

## SoDiMa Survey\_Education & Training

The following semi-structured interview is addressed to a panel of Education & Training Institutions across 4 European Countries, namely France, Italy, Slovenia and Spain.

The survey is structured as follows:

Section 1 – Innovation & technology: impacts on skills & work organisation

Section 2 – Sectoral social dialogue - Education: insights and comments

Section 3 – Institution profile

Completion of the survey is simple and fast (it should take about 10 minutes).

\*Campo obbligatorio

**About the project. SoDiMa - Social Dialogue for the Future of Manufacturing is a project co-funded by the European Commission, Directorate General of Employment, Social Affairs & Inclusion VS/2019/0028 Budget Heading 04.03.01.08, Industrial Relations and Social Dialogue.**



### Section 1 – Innovation & technology: impacts on skills & work organisation

1. In your opinion, during the past 5 years, which have been the main drivers of change in EU Education and Training sector? \*

*Seleziona tutte le voci applicabili.*

- Institutional model
- Technology (machines, ICT systems)
- Products or services
- Servitisation
- Teaching methods
- Learning tools
- Altro: \_\_\_\_\_

**2. Please rate the following information \****Contrassegna solo un ovale per riga.*

	Strongly disagree	Disagree	Maybe	Agree	Strongly agree
My Institution finds difficulty in supplying vacancies with professional profiles with the necessary skills (i.e. teaching, administration & accounting staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. My Institution is currently engaged in relationships with: \****Seleziona tutte le voci applicabili.*

- Companies
- Innovation Hubs
- Competence Centers
- None of the previous
- Altro: \_\_\_\_\_

**4. Please, describe the reason/s for the above-mentioned cooperation/s:**


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**5. If your Institution is not engaged in any relationships:***Seleziona tutte le voci applicabili.*

- The collaboration would bring no real benefit to the Institutions
- Lack of time to set up, implement and maintain the collaboration
- Lack of financial resources
- Due to past negative experiences of collaboration
- Absence of collaboration opportunities
- Altro: \_\_\_\_\_

**6. Please, rate the following information \***

*Contrassegna solo un ovale per riga.*

	Strongly disagree	Disagree	Maybe	Agree	Strongly agree
My Institution is actively involved in the development of up-skilling and re-skilling initiatives for its staff, supporting teachers, trainers and school principals, with a focus on continuous professional learning and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Institution is committed in designing and implementing activities for students/trainees with a strong link with the labour market, mobility and gender equality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. My Institution is actively involved in the in the design and development of new curricula (i.e. study programmes) focused on digital skills for the manufacturing sector in order to provide the skills needed by local/regional companies? \***

*Contrassegna solo un ovale.*

- Yes *Passa alla domanda 8.*
- No *Passa alla domanda 11.*
- Don't know *Passa alla domanda 11.*

**8. Which are the main key skills (hard & soft) encompassed by these new curricula? Please, provide three examples: \***

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**9. Has your Institution been involved in skills anticipation, monitoring and analysis exercises at national and/or regional level? \***

*Contrassegna solo un ovale.*

- Yes *Passa alla domanda 10.*
- No *Passa alla domanda 11.*
- Don't know *Passa alla domanda 11.*

**10. Please, specify (skills anticipation, monitoring and analysis exercises) \***

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**11. Is your Institution involved in any dual learning program that allows students to get on-the-job training and classroom work/study? (alternance training: apprenticeships – internships) \***

*Contrassegna solo un ovale.*

- Yes
- No *Passa alla domanda 17.*
- Don't know *Passa alla domanda 17.*

**12. In your opinion what are the main learning/teaching tools to better align skills supply and demand in order to strengthen students/trainees' employability at sectoral level (manufacture)? \***

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## **Section 2 – Sectoral social dialogue - Education: insights and comments**

**13. Please, describe briefly your expectations about European Social Dialogue's role within trends in education towards open and innovative education, including ICT.**

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**14. How social partners could help improve teachers' and school management teams' skills and working conditions?**

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**15. Please rate the following information \***

*Contrassegna solo un ovale per riga.*

	Strongly disagree	Disagree	Maybe	Agree	Strongly agree
Professional development for teaching staff and school principals is a key factor in ensuring successful outcomes for students/trainees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater efforts must be made to attract more suitably qualified people to the teaching profession and to combat the teacher shortages in Education and Training Institutions that may face many European countries in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
European Social Dialogue could contribute to the development of vocational education and training and apprenticeships, including making VET more relevant to the labour market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. Considering jobs are changing due to technology and automation, what measures Education and Training Institutions could take to solve today's talents shortage while preparing their future workforce for success? \***

Please list 2 initiatives undertaken by your Institution to contribute better aligning skills demand and supply in the manufacturing sector.

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**Section 3 – Institution profile**

**17. Business name \***

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**18. Organization type \***

*Contrassegna solo un ovale.*

- Higher education institution (tertiary level)
- School/institute/Educational Center - Vocational training (secondary level)
- School/institute/Educational Center- Adult education
- Research Institute/Centre
- National Public body
- Regional Public Body
- Local Public Body
- Altro: \_\_\_\_\_

**19. Institution size \***

*Contrassegna solo un ovale.*

- less than 10 persons employed
- 10-49 persons employed
- 50-249 persons employed

**20. Role of the respondent in the Institution \***

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**Privacy statement**

The data subject consents to data processing for the purposes laid down in the privacy statement available at the following link <http://bit.ly/2DUGEr5>, and to the extent that his/her consent is legally necessary, as well as to communicate his/her data to the other parties, as specified in the privacy disclosure referred to above. In your capacity as the data subject, we would like to inform you that you can withdraw your consent at any time, without affecting the legal nature of data processing, which is based on the consent provided before the withdrawal. Prior to giving consent, you had been informed about this state of affairs.

**21. After having read the privacy disclosure, I give my consent to data processing for the following purposes: \***

*Seleziona tutte le voci applicabili.*

- to fill out the questionnaire
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