

The Impact of Modern Vocational Education Institutions on the Employment of Graduates in Azerbaijan

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Zeynalli, Latif (2022) The Impact of Modern Vocational Education Institutions on the Employment of Graduates in Azerbaijan. *Future Human Image*, Volume 18, 113-139. <https://doi.org/10.29202/fhi/18/11>

Vocational education is a system that aims to improve existing resources, knowledge, and skills, as well as opportunities for unmotivated young people to continue their education. Individuals benefit from vocational education because it prepares them for the labor market and increases their chances of a successful professional career. In this regard, the issue of vocational education in our country has recently taken on a more serious tone, and attention has been drawn back to this field. The importance of vocational education in employment in advanced countries around the world justifies the development of vocational education in our country.

Since young people must be able to continue their lives by participating in business life, making a necessary contribution to development, and meeting the needs of enterprises for qualified workers, in this context, it is important for young people in our country to receive qualified education, employment and participate in public life. The main goal of this study is to evaluate the impact of the newly created vocational education institution – Gabala State Vocational Education Center, on the employment of graduates and to recommend proposals to increase the efficiency of the vocational education system in the participation of graduates in work life.

Keywords: Azerbaijan, human capital, vocational education, graduates, employment

Received: 4 October 2022 / Accepted: 30 October 2022 / Published: 15 December 2022

Introduction

Science and technology are critical to the advancement of humanity and civilization. Education promotes the advancement of science and technology. Education is the most important factor for societies to preserve and strengthen their culture in a rapidly developing and changing world. The economic strength of any country in the globalized world, the formation of the national economy, and its further expansion in quantity and quality are inextricably linked to the establishment of a new education system enriched with common human values. Education is the most important determinant of a country's human capital and therefore plays a very important role in the economic development of countries. Education has both specific benefits for the individual and social benefits for society. These benefits help individuals achieve higher income and social status by providing them with the equipment they need in life. On the other hand, it also provides social benefits to society by increasing the workforce's productivity and producing conscious individuals. With the development of information technologies, knowledge-based economies and information societies have emerged in the globalized world. Through education, the survival of individuals in the new and more competitive world is possible. Rapid advances in science and technology significantly impact a country's economic and social development. In tandem with these developments, the demand for qualified personnel is growing. Globalization, increased competition, and technological changes have diversified the skills required in the labor market and increased the demand for professionally educated personnel. Vocational education is critical in preparing quality and qualified labor to meet the demands of the labor market. Vocational education is a type of education that allows students to gain practical knowledge and skills before pursuing a career path. Vocational education plays an important role in facilitating students' transition from school to work. Furthermore, vocational training is critical in lowering the country's unemployment rate and ensuring the employment of young people. The opportunities provided by vocational education are critical in the development of a student's knowledge and skills, as well as in obtaining employment. Despite the conventional wisdom that high-quality innovation necessitates academically educated workers, countries with strong vocational education systems consistently rank among the top innovators in international innovation rankings (Backes-Gellner & Lehnert, 2021). The teacher's responsibility to prepare students for the society in which they work and live is the strongest argument for vocational education students' acquiring 21st-century skills. As a result, students must be equipped with the skills and competencies required in the twenty-first century to face future workforce challenges. Teachers must be innovative in their teaching and learning approaches to promote these 21st-century skills and increase their students' engagement in the learning environment (Arif et al., 2021). Teachers who value science and reason and have universal values can help to establish a scientifically based way of life in society (Arslan & Vezne, 2021).

It should be noted that the development efficiency of any profession can be determined by the gap between the student's theoretical and practical knowledge. Vocational education can also be seen as expanding opportunities for young people who lack the knowledge, skills, and motivation to continue their education. Vocational education institutions serve as a tool in closing the knowledge and skill gap between business and education. With advancing technology and changes in existing occupations, the function of formal education has become even more critical.

Literature review

As long as a person lives, work and education, in other words, professional education, occupy an important place in his life. Vocational education aims to equip individuals with the knowledge, know-how, skills, or competences required in specific occupations or, more broadly, in the labor market (CEDEFOP 2008, Europe). Vocational education is a type of education tailored to a specific activity and includes both knowledge and practical skills to support that activity (OECD, 2009). Vocational education, as opposed to degree or higher-level programs offered by higher education institutions, is a type of post-compulsory education that provides individuals with vocational or work-related knowledge and skills (Wahba, 2013). The inclusion of vocational education in general educational policies and practices is a natural indicator of this need in every period of human history and in every country (Canning, 2013). Vocational training provides many benefits to individuals, such as increased employment opportunities, higher income, career advancement, opening up of their own businesses, increased self-confidence and self-esteem, and most importantly, the fight against poverty (Özsoy, 2015). Vocational education is commonly defined as a specific sector or set of sub-sectors of the educational system. It consists of specialized (formal) educational programs offered by appropriate institutions (CEDEFOP, 2017). Vocational education is a branch of education that includes theory and practice and vocational training in other fields (Sudirman, 2018). Vocational education, particularly apprenticeship programs, assists young people in quickly transitioning to the labor market by providing vocational skills (Somuncu, 2020). Vocational education is distinct in that it aims to develop ideas, attitudes, and work habits that are beneficial to the individual while meeting social, political, and economic needs (Sugiyu & Rahardjo, 2020). It is critical to emphasize workplace learning and provide opportunities for students to visit industrial establishments during vocational education to prepare students to participate more effectively in the labor market and be closer to work (Shafi et al., 2021). Vocational education is a state-sponsored training program that prepares qualified workers (Ariyani et al., 2021).

Student employment is a two-edged sword because, on the one hand, it can reduce students' academic performance while also having a positive long-term effect (Kocsis & Pusztai, 2020). Today, having the qualities and characteristics required by the labor market is the most important guarantee of employment. As a result, the value of vocational education is growing. It is necessary to maintain vocational education in a constantly changing and innovative manner, depending on the constantly changing and developing labor market (Taş, 2011). Education of young people with practical vocational skills is seen as a promising tool in developing countries for creating more flexible learning relationships, which can better prepare young people for the demands of the modern workplace (Eichhorst et al., 2013). The digitization of the economy in the near future means that there is a need to change the focus on digital skills from a strategic point of view since almost all jobs now require employees to have some level of digital knowledge.

On the other hand, human resources must be trained to cooperate with robots and artificial intelligence. Since the transformation of the economic system will be complex, it is necessary to form a system of qualified vocational training according to the new conditions (Veres et al., 2021). The Fourth Industrial Revolution, as one of the most debated technological and socio-economic developments in modern history, has had a significant impact on the agenda of educational policies and strategies (Spöttl & Windelband, 2021). Vocational education should

be able to foster new creativity and innovation in the age of Industry 4.0. In order to meet the changes, opportunities, and challenges of this era, the government is expected to consider the balance between vocational education and employment while also paying attention to the human aspects. Thus, in the era of Industry 4.0, the available opportunities for the development of vocational education should have the following characteristics (Hamdani et al., 2021):

- Critical thinking and problem-solving skills
- Communication and collaboration skills
- Creativity and innovation skills
- ICT skills
- Contextual learning skills.

