

Engaging the Business Sector in Vocational Education and Training



Working Tool for
Policy Dialogue and Project Design
in Development Cooperation

Part 2: Questionnaire



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Imprint

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The statements of this study are the responsibility of the author and do not necessarily reflect the opinion of the Donor Committee and its members.

Gender-specific terms and formulations apply in principle to both genders.

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Welcome

Aim of the Questionnaire

The aim of the questionnaire is to support you in analysing and reflecting on your experiences and practices and/or develop new ones.

Please be aware that the questionnaire is rather extensive. However, you have the following possibilities along the way:

- **Saving:** You always have the possibility to save the current status and return a later stage (via personal link)
- **Navigation:** The menu “Question index” (on the top right) allows you to navigate within the questionnaire.

Special Offer for DC dVET Members, their Project Implementers and Partners

If you wish to further discuss the result of your survey, we offer you an exchange with our experts (by skype or f2f). Please contact us at coordination@dcdualvet.org.

Data

The data of this questionnaire are strictly kept confidential. They might only be used by DC dVET as anonymised data for own research purposes.

Introduction

The questionnaire follows by and large the structure of the study and consists of the following main chapters:

1. Objectives of Business Sector Engagement;
2. Sector Selection & Assessment of Frame Conditions incl. Societal, Political / Legal and Economic Frame Conditions;
3. Improvement of Frame Conditions;
4. Participation of the Business Sector in School-Based Training Systems (Areas of Engagement 1.1 - 1.7);
5. Participation of the Business Sector in Learning-on-the-Job Systems (Areas of Engagement 2.1 – 2.3);
6. Planning Communication with the Business Sector incl. Preparation of Implementation Strategy and Convincing Arguments.

You can access individual chapters separately via the menu "Question Index" on the top right.

1 Objectives of Business Sector Engagement

Engaging the business sector in VET is not an end in itself but is to serve defined and prioritized objectives. Defining and prioritizing the objectives of a specific intervention/project at an early stage is important because it influences the direction and the approaches taken.

For more background information see study *Chapter 1 Starting and Target Points*.

| Q110 | What macro-level objective(s) are to be prioritised in your intervention(s)/project? | Assessment of Relevance | N/A |
|------|--|---|--------------------------|
| | Economic Objectives e.g. developing human resources in companies on a sector or national level; increasing the level of qualification and productivity in a specific sector; strengthening the employability of employees. | Low ----- High <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| | Social Integration Objectives e.g. reducing youth unemployment; preventing social marginalization; tackling youth violence | Low ----- High <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| | Personal Development Objectives e.g. increasing self-efficacy and motivation to learn; developing skills for shaping own life / earn a living | Low ----- High <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |

| Q120 | What meso-level objective(s) are to be emphasized in your concrete intervention(s)/project? | Assessment of Relevance | N/A |
|------|--|---|--------------------------|
| | Relevance e.g. qualifications are needed and can be applied in practice | Low ----- High <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| | Quality e.g. VET-graduates represent a high-quality qualification profile | Low ----- High <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| | Attractiveness e.g. VET represents a pathway into a career which makes it attractive for school graduates, their peers and parents | Low ----- High <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |

| Q130 | Any other specifications or thoughts as regards to the objectives in engaging the business sector? |
|------|--|
| | |

2 Sector Selection & Assessment of Frame Conditions

Different sectors comprise different frame conditions and opportunities for setting up new forms of cooperation. Ideally, the selection of sectors is based on a comprehensive sector analysis. If there is already any kind of pre-selection of promising sectors available, a 'quick-and-simplified sector analysis' could be applied. The following procedure assumes a pre-selection of potential sectors. Each sector is then reflected and appraised against of a set of criteria, which are derived from the relevant frame conditions i.e. societal, political / legal and economic frame conditions.

For more background information see study [Chapter 2 Relevant Frame Conditions](#).

Please choose up to three sectors that you would like to assess regarding their suitability for (increased) business sector engagement.

