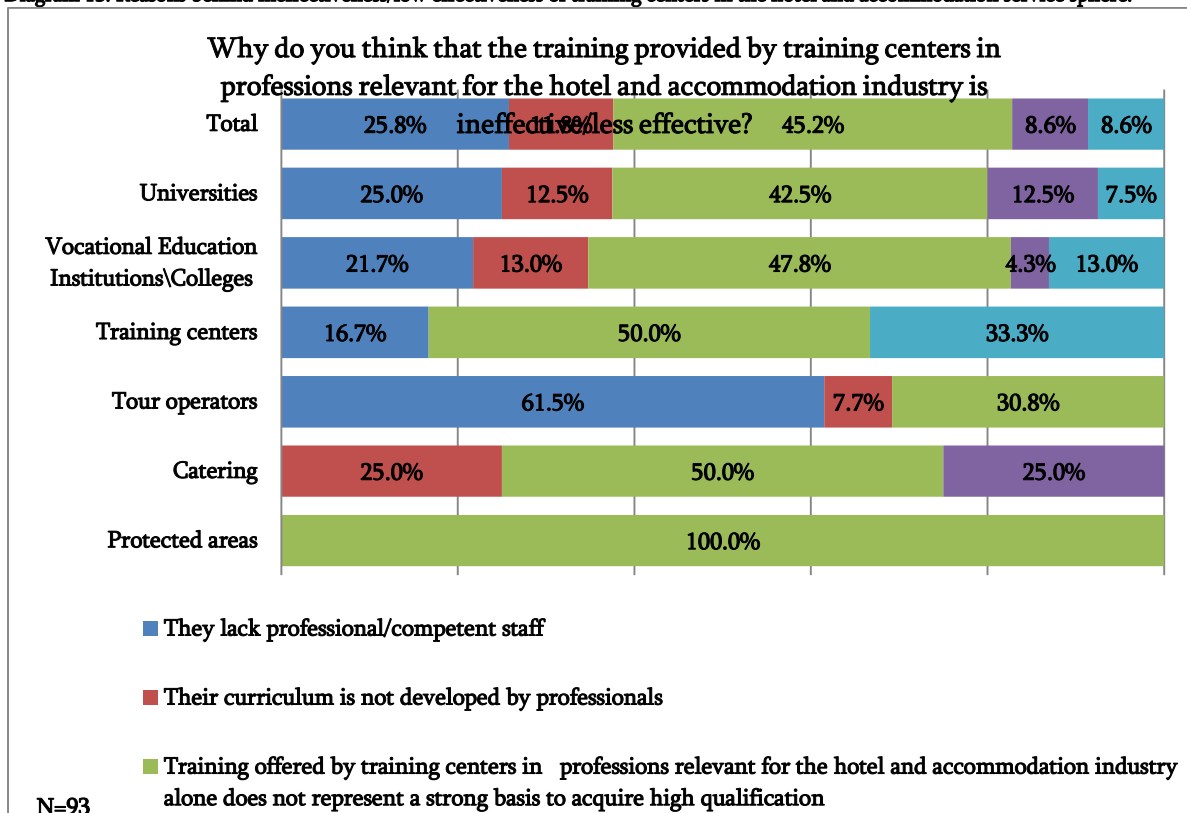
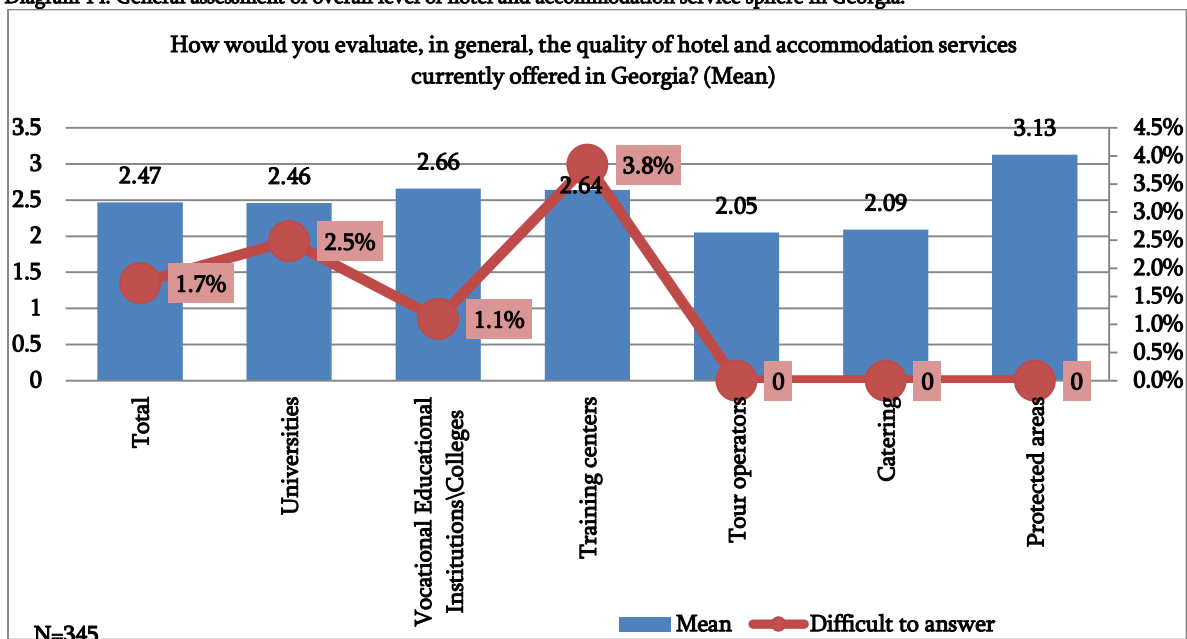


Diagram 14: General assessment of overall level of hotel and accommodation service sphere in Georgia.



Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “low quality” and “4” to “high quality”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.812	5	3.362	6.161	.000
Within Groups	181.725	333	.546		
Total	198.537	338			

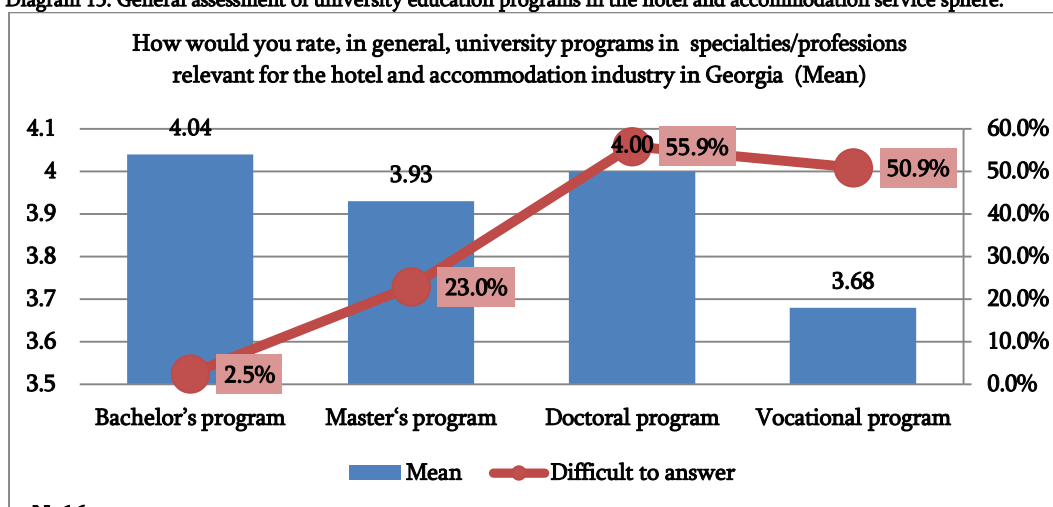
2. Assessment of the quality of university education and educational programs in the hotel and accommodation service field by representatives of universities.

Table 8: Accredited education programs in the hotel and accommodation service sphere.

Which of the listed types / level of accredited educational programs in the subject areas relevant for hotel and accommodation services are being implemented in your university/institute?		Vocational education program	Bachelor's program	Master's program	Doctoral program	There programs(s) are not included in University syllabus
N=161						
1	Hotel manager	24	72	14	7	2
2	Restaurant manager	9	40	3	2	2
3	Receptionist	7	29	1	1	2
4	Bartender	8	7			2
5	Waiter/Waitress	9	5			2
6	Sommelier	5	3	4		2
7	Specialist in cleaning service	9	1			2
8	Nature tourism and protected areas	3	108	25	10	2
9	Ecotourism	5	118	31	10	2
10	Cultural tourism	5	115	32	10	2
11	Health tourism and resort activities	13	105	35	9	2
12	Recreational tourism	4	104	34	9	2
13	Agro tourism	4	104	35	11	2
14	Tour operator	7	13	16	1	
15	Office manager	1	1			

Note: Table includes number of respondents

Diagram 15: General assessment of university education programs in the hotel and accommodation service sphere.



Note: Mean data are calculated on a 5-point-scale, where “1” corresponds to “very negative” and “5” to “very positive”. “3” is the neutral point on the scale. Scores above “3” correspond to the positive field of evaluation, whereas scores below “3” correspond to negative field of evaluation

Diagram 16: Assessment of education programs through student surveys.

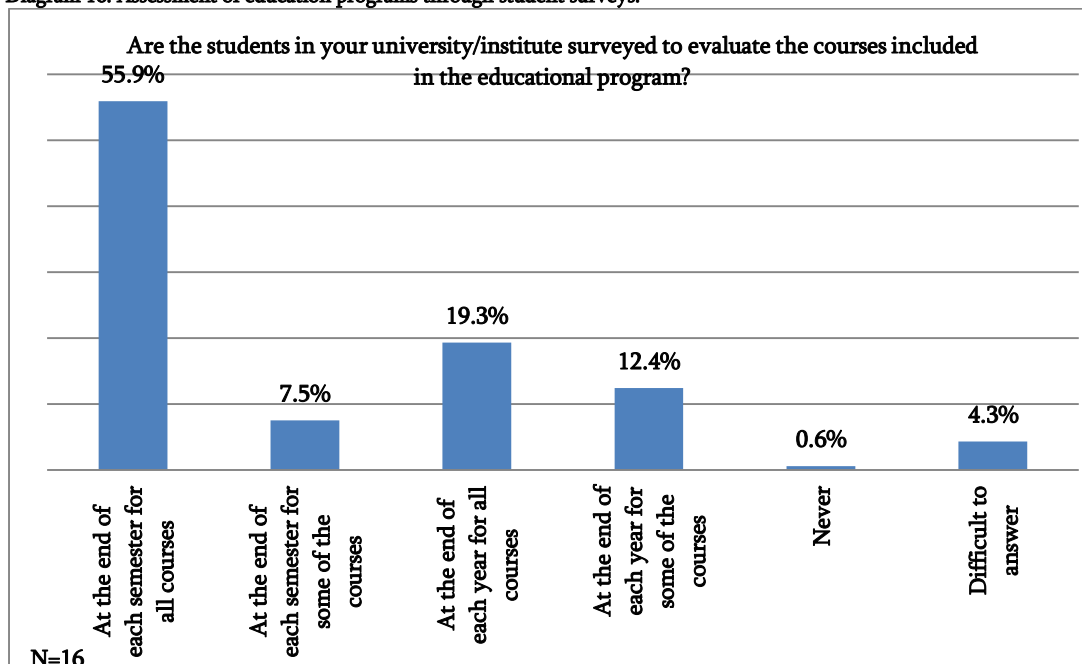


Table 9: Achievement of learning outcomes of bachelor's programs.

To what degree do your university/institute's Bachelor's programs, accredited by the National Center for Educational Quality Enhancement, ensure the attainment of learning outcomes listed below?		Mean
Learning outcomes of Bachelor's Program		
N=161		
Knowledge and understanding		
1.1	Knowledge of basics of tourism and hospitality management, terminology	4.58
1.2	Understanding peculiarities of and interrelation among functional fields of tourism and hospitality sector: general and operational management, marketing and sales, HR management, finance and accounting, management of communications and information technologies.	4.39
Ability to apply knowledge in practice		
1.3	Evaluating process management in a tourism and hospitality organization, defining participants of the management process	4.34
1.4	Building a structure of a tourism and hospitality organization, measuring efficiency	4.20
1.5	Preparing fiscal documents in a tourism and hospitality organization, drawing up budget	4.17
1.6	Identifying and resolving problems faced by a tourism and hospitality organization or by a field of operation	4.11
1.7	Decision-making on operational and tactical levels	4.14
1.8	Identifying ethical problems, analyzing, taking appropriate decisions	4.14
1.9	Developing separate components of research and business projects	4.12
1.10	Independent work	4.27
1.11	Team work	4.37
1.12	Handling electronic databases	4.22

To what degree do your university/institute's Bachelor's programs, accredited by the National Center for Educational Quality Enhancement, ensure the attainment of learning outcomes listed below?

Learning outcomes of Bachelor's Program	Mean
N=161	
<i>The ability to draw conclusions</i>	
1.13 Evaluation, critical analysis of information	4.31
1.14 Linking time planning and organization	4.24
1.15 Taking correct and effective decisions with minimal assistance to solve difficult problems	4.21
<i>Communication skills</i>	
1.16 Communication with specialists in native language	4.50
1.17 Drawing up business documentation using the terminology of management	4.29
1.18 Formulation of questions/topics both in oral and written form and presentation thereof	4.38
1.19 Translation of the essence of texts of intermediate difficulty from foreign language (English) and ability to engage in a business discussion	3.94
1.20 Spontaneous and fluent speech using field-related vocabulary; ability to engage in a dialogue without a serious effort; reading quickly and independently a foreign-language text (English) on various topics, writing reports and essays, offering arguments	3.95
1.21 Knowledge of modern information and communication technologies	4.25
<i>Learning skills</i>	
1.22 Building up knowledge independently, self-evaluation of knowledge	4.14
1.24 Working independently with scientific literature, updating knowledge on a regular basis	4.07
<i>Values</i>	
1.24 Participating in generating values and new and complex ideas	4.08
1.25 Acting in line with professional values in different situations	4.10

Note: Mean data are calculated on a 5-point-scale, where "1" corresponds to "do not ensure" and "5" to "fully ensure". "3" is the neutral point on the scale. Scores above "3" correspond to the positive field of evaluation, whereas scores below "3" correspond to negative field of evaluation

Table 10: Achievement of learning outcomes of master's programs.

To what degree do your university/institute's Master's programs, accredited by the National Center for Educational Quality Enhancement, ensure the attainment of learning outcomes listed below?

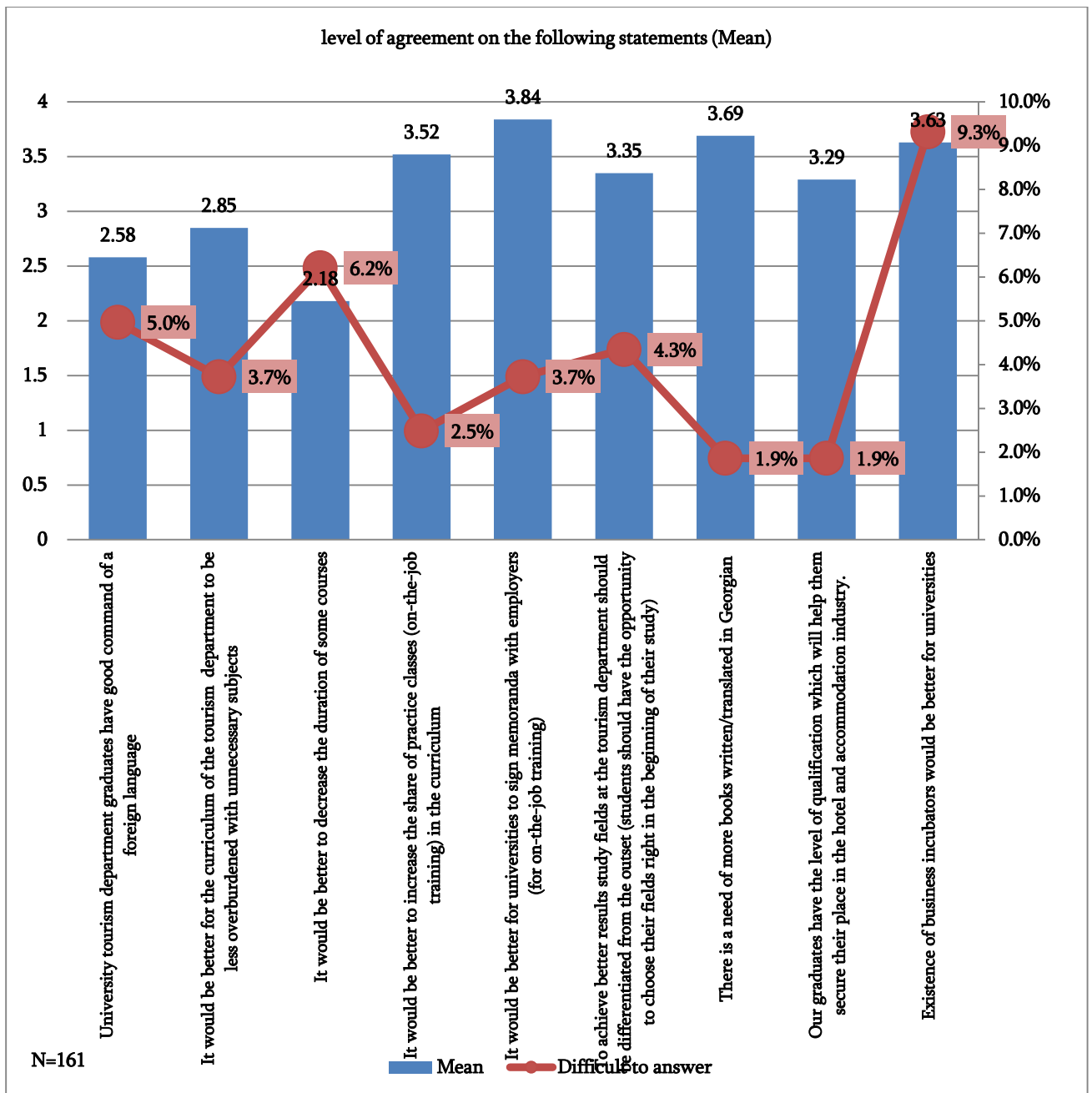
Learning outcomes of mater's Program	Mean
N=161	
<i>knowledge and understanding</i>	
2.1 General competence: knowledge of service management, modern information technologies and systems management, customer-oriented marketing strategy development	4.23
2.2 General competence: knowledge of principles of team building and achieving leadership in a team	4.21
2.3 Industry competence: deep and systemic knowledge of tourism and hospitality industry; knowledge of structural characteristics, products and operations of each sector of tourism and international hospitality industry	4.33
2.4 Industry competence: understanding of methods of solving certain problems;	4.31

To what degree do your university/institute's Master's programs, accredited by the National Center for Educational Quality Enhancement, ensure the attainment of learning outcomes listed below?