Vocational education is seen as a pathway to stable employment for high school graduates who struggle to gain entry to higher education. In other words, it can be thought of as a “transitional system” (Fuller, 2015). Vocational education is an investment in the future because the skills acquired by students throughout the vocational education process can be used to enter the world of work (Jalinus, 2021).

Vocational education serves a variety of functions. This includes informing individuals about their profession of choice; initial preparation of individuals for work-life; development of their skills to engage in their chosen professions; and provisions such as continuous development of individuals throughout their working life, among other things (Billett, 2011). Many researchers argue that vocational education programs should perform better than general education programs in terms of developing human capital in the country (Bolli et al., 2021).

A number of researchers argue that vocational education is based on two main assumptions based on the following arguments (McGrath, 2012):

1. training leads to productivity and economic growth (training for growth);
2. skills lead to employability (skills for work).

The teachers in the vocational education system should be familiar with the processes that help students become self-sufficient. According to educational experts’ theories, there are differences in how individuals achieve their learning objectives. These distinctions can assist teachers in accessing different levels of thought and in teaching all students to think deeply about what they are learning. The stages of the Plandoresh (Plan-do-review-share-happy) strategy have been shown in studies to be valid for use in training as an attempt to develop independent learning in vocational students (Aftoni et al., 2021):

- “Plan” – consists of defining goals, determining the final project, drawing up a schedule, solving problems, studying resources;
- “Do” – includes working on plans, discovering new information, keeping the job well;
- “Review” – includes discussion, group work, interaction of students, listening to others;
- “Share” – includes presentations, questions, answers, checking work results, receiving opinions;
- “Happy” – involves continuous self-development, seeking innovative and better ways, and seeking improvement.

According to the research of Rosnee Ahad, Mohamad Zaid Mustafa (2021), and others, a teacher's behavior in performing the task assigned to him is a good indicator of his or her emotional intelligence. Teachers with high emotional intelligence and work ethics, particularly vocational school teachers in Malaysia, can add significant value to institutions. As a result, stakeholders should ensure that these teachers' intelligence is always present so that their attitude toward the task is positive. This positive situation, in turn, can transform them into someone who adds significant value to the vocational school's work organization (Ahad et al., 2021).

A random sample survey of 4,562 people in Sri Lanka to determine the effect of vocational training on graduate employability discovered that vocational training increased graduate employability by 17%. (Krishnapillai, 2021).

According to Brazilian researchers, young people, particularly those from low-income families, have fewer employment and income opportunities, making vocational training necessary (Uemura & Comini, 2022).

According to Finnish researchers, working life is not only the goal of vocational education but also its most important component and the future of its students (Ryötkinen et al., 2022).

The 21st-century society must rapidly shift toward sustainability while balancing the complex trade-offs between its ecological, social, and economic needs. On the other hand, the 21st century's technical knowledge, competence, and skills spread to all aspects of life and left their imprint on humanity's historical process (Lambini et al., 2021). Society as a whole has made great strides in all aspects of life. Rising technological capabilities have improved human relations and brought society closer together in political, socio-cultural, and economic terms. As a result of these relationships, successful policies and practices in the field of education of countries that have become more globalized have become models for other partner countries. According to the internal dynamics of the countries, the successful education policy implemented by other countries was used, and communication channels were established to exchange knowledge and experience in this field. In this light, it is appropriate to examine the models of vocational education used by countries around the world.

Vocational education in Germany: Germany's dual vocational education and training system is highly recognized worldwide for its combination of theoretical and practical knowledge in the classroom. The dual system is highly established in the German education system. The main feature of the dual system is the cooperation between students' small and medium-sized enterprises on the one hand and state-funded vocational schools on the other. This cooperation is regulated by law. Students studying in the dual system usually spend part of each week at the vocational school and the other part at the institution. Thanks to the dual education system, young people are optimally prepared for their future professions at school and at the institution. Dual training usually lasts two or three and a half years. Vocational education in Germany guarantees the future of students (Federal Ministry of Education and Research, 2015).

The positive aspects of the German vocational education model can be characterized as follows (Federal Ministry of Education and Research, 2015):

- the state, economy and social partners mutually ensure the basic conditions of vocational education;
- the purpose of the vocational education model applied in Germany is to instill comprehensive competences aimed at students;

- uniformity of educational standards in each institution guarantees the quality of education and confirms that education accompanies people throughout their lives;
- continuous study of vocational education forms the basis for the adaptation of vocational education to technical, economic, and social development.

The most effective socio-economic mechanisms that support the efficiency of dual education are legislation regulating enterprise participation in dual education, state or regional funding, scholarship payments, trade union and chamber of commerce involvement in dual education, and guaranteed employment for future vocational school graduates (Pleshakova, 2019).

Vocational education in Turkey: Turkey has 4,640 vocational high schools with up to 1.8 million students, which is a significant area in the Turkish Education System. Vocational high school students are trained to work in 228 different professional fields (Ayaz & Özdemir, 2021). Students who have successfully completed primary and secondary education and passed the centralized examination for the Republic can study in vocational high schools (Ayaz & Özdemir, 2021). After the adoption of the “Education Vision 2023” program in Turkey, systematic steps were taken to improve the quality of vocational education and training, and short-term positive results were achieved. In addition to expanding the scale of cooperation with sectors, these measures created a quality assurance system in vocational education (Özer, 2021). In addition, most of the on-the-job training programs created through the reforms have increased students’ skill development (Özer, 2021). The main goal of the “Education Vision 2023” program is to educate individuals who are equipped with the skills of the time and the future, who can use this tool for the welfare of humanity, who are in love with science, who are interested and sensitive to culture, who are spiritual and moral. Seven goals have been defined for this program in the direction of the development of vocational education in Turkey. One of these goals is related to strengthening education-employment-production relations in vocational and technical education. For this purpose, it is planned to achieve the following goals (Türkiye Milli Eğitim Bakanlığı, 2018):

- It will be ensured that vocational and technical secondary educational institutions have intensive interaction with sector leaders in Turkey;
- Graduates will be given priority in jobs; different salaries will be promoted according to the field and level of professional education;
- The number of vocational and technical schools will be increased within the framework of cooperation with the Ministry of Industry and Technology in Free Industrial Zones;
- Efforts of public and non-governmental organizations to open vocational and technical educational institutions and provide financial assistance will be supported;
- IT vocational high school model will be formed within technoparks;
- Students, teachers, and principals of schools producing inventions, patents, and brands will be given a certain reward from the income from the revolving fund.

Vocational education in Norway: Modern education systems in the countries of the world differ in terms of the breadth of education and its structure, as well as various ways of solving specific problems. There are also general trends that are approached with the same philosophy. The educational systems of the Scandinavian countries have many fundamental similarities, but at the same time, they have a number of differences, especially regarding the organization

of vocational education programs, including their place in the educational system and working life. The Norwegian vocational education model is a kind of hybrid model, where vocational education has the characteristics of a comprehensive school, as students are not divided into an academic or vocational education stream until after the first two years of upper secondary school (Simonsson, 2022).