Pre-Selection of Sectors

| Q200 | Sector |
|------|--------|
| Q201 | |
| Q202 | |
| Q203 | |

Assessment of frame conditions for selected sectors: The below table allows to assess whether the relevant frame conditions in the local context are rather conducive to the engagement of the business sector or not. Each question can be rated as follows:

- Yes, and thus conducive to the engagement of the business sector;
- Rudimentary, needs further elaboration;
- No, and thus not conducive to the engagement of the business sector;
- Criterion is not relevant for the assessed the project/intervention.

| Nr | Criteria | Sector 1 | | Sector 2 | | Sector 3 | |
|-------|--|----------|-------------|----------|-------------|----------|-------------|
| | | Rating | Description | Rating | Description | Rating | Description |
| Q21 | Societal Frame Conditions | | | | | | |
| Q21A | Is there already some tradition or (good) practice of companies offering training opportunities? | | | | | | |
| Q21B | Are there significant numbers of training / employment opportunities for disadvantaged groups (e.g. ethnic minorities, people from deprived regions, women)? | | | | | | |
| Q22 | Political / Legal Frame Conditions | | | | | | |
| Q22A | Does the business sector contribute to the financing of VET? | | | | | | |
| Q22B | Do companies run the risk of getting staff poached after finishing their training in the company? | | | | | | |
| Q22C | Are VET schools able to offer an up to date VET programme which requires modern technology and training facilities? | | | | | | |
| Q22D | Do relevant laws and regulations (e.g. VET law, labour regulation etc.) allow companies to engage in VET e.g. as training company? | | | | | | |
| Q23 | Economic Frame Conditions | | | | | | |
| Q231 | Economic Importance (Presence / Future) | | | | | | |
| Q231A | Does the sector make up a comparatively large share of the overall economic performance in the country? | | | | | | |
| Q231B | Does the sector represent a significant potential for growth and/or innovation? | | | | | | |
| Q231C | Is there a basis of economically robust and stable companies in the sector, which could guarantee some continuity in offering training opportunities? | | | | | | |
| Q231D | Are there technological or other developments in sight that could be leveraged by the training of qualified labor? | | | | | | |
| Q231E | Does the development of VET potentially contribute to the development of the private sector (especially SMEs)? | | | | | | |
| Q232 | Demand for Skilled Labour | | | | | | |
| Q232A | Is there an increasing demand for skilled labour (e.g. due to international competition, need to increase productivity)? | | | | | | |

| | | | | | | | |
|---------------|--|--|--|--|--|--|--|
| Q232B | Does the work organization require skilled workers in addition to academic and unskilled staff? | | | | | | |
| Q232C | Do companies have problems to recruit skilled labour? | | | | | | |
| Q23 Q2342D | Do companies not have alternatives to cover their demand for skilled labour (e.g. university graduates)? | | | | | | |
| Q233 | Readiness for an Engagement in VET | | | | | | |
| Q233A | Do VET schools already have relations to companies in the sector? | | | | | | |
| Q233B | Are there international companies with experience in dual VET that could have a positive effect on the training readiness of national companies? | | | | | | |
| Q233C | Are there public / state-controlled companies that could increase their training endeavors, because they <ul style="list-style-type: none"> • follow economic principles (e.g. productivity, efficiency); • show demand for qualified labor (e.g. hospitals); • can decide on the recruitment and development of personnel; • invest in the training of their employees? | | | | | | |
| Q234 | Umbrella Organizations | | | | | | |
| Q234A | Are there umbrella organizations from the employers (e.g. business associations, chambers)? | | | | | | |
| Q234B | Do or can the respective umbrella organisation(s) take up VET as part of their responsibility because they have the <ul style="list-style-type: none"> • necessary resources (personnel, financially), • legally delegated authorities and/or • respective recognition and members in the sector | | | | | | |
| Q234C | Are there umbrella organizations from the worker representatives (e.g. unions) which do or can take up VET as part of their responsibilities? | | | | | | |
| Q235 | Informal Sector | | | | | | |
| Q235A | Are there areas in the informal economy with some kind of <i>Learning on the Job</i> opportunities? | | | | | | |
| Q235B | Do those <i>Leaning on the Job</i> opportunities that do have potential for being upgraded to more formalized and recognised training programmes? | | | | | | |

| | | | | | | | |
|-------|--|--|--|--|--|--|--|
| Q236 | Compatibility with Development Priorities | | | | | | |
| Q236A | Does the development of VET in the sector have an impact on intended development objectives (e.g. poverty reduction; compensation of regional inequalities)? | | | | | | |

Sector Priority Decisions

Please rank the pre-selected sectors according to their potential for increasing the engagement of the business sector based on the assessment above (Q240):

| Priority | Sector |
|----------|--------|
| 1 | |
| 2 | |
| 3 | |

3 Improvement of Frame Conditions

Although improvements in frame conditions may be outside of the scope of a specific project, it is important to assess/collect them, as they might be perceived as barriers or obstacles for the projects. Furthermore, if fed into respective channels, an improvement might be possible in the long run.