Learning outcomes of mater's Program	Mean
N=161	
<i>Ability to apply knowledge in practice</i>	
2.5 General competence: The ability to assess and critically analyze new, complex and controversial ideas and approaches emerging in various settings using recognized sources of information to foster the elaboration/ development of new methodologies	4.28
2.6 Industry competence: ability to take correct and efficient decisions independently to solve problems in the tourism and hospitality field;	4.29
2.7 Industry competence: ability to analyze current global, regional and local developments in tourism and hospitality markets and anticipate their possible effect on the activities of a company, tourist destinations and the state	4.28
<i>Communication skills</i>	
2.8 General competence: ability to work in team, to be a leader	4.31
2.9 General competence: ability to clearly present and substantiate new piece of knowledge in junction with the existing knowledge base, to engage in topical discussions with an international scientific community both in English and native languages	4.17
2.1 Industry competence: ability to communicate on tourism and hospitality research methods with colleges, a wide circle of scientists and public in general	4.32
2.1 Industry competence: ability to hold negotiations and settle conflicts in a tourism and hospitality industry	4.32
2.1 Industry competence: ability to efficiently apply information and communication technologies in relation to professional activity in a tourism and hospitality industry	4.38
<i>Learning skills</i>	
2.1 General competence: ability to evaluate one's own knowledge and to identify further needs for learning and practicing	4.34
2.1 Industry competence: ability to study independently for further professional development; to draw on other peoples' professional skills where possible and acceptable	4.35
2.1 Industry competence: willingness to develop new ideas and processes during study and work (including research) built upon the knowledge based on the most up-to-date achievements occurring in the industry.	4.27
<i>Values</i>	
2.1 General Competence: ability to evaluate, synthesize and critically analyze new and complex ideas, contribute to the establishment of new values;	4.24
2.1 Industry Competence: ability to develop innovative methods with the aim to establish new values in a tourism and hospitality industry;	4.19
2.1 Industry Competence: ability to act in line with professional values in different situations	4.31

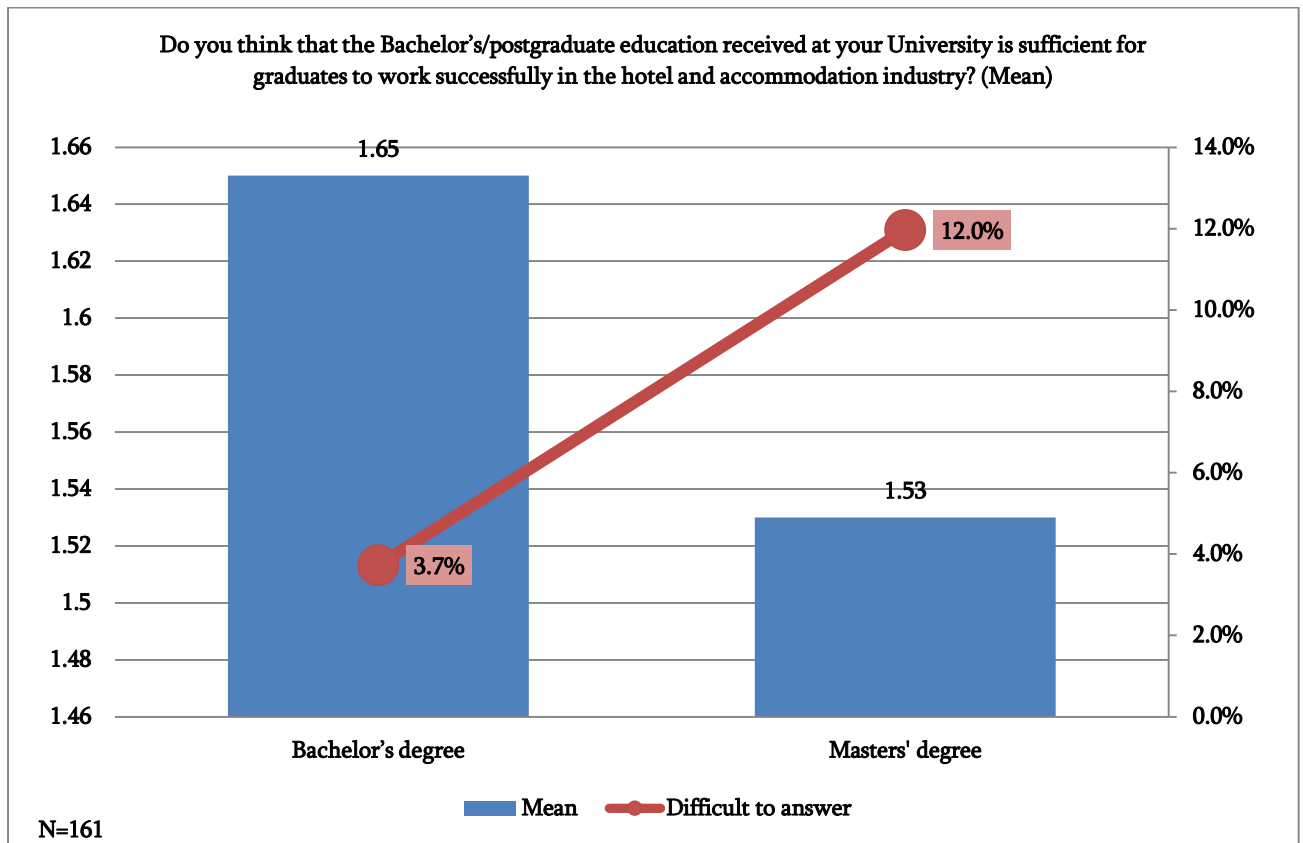
Note: Mean data are calculated on a 5-point-scale, where "1" corresponds to "do not ensure" and "5" to "fully ensure". "3" is the neutral point on the scale. Scores above "3" correspond to the positive field of evaluation, whereas scores below "3" correspond to negative field of evaluation

Diagram 17: Degree of agreement with various statements concerning the improvement of university education.



Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “do not agree” and “4” to “fully agree”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

Diagram 18: Degree of sufficiency of bachelor's/master's studies for employment in the hotel and accommodation service sphere.



Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “absolutely insufficient ” and “4” to “absolutely sufficient”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

Table 11: Desirability to undertake professional trainings.

Is it reasonable to undergo vocational training to increase chances of being employed in the acquired profession / to improve / maintain the level of knowledge	Mean
N=161	3.60

Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “not reasonable ” and “4” to “quite reasonable”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

Table 12: Practical training at higher educational institutions.

How often does your educational institution use in-company practice-based training?	Mean
N=252	3.39

Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “rarely ” and “4” to “very often”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

Table 13: Level of student satisfaction with practical training.

What is the level of students' satisfaction with in -company practice-based trainings?	Mean
N=161	3.17

Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “very unsatisfied ” and “4” to “very satisfied”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

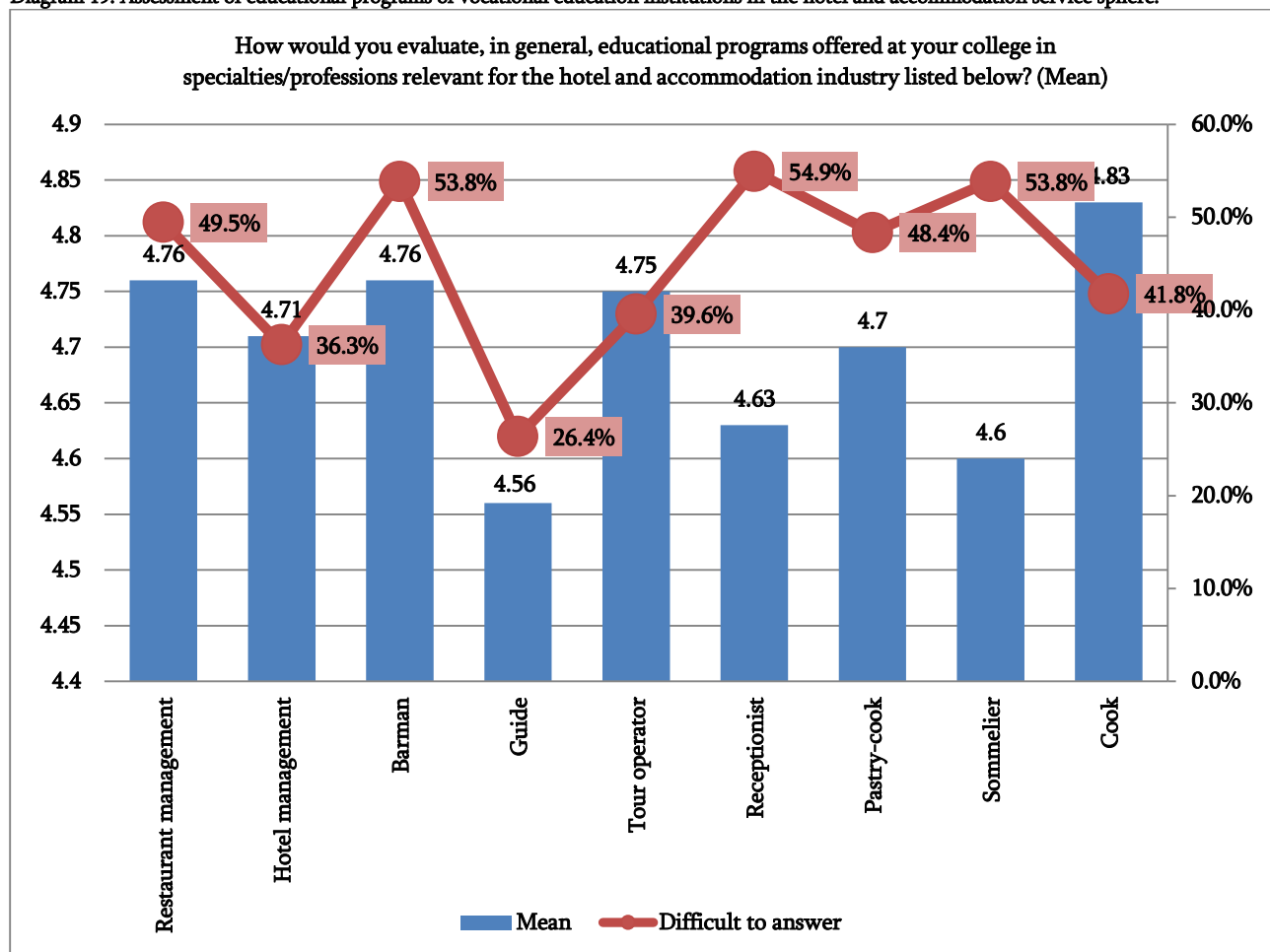
Table 14: Reasons of dissatisfaction with practical training.

Why are students dissatisfied with in-company practice-based trainings?	No of respondents #
N=19	
1 Company/enterprise falls short of any standard	2
2 There was some degree of mismatch between the knowledge acquired at the educational institution and the real life	3
3 Company/enterprise did not pay adequate attention to students (did not want to spend time on them)	3
5 The students did not observe anything new (did not provide opportunities for professional growth)	11

Note: table includes number of respondents

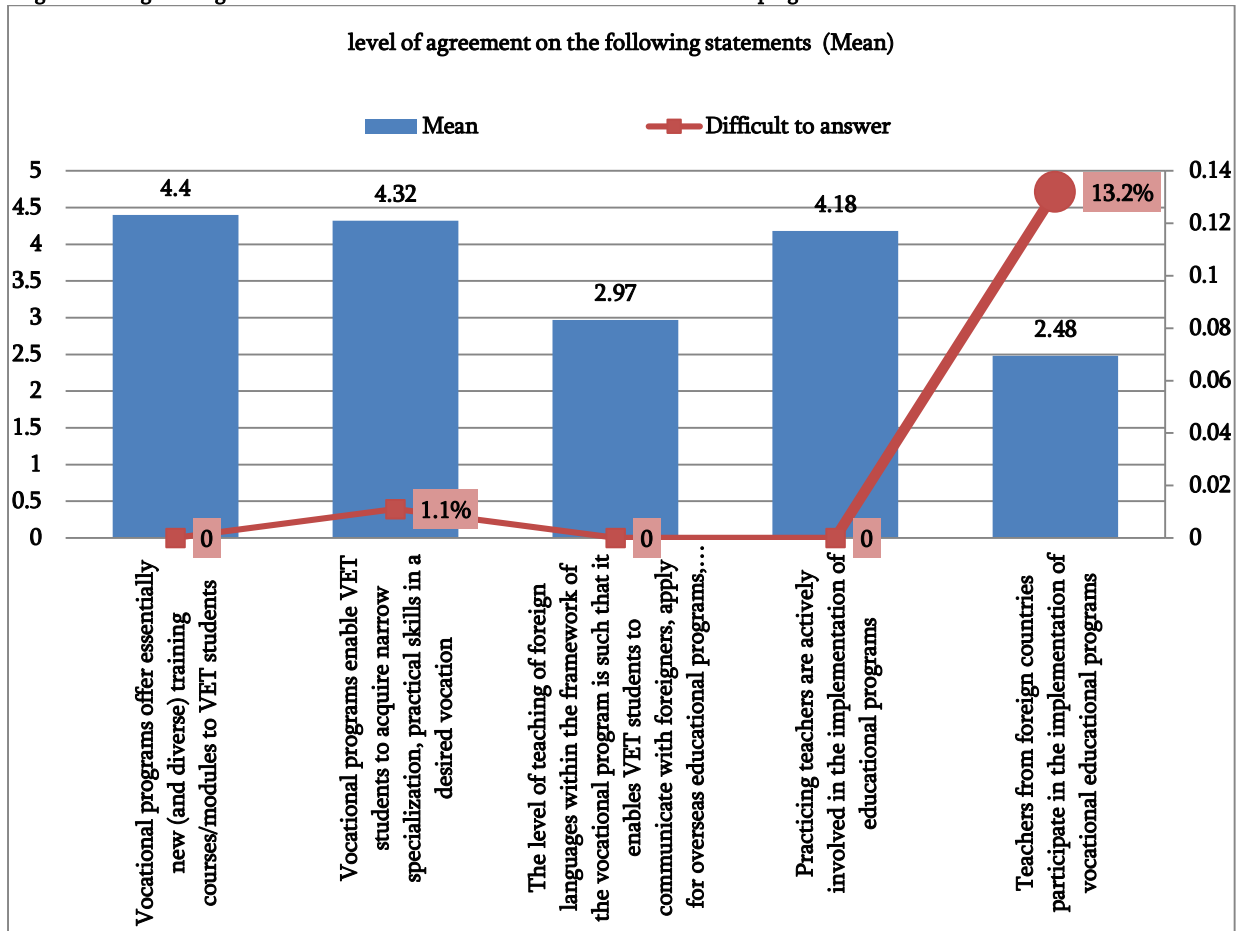
3. Assessment of the quality of education and educational programs in the hotel and accommodation service field by representatives of vocational/public colleges.

Diagram 19: Assessment of educational programs of vocational education institutions in the hotel and accommodation service sphere.



