TRAINING ASSESSMENT PROJECT

TAP

FOCUS GROUPS GUIDES

June 2017

Acknowledgements

The focus groups guides were developed by Farès Khoury (economist and president of the survey firm Etude Economique Conseil -EEC Canada) in collaboration with Viviana V. Roseth (consultant, GED) under the guidance of Alexandria Valerio (Lead Education Specialist, GED) and Maria Laura Sanchez Puerta (Senior Economist, GPSJB). The team wishes to acknowledge the leadership of Luis Benveniste and the collaboration of Cornelia M. Tesliuc, Ruth Karimi Charo, and Michael Mutemi Munavu during the implementation of the assessment. The team is also grateful for the technical input of Indhira Santos, Ezequiel Molina, Angela Elzir, Margo Hoftijzer, Victoria Strokova, Halsey Rogers, Deon Filmer, and Jessica Cross at the early stages of development of this assessment. These guides also benefitted from the input of Keiko Inoue, Koji Miyamoto and Ana Santillana during the pilot of the Training Assessment Project conducted in Albania. The development of the Training Assessment Project would have not been possible without the financial support of the Korean Trust Fund and the Jobs Trust Fund. The team is also grateful for the administrative support provided by Lorelei Lacdao.

STUDENTS

The group of students will be randomly selected from the list of students from surveyed training providers. A variety of student participants is expected; each focus group will regroup students from different training providers. Focus group discussions will have duration of approximately two hours per focus group with 10 participants.

Objectives

The theory behind the Training Assessment Project is that the performance outcomes of training providers are dependent on their behavior / actions which in turn are dependent on their attitudes and characteristics. To get an accurate picture of the best practices among training providers, the study will link various behaviors / actions to performance. Those behaviors / actions that generate the best results will be identified.

To reach this objective, a symmetric set of questions will be asked to students for each of the four components of the Training Assessment Project (i.e. characteristics, actions, values and performance). The purpose of this triangulation is to cross-verify responses provided by training providers by students' given answers.

Remarks for moderators

Moderators play an essential role in the discussions. To ensure the quality of the sessions, they should keep in mind the following considerations:

- To be familiarized with this guide is an important step for implementing student focus group sessions. While this discussion guide has been carefully prepared, it is essential to remember that it is only a guide. Pre-defined could be reworded or adapted to the group. The students about to graduate will have different backgrounds and socio-economic characteristics. The manner as questions or topics are presented should consider the best practices for questions that evoke discussions. The order of topics could be changed according to the flow of the discussion. Nevertheless, all the topics must be covered in the sessions.
- A focus group session is not to be conducted in the same manner as the training provider survey where each participant will respond to a list of questions in a consecutive. Moderators should encourage a dynamic interaction and contribution of participants (which includes pushing those who remain more quite to speak up). S/he must be a *positive and active* listener, who always remembers that the purpose of the study is to understand what students think and how they feel about training providers' performance. *Participants will be in the sessions to educate us about these subjects*. Moderators should put aside their own opinions and perceptions. Participants' opinions (verbal and non-verbal), knowledge (or lack of knowledge), questions, confusion, perceptions (or misperceptions), information (or misinformation) could provide useful material to the Training Assessment Project.
- Questions are to be asked in a probing manner. That is to say, while anticipated answers are provided on cue cards to facilitate the process of note-taking (as note-takers can circle/check

anticipated responses already written out), these are all questions to be asked openly and while moderators can ask "what else" they are not to suggest/share any responses. Moderators can nevertheless invite delving further in the topics by using the 'probes' suggested in the guides.

BEST PRACTICES FOR QUESTIONS (STUDENTS)

Source: Krueger, R.A., & Casey, M.A. (2009), *Focus Groups, A practical guide for applied research,* Thousand Oaks, CA: Sage Publications.

- Establish a rapport with the participants is important. When participants feel sheltered and comfortable with moderators, they express themselves openly. In particular, moderators should be sensitive to the participants' language and pay attention to their emotional level in the discussion flow.
- What should be avoided: (i) making comments about participants' appearance and behaviors, (ii) considering some participants more representative than other (the recruitment process ensure focus group homogeneity about this matter) and (iii) allowing disruptive backroom behavior (ex: parallel conversations, electronic devices, etc.).
- Keep in mind that the project results from students' perspective will be a consolidation of answers and comments across 50 others who will participate in the discussions. Only one focus group will not give the final perception. Patterns will be identified across participants and across the 5 sessions.

Agenda for sessions

Each focus group will be developed in five phases:

1. Introduction and warming-up:

To initiate the session, moderators will:

- Thank the students for participating to this discussion.
- Recognize how valuable participants' time is.
- Introduce the team: the moderators, note-takers and other team members who will be present in the session. Indicate your respective roles.
- Explain that the purpose of the discussion is to asset training providers' performance from student perspective
- Emphasize that the participants have the knowledge and experience of issues the World Bank Group is interested in.
- Highlight the importance of sharing their ideas and thoughts and expressing their opinion.
- Point out the fact that there are no right or wrong answers. Ask the students to not be shy to ask questions.
- Reiterate that everything participants will share during the discussion will be considered private and confidential and will only be used for this assessment.
- Establish the rules for the interventions. In order to allow each of participant to take part in the discussion, participants will be asked to speak one at a time so that everyone can hear what is being said.
- Allow all participants to know one another a bit better:
    - A board, a flip chart or a piece of paper pre-formatted will be used to show to all what the note-taker will be writing. Moderators will be the first one to fill out the form (see *List of Participants to Student Focus Group*), so everybody will follow suit.
    - Ask the participants to indicate their name, gender, age category, profession, occupation status, education, specialization/formation with training providers – show your phone and indicate that everybody should cut their ringer or turn-off their cell phones.
    - Participants will introduce themselves one-by-one.
    - Moderators should take their time and show interest in what participants are saying. Exercise their memory, and try to remember what participants are saying. This will show empathy, create a connection and enrich the focus group exchange on substance later.
- Explain that the session will not be recorded. Illustrate how the moderators and note-takers will summarize results of the discussion. Show the form designed for this purpose (see Section *Discussion Grid for Student Focus Group*).

- Reorganize participants in the room according to characteristics they will reveal when introducing themselves. For example, divide the room by type of program (for example). This will be helpful for note-taking process and stimulating conversation.

