

Communication and reception of the apprentice perspective in international comparative terms (KuRA)

duration I/2021-III/2022

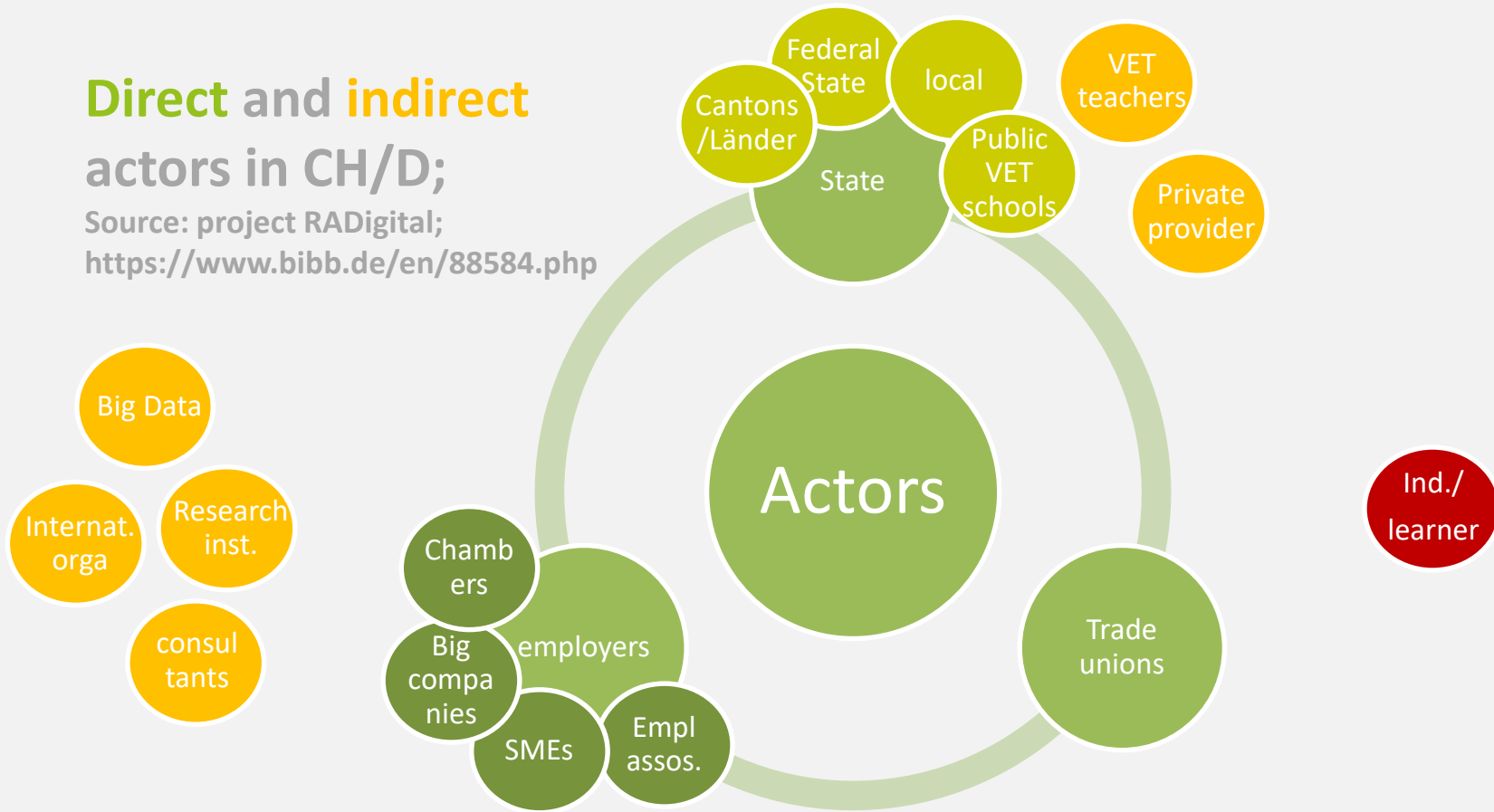
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Background

Direct and indirect actors in CH/D;

Source: project RADigital;
<https://www.bibb.de/en/88584.php>



Research questions

Peer Countries:
currently D, CH, NL

What formal communication structures exist between the group of apprentices/trainees and the other actors in vocational education and training: (1) during training, (2) at political governance level

How do the apprentices/trainees assess the influence of their perspective on educational policy decisions?

(1) during training

What are the formalised communication processes of the apprentice/trainee with the training staff (company, VET school) or other contacts points (e.g. in the chambers)?

Process, format, content?

(2) at political governance level

Are there standardised, continuous surveys and interviews of apprentices/trainees about their training situation? At national, sectoral or regional level?

How are they designed? Who is responsible for their content and financing?

What is the state of research on apprentice/trainee satisfaction?

Methodological approach

Formalised forms of communication and reception

Indicator-based literature analysis;

Aim: Identification of national mechanisms

Recording the apprentice's/trainee's assessments and attitudes*

Online questionnaire as well as group and individual interviews

Aim: Exemplary recording of the apprentice/trainee perspective

* In one vocational training centre/VET school per comparison country