Vocational education programs in Norway are generally four years long and are based on the 2+2 model, where two years of theoretical education are followed by two or three years of on-the-job learning. Students, therefore, build their education in different ways, and the first two years of theoretical education can be followed by further studies, after which the student can gain entrance requirements for higher education after passing exams. After the first two years of education, there is either a two-year apprenticeship at the workplace or a school-based education in the specialty of vocational education. Depending on how the individual learner program is structured, with an apprenticeship or school-based learning, the learner receives either an entrepreneur certificate, a participant certificate, or a full secondary education certificate. In Norway, about half of students are enrolled in a vocational education program, but only a third of them complete the training and receive some kind of certificate within five years (Simonsson, 2022).

During the two years of vocational education, the student is given general information about the professional field and is given the opportunity to specialize in the art or trade of his choice. Teaching focuses on common core subjects (Norwegian, English, mathematics, physical education, natural sciences, and social sciences) and general curriculum subjects that include trade-specific theory and practice. These subjects offer a general introduction to the professional field during the first year. During the second year, these subjects become more specific as vocational students decide which profession they want to pursue. An apprenticeship allows the student to gain in-depth knowledge in the professional field, including preparing for the entrepreneur or participant certificate exam. A two-year training is formalized on the basis of a contract concluded between the educational institution and the student.

Vocational education in Estonia: In Estonia, in 2013, the parliament passed the Law on Vocational Education Institutions, which fundamentally changed the regulation of the vocational education system. Among the most notable aspects are the following:

- Defining new categories of vocational education directly related to the Estonian Qualifications Framework;
- Extensive use of result-based principles in the assessment and determination of professional training types, curricula and qualification criteria for personnel working in the teaching-pedagogical profession;
- Determining the right to give instructions;
- Defining and implementing the use of a new unit (Estonian vocational education credit points) for measuring educational volumes.

Estonia has implemented extensive reforms in the vocational education and training system in recent years. As a result, Estonia's vocational education and training system is very well established: the involvement of employers is strong, especially through the system of vocational qualifications and standards that form the basis of program development. About 25% of upper secondary-level students enter a vocational program run by 30 different vocational education and training providers. There is a new apprenticeship system with high

growth. Education and labor market outcomes are also good: young Estonians score very well in the Program for International Student Assessment (PISA) and the Survey of Adult Abilities (PIAAC), and unemployment rates are very low (Musset et al., 2019).

By the end of 2019 and 2020, career management skills in vocational education were developed through both vocational training and general skills modules. Each vocational education curriculum included a general skills module dealing with career-related topics and entrepreneurship principles. Since the autumn of 2020, a new module called “Learning path and work in a changing environment” has been implemented (Lifelong Guidance in Estonia 2020).

Navigating the learning and career paths in a rapidly changing job market is becoming increasingly difficult. Therefore, quality career guidance and information are critical to ensuring that young people make the right decisions. Career guidance and information services in Estonia have been extensively reorganized, as evidenced by the document “Development of the Career Guidance System in Estonia.” This document focuses on “skills for today’s job market” and “skills for tomorrow’s work.” The development of the Career Guidance System in Estonia contributes to reducing future skill shortages through the following tasks (CEDEFOP, 2017):

- Development of the national career-oriented system in the education system;
- Development of career education in secondary and vocational schools;
- Development of career education in secondary and vocational schools;
- Development and implementation of ICT applications in guidance and counseling;
- Strengthening cooperation and information exchange within the institutional network in the fields of education, training, leadership, youth work and labor market in Estonia.

The experience of the countries we researched also shows that the countries are carrying out reforms in this direction. The main goal is to train specialists in accordance with market demand, establish and develop successful cooperative relations between vocational education and business enterprises, and strengthen the joint activity of representatives of vocational education and business enterprises to achieve progress in the field. For this purpose, cooperation with employers is one of the main conditions for bringing the vocational education system up to date. It is necessary to involve employers as the main party in the vocational education system, conduct personnel training according to employers’ requirements, and implement a public-private partnership system in education.

Methodology

This study was designed to determine the impact of newly established vocational education institutions on students’ employment, on the example of the Gabala State Vocational Education Center. In order to achieve this goal, the research was conducted with a mixed research approach in which quantitative and qualitative methods were used together. The main reason for choosing a mixed research method is the inadequacy of using a single data source to achieve the research objective. It was considered necessary to approach the issue from the perspective of both students and staff to understand and analyze the problem. During the preparation of the research paper, an online survey was conducted. So, an anonymous survey was conducted with the management team and employees of Gabala State Vocational Education Center. Then,

a survey was conducted with students who graduated from Gabala State Vocational Education Center in 2015-2019. The results obtained from both surveys were analyzed and reflected in the research work.

Current situation of Gabala State Vocational Education Center

Continuously increasing changes in the organization of technology and production in the process of globalization require the adaptation of education and, in this context, vocational education to current trends. For this purpose, the establishment of the State Agency for Vocational Education under the Ministry of Education, according to the Decree of the President of the country Ilham Aliyev, on 20 April 2016, “On the establishment and ensuring the activities of the State Agency for Vocational Education under the Ministry of Education of the Republic of Azerbaijan” regarding the improvement of vocational education is a successful step. Thus, the main activities of the agency consist of the following (PTDA, 2016):

- Implementation of accessible, skills-developed and career-oriented continuous professional and training to continuously adjust vocational education to the requirements of the labor market;
- Increasing the efficiency of vocational training in the field of first vocational-specialization education and ensuring the training of competitively qualified personnel;
- Development of the material and technical base of the first vocational-specialized educational institutions;
- Implementation of new programs within the framework of state-business cooperation with employers;
- Preparation and implementation of methods related to the recognition of competences obtained by non-formal and informal methods.

