



English Interview Protocols



THEMP Project Team

Content

Interview Protocol for the decision makers.....	3
Interview Protocol for Educators/trainers in lifelong learning programmes.....	13
Interview protocols forLearners.....	21

Interview Protocol for the decision makers at institutional level and for programme decision makers

In which way do programmes of university/academic origin and level contribute to the lifelong learning and professional development of people during their professional life/career and to the sustainable utilization of their expertise for the benefit of their work organisations.

Particularly we are interested in the contribution of programmes to the labour market and the transitions people go through in their professional lives. Transitions may be changes in jobs, in employment or employability. And more particularly we are interested in how the programmes serve the target group of over 45 years old learners.

In the project when refer to the word programmes, we mean coherent packages of learning opportunities and learning activities that may be either course programmes, or other educational arrangements such as conferences, workshops, networks, hybrid learning environments and other ways of knowledge transfer or co-creation.

By means of the questions formulated below we intend to gather information about “programmes” from organisers, stakeholders, trainers and participants. The goal is to derive from the accumulation of information from these various sources to build up a case study of these programmes. The information we are after is about programmes; not about individual students, trainers stakeholders beneficiaries, or programme managers.

Personal Information of decision maker

Name	
Gender	
Age	
Qualification	
Description of the work place /role in the institution	
Experience in lifelong learning programmes	
Role in the programme	
Responsibilities	
Work History	
Preparation for adult education	

Organization and Decision process at institutional level

For institutional decision makers

1. What is the nature of the institute initiating/organising/supporting the programme.
2. How is this institute positioned in the university?
3. How is this institute positioned in the system of higher education?
4. What are the relevant policies of the university in this area and how are the lifelong learning initiatives linked to the traditional university programs?
5. Which knowledge and/or professional areas are covered by the lifelong learning programs of the institution?
6. What are, in general, the priorities the post initial programmes aiming at professional development?
7. How have been established these priorities? Who has been involved? Have been involved external stakeholders?
8. Are these programs somehow oriented to objectives of social inclusion?
9. To which risk categories are these programs oriented and which are their specific needs?
10. Are other entities participating in the development and realization of the programs? In the affirmative case, how (i.e. is this cooperation incidental or more structural)?
11. Does the institution have a mechanism to detect lifelong learning needs as well as the intentions and expectations of the citizens?
12. Does the institution have a consultancy structure for students and firms? How is it functioning?
13. Does the institution have a follow-up or quality control system? How is it functioning?
14. Which type of programs is doing the institution:
 - a. Duration
 - b. Full time or part time
 - c. Face-to-face or distance/blended learning
 - d. Modules or complete programs
 - e. General orientation general versus specialization (i.e.: general competences versus technical competences linked to a specific professional branch)
 - f. Includes stage in real work environments
 - g. Certification (i.e.: own certificates versus official certificates based on the ECTS)
 - h. Conditions of access and admission (including specific programs designed for enterprises or entities of the public administration i.e. municipals, ministries, etc.)
15. Who are the demanders of the programs
 - a. Enterprises (including entities of the public administration)
 - b. Public Institutions of labour market intermediation
 - c. Branch associations
 - d. Trade Unions
 - e. Citizens

- f. Others
16. In the case that the enterprise are the demanders of the programs: Which type of enterprises are asking directly for programmes (excluding the programmes promoted by the entrepreneur associations):
 - a. sector
 - b. size (in number of employees)
 17. In the case that the enterprise are the demanders of the programs: Are the forms participating actively in the design, realisation and evaluation of the program and in which way?
 18. Which types of students are participating in the lifelong learning programs of your institution?
 - a. Age
 - b. Gender
 - c. Labour Market situation
 - d. Educational Level
 - e. Others
 19. Which types of lecturers/trainer are working in the programs?
 - a. Age
 - b. Gender
 - c. Labour situation:
 - exclusive dedication to lifelong learning programs;
 - Partial dedication and coming from university
 - Partial dedication and coming from outside of university
 - d. Teaching experience: university, initial professional training or lifelong learning
 - e. How and who are selecting the lecturers/trainers for the concrete programs?
 20. ¿How are the programs funded?

