

ANNEX 5

Focus Group Report

This Focus Group Report can be used by learner reviewer(s) to keep track of their focus group process.

- The role of the learner reviewer(s) will be moderating the focus group(s) and they will be called as ‘Focus Group moderator(s)’ in this process.
- After choosing the group(s) with whom they would like to discuss inclusive learner engagement in the VET institution, they should set a suitable date for the Focus group(s).
- The purpose of the Focus group is to allow learner reviewer(s) to ask the questions and discuss the topics they choose with the Focus group members.
- The discussion themes and the listed suggested questions below are just examples for learner-reviewer(s) to have an idea of the focus group 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 ask and focus on.

Date: _____

VET institution: _____

Focus Group Moderator(s)¹: _____

Participant	Name and Surname	Position	Experience in this field
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

¹Focus group moderator is the person who facilitates the discussions to help participants to explain their opinion. They should be skilled at guiding the discussion, keeping it on track, and encouraging all participants. The moderator should actively listen to participants’ responses and ask follow-up questions to gain deeper insights.



Discussion Themes

- 1: Icebreakers
- 2: Underrepresented learners
- 3: Learner Engagement
- 4: Good Practices and Solutions
- 5: Additional Statements for discussion

Topic 1: Icebreakers



Suggestions for discussion

Questions to the participants can include:

- What were your expectations of InclusiVET?
- 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. Who are we talking about – what are characteristics that make a learner underrepresented for you?
2. What barriers are they facing compared to traditional learners? And specifically, at our institution?

 **Goal:**

- To increase our knowledge and understanding of underrepresented learners as well as challenges and barriers to learner engagement with a specific focus on VET
- Collect different perspectives and definitions on non-trad learners and their challenges with a specific focus on VET institutions
- Collect the main barriers – who is influenced the most? Why?

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. What factors influence learner engagement possibilities for underrepresented learners?
 - Structural factors
 - Cultural factors
2. What is the motivation for learner engagement for different target groups?
 - For underrepresented learners
 - For VET Institutions

3. How has Corona influenced learner engagement opportunities? What opportunities for engagement have arisen as a result of the pandemic? Which ones should be maintained after the pandemic?

 **Goal:**

- Gain an insight into the nature, organisation and levels of learner engagement
- Identify the structural and cultural barriers for learner engagement
- Understand different stakeholder's motivation to get involved and engaged
- Identify possibilities to create more inclusive engagement opportunities

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. What do we need for more inclusive learner engagement at our institution? Which potentials do you see at our institution? (groups, support structures, subjects to be addressed...) What can we improve?

Goal:

- Identify strengths and potentials and room for improvement for learner engagement at a VET institution
- Contribute to an ongoing stakeholder discussion on how to make VET-internal learner engagement more inclusive

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 – “I strongly agree” or “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 :