PILOT PLATFORM OF VOCATIONAL EXCELLENCE – WATER

Impact evaluation

Methodology draft

second version

Ing. Michaela Menšíková, MSc., Ph.D.;Ing. Břetislav Skácel;Ing. Denisa Havlíková

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Impact evaluation revisions

Revision	Date	Author	Status	Description
V01	31.3.2020	CREA	Uploaded	First draft of impact evaluation
V02	31.3.2021	CREA		Revised version

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Pilot Platform of Vocational Excellence

Project description

Pilot PoVE Water is a transnational project that draws on existing and emerging vocational competencies and skills needed in the water sector, translating them into an approach of vocational excellence. This ensures upward convergence of VET with (EU) knowledge triangles and a strong engagement with the regional economic and social ecosystems. The project intends to create the infrastructure necessary to embed vocational excellence in the water sector in Europe, thus laying the grounds for vocational curriculum development and consequently competence development of VET students.

Pilot PoVE Water aims to contribute to the fundamental change in knowledge, behaviour & perception and competences of target groups involved (including water technology sector at regional, national and European level). In addition, it plans to contribute to a transformation in educational practice and regional policy.

Project aims

- Ensure that VET is at the forefront of research and technological developments in the water sector
- Ensure that current and future water sector professionals have the work attitude, knowledge and competences that the rapid changing EU water industry demands
- Identify the existing and emerging labour market needs and enhance the responsiveness of initial and continuing VET systems to these needs
- Promote synergies, cooperation and cross-fertilisation.

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Project outputs

- Vocational Excellence Scanning tools to identify the existing systems of Vocational Excellence of the participating organisations and prepare the knowledge sharing process
- 5 Centres of Vocational Excellence Water, acting up as regional 'Skills ecosystems'
- The platform of Vocational Excellence Water, bringing an EU dimension to Vocational Excellence in the water sector
- An Upscaling strategy, for the PoVE Water, to grow and create a critical mass and sustainable ground for further development.

Impact evaluation WP7

To ensure high quality and impact of the project, quality and assurance and impact evaluation is embedded in the project description. As a result of the work done in Work Packages 3-6, complemented by our events and the dissemination work packages 8, the project should contribute to a true change in knowledge, behaviour & perception and competences of the target groups involved. In addition, it is supposed to contribute to a transformation in VET education practise and policy. Work Package number 7 is devoted to measuring the impact of the project activities on participating stakeholders. The aim of the project impact evaluation is not to value individual activities, but measure the influence of the combined activities on project participants. (This is a corrected version of the methodology and as the project reached already midterm the methodology and also limitation of the used tools can be evaluated as well.)

To design an appropriate approach to PoVE Water project firstly thorough analysis of project impact evaluation methods has been conducted. Several options were considered to be used to ensure the most precise measurement of impact of PoVE Water project.

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There are different types of evaluation and different viewpoints but we can generally divide them in two separate groups – 1) formative and 2)summative evaluations. Formative evaluations examine the delivery of the programme or technology, the quality of its implementation and the assessment of the organizational context, personnel procedures, inputs, etc. Among formative evaluations we understand for example 1. Needs Assessment or 2. Process Evaluation. Formative evaluation in the form of needs assessment was applied in the project preparation phase. Process evaluation is a part of the Work Package 2 of the project – "Process and Quality Evaluation". Summative evaluations describes what happens subsequent to the delivery of the program or technology; assessing whether the object can be said to have caused the outcome; determining the overall impact of the causal factor beyond only the immediate target outcomes; and, estimating the relative costs associated with the object.

There are different types of summative evaluation 1. Impact Evaluation and 2. Cost-benefit Analysis. Task of the Workpackage 7 is to provide the Impact Evaluation of the project. Thus the task of the WP7 is to assess scope of the influence of the individual activities on individual participants.

In the time of midterm report we could already state that the impact we were expecting from the project may be much insignificant than planned. The originally planned activities would have had much bigger added value for the individuals when taken part on the spot activities due to the Covid-19 pandemic no activity with personal presence of the teachers and students took place which significantly influences project dissemination and impact.

There is a considerable difference between process evaluation, where we value what happened. When we ask impact questions, we need to compare what happened to what would have happened without the program and how it impacted a certain group of stakeholders or directed to individuals. How are the project activities changing person perception, behaviour, knowledge.