2. Guide for focus group discussion with students Error! Reference source not found.

Topic	Probing questions
General context	1) How did you decide on what type of training institution do you attend? (We want to understand why graduates chose a public or private institution. What influenced their decision? (A) Finances, (B) Reputation, (C) Admissibility, (D) Programs offered, (E) Friends/family attending training institutions, (F) location etc. What were the advantages and disadvantages of the institution type that they chose? So far do your expectations meet your considerations (in choosing the training institute you are attending)? If not, why not? 2) How did you decide which sector to focus your specialization? (A) Personal interest in field (B) Received information that jobs in this industry are in high demand (specify who provided information) (C) Family pressure (D) Other
	3) Following graduation do you plan to: Moderator follow the flow of questions according to participants' actions after graduation; separate students according to whether they want to (1) find a job Please explain how you think you will get an employment. (A)Through family connections, (B) application to a job posting (C) connections made through your training institution (specify connection) (2) create a business (3) pursue further education
Success in preparing to further education	4) Pursue further studies? (1) why do you want to pursue further studies? (2) Are your current studies helping you to pursue further education

Topic	Probing questions
	If yes, how so? (A) Get educational background required to pursue further studies (B) Acquire contacts/ recommendations required to pursue further studies (C) Other
Potential success in creating a business	5) Create a business? Why? What factors are influencing you to create your own business? (A)Took specific courses on how to launch a business (B) Was offered mentoring sessions on opening own business (C) No employment in field of expertise/ convinced of the potential of own idea in the market (D) Other 6) How do you think your training institution assisted you in your desire to open a new business upon graduation?
Assistance from training providers in Career path and to find employment	7) Is your training institution providing you with assistance in finding employment? If yes, how are they doing so? (A) Orientation on options at the enrolment stage (B) Coaching by teachers/instructors (C) Dedicated counselor available on campus (D) Mentoring by former students; graduates; alumni (E) Career Center available on campus channeling employers hiring requests (F) Close contact with local Employment Centers (G) Hosting of luncheons (or breakfasts) with potential recruiters (H) Connected me to an internship/apprenticeship that allowed me to find employment (I) Program/course available on how to create a business (J) Business-to-business events organized once a year (K) Other 8) What type of employment will you seek after graduation? (A) self-employment (B) permanent (C) casual or seasonal (D) part-time or (E) full-time) Please explain why?
	9) During your training, do you work in a research and development lab at your institution's facilities? How would you rate the tools and equipment used in the facilities? (specify if facilities are modern, out-of-date, etc.)

Topic	Probing questions
	10) Does your training institution provide the following to help support you find your career path? If yes, to what extent do you think these support mechanisms will help you in terms of finding employment? Please explain why you think this way. -› (A) Counselor available on campus -› (B) Coaching by teachers/instructors -› (C) Mentoring by former students / graduates / alumni -› (D) Career Center available on campus -› (E) Link with local Employment centers -› (F) Mentoring or speech delivered by firm's executives -› (G) Internships/apprenticeships -› (H) Program/courses available to create a business -› (I) Follow-up by training institutions post-graduation -› (J) Participation to luncheons with potential recruiters
	11) **Students who have employment:** What type of employment do you currently have? (A) self-employment, (B) permanent, (C) casual or seasonal) (Only for employed students about to graduate). How did you find this employment? (A) Open application (B) Own or family business (C) Personal connection (D) From previous learning institution (E) Work at TIVET (F) Other (specify)
Experience attending training providers	12) Did the distance / commute to the training institution you attend affect your decision in choosing this institution? How so or why not? (A) I chose an institution that was closer to me (B) I chose an institution that was in the city (C) I chose an institution based on accessible transportation (D) I chose an institution based on the availability of distance/online learning) If Yes, what percentage of your budget is dedicated to your transportation costs? 13) Were you offered a scholarship?

Topic	Probing questions
	If yes, did the scholarship influence your decision on which training institution you attended? If yes, how so? 14) Did you use a voucher? If Yes, Did the voucher influence which type of training institution you attended? If yes, how so? 15) Thinking of the average ratio between learning theory (classroom) and practice (workshop) in your program, how would you characterize this ratio in terms of providing you with the skills set you required to find employment in your field? (A) There was too much focus on theory (B) Program was too practical, did not learn enough theory behind practice (C) The ratio was well balanced and maximized the learning process (D) The ratio was well balanced but what we learned in practice did not reflect the skills required to find employment in my field 16) What was the rate of attendance of your teachers? If lower than 75%, how did this affect your learning process? (A) I have to spend a great deal of time to learn things on my own (B) I don't think I am learning many of the important matters (C) It does not affect my learning process
Attitudes of graduates on learning and job research	17) Do you agree or disagree with the following statements? Moderator motive opinions and explanations (A) Training institutions should provide access to accurate information on labour market to students (i.e. to know what programs are either the most sought out by employers and/or would lead to a more competitive wage). (B) It is mostly up to employers to approach students and graduates with job offers. (C) My ability to find employment is mostly limited to the services provided to me by my training institution. (D) Completing an internship or apprenticeship is important to develop skills in a work environment. (E) My grades are not an important factor in terms of increasing my odds of finding a good employment.

Topic	Probing questions
	(F) My active participation in discussion pertaining to curriculum and program development at my training institution is very important. (G) It is not my responsibility to find a job, it is the responsibility of my training institution (H) It is a shared responsibility between the teaching institution and employers to offer jobs to students and graduates (I) Theoretical training is not essential when looking for a job (J) The higher the reputation of the training institution the easier it is to find a job (K) Training providers should use technologies that are similar to those used in enterprises

3. Wrap-up

Moderators will thank the participants for coming and talking about these issues. They will also remind and reassure participants about confidentially and that no names will be published in any report. They will provide them with contact details in case they have any questions or concerns.

4. Incentives

If applicable, at the end of the session, the data collection firm will give to each participant the monetary incentive that was announced in the recruitment process. Every participant will sign the payment form (see *Payment of Incentives for Participants in Student Focus Group*). In addition to the incentive, some refreshments will be offered.

5. Internal discussion and conclusion

Internal debriefing is an activity that only concerns the moderators, note-takers and other members of the firm who attend focus group discussion. This debriefing is a short and informal discussion between the team members to review whether the moderator and note-takers have similar impressions about the results by topic. The team members should exchange their perceptions about them. This meeting can be useful to identify any revisions to the agenda, the questions, logistical arrangements or manner to handle the discussions.

