

FSD3296

**EduMAP: Aikuiskoulutussektorin
päättäjien ja koulutushenkilöstön
haastatteluja nuorten aikuisten
syrjäytymisestä 2017-2018: Viro**

Aineisto-opas



TIETOARKISTO

Tämän aineisto-oppaan viittaustiedot:

EduMAP: Aikuiskoulutussektorin päättäjien ja koulutushenkilöstön haastatteluja nuorten aikuisten syrjäytymisestä 2017-2018: Viro [aineisto-opas]. Yhteiskuntatieteellinen tietoaarkisto [tuottaja ja jakaja], 2019.

Aineisto-opas on luotu aineiston versiosta 1.0 (25.1.2019).

Yhteiskuntatieteellinen tietoaarkisto
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Lukijalle

Tämä aineisto-opas on osa Tietoarkistoon arkistoitua tutkimusaineistoa FSD3296. Oppaan alussa on tiedot aineiston sisällöstä, aineiston rakenteesta ja keruusta sekä luettelo julkaisuista, joissa aineistoa on käytetty. Opas sisältää myös aineiston keräämisessä käytetyt dokumentit, esimerkiksi mahdolliset haastattelukysymykset, kirjoitusohjeet, tutkimuskutsut, litterointiohjeet tai virikemateriaalit. Tekstiaineistoista mukana on usein lisäksi aineistonäyte, josta selviää esimerkiksi käytetty litterointitaso.

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Tampereen yliopisto & Institute for International Cooperation of the German Adult Education Association (DVV International) & Tallinn University & The Aristotle University of Thessaloniki & University of Szeged & Loughborough University London & Social Sciences University of Ankara & University College London: EduMAP: Aikuiskoulutussektorin päättäjien ja koulutushenkilöstön haastateluja nuorten aikuisten syrjäytymisestä 2017-2018: Viro [sähköinen tietoaineisto]. Versio 1.0 (2019-01-25). Yhteiskuntatieteellinen tietoarkisto [jakaja]. <http://urn.fi/urn:nbn:fi:fsd:T-FSD3296>

Tietoarkistoon on lähetettävä viitetiedot kaikista julkaisuista, joissa käyttäjä hyödyntää aineistoa. Aineiston alkuperäiset tekijät ja tietoarkisto eivät ole vastuussa aineiston jatkokäytössä tuotetuista tuloksista ja tulkinnoista.

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Luku 1

Aineiston kuvailu

1.1 Aineiston otsikot ja datan versio

Aineiston nimi: EduMAP: Aikuiskoulutussektorin päättäjien ja koulutushenkilöstön haastatte-
luja nuorten aikuisten syrjäytymisestä 2017-2018: Viro

Aineiston nimi englanniksi: EduMAP: Interviews with Adult Education Policy-Makers and
Personnel on the Social Exclusion of Young Adults 2017-2018: Estonia

Aineisto-opas on luotu aineiston versiosta 1.0 (25.1.2019).

1.2 Sisällön kuvaus

Tekijät

Tampereen yliopisto. Kasvatustieteiden yksikkö
Institute for International Cooperation of the German Adult Education Association (DVV Inter-
national)
Tallinn University
The Aristotle University of Thessaloniki
University of Szeged
Loughborough University London
Social Sciences University of Ankara
University College London

Aineiston tekijänoikeudet

Tietoarkiston ja aineiston luovuttajan tekemän sopimuksen mukaisesti.

Aineiston luovuttaja

Toiviainen, Hanna (Tampereen yliopisto. Kasvatustieteiden yksikkö)

Aineisto luovutettu arkistoon

9.10.2018

Asiasanat

aikuiskasvatus; ammatillinen aikuiskoulutus; elämänhallinta; erityisopetus; koulutuspalvelut; maahanmuuttajat; nuoret aikuiset; opetustyö; oppimisvalmennus; osallisuus; sosiaalinen tuki; sosiaaliset ongelmat; sosioekonomiset tekijät; sukupuolierot; syrjäytyminen; verkostoituminen

Tieteenala / Aihealue

OKM:n tieteenalaluokitus: yhteiskuntatieteet

CESSDAn luokitus: ammatillinen koulutus; tasa-arvo, eriarvoisuus ja syrjäytyminen

Sarjakuvaus

Tämä aineisto kuuluu sarjaan:

Aineistot, jotka eivät kuulu sarjaan

Yksittäiset aineistot, jotka eivät kuulu mihinkään sarjaan.

