



EduMAP empirical research, WPs 3 & 4

Research design documents: **Strand #2. Targeted research on good practices**



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Glossary:

GP – Good practice

CE – Communicative ecologies

AE – Adult education

AC/APC – Active citizenship/Active participatory citizenship

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Introductory note on public version

This is the third of a series of five documents that describe the research design and guidelines used for the multi-partner and multi-sited empirical research carried out in the EU project EduMAP (Adult Education as a Means to Active Participatory Citizenship). Empirical research work has been carried out for the Work Packages (WPs) 3 and 4, focused respectively on *Targeted research on best practices among vulnerable groups* and *Communicative ecologies in the field of adult education*. The research design included data collection and analysis protocols aligned to both WP3 and WP4 objectives, tested through a pilot conducted between December 2016 and March 2017 in Bucharest, Romania.

These guidelines have been used to ensure consistency across the Consortium for the data collection and interpretation. Overall, based on these guidelines, EduMAP partners collected data in 19 EU countries and Turkey, covering a total of 40 adult education (AE) programmes. In addition, eight groups of young people at risk of social exclusion (91 respondents) from seven EU countries and Turkey have been involved in the study to investigate their communicative practices and identify leverages that can be used to improve access to adult education.

The aim of publishing the research design is to offer an exemplar of research guidance used to plan and implement effectively multi-sited and multi-partner research for an interdisciplinary project.

(for more details on datasets and sampling, please consult the EduMAP Deliverables *D3.1. Targeted research on best practices among vulnerable groups*; and *D4.1 Communicative ecologies in the field of adult education*).

Strand #2 - Targeted research on good practices

1. INTRODUCTION

This document outlines sampling and data collection methods for the second of three strands in the research design for EduMAP empirical research for WPs 3 and 4.

1. Context analysis [WP3,4]
2. **Targeted research on good practices [WP3,4]**
3. Targeted research on vulnerable groups: Communicative ecologies mapping [WP4]

This strand follows the work conducted in Strand #1 for the identification of good practices to be studied in-depth for a given country. At this stage, access to study a specific good practice will have been confirmed. The **aims** in this strand are to:

- Examine the effectiveness, achievements, and shortcomings of the educational initiatives identified as GPs, assessed according to their contribution to enabling vulnerable learners to participate in social, political and economic life and to develop APC competences.
- Identify and document elements of good practice and enabling conditions associated to each GP, in relation to their potential to cultivate APC competences and participation in socio-economic and political life for the learners involved.
- Identify conceptions of and aspirations for APC among different respondent groups, in particular comparing those of learners with educational authorities and educators.

Data collection will involve desk research, interviews and focus groups.

Desk Research

Guidance: Relevant educational (e.g. curricula) and policy documents will be identified and analysed in order to gather information about the educational and policy goals of the educational initiatives under investigation. One of the principal aims of desk research is to provide enough relevant context around the GP programme studied, across AE policy and practice, so that the GP effectiveness and achievements can be assessed meaningfully within this context. We are interested whether the programme identified as GP aims to develop the participants' employability skills (e.g. CV writing, interview preparation, job searching, interpersonal skills), practical skills (experience giving young people real-life work placement to enhance their skills and confidence), basic skills, vocational skills, social skills (communication, problem-solving), life-skills and/or civic skills. The effectiveness of the GPs will be assessed by comparing the stated educational/policy goals with the perceived achievements (findings of the semi-structured interviews with learners/educators/GP managers).

From the available materials related to a specific GP, questions to consider as of special interest include:

- Does the programme seek to **address** specifically vulnerable young adults? Does the programme take into account different types of vulnerability (e.g. specific provision for young adults with disabilities)?
- Does the programme seek to **enable** vulnerable learners to take an active role in social, economic and/or political life?
- Does the programme seek to **motivate** the learners to actively improve the living conditions of their own and/or their communities?

Semi-structured interviews will be conducted with:

- Educational authorities/ policy-makers whose area of focus is relevant for the GP.
- Educators, designers, managers and other staff involved in the design and management of the specific educational initiative identified as GP.
- Current and former learners involved in each GP.

Focus groups will be conducted with current or former learners involved in a programme, and will be organised depending on the practical possibilities to organise them for each GP studied.

Sampling criteria and protocols for the semi-structured interviews and focus groups are further outlined below.

2. SAMPLING

For each good practice identified, interviewees will be sampled from three categories:

1. Educational authorities/policy makers
2. Educators and programme designers in the selected programme
3. Current and former learners involved in the selected programme

2.1. Educational authorities and policy-makers will be selected based on their relevance to the GP identified. In particular, we aim to select educational authorities and policy makers whose area of work and scope of decisional power is directly related to the area of the GP programmes studied. Broadly, their profiles will fall at the intersection of AE and socio-economic and political inclusion of vulnerable groups and may cover involvement in developing and shaping:

- AE policy/measures/regulations specifically targeting vulnerable groups and social inclusion
- AE policy related to the area of focus of the selected GP – for instance VET, Second Chance education, informal learning, etc. (the focus here may be on targeting a broader population than vulnerable groups)
- Policy on socio-economic and political inclusion of vulnerable groups or particular types of vulnerable groups. These may include for instance policies and national programmes for adults with special needs, minorities such as the Roma, refugees, etc.