Record tools

List of participants template form

No.	Name	Gender	Age group	Duration of Training Program (specify: full-time or part-time/ morning or evening)	Education level and accreditation type	Specialization / formation with training providers	Nature of skills learnt: (1) technical; (2) soft/ core business	Occupation status	Contact
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

Discussion grid

FOCUS GROUP DISCUSSION GRID		Date:	
Type of FG:	Students	District:	
Number of participants:		Town:	

	Finances	Reputation	Admissibility	Programs offered	Friends/family attending	Other (specify)	
Q1	**A**	**B**	**C**	**D**	**E**	**F**	**Please specify if your considerations were met. (Y/N) If not, how was it different?**
R1							
R2							
R3							
R4							
R5							
R6							
R7							
R8							
R9							
R10							

	Personal interest in field	Received information that jobs in this industry are in high demand (specify from who in remarks)	Family Pressure	Other	
Q2	**A**	**B**	**C**	**D**	**REMARKS**
R1					
R2					
R3					
R4					
R5					
R6					
R7					
R8					
R9					
R10					

Q3	Find a job (1) (fill out Q3 next if find a job)	Create a business (2)	Pursue further studies (3)
R1			
R2			
R3			
R4			
R5			
R6			
R7			
R8			
R9			
R10			

	Find a job			
Q3 (next)	Through family connections	Application to a job posting	Connections made through your training institution (specify connection)	**Remarks**
	A	B	C	
R1				
R2				
R3				
R4				
R5				
R6				
R7				
R8				
R9				
R10				

	Pursue further studies			
Q3/Q4	Get educational background required to pursue further studies	Acquire contacts/ recommendations required to pursue further studies	Other (specify)	**Why do you want to pursue further studies?**
	A	B	C	
R1				
R2				
R3				
R4				
R5				
R6				
R7				
R8				
R9				
R10				

	Create a business				
Q3/5/6	Took specific courses on how to launch a business	Was offered mentoring sessions on opening own business	No employment in field of expertise/ convinced of the potential of own idea in the market	Other	**How do you think training institutions will help you start new business?**
	A	B	C	D	
R1					
R2					
R3					
R4					
R5					
R6					
R7					
R8					
R9					
R10					

	Orientation on options at the enrolment stage	Coaching by teachers/instructors	Dedicated counselor available on campus	Mentoring by former students; graduates; alumni	Career Center available on campus channeling employers hiring requests	Close contact with local Employment Centers	Hosting of luncheons (or breakfasts) with potential recruiters	Connected me to an internship/apprenticeship that allowed me to find employment	Program/ course available on how to create a business	Business-to-business events organized once a year	Other
Q7	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K (SPECIFY)**
R1											
R2											
R3											
R4											
R5											
R6											
R7											
R8											
R9											
R10											

	Self-employed	Permanent	Casual or seasonal	Part-time	Full-time	Why?
Q8	**A**	**B**	**C**	**D**	**E**	
R1						
R2						
R3						
R4						
R5						
R6						
R7						
R8						
R9						
R10						

Q9	Y/N	If yes, how would you compare tools and equipment?
R1		
R2		
R3		
R4		
R5		
R6		
R7		
R8		
R9		
R10		

		If yes, please explain why you think this way?										
Q10	**Y/N**	Counselor available on campus	Coaching by teachers/instructors	Mentoring by former students / graduates / alumni	Career Center available on campus	Link with local Employment centers	Mentoring or speech delivered by firm's executives	Internships/apprenticeships	Program/courses available to create a business	Follow-up by TP post-graduation	Participation to luncheons with potential recruiters	**Remarks:**
		A	B	C	D	E	F	G	H	I	J	
R1												
R2												
R3												
R4												
R5												
R6												
R7												
R8												
R9												
R10												

Q11	Type of Employment			Method used to obtain Employment						Sector of Employment
	Self-employed	Permanent	Casual or seasonal	Open application	Own or family business	Personal connection	From previous	Work at TIVET	Other (specify)	
	A	B	C	D	E	**F**	**G**	**H**	**I**	
R1										
R2										
R3										
R4										
R5										
R6										
R7										
R8										
R9										
R10										

		I chose an institution that was closer to me	I chose an institution that was in the city	I chose an institution based on accessible transportation	I chose an institution based on the availability of distance/online learning	**If yes:**	**Remarks:**
Q12	**Y/N**	**A**	**B**	**C**	**D**	**% of budget**	
R1							
R2							
R3							
R4							
R5							
R6							
R7							
R8							
R9							
R10							

Q13	Y/N	Y/N	If Yes: How so?
R1			
R2			
R3			
R4			
R5			
R6			
R7			
R8			
R9			
R10			

Q14	Y/N	Y/N	If Yes: How so?
R1			
R2			
R3			
R4			
R5			
R6			
R7			
R8			
R9			
R10			

	There was too much focus on theory	Program was too practical, did not learn enough theory behind practice	The ratio was well balanced and maximized the learning process	The ratio was well balanced but what we learned in practice did not reflect the skills required to find employment in my field	**REMARKS**
Q15	**A**	**B**	**C**	**D**	
R1					
R2					
R3					
R4					
R5					
R6					
R7					
R8					
R9					
R10					

Q16	%	If less than 75%			REMARKS
		I had to learn a lot more things on my own	I did not learn many of the important matters	It did not affect my learning process	
		A	B	C	
R1					
R2					
R3					
R4					
R5					
R6					
R7					
R8					
R9					
R10					

Q17	A	B	C	D	E	F	G	H	I	J	K	REMARK:
R1												
R2												
R3												
R4												
R5												
R6												
R7												
R8												
R9												
R10												

1-AGREE/ 2-SOMEWHAT AGREE/ 3- NEITHER AGREE NOR DISAGREE/ 4-SOMEWHAT DISAGREE/ 5-DIAGREE

Payment of Incentives for Participants in Student Focus Groups

RECEIPT IN FULL
FOR VALUE RECEIVED, the undersigned acknowledges the receipt of [AMOUNT] LCU, from [Survey Firm] under the "Training Assessment Project Project" commissioned by the World Bank Group, in full payment, satisfaction and discharge of all claims arising from: **PARTICIPATION IN STUDENT FOCUS GROUP DISCUSSION** **Signed under seal this [DAY] day of [MONTH], [YEAR].** Signed in the presence of:
Training Institutions Student (participant)
Survey Firm Moderator

GRADUATES

The group of recent graduates (those who finished their studies in the last three years) will be randomly selected from the list of alumni provided by surveyed training providers. Focus groups are estimated to take two hours per focus group with 10 participants.

