

Process of policy adoption of Dual apprenticeships in India and Mexico.

Interview schedule

Oscar Valiente, Srabani Maitra, Judith Jacovkis, Hugo Fuentes, Saikat Maitra, Victor Aramburu, Manish Kumar, José Antonio Cervantes, Arnab Roy¹

Before starting the interviews it is crucial to have:

- *Table of drivers of the policy reform: which of the included elements appear during the interview?*
- *Timeline of the policy development: are there some gaps that the interview could help to cover?*
- *Map of actors: which were the relationships of the interviewee with other relevant actors?*

Although the interview schedule is useful for all the interviews, it consists only in general aspects that should be addressed and does not include specific questions for the particular actors and contexts. The table of drivers, the timeline and the map of actors will help the interviewers to previously prepare specific questions for each actor (depending on its role, on the period in which s/he was involved, etc.) and check and complete some information that could be missing.

1. Presentation. Could you please introduce yourself and briefly explain me your professional trajectory? Which was your role in [institution]? In which period were you there?

2. Variation: *[Overarching research question: What contextual changes triggered the problematisation of current provision of TVET and opened an opportunity for the adoption of dual apprenticeships?]*

- How your institution started its involvement in the DA? Which were the objectives of its participation?
- Which were the main problems the DA tried to solve or address? Would you say these problems have changed? *[For example, maybe at the beginning it was presented as a solution to social inclusion and after some time it was a way to improve productivity]*
- Why do you think that the discussion about this policy arose in that moment and not before or after? Which are the factors that you consider relevant to explain why was it possible, in that moment, to open the discussion on DA? Do you think the context was the ideal to the discussion? Why? Which other measures were discussed to address this situation?
- Which other institutions were involved? Which aspects would you highlight about the role of your institution in the discussion? *[if not State]* In your opinion, which were the objectives of the State to stimulate the discussion? Which were their motivations? What did it expect to achieve through the development of this policy?
- *If they haven't appeared, ask about International Organisations arguments: Were there some international organisation involved in the DA? Which was its role? [This] organisation argues that the DA could improve [equity, competitiveness, social cohesion, etc.] Did your institution share this point of view?*

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3. Selection: *[Overarching research question: How promoters of the dual model of apprenticeships managed to impose it as the most adequate policy solution to existing policy problems?]*

- Why do you think this policy was predominant in front of other political alternatives? Were the arguments used to defend one or other measure sustained by empirical evidence? Of what kind? Was it national? International? Was the role of the German cooperation visible in the debate around DA?
- Which were the actors in charge of leading the public discussion? Was there any public opposition to it? And private? Was the policy somehow resisted? Which were the most critical actors? And the most favourable? Were there any alignments and strategic alliances among actors? Do you think that some relevant actor in this topic was not involved in the discussion of DA? Why?
- Did the discussions provoke adaptations or changes in the original proposal? Which were the main conflicts? Were they related to the objectives of the policy [*definition of the problem*] or to technical/pragmatic issues [*budget affordability, administrative viability, etc.*]?

4. Retention: *[Overarching research question: What level of resistance and support did dual apprenticeships receive and what governance technologies were put in place to retain them into the system and govern its participants (apprentices, employers, trainers)?]*

- Which is the legal scope of the policy? Which was the consensus it reached among political actors? Which legal texts were passed?
- Does it allow to receive some national or international certification? Do you think this was important to materialise the policy?
- Which was the role of the critical actors during the process of approval? Were there some actors that stop supporting it? For what reason? And actors who engaged in supporting it at the end of the process? Why?
- Do you think that it has been fully developed through regulation and budget provision? Is it sustainable for the providers?
- Was there any campaign to advertise the policy? Which were its main messages?