Impact evaluation is an assessment of how the intervention being evaluated affects outcomes, whether these effects are intended or unintended. The proper analysis of impact requires a counterfactual of what those outcomes would have been in the absence of the intervention. [1]

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There are three impact evaluation techniques usually used: experimental, quasi-experimental and non-experimental technique. Experimental evaluation techniques means that assignment of treatment is random. In quasi-experimental there are multiple waves of data or multiple groups available but the treatment is not random. In non-experimental only single snapshot measurement is available. For PoVE Water project quasi-experimental technique has been selected as a suitable technique for the project evaluation.
To measure the impact of the project is the task of the work package WP7 that is designed to evaluate impact on the target groups and participants involved in the Pilot PoVE Water project. The project partner P10, CREA Hydro & Energy, is responsible for the coordination of WP7.

Outcomes in form of deliverables are defined in the project description. There are two types of short-term outcomes and long-term outcomes. The outcomes will be monitored in the work package 2, the task for Impact Evaluation is to measure impact of the individual outcome on the members of the given stakeholder group. Impact will be measured on the qualitative scale of usefulness and relevance and importance.

Impact evaluation results

Work Package 7 covers analysis of impact evaluation approaches. The following activities will be executed in the scope on Impact evaluation:

1. Impact evaluation methodology and plan
2. Baseline measurement questionnaire for target groups
3. Impact measurement questionnaire for target groups
4. Impact analysis and evaluation

Dimensions of Project Impact *according to Impact Management Project (a forum for building global consensus on how to measure and manage impact.)*
„After hundreds of in-person and virtual conversations, the IMP reached consensus that impact can be deconstructed into five dimensions: What, Who, How Much, Contribution and Risk.

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- *Who tells us which stakeholders are experiencing the outcome and how underserved they were prior to the enterprise's effect.*
- *What tells us what outcomes the enterprise is contributing to and how important the outcomes are to stakeholders.*
- *How Much tells us how many stakeholders experienced the outcome, what degree of change they experienced, and how long they experienced the outcome for.*
- *Contribution tells us whether an enterprise's and/or investor's efforts resulted in outcomes that were likely better than what would have occurred otherwise.*
- *Risk tells us the likelihood that impact will be different than expected."*

Definitions

A) Target groups – "Who"?

The "who" is already well defined in the project description. Impact of the Pilot PoVE WATER will be measured on the following groups:

1) VET students in the water sector:
    - young people in initial training
    - continuous up- and reskilling of adults/professionals
2) Staff of vocational education organizations:
    - Water sector teachers
    - VET management and boards
3) Triple helix stakeholders:
    - Education: Higher Education and Universities
    - Industry:
        - The water industry
        - Research centers
        - (semi) governmental institutions
        - Water sector representatives
    - Governmental stakeholders:
        - Regional authorities
        - Municipalities

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        - Waterboards
- Other stakeholders not directly mentioned in the project that will be included in case the project activities will be offered to them(originally unintended beneficiaries)*:
    - Grammar and primary school teachers
    - Grammar and primary school management

We need significant samples from each stakeholder group, regional captains will be asked to spread questionnaires to the participants of their activities. Each regional captain will be responsible for supplying at least a minimum of 10 participants from his region in each stakeholder category.

ADDITIONAL SUMMARY:

In spring 2021, when revision of the Impact Evaluation Methodology has been conducted, it has been already clear that including other stakeholders is not reasonable, as the planned project activities were mostly postponed or realised online due to COVID-19 crisis. Although we are planning to include other stakeholders in the coming period to present them the CoVEs in individual regions and create a network of the grammar and primary schools to profit from activities of CovE.

B) "What"? Outcomes

Outcomes in form of deliverables are defined in the project description. There are two types of outcomes: short-term and long-term outcomes. The short-term outcomes will be monitored in the Work Package 2 and will be disseminated to multiply the impact of the short-term outcomes. The task for Impact Evaluation is to measure impact of the individual short- and long-term outcomes on the members of the given stakeholder group. Impact will be measured on the qualitative scale of usefulness and relevance.

How much? Measuring the impact

For processing the questionnaires will be used the **counterfact analysis** "a comparison between what actually happened and what would have happened in the absence of the intervention."