Sisällön kuvaus

Aineistossa on haastateltu Viron aikuiskoulutussektorin koulutushenkilöstöä ja päättäjiä, jotka työskentelevät haavoittuvassa asemassa olevien nuorten aikuisten kanssa. Haastatteluissa käsitellään organisaatioiden nuorille aikuisille suunnattujen koulutusohjelmien tai muun toiminnan sisältöjä, pedagogisia lähestymistapoja, sukupuolten välistä tasa-arvoa ja vaikuttavuutta sekä nuorten koulutuspolkuja, elämänhallintaa, sosiaalisia ongelmia, sosioekonomista asemaa ja aktiivista kansalaisuutta. Haastattelut ovat viroksi. Aineisto on kuuden haastattelun otos Virossa kerätyistä haastatteluista, ja se on kerätty osana Euroopan laajuista EduMAP-hanketta (Adult Education as a Means to Active Participatory Citizenship). Tietoarkistosta on saatavilla myös yhdeksässä muussa maassa kerätyt vastaavat osa-aineistot omilla kielillään (Suomi, Turkki, Espanja, Romania, Latvia, Unkari, Kreikka, Saksa ja Yhdistynyt Kuningaskunta). Hanke on rahoitettu EU-komission Horisontti 2020 tutkimus- ja innovaatio-ohjelmasta (hankenumero: 693388).

Haastattelurunko oli erilainen koulutushenkilöstölle ja viranomaisille. Koulutushenkilökunnalle suunnatuissa haastatteluissa kartoitettiin aluksi haastateltavan työnkuva, organisaation toimintatapoja ja sitä, millaisten syrjäytymisvaarassa olevien aikuisten nuorten parissa henkilö työskentelee. Keskustelut käsitelivät työtä ohjaavia perusperiaatteita, organisaatiossa saatavilla olevaa erityisopetusta sekä nuorten taloudellista tilannetta ja aktiivisen kansalaisuuden käsitettä. Organisaation toimintaan liittyen tiedusteltiin mm. koulutusohjelmien suunnitteluprosesseista, tiedon hyödyntämisestä opetuksen suunnittelussa, käytetyistä pedagogisista lähestymistavoista

ja kaikista toimivimmiksi osoittautuneista toimintatavoista. Osana haastattelun aiheita kartoitettiin useassa kohtaa sukupuoleen liittyviä kysymyksiä kuten, miten mahdolliset sukupuolten väliset erot otetaan organisaation opetuksessa huomioon.

Edemmällä haastatteluja käsiteltiin yksityiskohtaisemmin organisaation aikuiskoulutuksessa käytettäviä pedagogisia lähestymistapoja, kuten oppimis- ja opetusmetodeja, oppituntien sisältöjä, opetusprosessia ja oppilaiden palautteenantomahdollisuutta. Haastateltavalta tiedusteltiin lisäksi, mitä ominaisuuksia syrjäytymisvaarassa olevien nuorten kanssa työskentelevällä koulutusalan ammattilaisella tulisi olla ja mitä koulutustarpeita niihin liittyy.

Haastattelun lopussa keskustelut keskittyivät suunnitelmien ja koulutusohjelmien vaikutusten arviointiin ja niitä tarkasteltiin sosioekonomisesta, sosiokulttuurisesta sekä yhteiskunnallisen osallistumisen ja valveutumisen näkökulmista. Edelleen tarkasteltiin koulutusohjelmien oppilasmääriä ja toiminnan kehitysehdotuksia. Loput haastattelukysymykset käsittelivät yhteistyötä ja verkostoitumista muiden yhteistyökumppaneiden kanssa.

Päättäjien ja virkamiesten haastattelurungot erosivat koulutushenkilöstön haastatteluista niin, että päättäjien kohdalla keskityttiin enemmän organisaation toimintaan valtakunnallisen vaikuttamisen tasolla, kuten lainsäädännön kehittämiseen ja toimenpanoon. Lisäksi haastatteluissa käsiteltiin mm. eri asiantuntijoiden ja kansalaisten hyödyntämistä päätöksenteossa, nykyisen koulutuspolitiikan saavutuksia ja merkittävimpiä ongelmia, joihin tulisi nuorten kohdalla puuttua.

Haastatteluiden taustatietoina ovat haastattelun tapausnumero ja vastaajan työskentelysektori. Yksi haastatteluista on ryhmähaastattelu. Kyselylomake ja esite tutkittavalle ovat saatavilla vain englanniksi.

1.3 Aineiston rakenne ja keruu

Maa: Viro

Kohdealue: Viro

Havainto/aineistoyksikkötyyppi: Henkilö

Perusjoukko/otos: Viron aikuiskoulutussektorin koulutushenkilöstö ja viranomaiset

Aineistonkeruun ajankohta: 2017

Kerääjät: Tallinn University

Aineistonkeruun tekniikka: Haastattelu

Keruväline tai -ohje: Haastatteluteemat tai haastattelurunko

Aineiston ajallinen kattavuus: 2017 – 2018

Tutkimuksen aikaulottuvuus: Poikkileikkausaineisto

Havainto/aineistoyksiköiden valinta: Ei-todennäköisyysotanta: harkinnanvarainen poiminta

Aineistoon valittiin haastateltavia Viron ammatillisen aikuiskoulutuksen piiristä. Alkuperäisesti Virossa toteutettiin yhdeksän haastattelua, joista Tietoarkistoon valittiin arkistoitavaksi kuusi.