In addition, the creation of 10 State Vocational Education Centers based on 20 vocational education institutions operating in the regions shows that the state attaches special importance to the rationalization of vocational education institutions for the development of vocational education. Gabala State Vocational Education Center is a newly created vocational educational institution. Gabala State Vocational Training Center was established in 2017 by merging the Gabala Vocational School with the Gabala Tourism and Hospitality Vocational Training Center. By order of the Minister of Education of the Republic of Azerbaijan on 18 December 2020, Gabala State Vocational Education Center was granted the status of a public legal entity. Gabala State Vocational Training Center is located in the Sheki-Zagatala economic region in the northwestern part of the Republic. A canning factory, cold warehouses for sorting fruits and vegetables, dairy, grape, hazelnut processing, carpet weaving enterprises, bakery, elevator, brick, and concrete factories all operate in the region and contribute significantly to the region's economy. Animal husbandry, grain growing, tobacco growing, grape growing, and cocoon growing are the foundations of its economy. Agricultural product processing businesses exist. The region grows tobacco, wheat, and barley, and cocoons are kept. Gabala region has gained fame for its historical monuments and has great tourism opportunities. Tourism, being a favorable part of the regional economy, creates a solid base for small and medium enterprises. This also helps develop tourism and open new jobs and plays an important role in forming the region's infrastructure. There is an International Airport and a

Railway Station in the region. The socio-economic opportunities of the region encourage the preparation of professional personnel for the development of tourism and agriculture. For this purpose, Gabala State Vocational Training Center has determined the direction of the activity. Gabala State Vocational Education Center has two computer classrooms with 60 computers and is provided with high-speed internet. There are more than 18,000 copies of books in the center's library, of which 3,180 are fiction, 5,291 are general education subjects, and 10,032 are specialized textbooks written based on modular educational programs. The structure of the Gabala State Vocational Education Center is as follows:

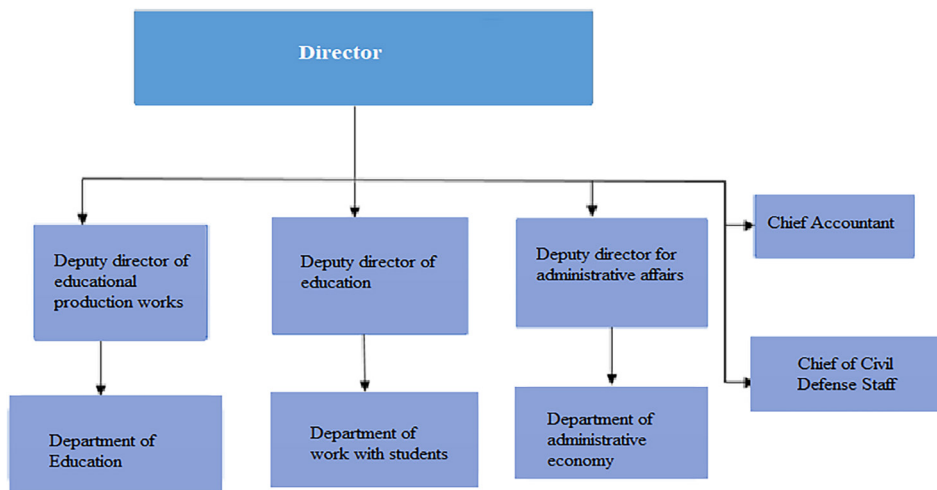


Figure.1 Structure of Gabala State Vocational Education Center
Source: Gabala State Vocational Education Center (2021)

By providing quality education for students with different educational bases and social statuses following the modern requirements of the labor market, by training independent, competent, enterprising, high moral and ethical qualities, business-minded, hardworking, and patriotic personnel, having a leading position in their segment in the country and region, modern and acting as an innovative vocational training institution is the primary mission of Gabala State Vocational Training Center. Gabala State Vocational Training Center has defined the following as a vision (Gabala State Vocational Training Center, 2021):

- To maintain and develop the leadership in this field as the first vocational school where the dual system was applied in the country, to strengthen the level of cooperation with business institutions and employers;
- To strengthen the material and technical base of the school and to increase the quality of personnel potential, to organize the teaching of new specialties following modern requirements, to provide high professional education;
- Transform the Education Center into an innovative resource center for vocational education for the region;
- Provide active economic activity in areas suitable for specialization;
- Constantly taking care of the improvement of socio-cultural and household conditions of staff and students;

• To develop international relations, to be an exporter of educational services

Personnel training at the Gabala State Vocational Training Center is mainly carried out in 4 directions (PTDA, 2022):

1. Higher technical professional qualifications (Sub-bachelor)

- Web designer and software;
- Veterinary and livestock work;
- Hotel, restaurant business organization and management;
- Accounting.

2. Agricultural majors

- Plant breeding specialist;
- Agroservice specialist;
- Animal husbandry specialist;
- Master of Viticulture and Wine;
- Wide-profile tractor driver – machinist, repairman-locksmith;
- Chemical-bacteriological analysis laboratory;
- Gardener – decorator.

3. In the field of tourism

- Cook;
- Tourism organizer;
- Catering specialist in tourism;
- Hotel administrator;
- Confectioner.

4. In other areas of the economy

- Locksmith – plumber;
- Electrical fitter for repair and service of electrical equipment;
- Computer operator;
- Sewing equipment operator, seamstress;
- Carpet maker;
- Operative – accountant;
- Nanny;
- Handheld electric welder

Gabala State Vocational Education Center consists of two educational buildings, each with three floors. There are two gymnasiums, three general education laboratories, 4 ICT rooms, two libraries with extensive teaching materials, two assembly halls with 196 and 100 seats, two medical rooms, two consultation rooms, and classrooms. In the center, a “Pre-Consript Training of Youth” office meeting modern requirements was created, where a computer-controlled weapons simulator and a weapons storage room were built. Automatic tools were also provided for training purposes. Five projectors have been installed in the educational center, which makes it possible to use the possibilities of ICT widely. The material and the technical base have been created in the field of tourism in the center’s tourism corps. It includes a dormitory, a registration

room (bar and service room), a modern kitchen, two dining rooms with 100 and 50 seats, a hotel room, and a restaurant. In the center, there are locksmiths, carpentry, welding workshops, and a tractors laboratory equipped with modern equipment in the workshop building consists of 4 sections. In addition, 2 material warehouses, classrooms, changing rooms, and sanitary facilities were also built in that building. Separately, a training room consisting of 2 modern simulators, a truck and a passenger car was created in the center, which is an irreplaceable technical base for the training of drivers in the future. The territory of the New Education Center is 5.4 ha. It has a garden area of 3500 sq.m garden area, with more than 250 fruit and other trees planted. A modern football field has been built in the yard of the center, and a green zone has been built on an area of more than 1,9238 ha. On the area of 7045.22 sq.m., an asphalt coating, a boiler house, a 100-ton waste water reservoir, and three drinking and fire-proof water reservoirs were built (Gabala State Vocational Training Center, 2021):