Objectives:

The theory behind the Training Assessment Project is that the performance of training providers is dependent on their behavior / actions which in turn are dependent on their attitudes and characteristics. To get an accurate picture of the best practices among training providers, the study will link various behaviors / actions to performance; allowing for the identification of the best results.

To reach this objective, for each of the four components pertaining to the Training Assessment Project (i.e. characteristics, actions, values and performance), a symmetric set of questions will be asked to recent graduates. The purpose of this triangulation is to cross-verify the information provided by training providers that answer the survey.

Remarks for moderators:

Moderators play an essential role in the discussions. To ensure the quality of the sessions, they should keep in mind the following considerations:

- To be familiarized with the focus group guide as it is an important step to effectively carry out focus group sessions. While this discussion guide has been carefully prepared, it is essential to remember that it is only a guide. Pre-defined questions (see *Questions and discussions*) could be reworded or adapted to different groups. The graduates will have different backgrounds and socio-economic characteristics. The manner in which questions or topics are presented should consider the best practices for questions that evoke discussions. The order of topics could be changed according to the flow of the discussion. Nevertheless, all the topics must be covered during the sessions.
- A focus group session is not to be conducted in the same manner as the training provider survey where each participant will respond to a list of questions in a consecutive manner. Moderators should encourage a dynamic interaction and contribution of participants (which includes pushing those who remain quieter to speak up). S/he must be a *positive and active* listener, who always remembers that the purpose of the study is to understand what graduates think and how they feel about training provider's performance. *Participants will be in the sessions to educate us about these subjects*. Moderators should put aside their own opinions and perceptions. Participants' opinions (verbal and non-verbal), knowledge (or lack of knowledge), questions, confusion, perceptions (or misperceptions), information (or misinformation) could provide useful material to the Training Assessment Project.

- Questions are to be asked in a 'probing manner'. That is to say, while anticipated answers are provided on cue cards to facilitate the process of note-taking (as note-takers can circle/check anticipated responses already written out), these are all questions to be asked openly and while moderators can ask "what else" they are not to suggest/share any responses. Moderators can nevertheless invite delving further in the topics by using the 'probes' suggested in the guides.

BEST PRACTICES FOR QUESTIONS (GRADUATES)

Source: Krueger, R.A., & Casey, M.A. (2009), *Focus Groups, A practical guide for applied research,* Thousand Oaks, CA: Sage Publications.

- Establish a rapport with the participants is important. When participants feel sheltered and comfortable with moderators, they express themselves openly. In particular, moderators should be sensitive to the participants' language and pay attention to their emotional level in the discussion flow.
- What should be avoided: (i) making comments about participants' appearance and behaviors, (ii) considering some participants more representative than other (the recruitment process ensure focus group homogeneity about this matter) and (iii) allowing disruptive backroom behavior (e.g.: parallel conversations, electronic devices, etc.).
- Keep in mind that the project results from graduates' perspective will be a consolidation of answers and comments across 40 recent graduates who will participate in the discussions. Only one focus group will not give the final perception. Patterns will be identified across participants and across the 4 sessions.

Agenda for Focus Groups with Graduates:

Each focus group will be developed in five phases:

1. Introduction and warming-up:

To initiate the session, moderator will:

- Thank the graduates for participating to this discussion.
- Recognize how valuable participants' time is.
- Introduce the team: the moderator, note-taker and other team member who will be present in the session. Indicate your respective roles.
- Explain that the purpose of the discussion is to assess training providers' performance from graduate perspective.
- Emphasize that the participants have knowledge and experience of interest to the World Bank Group.
- Highlight the importance of sharing their ideas and thoughts and expressing their opinion.
- Point out the fact that there are no right or wrong answers. Ask graduates not to be shy to ask questions.
- Reiterate that everything participants share during the discussion will be considered private and confidential and will only be used for this assessment.
- Establish the rules for interventions. In order to allow each participant to take part in the discussion, one person is to speak at a time so that everyone can hear what is being said.
- Allow all participants to know one another a bit better:
    - A board, a flip chart or a piece of paper pre-formatted will be used to show to all what the note-taker will be writing. The moderator will be the first one to fill out the form (see *List of Participants to Graduate Focus Group Sessions*), so everybody will follow suit.
    - Ask the participants to indicate their name, gender, age category, profession, occupation status, education, last specialization/formation with training providers – show your phone and indicate that everybody should cut their ringer or turn-off their cell phones.
    - Participants will introduce themselves one-by-one.
    - Moderators should take their time and show interest in what participants are saying. Exercise their memory, and try to remember what participants are saying. This will show empathy, create a connection and enrich the focus group exchange on substance later.
- Explain that the session will not be recorded. Illustrate how the moderator and note-taker will summarize results of the discussion. Show the form designed for this purpose (see *Discussion Grid for Graduate Focus Group*).

Reorganize participants in the room according to characteristics they will reveal when introducing themselves. For example, divide the room in two, with employed and unemployed. This will be helpful for note-taking process and stimulating conversation

2. Guide for focus group discussion with graduates

Topic	Probing questions
General context	1) Which factors did you take into consideration when choosing the training institution attended? Please explain why. (We want to understand why graduates chose a public or private institution). What influenced your decision? (A)Finances, (B) reputation, (C) admissibility, (D) friend/family attending training institutions, (E) location, (F) other) What were the advantages and disadvantages of the institution type that they chose? Please specify if your considerations were met. If not, how was it different? 2) What made you decide on which sector of specialization you chose? (A) Personal interest in field, (B) Received information that jobs in this industry are in high demand (specify who provided information), (C) Family pressure, (D) Other
Success in pursuing further studies and creating own business	Following graduation did you: (Moderator follow the flow of questions according to participants' actions after graduation) 3) Pursue further studies? If yes, (1) Why did you choose to pursue further studies? (2) Did the studies that you conducted at your training institutions help you in your desire to pursue further education If yes, how so? (3) How many times did you have to apply to get into the program you wanted to pursue? 4) Create a business? If yes, why did you decide to create your own business? (A)Took specific courses on how to launch a business (B) Was offered mentoring sessions on opening own business (C) No employment in field of expertise