Aineiston määrä: Kuusi odt-tiedostoa, joiden yhteenlaskettu pituus noin 42 sivua.

1.4 Aineiston käyttö

Aineiston käytössä huomioitavaa

Aineiston kuusi haastattelua ovat osa-aineisto Virossa kerätystä yhdeksästä haastattelusta.

Tutkija on anonymisoinut aineiston. Anonymisoinnissa poistettiin henkilöiden nimet ja tarkat työtehtävät. Lisäksi spesifit organisaationimet korvattiin yleisemmän tason nimillä. Anonymisoidut kohdat on merkitty hakasulkeilla.

Julkaisut

Ajantasainen julkaisuluettelo aineiston kuvailun yhteydessä osoitteessa

<https://services.fsd.uta.fi/catalogue/FSD3296>

Käytön ja kuvailun oheismateriaalit

FSD3295 EduMAP: Aikuiskoulutussektorin päättäjien ja koulutushenkilöstön haastatteluja nuorten aikuisten syrjäytymisestä 2017: Suomi

FSD3297 EduMAP: Aikuiskoulutussektorin päättäjien ja koulutushenkilöstön haastatteluja nuorten aikuisten syrjäytymisestä 2017: Saksa

FSD3298 EduMAP: Aikuiskoulutussektorin päättäjien ja koulutushenkilöstön haastatteluja nuorten aikuisten syrjäytymisestä 2017: Kreikka

FSD3299 EduMAP: Aikuiskoulutussektorin päättäjien ja koulutushenkilöstön haastatteluja nuorten aikuisten syrjäytymisestä 2017: Unkari

FSD3300 EduMAP: Aikuiskoulutussektorin päättäjien ja koulutushenkilöstön haastatteluja nuorten aikuisten syrjäytymisestä 2017: Latvia

FSD3301 EduMAP: Aikuiskoulutussektorin päättäjien ja koulutushenkilöstön haastatteluja nuorten aikuisten syrjäytymisestä 2017: Romania

FSD3302 EduMAP: Aikuiskoulutussektorin päättäjien ja koulutushenkilöstön haastatteluja nuorten aikuisten syrjäytymisestä 2017: Espanja

FSD3303 EduMAP: Aikuiskoulutussektorin päättäjien ja koulutushenkilöstön haastatteluja nuorten aikuisten syrjäytymisestä 2017: Turkki

FSD3304 EduMAP: Aikuiskoulutussektorin päättäjien ja koulutushenkilöstön haastatteluja nuorten aikuisten syrjäytymisestä 2017: Iso-Britannia

Aineiston sijainti

Yhteiskuntatieteellinen tietoaarkisto

Käyttöoikeudet

Aineisto on käytettävissä (C) vain tutkimukseen ja ylempiin opinnäytteisiin (esim. pro graduun, liseniaatin- ja väitöstutkimukseen).

Liite A

Esite tutkittavalle

FSD3296 EDUMAP: AIKUISKOULUTUSSEKTORIN PÄÄTTÄJIEN JA KOULUTUSHENKILÖSTÖN HAASTATTELUJA NUORTEN AIKUISTEN SYRJÄYTYMISESTÄ 2017-2018: VIRO

FSD3296 EDUMAP: INTERVIEWS WITH ADULT EDUCATION POLICY-MAKERS AND PERSONNEL ON THE SOCIAL EXCLUSION OF YOUNG ADULTS 2017-2018: ESTONIA

Tämä dokumentti on osa yllä mainittua Yhteiskuntatieteelliseen tietoaarkistoon arkistoitua tutkimusaineistoa.

Dokumenttia hyödyntävien tulee viitata siihen asianmukaisesti lähdeviitteellä.

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Om dokument är utnyttjat eller refererat till måste källan anges i form av bibliografisk referens.

Mer information: <http://www.fsd.uta.fi/>

Adult Education as a Means to Active Participatory Citizenship (EduMAP)

EduMAP is an international research project funded by the European Union's Horizon 2020 programme for the period 2016-2019. The project as a whole is coordinated by the University of Tampere, Finland. The aim of the project is to investigate the role of adult education to include young adults in active participatory citizenship in Europe. The project is interested in educational initiatives within and outside Europe. In addition, the project examines the effectiveness of adult education policies and practices in preventing social exclusion.