Impact of Gabala State Vocational Education Center on graduates' employment

Rapid global competition and structural changes caused by the liberal market economy change all reveal employment issues. Despite significant changes in the demand for skilled labor, the distribution of employment by sector of the economy reveals a concentration in the service sector. The emergence of new production conditions based on the rapid development of production and management techniques has increased the demand for a skilled workforce with the necessary knowledge and skills. In this regard, technological advancements necessitate the use of a variety of approaches to the business process. Business changes have a significant impact on the behaviors desired in employees, the purpose and content of education, the strategies to be used in the teaching-education process, the educational tools and materials to be used, and the duration of education. As a result, the quality of the labor force has become the most important factor in an enterprise's competitiveness and profitability. To take advantage of today's technology, businesses require a high-quality, multi-skilled, creative workforce rather than an unskilled and uneducated workforce. In this regard, education appears to be the most important factor influencing workforce quality. As a result, there is undoubtedly a symbiotic relationship between employment and education. One of the primary goals of all countries' economic policies is to achieve full employment. Everyone in the country who wants to work at the current wage level can find a job where they can evaluate their skills and participate in the work process. Employability is an individual's possession of the required qualities and skills to meet the changing needs of employers and job seekers and accordingly help them realize their goals and potential in the workplace (McQuaid, 2005). Employment is the most important way to participate fully, actively, and equally in the life of society. The more people are engaged in full or part-time work in the labor market, the greater their contribution to ensuring the availability of necessary social security (Bilevičienė, 2016). Three parameters can influence the importance of the concept of employment: external conditions of the labor market, personnel management strategies within companies, and finally, the place of "work" as a value in society (Guilbert et al., 2016). Failure to achieve full employment for various reasons creates the problem of unemployment, which has both social and economic dimensions. A healthy and stable economy is the most important indicator of being a strong country in the international world. In ensuring this, along with the country's resources, the effective participation of human capital in the production process plays a special role. As a result, the state must pursue employment and vocational education policies

to train a quality workforce while considering the economy's labor force needs. Companies in our country are looking for employees with work experience and knowledge of market economy mechanisms. Indeed, one of the country's most serious issues is the lack of a healthy relationship between education and employment. Countries' development is provided by qualified personnel who have been educated. In this regard, vocational education plays an essential role in providing employment opportunities to individuals. It increases the productivity of enterprises, which confirms that vocational education is an invaluable tool for increasing the mobility, adaptability and productivity of the workforce, and contributes to increasing competitiveness and eliminating imbalances in the labor market (Seonkyung, 2016).

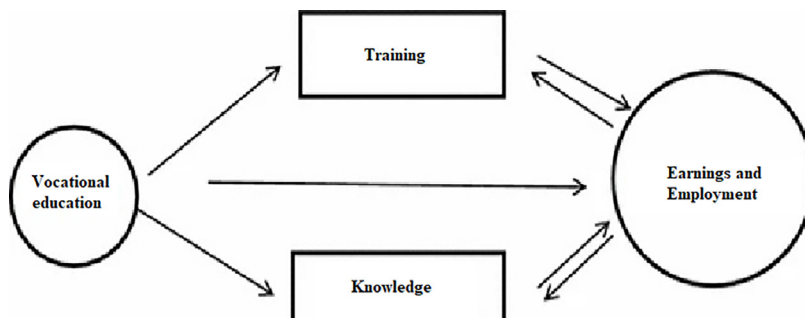


Figure 2. The relationship between vocational education and employment
(Brunello & Rocco, 2017)

We must consider that the insufficient level of professional education and employment relationships in Azerbaijan can create difficulties for school graduates to adapt to work life. In this regard, it would be appropriate to analyze the situation for the years 2018-2020 based on the statistical data obtained from the Gabala State Vocational Education Center.

Table 1. Employment level of graduates of Gabala State Vocational Education Center

Indicators	Years			
	2018	2019	2020	2021
Total number of graduates, people	267	324	250	426
Number of employed graduates from them, people	141	189	97	121
including				
Number of graduates in agricultural specialties, people	53	19	65	86
Number of employed among them, people	28	8	20	17
Number of graduates in tourism specialties, people	74	136	99	163
Number of employed among them, people	17	30	18	53
On other areas of the economy	140	169	86	177
Number of employed among them, people	96	151	59	51

Source: Compiled on the basis of statistical data obtained from Gabala State Vocational Education Center.

As can be seen from Table 1, the total number of graduates of the Gabala State Vocational Education Center in 2018 was 267, of which 19.85% were graduates of agricultural specialties, 27.72% were graduates of tourism specialties, and 47.57% consisted of graduates from other areas of the economy. In 2019, the total number of graduates increased by 21.3% compared to 2018 and was 324 people. As a result, 5.86% of them are graduates of agricultural specialties, 41.98% are graduates of tourism specialties, and 47.84% are graduates of other fields of economy. In 2020, the total number of graduates decreased by 12.8% to 250 people, of which 26% are graduates of agricultural specialties, 39.6% are graduates of tourism specialties, and 65.6% are graduates of other fields of economy. In 2021, the total number of graduates increased by 70.4% to 426 people. As can be seen from the table, 20.2% of them belong to graduates in agriculture, 38.3% to graduates in tourism, and 41.5% to graduates in other fields of economy. Accordingly, 53% of the total graduates were employed in 2018, 58% in 2019, 39% in 2020, and 28.4% in 2021. In addition, 52.8% of graduates in agriculture majors in 2018, 42.1% in 2019, 30.7% in 2020, and 19.8% in 2021, as well as graduates in tourism majors, 22.9% were employed in 2018, 22.1% in 2019, 18.2% in 2020 and 32.5% in 2021. In 2018, 68.6% of graduates in other fields of the economy, 89.3% in 2019, 68.6% in 2020, and 29% in 2021 were employed.

Now, let's pay attention to the results of an anonymous survey of the management and teaching staff of the Gabala State Vocational Education Center regarding the study of the impact of the newly established vocational educational institutions on the employment of students. Note that 85 employees of Gabala State Vocational Education Center participated in the survey. 53 (62.4%) of the employees who participated in the survey are women, and 32 (37.6%) are men. Table 2 shows the indicators of the division of duties of the employees of the Gabala State Vocational Education Center who participated in the survey. As can be seen, the participation of industrial training masters in the survey is high compared to others. It is positive that the leaders of the vocational training center also participated in the survey.

Table 2 Indicators on the division of duties of the employees who participated in the survey

Position	Number	Percentage
Directory	6	7.10%
Specialized subject teacher	21	24.70%
General education subject teacher	20	23.50%
Master of Industrial Training	32	37.60%
other	6	7.10%
Total	85	100.00%

Source: The result of the survey conducted among the employees of Gabala State Vocational Center

From Figure 3, it can be concluded that the number of employees working at the Gabala State Vocational Education Center for less than 1 year is 27 (31.8), employees with 1-5 years of work experience are 21 (24.7), employees with 5-7 years of work experience employees

with experience are 4 people (4.7%), employees with 7-10 years of work experience are 3 people (3.5%), and employees with more than 10 years of work experience are 30 people (35.3%). Thus, it can be said that the Gabala State Vocational Training Center is dominated by employees with a lot of work experience.