The interviewees will be selected to complement, not repeat, information on local policies and their impact on AE for inclusion of vulnerable groups/young people at risk of social exclusion, which will have been gathered through desk research in Strand #1, and sourced from the country reports in WP2. Depending on each GP, educational authorities may be selected from the national, regional or local levels.

We aim for minimum cca 5 interviewees.

2.2. Educators and programme designers in the selected GP will be selected based on their involvement in designing, developing, delivering and/or evaluating the programme. Ideally, a series of roles will be covered such as:

- Instructional designers – responsible with conceptualising and designing the AE programme
- Programme/project managers
- Directors/managers who have a vision for the role of the GP in the institutional context, and in the broader AE context
- Teachers/educators
- Communication and outreach officers

We aim for minimum cca 5 interviewees across all profiles.

2.3. Current and former learners involved in the GP programme will be selected through the mediation of the implementing agency.

Sampling is guided by the following considerations:

- Gender balance – aim for proportional coverage of young men and women
- Other considerations will need be considered, such as economic and employment status, age groups within the segment 16-30 y.o.

We aim to interview a minimum of 10 students overall among former and current students (for both interviews and focus groups).

3. INTERVIEW PROTOCOLS – KEY QUESTIONS

General notes on the questions and their administration:

In the following sets of interview questions (protocols), there are a **number of key questions**, out of which **essential questions are marked in blue**.

In Annex 1 more elaborate versions are provided, where **some of these questions are followed by suggested prompts**, which can help you to guide discussions, to generate more discussion, delve more deeply in the case of an interesting response, or help move the interview along.

Consideration of the **time** that an interviewee has set aside for the interview may mean you have to be selective in which questions you probe further through the prompts. If time is limited, please consider covering the **essential questions marked in blue**.

The questions will likely require some adaptation, and we will go through the questions and begin the process of adapting to local contexts during the Berlin workshop.

The order in which the questions are asked can be changed, depending on the flow of the interview.

Where translation/interpretation is required, we will develop specific guidance, and will work on this with those of you who intend to use such services.

3.1. Interviews with educational authorities and policy makers

Guidance

The primary aim of these interviews is first to enable an assessment of each GP, by means of a comparison between the relevant educational/policy goals and approaches (stated in these interviews), with the achievements of the GP under study (findings of the semi-structured interviews with learners/educators/GP managers). Second, the interviews will provide data to shape the design of the IDSS.

Thus, the interviews are designed to:

- Enable an in-depth look at and **gather expert opinions about the regulatory framework** (including policies, regulations, key strategic aims at national, regional and local level) that influences the set-up, effectiveness and impacts of the educational programmes envisaged.
- Provide information about the **process of work, decision making, and the information needs** of educational authorities/policy makers (to inform the design of the IDSS).

The interview has been consequently designed in two parts (for convenience the organisation-focused part comes first):

1. The first part focuses on the **profile** of the interviewee and their organisation, including details on work process, communication, and endorsement of APC concepts and approaches.
2. The second part elicits expert **views** on current education policies, their achievements and gaps, and opinions/views on how they can be improved to better address the needs of vulnerable group.

The interview questions should be adapted according to the profile of the respondent and based on an understanding of the national/local policies, laws and regulations of relevance that are to be documented before the interview. In particular, any one respondent may be competent either on AE policy, inclusion policy for all or specific vulnerable groups, or the intersection of the two. Questions should be refined accordingly, keeping in mind however that the project addresses *primarily* education and AE policy. Thus, questions on AE/education policy will sit at the centre, even when the interviewee profile will be focused, for example, on social inclusion policies.

Where necessary, information about the specific **purpose** of certain questions sets can be provided, so that the interviewee is aware of the type of information we look for, and how we are going to use it. For instance, when inquiring about the work and decision making process, it can be helpful to quickly explain that this information will be used to inform the design of an IDSS for educational authorities/policy makers.

Gender as a crosscutting theme

Prompts and follow up questions should be used, regarding **gender issues** in policy making and implementation of educational policies. Are gender aspects considered in the policy making process? Have specific issues related to gender been considered and how are they handled, etc.

A. PROFILE AND ACTIVITIES

1. Could you tell me a bit about **your role** as [role] in [organization] and your work in the organization?
2. What are the role and specific tasks of **your organization** concerning the regulatory framework for [adult education / inclusion of vulnerable groups]?
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 briefly 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 where from and how you **access information** needed for [conceiving new policies/developing policy strategies/decision-making, ...] and what type of information is essential in the process.

Communication and outreach

5. To what extent and how are representatives of civil society and vulnerable groups/young adults

involved in or consulted during the process of *[developing new policies /regulations/measures/initiatives, developing/refining implementation strategies, ...]*?

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 it means according to your organisation to be an active citizen.