The educational initiatives will be evaluated by assessing their effectiveness, achievements and shortcomings. We are also interested in the means for communication and information and communication flows within the educational initiatives under study. For these purposes, individual and group interviews will be conducted with educational authorities, educators and participating students during the year 2017.

We would like to invite you to take part in these interviews. The interview will last for about an hour and it is confidential: your name or personal details will never be revealed. The interviews will be transcribed only in case you agree with it. In case you agree to be interviewed but decline to be recorded, the note taking will be accomplished by writing down the key points. The audio-recorded interviews will be transcribed into text files. The interview material will be carefully stored so that no outsiders except the project researchers have access to it. Any personal data that may allow identification of research participants will be removed. The transcribed text files will be archived for further use in the Finnish Social Science Data Archive. All identifying information will be removed from the archived data.

You have an option to give no answer to such interview questions which you do not want to respond. Your participation is completely voluntary and you can withdraw during the interview if you so wish, without any negative consequences. In case you decide to withdraw your consent, the researchers will proceed to permanently destroy the data provided.

The research findings will be published in scientific articles, online publications and documents delivered to policymakers. In the research reports, information on individual respondents will be presented in such a way as to make it impossible to identify them. You have the right to know any unexpected incidental research findings. If you wish so, please give your contact information to the researcher.

Your participation will be highly valuable for the research project and it will help us to better understand how educational actors could be helped to tailor educational initiatives relevant to young adults.

You can find more information on the project (and later on the research findings) from the project website: <http://www.uta.fi/edumap>. For further information contact: _____ (contact details of a representative of the national research team).

If you do wish to take part, please complete the attached consent form. Please be assured that even if you do sign this form, you are free to withdraw from the project at any time and you do not need to give a reason for your withdrawal.

Thank you for your valuable contribution!

Consent form for **educators and educational authorities**

Adult Education as a Means to Active Participatory Citizenship (EduMAP)

EduMAP is an international research project which investigates the role of adult education to include young people in active participatory citizenship in Europe. The fundamental aim is to help educational actors to tailor educational initiatives relevant to young adults. The project is funded by the European Union's Horizon 2020 programme for the period 2016-2019.

I have been asked to participate in the above-mentioned scientific research project. I have received both written and oral information on the research and the opportunity to pose questions about it to the researchers.

I understand that participation in the research is voluntary and that I have the right to decline or withdraw my consent at any time without offering any reason. I also understand that information will be treated in confidence.

CONSENT FORM

Please tick if you agree to the following

- I have read the information letter.
- I give consent to participate in this study
- I understand that participation is voluntary and I am free to withdraw at any time.
- I understand that I can contact [name of researchers] to discuss the study at any time.
- I give consent to having my interview audio recorded.
- I give consent to having my interview transcribed

I give consent to archiving and reuse of the data

Place and date

_____ . ____ . ____ . _____

Place and date

_____ . ____ . ____ . _____

I hereby consent to participate in the research:

Signature of interviewee

Name in block capitals

Recipient of the consent:

Signature of researcher

Name in block capitals

Liite B

Haastattelukysymykset, koulutushenkilöstö

FSD3296 EDUMAP: AIKUISKOULUTUSSEKTORIN PÄÄTTÄJIEN JA KOULUTUSHENKILÖSTÖN HAASTATTELUJA NUORTEN AIKUISTEN SYRJÄYTYMISESTÄ 2017-2018: VIRO

FSD3296 EDUMAP: INTERVIEWS WITH ADULT EDUCATION POLICY-MAKERS AND PERSONNEL ON THE SOCIAL EXCLUSION OF YOUNG ADULTS 2017-2018: ESTONIA

Tämä dokumentti on osa yllä mainittua Yhteiskuntatieteelliseen tietoaarkistoon arkistoitua tutkimusaineistoa.

Dokumenttia hyödyntävien tulee viitata siihen asianmukaisesti lähdeviitteellä.

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Om dokument är utnyttjat eller refererat till måste källan anges i form av bibliografisk referens.