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In practice there is a questionnaire prepared for each of the three main target groups that will be used twice during the lifetime of the project (before activities planned in the project – baseline questionnaire and after outcomes of the project have been delivered) – impact measurement questionnaire. The same questionnaire will be used also after the project to gather information about long-term influence, it will be done approximately one year after the project to evaluate long-term impact. Nevertheless an impact evaluation involves three different types of questions — **descriptive** (the way things are or were), **causal** (how the programme has caused these things to change) and **evaluative** (overall value judgement of the merit or worth of the changes brought about).

For the measurements 5 point likert scales have been selected as optimum to evaluate usefulness and relevance more precisely and still do not discourage participants from filling the form out. (Usefulness/Relevance: not useful-somewhat useful-useful-very useful-absolutely essential ….poor-fair-good-very good-excellent).

In any impact evaluation, a combination of different methods is needed to answer these different types of questions. Like any evaluation, impact evaluation will generally be most reliable and valid when it uses a mixed methods approach where results from one method can be used to test or extend those of another. Thus the baseline questionnaire used before the project activities start will be broadened by casual and evaluative questions in the final version if necessary. Also additional tools will be implemented in case there are necessary for project evaluation.

10 participants from each country for each target group will be asked to fill in the baseline questionnaire.

Time Schedule of the WP7

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Time scope	Planned
April - June 2020	gathering the results.
July – August 2020	first general analysis of the baseline questionnaire
March 2021	final analysis of individual results
June 2021	final questionnaire
July – August 2021	gathering results
September – October 2021	Impact evaluation analysis

Time Schedule has been created in coherence with the project timeplan to allow participants to profit from project activities and to be able to evaluate their influence on their knowledge and attitudes. (In spring 2021 during methodology revision it realized that influence of the project activities on stakeholders will be much lower than expected due to the pandemic restrictions).

There will be several stages of analysis. First stage will be to find out general tendencies in the individual stakeholder groups, analysing the individual groups in the regions, which will be done from aggregated data. Secondly individual questionnaires will be thoroughly analysed - questionnaire for each category includes control questions to see whether the person was paying attention to his answers and in each category there is an open question at the end that can bring inspiration.

In final analysis after second questionnaires will be collected the analysis of impact on stakeholders groups and on individual participants will be analysed. By comparison baseline questionnaire and final questionnaire results by the same participants the difference in their attitude caused by the outcomes will be measured. In addition their view on the causality of project outcomes on their attitude will be evaluated as well as their evaluation of the value of changes the project brought by.

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C) Contribution

The impact evaluation suggested by CREA will enable us to analyse the contribution of the project. In the final questionnaire direct questions about contribution of the project will be included next to indirect comparison of participant knowledge and attitude..

D) Risks

There will also be risk analysis based on the questionnaires provided. There are several possible risks in connection with impact evaluation. There will not be an adequate number of respondents. This will be mitigated due to the responsibility of regional captains for ensuring the minimum number of participants for a given stakeholder category in their regions. There is high risk that the participant replying to the baseline questionnaire will either not participated in any project activity or not reply to final questionnaire, This may complicate the whole analysis significantly, nevertheless to reduce this risk there was decided to ask for at least 10 representatives for each category from each region to consider possible drop outs. There is risk that some of the activities that are included in the project description will not take place (*This actually happened due to the pandemic restriction in the countries of consortium partners). Other risks have been discussed and evaluated by the CREA team as insignificant and not having influence on the impact evaluation result.

E) EVALUATION OF PROJECT IMPACT

How the impact will practically be evaluated and conducted

- graphs
- excel and tabelar form
- verbal evaluation

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Timetable for Impact Evaluation

Results WP7	Jan 20	Feb 20	Mar 20	Apr 20	May 20	Jun 20	Jul 20	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21	Jul 21	Aug 21	Sept 21	Oct 21
1. Final Impact methodology and plan																						
1.1. Prepare draft																						
1.2. Feedbacks																						
1.3. Final delivery																						
1.4. Revision																						
2. Baseline measurement questionnaires																						
2.1. Prepare draft																						
2.2. Feedbacks																						
2.3. Final delivery																						
2.4. Conduct baseline measurement questionnaires																						
3. Impact measurement questionnaires																						
3.1. Prepare draft																						
3.2. Feedbacks																						
3.3. Final delivery																						
3.4. Conduct impact measurement questionnaires																						