Topic	Probing questions
	(D) convinced of the potential of own idea in the market (E) Other
Success in obtaining employment once graduated	5) Are you currently employed? If no, what are the main challenges preventing you from obtaining employment? (A) No jobs in chosen field (B) Jobs in field are mostly temporary in nature (C) Don't know how to contact employers (D) There are too many people with same training as me (i.e. too much competition) (E) Never made it past interview (F) Other 6) How long did it take for you to find your first employment related to the field you studied after graduation? (A) Before graduation (B) Within 6 months of graduation (C) 6 months to a year post-graduation (D) Over a year after graduation (E) I still have not found employment in my field Did you keep your first employment for at least 1 year? If no, why not? 7) Did you obtain the type of employment that you wanted upon graduation? If yes, what type of employment did you get? (A)Self-employed (B) Full-time (C) Part-time (D) Contract (E) Other If no, why do you think you did not get the type of employment you wanted? (A) No availability (B) Not qualified (need a trial period before) (C) Other What type of employment did you get?

Topic	Probing questions
	8) How did you find employment upon graduation? (A)Through family connections, (B) application to a job posting, (C) connections made through your training institution (specify connection) (D) Other) 9) Was the salary offered to you post-graduation greater than your remuneration prior to your studies at the training institution? If no, why not? (A) Too many people in this field (B) The remuneration in this field is low (C) Starting salaries in this field are low (D) I work on commission (low or no base salary) (E) Other
Success in contributing to productivity increase in economy	10) Did the training you received allow you to meet the actual needs of the sector in your field of expertise? If yes, please explain in how so. If no, please explain why not. 11) During your training, were you working in a research and development lab at your institution's facilities? How would you compare the tools and equipment used in the training institution versus what you see/use in your job? (Specify if tools and equipment are the same or not)
Assistance from training providers in career development and to find employment	12) How has your institution supported you in your career path or helped you to find employment? (A) Orientation on options at the enrolment stage (B) Coaching by teachers/instructors (C) Dedicated counselor available on campus (D) Mentoring by former students; graduates; alumni (E) Career Center available on campus channeling employers hiring requests (F) Close contact with local Employment Centers (G) Hosting of luncheons (or breakfasts) with potential recruiters (H) Connected me to an internship/apprenticeship that allowed me to find employment (I) Program/course available on how to create a business

Topic	Probing questions
	(J) Business-to-business events organized once a year (K) Other
Experience attending training providers	13) Was the distance / commute a factor in choosing which training institution you attended? How so or why not? (A) I chose an institution that was closer to me (B) I chose an institution that was in the city (C) I chose an institution based on accessible transportation (D) I chose an institution based on the availability of distance/online learning) 14) Were you offered a scholarship? If yes, did the scholarship influence your decision on which institution you attended? If yes, how so? 15) Did you use a voucher? If Yes, Did the voucher influence which type of institution you attended? If yes, how so? 16) Thinking of the average ratio between learning theory (classroom) and practice (workshop) in your program, how would you characterize this ratio in terms of providing you with the skills set you required to find employment in your field? (A) There was too much focus on theory (B) Program was too practical, did not learn enough theory behind practice (C) The ratio was well balanced and maximized the learning process (D) The ratio was well balanced but what we learned in practice did not reflect the skills required to find employment in my field) 17) What was the rate of attendance of your teachers? If lower than 75%, how did this affect your learning process? (A)I had to learn a lot more things on my own (B) I did not learn many of the important matters (C) It did not affect my learning process
Attitudes of graduates on	18) Do you agree or disagree with the following statements? (Moderator motive opinions and explanations):

Topic	Probing questions
learning and job research	(A) Training institutions should provide access to accurate information on labour market to students (i.e. to know what programs are either the most sought out by employers and/or would lead to a more competitive wage). (B) It is mostly up to employers to approach graduates with job offers. (C) My ability to find employment is mostly limited to the services provided to me by my training institution. (D) Completing an internship or apprenticeship is important to develop skills in a work environment. (E) My grades are not an important factor in terms of increasing my odds of finding a good employment. (F) My active participation in discussion pertaining to curriculum and program development at my training institution is very important. (G) It is not my responsibility to find a job, it is the responsibility of the institution from which I graduated (H)It is a shared responsibility between the training institution and employers to offer jobs to graduates (I) Theoretical training is not essential when looking for a job (J) The higher the reputation of the training institution the easier it is to find a job (K) Training providers should use technologies that are similar to those used in enterprises

3. Wrap-up

Moderators will thank the participants for coming and talking about these issues. They will also remind and reassure participants about confidentially and that no names will be published in any report. They will provide them with contact details in case they have any questions or concerns.

4. Incentives

If applicable, at the end of the session, the data collection firm will give to each participant the monetary incentive that was announced in the recruitment process. Every participant will

sign the payment form (see *Payment of Incentives for Participants in Graduates Focus Group*). In addition to the incentive, some refreshments will be offered.

5. Internal discussion and conclusion

Internal debriefing is an activity that only concerns the moderators, note-takers and other members of the firm who attend focus group discussion. This debriefing is a short and informal discussion between the team members to review whether the moderator and note-takers have similar impressions about the results by topic. The team members should exchange their perceptions about them. This meeting can be useful to identify any revisions to the agenda, the questions, logistical arrangements or manner to handle the discussions.

Record tools

List of participants template form

No.	Name	Gender	Age group	Education level and accreditation type	Last specialization / formation with training providers	Nature of skills learnt: (1) technical; (2) soft/ core business	Duration of studies at TP (specify: full-time or part-time/ morning or evening)	Profession and Occupation status	Certificated accepted by employers: (1) yes; (2) no	Contact
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

Discussion grid

FOCUS GROUP DISCUSSION GRID		Date:	
Type of FG:	Graduates	District:	
Number of participants:		Town:	

	Finances	Reputation	Admissibility	Programs offered	Friends/family attending	Other (specify)	
Q1	**A**	**B**	**C**	**D**	**E**	**F**	**Please specify if your considerations were met. (Y/N)** **If not, how was it different?**
R1							
R2							
R3							
R4							
R5							
R6							
R7							
R8							
R9							
R10							

	Personal interest in field	Received information that jobs in this industry are in high demand (specify from who in remarks)	Family Pressure	Other	
Q2	**A**	**B**	**C**	**D**	**REMARKS**
R1					
R2					
R3					
R4					
R5					
R6					
R7					
R8					
R9					
R10					