Mer information: <http://www.fsd.uta.fi/>

5.2. Interviews with Educators and key other staff and programme designers in the selected GP

A: PROFILE, ACTIVITIES AND WORK PROCESS

1. Could you tell me a bit about your organization and **your role** in the organisation?
 - a. What are your specific responsibilities within *[organisation]*?
 - b. Since when have you been holding this role?
2. What types of young adults are you working with/addressing that represent **vulnerable groups**?
 - a. What are, in your opinion, the most important **issues** faced by *[the VGs addressed]*?
 - b. Do you think that your students are at risk of social, political or economic **exclusion**? If yes, in what sense? What are the reasons for their vulnerability?
 - c. Do you know anything about the **economic position** of your students? Are they/have they been working temporarily or permanently?
 - d. In your opinion, what are the main **challenges** for your students in search for employment?
 - e. Are there differences between student groups? Are there **gender differences**? Please elaborate.
3. What distinguishes the **vision and approach** of *[your organisation]* in *[specific field of adult education]* for addressing the needs of VGs and enabling their socio-economic inclusion?
 - a. How have the objectives and mission statement of *[your organisation]* evolved in time?
 - b. Does *[your organisation]* offer any **supportive services** for learners attending AE courses? Please describe.
 - c. Does your organization have a strategy for the promotion of a **gender balanced engagement** among learners? If yes, please describe how it is ensured.
 - i. Which are the main obstacles that prevent a gender balanced engagement?
 - ii. Which mitigation actions have you implemented?
4. How does *[your organisation]* **contribute** to the socio-economic inclusion of VGs? Can you name some **outcomes** and results from past and current initiatives?
 - a. What **opportunities** does *[your organisation]* open for responding to the issues faced by *[the VGs addressed]*?
 - b. To what extent would you say that *[your organisation]* enabled the VGs addressed to acquire new competences and thus foster their active participation in social/political/economic life?
5. In the project EduMAP we work with the concept of '**active participatory citizenship**', and we are interested to understand how it is defined and used in other organisations. Do you have a concept of active participatory citizenship and have you addressed this in any of your programmes? If yes, please describe.

Prompts:

 - a. [If yes] What does it mean according to your organisation to be an active citizen?
 - b. What are the main issues faced by the vulnerable groups you address in becoming actively involved socially, economically, politically?
 - c. How do the programmes/courses offered by your organisation contribute to stimulating active citizenship amongst vulnerable groups?
 - d. Do you see any differences in the ways you and your students/learners may understand or define active citizenship?
 - e. [If not] In your view, would it be helpful to develop it? In what way? How would you characterize the concept?

Work process, information needs and objectives [IDSS]: *We are interested to find out more about the work process and information accessed when you design new educational programmes, and specifically the type of information you need/access to this purpose.*

6. Could you describe shortly the **work process** involved in designing new educational programmes? We are particularly interested to understand the kind of information you need and access for supporting the instructional design process.

Prompts:

- a. What **actors** are involved in designing new programmes?
- b. Wherefrom and how do you **access the information** for supporting the design process?
- c. Are there areas or specific cases where you faced problems related to **lack of information**? Please describe.
- d. Can you think of what could **improve access to information** for developing new educational programmes in your organisation? [E.g. access to disaggregated data for given VG populations, access to examples of success on successful policies targeting similar problems]

B. SPECIFIC GP – DESCRIPTION, OUTCOMES, IMPACTS [WP3]

Guidance: Description of GP, goals, and target will have been covered in the Context analysis phase. Please probe here the impact and achievements more in-depth than in the context analysis interview.

Pedagogical approach, outline and implementation details

1. How would you describe the **pedagogical approach** of [GP]?
 - a. What elements **distinguish** the pedagogical approach of the programme?
 - b. What kind of **learning/teaching methods** are used?
 - c. How do these take into account the characteristics of the VGs you address?
 - d. What learning/teaching methods have been found to be particularly **appropriate** to vulnerable learners? Please elaborate.
 - e. What aspects were found to be **weak/problematic** and could be improved?
 - f. How much space is dedicated to developing **practical skills**? Please elaborate.
 - g. Does the programme aim to facilitate students' **social skills**? How?
2. Could you provide an **outline of the course and content**? Specifically, we are interested in details about:
 - a. main subjects covered
 - b. number of taught hours/self-directed learning per module/week/semester (depending on course type)
 - c. patterns of taught hours/self-directed learning/group work
 - d. site of taught hours (i.e. classroom, etc.)
 - e. pattern of staff allocation (i.e. how many educators per module; how many students in a module)
3. Could you describe the **teaching and learning process**? For instance, how does a typical class go? (E.g., lectures, student input/feedback, group work, etc.)
 - a. How much time is given to questions/inputs/feedback from students? What about individual work and reflection?
 - b. How much space is provided to group discussions and group work? In what way do you conduct them? (prompt if necessary: balance between student presentations/questions and lecturers' responses, small group/whole class activity)
 - a. Do you use any digital, online or virtual learning materials (Podcast, e-learning tools, etc.)?
4. From your experience, what is the teaching/learning approach that is preferred or to which students respond the best? What are the most **effective formats**?
 - a. E.g., Lectures/seminars/group work; the use of technology, game-like approaches, etc.
5. In your experience, have you noticed any differences related to **gender** in the way participants interact with peers and educators, the group dynamics, or attitude towards the learning and teaching process? Please elaborate.
6. Could you say something about the procedures for **evaluation and assessment/feedback** to students?