Organization and decision process of the concrete programme

For the programme responsible

1. What are, or originally were the specific reasons to develop the programme?
2. What are the priorities this lifelong learning program?
3. How have been established these priorities?
4. Form the side of your institution, whom has been involved in the development and realisation of the program?
5. Have been external experts involved in the development and realisation of the program? We are especially interested in the possible participation of firms or representative entities in the specific professional sector.
6. In which form have participated and are participating these entities in the program? In which form are they contributing to the program development? ¿We are talking more about incidental or more about institutionalised cooperation?
7. Which type of programs is doing the institution:
 - a. Duration
 - b. Full time or part time
 - c. Face-to-face or distance/blended learning
 - d. Modules or complete programs
 - e. General orientation general versus specialization (i.e.: general competences versus technical competences linked to a specific professional branch)
 - f. Includes stage in real work environments
 - g. Certification (i.e.: own certificates versus official certificates based on the ECTS)
 - h. Conditions of access and admission (including specific programs for enterprises or public administration entities i.e. municipals, ministries, etc.)
8. Who are the demanders of the programs
 - a. Enterprises (including entities of the public administration)
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 - c. Branch associations
 - d. Trade Unions
 - e. Citizens
 - f. Others
9. In the case that the enterprise are the demanders of the programs: Which type of enterprises are asking directly for programmes (excluding the programmes promoted by the entrepreneur associations):
 - a. sector
 - b. size (in number of employees)
10. In the case that the enterprise are the demanders of the programs: Are the forms participating actively in the design, realisation and evaluation of the program and in which way?

Target groups

1. ¿Who are included in the target group of the programme?
2. From what kinds of organisations do they come?
3. Is the programme targeted at specific groups, or does it provide open access to individual subscribers?
4. Could you provide with some indicative data on numbers of participants, work backgrounds, level of initial training, or other relevant background features?
5. What is done to analyse the development/learning needs of the target group, or more particularly of the actual participants and their employers/work organisations
6. How is recruitment/selection/; how is the marketing or outreach for/of the programme arranged.
7. Are there admission requirements, are procedures of recognition of prior learning and experience included in this process.?
8. Do the work organisations of the participants play a role in promoting the programme among their employees?

Content and program design

1. What is the theme of the programme and what are the goals. To what extent does the programme respond to either the needs of the learners, or the needs of the employers, or other beneficiaries/stakeholder?
2. What are the expectations/ambitions concerning the contribution of the programme to participants' professional trajectories, or the work processes in their professional life?
3. To what extent are sustainable employment and labour participation issues that play a role in the initiatives of providing this particular programme?
4. Is the programme in any way responsive to prepare for particular labour stages or phases, to overcome obstacles or problems, to take advantage of chances or innovations in the work setting and to maintaining or enhancing the work, or the employability in view of these circumstances?
5. What is the relative emphasis on transfer of knowledge, skills training, or competence development in the programme?
6. How does the programme ensure the academic, tertiary higher education level of its offer? Offers the programme any certificate, diploma, credit or other tangible result?
7. Do the participants have an active role in realization and orientation of the programme, and is this a systematic programme approach?
8. What is the size/duration of the programme, what teaching and learning activities are included. In what way does the programme seek to make use of or affect the work situation of the participants?
9. To which extend and how the programme tries to attract students older then 45?
10. What methods are being used within the programme? Do these methods promote or evoke receptive learning, or doe they stimulate active involvement of the learners? Are there significant difference in the methods used for adult learners (lifelong learning programmes) and traditional students (initial programmes)?
11. In what way, if any, does the programme tune into professional practices of the participants, or of their professional peers in their home organisations, or of their organisations as such.
12. To what extent is the programme a fixed one for all programme and to what extent does it allow for individual learning paths, or ways of self directed and self regulated learning
13. Is any practice component or practice research component included in the programme? Do participants work on any products or tools to apply scientific knowledge into professional practice, or vice versa?
14. Does the programme include the opportunity for participants to be advised on their professional development or on that of their work organisation?