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4. Impact analysis evaluation																						
4.1. Collect and analyse outcomes of the Impact evaluation, present, dissemination and use for up-scaling processes																						
4.2. First general analysis of baseline qestionnaire																						
4.3. Final analysis of individual baseline results																						
4.4. Analysis of Final qestionnaire																						

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Outcomes indicators evaluated in WP7

Long-term outcome	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Ensure that VET is at the forefront of research and technological developments in the water sector. Tackle the skills and competence gaps in the water sector. Drive innovation in water related VET education on a regional and European level. Ensure that current and future water sector professionals (young people and adults) have the professional work attitude, knowledge and competences that the rapid changing European water	All long-term outcomes benefit the 3 target groups of the Pilot PoVE Water project: - VET students (initial and continuous); - VET education (water sector teachers and VET management and boards); - Triple helix stakeholders in the Water sector (education, industry, - semi-government).	- 5 VET education providers actively participate in the triple helix partnership and "knowledge triangles"; - establishment/further development of 5 CoVEs Water; - establishment of 1 PoVE (including the delivery of joint curriculum) - map 5 new potential CoVE Water to join the PoVE Water *See for more quantitative indicators the section above.*	**VET students (initial and continuous) involved in Pilot PoVE Water:** - 80% indicate to have improved competences such as agility, flexibility, ability to learn, green skills, digital skills, entrepreneurial mindset, work attitude; - 80% indicate to have increased real-life work experience; - 80% perceive an increased capacity to innovate; - 80% perceive an increased knowledge on research and technological developments in the water sector; - 80% feel an increased sense to pride to be a vocational water sector future) professional;

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industry demands.			**VET education (water sector teachers and VET management and boards):** - 80% increased their water sector industry network; - 80% increased their cooperation with knowledge triangle stakeholders; - 80% have updated their curriculum as a result of the CoVE/PoVE Water cooperation; - 80% of teachers have increased their knowledge on emerging labour market needs in the water sector; - 80% indicate their students have improved competences such as agility, flexibility, ability to learn, green skills, digital skills, entrepreneurial mindset, work attitude; **Triple helix stakeholders in the**
Educate current and future water sector professionals (young people and adults) to be the innovators in the water industry organisations they will work for in the future.			
Identify the existing and emerging labour market needs in the water sector (demand side) and enhance the responsiveness of initial and continuing vocational education and training systems (supply side) to the labour market needs.			
Promote synergies, cooperation and cross-fertilisation between the different stakeholders active in the water sector within education, industry and (semi-) government and			

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strengthening cooperation between education and world of work in the water sector.			**Water sector (education, industry, - semi-government):** - 80% have an increased appreciation of Vocational water sector students; - 80% increased their cooperation with VET providers; - 80% perceive an enhanced responsiveness of initial and continuing vocational education and training systems to their labour market needs; - 80% perceive an increase in capacity of students to innovate.
Value, use and increase the use of craftsmen in the water sector and promote their Vocational Excellence.			
Foster internationalisation, quality improvements and innovation excellence			

[1] "The central objective of quantitative impact evaluation is to estimate… unobserved counterfactual outcomes" Impact Evaluation: methodological and operational issues, Asian Development Bank, September 2006; and "determining the counterfactual is at the core of evaluation design", Judy Baker Evaluating the Impact of Development Projects on Poverty, World Bank, 2000.

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Baseline questionnaires

VET students in the water sector (young people in initial training and continuous up- and reskilling of adults/professionals)

1. Are you from:
   Czech Republic-Belgium-Malta-Netherlands-Latvia-United Kingdom-other (please specify)
1. How many years have you been following your water related education?
1. Are you:
   Student in initial training - professional in continuous reskilling education – professional in continuous upskilling education
1. Please enter your email to enable us easier evaluate the baseline and final questionnaire.