- a. What are the typical evaluation procedures you use?
- b. Do you also evaluate the acquisition of practical and social competences? If yes, how. If not, do you think this would be helpful?
- c. How is feedback provided to students?
- d. Do students have time/space/procedures to respond to feedback?
- e. Can students evaluate as well the programme/lessons? Please elaborate.
- f. Is there any validation concept to monitor the development of your students/learners competencies? If yes, please describe. If not, do you think this would be helpful?

Educator/Teacher competences

7. What **competences** do [GP] educators possess (or should possess) that enable them to work effectively with vulnerable learners?
 - a. What competences you think are essential for enabling educators to teach/engage with VGs? [Prompt: beyond domain/subject-specific competences]
 - b. Is there a professional development programme for [GP] educators in place?
 - c. Do [GP] educators/teachers take additional courses to hone their teaching competences?

Impact and achievements: Development of APC competences

*Guidance: These questions seek to a) elicit the **impacts on learners** in terms of APC competences development and supporting their participation in socio-economic life; and b) identify the **key elements of the programme** that can be linked to these outcomes. The first two questions are generic, and further specific questions for the three APC areas can be asked if time allows. Depending on the type of programme, you may want to focus on the questions related to one of the three APC dimensions.*

Questions can be adapted to refer directly to the programme features – particular VGs addressed, specific types of APC competences targeted, particular elements of the programme you may want to probe into.

8. Could you tell us about the **impacts** of this programme on learners? In particular:
 - c. What are the most important **competences** developed through this programme?
 - d. How does the programme contribute to improving the life and the socio-economic **opportunities** opened up for students?
9. Which, in your opinion, are the **essential elements** of the programme that enable reaching out to these impacts on learners?

Socio-economic focus:

10. To what extent and how does the programme enhance learners' employability skills and contribute to improving their life conditions/economic standing?
 - a. *[for VET programmes]* As an average, do you have information about how many students are able to find a job after graduation/completion of the programme?
 - a. Are students better fit for finding and keeping a job due to participation in this programme?
 - b. Do you think that they will more easily adapt into economic life after their studies? How/Why/why not?
11. What specific parts of the programme aim to facilitate their economic skills (e.g. employability skills)?

Socio-cultural focus:

12. To what extent and how does participation in the present educational initiative increase learners' willingness and capabilities to interact with people/groups in diverse social environments?
 - a. Does participation in the programme enable students to participate and socialise effectively in formal and professional environments?

- b. Do you think it will foster learners' greater participation in society, broader or local communities? How?
13. What specific parts of the programme aim to facilitate their social and/or cultural skills (e.g. communication skills, intercultural skills)?

Legal-political focus:

14. To what extent and how does participation in the present educational initiative contribute to increasing learners' civic and/or legal-political knowledge/awareness/competences?
- a. Do you think participation will foster more effective interaction in the civic/institutional context, to access their entitlements, to perform their responsibilities as citizens? In what ways?
 - b. Does participation in the programme enable students to become more aware of their rights and responsibilities as citizens? How?
15. What specific parts of the programme cultivate [*civic competences/legal notions*] or facilitate their civic engagement and political participation?

Attendance and graduation rates

16. As an average, how much do learners attend each module/class?
17. As an average, how many graduate/complete the course?
- a. Are there gender differences related to graduation?
 - b. Are there specific reasons why learners do not manage to graduate/finalise the course? Are there gender differences with respect to issues encountered?
 - c. How could these issues be attended to/solved in your opinion?

Programme improvement and lessons for other contexts

18. In your opinion, how could the programme be **improved** for future editions or if new editions are run on a similar format?
- a. Based on your experience running this programme, what could be done differently to enable a more effective delivery?
19. What do you think can be learnt from this programme, which can be useful for designing and running similar programmes in other contexts?
- a. Are there elements/aspects that could be transferred/adapted in other contexts?

C. COMMUNICATION AND OUTREACH

Communication with other stakeholders/institutions

1. What are the main institutional actors that are **important** for running the educational programmes and the day to day activities of your organisation? [e.g., state institutions, employers, community organisations, etc.]
2. With which actors you **maintain closer communication** and contact? How?
 - a. Which communication channels you use?
 - b. Which channels are most effective?
 - c. What type of information you exchange?
3. Which institutional actors would be important but are hard to reach?

Communication with learners

Pre-course communication (formal and informal)

4. How are learners recruited for this programme?
- Probing:*
- a. What **channels** are used for advertising/recruitment?
 - b. Which channels worked best?
 - c. What type of **information** is provided during recruitment?

- d. Are there spaces for **response, feedback**, dialogue?
- e. What **issues/challenges** have you encountered in the recruitment process?
- f. Are there groups of vulnerable adults that are particularly hard to reach?