B: VIEWS ON EDUCATIONAL POLICY AND RELATION TO APC

7. In your opinion, what are the most important **issues** faced by vulnerable young adults, which should be considered by current policies on *[education/adult education/inclusion of vulnerable groups]*?
8. What is your **opinion about current policies** on *[education/adult education]*, in terms of their effectiveness, achievements and shortcomings for the socio-economic inclusion of vulnerable groups?
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?
11. To what extent does the current regulatory framework create a **favourable environment** for the work of educational agencies?
12. In your opinion, is there a need to **improve** the regulatory framework/public policies on *[education/adult education/inclusion of vulnerable group/young people at risk of social exclusion]*? In what way?

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

Guidance: The interview is designed to elicit data about the specific GP studied, as well as the context within which it is designed, delivered and evaluated. The **main aims** are to:

- Assess the **effectiveness** of the GP in terms of its contribution to develop APC competences for vulnerable learners and to support their participation in socio-economic and political life.
- Identify **pedagogical strategies and approaches**, and other supporting elements that can be linked to the positive outcomes of the programme.
- Understand how the institution **communicates** with learners and other institutions – including main groups/actors, channels, messages, and their effectiveness or associated challenges.

The interview has **three main parts**:

1. The first focuses on the profile of the respondent and the organisation, the role of the organisation in the socio-economic inclusion of vulnerable group/young people at risk of social exclusion, as well as the process of work that goes into designing new educational programmes [Focus: WP3; the latter part is useful for the IDSS].
2. The description, outcomes and impacts of the GP studied. [Focus: WP3]
3. The communication with learners (before, during and after the course) and with other institutions. [Focus: WP4]

One of the main goals of WP3 is to gather information of the learning/teaching methods appropriate to vulnerable young adults. Thus at least some of the questions focusing on pedagogical issues need to be asked. A further aim is to identify what qualifications and training are needed for educators.

The interview questions can be split among several respondents from the implementing agency/ies. Depending on the case, some questions need only be asked once, and some others probed through several interviews to

gather several perspectives.

Some of the questions have been asked in the GP probing phase, described in Strand #1 Research design. In this case they may be skipped, or the topics approached in more depth.

A: PROFILE, ACTIVITIES AND WORK PROCESS

1. Could you tell me a bit about your organization and **your role** in the organisation?
2. What types of young adults are you working with/addressing that represent **vulnerable groups**?
3. What distinguishes the **vision and approach** of [your organisation] in [specific field of adult education] for addressing the needs of vulnerable group and enabling their socio-economic inclusion?
4. How does [your organisation] contribute to the socio-economic inclusion of vulnerable groups? Can you name some **outcomes** and results from past and current initiatives?
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.

Work process, information needs and objectives: *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 briefly 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.

B. SPECIFIC GP – DESCRIPTION, OUTCOMES, IMPACTS

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

7. How would you describe the **pedagogical approach** of [GP]?
8. 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)
9. 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.)
10. 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**?
11. 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.

12. Could you say something about the procedures for **evaluation and assessment/feedback** to students?

Educator/Teacher competences

13. What **competences** do [GP] educators possess (or should possess) that enable them to work effectively with vulnerable learners?

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 vulnerable groups addressed, specific types of APC competences targeted, particular elements of the programme you may want to probe into.*

14. Could you tell us about the **impacts** of this programme on learners? In particular:

- a. What are the most important **competences** developed through this programme?
- b. How does the programme contribute to improving the life and the socio-economic **opportunities** opened up for students?

15. Which, in your opinion, are the **essential elements** of the programme that enable achieving impacts on learners?

Socio-economic focus:

16. To what extent and how does the programme enhance learners' employability skills and contribute to improving their life conditions/economic standing?

- c. Are students better fit for finding and keeping a job due to participation in this programme?
- d. Do you think that they will more easily adapt into economic life after their studies?
How/why/why not?

17. What specific parts of the programme aim to facilitate their economic skills (e.g. employability skills)?

Socio-cultural focus:

18. 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?

19. What specific parts of the programme aim to facilitate their social and/or cultural skills (e.g. communication skills, intercultural skills)?

Legal-political focus:

20. To what extent and how does participation in the present educational initiative contribute to increasing learners' civic and/or legal-political knowledge/awareness/competences?

21. What specific parts of the programme cultivate [*civic competences/legal notions*] or facilitate their civic engagement and political participation?

Attendance and graduation rates

22. As an average, how much do learners attend each module/class?

23. As an average, how many graduate/complete the course?

Programme improvement and lessons for other contexts

24. In your opinion, how could the programme be **improved** for future editions or if new editions are run on a similar format?
25. What do you think can be **learnt** from this programme, which can be useful for designing and running similar programmes 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 do you **maintain closer communication** and contact? How?
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?

During-course communication (formal and informal)

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

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?

3.3. Interviews with former and current learners involved in the selected programme

Guidance: The main aim of the interview is to understand, from learners' perspectives, how the programme has affected them and their chances for more active socio-economic and political participation. We will be gathering subjective opinions coming from learners, and focused on understanding if and to what extent the programme resulted in any change/improvement in terms of:

- Development of APC competences for learners
- Opening up opportunities for socio-economic and civic-political participation

In addition, we try to link the programme impacts on learners to particular strategies and approaches found to be effective, from learners' perspectives.

