

FSD3298 EDUMAP: AIKUISKOULUTUSSEKTORIN PÄÄTTÄJIEN JA KOULUTUSHENKILÖSTÖN HAASTATTELUJA NUORTEN AIKUISTEN SYRJÄYTYMISESTÄ 2017-2018: KREIKKA

FSD3298 EDUMAP: INTERVIEWS WITH ADULT EDUCATION POLICY-MAKERS AND PERSONNEL ON THE SOCIAL EXCLUSION OF YOUNG ADULTS 2017-2018: GREECE

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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?