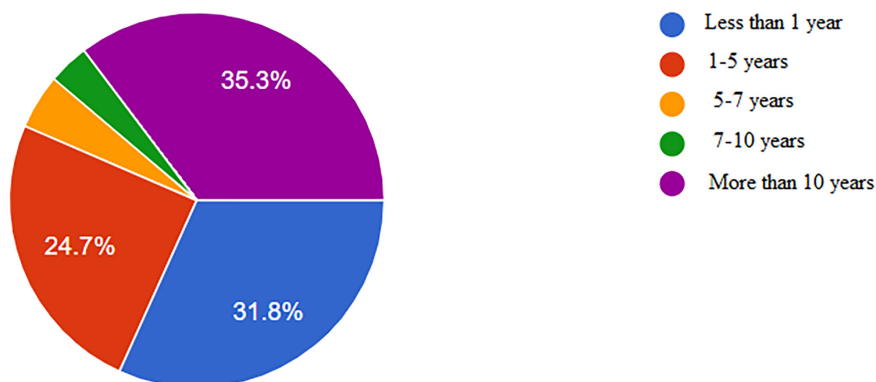


Figure 3. Work experience of the participants in the survey
at the Gabala State Vocational Education Center

In addition, based on the survey, several questions were addressed to Gabala State Vocational Education Center employees. The results of these questions and their answers are reflected in Table 3. 59 people (69.4%) completely agree, 23 people (27.1%) agree, and 3 people (3.5%) partially agree to the question “The acquisition of the status of a public legal entity of the Gabala State Vocational Education Center creates new opportunities to achieve the goals in the field of vocational education development.” He answered that he agreed. There were no employees who chose the versions of Disagree and Strongly Disagree. 47 people (55.3%) completely agree, 35 people (41.2%) agree, and 3 people (3.5%) partially agree to the question “Measures related to career planning of graduates are carried out at the Gabala State Vocational Education Center.” There were no employees who chose the versions of Disagree and Strongly Disagree.

In addition, when answering the question “There is a mechanism for monitoring the activities of graduates at the Gabala State Vocational Education Center”, 34 people (40%) completely agree, 43 people (50.6%) agree, 7 people (8.2%) partially agree, 1 person (1.2%) answered as disagree. There were no employees who chose the strongly disagree version. 34 respondents (40%) completely agree, 42 respondents (49.4%) agree, and 9 respondents (10.6%) partially agree when answering the question about the existence of a strategy for ensuring the employment of graduates at the Gabala State Vocational Education Center. There were no employees who chose the versions of Disagree and Strongly Disagree. In addition, the survey participants were asked a question about cooperation with employers to ensure graduates’ employment at the Gabala State Vocational Education Center. At this time, a high percentage of respondents, i.e., 57 people (67.1%) chose the answer completely agree, and the rest 25 people (29.40%) agreed, 3 people (3.5%) chose the partially agree answer. This time, there was no employee who chose the version of “disagree” and “strongly disagree”. Also, 48 people (56.5%) completely agree, 32 people (37.6%) agree, and 5 people (5.9%) partially

agree to the question about employers' interest in providing employment to graduates of Gabala State Vocational Education Center. There were no employees who chose the versions of Disagree and Strongly Disagree.

Respondents were asked the question, "Data information of graduates who are employed by employers in Gabala State Vocational Education Center is processed" and 32 people (37.6%) completely agree, 46 people (54.1%) agree, and 7 people (8.2%) partially agree. There were no employees who chose the versions of Disagree and Strongly Disagree. In addition, questions were addressed to the respondents on the main priorities of the Gabala State Vocational Training Center. Since the creation of a school-hotel complex is of particular importance among the main priorities of the Gabala State Vocational Education Center, 27 (31.8%) of the survey participants completely agree with the question addressed in this direction, 20 (23.5%) agree, 37 (43.5%) partially agree and 1 person (1.2%) answered that they do not agree. There were no employees who chose the strongly disagree version. As it can be seen, the fact that the majority of the respondents chose the answer "I don't agree" indicates that the school-hotel complex in Gabala State Vocational Education Center is not created at the current stage. However, according to the information we received from the management of the vocational center, work in this direction is successfully continued. Although 44 respondents (51.8%) completely agree, 32 respondents (37.6%) agree, and 9 respondents (10.6%) partially agree to the question "Work has been done to strengthen the material and technical base of educational workshops in Gabala State Vocational Education Center" there was no employee who chose the versions of disagree and strongly disagreed. To the question about updating the training programs of vocational center employees, 42 people (49.4%) strongly agree, 31 people (36.5%) agree, 11 people (12.9%) partially agree, and 1 person (1.2%) disagree answered in Gabala State VET Centre. There were no respondents who ticked strongly disagree. The majority of 31 respondents (36.5%) answered yes to the question posed to the respondents in order to identify the activity aimed at expanding the network of social partnerships in the Gabala State VET Centre. As a result of the survey, it was revealed that the engineering-pedagogical staff of the Gabala State VET Centre is constantly being improved, and at the same time, by applying modern educational technologies, staff training in new specialties is carried out. It should be noted that many of the issues reflected in Table 4 are reflected as strategic objectives in the Strategic Roadmap for the Development of Vocational Education and Training in the Republic of Azerbaijan and approved by the Decree of the President of the Republic of Azerbaijan dated 6 December, 2016. 6 December, 2016. As shown in Table 4, most respondents (82.4%) consider that the Gabala State VET Centre prefers cooperation with the Agency for Development of Small and Medium Enterprises.

In addition, 59 respondents (69.4%) stated that in the activities of the Gabala State VET Centre, they give priority to the identification of strategic areas of employment in the labor market and forecasting the demand for personnel, which gives the impression of successful implementation of work in this direction as well as attracting newly qualified specialists to the VET Centre.

Table. 3 Survey results regarding the activity of Gabala State Vocational Center

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
1. Obtaining the status of a public legal entity of Gabala State Vocational Education Center creates new opportunities to achieve goals in the field of vocational education development	69.40%	27.10%	3.50%	0.00%	0.00%	100.00%
2. Gabala State Vocational Education Center organizes events related to career planning of graduates	55.30%	41.20%	3.50%	0.00%	0.00%	100.00%
3. Gabala State Vocational Education Center has a mechanism for monitoring the activities of graduates	40.00%	50.60%	8.20%	1.20%	0.00%	100.00%
4. Gabala State Vocational Education Center has developed a strategy to ensure the employment of graduates	40.00%	49.40%	10.60%	0.00%	0.00%	100.00%
5. Gabala State Vocational Education Center cooperates with employers in order to ensure the employment of graduates	67.10%	29.40%	3.50%	0.00%	0.00%	100.00%
6. Employers are interested in providing employment to graduates of Gabala State Vocational Education Center	56.50%	37.60%	5.90%	0.00%	0.00%	100.00%
7. Gabala State Vocational Education Center processes the data of graduates employed by employers	37.60%	54.10%	8.20%	0.00%	0.00%	100.00%
8. A school-hotel complex was established in Gabala State Vocational Education Center	31.80%	23.50%	43.50%	1.20%	0.00%	100.00%
9. In the Gabala State Vocational Education Center, work was done to strengthen the material and technical base of educational workshops	51.80%	37.60%	10.60%	0.00%	0.00%	100.00%
10. Gabala State Vocational Education Center is carrying out activities on the updating of educational programs	49.40%	36.50%	12.90%	1.20%	0.00%	100.00%
11. In the Gabala State Vocational Education Center, there is an activity on the expansion of the social partnership network	38.80%	55.30%	5.90%	0.00%	0.00%	100.00%
12. The engineering-pedagogical staff of the Gabala State Vocational Education Center is constantly being developed	57.60%	30.60%	10.60%	1.20%	0.00%	100.00%
13. Gabala State Vocational Education Center conducts personnel training for new specialties	48.20%	43.50%	8.20%	0.00%	0.00%	100.00%
14. Gabala State Vocational Education Center prefers the application of modern training technologies	49.40%	43.50%	4.70%	1.20%	1.20%	100.00%