Importantly, we are not trying to assess learners' life paths and competences independent of the programme. Rather, we are focusing on what is now different in learners' life, what changed as a result of attending the programme.

The interview guide has **four parts**:

1. Demographics and personal/life context
2. Experience and satisfaction with the programme, including information about decision to attend, fulfilment of expectations
3. APC competences development – the core questions that elicit information about the impacts on students

in terms of competence development and opening up opportunities for more engaged socio-economic and civic/political participation

4. Communication before, during and after the programme – focusing on what worked and what could be done better through different means and channels.

Please try to simplify the interview questions when necessary (depending on the prospective respondents). There may also be a need to adapt the questions to specific local/country contexts

A. DEMOGRAPHICS AND PERSONAL/LIFE CONTEXT

Gender

Year of birth

Marital status

Nationality/ies

Current living arrangements: Where do you live? How many people live with you? Are you satisfied with the living conditions?

Mother tongue/s + other language skills

Education: What is the highest level of education you reached?

Professional status: Do you currently have a job? If yes, how satisfied you are with your job?

Work experience: Have you held any jobs in the past? Which ones? What was your experience with these jobs?

Starting question: What did you do before this course? Tell me something about your life before that.

B. PROGRAMME – EXPERIENCE AND SATISFACTION

Decision to attend and role in individual educational/training path

Guidance: Generate discussion to clarify the educational background of the interviewees and their motivations for taking part in the course/project under study. What are their prior learning backgrounds? What are their previous learning experiences? How does this course fit or not with their prior learning experiences and educational path? How does it fit with their professional aspirations?

1. What **motivated** you to take part in these studies? Why did you choose this particular school/course/project?
2. What **profession/job** would you like to pursue in the future? How does this course help you to work towards this purpose?
3. Have you participated in **other educational programmes** before this course, apart from compulsory education? [such as vocational education and training courses, Second Chance, etc.] If so, where? Did those experiences influence your decision to participate in this course?

Experience. Expectations and satisfaction

Guidance: Generate discussion to clarify the interviewees' expectations from taking part in the programme under study. What did they expect to get from being involved in the studies? Have their expectations materialized? If yes/if no, why so?

If learners engaged in other non-compulsory education experiences, how does this course experience compare with those? [If time allows] Were/are their potentials and existing competences acknowledged in this course? [see probing questions in [Annex 1](#)].

4. For how long have you learned/studied here? For how long are you planning to continue?
5. What did you **expect** to get from being involved in these studies when you started attending?

6. How **satisfied** are you with this course/programme? What do you like best? What would you change/improve?
7. If you compare your previous and current educational experiences, what is different/better/worse here?

C. APC COMPETENCES DEVELOPMENT

Guidance: Generate discussion to clarify whether or not participants have developed APC competences through the course, leading up to whether the interviewees think of themselves of being an 'active citizen' (AC). Depending on context and learners profiles, direct questions regarding AC/APC may not work or give informed answers. In these cases, focus rather on competences operationalised from definitions of AC/APC, without using the concept as such.

In addition to the interviewees' self-evaluation of their competence development, explore the participants' awareness, attitudinal orientation and skills needed for active citizenship through the probing/additional interview questions, focusing of the cognitive, attitudinal and operative dimensions of APC competence across the three dimensions (see Annex 1). We are interested both in the interviewees' motivation and (cognitive and operative) skills for active political/economic/social participation as well as in their motivation and skills to actively improve the living conditions of their own and/or their communities - focusing on how the course has helped them develop these competences/attitudes/knowledge/orientations. Depending on type of course, you may choose to delve deeper in a particular AC/APC dimension, using more probing questions from Annex 1 for a particular dimension.

Initial general and open questions:

- Did anything **change or improve** in your life since you started attending? What? In what way?
- What did you learn in this course, that you did not know before? What kind of skills and competences have you acquired?
- Have you ever given a thought to what it means to be a **citizen** of [country]? What does it mean for you, being a citizen of [country]? What about '**active citizen**', have you ever come across this expression? What does it mean to you?

Socio-economic dimension of AC

Generate discussion about this dimension of AC. For VET and other courses oriented towards the development of competences for employability, please give preference to this dimension, and complete with probing questions from Annex 1.

- Do you think this course is helping you develop **competences** needed for finding and keeping a good job and earning your own money? If yes, which ones?
- [if respondent does *not* have a job] Do you believe that these studies will help you find and keep a good job/the job that you like? How? If no, why is that?
- [if respondent already *has* a job] How prepared do you feel for the job you have at the moment? How has this course helped you to better perform in your job?

Socio-cultural dimension of APC

Generate discussion about this dimension of APC

- What do you think of your abilities to socialise and communicate with people in diverse environments? [*Probe*: At work, with city officials, with people from different countries/cultures]. Have they improved during this course? How?
- How confident do you feel about [*probe different types of formal and informal socialisation environments*]:

- a. Presenting and speaking about yourself in a job interview
- b. Talking to city officials about problems in your neighbourhood
- c. Talking leisurely with people from different countries and religions
- d. [other situations relevant to context]

Has this course helped you to communicate and interact better in any of these situations? How?