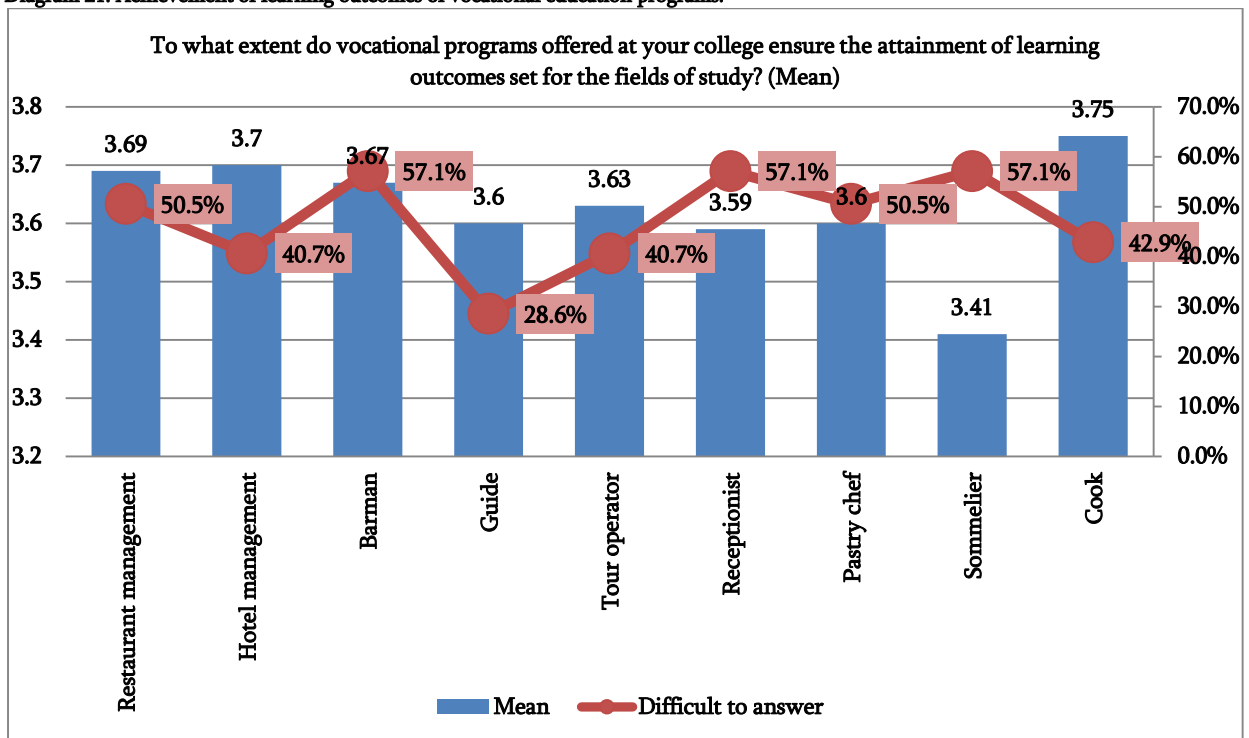
Note: Mean data are calculated on a 5-point-scale, where “1” corresponds to “very negative” and “5” to “very positive”. “3” is the neutral point on the scale. Scores above “3” correspond to the positive field of evaluation, whereas scores below “3” correspond to negative field of evaluation

Diagram 20: Degree of agreement with various statements about vocational education programs.



Note: Mean data are calculated on a 5-point-scale, where “1” corresponds to “fully disagree” and “5” to “fully agree”. “3” is the neutral point on the scale. Scores above “3” correspond to the positive field of evaluation, whereas scores below “3” correspond to negative field of evaluation

Diagram 21: Achievement of learning outcomes of vocational education programs.



Note: Mean data are calculated on a 5-point-scale, where “1” corresponds to “does not ensure” and “5” to “ensures fully”. “3” is the neutral point on the scale. Scores above “3” correspond to the positive field of evaluation, whereas scores below “3” correspond to negative field of evaluation

Table 15: Degree of sufficiency of vocational studies for the employment in the hotel and accommodation service sphere.

Do you think that education received at your college is sufficient for graduates to work successfully in the hotel and accommodation industry?	Mean
N=91	3.40

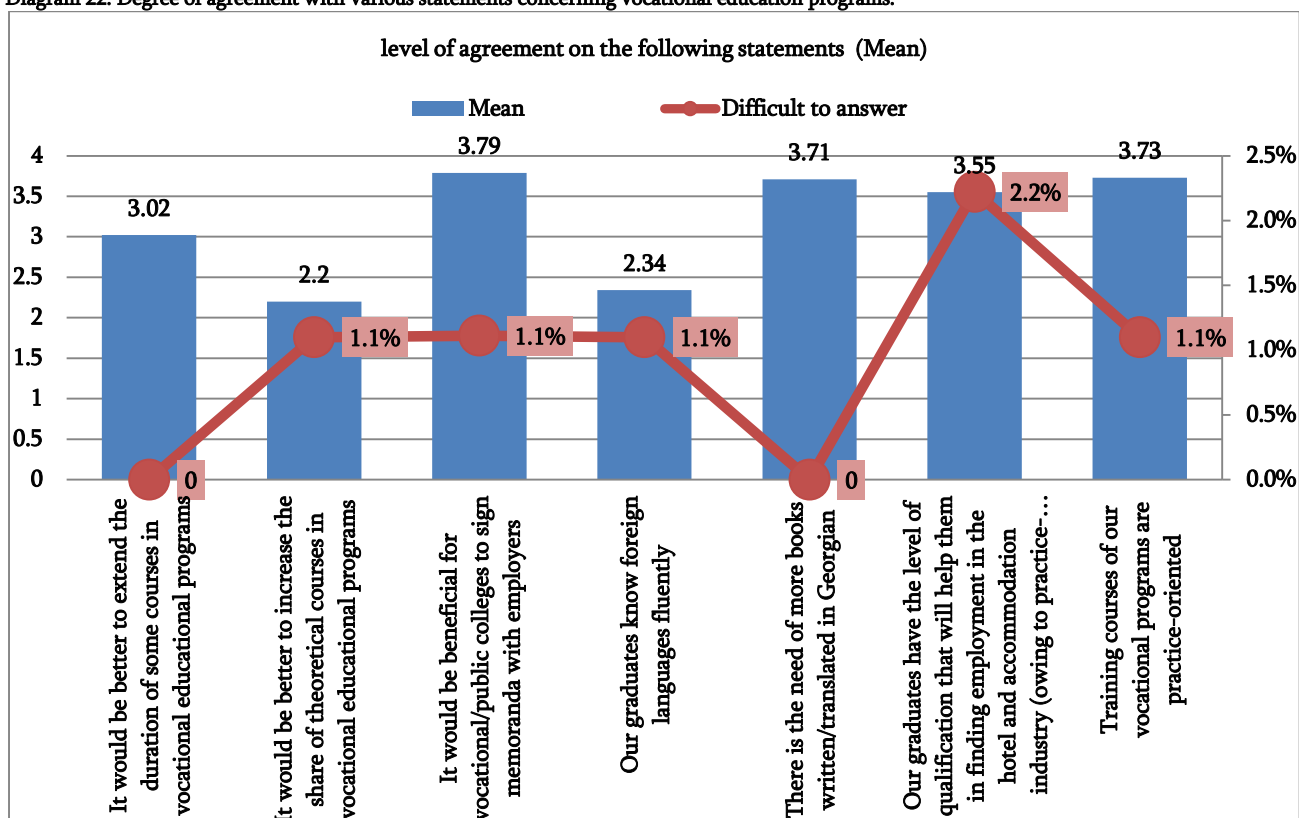
Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “completely insufficient” and “5” to “fully sufficient”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

Table 16: Interdependence of the attained level of education and employment.

		Sufficiency of education of being successfully employed in the hotel and accommodation service sphere
		N=91
Persons possessing diploma in the hotel and accommodation service sphere.		Mean
1	Persons possessing vocation education diploma	3.48
2	Persons possessing Bachelor’s diploma	3.11
3	Persons possessing Mater’s diploma	3.25
4	Persons possessing Doctor’s diploma	3.33

Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “completely insufficient” and “5” to “fully sufficient”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

Diagram 22: Degree of agreement with various statements concerning vocational education programs.



Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “fully disagree” and “4” to “fully agree”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

Table 17: Use of practical training.

How often does your educational institution use in-company practice-based training?	Mean
N=252	3.49

Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “rarely” and “4” to “very often”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

Table 18: Level of student satisfaction with practical training.

What is the level of VET students’ satisfaction with in –company practice-based trainings?	Mean
N=161	3.66

Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “very unsatisfied” and “4” to “very satisfied”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

Table 19: Reasons of dissatisfaction with practical training.

Why are VET students dissatisfied with in-company practice-based trainings?	No of respondents #
N=19	
1 Company/enterprise falls short of any standard	1
2 There was some degree of mismatch between the knowledge acquired at the educational institution and the real life	1
3 The students did not observe anything new (did not provide opportunities for professional growth)	1

Note: table includes number of respondents

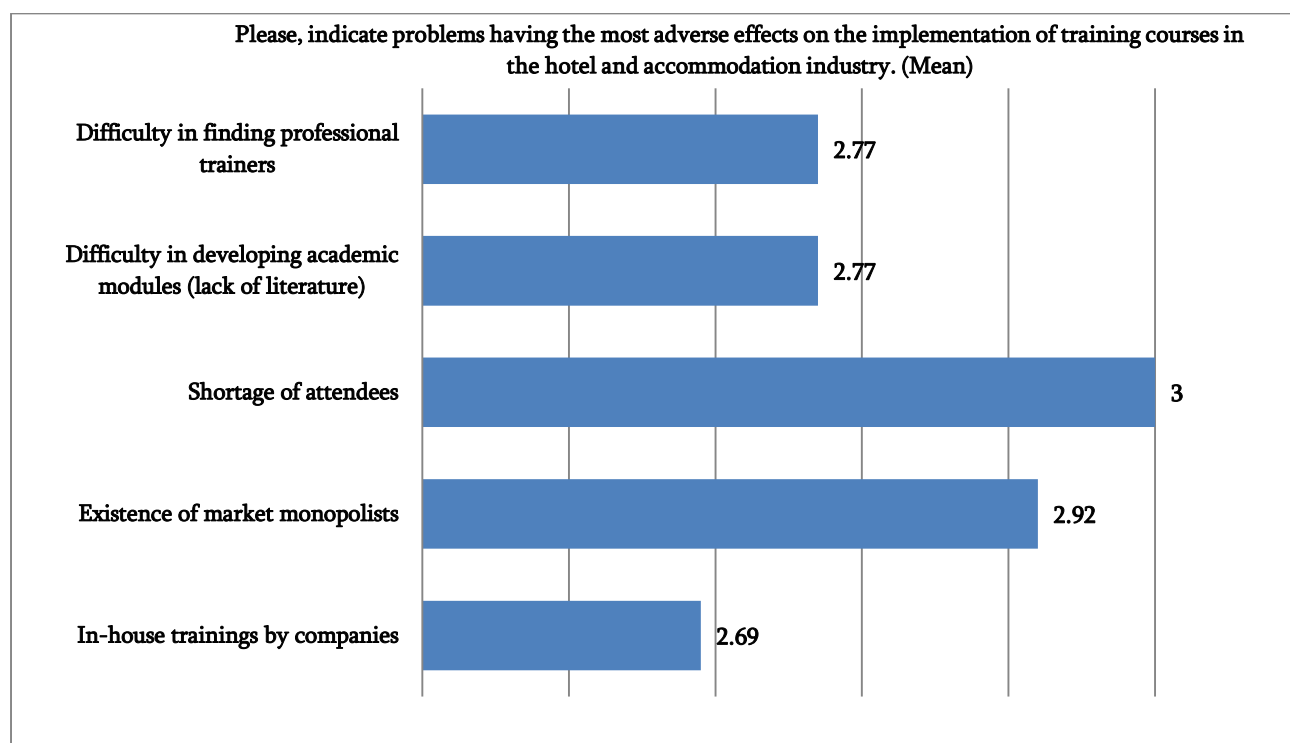
4. Assessment of training courses and their outcomes in hotel and accommodation service field by representatives of training centers.

Table 20: Training in key professions of the hotel and accommodation service sphere.

	In which professions relevant for the hotel and accommodation industry does your training center offer trainings? N=106	No.
1	Restaurant manager	7
2	Hotel manager	21
3	Bartender	10
4	Guide	8
5	Tour operator	10
6	Receptionist	1
7	Pastry chef	8
8	Sommelier	13
9	Chef cook	7
10	Tourism manager	21

Note: table includes number of cases; one respondents was able to name mere than one professions on which trainings are focused

Diagram 23: Problems in the implementation of education courses.



Note: Mean data are calculated on a 5-point-scale, where “1” corresponds to “affects seriously” and “5” to “does not affect at all”. “3” is the neutral point on the scale. Scores above “3” correspond to the positive field of evaluation, whereas scores below “3” correspond to negative field of evaluation

Table 21: Categories of training center listeners.

Generally, what categories of people attend training courses in professions relevant for the hotel and accommodation industry offered by your organization?		Students of tourism faculty of higher educational institutions	Graduates of higher educational institutions (tourism faculty)	Graduates of vocational institutions (tourism direction)	Non-specialists	Other
N=26						
1	Restaurant management	3	4	7	8	-
2	Hotel management	8	11	14	13	-
3	Bartender	3	4	6	9	3
4	Guide	4	6	4	4	1
5	Tour operator	6	9	6	6	-
6	Receptionist	-	2	2	1	-
7	Pastry chef	-	1	5	-	-
8	Sommelier	1	1	4	-	-
9	Chef-cook	1	1	6	3	3
10	Tourism manager	4	5	4	5	-
Total		30	44	58	49	7

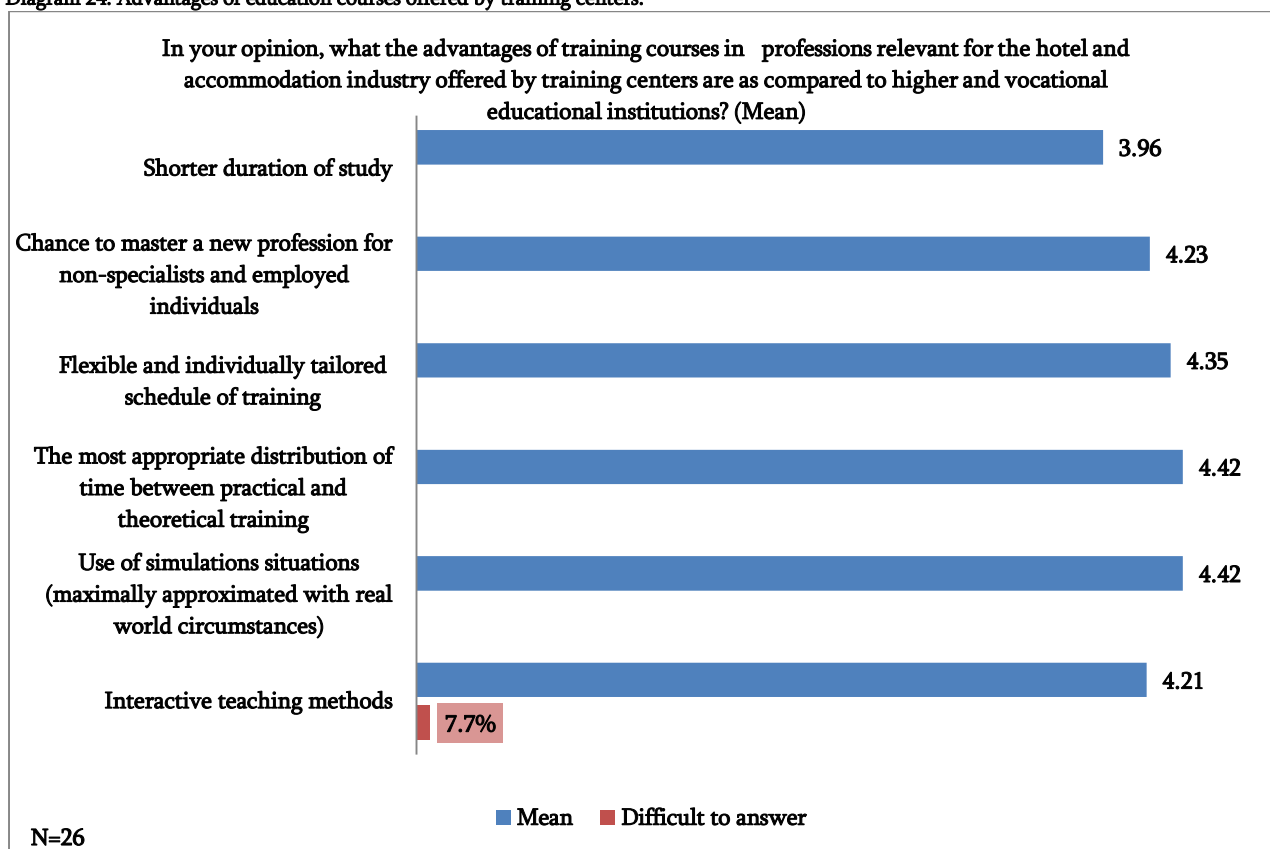
Note 1: table includes number of cases

Note 2: “N/A” - 127 cases

Table 22: Effectiveness of service offered by training centers for the employment in the hotel and accommodation service sphere.

Do you think that upon completion of training courses in professions relevant for the hotel and accommodation industry offered by your center graduates will be able to easily find a job in this field?		No.	%
N=26			
1	Yes, only those who have obtained higher and/or vocational education in the field of tourism	14	53.8%
2	More “yes” than “no”	12	46.2%

Diagram 24: Advantages of education courses offered by training centers.



Note: Mean data are calculated on a 5-point-scale, where “1” corresponds to “no advantage” and “5” to “full advantage”. “3” is the neutral point on the scale. Scores above “3” correspond to the positive field of evaluation, whereas scores below “3” correspond to negative field of evaluation

5. Assessment of the level of professionalism in key professions of the hotel and accommodation industry by representatives of tour operator/protected territories/catering organizations.

Table 23: Type of organization.

What type of organization do you represent?		No	% of total Sampling
1	Tour operator	37	10.7
2	Protected area	8	2.3
3	Catering	22	6.3
Total		67	19.4

Table 24: Professional relevance of people employed in organizations to the hotel and accommodation service sphere.

Could you say that your organization mainly employs graduates specialized in professions relevant for the hotel and accommodation industry?		Total		Tour operator		Catering		Protected area	
N=67		No.	%	No.	%	No.	%	No.	%
1	Yes	14	20.9	13	35.1			1	12.5
2	More or less	27	40.3	14	37.8	10	45.5	3	37.5
3	No	23	34.3	10	27.0	11	50.0	2	25.0
4	Difficult to answer	3	4.5			1	4.5	2	25.0

Table 25: Level of education of employees of organizations.