For more background information, see study: *Chapter 6.2 Stabilisation and Longer-Term Change of Frame Conditions*

| Q310 | How important is it to improve the following frame conditions in order to facilitate the implementation of the project/intervention? | Assessment of Relevance | N/A |
|------|--|-------------------------|--------------------------|
| | Improving trust-building and cooperation among actors by introducing specific roles and responsibilities | Low ----- High □□□□ | <input type="checkbox"/> |
| | Introducing and/or improving forms of "Public-Private-Partnerships" | Low ----- High □□□□ | <input type="checkbox"/> |
| | Qualifying teaching and training personnel | Low ----- High □□□□ | <input type="checkbox"/> |
| | Improving financial mechanisms in VET | Low ----- High □□□□ | <input type="checkbox"/> |
| | Changing legal VET provisions | Low ----- High □□□□ | <input type="checkbox"/> |
| | Changing curriculum structure | Low ----- High □□□□ | <input type="checkbox"/> |
| | Others: | Low ----- High □□□□ | <input type="checkbox"/> |

| Q31T | Further Elaboration / Specification |
|------|-------------------------------------|
| | |

1. **Selection of Chapter 4 and/or Chapter 5:** Chapter 4 covers the questions related to the Engagement of the Business Sector in School-Based Training Systems (AE 1.1 – AE 1.7), Chapter 5 those related to the Engagement of the Business Sector in Learning-on-the-Job» Systems (AE 2.1 – AE 2.3). If you want to follow both chapters, please select "no answer".

| Q40 R5 | Choose one of the following answers: | |
|--------|---|--------------------------|
| | Chapter 4: Engagement of the Business Sector in School-Based Training Systems (AE 1.1 – AE 1.7) | <input type="checkbox"/> |
| | Chapter 5: Engagement of the Business Sector in Learning-on-the-Job» Systems (AE 2.1 – AE 2.3) | <input type="checkbox"/> |
| | No answer (equal to selecting both chapters) | <input type="checkbox"/> |

4 Areas of Engagement (1): Participation of the Business Sector in School-Based Training Systems

For more background information see study *Chapter 3 Reference Frame and Chapter 4 Areas of Engagement of the Business Sector in School-Based Training Systems*.

The reference framework introduces seven areas of engagement of the business sector where VET is primarily school-based. Please indicate which of the seven areas you would like to include in your reflections:

| Q401 | Which of the following areas of engagement are relevant for your intervention? | Relevant |
|------|--|--------------------------|
| | Company-based Training Phases (AE 1.1) | <input type="checkbox"/> |
| | Cooperation in Examinations and Certifications (AE 1.2) | <input type="checkbox"/> |
| | Qualification of Teaching and Training Staff (AE 1.3) | <input type="checkbox"/> |
| | Provision of equipment and teaching material (AE 1.4) | <input type="checkbox"/> |
| | Cooperation in governance – Ambassadors in VET (AE 1.5) | <input type="checkbox"/> |
| | Cooperation in curriculum development (AE 1.6) | <input type="checkbox"/> |
| | Participation in financing (AE 1.7) | <input type="checkbox"/> |

4.1 Implementation of Company-Based VET Phases (AE 1.1)

For moving school-based VET systems towards dual VET, it is vital that one part of the training is realized in a company-based and work-based learning environment. For that purpose, the business sector needs to be approached to provide adequate training resources.