Civic and politico-legal dimension of APC

Generate discussion about this dimension of APC

- How prepared and confident do you feel about living independently? [*Probe: Thinking of practical matters such as paying your taxes, renting or buying a place to stay, respecting arrangements you have signed onto through contracts such as a rental or a job contract.*] Has this course helped you to be able to live independently? How?
- How much do you know about the rights and the duties you have as a [*citizen of country/adapt to context*]? Have such issues been discussed during these studies? Please give examples.
 - a. Would you like to get more information?

D. COMMUNICATION PRACTICES

*Guidance: Questions will focus on the communication and information access **experiences** around the course/programme, to gauge **satisfaction/effectiveness**, and then lead up to **alternative** ways of information provision/access and communication that could work better. Order of questions can be changed and follow a natural flow of conversation.*

1. [unless answered in part B above] How did you find out about this course/programme?

Course-related / Communication with teachers / Access to information

2. Did you communicate with your teachers in any ways apart from class interaction? If yes, how?
 - a. Was it useful/effective? Have you encountered some problems with the communication? If yes, what?
3. How did/do you access information needed for the course? How is/was your experience with it?
Anything to improve/do differently?
4. Are you going to be in touch with anybody from the course once it is completed? With whom? How?

Alternative ways of information and communication

5. How would you like to find out about such courses in the future?
6. What would work for you, for communicating with teachers? And for accessing information during the course?

3.4. Focus group with current or former learners in the programme

Guidance: The aims of the focus group (FG) are the same as for learner individual interviews, with the difference that the FG will enable a deeper look into key aspects, benefitting from group interaction and discussion.

Questions should be adapted to context/programme profile and to current or former students.

Ideally, a FG will be organised after a few learner interviews will have been conducted, to probe the questions fit.

A. DEMOGRAPHICS AND PERSONAL/LIFE CONTEXT

Guidance: Whilst the questions in following sections can be answered by random respondents, the questions in here should be asked to all participants, to have an overview of participant profiles. You can ask learners to respond each to all of these questions, going round the table. These can also be split in two rounds. Alternatively, a small questionnaire with demographics can be prepared for participants to fill out before actual questions where group discussion and interaction is sought.

Gender

Year of birth

Marital status

Nationality/ies

Current living arrangements: Where do you live? How many people live with you? Are you satisfied with the living conditions?

Mother tongue/s + other language skills

Education: What is the highest level of education you reached?

Professional status: Do you currently have a job?

Work experience: Have you held any jobs in the past? Which ones?

B. PROGRAMME – EXPERIENCE AND SATISFACTION

Decision to attend and role in individual educational/training path

Guidance: Generate discussion to clarify the motivations for taking part in the course/project under study. How does this course fit or not with their prior learning experiences and educational path? How does it fit with their professional aspirations?

- What **motivated** you to take part in these studies? Why did you choose this particular school/course/project?
- What profession/job would you like to pursue in the future? How does this course help you to work towards this purpose?

Experience. Expectations and satisfaction

Guidance: Generate discussion to clarify the interviewees' expectations from taking part in the programme under study and set this against their experience and satisfaction. What did they expect to get from being involved in the studies? Have their expectations materialized? If yes/if no, why so?

- What did you **expect** to get from being involved in these studies when you started attending? How was your experience with the course?
 - a. Did you get what you expected?
 - b. Was anything different? How?
- How **satisfied** are you with this course/programme?
 - a. What do you like best?
 - b. What would you change/improve?

C. APC COMPETENCES DEVELOPMENT

Guidance: the initial/open questions can be used for all FGs. Thereafter, depending on the type of programme you can probe more into one or several APC dimensions through targeted questions.

Initial general and open questions:

- Did anything **change or improve** in your life since you started attending? What? In what way?
- What did you **learn** in this course, that you did not know before? What kind of skills and competences have you acquired?

Socio-economic dimension of APC

- Do you think this course is helping you prepare for finding and keeping a good job and earning your own money? If yes, how?

Socio-cultural dimension of APC

You can choose one of these question variants, depending on context.

- What do you think of your abilities to socialise and communicate with people in diverse environments? [*Probe: At work, with city officials, with people from different countries/cultures*]. Have they improved during this course? How?
- How confident do you feel about [*probe different types of formal and informal socialisation environments*]:
 - a. Presenting and speaking about yourself in a job interview
 - b. Talking to city officials about problems in your neighbourhood
 - c. Talking leisurely with people from different countries and religions
 - d. [other situations relevant to context]

Has this course helped you to communicate and interact better in any of these situations? How?

Civic and politico-legal dimension of APC

- How prepared and confident do you feel about living independently? [*Probe: Thinking of practical matters such as paying your taxes, renting or buying a place to stay, respecting arrangements you have signed onto through contracts such as a rental or a job contract.*] Has this course helped you to be able to live independently? How?
- How much do you know about the rights and the duties you have as a [*citizen of country/adapt to context*]? Have such issues been discussed during these studies? Please give examples.
 - a. Would you like to get more information?