…

1. **My VET school is at the forefront of research and technological developments in the water sector.**

   I do not know - strongly disagree – disagree – undecided –agree-strongly agree

1. **I am offered at my VET school cooperation with water industry stakeholders.**

   Yes, very much - Yes, a little - I do not know – No, almost none - No, none at all

1. **My VET school is part of the water innovations partnerships in the water industry in the region.**

   Yes, very much - Yes, a little - I do not know – No, almost none - No, none at all

1. **Part of my education is to take initiative to find new solutions to challenges the water sector is facing.**

   strongly disagree – disagree – undecided –agree - strongly agree

1. **Part of the education at my VET school is to acquire ‚green skills' (‚skills for sustainability')"**

   strongly disagree – disagree – undecided –agree-strongly agree

1. **I am currently on top of the technological developments in the water industry.**

   strongly disagree – disagree – undecided –agree-strongly agree

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1. **Online tools are an important part of my study at school.**

   Not at all relevant – slightly relevant – moderately relevant - relevant –very relevant

1. **How would you rate your digital skills?**

   Very poor – poor - fair – good – very good

1. **I am executing assignments with companies.**

   Yes / No

1. **Students taking initiative is important at my VET school.**

   Not at all relevant – slightly relevant – moderately relevant - relevant –very relevant

1. **My VET school improved my capacity to be innovative in the water industry.**

   strongly disagree – disagree – undecided –agree - strongly agree

1. **Would you agree that you have entrepreneurship competencies such as self-awareness & self-efficacy?**

   Strongly disagree – disagree – undecided –agree-strongly agree

1. **I would describe myself as creative.**

   Strongly disagree – disagree – undecided –agree-strongly agree

1. **How relevant is learning through experience at your institution?**

   Not at all relevant – slightly relevant – moderately relevant - relevant –very relevant

1. **During my study I have experienced lectures from foreign experts.**

   Never- very rarely – rarely –occasionally – often

1. **I am experiencing real-life work experience.**

   Never- very rarely – rarely –occasionally – often

1. **I am proud to be a (future) water resources professional.**
   Strongly disagree – disagree – undecided –agree-strongly agree

1. **I have visited VET school(s) abroad.**

   No and I do not plan to – not up to now – planning to visit – once – several times

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1. **I believe that I can easily adjust to changing conditions.**

   Strongly disagree – disagree – undecided –agree-strongly agree

1. **Open question:**

   How do you see yourself as a water industry expert in five years?

   ……

Education (Water sector teachers/management)

1. Are you from:
   Czech Republic-Belgium-Malta-Netherlands-Latvia-United Kingdom-other (please specify)
1. How many years of experience in water sector education do you have?
1. Do you work as:
   Teacher-manager-both-other
1. Does the school you are working for offer:
   Secondary Education - Vocational Education and Training – Higher education – both
   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):
1. Please enter your email to enable us easier evaluation of baseline and final questionnaire.

…

1. **My VET school is at the forefront of technological developments and/or research in the water sector.**

   strongly disagree – disagree – undecided –agree-strongly agree

1. **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.**

   strongly disagree – disagree – undecided –agree-strongly agree

1. **I have regular contacts with stakeholders from the water industry.**

   strongly disagree – disagree – undecided –agree-strongly agree

1. **My VET school promotes synergies, cooperation and cross-fertilization with other water industry stakeholders.**

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Strongly disagree – disagree – undecided –agree-strongly agree

1. **I have a good network with other water industry stakeholders.**

Strongly disagree – disagree – undecided –agree-strongly agree

1. **My VET school plays an important part of the water innovations structures and strategies in the water industry in the region.**

not at all relevant – slightly relevant – moderately relevant - relevant –very relevant

1. **I have a good knowledge of emerging labor market needs in the water sector.**

Strongly disagree – disagree – undecided –agree-strongly agree

1. **Students of my VET school are agile.**

strongly disagree – disagree – undecided –agree-strongly agree

1. **How relevant is the following sentence in your educational plan? „Students are educated to acquire ‚green skills' (‚skills for sustainability')"**

Not at all relevant – slightly relevant – moderately relevant - relevant –very relevant

1. **Students at my VET school have a good work attitude.**

strongly disagree – disagree – undecided –agree-strongly agree

1. **How would you rate the relevance of the education--business relationship at your VET school?**

Not at all relevant – slightly relevant – moderately relevant - relevant –very relevant

1. **At my institution there is an exchange of staff and teachers between companies and VET.**