Source: The result of the survey conducted among the employees of Gabala State Vocational Center

Table. 4 As a result of the survey, data on the factors that can positively affect the employment of graduates of Gabala State Vocational Center

Directions	Number	Percentage
identification of strategic employment areas in the labor market and forecasting of personnel demand	59	69.4%
organization of the sale of products and services produced in the vocational training institution	47	55.3%
organization of activities in the direction of promoting the entrepreneurial mindset in the vocational education institution	44	51.8%
Establishment of cooperation between vocational training institutions and model institutions	55	64.7%
Availability of accountability on the average time it takes graduates to find a job	39	45.9%
Cooperation with the Small and Medium Business Development Agency	70	82.4%
Attracting qualified new specialists to the vocational training center	59	69.4%
Identifying alternative funding sources	31	36.5%
Provision of vocational training and professional development for the elderly	26	30.6%
Supporting the meeting of general requirements for sectors of the economy	30	35.3%

Source: The result of the survey conducted among the employees of Gabala State Vocational Center

On the other hand, 64.7% of the respondents to the questionnaire on the activities of the Gabala State VET Centre focused on the establishment of cooperation between model enterprises; 55.3% on the organization of the sale of manufactured products and services; 51.8% on the promotion of entrepreneurial thinking in the vocational training institution; and 51.8% on the organization of activities in the vocational training institution. As far as other indicators are concerned, a small number of respondents, i.e., 45.9%, support the existence of accountability regarding the average time of finding a job for graduates; 36.5% support the identification of alternative sources of financing; 35.3% support the organization of a general assembly meeting; and 30.6% consider that the importance given to the provision of vocational training and professional development for the elderly is relatively low. In general, we consider that the anonymous survey of the management and teaching staff of Kebele State VET Centre was effective in investigating the impact of newly established vocational training institutions on student employment. From the answers of the surveyed employees, it can be concluded that work has been and is being done to ensure the employment of those needs in the vocational training center.

Now, let's pay attention to the results of students who graduated in different years at the Gabala State Vocational Education Center.

Table. 5 Demographic data of graduates of Gabala State Vocational Center as a result of the survey

Demographics		
Gender	Number	Percentage
Male	91	83%
Female	19	17%
Total	110	100%
Age group		
15-19	2	2%
20-24	57	52%
25-29	29	26%
30 and above	22	20%
Total	110	100%
Vocational education		
Higher technical professional qualifications	26	24%
Agricultural majors	28	25%
In the field of tourism	41	37%
In other areas of the economy	15	14%
Total	110	100%

Source: The result of the survey conducted among graduates of Gabala State Vocational Center

As can be seen from Table 5, a total of 110 students, 83 percent male and 17 percent female, who graduated from Gabala State Vocational Training Centre in different years participated in the study. Moreover, the highest percentage of participants was 20–24, and the lowest percentage was 15–19%, 52%, and 2%, respectively. Suppose we pay attention to the results of vocational training. In that case, we can see that 26 participants received vocational training in highly technical vocational specializations, 28 in agricultural specializations, 41 in tourism, and 15 in other areas of the economy. From this, it can be seen that there is a strong interest in vocational training in the field of tourism at the Gabala State Vocational Training Centre. This is probably due to the high tourism potential of the region.

Table. 6 Vocational education survey results

Who influenced your vocational training?	Number	Percentage
this is my wish	92	83.6%
recommended by my family	13	11.8%
I was guided by those around me	3	2.7%
my teachers recommended me	2	1.9%
Another	0	0
Total	110	100%

Source: The result of the survey conducted among graduates of Gabala State Vocational Center

In Table 6, the results of the answers given to the question “Who influenced you to receive vocational education?” are reflected. It is positive that 83.6% of the respondents stated that they received vocational training voluntarily.

Table. 7 Vocational education survey results

Why did you choose vocational education?	Number	Percentage
Because I have knowledge and skills related to the profession	58	53%
Because there are more jobs in the profession	12	10.9%
Having a profession that is always in high demand	29	26.4%
Have a good income	8	7.3%
Only to obtain a diploma or certificate	3	2.4%
<i>Total</i>	110	100%

Source: The result of the survey conducted among graduates of Gabala State Vocational Center

In Table 7 (“Why did you choose vocational education?”), 53% of the graduates stated that they chose vocational education because they have the knowledge and skills related to the profession, 26.4% because they have a profession that is always in high demand, 10.9% because there are more jobs in the profession, 7.3% because they have a good income, and 2.4% because they have only a diploma or certificate. In addition, as a result of the survey, it was determined that 78 of the graduates participating in the research are still working, and 32 are unemployed. This means that approximately 71% of the graduates surveyed are currently working in various fields.

Table. 8 Vocational education survey results

Qualifications	Employed	Unemployed
On other areas of the economy	12	3
Agricultural majors	18	10
In the field of tourism	34	7
Higher technical professional qualifications	14	12
<i>Total</i>	78	32

Source: The result of the survey conducted among graduates of Gabala State Vocational Center

As a result of the survey, Table 8 shows the employment status of graduates of various specializations at the Gabala State VET Centre. According to the survey, about 71% of the 110 graduates are currently employed, while 29% are unemployed. The results from the survey show that out of a total of 78 graduates currently employed, 44% belong to the tourism specialization, 23% to the agriculture specialization, 18% to the higher technical vocational specialization, and 15% to other areas of the economy. In addition, of the 32 graduates who

said they were unemployed, 38% belonged to higher technical professions, 31% to agriculture specialization, 22% to tourism specialization, and 9% to other areas of the economy. The 54 graduates who said in the survey that they were employed stated that they found a job through their own efforts, 9 of them through vocational colleges, 5 of them with the help of their families, and 4 of them through vocational high schools. Three of them graduated through relatives, two through teachers, and one through employment agencies. Among the employed graduates, 53 stated that their work was related to the vocational education they received, while 25 stated that their work was not related to the vocational education they received. As a result of the survey, 56 graduates think they are satisfied with their work, 18 are partially satisfied, and 4 are not satisfied. In the questionnaire, graduates who said they were unemployed were asked about the relationship between the education they received and their inability to find a job. Three graduates said that they did not receive training in the field they wanted to work in. Two graduates said that they did not receive enough education to prepare for working life. When answering the question about using any job search tools, 23 graduates stated that they used them, while 9 graduates did not try this. In addition, as a result of the survey, 29 unemployed graduates stated that they wanted to find a job as soon as possible.