Q3	Y/N	(1) IF YES, why:	(2) Did the studies at TP help you pursue higher education? (Y/N)	**If YES:** **How so?**	(3) # of applications
R1					
R2					
R3					
R4					
R5					
R6					
R7					
R8					
R9					
R10					

		If YES, why?					REMARKS:
		Took specific courses on how to launch a business	Was offered mentoring sessions on opening own business	No employment in field of expertise	convinced of the potential of own idea in the market	Other	
Q4	**Y/N**	A	B	C	D	E	
R1							
R2							
R3							
R4							
R5							
R6							
R7							
R8							
R9							
R10							

		If NO, what was main challenge…?						REMARKS:
		No jobs in chosen field	Jobs in field are mostly temporary in nature	Don't know how to contact employers	There are too many people with same training as me (i.e. too much competition)	Never made it past interview	**Other**	
Q5	**Y/N**	A	B	C	D	E	**F**	
R1								
R2								
R3								
R4								
R5								
R6								
R7								
R8								
R9								
R10								

	Before graduation	Within 6 months of graduation	6 months to a year post-graduation	Over a year after graduation	I still have not found employment in my field		
Q6	**A**	**B**	**C**	**D**	**E**	**Y/N**	**If No, why not?**
R1							
R2							
R3							
R4							
R5							
R6							
R7							
R8							
R9							
R10							

	If Yes, what type?					If No, Why not?			Also if No:
	Self-employed	Full-time	Part-time	Contract	Other	No availability	Not qualified (need a trial period before)	Other	What type did you get?
Q7	**A**	**B**	**C**	**D**	**E**	**A**	**B**	**C**	
R1									
R2									
R3									
R4									
R5									
R6									
R7									
R8									
R9									
R10									

	Through family connections	application to a job posting	Connections made through your training institution	Other	
Q8	**A**	**B**	**C (specify)**	**F (specify)**	**REMARKS:**
R1					
R2					
R3					
R4					
R5					
R6					
R7					
R8					
R9					
R10					

		If NO, why not?					REMARKS:
		Too many people in this field	The remuneration in this field is low	Starting salaries in this field are low	I work on commission (low or no base salary)		
Q9	**Y/N**	A	B	C	D		
R1							
R2							
R3							
R4							
R5							
R6							
R7							
R8							
R9							
R10							

Q10	Y/N	If yes, how so?	If No, why not?
R1			
R2			
R3			
R4			
R5			
R6			
R7			
R8			
R9			
R10			

Q11	Y/N	If yes, how would you compare tools and equipment?
R1		
R2		
R3		
R4		
R5		
R6		
R7		
R8		
R9		
R10		

	Orientation on options at the enrolment stage	Coaching by teachers/instructors	Dedicated counselor available on campus	Mentoring by former students; graduates; alumni	Career Center available on campus channeling employers hiring requests	Close contact with local Employment Centers	Hosting of luncheons (or breakfasts) with potential recruiters	Connected me to an internship/apprenticeship that allowed me to find employment	Program/ course available on how to create a business	Business-to-business events organized once a year	Other
Q12	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K (SPECIFY)**
R1											
R2											
R3											
R4											
R5											
R6											
R7											
R8											
R9											
R10											

		I chose an institution that was closer to me	I chose an institution that was in the city	I chose an institution based on accessible transportation	I chose an institution based on the availability of distance/online learning	
Q13	**Y/N**	**A**	**B**	**C**	**D**	**REMARKS**
R1						
R2						
R3						
R4						
R5						
R6						
R7						
R8						
R9						
R10						

Q14	Y/N	Y/N	If Yes: How so?
R1			
R2			
R3			
R4			
R5			
R6			
R7			
R8			
R9			
R10			

Q15	Y/N	Y/N	If Yes: How so?
R1			
R2			
R3			
R4			
R5			
R6			
R7			
R8			
R9			
R10			

	There was too much focus on theory	Program was too practical, did not learn enough theory behind practice	The ratio was well balanced and maximized the learning process	The ratio was well balanced but what we learned in practice did not reflect the skills required to find employment in my field	**REMARKS**
Q16	**A**	**B**	**C**	**D**	
R1					
R2					
R3					
R4					
R5					
R6					
R7					
R8					
R9					
R10					

Q17	%	If less than 75%			REMARKS
		I had to learn a lot more things on my own	I did not learn many of the important matters	It did not affect my learning process	
		A	B	C	
R1					
R2					
R3					
R4					
R5					
R6					
R7					
R8					
R9					
R10					

Q18	A	B	C	D	E	F	G	H	I	J	K	REMARK:
R1												
R2												
R3												
R4												
R5												
R6												
R7												
R8												
R9												
R10												

1-AGREE/ 2-SOMEWHAT AGREE/ 3- NEITHER AGREE NOR DISAGREE/ 4-SOMEWHAT DISAGREE/ 5-DISAGREE

Payment of Incentives for Participants in Student Focus Groups

RECEIPT IN FULL
FOR VALUE RECEIVED, the undersigned acknowledges the receipt of [AMOUNT] LCU, from [Survey Firm] under the "Training Assessment Project" commissioned by the World Bank Group, in full payment, satisfaction and discharge of all claims arising from: **PARTICIPATION IN GRADUATE FOCUS GROUP DISCUSSION** **Signed under seal this [DAY] day of [MONTH], [YEAR].** Signed in the presence of:
Training Institutions Graduate (participant)
Survey Firm Moderator

EMPLOYERS

The group of employers will correspond to the institutions that have agreements or business relationships with surveyed training providers or those with whom surveyed training providers would like to establish formal or informal partnerships. In particular, the employer list will include institutions that employ and/or provide internships and apprenticeships to training provider students and graduates and others that do not. A randomly selected group of 90 employers will be invited to participate in focus groups discussions. Targeted participants in this case are the main decision makers or business owners. The duration of the focus groups is approximately two hours per group with 10 participants.

Objectives:

The theory behind the Training Assessment Project is that the performance outcomes of training providers are dependent on their behavior / actions which in turn are dependent on their attitudes and characteristics. To get an accurate picture of the best practices among training providers, the study will link various behaviors / actions to performance. Those behaviors / actions that generate the best results will be identified.

