PILOT PLATFORM OF VOCATIONAL EXCELLENCE – WATER
(PILOT PoVE WATER)

Vocational Excellence Scanning methodology

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Introduction

In order to set up a Centre of Vocational Excellence Water it is important to scan the VET colleges involved and determine the starting point. This creates a good understanding of what the areas of development are and to what other centre of vocational excellence the VET college could be match in order to further develop.

The first important step in the process is to create a close understanding of the skills ecosystem of the water sector, and gaining intimate knowledge about the economic and societal needs. By making a so called context scan, the VET college creates a strong basis to build its Centre of Vocational Excellence Water on.

Step 1: Mapping the stakeholders

In order to get a clear overview of all stakeholders active in your regional skills ecosystem, it is important to map your partners and determine the relations between the various stakeholders. Which role does each stakeholder play and how do they relate to each other? In this mapping exercise, you also include stakeholders that may not be a direct project partner, but can still influence your work. An important aspect of this exercise is to determine your region. In some cases, the regional skills ecosystem includes the entire country, in other regions this is a smaller geographical area. The service area of the stakeholders is an important indicator to determine the scope of the region skills ecosystem. In some cases, the service areas will not match. For instance when a company is working nationwide, while a school is more regionally oriented.

Use the tool 1 Triple helix to map the stakeholders in your region.
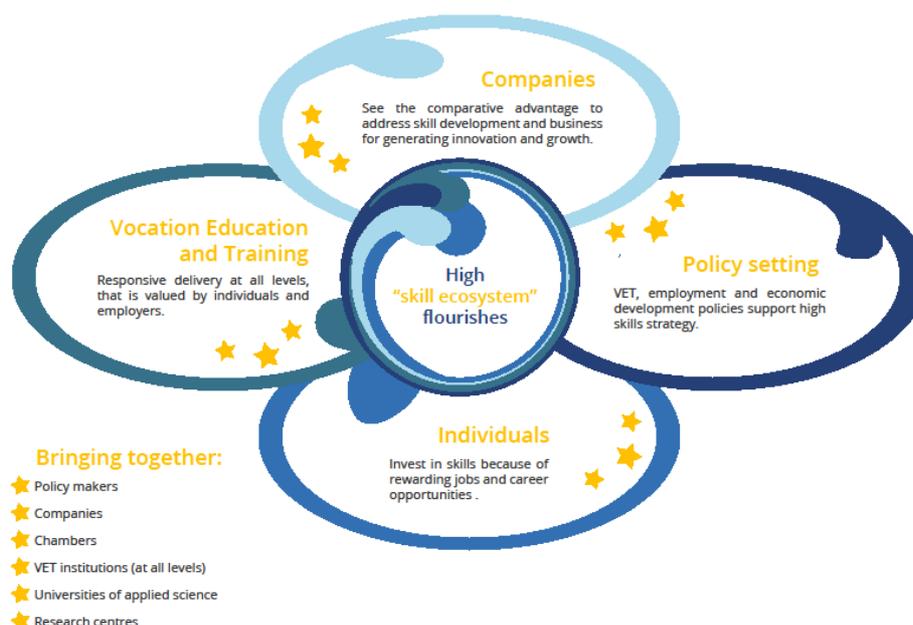
Step 2: Map developments and determine your starting position

As soon as you know the scope of your skills ecosystem and which partners are involved, it is time to map the relevant developments for the sector and the position the stakeholders involved in your project towards those developments. Some societal developments will offer opportunities for your organization, since it is playing to your strengths, whereas others can be threats, due to weaknesses in your organization that you need to address.

In order to create a comprehensive overview of developments in each region, the Platform of Vocational Excellence Water project uses a combination of the PESTLE and SWOT analysis tools. The PESTLE tool helps mapping Political, Economic, Social, Technological, Legal and Environmental developments, while the SWOT analysis tool helps you to determine whether a certain development plays into your organization's Strengths or Weaknesses and whether the development is an Opportunity or a Threat for your organization.

Use the tool 2 PESTLE context scan to map the developments in your region.

