

FSD3304 EDUMAP: AIKUISKOULUTUSSEKTORIN PÄÄTTÄJIEN JA KOULUTUSHENKILÖSTÖN HAASTATTELUJA NUORTEN AIKUISTEN SYRJÄYTYMISESTÄ 2017-2018: YHDISTYNYT KUNINGASKUNTA

FSD3304 EDUMAP: INTERVIEWS WITH ADULT EDUCATION POLICY-MAKERS AND PERSONNEL ON THE SOCIAL EXCLUSION OF YOUNG ADULTS 2017-2018: UNITED KINGDOM

---

Tämä dokumentti on osa yllä mainittua Yhteiskuntatieteelliseen tietoaarkistoon arkistoitua tutkimusaineistoa.

Dokumenttia hyödyntävien tulee viitata siihen asianmukaisesti lähdeviitteellä.

Lisätiedot: <http://www.fsd.uta.fi/>

---

This document forms a part of the above mentioned dataset, archived at the Finnish Social Science Data Archive.

If the document is used or referred to in any way, the source must be acknowledged by means of an appropriate bibliographic citation.

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

---

Detta dokument utgör en del av den ovannämnda datamängden, arkiverad på Finlands samhällsvetenskapliga dataarkiv.

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

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

---

## 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?