To reach this objective, for each of the four components of the Training Assessment Project (i.e. characteristics, actions, values and performance), a symmetric set of questions will be asked to employers. The purpose of this triangulation is to cross-verify responses provided by training providers with the answers given by employers

Remarks for moderators:

Moderators play an essential role in the discussions. To ensure the quality of the sessions, they should keep in mind the following considerations:

- To be familiarized with this guide as it is an important step towards implementing employer focus group sessions. While this discussion guide has been carefully prepared, it is essential to remember that it is only a guide. Pre-defined questions (see *Questions and Discussions*) could be reworded or adapted to the group. The manner as questions or topics are presented should consider the best practices for questions that evoke discussions. The order of topics could be changed according to the flow of the discussion. Nevertheless, all the topics must be covered in the sessions.
- A focus group session is not to be conducted in the same manner as the training provider survey where each participant will respond to a list of questions in a consecutive. Moderators should encourage a dynamic interaction and contribution of participants (which includes pushing those who remain quieter to speak up). S/he must be a *positive and active* listener, who always remembers that the purpose of the study is to understand what employers think and how they feel about training providers' performance.

Participants will be in the sessions to educate us about these subjects. Moderators should put aside their own opinions and perceptions. Participants' opinions (verbal and non-verbal), knowledge (or lack of knowledge), questions, confusion, perceptions (or misperceptions), information (or misinformation) could provide useful material to the Training Assessment Project.

- Questions are to be asked in a probing manner. That is to say, while anticipated answers are provided on cue cards to facilitate the process of note-taking (as note-takers can circle/check anticipated responses already written out), these are all questions to be asked openly and while moderators can ask "what else" they are not to suggest/share any responses. Moderators can nevertheless invite delving further in the topics by using the 'probes' suggested in the guides.

FIGURE. BEST PRACTICES FOR QUESTIONS (EMPLOYER FOCUS GROUP)

Source: Krueger, R.A., & Casey, M.A. (2009), *Focus Groups, A practical guide for applied research,* Thousand Oaks, CA: Sage Publications.

- Establish a rapport with the participants is important. When participants feel sheltered and comfortable with moderators, they express themselves openly. In particular, moderators should be sensitive to the participants' language and pay attention to their emotional level in the discussion flow.
- What should be avoided: (i) making comments about participants' appearance and behaviors, (ii) considering some participants more representative than other (the

recruitment process ensure focus group homogeneity about this matter) and (iii) allowing disruptive backroom behavior (ex: parallel conversations, electronic devices, etc.).

- Keep in mind that the project results from employers' perspective will be a consolidation of answers and comments across 90 employers who will participate in the discussions. Only one focus group will not give the final perception. Patterns will be identified across participants and across the 9 sessions.

Agenda for Focus Groups with Employers:

Each focus group will be developed in five phases:

1. Introduction and warming-up:

To initiate the session, moderator will:

- Thank the employers for participating to this discussion.
- Recognize how valuable participants' time is.
- Introduce the team: the moderators, note-takers and other team members who will be present in the session. Indicate respective roles.
- Explain that the purpose of the discussion is to assess training providers' performance from employers' perspective.
- Emphasize that the participants have the knowledge and experience of issues the WB is interested in.
- Highlight the importance of sharing their ideas and thoughts and expressing their opinion.
- Point out the fact that there are no right or wrong answers. Ask the employers' representatives not to be shy to ask questions.
- Reiterate that everything participants will share during the discussion will be considered private and confidential and will only be used for this assessment
- Establish the rules for the interventions. In order to allow each of participant to take part in the discussion, each person is to speak one at a time so that everyone can hear what is being said.
- Allow all participants to know one another a bit better:
    - A board, a flip chart or a piece of paper pre-formatted will be used to show to all what the note-taker will be writing. Moderators will be the first one to fill out the form (see *List of Participants in Employer Focus Group*), so everybody will follow suit.
    - Ask the participants to Indicate their name, gender, age category, profession, occupation status, education, company and sector of activity – show your phone and indicate that everybody should cut their ringer or turn-off their cell phones.
    - Participants will introduce themselves one-by-one.

- Moderators should take their time and show interest in what participants are saying. Exercise their memory, and try to remember what participants are saying. This will show empathy, create a connection and enrich the focus group exchange on substance later.

- Explain that the session will not be recorded. Illustrate how the moderators and note-takers will summarize results of the discussion. Show the form designed for this purpose (see *Discussion Grid for Employer Focus Group*).
- Reorganize participants in the room according to characteristics they will reveal when introducing themselves. For example, sector of activity or related activities of firms that they represent. This will be helpful for note-taking process and stimulating conversation.

2. Guide for focus groups with employers

Topic	Probing questions
General context	1) General context for employers will be filled out by each firm accordingly (1) Company name, (2) Main Economic activity, (3) Firm size in number of employees.
Success in finding employees from the graduates of training providers	2) (Historical tendency) Have you recruited any graduates from training institutions? (Moderator: do not put too much stock in exact numbers for this topic) -› if Yes, how many (percentage / quantity) graduates of these institutions did you recruit in the last 3 years? -› How would you characterize them in terms of: -› gender (% male/ female) -› type of employment (full-time / part-time) -› field of expertise -› Which types of training institutions does your establishment hire graduates from the most often? (A)Vocational Training Center (B) Technical Vocational College (C) Technical Trainers College (D) National Polytechnics 3) Generally speaking, for technical occupations, do you prefer to hire graduates from training institutions over university graduates? Please explain the reason(s) behind your preference.
Success in contributing to productivity	4) Have the hired graduates from training institutions contribute to productivity improvement at your establishment? If no, why not?