Table. 9 Vocational education survey results

Which of the following would add value to make vocational training more useful (you can choose several options)?	Number	Percentage
Vocational courses are taught online.	24	22%
Starting experience from the first year of vocational training	42	38.2%
Theoretical and practical lectures by professionals working in the sector	36	33%
Providing activities such as recognition of the diploma obtained from vocational education abroad	38	35%
Providing quality foreign language education according to the profession	22	20%
Organizing vocational training according to the technological changes in the agenda	31	28.2%
Provision of training by private vocational training institutions	15	14%
Better organization of practical courses	29	26.4%

Source: The result of the survey conducted among graduates of Gabala State Vocational Center

Table 9 shows the results of the graduates who participated in the survey regarding the areas that can create added value in making vocational education more useful. Thus, 42 of the graduates who participated in the survey support the idea that experience should start from the first year of vocational education. This shows that 38.2% of the respondents have this opinion. In addition, 38 graduates are interested in activities such as recognizing the diploma obtained from vocational education abroad. On the other hand, 36 graduates support the idea of giving theoretical and practical courses by experts working in the sector; 31 graduates support the idea of organizing vocational education in accordance with the technological changes on the

agenda; 31 graduates support the idea of better organization of practical courses; 24 graduates support the idea of giving vocational courses online. 22 graduates support the idea of providing quality foreign language education, according to the profession. As can be seen from the table, a small group of 15 graduates who participated in the survey supported the idea of providing training by private vocational training institutions. In general, it is seen that the graduates participating in the survey prefer more experience and innovative activities.

Table. 10 Vocational education survey results

Which of the following can have a positive impact on the employability of vocational graduates (you can choose several options)?	Number	Percentage
Identifying strategic employment areas in the labor market and staff demand forecast	37	34%
Organization of the sale of products and services produced in the vocational training institution	32	29%
Promoting an entrepreneurial mindset in a vocational training institution organization of activities in line with	24	22%
Establishing cooperation between vocational education institutions and model institutions	27	25%
Regarding the average time it takes for graduates to find a job existence of accountability	22	20%
Cooperation with the Small and Medium Enterprises Development Agency	27	25%
Monitoring of graduate employment by the vocational institution	49	45%

Source: The result of the survey conducted among graduates of Gabala State Vocational Center

Table 10 shows the results of the survey participants regarding the areas that can positively impact the employment of vocational education graduates. According to most graduates, monitoring graduate employment by professional organizations is significant. It is no coincidence that 45% of the respondents share this view. 34% of the respondents think that identifying strategic employment areas in the labor market and forecasting the demand for personnel will positively affect the employment of vocational education graduates. In addition, 32 participants stated that organizing the sales of products and services produced in vocational education institutions would positively affect the employment of vocational education graduates. As can be seen from the table, 25% of the respondents think that the establishment of cooperation between the vocational education institution and model enterprises and cooperation with the Small and Medium Enterprises Development Agency will positively impact graduates' employment. Finally, 20% of the surveyed graduates felt that graduate employability could be positively affected by the availability of accountability regarding the average time required for graduates to find a job.

Conclusions

No benefit or efficiency can be obtained from an unsuccessful person. Although young people finish school and have a diploma, they often find it difficult to find a job in their own field. They try their luck in different areas, and when they fail, they fall into unemployment. After finishing school and completing their military service, young people look for ways to earn money and plan to start their own lives. The first condition for this is permanent income, i.e., employment. Without employment, future hopes are postponed and postponed. There is a situation that applies to young people and all of us. A person who does not take serious responsibility cannot be free. The more responsible you are, the stronger you are economically, and the freer you are. This applies to young people, heads of families, and women. Indirectly, the emancipation efforts of the unemancipated youth are distorted. Naturally, this manifests itself in society.

This study, which tries to reveal the employment problems in vocational education, is a general evaluation. The development of vocational education is an ongoing and multifaceted issue depending on the dynamics of social structure, the development of science and technology, changing demands of industry, the economic growth of the country, employment and development strategies. For this reason, there is a need for research on all aspects of the process for the development of vocational education. As a result of the research, the following conclusions were reached:

- As a result of the study, it was found that an Indonesian researcher tested the validity of the Plandoresh strategy for developing independent learning for Aftoni vocational school students. Aftoni obtained the validity of the steps of the Plandoresh strategy through a random sample of 78 participants using a descriptive method in his research. In conclusion, the steps of the Plandoresh (Plan-do-study-share-happy) strategy are valid for application in education to promote independent learning for vocational students;
- In the research, the experiences of many countries on vocational education were taken into consideration. In each of the countries whose experiences were reviewed, there are different approaches to the development of vocational education. Among these countries, since Estonia is a former CIS country like the Republic of Azerbaijan, the measures implemented by this country in vocational education from the period of independence to the present day are noteworthy. Therefore, career guidance and information services for quality career guidance for young people to make the right choice are widely organized in Estonia, and this is reflected in the document "Development of Career Guidance System in Estonia". This document focuses on "skills for today's labor market" and "skills for tomorrow's job". On the other hand, in the case of Estonia, the introduction of a new module called "Learning path and work in a changing environment", which aims to instill generic skills related to career issues and entrepreneurship principles in each vocational education curriculum;
- In the four years analyzed during the research, there were only 223 graduates in the agricultural specialization, with approximately one out of every three graduates being employed, while one out of every four graduates in tourism specializations were employed, including total employment, while in other areas of the economy, out of 572 graduates, approximately one out of every two graduates were employed;

- Of the surveyed graduates, 24% belong to higher technical professions, 25% to specializations in agriculture, 37% to specializations in tourism, and 14% to specializations in other areas of the economy;
- According to the results obtained from the questionnaire, it is assessed that activities such as initiating experience from the first year of vocational training, recognizing the diploma obtained from vocational training abroad, and giving theoretical and practical lessons by experts working in the sector are considered aspects that can create added value in making vocational training more beneficial;
- On the other hand, as a result of the survey, it was determined that the employment of vocational education graduates could be positively affected by monitoring the employment of graduates by the vocational institution, determining strategic employment areas in the labor market and forecasting the personnel demand, as well as organizing the sale of products and services produced in the vocational education institution.

Proposal

- It is considered appropriate to use the Plandoresh strategy to develop independent learning for vocational education students at Gabala State VET Centre;
- It is considered appropriate to utilize the Estonian experience in vocational education;
- It is appropriate to develop a model of lifelong learning for the professional development of production teachers in cooperation with the world of work and interaction with the market;
- Since most of the graduates surveyed received vocational training in the field of tourism and, despite this, only one in four graduates in the field of tourism in four years of study is employed, the priority is to accelerate. He raised the issue of work on the establishment of a school-hotel complex at the Gabala State Vocational Training Centre;
- It is recommended to carry out research to create a system to support the employment process of graduates of vocational high schools.

Note: The research on the topic “The impact of modern vocational education institutions on the employment of graduates in Azerbaijan” was conducted in the framework of the “ARTI Research Mentoring Program” of the Education Institute of the Republic of Azerbaijan in July 2021- July 2022.



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