

Guidelines for implementers WP3¹

All the interviews should cover the three critical points of access, learning and transition.

All the interviews would have the same thematic organisation, but some of the questions would vary among actors.

BLOCK 1: Contextual information

1. To begin with, could you tell me about your role here and your career path to this role? [*We are interested in collecting information from the interviewee about his or her experience with VET and with the adoption of the DUAL and also of the institution itself*].

BLOCK 2: Knowledge about the MMFD/DST

1. Let us now turn specifically to the MMFD/DST. In this sense, could you tell me when you first heard about this initiative? Through which person or body? And when did your school start participating in the Model? What would you say was the main reason why your school decided to participate in the MMFD? [*We are interested in the particular process through which the school knows and assumes the model, who are its interlocutors in the administration, how systematic is the communication from the administration to the schools etc.*].
2. What would you say are the challenges that the programme respond to? [*we are interested in the extent to which the different actors share the narrative with policy-makers at the national level*].
3. What would you say are its main advantages over common VET?
4. What are its main drawbacks or difficulties? [*In this question and in the previous one, we are interested in letting the interviewee highlight the areas of advantage/difficulty. We anticipate that these can be institutional, economic, pedagogical and curricular. Ask again if any of them is not mentioned*].

BLOCK 3: Access

1. Could you briefly explain to me what is the process students follow to access the MMFD/DST in your school, since they learn of the existence of this alternative until they enroll? [*Here we are interested in approaching questions of procedure and student resources that can lead to unequal access. If they do not appear, specifically ask for information and guidance available to the students in the previous stage, more or less strong influences (family, teachers), adverse selection by the school*].

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2. Why would you say that students want access to the MMFD/DST? [*Are students intrinsically motivated? Among the reasons, is reference made to the type of knowledge - situated- that is offered in the MMFD/DST?*]
3. What access requirements does the programme have? Are they specific to this school or are they general to the MMFD/DST? Who carries out the selection process?
4. Would you say that students have access to the courses they want? Is there overdemand for places?

BLOCK 4: Learning

1. Let us now look at issues related to the specific learning of students in the MMFD/DST. In this sense, how would you define the learning acquired in this programme? How does it differ and how does it resemble the common VET?
2. To what extent would you say that your school has had to adapt the contents and the teaching-learning methodologies for the development of the programme?
3. What kind of companies participate with you in the programme? Do you consider that these companies give particular priority to training?
4. Would you say that there is a student profile that fits particularly well in this programme? In your opinion, what are the main difficulties faced by students at school? And in the companies? [*We are interested in seeing what are the main inequalities faced by students in order to make the most of the programme. If no question arises spontaneously, ask about disengagement/demotivation, learning styles, exploitation and work environment, and their relationship to the socio-economic level, gender or ethnicity of the students*].
5. In your opinion, does the programme meet the expectations of the students? Is there any channel through which you can collect their opinions and find out their degree of satisfaction with the knowledge acquired? [*We try to know to what extent the students reach the knowledge that they expected to acquire when they finish the program*].

BLOCK 5: Transicion

1. In addition to the links that each student develops with the company where he or she works, does the school maintain a wider network of relationships with the world of work from which students can benefit?
2. Once the students finish their training, does the school maintain any service aimed at improving their insertion in the labour market?
3. How would you assess the insertion of graduates in quantitative terms - how many enter the labour market? And in qualitative terms - does their employment correspond to their training? Do you have direct information on the employment situation of graduates over time?
4. What would you say are the main difficulties for students in their transition from the programme to the labour market or higher education? Would you say that all students face the same difficulties? [*We are interested in knowing whether particular social groups face particular difficulties. If there are no specific difficulties, ask about precariousness, bargaining power, discrimination (gender, ethnicity), migration, access to Higher Education*].
5. Would you say that participation in the programme improves the position of students when defining and carrying out their own life plan?

We're approaching the end of the interview. Before finishing, I would like to ask you if you would like to add anything else regarding the programme, the students or the set of educational and business actors with whom you develop it.

Thank you very much for your time.