

**ORGANISATION AND REALISATION OF SURVEY BY DIFFERENT STAKEHOLDERS  
(ENTREPRENEURS, EDUCATORS, STUDENTS AND PUBLIC ADMINISTRATORS) ON  
WORK-BASED LEARNING**

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**Abstract**

Latvia has accumulated extensive experience on work-based learning. There are several countries (Albania, Armenia, Ukraine, and several more) who are interested to use the experience of Latvia. Therefore there is conducted research on views of different stakeholders involved in work-based learning: entrepreneurs and entrepreneur's organisations, educators, public administrators and students – all are extremely important for successful realisation of work-based learning. Now is development of the questionnaire for all those stakeholders to get advanced situation analysis on advantages, challenges and possible problems on work-based learning. The aim of this report is to investigate the best possible solution for questionnaires design (four different – for all stakeholders) and find the best way to determine the populations (four different) and design the sample to get representative data taking into account that part of questionnaires will be filled by respondents – paper versions and part of the will answer the survey questions using survey platform *QuestionPro*. For questionnaire design it was studied findings reflected in serious sources (Lohr, 2019; Sapsford, 2007; Bryman, 2012; Greenlaw, Brown-Welty, 2009) and it was decided to use 1-10 point scale for evaluation of several aspects by respondents. The designed questionnaires will be tested in pilot survey to find the best possible wording for each questionnaire. Obtained data in the survey are planned to analyse by different statistical indicators: descriptive statistics (indicators of central tendency or location, indicators of variability), cross-tabulations, is planned to test statistical hypotheses with t-test, chi-square test, is planned to perform correlation analysis and factor analysis.

**Keywords:** Questionnaire for different stakeholders; population, sample, evaluation scale

**References:**

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