	What kind of education do the graduates in professions relevant for hotel and accommodation industry employed at your organization mostly have?	Total	Tour operator	Catering	Protected area
	N=41				
1	Higher education with a Bachelor's diploma	32	25	4	3
2	Higher education with a Master's diploma	2	2		
3	Vocational education with a diploma issued by a vocational institution	6		5	1
4	Difficult to answer	1		1	

Note: table includes number of respondents

Table 26: The share of those employees of organizations who did not obtain higher or vocational education in the hotel and accommodation service sphere, but undertook corresponding trainings.

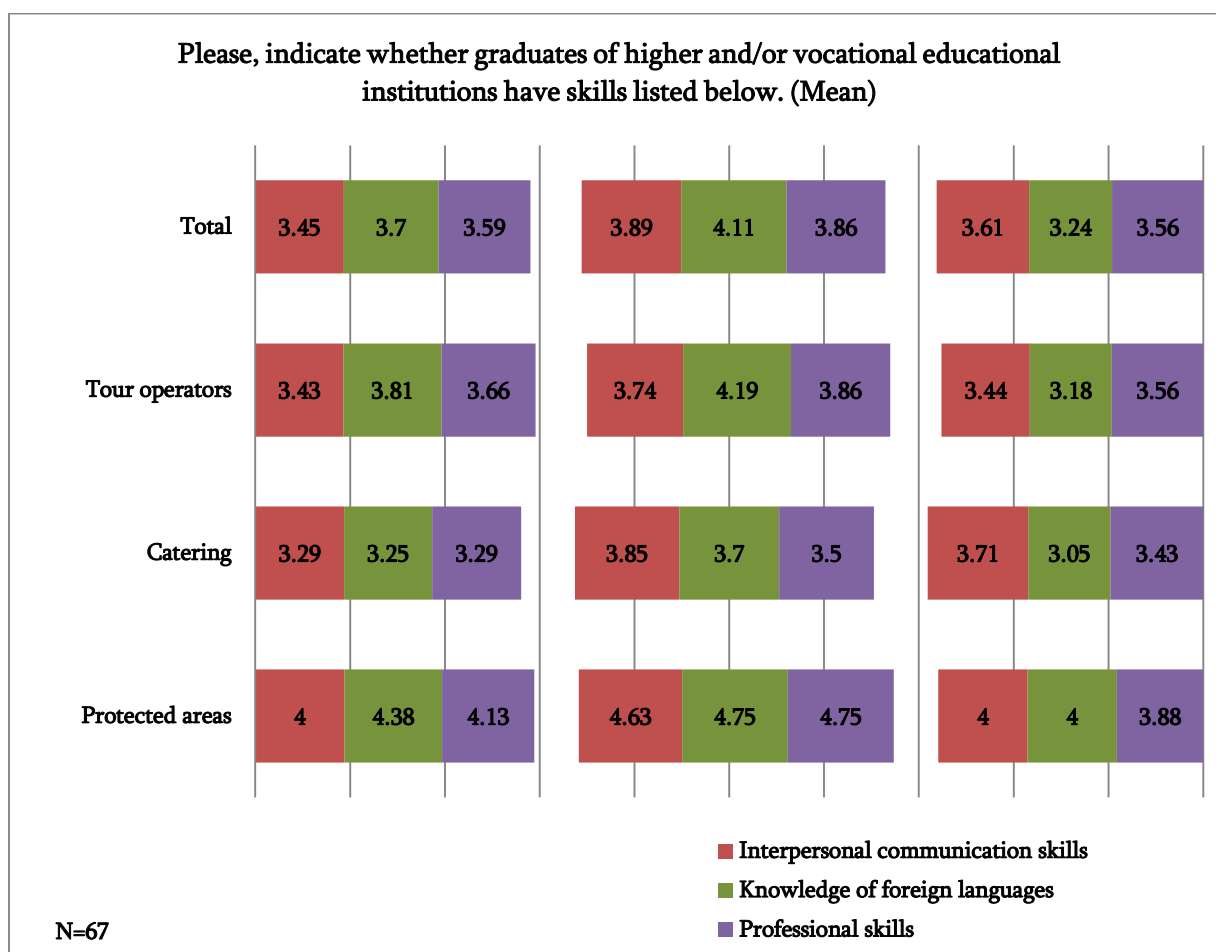
	Are there among employees of your organization those who have not acquired higher or vocational education in professions relevant for the hotel and accommodation industry, but have undergone special retraining (training courses)?	Total	Tour operator	Catering	Protected area
	N= 67				
1	Yes	48	26	19	3
2	No	15	11	1	3
3	Difficult to answer	4		2	2

Note: table includes number of respondents

Table 27: Preferences during recruitment of an employee

	If it were you recruiting an employee would you give preference to a graduate of an institution of higher education (bachelor or Master) or to a VET graduate?	Total	Tour operator	Catering	Protected area
	N=67				
1	Higher education with a Bachelor's diploma	14	9	2	3
2	Higher education with a Master's diploma	13	8	3	2
3	Vocational education with a diploma issued by a vocational institution	23	11	10	2
4	Difficult to answer	17	9	7	1

Diagram 25: Assessment of various skills of graduates of higher or vocational education institutions.



Note: Mean data are calculated on a 5-point-scale, where “1” corresponds to “is not developed at all ” and “5” to “rather much developed”. “3” is the neutral point on the scale. Scores above “3” correspond to the positive field of evaluation, whereas scores below “3” correspond to negative field of evaluation

Table 28: The need to retrain graduates, having various evaluations in skills, for the employment in the hotel and accommodation service sphere.

N=67		Higher education institution graduate needs to be retrained			Vocational education institution graduate needs to be retrained	
		Total	Yes	More or less	Yes	More or less
Assessment of various skills of graduates of Bachelor’s program						
Communication, interpersonal skills	1	7.5%	8.6%			
	2	6.0%	6.9%			
	3	34.3%	37.9%	0		
	4	31.3%	27.6%	0		
	5	16.4%	13.8%	42.9%		
	Difficult to answer	4.5%	5.2%			
Knowledge of foreign language	1	6.0%	6.9%			
	2	6.0%	6.9%			
	3	19.4%	22.4%			
	4	43.3%	39.7%	71.4%		
	5	20.9%	19.0%	28.6%		
	Difficult to answer	4.5%	5.2%			
Professional skills	1	4.5%	5.2%			
	2	9.0%	10.3%			
	3	28.4%	31.0%	14.3%		

N=67		Total	Higher education institution graduate needs to be retrained		Vocational education institution graduate needs to be retrained	
			Yes	More or less	Yes	More or less
	4	32.8%	31.0%	42.9%		
	5	20.9%	17.2%	42.9%		
	Difficult to answer	4.5%	5.2%			
Assessment of various skills of graduates of Master's program						
Communication, interpersonal skills	1	3.0%	3.4%			
	2	4.5%	5.2%			
	3	22.4%	25.9%			
	4	34.3%	37.9%			
	5	29.9%	22.4%	85.7%		
	Difficult to answer	6.0%	5.2%	14.3%		
Knowledge of foreign language	1	4.5%	5.2%			
	2	4.5%	5.2%			
	3	10.4%	12.1%			
	4	32.8%	36.2%			
	5	43.3%	37.9%	85.7%		
	Difficult to answer	4.5%	3.4%	14.3%		
Professional skills	1	1.5%	1.7%			
	2	4.5%	5.2%			
	3	26.9%	31.0%			
	4	34.3%	36.2%	28.6%		
	5	26.9%	20.7%	57.1%		
	Difficult to answer	6.0%	5.2%	14.3%		
Assessment of various skills of graduates of vocational education program						
Communication, interpersonal skills	1	4.5%			5.7%	
	2	9.0%			11.3%	
	3	25.4%			24.5%	30.8%
	4	31.3%			30.2%	30.8%
	5	20.9%			18.9%	30.8%
	Difficult to answer	9.0%			9.4%	7.7%
Knowledge of foreign language	1	10.4%			13.2%	
	2	6.0%			5.7%	7.7%
	3	34.3%			41.5%	7.7%
	4	34.3%			28.3%	53.8%
	5	7.5%			3.8%	23.1%
	Difficult to answer	7.5%			7.5%	7.7%
Professional skills	1	6.0%			7.5%	
	2	6.0%			7.5%	
	3	26.9%			28.3%	15.4%
	4	35.8%			35.8%	38.5%
	5	16.4%			11.3%	38.5%
	Difficult to answer	9.0%			9.4%	7.7%

Note: "1" corresponds to "is not developed at all", whilst "5" corresponds to "rather much developed"

Table 29: The need of people, with professions relevant to the hotel and accommodation service sphere, for the employment in organizations.

What vocations relevant for the hotel and accommodation industry do you need most to be employed in your organization?	Total	Tour operator	Catering	Protected area
N=67				

1	Hotel manager	11	5	3	3
2	Cook	15	1	14	
3	Restaurant manager	6	1	4	1
4	Tour operator	29	28		1
5	Guide	30	26		4
6	Receptionist	3	1		2
7	Pastry chef	12		12	
8	Chef-cook	10	1	9	
9	Bartender	5	1	4	
10	Sommelier	2	2		
11	Representative of housekeeping	4	2	2	
12	Barkeeper	5	1	4	
13	Accountant	13	10	3	
14	Waiter	2		2	
15	Manager	2	1	1	
16	Driver	2	2		
17	Visitor's service manager	1			1
18	Difficult to answer	10	7	1	2

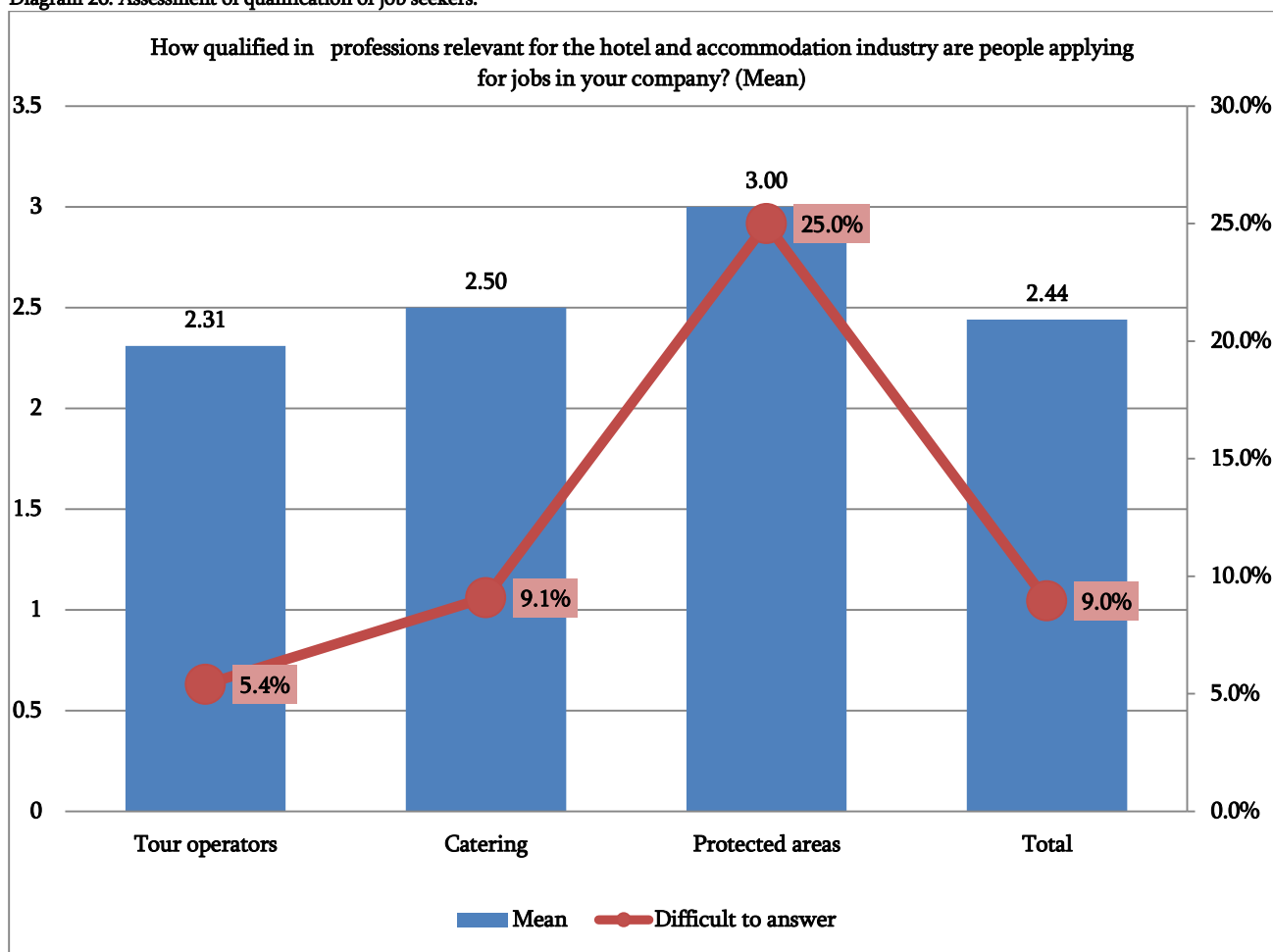
Note: table includes number of cases

Table 30: Level of education of people holding managerial positions in organizations.

	In your organization, managerial position(s) are mainly held by individuals:	Total	Tour operator	Catering	Protected area
N=67					
1	Having acquired a diploma of a vocational institution	7	4	2	1
2	Having acquired a Bachelor's diploma issued by a higher educational institution	34	21	12	1
3	Having acquired a Master's diploma issued by a higher educational institution	23	11	6	6
4	Difficult to answer	3	1	2	

Note: table includes number of cases

Diagram 26: Assessment of qualification of job seekers.



Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “unqualified ” and “4” to “very qualified”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

Table 31: Reasons of shortage of qualified cadres among graduates.

what is the reason behind the lack of qualified employees among graduates of educational programs in professions/specialties relevant for the hotel and accommodation industry?	Total	Tour operator	Catering
N=67			
1 Educational system	15	11	4
2 Lack of professional standards (e.g.: there is no hotel standard, and consequently the standard for hotel staff is tailored to foreign/copied standards)	7	5	2
3 Gaps in the legislation (e.g. it is impossible for VET graduates to enroll to Bachelor’s degree program without passing the Unified National Examinations)	3	2	1
4 Insufficient focus of training courses provided for in the higher educational programs – syllabi – on practical training	10	7	3
5 Unprofessional teachers/lecturers	8	8	
6 Poor availability of textbooks (including Georgian language ones)	6	5	1
7 Difficult to answer	2	1	1

Note: table includes number of cases

Table 32: Availability of documented competences for employment.

Have you formulated/set out specific competencies to be possessed by a job seeker to get employment in your company?		Total	Tour operator	Catering	Protected area
N=67					
1	Yes	52	30	17	5
2	No	11	6	2	3
3	Difficult to answer	4	1	3	

Note: table includes number of cases

Table 33: The most important competences for various professions in the hotel and accommodation service sphere.

The most important competences for various professions in the hotel and accommodation service sphere	Total No.	Tour operator No.	Catering No.	Protected area No.
N=67				
Guide – knowledge of foreign languages	11	11		
Guide – skills of managing a group	1	1		
Pastry chef – knowledge of technological process	4		4	
Receptionist - knowledge of foreign languages	3		1	2
Waiter – communication skills	1		1	
Cook - creativity	7		5	2
Restaurant manager – managerial skills	3	2	1	
Chef cook – creativity /innovations/menu update skills	3		3	
Tour operator - knowledge of foreign languages	13	13		
Tour operator – high intelligence level/general education/	4	4		
Difficult to answer	2		2	

Note: table includes number of cases

6. Components desirable for acquiring the qualification in key professions of the hotel and accommodation industry

Table 34: Desired courses for education programs in the hotel and accommodation service sphere.