For more background information see study: *Chapter 4.1 Implementation of Company-Based VET Phases (AE 1.1)*

| Q411 | What is the status quo in your intervention(s) / project regarding company-based VET phases? |
|------|--|
| | |

| Q412 | What organizational form does (current practice) resp. should (future practice) work-based learning phases in companies take? | | |
|------|---|------------------|-----------------|
| | | Current Practice | Future Practice |
| A | Company visits | | |
| B | Projects within companies | | |
| C | Short-term internships | | |
| D | Long-term internships | | |
| E | Contractual partner in an apprenticeship or dual studies | | |
| F | Others: | | |

0 = No Activities

1 = Few Activities

2 = Many Activities

(only for b): 3 = Potential New Idea (to be further assessed)

| Q413 | Which of the following characteristics do (current practice) resp. should (future practice) work-based learning phases in companies achieve? | Assessment of Current Level of Achievement | Assessment of Relevance for the Future | N/A |
|------|--|--|--|--------------------------|
| A | High level of learning quality | Low ----- High □□□□ | Low ----- High □□□□ | <input type="checkbox"/> |
| b | Compatibility with standardized training regulations | Low ----- High □□□□ | Low ----- High □□□□ | <input type="checkbox"/> |
| c | Meaningful documentation of learning experiences | Low ----- High □□□□ | Low ----- High □□□□ | <input type="checkbox"/> |
| d | Training of skills that are typical for an occupation / trade (going beyond company specific skills) | Low ----- High □□□□ | Low ----- High □□□□ | <input type="checkbox"/> |
| e | Others: | Low ----- High □□□□ | Low ----- High □□□□ | <input type="checkbox"/> |

| Q414 | What is the future focus of your intervention / project regarding company-based VET Phases? |
|------|---|
| | |

4.2 Cooperation in Examinations and Certifications (AE 1.2)

Examinations and certifications should enable a differentiated statement on the graduates' competences. Involving the business sector in designing the examinations could enhance their relevance and significance and contribute to a higher acceptance of VET.

For more background information see study [Chapter 4.2 Cooperation in Examinations and Certifications \(AE 1.2\)](#).

| Q421 | What is the status quo in your intervention(s) / project regarding cooperation in examinations and certifications? |
|------|--|
| | |

| Q422 | What contribution does (current practice) resp. should (future practice) the business sector take in the designing, executing and marking of exams? | Current Practice | Future Practice |
|------|---|------------------|-----------------|
| | | | |
| | Business sector participates in a mixed (public-private) exam commission | | |
| | Business sector contributes to the design / selection of exam questions | | |
| | Business sector contributes to the execution of exams | | |
| | Business sector contributes to the marking of exams | | |
| | Business sector contributes to the quality check of exams | | |
| | Others: | | |

0 = Not Relevant

1 = Somehow Relevant

2 = Highly Relevant

(only for b): 3 = Potential New Idea (to be further assessed)

| Q423 | Which of the following principle/s are (current practice) resp. should (future practice) be highlighted when approaching the business sector in this area? Exam results / certificates should ... | Assessment of Current Level of Achievement | Assessment of Relevance for the Future | N/A |
|------|---|--|--|--------------------------|
| | ... provide significant and conclusive information on competences that are relevant for the labour market. | Low ----- High □□□□ | Low ----- High □□□□ | <input type="checkbox"/> |
| | ... support staff recruitment in companies in facilitating the assessment of candidates. | Low ----- High □□□□ | Low ----- High □□□□ | <input type="checkbox"/> |
| | ... increase labour market chances for VET graduates. | Low ----- High □□□□ | Low ----- High □□□□ | <input type="checkbox"/> |
| | ... make graduates eligible for further education programmes. | Low ----- High □□□□ | Low ----- High □□□□ | <input type="checkbox"/> |
| | Others: | Low ----- High □□□□ | Low ----- High □□□□ | <input type="checkbox"/> |

| Q424 | What is the future focus of your intervention / project regarding cooperation in examinations and certifications? |
|------|---|
| | |

4.3 Qualification of Teaching and Training Staff (AE 1.3)

Qualification of the teaching and training staff can become a bottleneck factor when striving for a high-quality VET system. Engagement of the business sector in the qualification of VET personnel can be beneficial to companies' trainers but also contribute to the qualification of school-based teaching staff.