D. COMMUNICATION PRACTICES

*Guidance: Questions will focus on the communication and information access **experiences** around the course/programme, to gauge **satisfaction/effectiveness**, and then lead up to **alternative** ways of information provision/access and communication that could work better. Order of questions can be changed and follow a natural flow of conversation.*

Course-related / Communication with teachers / Access to information

- Did/do you communicate with your teachers in any ways apart from class interaction? If yes, how?
 - a. Was it useful/effective? Have you encountered some problems with the communication? If yes, what?
- How did/do you access information needed for the course? How is/was your experience with it? Anything to improve/do differently?

Alternative ways of information and communication

- How would you like to find out about such courses in the future?
- Can you think of other ways of communicating with teachers during the course? What would work

for you? What about other ways of accessing information during the course?

5. ANNEX 1. INTERVIEW GUIDES – LONG VERSIONS WITH PROMPTS/PROBING QUESTIONS

The following interview protocols are more extensive versions of the ones outlined above, including probing questions that can be adapted to context and time available for each interview.

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?

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 vulnerable group 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 vulnerable group 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 vulnerable groups]*?

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 vulnerable groups?
- 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 vulnerable groups?

Prompts:

- a. Can you name the educational policy **goals** that are most relevant for the socio-economic inclusion of vulnerable groups?
- 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 vulnerable groups? 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 vulnerable groups]? In what way?
- a. If yes, what policy goals might be relevant?
 - b. In what way would this contribute to effective practice?

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 vulnerable groups 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 vulnerable groups 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 vulnerable groups? 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 vulnerable groups addressed]?
 - b. To what extent would you say that [your organisation] enabled the vulnerable groups 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 vulnerable group 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

7. 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 vulnerable groups 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?
- 8. Could you provide an **outline of the course and content**? Specifically, we are interested in details about:
 - h. main subjects covered
 - i. number of taught hours/self-directed learning per module/week/semester (depending on course type)
 - j. patterns of taught hours/self-directed learning/group work
 - k. site of taught hours (i.e. classroom, etc.)
 - l. pattern of staff allocation (i.e. how many educators per module; how many students in a module)
- 9. 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.)
 - e. How much time is given to questions/inputs/feedback from students? What about individual work and reflection?
 - f. 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)
 - m. Do you use any digital, online or virtual learning materials (Podcast, e-learning tools, etc.)?
- 10. 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**?
 - n. E.g., Lectures/seminars/group work; the use of technology, game-like approaches, etc.
- 11. 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.
- 12. Could you say something about the procedures for **evaluation and assessment/feedback** to students?
 - o. What are the typical evaluation procedures you use?
 - p. Do you also evaluate the acquisition of practical and social competences? If yes, how. If not, do you think this would be helpful?
 - q. How is feedback provided to students?
 - r. Do students have time/space/procedures to respond to feedback?
 - s. Can students evaluate as well the programme/lessons? Please elaborate.
 - t. 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

- 13. What **competences** do [GP] educators possess (or should possess) that enable them to work effectively with vulnerable learners?
 - u. What competences you think are essential for enabling educators to teach/engage with vulnerable groups? [Prompt: beyond domain/subject-specific competences]
 - v. Is there a professional development programme for [GP] educators in place?
 - w. 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 vulnerable groups*

addressed, specific types of APC competences targeted, particular elements of the programme you may want to probe into.

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

Socio-economic focus:

16. To what extent and how does the programme enhance learners' employability skills and contribute to improving their life conditions/economic standing?
 - x. *[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?
17. What specific parts of the programme aim to facilitate their economic skills (e.g. employability skills)?

Socio-cultural focus:

18. 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?
 - y. Does participation in the programme enable students to participate and socialise effectively in formal and professional environments?
 - z. Do you think it will foster learners' greater participation in society, broader or local communities? How?
19. What specific parts of the programme aim to facilitate their social and/or cultural skills (e.g. communication skills, intercultural skills)?

Legal-political focus:

20. To what extent and how does participation in the present educational initiative contribute to increasing learners' civic and/or legal-political knowledge/awareness/competences?
 - aa. 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?
 - bb. Does participation in the programme enable students to become more aware of their rights and responsibilities as citizens? How?
21. What specific parts of the programme cultivate *[civic competences/legal notions]* or facilitate their civic engagement and political participation?

Attendance and graduation rates

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

Programme improvement and lessons for other contexts

24. 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?
25. What do you think can be learnt from this programme, which can be useful for designing and running similar programmes in other contexts?
- ff. Are there elements/aspects that could be transferred/adapted in other contexts?

C. COMMUNICATION AND OUTREACH

Communication with other stakeholders/institutions

26. 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.]
27. 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?
28. Which institutional actors would be important but are hard to reach?

Communication with learners

Pre-course communication (formal and informal)

29. 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)

30. 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

31. 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?

5.3. Interviews with former and current learners involved in the selected programme

A. DEMOGRAPHICS AND PERSONAL/LIFE CONTEXT

Gender

Year of birth

Marital status

Nationality/ies

Current living arrangements: Where do you live? How many people live with you? Are you satisfied with the living conditions?

Mother tongue/s + other language skills

Education: What is the highest level of education you reached?

Professional status: Do you currently have a job? If yes, how satisfied you are with your job?