Which training course would you like to be integrated in educational programs for professions relevant for the hotel and accommodation industry?			Total		Institution					
			No.	%	Higher education institutions	vocational education	Training centers	Tour operators	Catering	protected territories
					%	%	%	%	%	%
Hotel accommodation service	Would like		242	70.1	60.9	74.7	92.3	75.7	72.7	100.0
	Would like to some extent		66	19.1	26.7	17.6		10.8	13.6	
	Would not like		25	7.2	7.5	6.6	3.8	13.5	4.5	
	Difficult to answer		12	3.5	5.0	1.1	3.8		9.1	
Hotel marketing and sales	Would like		264	76.5	69.6	80.2	84.6	83.8	86.4	87.5
	Would like to some extent		55	15.9	23.6	12.1	3.8	5.4	9.1	12.5
	Would not like		18	5.2	3.7	5.5	7.7	10.8	4.5	
	Difficult to answer		8	2.3	3.1	2.2	3.8			
Hotel accounting	Would like		225	65.2	60.9	65.9	69.2	67.6	90.9	50.0

Which training course would you like to be integrated in educational programs for professions relevant for the hotel and accommodation industry?		Total		Institution					
		No.	%	Higher education institutions	vocational education	Training centers	Tour operators	Catering	protected territories
N=345									
Hotel industry	Would like to some extent	72	20.9	23.0	25.3	19.2	16.2	4.5	
	Would not like	34	9.9	11.2	7.7	3.8	13.5	4.5	25.0
	Difficult to answer	14	4.1	5.0	1.1	7.7	2.7		25.0
Food and beverage service	Would like	204	59.1	55.3	62.6	73.1	56.8	63.6	50.0
	Would like to some extent	83	24.1	24.8	23.1	15.4	24.3	31.8	25.0
	Would not like	48	13.9	16.1	13.2	7.7	16.2	4.5	12.5
Art of table layout	Difficult to answer	10	2.9	3.7	1.1	3.8	2.7		12.5
	Would like	250	72.5	67.7	75.8	84.6	73.0	81.8	62.5
	Would like to some extent	62	18.0	19.3	15.4	7.7	24.3	13.6	37.5
Reservation service	Would not like	25	7.2	9.9	6.6	3.8	2.7	4.5	
	Difficult to answer	8	2.3	3.1	2.2	3.8			
	Would like	226	65.5	59.6	67.0	69.2	73.0	77.3	87.5
Cleaning/housekeeping service	Would like to some extent	72	20.9	23.0	19.8	19.2	18.9	18.2	12.5
	Would not like	36	10.4	13.0	12.1	3.8	5.4	4.5	
	Difficult to answer	11	3.2	4.3	1.1	7.7	2.7		
Preparation of hot drinks and décor, account keeping and calculation in catering facilities	Would like	242	70.1	64.6	69.2	73.1	83.8	86.4	75.0
	Would like to some extent	67	19.4	22.4	22.0	15.4	10.8	9.1	12.5
	Would not like	26	7.5	8.7	7.7	7.7	5.4	4.5	
Accounting and calculation in food facilities	Difficult to answer	10	2.9	4.3	1.1	3.8			12.5
	Would like	218	63.2	54.0	72.5	53.8	70.3	90.9	62.5
	Would like to some extent	75	21.7	24.2	16.5	30.8	24.3	9.1	25.0
Organizing bars, main principles of functioning, food hygiene and sanitary norms	Would not like	41	11.9	16.8	9.9	11.5	5.4		
	Difficult to answer	11	3.2	5.0	1.1	3.8			12.5
	Would like	174	50.4	47.8	52.7	50.0	45.9	68.2	50.0
Flair bartending	Would like to some extent	101	29.3	28.6	26.4	26.9	48.6	27.3	
	Would not like	59	17.1	19.9	19.8	15.4	5.4	4.5	25.0
	Difficult to answer	11	3.2	3.7	1.1	7.7			25.0
Preparation of simple and mixed drinks	Would like	204	59.1	62.1	54.9	57.7	56.8	63.6	50.0
	Would like to some extent	80	23.2	21.7	27.5	30.8	18.9	22.7	
	Would not like	46	13.3	12.4	14.3	7.7	21.6	4.5	25.0
Use of wine and alcoholic drinks in cooking	Difficult to answer	15	4.3	3.7	3.3	3.8	2.7	9.1	25.0
	Would like	213	61.7	57.8	62.6	65.4	67.6	77.3	50.0
	Would like to some extent	84	24.3	26.7	23.1	23.1	24.3	18.2	12.5
Use of wine and alcoholic drinks in cooking	Would not like	39	11.3	12.4	12.1	7.7	8.1	4.5	25.0
	Difficult to answer	9	2.6	3.1	2.2	3.8			12.5
	Would like	238	69.0	65.2	70.3	61.5	89.2	72.7	50.0
Preparation of simple and mixed drinks	Would like to some extent	66	19.1	21.7	16.5	26.9	8.1	18.2	25.0
	Would not like	29	8.4	10.6	8.8	7.7	2.7		12.5
	Difficult to answer	12	3.5	2.5	4.4	3.8		9.1	12.5
Use of wine and alcoholic drinks in cooking	Would like	148	42.9	40.4	34.1	46.2	59.5	63.6	50.0
	Would like to some extent	99	28.7	29.8	34.1	19.2	27.0	22.7	
	Would not like	44	12.8	13.0	15.4	15.4	8.1		25.0
Use of wine and alcoholic drinks in cooking	Difficult to answer	54	15.7	16.8	16.5	19.2	5.4	13.6	25.0
	Would like	196	56.8	55.3	52.7	65.4	64.9	63.6	50.0
	Would like to some extent	85	24.6	23.0	28.6	19.2	24.3	31.8	12.5
Use of wine and alcoholic drinks in cooking	Would not like	54	15.7	18.0	16.5	11.5	10.8	4.5	25.0
	Difficult to answer	10	2.9	3.7	2.2	3.8			12.5
	Would like	212	61.4	59.6	58.2	53.8	75.7	77.3	50.0
Use of wine and alcoholic drinks in cooking	Would like to some extent	80	23.2	23.0	26.4	30.8	18.9	18.2	
	Would not like	42	12.2	13.7	13.2	11.5	5.4	4.5	25.0

Which training course would you like to be integrated in educational programs for professions relevant for the hotel and accommodation industry?		Total		Institution					
		No.	%	Higher education institutions	vocational education	Training centers	Tour operators	Catering	protected territories
N=345									
History of strong alcoholic drinks and general technology	Difficult to answer	11	3.2	3.7	2.2	3.8			25.0
	Would like	205	59.4	55.3	59.3	69.2	73.0	59.1	50.0
	Would like to some extent	88	25.5	26.7	26.4	23.1	16.2	36.4	12.5
	Would not like	42	12.2	14.9	12.1	3.8	8.1	4.5	25.0
Etiquette and culture of speech	Difficult to answer	10	2.9	3.1	2.2	3.8	2.7		12.5
	Would like	298	86.4	83.9	87.9	80.8	94.6	90.9	87.5
	Would like to some extent	32	9.3	9.3	9.9	15.4	5.4	4.5	12.5
	Would not like	9	2.6	4.3	1.1			4.5	
Wine tasting and food matching	Difficult to answer	6	1.7	2.5	1.1	3.8			
	Would like	241	69.9	66.5	70.3	80.8	75.7	77.3	50.0
	Would like to some extent	61	17.7	19.3	17.6	11.5	18.9	18.2	
	Would not like	35	10.1	11.2	12.1	3.8	5.4	4.5	25.0
Wine cellar management and wine specification	Difficult to answer	8	2.3	3.1		3.8			25.0
	Would like	199	57.7	57.1	59.3	65.4	51.4	59.1	50.0
	Would like to some extent	91	26.4	24.8	26.4	26.9	32.4	36.4	
	Would not like	46	13.3	15.5	13.2	3.8	13.5	4.5	25.0
Cooking technologies	Difficult to answer	9	2.6	2.5	1.1	3.8	2.7		25.0
	Would like	245	71.0	65.8	76.9	76.9	67.6	86.4	62.5
	Would like to some extent	60	17.4	18.6	15.4	15.4	24.3	13.6	
	Would not like	33	9.6	12.4	7.7	3.8	8.1		25.0
National/Georgian cuisine	Difficult to answer	7	2.0	3.1		3.8			12.5
	Would like	263	76.2	73.3	76.9	80.8	81.1	90.9	50.0
	Would like to some extent	50	14.5	15.5	15.4	11.5	10.8	9.1	25.0
	Would not like	27	7.8	9.3	7.7	3.8	8.1		12.5
World cuisine	Difficult to answer	5	1.4	1.9		3.8			12.5
	Would like	256	74.2	70.2	78.0	80.8	73.0	90.9	50.0
	Would like to some extent	59	17.1	18.0	17.6	11.5	18.9	9.1	25.0
	Would not like	24	7.0	9.3	4.4	3.8	8.1		12.5
Organizing banquets, events	Difficult to answer	6	1.7	2.5		3.8			12.5
	Would like	267	77.4	73.9	78.0	84.6	89.2	81.8	50.0
	Would like to some extent	52	15.1	16.1	16.5	11.5	5.4	13.6	37.5
	Would not like	20	5.8	7.5	4.4		5.4	4.5	12.5
Pastry and baking	Difficult to answer	6	1.7	2.5	1.1	3.8			
	Would like	227	65.8	62.1	71.4	61.5	67.6	77.3	50.0
	Would like to some extent	68	19.7	19.3	16.5	26.9	27.0	18.2	12.5
	Would not like	39	11.3	14.9	11.0	3.8	5.4	4.5	12.5
Hotel service management	Difficult to answer	11	3.2	3.7	1.1	7.7			25.0
	Would like	292	84.6	85.7	73.6	92.3	91.9	95.5	100.0
	Would like to some extent	29	8.4	9.9	12.1		5.4		
	Would not like	9	2.6	1.2	5.5		2.7	4.5	
Economics of hotel service	Difficult to answer	15	4.3	3.1	8.8	7.7			
	Would like	266	77.1	77.0	65.9	84.6	86.5	90.9	100.0
	Would like to some extent	43	12.5	14.9	13.2	7.7	10.8	4.5	
	Would not like	19	5.5	6.2	7.7		2.7	4.5	
Business law	Difficult to answer	17	4.9	1.9	13.2	7.7			
	Would like	241	69.9	71.4	62.6	69.2	70.3	90.9	62.5
	Would like to some extent	62	18.0	18.6	15.4	19.2	27.0	4.5	25.0
	Would not like	24	7.0	6.8	9.9	7.7	2.7	4.5	
Business law	Difficult to answer	18	5.2	3.1	12.1	3.8			12.5
	Would like	279	80.9	82.0	69.2	84.6	94.6	90.9	87.5

Which training course would you like to be integrated in educational programs for professions relevant for the hotel and accommodation industry?			Total		Institution					
			No.	%	Higher education institutions	vocational education	Training centers	Tour operators	Catering	protected territories
N=345										
Marketing of hotel services	Would like to some extent	34	9.9	12.4	8.8	7.7	5.4	4.5	12.5	
	Would not like	11	3.2	2.5	6.6			4.5		
	Difficult to answer	21	6.1	3.1	15.4	7.7				
Human resources	Would like	272	78.8	79.5	71.4	73.1	91.9	90.9	75.0	
	Would like to some extent	39	11.3	13.0	11.0	15.4	5.4	4.5	12.5	
	Would not like	17	4.9	4.3	7.7	3.8	2.7	4.5		
Sociology of organizations	Difficult to answer	17	4.9	3.1	9.9	7.7			12.5	
	Would like	204	59.1	61.5	51.6	65.4	62.2	63.6	50.0	
	Would like to some extent	83	24.1	24.2	23.1	19.2	24.3	27.3	37.5	
Financial analysis	Would not like	35	10.1	11.8	12.1	7.7	5.4	4.5		
	Difficult to answer	23	6.7	2.5	13.2	7.7	8.1	4.5	12.5	
	Would like	258	74.8	76.4	63.7	80.8	83.8	81.8	87.5	
Commercialization of hotel operations	Would like to some extent	44	12.8	14.3	14.3	3.8	8.1	13.6	12.5	
	Would not like	24	7.0	6.2	8.8	7.7	8.1	4.5		
	Difficult to answer	19	5.5	3.1	13.2	7.7				
Control of service quality	Would like	243	70.4	70.2	62.6	80.8	81.1	72.7	75.0	
	Would like to some extent	57	16.5	17.4	17.6	11.5	16.2	18.2		
	Would not like	24	7.0	9.9	7.7			4.5		
Hotel management	Difficult to answer	21	6.1	2.5	12.1	7.7	2.7	4.5	25.0	
	Would like	272	78.8	78.9	69.2	84.6	91.9	90.9	75.0	
	Would like to some extent	42	12.2	14.9	11.0	7.7	8.1	4.5	25.0	
Existence of business incubators	Would not like	17	4.9	5.0	8.8			4.5		
	Difficult to answer	14	4.1	1.2	11.0	7.7				
	Would like	290	84.1	83.9	74.7	88.5	100.0	90.9	87.5	
Hotel management	Would like to some extent	25	7.2	8.7	7.7	7.7		4.5	12.5	
	Would not like	13	3.8	4.3	5.5			4.5		
	Difficult to answer	17	4.9	3.1	12.1	3.8				
Existence of business incubators	Would like	232	67.2	71.4	48.4	76.9	83.8	77.3	62.5	
	Would like to some extent	50	14.5	14.9	17.6	19.2	5.4	13.6		
	Would not like	30	8.7	8.7	14.3		2.7	4.5	12.5	
Existence of business incubators	Difficult to answer	33	9.6	5.0	19.8	3.8	8.1	4.5	25.0	

Table 35: Assessment of importance of various measures for the improvement of quality in the hotel and accommodation service sphere.

The importance of statements listed below in terms of raising the level of qualification of graduates in specialties/professions relevant for the hotel and accommodation industry, and accordingly, in terms of improving the quality of hotel and accommodation services	Total	Higher education institutions	vocational education	Training centers	Tour operators	Catering	protected territories
• Higher educational programs should be based on the principle of differentiated learning (students at the lower level of the Bachelor's program should select the field of their study)	3.43	3.38	3.53	3.38	3.39	3.33	3.88
• Teachers' qualification should be improved (sharing foreign experience – by attending training courses, etc)	3.78	3.85	3.67	3.77	3.70	3.95	3.75
• Literature should be adapted in Georgian	3.74	3.79	3.61	3.77	3.73	3.76	4.00
• teaching of foreign languages should be intensified	3.85	3.86	3.77	3.85	3.92	3.90	4.00

• A larger share of practical training should be allocated to higher educational programs (about 50% of the course)	3.77	3.71	3.81	3.81	3.84	3.81	3.88
• Memoranda of cooperation should be signed between university and enterprises/companies	3.76	3.77	3.72	3.69	3.89	3.75	3.75
• Syllabi of training courses should be improved	3.65	3.53	3.70	3.69	3.89	3.83	3.75
• So-called unnecessary subjects should be removed from higher educational programs	3.54	3.44	3.57	3.62	3.78	3.65	3.75
• Teachers/professors should be directly involved in the development of educational policy	3.71	3.73	3.73	3.64	3.70	3.65	3.63
• Professional standards should be elaborated	3.75	3.72	3.74	3.69	3.86	3.80	4.00

Note: Mean data are calculated on a 4-point-scale, where “1” corresponds to “insignificant” and “4” to “very significant”. “2.5” is the neutral point on the scale. Scores above “2.5” correspond to the positive field of evaluation, whereas scores below “2.5” correspond to negative field of evaluation

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Higher educational programs should be based on the principle of differentiated learning (students at the lower level of the Bachelor’s program should select the field of their study)	Between Groups	3.231	5	.646	.806	.546
	Within Groups	267.931	334	.802		
	Total	271.162	339			
Teachers’ qualification should be improved (sharing foreign experience – by attending training courses, etc)	Between Groups	2.815	5	.563	1.272	.276
	Within Groups	149.220	337	.443		
	Total	152.035	342			
Literature should be adapted in Georgian	Between Groups	2.534	5	.507	.961	.442
	Within Groups	177.305	336	.528		
	Total	179.839	341			
teaching of foreign languages should be intensified	Between Groups	1.041	5	.208	.554	.735
	Within Groups	127.099	338	.376		
	Total	128.140	343			
A larger share of practical training should be allocated to higher educational programs (about 50% of the course)	Between Groups	1.107	5	.221	.475	.795
	Within Groups	156.125	335	.466		
	Total	157.232	340			
Memoranda of cooperation should be signed between university and enterprises/companies	Between Groups	.923	5	.185	.413	.840
	Within Groups	148.723	333	.447		
	Total	149.646	338			
Syllabi of training courses should be improved	Between Groups	5.174	5	1.035	1.822	.108
	Within Groups	187.386	330	.568		
	Total	192.560	335			
So-called unnecessary subjects should be removed from higher educational programs	Between Groups	4.718	5	.944	1.355	.241
	Within Groups	231.116	332	.696		
	Total	235.834	337			
Teachers/professors should be directly involved in the development of educational policy	Between Groups	.358	5	.072	.140	.983
	Within Groups	170.887	333	.513		
	Total	171.245	338			
Professional standards should be elaborated	Between Groups	1.301	5	.260	.563	.729
	Within Groups	154.449	334	.462		
	Total	155.750	339			

Table 36: The most important measure for the improvement of quality of hotel and accommodation service sphere.

Which is the most important statement to raise the level of qualification of graduates in specialties/professions relevant for the hotel and accommodation industry and, consequently, to improve the quality of hotel and accommodation services?	Total	Higher education institutions	vocational education institutions	Training centers	Tour operators	Catering	protected territories
N=345							
• Higher educational programs should be based on the principle of differentiated learning (students at the lower level of the Bachelor's program should select the field of their study)	2.9%	3.7%	2.2%	-	2.7%	-	12.5%
• Teachers' qualification should be improved (sharing foreign experience – by attending training courses, etc)	29.3%	33.5%	24.2%	42.3%	21.6%	22.7%	12.5%
• Literature should be adapted in Georgian	6.4%	6.8%	7.7%	3.8%	8.1%	-	-
• teaching of foreign languages should be intensified	11.0%	11.2%	11.0%	7.7%	5.4%	9.1%	50.0%
• A larger share of practical training should be allocated to higher educational programs (about 50% of the course)	28.1%	24.8%	26.4%	26.9%	43.2%	36.4%	25.0%
• Memoranda of cooperation should be signed between university and enterprises/companies	5.8%	3.1%	9.9%	7.7%	8.1%	4.5%	-
• Syllabi of training courses should be improved	0.6%	0.6%	1.1%	-	-	-	-
• So-called unnecessary subjects should be removed from higher educational programs	2.3%	1.2%	3.3%	-	8.1%	-	-
• Teachers/professors should be directly involved in the development of educational policy	2.9%	4.3%	2.2%	3.8%	-	-	-
• Professional standards should be elaborated	4.6%	3.1%	8.8%	3.8%	2.7%	4.5%	-
• Difficult to answer	6.1%	7.5%	3.3%	3.8%	-	22.7%	-

7. Social and demographic data

Diagram 27: Gender of respondents.

