



Annex 2

LEAP

Local Adult Education Policy

2020-1-SK01-KA204-078381

Intellectual Output 2

Trends & Dynamics in Local Policy Making

Country Snapshot – (Country)

Interview questions

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INTRODUCTION

- *Introduce yourself and explain fully the purpose of the research and its wider context.*
- *Thank the interviewee for his/her time and agreement to participate in the research.*
- *Assure the interviewees that the information they provide will be treated as confidential and published only as part of overall responses.*
- *Explain that the interview should take approximately 60 minutes.*

Date of interview:

Place of Interview:

Full name _____

Title, position _____

Organisation _____

Contact info _____

Telephone _____

E-mail _____

The interview is structured into four sections (following the logic of the IO2 final report) devoted to specific aspects of local public policy making.

1. Policy Trends: how is LLL and AE local policy making shaped and formulated?
2. Local views and perception of EU policies in LLL and AE: how much the local stakeholders (policy makers, but also the NGOs, users, etc.) are aware and inspired by the EU policies in LLL and AE
3. Reflecting EU Strategies in Local AE Policies: how local stakeholders reflect / translate / transport EU policies and strategies into local initiatives and policies
4. Qualitative and Quantitative Underpinnings of Local AE Policies: what measures local policy makers, while developing their policies/programmes, have or use

Section 1 – Policy Trends: how are LLL and AE local policy making shaped and formulated?

QUESTIONS:

What AE related projects do you have in your organisation / municipality / region?

(We are interested in activities like festivals, education activities of museums and libraries, courses for migrants, training for unemployed, awareness raising about separation of waste or climate change, courses for seniors, training in digital skills, career counselling and guidance ...)

Have you experienced, in the last years, any policy shifts in Adult Education your context due to for example population ageing, automatisisation, digitalisation, unemployment, migration, crime/safety, COVID etc? For instance, more / less funding; more / less interest from policy makers; more / less demand from users; growing / declining interest in specific topics; etc

Has the attitude of policy makers and / or civil society to LLL / AE changed in that time due to the EU policies and strategies and/or the global trends such as population aging, automatisisation, or migration?

Are you aware of the changes in the learning needs of adults in the last 2-3 years?

Have you experienced any changes on the supply side of the education provision (e.g. there used to be a University of Third Age that no longer exists; there are now more NGOs active in AE, there was a platform for cooperation in VET set up, etc)?

If you were given more budget, what would you do in AE?

Section 2 – Local views and perception of EU policies in LLL and AE analysis

How much the local stakeholders (policy makers, but also the NGOs, users, etc.) are aware and inspired by the EU policies in LLL and AE)

QUESTIONS:

Which European policies relevant for LLL and AE are you aware of?

Examples

- Europa 2020
- Education and Training 2020
- Lifelong guidance policy and practice in the EU
- Upskilling Pathways: New Opportunities for Adults
- Key Competences for Lifelong Learning

Which documents are mainly instrumental for development of initiatives in the LLL area?

(EU documents, national lifelong learning strategy, national plan for digitalisation, national/regional education strategy, regional economic and social development plans, plans for the use of European Structural and Investment Funds...)

When you are planning an intervention, initiative or a policy – what tools do you use (i.e. checklists, guidelines, case studies, examples from other initiatives / cities, etc.)

What kind of information or tools could be useful to better support your policy formulation activities?

Section 3 – Reflecting EU Strategies in Local AE Policies

How local stakeholders reflect / translate / transport EU policies and strategies in local initiatives and policies

QUESTIONS:

How do you reflect / adapt / adopt EU policies and strategies into your policies and initiatives in LLL and AE when you develop them? If at all? If you do not do it, why?

If you decided to initiate a policy action in the area of LLL / AL, what would help you do it ?

Would you need for example (more)

- Knowledge, awareness and information
- Network of similar municipalities dealing with similar issue
- New competences for that
- Tools, data
- Case studies
- Best practices

Do you use European funding for LLL / AL initiatives? What for, for example?
(ESF, Erasmus+....)

Section 4. Qualitative and Quantitative Underpinnings of Local AE Policies

What measures local policy makers, while developing their policies/programmes, have or use.

QUESTIONS:

When developing any policies or initiatives, do you take into account any quantitative elements?
(such as amount of funds spent, number of trainings, library equipment, programmes introduced, consultation hours, number of participants...)

When developing any policies or initiatives, do you take into account any qualitative elements?
(Qualitative measures mean for example improved social inclusion, enhanced citizenship etc.)

[Mention that LEAP will develop a toolkit with examples and experiences from other regions and countries, case studies and lessons learned and thank the interviewee for his/her and time.]

Invite him/her to be a part of the Community of Practice on EPALE – will be able to get updates when a new document or post appears related to local adult education policy....