Work experience: Have you held any jobs in the past? Which ones? What was your experience with these jobs?

Starting question: What did you do before coming at RO_GP1? Tell me something about your life before that.

B. PROGRAMME – EXPERIENCE AND SATISFACTION

Decision to attend and role in individual educational/training path

Guidance: Generate discussion to clarify the educational background of the interviewees and their motivations for taking part in the course/project under study. What are their prior learning backgrounds? What are their previous learning experiences? How does this course fit or not with their prior learning experiences and educational path? How does it fit with their professional aspirations?

1. What **motivated** you to take part in these studies? Why did you choose this particular school/course/project?
Probing
 - a. Who helped you with the arrangements?
 - b. Did you have other options?
 - c. Would you have liked to go somewhere else if it was possible?
2. What profession/job would you like to pursue in the future? How does this course help you to work towards this purpose?
3. Have you participated in **other educational programmes** before this course, apart from compulsory education? [such as vocational education and training courses, Second Chance, etc.] If so, where? Did those experiences influence your decision to participate in this course?

Probing

- a. How was your experience in these courses?
- b. Did these courses help you with the profession you want to pursue?

Experience. Expectations and satisfaction

Guidance: Generate discussion to clarify the interviewees' expectations from taking part in the programme under study. What did they expect to get from being involved in the studies? Have their expectations

materialized? If yes/if no, why so?

If learners engaged in other non-compulsory education experiences, how does this course experience compare with those? [If time allows] Were/are their potentials and existing competences acknowledged in this course? [see probing questions in [Annex 1](#)].

4. For how long have you learned/studied here? For how long are you planning to continue?
5. What did you **expect** to get from being involved in these studies when you started attending?

Probing

- a. Was the course what you expected or different?
 - b. Was there something surprising/unexpected?
6. How **satisfied** are you with this course/programme? What do you like best? What would you change/improve?
Probing
 - a. Which things do you particularly **like** here?
 - b. Which things/aspects are problematic/could be improved?
 - c. Do you think that you would recommend the programme to your friends? Why so?
 - d. Is there something you would like to **change** in these studies? Are there some particular problems that you have encountered here?
 - e. Do you think that your **potentials and competencies** were acknowledged in this current programme? If yes, How? If no, why do you think this was? Is this course/project good at acknowledging your potentials and competencies?
 7. If you compare your previous and current educational experiences, what is different/better/worse here?

C. APC COMPETENCES DEVELOPMENT

Guidance: Generate discussion to clarify whether or not participants have developed APC competences through the course, leading up to whether the interviewees think of themselves of being an 'active citizen' (AC). Depending on context and learners profiles, direct questions regarding APC may not work or give informed answers. In these cases, focus rather on competences operationalised from definitions of AC/APC, without using the concept as such.

In addition to the interviewees' self-evaluation of their competence development, explore the participants' awareness, attitudinal orientation and skills needed for active citizenship through the probing/additional interview questions, focusing of the cognitive, attitudinal and operative dimensions of APC competence across the three dimensions (see [Annex 1](#)). We are interested both in the interviewees' motivation and (cognitive and operative) skills for active political/economic/social participation as well as in their motivation and skills to actively improve the living conditions of their own and/or their communities - focusing on how the course has helped them develop these competences/attitudes/knowledge/orientations. Depending on type of course, you may choose to delve deeper in a particular AC/APC dimension, using more probing questions from [Annex 1](#) for a particular dimension.

Initial general and open questions:

- Did anything **change or improve** in your life since you started attending? What? In what way?

Probing

- a. Did you start doing things that you were not doing before? Please give examples.
- b. Has it affected any of your relationships? For instance, have you made new friends? Have you met new people?
- c. Did you find it easier to get in touch with and communicate with people? Think of anyone you know already or came to know after this course - Family, friends, officials, employers, acquaintances in your neighbourhood, new people met at the course, teachers and colleagues. Can you give examples?

- d. Think of what you wanted to achieve in life before this course. What was it? Has this now changed, after attending this course? How?
- e. [for VET and economic-oriented courses] Do you feel more prepared to get and keep the job that you would like?
- What did you learn in this course, that you did not know before? What kind of skills and competences have you acquired?
- Have you ever given a thought to what it means to be a **citizen** of [country]? What does it mean for you, being a citizen of [country]? What about ‘**active citizen**’, have you ever come across this expression? What does it mean to you?

Probing

- a. Do you feel you are a citizen, on equal footing with all others? Why?
- b. Do you consider yourself to be **active citizen**? In what ways?

Socio-economic dimension of APC

Generate discussion about this dimension of APC. For VET and other courses oriented towards the development of competences for employability, please give preference to this dimension, and complete with probing questions from below.

Initial open questions:

- Do you think this course is helping you develop **competences** needed for finding and keeping a good job and earning your own money? If yes, which ones?
 - a. How important it is to you to **earn your own money**? Why?
 - b. How do you think or plan to achieve this?
 - c. Do you think you have the necessary competences to earn your own money?
 - d. Has this course/project helped you to earn your own money? How?
- [if respondent does *not* have a job] Do you believe that these studies will help you find and keep a good job/the job that you like? How? If no, why is that?
 - a. Do you feel ready to start working?
 - b. Do you think you will feel better prepared to work after completing the course?
- [if respondent already *has* a job] How prepared do you feel for the job you have at the moment? How has this course helped you to better perform in your job?
 - a. Do you consider changing your job in the future? [if yes] How has the course helped you identify and prepare for a new job?