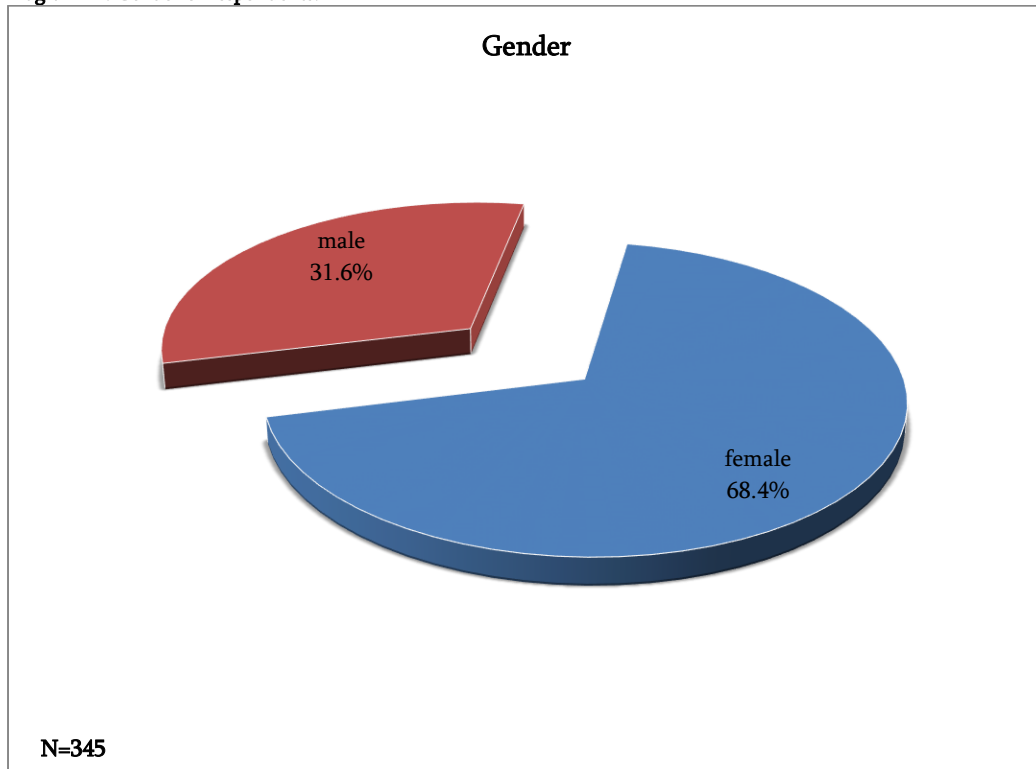


Diagram 28: Age of respondents.

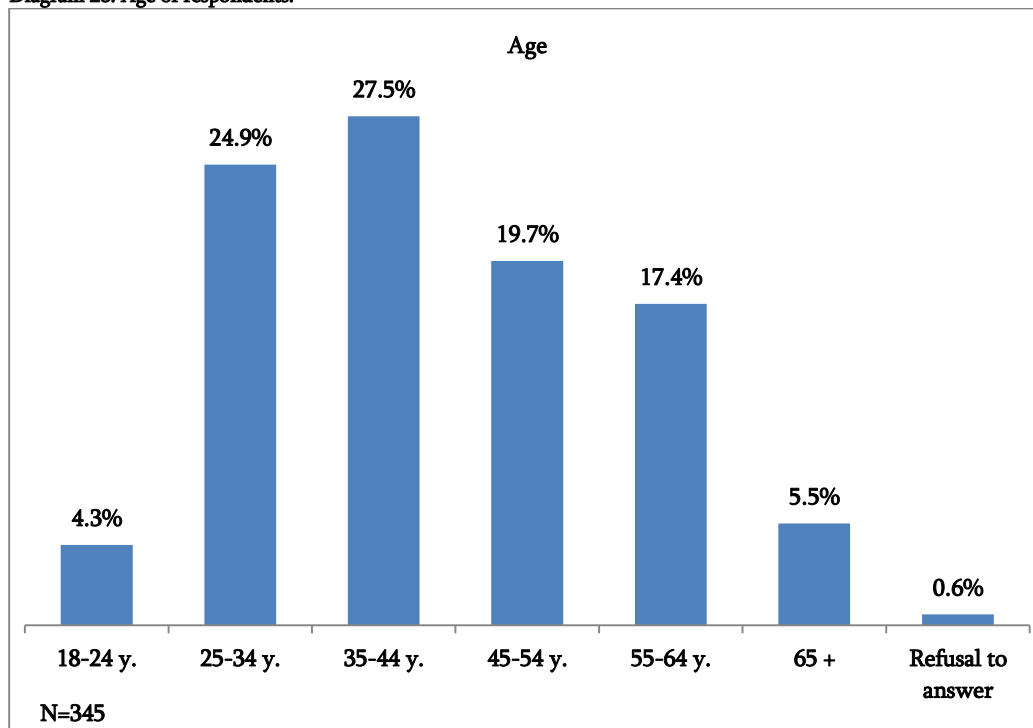


Diagram 29: Work history of respondents.

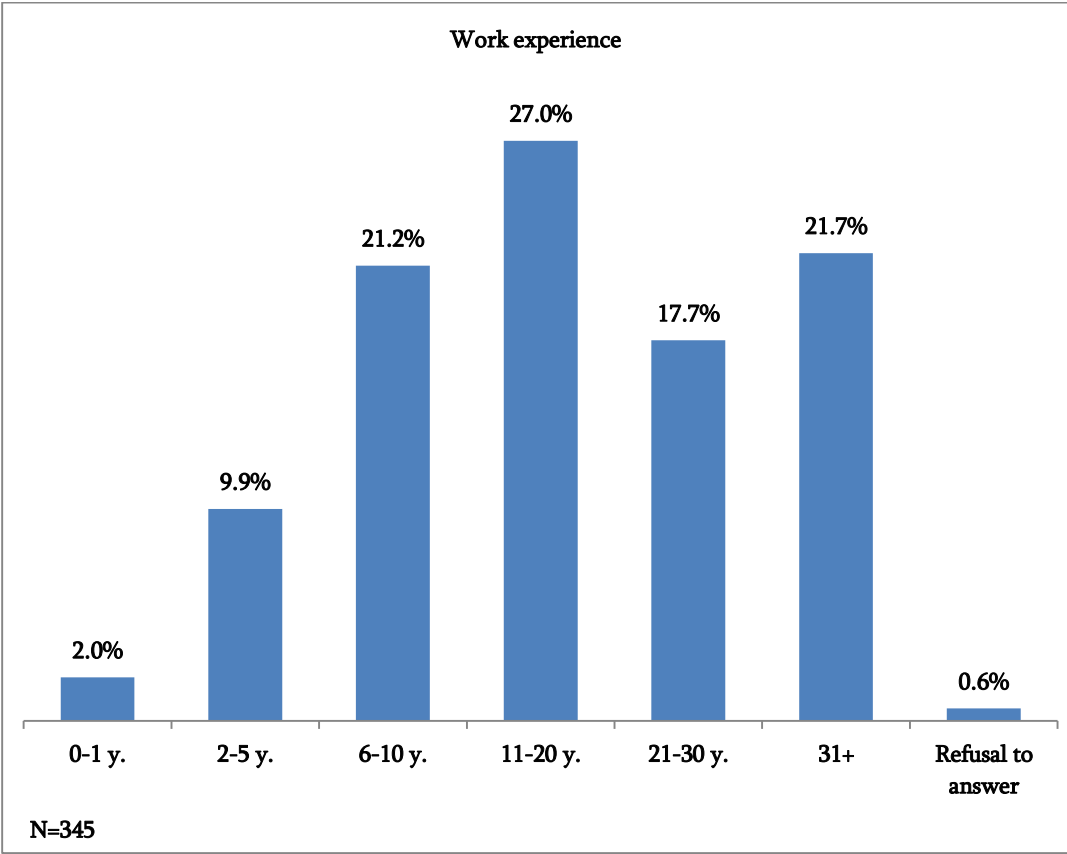


Diagram 30: Level of education of respondents.

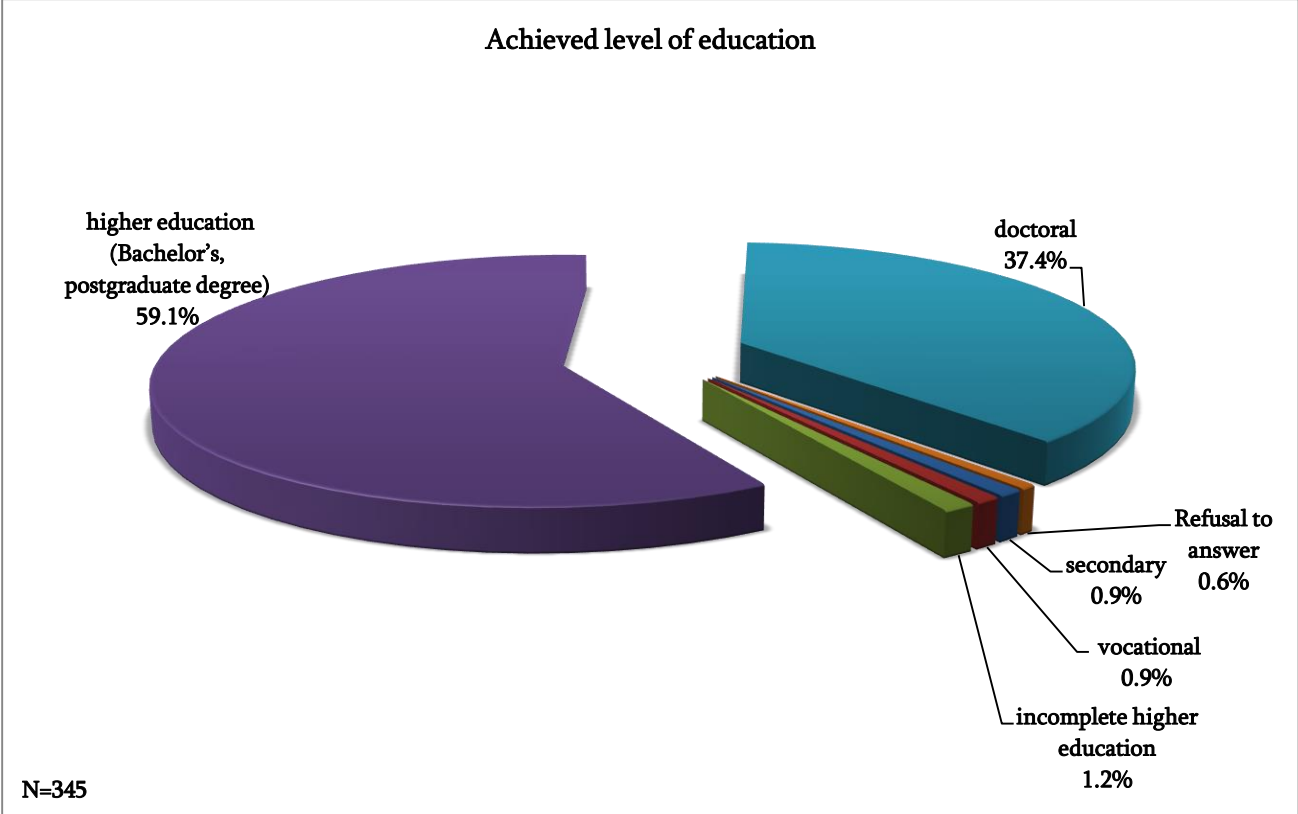


Diagram 31: Marital status of respondents.

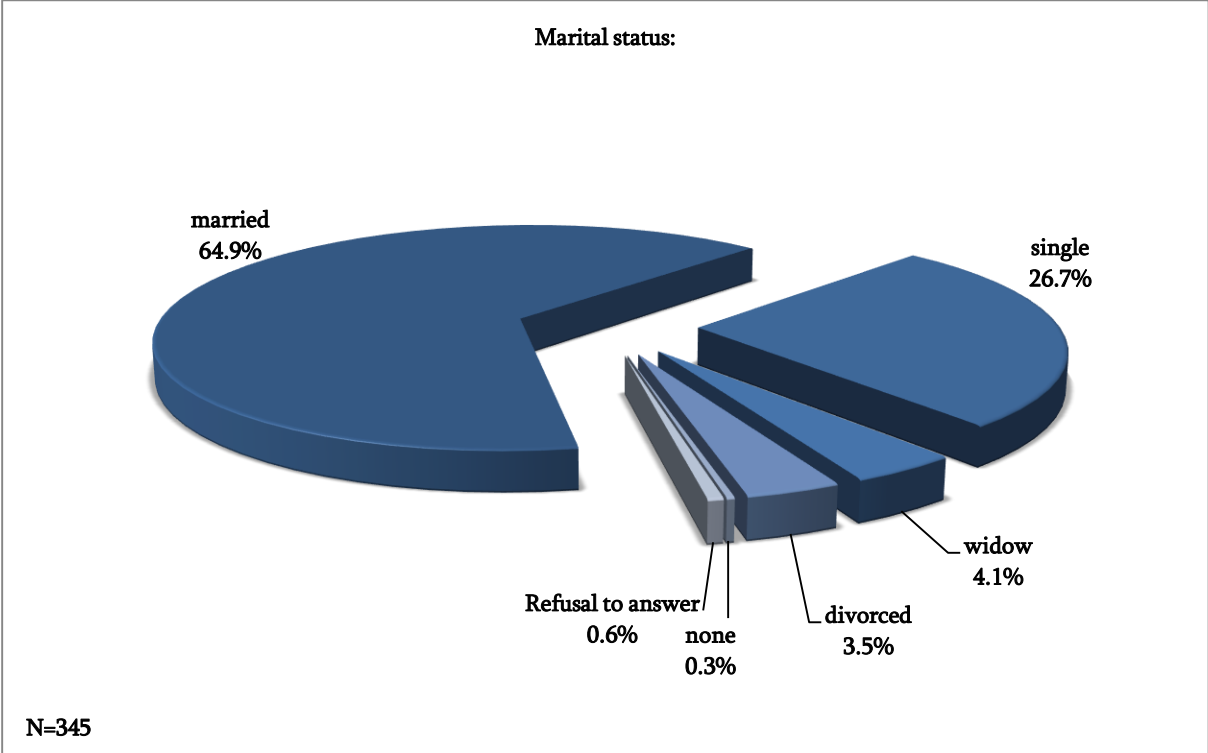


Diagram 32: Date of undertaking a job in an organization.

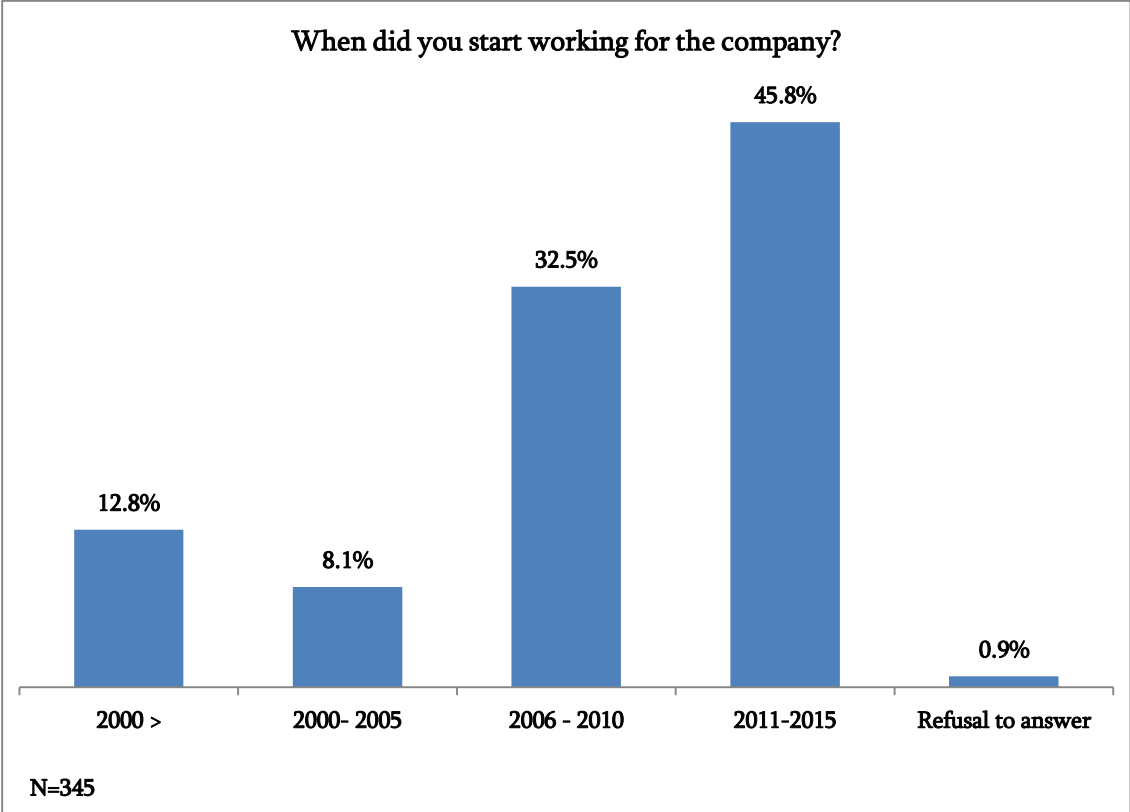
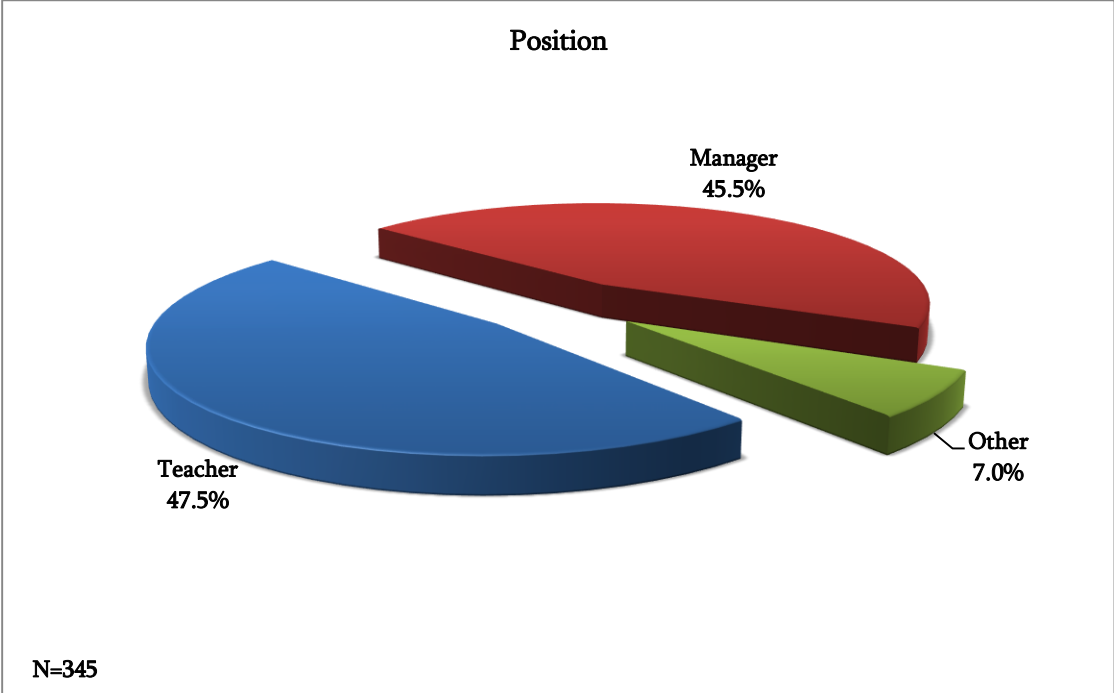


Diagram 33: Positions of respondents.