For more background information see study *Chapter 4.3 Qualification of (Teaching and) Training Staff (AE 1.3)*.

| Q431 | What is the status quo in your intervention(s) / project regarding the qualification of teaching and training staff? |
|------|--|
| | |

| Q432 | How does (current practice) resp. should (future practice) the business sector take care for improving the qualification of in-company trainers and VET teachers? | Current Practice | Future Practice |
|------|---|------------------|-----------------|
| a | Training staff is systematically induced in their roles and responsibilities | | |
| b | Companies offer internships for VET teachers | | |
| c | Experts from the business sector take on defined teaching phases at VET schools | | |
| d | Umbrella organizations offer specific courses, seminars, etc. for VET teachers and / or in-company trainers | | |
| e | Resources (e.g. a "partnership funds") are available for exchanging VET personnel between different learning venues | | |
| f | Others: | | |

0 = Not Relevant

1 = Somehow Relevant

2 = Highly Relevant

(only for future practice): 3 = Potential New Idea (to be further assessed)

| | |
|------|---|
| Q433 | What is the future focus of your intervention / project regarding the qualification of teaching and training staff? |
| | |

4.4 Provision of Equipment and Teaching Materials (AE 1.4)

Particularly in technology-intensive occupations, VET schools often lack state-of-the-art technology for preparing students for workplace requirements. Here, the companies can offer assistance to respective schools by providing access to modern technology, practice-relevant materials or working tools.

For more background information see study *Chapter 4.4 Provision of Equipment and Teaching Materials (AE 1.4)*.

| | |
|------|--|
| Q441 | What is the status quo in your intervention(s) / project regarding the provision of equipment and teaching material? |
| | |

| | | | |
|------|---|------------------|-----------------|
| Q442 | How does (current practice) resp. should (future practice) the business sector support VET schools with the provision of equipment and teaching material? | | |
| | | Current Practice | Future Practice |
| | Companies provide access to authentic work tools, material or documents for VET schools | | |
| | Companies provide access to modern technology for VET schools (e.g. for conducting learning projects) | | |
| | Companies provide practice-related teaching material to increase the relevance and quality of VET at schools (e.g. project / case assignments) | | |
| | Others: | | |

0 = Not Relevant

1 = Somehow Relevant

2 = Highly Relevant

(only for future practice): 3 = Potential New Idea (to be further assessed)

| | |
|------|--|
| Q443 | What is the future focus of your intervention / project regarding the provision of equipment and teaching material? <i>Incl. What kind of cooperation between VET schools and companies can be organised to improve access to modern technology for schools (e.g. learning projects in selected companies)? Which body could take the lead in launching and running such cooperation?</i> |
| | |

4.5 Cooperation in Governance – Ambassadors in VET (AE 1.5)

Participation of the business sector in the governance of VET can be realized at different levels such as participation in school councils, serving in umbrella organizations or national bodies. Engaging the business sector in the governance of VET can increase the appreciation and reputation of VET.

For more background information see study *Chapter 4.5 Cooperation in Governance – Ambassadors in VET (AE 1.5)*.

| | |
|------|--|
| Q451 | What is the status quo in your intervention(s) / project regarding cooperation in governance – ambassadors in VET? |
| | |

| Q452 | How does (current practice) resp. should (future practice) the business sector take responsibilities in the governance of the VET system? | Current Practice | Future Practice |
|------|---|------------------|-----------------|
| | Business representatives serve in local school boards | | |
| | Business representatives serve at local/regional level for bodies dealing with VET strategy / policy issues | | |
| | Business representatives serve in national VET bodies (e.g. umbrella organizations, national VET agencies, advisory boards) dealing with VET strategy / policy issues | | |
| | Renowned business representatives promote VET publicly speak out publicly in favour of VET | | |
| | Business sector takes on responsibility within Private-Public Partnerships | | |
| | Others: | | |

0 = Not Relevant

1 = Somehow Relevant

2 = Highly Relevant

(only for future practice): 3 = Potential New Idea (to be further assessed)

| Q453 | What is the future focus of your intervention / project regarding cooperation in governance – ambassadors in VET? |
|------|---|
| | |

4.6 Cooperation in Curriculum Development (AE 1.6)

Companies often complain that the learning objectives and contents in school-based VET programmes do not correspond with the requirements of the companies. A way of overcoming this objection is to include representatives from the business sector in the curriculum development process.