During-course communication (formal and informal)

5. To what extent and how do you communicate with students beyond the class hours?

Probing:

- a. What **channels** are used for communicating with students?
- b. Which channels **worked best**?
- c. What type of **information** is provided?
- d. Are there spaces for **response, feedback**, dialogue?
- e. What **issues/challenges** have you encountered whilst communicating with current learners?
- f. Are there categories of vulnerable learners that are particularly hard to reach?

Post-course communication (formal and informal) – if any

6. Do you continue to communicate/keep in touch with students after completion of the programme? If yes, how?

Probing:

- g. What **channels** are used for communicating with former learners?
- h. Which channels **worked best**?
- i. What type of **information** is provided?
- j. Are there spaces for **response, feedback**, dialogue?
- k. What **issues/challenges** have you encountered whilst communicating with former learners?
- l. Are there categories of vulnerable learners that are particularly hard to reach?

Liite C

Haastattelukysymykset, päättäjät ja viranomaiset

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FSD3296 EDUMAP: INTERVIEWS WITH ADULT EDUCATION POLICY-MAKERS AND PERSONNEL ON THE SOCIAL EXCLUSION OF YOUNG ADULTS 2017-2018: ESTONIA

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5.1. Interviews with educational authorities and policy makers

A. PROFILE AND ACTIVITIES

1. Could you tell me a bit about **your role** as [role] in [organization] and your work in the organization?

1.

Prompts:

a. How is your own work connected to [adult education/inclusion of vulnerable groups]?

2. What are the role and specific tasks of **your organization** concerning the regulatory framework for [adult education / inclusion of vulnerable groups]?

Prompts:

a. What was the role of your organisation in developing [name policies/regulations/briefings]?

b. What new policies/measures/initiatives are currently under consideration or being conceived by [your organisation]?

c. Can you name the core **principles and objectives** that guide your organisation's approach to policy making on [education/AE/social inclusion]?

3. Does your organization have a strategy for the promotion of a **gender** balanced engagement/combat gender imbalance and discrimination? Which are the main obstacles that prevent it? Which mitigation actions have you conceived/implemented?

Work process: *One of the aims of the project EduMAP is to design and develop an Intelligent Decision Support System to support access to reliable information and thus support informed decision making among educational authorities and policy makers. To this purpose, we are particularly interested to understand better the process of work and decision making involved in developing new or shaping the implementation of existing policies/laws/strategies/regulations, as well as the kind of information needed or accessed at each step.*

4. Could you describe shortly the **work process** for [conceiving new policies/ assessing and shaping existing policies and measures/ensuring the effective implementation of policies/regulations/measures]? We are particularly interested to understand wherefrom and how do you **access information** needed for [conceiving new policies/developing policy strategies/decision-making, ..], and what type of information is essential in the process.

Prompts:

a. What **actors** are involved in the decision-making process?

b. Wherefrom and how do you **access the information** for supporting the decisional process?

c. Are there areas or specific cases where you faced problems related to **lack of information**? Please describe.

d. Can you think of what could **improve access to information** and the decision-making process for developing new policies/measures/programmes in your organisation? [E.g. access to disaggregated data for given VG populations, access to examples of success on successful policies targeting similar problems]

Communication and outreach

5. To what extent and how are representatives of civil society and vulnerable groups **involved in or consulted** during the process of [developing new policies /regulations/measures/initiatives, developing/refining implementation strategies, ...]?

Prompts:

a. **[If yes]** Please describe the process. How do you communicate with/gather information from vulnerable groups? [E.g., Do you communicate with the grassroots/representative members/agencies representing them?]

- b. Are there cases where you encountered problems with the communication or consultation process? Please describe.
- c. Are there some groups with whom you would like to keep contact but you cannot? If yes, why?
- d. **[If no]** Do you think it is important to include the views of vulnerable groups in the development of new policies?
- e. *[further probing]* To what extent and how does your organisation get **informed about the impacts** of current measures and policies on VG livelihoods and education?

Approach to APC: *In the project EduMAP we work with the concept of 'active participatory citizenship', and we are interested to understand how it is defined and used in other organisations.*

6. Does *[your organisation]* work with a **concept of active (participatory) citizenship**? If yes, please describe what does it mean according to your organisation to be an active citizen.

Prompts:

- a. In your opinion, what are the main **issues** faced by *[the vulnerable groups you address]* in becoming active citizens / actively involved socially, economically, politically?
- b. In your opinion, which current policies/laws/measures for education and social inclusion are specifically designed to stimulate active citizenship amongst vulnerable groups, if any? If none, do you think there is a need to specifically take this concept into account?
- c. Have you come across any strategies or approaches to **monitor the impact** of education in developing APC? If yes, please describe. If no, do you think this would be helpful?