Topic	Probing questions
increase in the economy	(A) they do not have the right competencies (B) they generally do not keep their employment long enough (specify average duration) (C) Other).
	5) What percentage of graduates from training providers who you have hired had the expected set of technical skills to perform their duties? 6) For graduates who lack the expected set of technical skills, can you explain which skills they lack or how you think training institutions could improve their training?
	7) Does your firm have a department or a group of professionals dedicated to innovation, which include graduates from training institutions (R&D, etc.)? If yes, have any of these graduates (those hired in the past 3 years) contributed to innovation in your firm? If yes, how so?
Links between employers and TP institutions	8) Do you adopt a specific formal collaboration process with training institution(s) to ensure that you are able to hire persons (i.e. graduates from these institutions) with the skill sets required to meet of your firm's needs? -› If Yes, how best would you describe this process? (A) It is straightforward (B) It is somewhat complicated (C) Other) -› If No, for what reason? (A) It is too complicated (B) Do not trust training institutions to produce highly skilled persons (C) We have never thought of doing this (D) Other)

Topic	Probing questions
	9) Among the following, please choose the type of links between firms and training institutions that your establishment views as the best. Please explain why you hold these views. -› (A) Have a formal planning of contact with training institution -› (B) Offer internships/apprenticeships to students from training institutions (please explain your experience: i.e. do you find that students learn/benefit from internships/apprenticeships; do they provide assistance or are they more of a burden/ etc.) -› (C) Sponsor scholarships -› (D) Create common R&D projects with training institutions -› (E) Create special programs at training institutions (use of specific equipment, software...) -› (F) Publication of technical articles or books by teachers / instructors -› (G) Participation to colloquiums or forums -› (H) Participation in designing courses/programs -› (I) Development of networks of peers across training institutions -› (J) Support time allocation for research (through financial donations) -› (K) Be part of peer reviews (curricula assessment, technical publications, etc.) -› (L) Mentor graduates or students -› (M) Offer of awards to reward excellence / success (best teacher, best research...) 10) What are the 3 most important elements about the links between firms and training institutions?(among the list above)
	11) Do you host or participate to Chamber of commerce/Sector association activities to establish contact that will help your firm maintain its needs in terms of human capital development?

Topic	Probing questions
	If yes, do you use this contact to create an open channel between your firm and Training Providers?
	12) Do you agree or disagree with the following statements: (Moderator motive opinions and explanations from each firm perspective)? -› (A) The firm has not observed changes over the years in the training programs offered directed to firm' sector of activity -› (B) The firm do not benefit from expressing their needs to training institutions. -› (C) Active participation in the design of curriculum at training institutions is not a priority -› (D) Active participation in the design of programs at training institutions is a priority -› (E) It is important for the firm to offer internships or apprenticeships to help the process of improving skills of graduates of training institutions (ensure a better fit between the firm's needs and the training offered) -› (F) It is primarily the responsibility of graduates of training institutions to apply for employment at this establishment -› (G) The firm hires graduates from high school and it provides them with on-the-job training -› (H) The firm finds it beneficial to participate in job fairs hosted by training institution -› (I) The firm believes in the process of being involved in instructor training programs at training institutions -› (J) The firm does not consider participating in mentor training programs at training institutions. -› (K) Recent graduates from training institutions are not good employees -› (L) Recent graduates from training institutions do not know how to work, the firms have to spend a lot of resources to render them productive -› (M) Training providers should use technologies that are similar to those used in enterprises

3. Wrap-up

Moderators will thank the participants for coming and talking about these issues. They will also remind and reassure participants about confidentially and that no names will be published in any report. They will provide them with contact details in case they have any questions or concerns.

4. Incentives

If applicable, at the end of the session, the survey firm will give to each participant the monetary incentive that was announced in the recruitment process. Every participant will sign the payment form (see *Payment of Incentives for Participants in Employer Focus Group*). In addition to the incentive, some refreshments will be offered.

5. Internal discussion and conclusion

Internal debriefing is an activity that only concerns the moderators, note-takers and other members of the firm who attend focus group discussion. This debriefing is a short and informal discussion between the team members to review whether the moderator and note-takers have similar impressions about the results by topic. The team members should exchange their perceptions about them. This meeting can be useful to identify any revisions to the agenda, the questions, logistical arrangements or manner to handle the discussions.

Record tools

List of participants template form

No.	Name	Gender	Age group	Education Level	Position (within company)	Company	Main economic activity	Size of firm	Contact
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

Discussion grid

FOCUS GROUP DISCUSSION GRID		Date:	
Type of FG:	Employers	District:	
Number of participants:		Town:	

Q2	Y/N	If YES: In past 3 years: what % or MBR of grads. Recruited:	How would you characterize: Gender		Type of Employment		Field of Expertise	(A)Vocational Training Center (B) Technical Vocational College (C) Technical Trainers College (D) National Polytechnics	REMARKS
			% Male	% Female	% Part-time	% full-time			
R1									
R2									
R3									
R4									
R5									
R6									
R7									
R8									
R9									
R10									

Q3	Y/N	Please explain the reasons behind your preference:

R1		
R2		
R3		
R4		
R5		
R6		
R7		
R8		
R9		
R10		

Q5/6	%	Please explain which skills are lacking or how TP can improve training for students:
R1		
R2		
R3		
R4		
R5		
R6		
R7		
R8		
R9		
R10		

Q7	Y/N	If yes, Y/N	If yes: how so?
R1			
R2			
R3			
R4			
R5			
R6			
R7			
R8			
R9			
R10			

		If yes,			If No,				
Q8	**Y/N**	Straight forward	It is somewhat complicated	Other	It is too complicated	Do not trust training institutions to produce highly skilled persons	We have never thought of doing this	Other	**Remarks:**
		A	B	C	A	B	C	D	
R1									
R2									
R3									
R4									
R5									
R6									
R7									
R8									
R9									
R10									

Q9/10	A	B	C	D	E	F	G	H	I	J	K	L	M	EXPLANATIONS:
R1														
R2														
R3														
R4														
R5														
R6														
R7														
R8														
R9														
R10														

For Q10: circle 3 letters for each respondent.

Q11	Y/N	If yes, do you use this contact to create an open channel between your firm and Training Providers?
R1		
R2		
R3		
R4		
R5		
R6		
R7		
R8		
R9		
R10		

Q12	A	B	C	D	E	F	G	H	I	J	K	L	M	REMARK:
R1														
R2														
R3														
R4														
R5														
R6														
R7														
R8														
R9														
R10														

1-AGREE/ 2-SOMEWHAT AGREE/ 3- NEITHER AGREE NOR DISAGREE/ 4-SOMEWHAT DISAGREE/ 5-DIAGREE

RECEIPT IN FULL
FOR VALUE RECEIVED, the undersigned acknowledges the receipt of [AMOUNT] LCU, from [Survey Firm] under the "Training Assessment Project" commissioned by the World Bank Group, in full payment, satisfaction and discharge of all claims arising from: **PARTICIPATION IN EMPLOYER FOCUS GROUP DISCUSSION** **Signed under seal this [DAY] day of [MONTH], [YEAR].** Signed in the presence of:
Employer (participant)
Survey Firm Moderator