Appendix: Questionnaire

Name\last name of interviewer and #

Sampling Unit #

City

Institution

Name\last name of respondent

(Optional)

Phone number of Respondent

(Optional)

QUESTIONNAIRE

Hello, my name is _____

This survey is commissioned by the GIZ program “Private Sector Development South Caucasus.” The aim of the survey is to review and analyze possibilities of obtaining qualification\specialization in professions in the hotel and accommodation industry in Georgia.

The questionnaire is confidential. Data will be used only in a generalized form, for statistical purposes.

Please, be so kind to answer the questions sincerely.

Thank you for your cooperation!

2015

A. Block : General questions

(To the interviewer: Put “block A” questions to every respondent)

A1. In your opinion, how urgent the problem of receiving quality education in professions relevant for the hotel and accommodation industry in Georgia is?

1. Very acute problem
2. Somewhat acute problem
3. Less acute problem
4. It is not a problem at all
99. Difficult to answer

A2. In General, how would you evaluate the qualification level of individuals employed in the hotel and accommodation industry in Georgia? Please, use a five-point scale for evaluation where 1 corresponds to “very negative” and 5 - to - “very positive.”

(To the interviewer: if respondent finds it difficult to evaluate, enter “99”)

	Persons engaged in the hotel and accommodation industry	Enter point
1	Hotel Manager	
2	Restaurant Manager	
3	Receptionist	
4	Bartender	
5	Guide	
6	Tour Operator	

99. Difficult to answer

A3. In your opinion, what the quality of education provided by educational institutions in Georgia in professions relevant for the hotel and accommodation industry is? Please, use a five-point scale for evaluation where 1 corresponds to “very low-quality” and five- - to “very high-quality.”

(To the interviewer: if respondent finds it difficult to evaluate, enter “99”)

	Educational Institution	Enter point
1	Higher Educational Institutions (universities)	
2	Vocational Educational Institutions	
3	Training Centers	

A4. In your opinion, which professions are the most demanded on the labor market among professions relevant for the hotel and accommodation industry? (To the interviewer: maximum 3 answers are allowed)

1. Hotel Manager
2. Cook
3. Restaurant Manager
4. Tour Operator
5. Guide
6. Receptionist
7. Pastry Cook

8. Chef
9. Bartender
10. Sommelier
11. Representative of Housekeeping
12. Barkeeper
13. Dishwasher
14. Accountant
15. Cook
16. other (indicate)_____
99. Difficult to answer

A5. In your opinion, which are the scarcest professions on the labor market among professions relevant for the hotel and accommodation industry?

Indicate codes given in question #4 (if any)

(Write down) _____

99. Difficult to answer

A6. Do graduates of higher educational institutions, vocational or public colleges need an additional retraining to be employed in the hotel and accommodation industry?

		Yes	To some extent	No	Difficult to answer
1	University graduate	1	2	3	99
2	Graduate of vocational institution/college	1	2	3	99

Question A7 is to be answered by the respondents who answered “yes” or “to some extent” in response to question A6.

A7. What kind of retraining do the graduates of higher and/or vocational educational institutions require?

1. Professional training
2. Internship at the employer
3. “On-the-job” training by the employer
4. Other (indicate)_____
99. Difficult to answer

A8. Do you think that a business community (companies) at this stage is ready for social partnership (to admit students, individuals seeking for internship to improve their skills)?

1. Yes
2. More yes than no
3. More no than yes
4. No
99. Difficult to answer

A9. Please, assess chances of graduates of vocational educational institutions and of Bachelor’s and Master’s programs to be employed by various employers. Use the following scale for evaluation: 1 – chances are low ; 2 – chances are below average; 3 – chances are average; 4 – chances are above average; and 5 – chances are high.

(To the interviewer: if the respondent finds it difficult to evaluate, enter “99”; if the question is irrelevant, enter -88)

	Place of employment	Graduates of vocational educational institutions	Bachelor (enter point)	Postgraduate (enter point)
1	Hotel			
2	Tourist company			
3	Protected areas, resort complex			
4	Restaurant, cafe, club			
5	Public service			
6	Other (write in)			

A10. Do you think that graduates of vocational educational institutions should be allowed to continue their studies at universities without taking unified entry examinations to increase the effectiveness of higher and vocational educational institutions in training human resources for the hotel and accommodation industry?

1. Yes
2. More yes than no
3. More no than yes
4. No
99. Difficult to answer

A11. In your opinion, who is more likely to get employment in the hotel and accommodation industry?

Please, use a five-point scale where 1 means “the least chance of employment” and 5 means “the highest chance of employment.” (To the interviewer: if respondent finds it difficult to evaluate, enter “99”.)

		Enter point
1	Graduate of the Bachelor’s program (first level of higher education) in a specialty relevant for the hotel and accommodation industry	
2	Graduate of the Master’s program (second level of higher education) in a specialty relevant for the hotel and accommodation industry	
3	Graduate of a vocational or public college in a specialty relevant for the hotel and accommodation industry	
4	Person with a different academic background having undertaken training at a training center in a specialty relevant for the hotel and accommodation industry.	

A12. In your opinion (based on the information available to you) who are, in fact, predominantly employed in the hotel and accommodation industry? Please, evaluate using a five-point scale where 1 corresponds to “least frequently employed” and 5 - to “most frequently employed.”

(To the interviewer: if respondent finds it difficult to evaluate, enter “99”)

		Enter point
1	Graduate of a Master's program (second level of higher education) in a specialty relevant for the hotel and accommodation industry	
2	Graduate of a vocational or public college in a specialty relevant for the hotel and accommodation industry	
3	Person with a different academic background having undertaken training at a training center in a specialty relevant for the hotel and accommodation industry	
4	Graduate of a Bachelor's program (first level of higher education) in a specialty relevant for the hotel and accommodation industry	

A13. The competencies suitable for which of the jobs in the hotel and accommodation industry are most often demonstrated by holders of vocational or higher educational diplomas by the level of education they attained (meaning diplomas only in professions or specialties relevant for the hotel and accommodation industry)?

(To the interviewer: Use a five-point scale where 1 corresponds to "Do not demonstrate at all" and 5 - to "Fully demonstrate."

If the respondent finds it difficult to answer, enter "99")

	Place of employment	Diploma of vocational education (enter point)	Bachelor's diploma (enter point)	Master's diploma (enter point)
1	Reception and accommodation manager			
2	Booking/reservation manager			
3	Accommodation inspector			
4	Cashier at the reception			
5	Registering clerk			
6	Night shift auditor			
7	Rooms manager			
8	Floor manager (hostess)			
9	Supervisor			
10	Housekeeper			
11	Maid			
12	Manager of a storage facilities for valuables / Steward			
13	Food and beverage manager (Director/manager of the restaurant)			
14	Head waiter			
15	Water/waitress			
16	Bar manager			
17	Bartender			

18	Sommelier (expert on wines and strong drinks)			
19	Head chef			
20	Other (indicate) _____			

A14. In your opinion, who should fill managerial jobs in the hotel and accommodation industry ? (To the interviewer: Several answers are allowed):

1. Holders of a vocational diploma
2. Holders of Bachelor's diploma
3. Holders of Master's degree
4. Holders of doctoral diploma
5. Holders of vocational diploma having undertaken training at a training center
6. Holders of Bachelor's or Master's diploma having undertaken training at a training center
7. Holders of vocational diploma having undertaken on-the-job training organized by an employer
8. Holders of Bachelor's or Master's diploma having undertaken on-the-job training organized by an employer
9. Holders of vocational diploma, having taken up an entry-level job in the hotel and accommodation services sector and been promoted to a higher-level position
10. Holders of Bachelor's or Master's diploma, having undertaken an entry-level job in the hotel and accommodation services sector and been promoted to a higher-level position
11. Other (indicate) _____
99. Difficult to answer

A15. Can you evaluate in general who of the listed individuals have most often competencies that are suitable for jobs in the hotel and accommodation industry considering the level of education attained by them?

1. Holders of vocational institution diploma
2. Holders of Bachelor's diploma issued by a higher educational institution
3. Holders of Master's diploma issued by a higher educational institution
4. Holders of doctoral diploma issued by a higher educational institution
99. Difficult to answer

A16. Do you think that a practice-based orientation of training courses increases chances of employment of graduates?

1. Yes
2. No
99. Difficult to answer

A17. In your opinion, how effectively do training centers train students in professions relevant for the hotel and accommodation industry?

1. Very **effectively**
2. More **effectively** than ineffectively
3. More ineffectively than **effectively**
4. Very ineffectively
99. Difficult to answer

To the interviewer: Ask question A18 to those respondents who answered “more ineffectively than e effectively” or “very ineffectively” to question A17.

A18. Why do you think that the training provided by training centers in professions relevant for the hotel and accommodation industry is ineffective/less effective?

1. They lack professional/competent staff (e.g. trainers with an academic background in professions relevant for the hotel and accommodation industry)
2. Their curriculum is not developed by professionals
3. Training offered by training centers in professions relevant for the hotel and accommodation industry alone does not represent a strong basis to acquire high qualification
4. Programs are short and it is impossible to obtain a comprehensive knowledge in a short time.
99. Difficult to answer

A19. How would you evaluate, in general, the quality of hotel and accommodation services currently offered in Georgia?

1. High quality
2. Somewhat high quality
3. Somewhat low quality
4. Low quality
99. Difficult to answer

Block B: Universities

(To the interviewer: Ask block B questions to university representatives)

B1. Which of the listed types / level of accredited educational programs in the subject areas relevant for hotel and accommodation services are being implemented in your university/institute?

	Specialty/profession (indicate according to the National Qualification Framework)	B1.1 Vocational program	B1.2 Bachelor's program (enter point)	B1.3 Master's program (enter point)	B1.4 Doctoral program (enter point)
1	Hotel manager	1	2	3	4
2	Restaurant manager	1	2	3	4
3	Receptionist	1	2	3	4
4	Bartender	1	2	3	4
5	Waiter/Waitress	1	2	3	4
6	Sommelier	1	2	3	4
7	Specialist in cleaning service	1	2	3	4
8	Nature tourism and protected areas	1	2	3	4
9	Ecotourism	1	2	3	4
10	Cultural tourism	1	2	3	4
11	Health tourism and resort activities	1	2	3	4
12	Recreational tourism	1	2	3	4

13	Agro tourism	1	2	3	4
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B2. How would you rate, in general, university programs in specialties/professions relevant for the hotel and accommodation industry in Georgia (i.e. the universities implementing educational programs in specialties/professions relevant for the hotel and accommodation industry)? Please, rate by a five-point scale where 1 corresponds to “very negative” and 5 are “very positive.” *(To the interviewer: If the respondent finds it difficult to answer the question, enter “99” whilst if one or another program is not applicable to a university, enter “88”)*

		Enter the point
1	Bachelor’s program	
2	Master’s program	
3	Doctoral program	
4	Vocational program	

B3. Are the students in your university/institute surveyed to evaluate the courses included in the educational program?

1. At the end of each semester for all courses
2. At the end of each semester for some of the courses
3. At the end of each year for all courses
4. At the end of each year for some of the courses
5. Never
99. Difficult to answer

B4. To what degree do your university/institute’s Bachelor’s and Master’s programs, accredited by the National Center for Educational Quality Enhancement, ensure the attainment of learning outcomes listed below?

(To the interviewer: Please, rate by a five-point scale where 1 corresponds to “do not ensure” and 5 - to “fully ensure.” If the respondent finds it difficult to answer the question, enter “99”)

B4.1	Learning outcomes of Bachelor’s Program	(Enter a point)
<i>Knowledge and understanding</i>		
1.1	Knowledge of basics of tourism and hospitality management, terminology	
1.2	Understanding peculiarities of and interrelation among functional fields of tourism and hospitality sector: general and operational management, marketing and sales, HR management, finance and accounting, management of communications and information technologies.	
<i>Ability to apply knowledge in practice</i>		
1.3	Evaluating process management in a tourism and hospitality organization, defining participants of the management process	
1.4	Building a structure of a tourism and hospitality organization, measuring efficiency	
1.5	Preparing fiscal documents in a tourism and hospitality organization, drawing up budget	
1.6	Identifying and resolving problems faced by a tourism and hospitality organization or by a field of operation	

1.7	Decision-making on operational and tactical levels	
1.8	Identifying ethical problems, analyzing, taking appropriate decisions	
1.9	Developing separate components of research and business projects	
1.10	Independent work	
1.11	Team work	
1.12	Handling electronic databases	
<i>The ability to draw conclusions</i>		
1.13	Evaluation, critical analysis of information	
1.14	Linking time planning and organization	
1.15	Taking correct and effective decisions with minimal assistance to solve difficult problems	
<i>Communication skills</i>		
1.16	Communication with specialists in native language	
1.17	Drawing up business documentation using the terminology of management	
1.18	Formulation of questions/topics both in oral and written form and presentation thereof	
1.19	Translation of the essence of texts of intermediate difficulty from foreign language (English) and ability to engage in a business discussion	
1.20	Spontaneous and fluent speech using field-related vocabulary; ability to engage in a dialogue without a serious effort; reading quickly and independently a foreign-language text (English) on various topics, writing reports and essays, offering arguments	
1.21	Knowledge of modern information and communication technologies	
<i>Learning skills</i>		
1.22	Building up knowledge independently, self-evaluation of knowledge	
1.24	Working independently with scientific literature, updating knowledge on a regular basis	
<i>Values</i>		
1.24	Participating in generating values and new and complex ideas	
1.25	Acting in line with professional values in different situations	

B4.2	Learning outcomes of a Postgraduate Program	(Enter a point)
<i>knowledge and understanding</i>		
2.1	General competence: knowledge of service management, modern information technologies and systems management, customer-oriented marketing strategy development	
2.2	General competence: knowledge of principles of team building and achieving leadership in a team	
2.3	Industry competence: deep and systemic knowledge of tourism and hospitality industry; knowledge of structural characteristics, products and operations of each sector of tourism and international hospitality industry	
2.4	Industry competence: understanding of methods of solving certain problems;	
<i>Ability to apply knowledge in practice</i>		
2.5	General competence: The ability to assess and critically analyze new, complex and controversial ideas and approaches emerging in various settings using recognized sources of information to foster the elaboration/ development of new methodologies	

2.6	Industry competence: ability to take correct and efficient decisions independently to solve problems in the tourism and hospitality field;	
2.7	Industry competence: ability to analyze current global, regional and local developments in tourism and hospitality markets and anticipate their possible effect on the activities of a company, tourist destinations and the state	
Communication skills		
2.8	General competence: ability to work in team, to be a leader	
2.9	General competence: ability to clearly present and substantiate new piece of knowledge in junction with the existing knowledge base, to engage in topical discussions with an international scientific community both in English and native languages	
2.10	Industry competence: ability to communicate on tourism and hospitality research methods with colleges, a wide circle of scientists and public in general	
2.11	Industry competence: ability to hold negotiations and settle conflicts in a tourism and hospitality industry	
2.12	Industry competence: ability to efficiently apply information and communication technologies in relation to professional activity in a tourism and hospitality industry	
Learning skills		
2.13	General competence: ability to evaluate one's own knowledge and to identify further needs for learning and practicing	
2.14	Industry competence: ability to study independently for further professional development; to draw on other peoples' professional skills where possible and acceptable	
2.15	Industry competence: willingness to develop new ideas and processes during study and work (including research) built upon the knowledge based on the most up-to-date achievements occurring in the industry.	
Values		
	General Competence: ability to evaluate, synthesize and critically analyze new and complex ideas, contribute to the establishment of new values;	
	Industry Competence: ability to develop innovative methods with the aim to establish new values in a tourism and hospitality industry;	
	Industry Competence: ability to act in line with professional values in different situations	

B5. Please, indicate the level of your agreement with the following statements:

		Fully agree	Rather agree	Rather disagree	Fully disagree	Difficult to answer
1	University tourism department graduates have good command of a foreign language	1	2	3	4	99
2	It would be better for the curriculum of the tourism department to be less overburdened with unnecessary subjects	1	2	3	4	99
3	It would be better to decrease the duration of some courses	1	2	3	4	99
4	It would be better to increase the share of practice classes (on-the-job training) in the curriculum	1	2	3	4	99

		Fully agree	Rather agree	Rather disagree	Fully disagree	Difficult to answer
5	It would be better for universities to sign memoranda with employers (for on-the-job training)	1	2	3	4	99
6	To achieve better results study fields at the tourism department should be differentiated from the outset (students should have the opportunity to choose their fields right in the beginning of their study)	1	2	3	4	99
7	There is a need of more books written/translated in Georgian	1	2	3	4	99
8	Our graduates have the level of qualification which will help them secure their place in the hotel and accommodation industry.	1	2	3	4	99

B6. Do you think that the Bachelor's/postgraduate education received at your University is sufficient for graduates to work successfully in the hotel and accommodation industry?