B: VIEWS ON EDUCATIONAL POLICY AND RELATION TO APC

7. In your opinion, what are the most important **issues** faced by vulnerable groups, which should be considered by current policies on *[education/adult education/inclusion of VGs]*?

Prompts:

- a. What in your opinion is the **strongest factor preventing** vulnerable groups to become active economically, politically and socially? [How] Is this considered by current policies on education and inclusion of VGs?
- b. What are the most important **competences** that vulnerable young adults need to develop to become active citizens?
- c. How could public policies contribute to creating a favourable and stimulating environment for developing these competences?

8. What is your **opinion about current policies** on *[education/adult education]*, in terms of their effectiveness, achievements and shortcomings for the inclusion of VGs?

Prompts:

- a. Can you name the educational policy **goals** that are most relevant for the socio-economic inclusion of VGs?
- b. Do you think that present adult education policies foster either social equalities or inequalities? If so, how? Are there any specific indicators or evidence that support this understanding?
- c. To what extent are current policies on *[education/adult education]* addressing **adequately** the issues faced by VGs? Why?
- d. What do you consider to be the most **effective** strategies and policy measures for inclusion of vulnerable young people? Could you give us any examples, or success stories?
- e. What are the main **limits** of current policies and measures?

9. Do you think current policies are addressing adequately issues related to **gender**? Please

elaborate.

10. Are the policy goals achieved or **implemented effectively** into practice? In what way?

Prompts:

- a. If yes, what contributes to the successful implementation of the policy goals?
- b. If no, what are the main reasons and how could these be overcome? Please elaborate.

11. To what extent does the current regulatory framework create a **favourable environment** for the work of educational agencies?

Prompts:

- a. What kind of means education agencies have/should have to prevent social exclusion?
What kind of educational practices are needed?

12. In your opinion, is there a need to **improve the regulatory framework/public policies** on [education/adult education/inclusion of VGs]? In what way?

- a. If yes, what policy goals might be relevant?
- b. In what way would this contribute to effective practice?

Liite D

Aineistonäyte

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Mis on see adult educators association] roll tööpaigal õppimise suhtes, et kas tegelikult nõustavad

ja täiskasvanu hariduse propageerimise, elukestva õppe propageerimisega jäävad minu meelest mitte ei nõustu või vahendavad infot, et nende ootus meil oli see, et nad saaks teatmikke meil vene keeles nüüd ei tulnud teatmikke trükiversioonist on väga suur soov tegelikult saada Venekeelseid teatmikke, kui nad teevad näiteks Ida-Virumaal mingisuguseid infopäevi ja ma, ma sain aru, et neil on väga suured võrgustikud, info levib nagu võrgustike kaudu. Et pigem on selline vahele

teatud mõttes kas ja **kuivõrd tööpaiga õppimine või õpipoisiõpe on sihitud vene keelega kutseharidusprogrammidele**

kas te peate silmas teadmatust või mis ma mõtlesin, aga üleüldiselt, et kui suur osa nendest õppekavadest, kuhu saab astuda, pakub õppimist ka vene keeles. Kas on mõned selles suhtes ei julge sellele nüüd arvuliselt vastata, sest et mina ei puutu selle sisu kokku. Aga kindlasti on Ida-Virumaal näiteks juuksurite osakond selline on vene keeleõpe ja kindlasti on ka [vocational school] venekeelse õppetöökohapõhist õpet võib rakendada, mis tahes õppekaval sellele tuleb teha lihtsalt siis rakenduskava koostöös tööandja ja ja kooliga.

Ja, ja selles suhtes, kõik võimalused on nagu avatud, et kui on venekeelne õpe mingil õppekava, siis saab ka töökohapõhine õpe toimub vene keeles.

Aga siis selle teate, kui mõte on tuua ka need vene emakeelega noori õppima eestikeelsetele erialadele või

ta on põhimõtteliselt ikkagi teavitav lugu, tutvustab õppimisvõimalusi, et meil on seal Abiks otsustajale teatmikus. Ei ole teinud seda. Seepärast, et seal lõpus on terve ports õppekavu k õik nagu kõik õppekavad, mis üldse nagu võimalik, kus on võimalik õppida ja seal on toodud ka õppekeel välja, et selles suhtes ei sunni kedagi kuskile minema, aga ta pigem tutvustab nagu võimalusi ja seal esimene osa teatmikust on edulood erinevate õppuritega ja seal ma püüdsin nagu jälgida seda, et oleks ka vene venekeelse perekonnanime ja Venemaa võib-olla mitte emakeelena kõneleva noorega intervjuusid lugusid, aga et noh, et oleks sealt ka välja see, meil, meil on nii eestlasi kui ka venelasi sellest ja kus oleks rohkematel inimestel võimalus ennast nagu samastab samastada.