For more background information see study *Chapter 4.6 Cooperation in Curriculum Development (AE 1.6)*.

| Q461 | What is the status quo in your intervention(s) / project regarding the cooperation in curriculum development? |
|------|---|
| | |

| Q462 | How does (current practice) resp. should (future practice) the business sector take responsibilities in the development of curricula? | Current Practice | Future Practice |
|------|---|------------------|-----------------|
| | Articulation of qualification requirements | | |
| | Appraisal and validation of curriculum drafts | | |
| | (Co-)Deciding on final draft | | |
| | Participation in curriculum evaluation | | |
| | Regular updating of curricula | | |
| | Others: | | |

0 = No Involvement

1 = Consultative Role

2 = Voting Right

3 = Veto Right

(only for future practice): 3 = Potential New Idea (to be further assessed)

| | |
|------|--|
| Q463 | Which body / bodies from the business sector would best be qualified to articulate a representative view for the sector? |
| | |

| | |
|------|---|
| Q464 | What is the future focus of your intervention / project regarding to the cooperation in curriculum development? |
| | |

4.7 Participation in Financing (AE 1.7)

Any engagement of the business sector results in an expense. If there is no offset in terms of tangible benefits, companies will most likely be reluctant to realize any engagement. Beyond, many companies fear that their well-trained employees might be either poached away by other companies or go into self-employment.

For more background information see study [Chapter 4.7 Participation in Financing \(AE 1.7\)](#).

| | |
|------|--|
| Q471 | What is the status quo in your intervention(s) / project regarding business sector participation in financing? |
| | |

| | | | |
|------|--|------------------|-----------------|
| Q472 | What kind of expenses are (current practice) resp. should (future practice) be carried by the business sector? | | |
| | | Current Practice | Future Practice |
| | Training allowances / apprentice wage | | |
| | Additional expenses for apprentices / trainees (e.g. insurance, travel expenses) | | |
| | Time spent by company personnel (e.g. trainer) | | |
| | Material, tools, technology provided | | |
| | Others: | | |

0 = Not Relevant

1 = 100% Public Financing

2 = Cost-Sharing Business / Public

3 = 100% Business Financing

| | |
|------|---|
| Q473 | What is the future focus of your intervention / project regarding business sector participation in financing? |
| | |

5 Areas of Engagement (2):

Participation of the Business Sector in Learning-on-the-Job Systems

In sectors where VET tends to be informal or carried out as part of Learning-on-the-Job, the engagement of the business sector is directed towards upgrading existing informal apprenticeships by periods of theory acquisition, introducing quality standards as well as state-recognized certification.

For more background information see study *Chapter 5 Engagement of the Business Sector in “Learning-on-the-Job” Systems*.

| Q51A: Sectors | | Answer |
|--|---|--------|
| | Which sectors in the economy contain a considerable number of informally trained apprenticeships? | |
| Q52 Upgrading Qualification Level (AE 2.1) | | |
| | With regard to above sectors: Would complementary periods of theory acquisition at VET schools or training centers result in qualification enhancements which, apart from being beneficial for the apprentices, could have a positive effect on the companies? | |
| | <ul style="list-style-type: none"> • Are there VET institutions (schools or non-company facilities) able and willing to provide supplementary courses set up for the corresponding occupations? • If not: How can an adequate offering be developed and implemented? • What support for the VET institutions in terms of teacher training and provision of teaching material is necessary to meet the specific requirements of the students? | |
| | <ul style="list-style-type: none"> • Would companies offering informal apprenticeships give approval for the period of leave for their apprentices to attend VET courses? • Would they contribute to cover additional costs (e.g. for transport or teaching materials)? | |
| | <ul style="list-style-type: none"> • Are there umbrella organizations to take on ownership for developing, running and strengthening the new approach sustainable way? • Which responsibilities is the umbrella organization to assume? | |
| Q53 Standards (AE 2.2) | | |
| | <ul style="list-style-type: none"> • How can the training phases in companies and in school be upgraded by introducing minimum standards for the (a) theory related stages; (b) company training phases; (c) legal and organizational framework of the training (e.g. contractual components)? | |
| Q54 Certification (AE 2.3) | | |
| | <ul style="list-style-type: none"> • How can the competences acquired be assessed, validated and certified? • Who is going to conduct the assessment? Who is going to issue the certificates? | |

6 Planning Communication with the Business Sector

Changes start with visions and challenging ideas – and end up in detailed organization and numerous talks and persuasive conversations. This chapter addresses major issues of initiating such change processes and takes up arguments to be put forward at one stage or another during the implementation process.

