

WP3. Policy Implementation and Impact.

Data coding

Srabani Maitra, Oscar Valiente, Judith Jacovkis, Saikat Maitra, Hugo Fuentes, Manish Kumar, Victor Aramburu, Arnab Roy, José Antonio Cervantes, Jimena Hernández, Baishali Lahiri, Erick Marsán¹

Coding of interviews with students

The interviews with students will be the most valuable source of information about their experiences at school and at the workplace during their DA and further trajectories after completion. Given our interest in different forms of inequality among students, it is important to capture information on how background and contextual characteristics influence the unequal access, learning and transitions in the programme of these students. We can see in the table below how the different contexts of the policy and the moments in the trajectory of students are interrelated in our analysis.

Table 2. Thematic blocks for student interviews: contexts and moments in DA

BLOCKS (MOMENTS)	THEMES	FOCUS OF INTEREST (CONTEXTS)		
		Student	Company	School
ACCESS	Reasons to participate	Why do students decide to enrol in VET/Dual? How is this decision influenced by student aspirations, expectations and life plans?		
	Decision making	How do students make the decision? What are the main influences?	How do companies inform student's decision?	How do schools inform student's decision?
	Selection of students	What barriers do students face to access dual?	What criteria and processes do companies	What criteria and processes do schools

¹ To cite this document: Maitra, S., Valiente, O., Jacovkis, J., Maitra, S., Fuentes, H., Kumar, M., Aramburu, V., Roy, A., Cervantes, J. A., Hernández, J., Lahiri, B. and Marsán, E. (2021) WP3 Policy Implementation and Impact. Data coding. Documentation. Global Challenges Research Fund (GCRF).

			employ to select students?	employ to select students?
LEARNING	Learning outcomes (theoretical knowledge, occupational skills, soft skills)	What types of knowledge and skills students acquire in DA?	How workplace characteristics influence the acquisition of knowledge and skills in DA?	How school characteristics influence the acquisition of knowledge and skills in DA?
TRANSITION We will only have data on transitions for the graduates	Educational and labour market outcomes (employment, continuation of studies)	To what extent the outcomes after DA relate to student aspirations, expectations and life plans? What level of agency students had in the post-DA transition?	Why does a company offer (or not) a job to the student? What makes this job offer attractive to the student?	How are schools supporting the post-DA trajectories of students?

Table 3. List of codes for student interviews by thematic blocks

Block	Dimension	Code	Description
ACCESS	Reasons to participate	1. ST-REASONACCESS 2. ST-ASPEXPLIFE	1. Student types of reasons for VET/DA: learning style, better occupational learning, labour market insertion 2. Aspirations, expectations and life plan
	Student decision making	3. ST-ACCESSCHOICE 4. ST-ACCESSINFO	3. Student decision-making process and options 4. Information and influencers in decision
	Selection of students	5. ST-ACCESSBARRIER 6. ST-SELECTCOMPANY 7. ST-SELECTSCHOOL	5. Student barriers to access DA 6. Process selection student by company 7. Process selection student by school
LEARNING	Dimensions of learning	8. ST-KNOWLEDGE 9. ST-OCCUSKILLS 10. ST-SOFTSKILLS	8. Student perception of theoretical knowledge learning in DA 9. Student perception of occupational skills learning in DA