Never – very rarely – rarely – occasionally – frequently

1. **I have taken part in the staff exchange with companies.**

Never – very rarely – rarely – occasionally –frequently

1. **Working with online tools is an essential part of the education at my VET school.**

strongly disagree – disagree – undecided –agree-strongly agree

1. **How would you rate digital skills of your students?**

Very poor – poor – fair – good –very good

1. **At my institution students execute their assignments with companies.**

Never – very rarely – rarely – occasionally –frequently

1. **Our students are flexible.**

strongly disagree – disagree – undecided –agree-strongly agree

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

   Not at all important – slightly important – moderately important - important – very important

1. **Would you agree that the majority of your students have entrepreneurship competencies such as self-awareness & self-efficacy?**

   Strongly disagree – disagree – undecided –agree-strongly agree

1. **I would describe the majority of your students as creative.**

   Strongly disagree – disagree – undecided –agree-strongly agree

1. **How relevant is learning through experience at your institution?**

   Not at all relevant – slightly relevant – moderately relevant - relevant –very relevant

1. **How would you rate international connections of your institution?**

   Very poor – poor – fair – good – very good

1. **Cooperation with water sector stakeholders has important influence on our VET curriculum updates.**

   Strongly disagree – disagree – undecided –agree-strongly agree

1. **Open question:**

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

   ……

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Triple helix stakeholders in the water technology sector within education (Higher Education and Universities), industry (the water industry, research centers, (semi) governmental institutions and water sector representatives) and governmental stakeholders (regional authorities, municipalities, Water boards)

1. Are you from:
   Czech Republic-Belgium-Malta-Netherlands-Latvia-United Kingdom-other(please specify)
1. How many years of experience in the water sector do you have?
1. What stakeholder group do you represent?
   Higher education-Industry-Governmental stakeholders – in case of governmental stakeholders on what level – municipal/regional/national
1. Please enter your email to enable us easier evaluate the baseline and final questionnaire.

…

1. **My institution/company is at the forefront of technological developments or research in the water sector.**

   Strongly disagree – disagree – undecided –agree - strongly agree

1. **I have regular contacts with VET schools teaching future water sector professionals.**

   Never – Very rarely – rarely –occasionally – frequently – very frequently

1. **I have an overview of the curricula of VET schools in the water industry sector.**

   Yes / No

1. **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.**

   strongly disagree – disagree – undecided –agree-strongly agree

1. **My institution/company promotes synergies, cooperation and cross-fertilization with other VET schools and other water industry stakeholders.**

   strongly disagree – disagree – undecided –agree-strongly agree

1. **My institution/company plays an important part in the water innovations structures and strategies in the water industry in the country/region.**

   strongly disagree – disagree – undecided –agree-strongly agree

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

   Yes/No …

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!! If yes next six questions:

7.1.1. **Students of VET schools in my region have a good capacity to innovate.**

strongly disagree – disagree – undecided –agree-strongly agree

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

Not at all relevant – slightly relevant – moderately relevant - relevant –very relevant

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

Not at all important – slightly important – moderately important - important – very important

7.1.4. Would you agree that the majority of VET students have entrepreneurship competencies such as self-awareness & self-efficacy?

Strongly disagree – disagree – undecided –agree-strongly agree

7.1.5. I would describe the majority of our students as creative.

Strongly disagree – disagree – undecided –agree-strongly agree

7.1.6. I believe that current VET students will become valuable water sector professionals.

Strongly disagree – disagree – undecided –agree-strongly agree

1. My institution/company has contact with other stakeholders in the water industry.

Never – Very rarely – rarely –occasionally – frequently – very frequently

1. How would you rate the relevance of the education--business relationship in your region?

Not at all relevant – slightly relevant – moderately relevant - relevant –very relevant

1. VET schools in my region are currently on top of the developments in the water industry.

strongly disagree – disagree – undecided –agree-strongly agree

1. VET schools in the region have a good knowledge of emerging labor market needs in the water sector.

strongly disagree – disagree – undecided –agree-strongly agree

1. The majority of VET alumni is flexible and adaptable to the innovations of the sector.

Strongly disagree – disagree – undecided –agree-strongly agree

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1. **How would you rate international connections of your institution/company in the water sector.**

   Not at all relevant – slightly relevant – moderately relevant - relevant –very relevant

1. **Open question:**
   How do you see development in water sector VET education in your region in 5 years?

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