	Bachelor's degree	Masters' degree
Absolutely sufficient	1	1
More sufficient than not	2	2
More insufficient than not	3	3
Absolutely insufficient	4	4
Difficult to answer	99	99

B7. In your opinion, is it reasonable to undergo vocational training to increase chances of being employed in the acquired profession / to improve / maintain the level of knowledge

1. Quite reasonable
2. It is more reasonable than unreasonable
3. It is more unreasonable than reasonable
4. Not reasonable
99. Difficult to answer

(To the interviewer: Ask C Block questions to representatives of vocational and public colleges (and additionally C6 – C8 to representatives of higher educational institutions))

C1. How would you evaluate, in general, educational programs offered at your college in specialties/professions relevant for the hotel and accommodation industry listed below? For evaluation please, use a five-point scale where 1 corresponds to “very negatively” and 5- is “very positively.” (If your vocational institution/college does not offer any of the listed courses enter “98” across the name of the course)

		Enter point
1	Restaurant management	
2	Hotel management	
3	Barman	
4	Guide	
5	Tour operator	
6	Receptionist	
7	Pastry-cook	
8	Sommelier	
9	Cook	
10	Other (indicate)	

C2. To what extent do you agree with the statements about educational programs offered at your college?

	Statement	Fully disagree	more disagree than agree	Agree and disagree at the same time (in-between)	More agree than disagree	Fully agree	Not applicable	Difficult to answer
1	Vocational programs offer essentially new (and diverse) training courses/modules to VET students	1	2	3	4	5	88	99
2	Vocational programs enable VET students to acquire narrow specialization, practical skills in a desired vocation	1	2	3	4	5	88	99
3	The level of teaching of foreign languages within the framework of the vocational program is such that it enables VET students to communicate with foreigners, apply for overseas educational programs, etc.	1	2	3	4	5	88	99
4	Practicing teachers are actively involved in the implementation of educational programs	1	2	3	4	5	88	99
5	Teachers from foreign countries participate in the implementation of vocational educational programs	1	2	3	4	5	88	99

C3. Please, answer:

To what extent do vocational programs offered at your college ensure the attainment of learning outcomes set for the fields of study?

		Ensures fully	Mostly ensures	Mostly doesn't ensure	Doesn't ensure	Difficult to answer
1	Restaurant management	1	2	3	4	99
2	Hotel management	1	2	3	4	99
3	Barman	1	2	3	4	99
4	Guide	1	2	3	4	99
5	Tour operator	1	2	3	4	99
6	Receptionist	1	2	3	4	99
7	Pastry chef	1	2	3	4	99
8	Sommelier	1	2	3	4	99
9	Cook	1	2	3	4	99
10	Other (indicate)	1	2	3	4	99

C4. Do you think that education received at your college is sufficient for graduates to work successfully in the hotel and accommodation industry?

1. It is completely sufficient
2. It is more sufficient than insufficient
3. It is more insufficient than sufficient
4. It is completely insufficient
5. 99. Difficult to answer

C5. Please, assess the statements below and indicate to what extent you agree with each of them.

		Fully agree	Agree more than disagree	Disagree more than agree	Fully disagree	Difficult to answer
1	It would be better to extend the duration of some courses in vocational educational programs	1	2	3	4	99
2	It would be better to increase the share of theoretical courses in vocational educational programs	1	2	3	4	99
3	It would be beneficial for vocational/public colleges to sign memoranda with employers	1	2	3	4	99
4	Our graduates know foreign languages fluently	1	2	3	4	99
5	There is the need of more books written/translated in Georgian	1	2	3	4	99
6	Our graduates have the level of qualification that will help them in finding employment in the hotel and accommodation industry	1	2	3	4	99

	(owing to practice-oriented courses)					
7	Training courses of our vocational programs are practice-oriented					

To the interviewer: Ask representatives of higher and vocational educational institutions

C6. How often does your educational institution use in-company practice-based training?

1. Very often
2. Somewhat often
3. Somewhat rarely
4. Rarely
99. Difficult to answer

C7. What is the level of students'/VET students' satisfaction with in –company practice-based trainings?

		University students	Students of vocational institutions
1	Very high	1	1
2	Somewhat high	2	2
3	Somewhat low	3	3
4	Low	4	4
5	Difficult to answer	99	99

Question C8 is answered by those respondents whose responses to question C7 were “somewhat low” or “low.”

C8. Why are students / VET students dissatisfied with in-company practice-based trainings?

		Students	VET students
1	Company/enterprise falls short of any standard	1	1
2	There was some degree of mismatch between the knowledge acquired at the educational institution and the real life	2	2
3	Company/enterprise did not pay adequate attention to students (did not want to spend time on them)	3	3
4	The students did not observe anything new (did not provide opportunities for professional growth)	4	4
5	Difficult to answer	99	99

D Block: TRAINING CENTERS

(To the interviewer: Put D Block questions to representatives of training centers)

D1. In which professions relevant for the hotel and accommodation industry does your training center offer trainings?

1. Restaurant management
2. Hotel management
3. Bartender
4. Guide
5. Tour operator
6. Receptionist
7. Pastry chef
8. Sommelier
9. Chef cook
10. Tourism manager
11. Other (indicate)
99. Difficult to answer

D2. How would you assess, in general, training courses offered by training centers in professions relevant for the hotel and accommodation industry listed below?

		Very	Rather positive	Rather negative	Very negative	Difficult to answer
1	Restaurant management	1	2	3	4	99
2	Hotel management	1	2	3	4	99
3	Barman	1	2	3	4	99
4	Guide	1	2	3	4	99
5	Tour operator	1	2	3	4	99
6	Receptionist	1	2	3	4	99
7	Pastry chef	1	2	3	4	99
8	Sommelier	1	2	3	4	99
9	Chef cook	1	2	3	4	99
10	Other (indicate)	1	2	3	4	99

D3. Please, indicate problems having the most adverse effects on the implementation of training courses in the hotel and accommodation industry. Please, evaluate using a five-point scale where 1 corresponds to “affects seriously” and 5 - to “does not affect at all.”

(To the interviewer: if respondent does not know, enter “99”)

	Enter the point
Difficulty in finding professional trainers	
Difficulty in developing academic modules (lack of literature)	
Shortage of attendees	
Existence of market monopolists	
In-house trainings by companies	
Other (indicate)_____	

88. We have no problems

D4. Generally, what categories of people attend training courses in professions relevant for the hotel and accommodation industry offered by your organization?

		Students of tourism faculty of higher educational institutions	Graduates of higher educational institutions (tourism faculty)	Graduates of vocational institutions (tourism direction)	Non-specialists	Other (indicate) -----	Difficult to answer
1	Restaurant management	1	2	3	4	5	99
2	Hotel management	1	2	3	4	5	99
3	Barman	1	2	3	4	5	99
4	Guide	1	2	3	4	5	99
5	Tour operator	1	2	3	4	5	99
6	Receptionist	1	2	3	4	5	99
7	Pastry chef	1	2	3	4	5	99
8	Sommelier	1	2	3	4	5	99
9	Chef-cook	1	2	3	4	5	99
10	Other (indicate)	1	2	3	4	5	99

D5. Do you think that upon completion of training courses in professions relevant for the hotel and accommodation industry offered by your center graduates will be able to easily find a job in this field?

1. Yes, only those who have obtained higher and/or vocational education in the field of tourism
2. Yes, not only those who have obtained higher and/or vocational education in the field of tourism but non-specialists too
3. More “yes” than “no”
4. More “no” than “yes”
5. No
99. Difficult to answer

D6. In your opinion, what the advantages of training courses in professions relevant for the hotel and accommodation industry offered by training centers are as compared to higher and vocational educational institutions? Please, evaluate using a five-point scale where 1 corresponds to “no advantage” and 5 - to “full advantage.”

(Interviewer: if respondent finds it difficult to evaluate, enter “99”)

	Enter point
Shorter duration of study	
Chance to master a new profession for non-specialists and employed individuals	
Flexible and individually tailored schedule of training	
The most appropriate distribution of time between practical and theoretical training	
Use of simulations situations (maximally approximated with real world circumstances)	
Interactive teaching methods	
Other (indicate)_____	

E BLOCK: Tour operators, protected areas, catering

(To the interviewer: ask E block questions to tour operators, representatives of protected areas and catering)

E1. What type of organization do you represent?

1. Tour operator
2. Protected area
3. Catering

E2. Could you say that your organization mainly employs graduates specialized in professions relevant for the hotel and accommodation industry?

1. Yes
2. More or less
3. No
99. Difficult to answer

Question E3 is answered by those respondents whose responses to question E2 were “Yes” or “More or less.”

E3. What kind of education do the graduates in professions relevant for hotel and accommodation industry employed at your organization mostly have??

1. Higher education with a Bachelor’s diploma
2. Higher education with a Master’s diploma
3. Vocational education with a diploma issued by a vocational institution
4. Other (indicate) _____
99. Difficult to answer

E4. Are there among employees of your organization those who have not acquired higher or vocational education in professions relevant for the hotel and accommodation industry, but have undergone special retraining (training courses)?

1. Yes
2. No
99. Difficult to answer

E5. If it were you recruiting an employee would you give preference to a graduate of an institution of higher education (bachelor or Master) or to a VET graduate?

1. To a graduate of higher education institution with a Bachelor’s diploma
2. To a graduate of higher educational institution with a Master’s diploma
3. To a graduate of a vocational institution
99. Do not know

E6. Please, indicate whether graduates of higher and/or vocational educational institutions have skills listed below. Please, evaluate using a five-point scale where 1 corresponds to “is not developed at all” and 5 - to “rather much developed.”

(Interviewer: if a respondent finds it difficult to rate, enter “99”)

	Bachelor (enter point)	Master (enter point)	Graduates of a vocational education program (enter point)
Interpersonal communication skills			
Knowledge of foreign languages			
Professional skills			
Other (indicate)_____			

E7. What vocations relevant for the hotel and accommodation industry do you need most to be employed in your organization??

(To the interviewer: up to 3 answers are allowed)

1. Hotel management
2. Cook
3. Restaurant management
4. Tour operator
5. Guide
6. Receptionist
7. Pastry chef
8. Chef-cook
9. Barman
10. Sommelier
11. Wine technologist
12. Representative of housekeeping
13. Barkeeper
14. Dishwasher
15. Accountant
16. Cook
17. Other (indicate)_____
99. Difficult to answer

E8. In your organization, managerial position(s) are mainly held by individuals:

1. Having acquired a diploma of a vocational institution
2. Having acquired a Bachelor's diploma issued by a higher educational institution
3. Having acquired a Master's diploma issued by a higher educational institution
99. Difficult to answer

E9. How qualified in professions relevant for the hotel and accommodation industry are people applying for jobs in your company?

1. Very qualified
2. Somewhat qualified
3. Somewhat unqualified
4. Unqualified
99. Difficult to answer

Question E10 is answered by those respondents whose responses to question E9 were "somewhat unqualified" or "unqualified")

E10. In your opinion, what is the cause of/ the reason behind the lack of qualified employees among graduates of educational programs in professions/specialties relevant for the hotel and accommodation industry?

(To the interviewer: up to (maximum) 3 answers are allowed)

1. Educational system
2. Lack of professional standards (e.g.: there is no hotel standard, and consequently the standard for hotel staff is tailored to foreign/copied standards)
3. Gaps in the legislation (e.g. it is impossible for VET graduates to enroll to Bachelor's degree program without passing the Unified National Examinations)
4. Insufficient focus of training courses provided for in the higher educational programs – syllabi – on practical training
5. Lengthy training courses
6. Unprofessional teachers/lecturers
7. Poor availability of textbooks (including Georgian language ones)
8. Other (indicate) _____
99. Difficult to answer

E11. Have you formulated/set out specific competencies to be possessed by a job seeker to get employment in your company?

1. Yes
2. No
99. Difficult to answer

Question E12 is answered by those respondents whose answer to question E11 was “yes.”

E12. Please, name one the most important competence:

To the interviewer: indicate the code of the profession (from question E6) along with the important competence

(Indicate) _____

F Block: desirable components of qualification to be obtained in professions relevant for the hotel and accommodation industry

To the interviewer: Ask this question to every respondent:

F1. Which training course would you like to be integrated in educational programs for professions relevant for the hotel and accommodation industry?

	Would like	Would like to some extent	Would not like	Difficult to answer
Under VET programs				
Hotel accommodation service	1	2	3	99
Hotel marketing and sales	1	2	3	99
Hotel accounting	1	2	3	99
Hotel industry	1	2	3	99
Food and beverage service	1	2	3	99
Art of table layout	1	2	3	99
Reservation service	1	2	3	99
Cleaning/housekeeping service	1	2	3	99
Preparation of hot drinks and décor, account keeping and calculation in catering facilities	1	2	3	99
Organizing bars, main principles of functioning, food hygiene and sanitary norms	1	2	3	99
Flair bartending	1	2	3	99
Preparation of simple and mixed drinks	1	2	3	99
Use of wine and alcoholic drinks in cooking	1	2	3	99
History of strong alcoholic drinks and general technology	1	2	3	99
Etiquette and culture of speech	1	2	3	99
Wine tasting and food matching	1	2	3	99
Wine cellar management and wine specification	1	2	3	99
Cooking technologies	1	2	3	99
National/Georgian cuisine	1	2	3	99
World cuisine	1	2	3	99
Pastry and baking	1	2	3	99
Under higher educational programs (Bachelor's and Master's programs)				
Hotel service management	1	2	3	99
Economics of hotel service	1	2	3	99
Business law	1	2	3	99
Marketing of hotel services	1	2	3	99
Human resources	1	2	3	99
Sociology of organizations	1	2	3	99
Financial analysis	1	2	3	99
Commercialization of hotel operations	1	2	3	99

Control of service quality	1	2	3	99
Hotel management	1	2	3	99
Other (indicate) _____	1	2	3	99

F2. Please, evaluate:

1. The importance of statements listed below in terms of raising the level of qualification of graduates in specialties/professions relevant for the hotel and accommodation industry, and accordingly, in terms of improving the quality of hotel and accommodation services.
2. Which is the most important statement to raise the level of qualification of graduates in specialties/professions relevant for the hotel and accommodation industry and, consequently, to improve the quality of hotel and accommodation services?

(To the interviewer: Select only the most important statement and enter code "77" in a corresponding column

If the respondent finds it difficult to evaluate, enter "99")

	Very unimportant	Somewhat unimportant	Somewhat important	Very important	Difficult to answer	Most important
	1					2
Base higher educational programs on the principle of differentiated learning (students at the lower level of the Bachelor's program should select the field of their study)	1	2	3	4	99	
Improve teachers' qualification (sharing foreign experience – by attending training courses, etc)	1	2	3	4	99	
Adapt literature in Georgian	1	2	3	4	99	
Intensify teaching of foreign languages	1	2	3	4	99	
Allocate a larger share to practical training in higher educational programs (about 50% of the course)	1	2	3	4	99	
Sign memoranda of cooperation between university and enterprises/companies	1	2	3	4	99	
Improve syllabi of training courses	1	2	3	4	99	
Remove so-called unnecessary subjects from higher educational programs	1	2	3	4	99	
Engage teachers/professors directly in the development of educational policy	1	2	3	4	99	
Develop vocational standards	1	2	3	4	99	
Other (indicate) _____	1	2	3	4	99	

G Block. Socio -Demographic Data

<p>1. Gender</p> <p>1. female</p> <p>2. male</p>	<p>2. Age</p> <p>(indicate)_____</p>	<p>3. Length of service</p> <p>(indicate)_____</p>
<p>4. Achieved level of education:</p> <p>1. secondary</p> <p>2. vocational</p> <p>3. incomplete higher education</p> <p>4. higher education (Bachelor's, postgraduate degree)</p> <p>5. doctoral</p> <p>98.none</p>	<p>5.Marital status:</p> <p>1. married</p> <p>2. single</p> <p>3. widow</p> <p>4. divorced</p> <p>98. none</p>	<p>6. When did you start working for the company?</p> <p>(indicate)_____</p>
<p>7. Position</p> <p>(indicate)_____</p>		

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