			10. Student perception of soft skills learning in DA
	Individual context of learning	11. ST-LEARNINTEREST 12. ST-LEARNABILITY	11. Student main learning interests in DA 12. Student personal learning style, abilities, difficulties and previous educational performance
	Company context of learning	13. ST-COMPLEARNENV 14. ST-COMPWORKENV 15. ST-COMPLEARNQUAL 16. ST-EXTCERTSKILLS	13. Student perception of company learning environment: tutors/supervisors/trainers, support, rotation plan, training equipment, assessment, level of technology use, additional on-the-job-training 14. Student perception of company work environment; safety, co-workers, union, working conditions 15. Student perception of quality of learning at company 16. External certification of skills acquired in DA
	School context of learning	17. ST-SCHLEARNENV 18. ST-SCHLEARNQUAL	17. Student perception of school learning environment: individualised learning plan, timetabling, grouping, support, teachers, form of delivery, assessment. 18. Student perception of quality of learning at school
	Coordination school/company	19. ST-COORSCHCOMP	19. Student perception of coordination between school and company
TRANSITION We will only have data on transitions for those that already graduated	Labour market insertion	20. ST-WORKSTATUS 21. ST-CONTSTUDYWORK 22. ST-REASONWORK 23. ST-JOBHUNTING 24. ST-MARKETVALUE 25. ST-WORKSATIS	20. Student current work situation 21. Continuity between field of studies and work occupation 22. Student reasons for work 23. Student reception of dual company job offer, reasons and process of job hunting 24. Student perception of labour market value of DA: better skills, credential, experience, additional on-the-job-training,

			employability, entrepreneurship. 25. Current working conditions and satisfaction
	Further study and training	26. ST-STUDYSTATUS 27. ST-CONTDASTUDY 28. ST-REASONSTUDY 29. ST-FURSTUDYACCESS 30. ST-FURSTUDYABILITY 31. ST-STUDYSATIS	26. Student current study/training situation 27. Continuity field of studies DA and further study 28. Reasons for further study 29. Access to further study 30. Perception of ability for further study 31. Satisfaction with further study situation
	Change in aspirations, expectations, life plans	32. ST-PROFASPCHANGE 33. ST-EDUASPCHANGE 34. LIFEPLANCHANGE	32. Changes in professional aspirations or expectations 33. Changes in educational aspirations or expectations 34. Changes in life plans
	COVID19	35. COVID19	35. Student perception of Covid19 impact on DA

Coding of interviews with local implementers

Interviews with local implementers are important because they allow us to understand and explain the distance between the expectations and assumptions underlying the national policy text and the practices and experiences of the actors directly involved in the delivery of the intervention. We have three main groups of local implementers:

- **Regional stakeholders:** regional policymakers, programme technocrats, chambers of commerce, civil society.
- **Schools:** school leaders, teachers, career advisors.
- **Companies:** employers, HHRR, company trainers.

Drawing on the policy enactment approach, we are interested in how local implementers interpret the goals and rules of DA policy and how they react to this policy in their own professional domain. Particularly important is the analysis of how the same national policy initiative is enacted differently in different contexts. We want to explain why the practices of schools and companies differ across the programme. These differences may be explained by:

- **Regulation of the programme in the region:** Federal policies often require regional authorities to play a role in the regulation of institutional practices and in the adaptation of existing local norms to the new policy. Also, regional stakeholders may have different political priorities from the ones set by national actors or a different interpretation of the goals of different policies. The different policy orientations of

regional stakeholders may lead to a management of DA in different contexts (programme, school, workplace). Furthermore, the different capacity of regional authorities, education providers and business representatives to collaborate with each other will affect the kind of regulation of institutional practices in each domain.