PESTLE	Political	Economic	Social	Technological	Legal	Environmental
	Where do you see your organisation in relation to the water industry under the heading above	*Where do you see your organisation in relation to the water industry under the heading above*	*Where do you see your organisation in relation to the water industry under the heading above*	*Where do you see your organisation in relation to the water industry under the heading above*	*Where do you see your organisation in relation to the water industry under the heading above*	*Where do you see your organisation in relation to the water industry under the heading above*
Weakness						
Opportunities						
Threats						

Step 3: Gain in-depth knowledge

In addition to the information on the skills ecosystem in each region, it is necessary to gain close understanding of the position and needs of each partner in the Centre of Vocational Excellence. Therefore, VET colleges can conduct a survey among their regional Centre of

Vocational Excellence Water partners. Two questionnaires where developed, one for the educational and one for the business partners (Survey Monkey).

The outcomes of these surveys form an important basis for the development of the business model of a Center of Vocational Excellence, ensuring the activities in the Center are relevant to all stakeholders and are demand driven.

Teachers Questionnaire

Teachers Questionnaire of Vocational Excellence and Training

This questionnaire targets on mapping the input information for impact evaluation of the PoVE Water project. Project PoVE Water is a transnational project solved by European professionals aiming to increase the level of vocational education in WATER sector. This questionnaire delivers inputs from water sector teachers. Thank you for your contribution.

* 1. Are you from:

◯ Czech Republic   ◯ The Netherlands

◯ Belgium   ◯ Latvia

◯ Malta   ◯ United Kingdom

◯ Other (please specify)

[   ]

* 2. How many years of experience in water sector education do you have?

[   ]

* 3. Do you work as:

◯ Teacher

◯ Manager

◯ Both

◯ Other (please specify)

[   ]

* 4. Does the school you are working for offer:

◯ Secondary Education

◯ Vocational Education and Training

◯ Higher education

◯ Both

5. How many students approximately are studying at your school:

VET basic training:

Adult education reskilling (same level, different topic):

Adult education upskilling (higher level, same topic):

6. Please enter your email to enable us easier evaluation of baseline and final questionnaire.

* 7. Do you agree or dissagree with the next statements?

	Strongly disagree	Disagree	Undecided	Agree strongly	Agree	I do not know
My VET school is at the forefront of technological developments and/or research in the water sector.	○	○	○	○	○	○
The curriculum of my VET school is adjusted to educate current and future water sector professionals to have the work attitude, knowledge and competences to cope with the rapidly changing EU water industry demands.	○	○	○	○	○	○
I have regular contacts with stakeholders from water industry.	○	○	○	○	○	○
My VET school promotes synergies, cooperation and cross-fertilization with other water industry stakeholders.	○	○	○	○	○	○
I have a good network with other water industry stakeholders.	○	○	○	○	○	○
I have a good knowledge of emerging labor market needs in the water sector.	○	○	○	○	○	○

	Strongly disagree	Disagree	Undecided	Agree strongly	Agree	I do not know
Students of my VET school are agile.	○	○	○	○	○	○
Student at my VET school have good work attitude.	○	○	○	○	○	○
Working with online tools is essential part of the education at my VET school.	○	○	○	○	○	○
Our students are flexible.	○	○	○	○	○	○
Would you agree that majority of your students has entrepreneurship competencies such as the self-awareness & self-efficacy?	○	○	○	○	○	○
I would describe the majority of your students as creative.	○	○	○	○	○	○
Cooperation with water sector stakeholders has important influence on our VET curriculum updates.	○	○	○	○	○	○

* 8. Please answer the next questions

	Not at all relevant	Slightly relevant	Moderately relevant	Relevant	Very relevant
My VET school plays important part of the water innovations structures and strategies in water industry in the region.	○	○	○	○	○
How relevant is following sentence in your educative plan? „Students are educated to acquire ‚green skills‘ (‚skills for sustainability‘)"	○	○	○	○	○
How would you rate relevance of the education--business relationship at your VET school?	○	○	○	○	○
How relevant is learning through experience at your institution?	○	○	○	○	○

* 9. Please answer the next questions:

	Never	Very rarely	Rarely	Occasionally	Often
At my institution there is exchange of staff and teachers between companies and VET.	○	○	○	○	○
I have taken part in the staff exchange with companies.	○	○	○	○	○
On my institution students execute their assignments with companies.	○	○	○	○	○

* 10. Please answer the next questions:

	Very poor	Poor	Fair	Good	Very good
How would you rate digital skills of your students?	○	○	○	○	○
How would you rate international connections of your institution?	○	○	○	○	○

* 11. Is the ability of your students to take the initiative important?

