

Questionnaire: Towards Assessing the Impact of Triple Helix Orientation of the Leather Sector

Part I. General Information (Do not include any self-identification on this form) (to conform to Confidentiality)

This Survey exercise has been approved by the Ethical Committee of ALLPI for the purpose of attaining the following objectives:

- 1. Improving higher education access to specialized skills development,*
- 2. Identifying the basis of low technological adaption (facilitate changing to aspired condition) and adoption (legitimizing the change).*

Your participation will, therefore, be of a great value to the development of the leather sector by identifying critical gaps that impede the initiative to transform commodity dependence to product development through efforts of enhancing higher education towards specialised skills development. As such we kindly request your participation and consent. Any report that emanates from this exercise will be shared with your good selves.

Can we kindly have your consent to proceed with this survey*?

1.1. Your Background (Under Triple Helix Participation Approach):

Public Sector , Private Sector , Academia ,
Others (Specify) _____

1.2. Institution/Enterprise of Representation: _____

1.3. Gender: Male Female

1.4. Age Group (the one filling the form):

1. Under 18
2. 19-35
3. 36-45
4. 46-55

* Questionnaire modified from previously used at Consultative Forum 2017/2018 and NPC (2010)

- 5. 56-65
- 6. 66 or above

1.5. Indicate your Highest Level of Education:

- 1 Illiterate
- 2 Elementary/Primary Education (7-8 Years)
- 3 High School/Secondary Level (4-6 Years)
- 4 Post High School/Secondary Certificate Training
- 5 College Graduate (Diploma)
- 6 Undergraduate Degree
- 7 Post Graduate Degree
- 8 Other (Specify)_____

1.6. Indicate your field of specialization:

1.7. Employment Status:

- 1 Self Employed
- 2 Employed (Salaried/Waged Engagement)
- 3 Unemployed
- 4 Retired
- 5 Other (Specify)_____

Part II. Improving opportunities toward the development of the leather based specialized skills

2.1. The development status of the leather sector is influenced by the availability of specialized skills.

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly Agree | Agree | I don't Know | Disagree | Strongly Disagree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2.2. Adequate resources for training is accessible to all those in need to acquire skills.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

2.3. Lack of institutions to provide leather-based training for various specialists is a drawback.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

2.4. The innovations capacity is adversely impacted with lack of skill to support leather value chain stratum.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

2.5. There is a dire need to develop different mode of delivering specialized skills such as distance education, online, sandwich programme and part time in support of fulltime studies to improve on opportunities.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

2.6. More opportunities in training specialized skills could be availed if appropriate evidence-based curriculum is developed to strengthen the educational process of the leather sector.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

Part III. Explore potential policy recommendations(s) for development of skilled workforce to the leather value chain stratum

3.1. Adequate policies governing post-secondary education in developing skills for the leather sector are in place.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

3.2. Youth and gender are well articulated in generic policy framework to access training opportunities.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

3.3. Cultural limitations are not impeded by any policy framework irrespective of societal, political educational or economic status.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

3.4. Importance of a standalone policy for developing skills for the leather sectors covering all the stratum (private, public and academia) is crucial.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

3.5. Political-socio-economic factors are influencing the Higher Education participation rates in the leather based skills development initiatives.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

3.6. The general populace irrespective of their engagement to the leather sector are poorly informed of the policies that support development of the leather sector.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

Part IV. Determining associations and relationship among the constraining factors and their impact on leather value creation

4.1. Improvement on educational facilities will positively impact on skills development and participation rates.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

4.2. Government 'goodwill' on development is equally reflected within the leather sector development framework.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

4.3. Society is well informed about the importance of the leather sector and its role in the economy.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

4.4. The 'Triple Helix Approach' encompassing public, private and academia is not a fundamental aspect in developing the leather sector.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

4.5. Constraining factors of the leather sector are known and prioritized in various reports.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

4.6. Stakeholder participation and decision making along the leather strata is regularly in practice.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

Part V. Identifying the basis of how low technological adoption rates deter change in leather sector

5.1. Weak infrastructural support to the R and D based (Research and Development) institution has impacted positively towards change for the leather sector.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

5.2. Appropriate technological transformation in the leather sector should be aligned to post secondary training framework.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

5.3. Willingness to change/rate of response to new technology is affecting the adoption response in along the stratum.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

5.4. There is need to develop a technological acceptance model specially for the leather sector structure.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

5.5. Benchmarking and operational linkage with other advanced institution is a practical approach in closing technological gaps and overcoming barriers.

Strongly Agree Agree I don't Know Disagree Strongly Disagree

5.6. The structure of educational framework at pre and post primary levels supports technological transformation for the leather value creation.

Strongly Agree Agree I don't Know Disagree Strongly Disagree