- **Socio-economic conditions of the region:** Social living conditions of the apprentices and labour market dynamics may affect the learning practices at school and at the workplace. In areas with high levels of social deprivation students may face more difficulties to acquire satisfactory levels of basic education at school and may require additional learning support at school and the workplace. Also, the lower presence of educational and labour market opportunities in the communities may force some of them to travel long distances for study and work. Moreover, the level of employment opportunities in the region will not only affect the motivation of apprentices but also the importance attributed by companies to the training of the young workforce.
- **Economic sector:** apprenticeships can operate very differently in manufacturing than in services. The type of skills required for these jobs might be different (occupational vs soft skills) as well as the type of work environment and the level of regulation of the tasks and learning to be acquired by the apprentice. It is possible that the more regulated environment of manufacturing leads to more structured training practices, while this could be the opposite in the case of the service sector. It is obviously very likely that the type of students in different fields of study will vary. For example, with a higher presence of female apprentices in the services and of male apprentices in manufacturing. Also, the lower importance of occupational specific skills in the service sector may attract a higher number of students that want to continue their studies after the apprenticeship, making the investment in their training less appealing to the employer.
- **School institutional characteristics:** 1) some schools may have a longer tradition and installed capacity to collaborate with companies and may find to put DAs into practice easier than other; 2) other schools may see the policy as an opportunity to initiate/enhance this business collaboration but may find difficulties to enact organizational changes; 3) another profile of schools may see the policy just as an additional burden on their regular functioning and will try to do the minimum just to comply with government.
- **Company characteristics:** companies may differ largely in their reasons to participate in the policy. 1) Some of them may do it for corporate social responsibility while not seeing an apparent profit in investing in the apprentices; 2) other companies may have a strong culture of training and the expertise to provide high quality training to the apprentice; 3) there may be others that only seek cheap labour force in the apprentice and will privilege production over training aims in their daily practices. These different approaches to training may be explained by some company characteristics: company size, level of technology use, number of technicians in relation to unqualified labour, international competitiveness of the company, importance of safety practices at work, involvement of unions.

Table 4. List of codes for local implementers interviews by thematic blocks

Profile	Theme	Code	Description
Regional stakeholders	Policy orientations	36. RS-POLGOAL 37. RS-RELEVDA 38. RS-CONCOOP 39. RS-DUALEVAL 40. RS-DUALCHAL	36. Interpretation of the goals of DA 37. Perception of the relevance of DA for the region 38. Perception of conflict and cooperation between stakeholders 39. Perception of DA successes/failures 40. Perception of DA challenges
	Regional regulation	41. RS-REGADAP 42. RS-REGSCH 43. RS-REGCOMP 44. RS-REGST	41. Regional adaptations of national DA regulation 42. Regulation of which schools participate in DA, institutional support, accountability, funding. 43. Regulation of which companies participate, institutional support, accountability, funding. 44. Regulation of which students participate, institutional support, accountability, funding.
Schools	Policy orientations	45. SC-POLGOAL 46. SC-RELEVDA 47. SC-CONCOOP 48. SC-DUALEVAL 49. SC-DUALCHAL	45. Interpretation of the goals of DA 46. Perception of the relevance of DA for the region 47. Perception of conflict and cooperation between stakeholders 48. Perception of DA successes/failures 49. Perception of DA challenges
	School enactment	50. SC-REASONDA 51. SC-ACCESSDA 52. SC-LEARNDA 53. SC-TRANSDA 54. SC-LEARNQUAL	50. School reasons to participate in DA: enhance links with business or compliance. 51. Information and guidance provided to students and selection for DA 52. Adaptations for DA learning: individualised learning plan, timetabling, grouping, support, teachers, form of delivery, assessment. 53. School support in transition post-DA 54. School perception of student learning
Companies	Policy orientations	55. CO-POLGOAL 56. CO-RELEVDA 57. CO-CONCOOP 58. CO-DUALEVAL 59. CO-DUALCHAL	55. Interpretation of the goals of DA 56. Perception of the relevance of DA for the region 57. Perception of conflict and cooperation between stakeholders 58. Perception of DA successes/failures 59. Perception of DA challenges

	Company enactment	60. CO-REASONDA 61. CO-ACCESSDA 62. CO-LEARNDA 63. CO-ENVDA 64. SC-TRANSDA 65. SC-LEARNQUAL	60. Company reasons to participate in DA: corporate social responsibility, training or production (cheap labour force). 61. Information and guidance provided to students and selection for DA 62. Adaptations for DA learning: tutors/supervisors/trainers, support, rotation plan, training equipment, assessment, level of technology use, additional on-the-job-training. 63. Adaptations for DA work environment; safety, co-workers, union, working conditions 64. Decision-making and negotiation on job offers 65. Company perception of student learning
--	------------------------------	--	--