○ Not at all important   ○ Important

○ Slightly important   ○ Very important

○ Moderately important

12. How do I see VET education in water sector in 5 years?

Triple helix Questionnaire of Vocational Excellence and Training

Triple helix Questionnaire of Vocational Excellence

This questionnaire targets on mapping the input information for impact evaluation of the PoVE Water project. Project PoVE Water is a transnational project solved by European professionals aiming to increase the level of vocational education in WATER sector. This questionnaire delivers inputs from triple helix stakeholders in the water technology sector within education (Higher Education and Universities), industry (the water industry, research centers, governmental institutions and water sector representatives) and governmental stakeholders. Thank you for your contribution.

* 1. Are you from:

◯ Czech Republic   ◯ The Netherlands

◯ Belgium   ◯ Latvia

◯ Malta   ◯ United Kingdom

◯ Other (please specify)

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[                                    ]
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* 2. How many years of experience in the water sector do you have?

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[                                    ]
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* 3. What stakeholder group do you represent?

◯ Higher education

◯ Industry

◯ Governmental stakeholders on what level – municipal/regional/national ?

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[                                    ]
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4. Please enter your email to enable us easier evaluation of baseline and final questionnaire.

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[                                    ]
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* 5. Do you agree or dissagree with the next statements?

	Strongly disagree	Disagree	Undecided	Agree strongly	Agree	I do not know
My institution/company is at the forefront of technological developments or research in the water sector.	○	○	○	○	○	○
In my opinion curricula of VET schools in my region are adjusted to educate current and future water sector professionals to have the work attitude, knowledge and competences to cope with the rapid changing EU water industry demands.	○	○	○	○	○	○
My institution/company promotes synergies, cooperation and cross-fertilization with other VET schools and other water industry stakeholders.	○	○	○	○	○	○
My institution/company plays important part in the water innovations structures and strategies in water industry in the country/region.	○	○	○	○	○	○
VET schools in my region are currently on top of the developments in the water industry.	○	○	○	○	○	○
VET schools in the region have a good knowledge of emerging labor market needs in the water sector.	○	○	○	○	○	○
The majority of VET alumni is flexible and adaptable to the innovations of the sector.	○	○	○	○	○	○

6. I have overview of the curricula of VET schools in water industry sector.

○ Yes

○ No

* 7. I have regular contact with students of VET schools.

○ Yes

○ No

Triple helix Questionnaire of Vocational Excellence and Training

* 8. Please answer the next questions

	Not at all relevant	Slightly relevant	Moderately relevant	Relevant	Very relevant
How would you rate the relevance of the education--business relationship inyour region?	○	○	○	○	○
How would you rate international connections of your institution/company in water sector.	○	○	○	○	○

* 9. Please answer the next questions:

	Never	Very rarely	Rarely	Occasionally	Often
I have regular contacts with VET schools teaching future water sector professionals.	○	○	○	○	○
My institution/company has contact with other stakeholders in water industry.	○	○	○	○	○

10. How do you see development in water sector VET education in your region in 5 years?

Triple helix Questionnaire of Vocational Excellence and Training

Question 7.1

* 11. Do you agree or dissagree with the next statements?

	Strongly disagree	Disagree	Undecided	Agree strongly	Agree	I do not know
Students of VET schools in my region have a good capacity to innovate.	○	○	○	○	○	○
Would you agree that majority of VET students has entrepreneurship competencies such as the self-awareness & self-efficacy?	○	○	○	○	○	○
I would describe the majority of our students as creative.	○	○	○	○	○	○
I believe that current VET students will become valuable water sector professionals.	○	○	○	○	○	○

* 12. Students at VET school in my region are educated to acquire ‚green skills' („skills for sustainability')"

○ Not at all relevant   ○ Relevant

○ Slightly relevant   ○ Very relevant

○ Moderately relevant

* 13. Is the ability of VET students in your region to take the initiative important?

○ Not at all important   ○ Important

○ Slightly important   ○ Very important

○ Moderately important