Further probing questions as appropriate:

Employment

- What kind of skills and knowledge do you need to get/keep the job that you want?
- Which of these skills and knowledge do you think you possess? How has this course helped you to develop these skills? What would you still like to find out about?
- Have you had an opportunity to discuss about your competences with a job counsellor? If yes, please describe your counselling experience (meetings, job search strategies, skills portfolio, etc.)
- Do you know where you can get information about available jobs? Did this course teach you how to look for available jobs?
- How confident do you feel about applying for a job and getting employed? Do you feel confident to speak to employers and superiors? Did the course help you get better prepared for job applications and

acting in the workplace? How?

- Are you interested in starting your own business? Have you received information during these studies about this? Would you like to know more?

Socio-cultural dimension of APC

Generate discussion about this dimension of APC

Initial open questions:

- What do you think of your abilities to socialise and communicate with people in diverse environments? [*Probe: At work, with city officials, with people from different countries/cultures*]. Have they improved during this course? How?
- How confident do you feel about [*probe different types of formal and informal socialisation environments*]:
 - a. Presenting and speaking about yourself in a job interview
 - b. Talking to city officials about problems in your neighbourhood
 - c. Talking leisurely with people from different countries and religions
 - d. [other situations relevant to context]

Has this course helped you to communicate and interact better in any of these situations? How?

Further probing questions as appropriate:

Friends/relationships

- What community or group is the most important to you? Do you feel you belong to this community/group? In what ways?
 - a. Has this course helped you better connect/communicate/engage with this group/community?
- Have you made new friends and connections during your participation in this programme? Please tell more.
- Do you have acquaintances/friends from different national backgrounds? If yes, have you had difficulties in communicating with them? Did this course help you better communicate with them?

Cross cultural relationships

- Have you interacted or communicated with people from different religions and countries?
 - a. [if yes] How were these experiences?
 - b. Did you ever have difficulties in understanding their ideas and the way they live and act?
 - c. [if no] Would you like to? How confident do you feel about communicating with them?
- Do you think that your abilities to connect and communicate with people from different countries and religions has increased during this programme?

Civic and politico-legal dimension of APC

Generate discussion about this dimension of APC

Initial open questions:

- How prepared and confident do you feel about living independently? [*Probe: Thinking of practical matters such as paying your taxes, renting or buying a place to stay, respecting arrangements you have signed onto through contracts such as a rental or a job contract.*] Has this course helped you to be able to live independently? How?
- How much do you know about the rights and the duties you have as a [*citizen of country/adapt to*

context]? Have such issues been discussed during these studies? Please give examples.

- a. Would you like to get more information?

Further probing questions as appropriate:

Politics

- Are you interested in politics (at local/national/international levels)?
 - a. Are you more interested in politics since you attended this course?
- Have you taken part in any form of voting (not relevant in the case of minors)? If no, why? If yes, in which elections (local/national/EU)? From which sources did you access information? Do you think you were well informed? Where did you get information from? Have you got useful information during this course/project?
- Do you trust politicians and governments? Do you want to influence them? Can you have any influence on them? Can you think of ways in which you might influence politicians and politics? Have you tried? Have you ever participated in 'one-off issue politics' such as signing a petition or demonstrating?
 - a. *Probe.* Has your attitude about politics changed during this course/project?
- Are you/have you been a member of any political party/trade union/NGO/school councils. If no, why? If yes, do you think that the participation makes a difference? If yes, do you mainly want to change your own life or the life in your community?
 - a. *Probe.* Did you engage in / were encouraged to participate in any of these during the course?

LAW and JUSTICE and RIGHTS

- How much do you know about the laws of this country? Do you need more information? Did you learn anything about laws in this course?
- Do you think that some laws should be changed? Can you give some examples?

D. COMMUNICATION PRACTICES [WP4]

*Guidance: Questions will focus on the communication and information access **experiences** around the course/programme, to gauge **satisfaction/effectiveness**, and then lead up to **alternative** ways of information provision/access and communication that could work better. Order of questions can be changed and follow a natural flow of conversation.*

- [unless answered in part B above] How did you find out about this course/programme?

Prompts

- a. How easy it was to find out about it? Do you regularly use [that mode/platform] to access information about AE courses?

Course-related / Communication with teachers / Access to information

- Did you communicate with your teachers in any ways apart from class interaction? If yes, how?
 - a. Was it useful/effective? Have you encountered some problems with the communication? If yes, what?
- How did/do you access information needed for the course? How is/was your experience with it? Anything to improve/do differently?
- Are you going to be in touch with anybody from the course once it is completed? With whom? How?

Alternative ways of information and communication

- How would you like to find out about such courses in the future?
 - a. Are there platforms/circles/networks where you would rather access information about AE? What would work for you, for communicating with teachers? And for accessing information during the

course?