For more background information see study *Chapter 6.3 Designing communication with the business sector*.

| Q 61: Preparation of Implementation Strategy | | |
|--|--|--------|
| | | Answer |
| A | Who is going to promote the change initiative? Who is going to take the key roles of change leadership, change management? | |
| B | What resources are available for driving the initiative? | |
| C | What time horizon is planned? | |
| D | In the sector to be approached: Who is open-minded for embarking on change projects for a stronger engagement of the business sector in VET? Who is highly respected in the sector and should be won as an advocate for the change? | |
| E | With regard to the key people in the sector: Where do they stand with regard to the change process? Who needs (more) information? Who shows detailed interest but needs 'last mile' persuasion? Who is ready to decide on active participation and support? Who has expressed support but needs more specific assignment of responsibilities in order to unleash existing strengths? | |
| F | Which stakeholders show (fundamental or specific) opposition / resistance against plans to strengthen dual VET by engaging the business sector? What could be underlying motifs or interests? What could be done to counter the resistance? | |

| Q62 | Which arguments are convincing in organizing support by key people in the sector? Some arguments frequently raised: | Assessment | N/A |
|-----|--|------------------------|--------------------------|
| A | <i>Cost/benefit argument:</i> Over the entire duration of the training the expenses can be compensated by the productive achievements of the apprentices and/or saved hiring costs for skilled labour. | Low ----- High □□□□ | <input type="checkbox"/> |
| B | <i>Productivity argument:</i> Qualified skilled workers contribute to the increase of productivity, quality and growth. | Low ----- High □□□□ | <input type="checkbox"/> |
| C | <i>Investment argument:</i> The training of future skilled workers is an investment in the future of the company. It establishes the prerequisite for healthy economic development and competitive advantages; in the medium term, it leads to a return on investment. | Low ----- High □□□□ | <input type="checkbox"/> |

| | | | |
|---|--|------------------------|--------------------------|
| D | <i>Screening argument:</i> The training allows companies to observe potential future employees and assess their performance capabilities before deciding who they accept as employees in their company. | Low ----- High □□□□ | <input type="checkbox"/> |
| E | <i>Relevance / quality argument:</i> with the cooperation in VET, the business sector has the ability to increase the relevance and the quality of the training and, subsequently, is able to recruit employees who are a better match for their requirements. | Low ----- High □□□□ | <input type="checkbox"/> |
| f | <i>Employee retention argument:</i> qualified and loyal employees can often not be recruited without further ado or only if the labour market offers the qualifications needed. VET training can contribute to creating a stable workforce in the company. <i>Elaboration / specification (if required):</i> | High ----- Low □□□□ | <input type="checkbox"/> |
| g | <i>Reputation argument:</i> the training can positively influence the image of a company or sector. Visible involvement in training can help ensure that the enterprise is seen from outside as an organisation which endeavours to guarantee the quality of its staff (and therefore also a high-performance level). <i>Elaboration / specification (if required):</i> | High ----- Low □□□□ | <input type="checkbox"/> |
| h | <i>Social responsibility argument:</i> the company/sector shows itself as being socially responsible due to its involvement in training and can indirectly contribute to further improving its image. <i>Elaboration / specification (if required):</i> | High ----- Low □□□□ | <input type="checkbox"/> |
| i | <i>Stability argument:</i> by cooperating in VET, the business sector makes a contribution to increasing social and economic stability in the country. This contributes to a positive environment for establishing and expanding economic activities. <i>Elaboration / specification (if required):</i> | High ----- Low □□□□ | <input type="checkbox"/> |

| Q63: Fixing of agreements: How should agreements with the business sector be fixed? | | |
|---|---|--------------------------|
| | | Yes |
| A | Informal, oral agreement | <input type="checkbox"/> |
| B | Informal agreement documented in shared minutes | <input type="checkbox"/> |
| C | Memoranda of understanding / agreement | <input type="checkbox"/> |
| D | Formal contract signed by respective parties | <input type="checkbox"/> |
| E | Others: | <input type="checkbox"/> |

Closing

You have reached the end of the questionnaire!

What next?

- Adjust your answers: Use the link again!
- Print your answers as PDF via provided link
- Discuss your answers further with an expert of DC dVET: contact us at coordination@dcdualvet.org

Thank you very much for your participation!

