

INTERVIEW GUIDELINE –SOCIAL PARTNER’S INTERVIEWS

I. General framework for the teacher interviews

1. This is a rough guideline, developed for all partner countries. Every partner is invited to ask further country specific questions on the basis of the results of the national curriculum analysis and the teacher interviews.
2. Interviews with 3 representatives* of trade unions / employee committees and interviews with 3 representatives* of employer organizations (or employers / training directors in firms). (* *In smaller countries 2 representatives are also ok*)
3. The interviews may vary according to the size of the employer organisation/union using individual or group interviews.
4. Please try to find experts for local actions and measures as well as for the national level.
5. The total transcription of the interviews is not necessary. Proposed is a summary with the most important statements. This summary, or rather country report should also include
 - 5.1 an explanation of the country specific questions and
 - 5.2 some background information about the organisations you have chosen for the interviews
 - 5.3 an explanation *why* you have chosen *these* employer organisations/unions/ employee committees
6. Interviews have to be realised in the particular national language.
7. Please do not feature the highlights of your interviews but allow advantages and disadvantages to show in national education.
8. The order of the interview questions is not fixed: The interviewer can choose context-dependent the mix between more personal questions and more factual issues.
9. If you do not do the interviews by yourself: Please train the interviewers!
10. We do not recommend sending the questions to the interviewees in advance.
11. You can offer the interviewees the possibility to add or delete any remarks one week after the interviews, before publishing the results.
12. The guideline-oriented questionnaire may be freely supplemented by additional, critical questions such as "why?" or "why not?". In this sense, additional questions that contribute to a better understanding of the discussion are explicitly encouraged.

II Supranational interview guideline for teachers

1. "Basic" questions about the organization,
 - 1.1 Size (how many members)
 - 1.2 business field (e.g. construction, information and communication, education etc.)
 - 1.3 (role in (pre)vocational training)

2. What do you think plays the major role in the world of work: knowledge based competence in economic or business, social competencies or self competencies with the focus on entrepreneurship education?
→If the interviewee does not know what is meant with e.g. "entrepreneurship education" or with the 4 competencies, please give some examples ((on the basis of the national curriculum)), underlining our understanding.
→Furthermore, ask the interviewee what does he/she understand as these competencies.

3. Do young school leavers have enough knowledge-based competence in economic or business, social competencies and self competencies with the focus on entrepreneurship education?
Better: How would you evaluate the competencies of young school leavers (graduates) and what should be improved?

4. Will someone without knowledge based competence in economic or business, social competencies or self competencies with the focus on entrepreneurship education have chances on the employment market?
 - 4.1 On a scale form 1-5, how important is it for you to establish knowledge-based competence in economic or business in school education? How important is for you to establish social competencies and self competencies the focus on entrepreneurship education?
 - 4.2 Why is it important or less important for you?

5. Questions about the curriculum:
 - 5.1 What do you think are the three most important elements of the curriculum in prevocational / economic / business education?
 - 5.2 What, according to your understanding of the curriculum, is the overall purpose of the course pre-vocational/economic/business education?
 - 5.2.1 What are the most important learning objectives of this course (in order to achieve the purpose mentioned above)?
 - 5.2.2 What do you think plays the major role in the curriculum: knowledge based competence in economic or business, social competencies or self competencies with the focus on entrepreneurship education?
 - 5.3 Are the contents and competencies taught at school related to the working-life-situations?
 - 5.4 What kind of role do you have in the establishing process of the curricula?
 - 5.5 Would you like to have more or less influence in the curriculum-making process? Why? Why not? If more: How?
 - 5.5.1 Is it important/ necessary, that social partners are involved in establishing curricula?
 - 5.5.2 Do you, or do you try to influence the curricula? If yes, how?

6. Contact with schools
 - 6.1 How do you cooperate with schools? E.g.:
 - 6.1.1 Do you visit the schools or do you have special premises/rooms to receive the pupils?
 - 6.1.2 Have you any special programs?
 - 6.2 With which kind of schools (e.g. vocational schools, grammar schools, middle schools etc.) do you cooperate?
 - 6.3 Are there any barriers within the cooperation with schools? If yes, what kind of barriers are there and how do you deal with them?
 - 6.4 What is your goal for this cooperation?
 - 6.5 What do you want to achieve?
 - 6.6 Do you feel that the partner school understand, support and appreciate your efforts?

7. What do you think about the education and experience/ know-how of teachers in the field of business and economics (with regard for preparing pupils for the requirements of the business world)?

III Some general advices for the interview start (“warming up phase”)

1. Introduction of the interviewer
2. Explanation of some basic information concerning the interview to the interviewee (what purpose this interview serves, how and in which setting this interview will be used, how long it may take)
3. Guarantee of the anonymity of the interviewee and the participating organisation
4. Permission to use audio recorder
5. Questions from the interviewee