InclusiVET

ANNEX 4
Interview Report

This interview report can be used by learner reviewer(s) to keep track of their interview process.

- The role of the learner reviewer(s) will be moderating the interview and they will be called as 'Interview moderator(s)' in this process.
- After choosing the interviewee(s) with whom they would like to discuss inclusive learner engagement in the VET institution, they should set a suitable date for the interview.
- The purpose of the interview(s) is to allow the learner reviewer(s) to ask their questions and discuss the topics they choose with the interviewee(s).
- The discussion themes and the listed suggested questions below are just examples for learner-reviewer(s) to have an idea of the interview process. They can select some of the themes and questions below.
- Please note that the list of discussion themes is not exhaustive and obligatory, so the learners can choose the theme they would like to focus on.

Date: _____

VET institution: _____

Interview Moderator(s)[1]: _____

Interviewee(s): _____

Discussion Themes

1: Icebreakers

2: Underrepresented learners

3: Learner Engagement

4: Good Practices and Solutions

5: Sense of belonging

6: Additional Statements for discussion

[1]Interview Moderator is the person who facilitates the interview with the selected interviewee to answer the questions and to explain their opinion. The moderator should actively listen to participants' responses and ask follow-up questions to gain deeper insights.

Theme 1: Icebreakers

Suggestions for discussion:

Questions to the interviewees can include:
- Can you share a personal challenge you faced in VET and how you overcame it.?
- Do you think your expectations were met?

Notes & observations:

Common responses/general consensus:

Areas of disagreement/lack of consensus:

Other notes & observations:

Noteworthy individual responses & ideas :

Topic 2: Underrepresented Learners

Questions for discussion:

1. In your experience, what defines an underrepresented learner in the context of VET?

2. Think about challenges faced by non-traditional learners in general. What specific concerns come to mind within the VET environment?

3. Beyond demographics, what characteristics or experiences contribute to a learner feeling underrepresented in VET?

4. How do these characteristics intersect with existing VET structures and resources?

5. Compared to "traditional" learners, what specific barriers do underrepresented learners face in engaging with VET institutions? Specifically, at our institution?

6. Are there diverse perspectives on how to define and support non-traditional learners?

7. Which barriers seem to have the most significant impact on underrepresented learners' success and well-being?

8. What practical solutions or interventions could our institution implement to address these challenges effectively?

Goal:

- Enhance knowledge and understanding of underrepresented learners in VET settings.
- Identify specific challenges and barriers to their engagement.
- Gather diverse perspectives on defining and supporting non-traditional learners in VET.
- Pinpoint key barriers and their impact on different learner groups.

Notes & observations:

Common responses/general consensus:

Areas of disagreement/lack of consensus:

Other notes & observations:

Noteworthy individual responses & ideas :

Topic 3: Learner Engagement

Questions for discussion:

1. How do institutional policies, procedures, and physical environments impact engagement opportunities for underrepresented learners?

2. Are there administrative or financial barriers that make engagement difficult for specific groups?

3. How does the overall culture of your VET institution impact the sense of belonging and inclusion for underrepresented learners?

4. Are there implicit biases or communication styles that create barriers to engagement?

5. What are the primary motivators for underrepresented learners to engage with their VET program beyond academic requirements?

6. Are there internal barriers or competing priorities that impede efforts to promote learner engagement?

⊙ Goal:

- Gain insight into the nature, organization, and levels of learner engagement for underrepresented learners in VET.
- Identify structural and cultural barriers hindering their engagement.
- Understand the motivations for engagement among different stakeholders (learners, institutions).
- Discover opportunities to create more inclusive and impactful engagement activities.

Notes & observations:

Common responses/general consensus:

Areas of disagreement/lack of consensus:

Other notes & observations:

Noteworthy individual responses & ideas :

Topic 4: Good Practices and Solutions

Questions for discussion:

1. "Imagine our VET institution offering the most inclusive and engaging environment for all learners. What key changes or improvements would you see?"

2. What concrete steps could your institution take to address the identified gaps and foster more inclusive engagement practices?

3. What communication and resource allocation strategies are needed to ensure long-term commitment to inclusive engagement initiatives?

4. How can the institution measure the impact of changes made and identify areas for further improvement over time?

Goal:

- Identify strengths, potentials, and areas for improvement regarding inclusive learner engagement at your VET institution.
- Contribute to ongoing stakeholder discussions on fostering inclusivity within VET-internal engagement initiatives.

Notes & observations:

Common responses/general consensus:

Areas of disagreement/lack of consensus:

Other notes & observations:

Noteworthy individual responses & ideas :

Topic 5: Sense of belonging

Questions for discussion:

1. Do learners from all backgrounds feel comfortable expressing themselves authentically at the VET school?

2. Are there situations where individuals feel excluded or judged based on their background or identity?

3. How can the school environment be made more inclusive and welcoming for everyone?Does the school provide adequate support and opportunities for personal and academic development outside of classes?

4. Are these opportunities accessible and inclusive for learners from diverse backgrounds?

5. Are there any cultural or social barriers that hinder intergroup interaction and sense of community?

Goal:
- Understand how learners from diverse backgrounds experience belonging within the VET institution.
- Identify factors that contribute to or hinder learners feeling accepted and valued.
- Explore opportunities for enhancing the sense of belonging for all learners.

Notes & observations:

Common responses/general consensus:

Areas of disagreement/lack of consensus:

Other notes & observations:

Noteworthy individual responses & ideas :

Additional Statements for discussion

Further discussions can be held on the following statements. The statements are intentionally meant to be a bit controversial in order to stimulate discussion. If there is not much time, you can also vote on the statements in general (e.g. 5-point scale from "I strongly agree" to "I strongly disagree").

- A learner organisation/learner representatives can represent the needs of all learners even if not all characteristics of the learner body are reflected by its members.
- The many internships and the short time at the VET institutions make it difficult for learners to develop a sense of belonging.
- learner engagement opportunities can provide learners with a good emotional network and are especially important in times of crisis.
- Leisure activities offered to learners are as important for learner engagement as official representation activities.

⦿ Goal:
- Stimulate participants' discussion on and understanding of inclusive learner engagement
- Contribute to reflection on inclusive learner engagement

Notes & observations:

Common responses/general consensus:

Areas of disagreement/lack of consensus:

Other notes & observations:

Noteworthy individual responses & ideas :