Working team

15. How is the team-staff composed? Please, describe the various positions or roles in the team responsible for this programme (educative, scientific, professional, managerial, support etc.)
16. Which type of lecturers/ trainers are participating in the programme? How they have been selected? How they have been prepared for their function in the programme? Which role play the docents/trainers in the design of the programme? Are the people involved being trained to do this job as trainer/educators of elderly adult life long learners
17. In what way is the guidance, mentoring or other support of participants in their work/learning process arranged

Evaluation

Institution

1. How is quality development, quality control and quality assurance arranged in your programme? ¿Who are participating in the programme evaluation and how?
2. ¿The institution has follow-up programmes in relation to the impact of their programmes in the labour situation of their students?
3. What are the experiences with this programme? What do you see as strengths, weaknesses, challenges, obstacle or unsolved problems?
4. Have the target groups aimed at been reached. Who are still to be reached? Which group has been really reached? Or which part of the target groups has been reached?
5. What has been the evolution of the programme in the course of time in respect to its contents, the teaching and learning methodologies and the target groups?
6. ¿The Lifelong learning programme has been beneficiary for the adult learners and in which form; i.e. technical competences. selfconfidence, professional and social relations, professional opportunities. quality of life, etc..?
7. Which are the obstacles for the participation of students in the programme (financing, costs of the programme, time schedule, work load of learning tasks, etc.)?
8. What would be the changes you would like to implement in the programme? What lessons may be learned from this experience for future similar or other programmes for this target group and with these goals (45+, with a professional emphasis, in view of transitions in the employment situation, focussing in sustainable employment, or employability)?
9. What would be the recommendations you would like to give to those who would engage in establishing similar of other programmes in their Tertiary higher education organisations or professional fields?
10. ¿How are the relation among recent graduate students and adults students, especially the adults + 45?
11. ¿How are you evaluating your programme in respect to
 - labour market insertion and re-insertion
 - professional development
 - enhancement of the professional performance in the work place
 - preparation of change in the labour market situation

Institution

12. How is quality development, quality control and quality assurance arranged? ¿Are the participants, lecturers/trainers, organizers, stakeholders and beneficiary entities evaluating the programme in the course of its realisation or in any other way?
13. Which are the obstacles for the participation of adult students in the offered programmes of the institutions (financing, costs of the programme, time schedule, work load of learning tasks, etc.)? How can these obstacles overcome?
14. What do you see as strengths, weaknesses, challenges, obstacle or unsolved problems in the institution? ¿What would be the changes you would like to recommend for the institution?

15. Addressed the institution the right priorities in the actual socio-economic context? And achieves the institution the setted priorities?
16. ¿How are you evaluating the efficiency of the programmes offered by the institution in respect to
 - labour market insertion and re-insertion
 - professional development
 - enhancement of the professional performance in the work place
 - preparation of change in the labour market situation

In General

17. ¿Which is the actual role of the university in the lifelong learning system and which role should the university develop in the future?
18. What are the strong and the weak points of your institute or your university to achieve a mayor role in the system of lifelong learning?
19. In your opinion, which could be the contribution of the adutl students to the universities?

Interview Protocol for Educators/trainers in lifelong learning programmes

In which way do programmes of university/academic origin and level contribute to the lifelong learning and professional development of people during their professional life/career and to the sustainable utilization of their expertise for the benefit of their work organisations.

Particularly we are interested in the contribution of programmes to the labour market and the transitions people go through in their professional lives. Transitions may be changes in jobs, in employment or employability. And more particularly we are interested in how the programmes serve the target group of over 45 years old learners.

In the project when we refer to the word programmes, we mean coherent packages of learning opportunities and learning activities that may be either course programmes, or other educational arrangements such as conferences, workshops, networks, hybrid learning environments and other ways of knowledge transfer or co-creation.

By means of the questions formulated below we intend to gather information about “programmes” from organisers, stakeholders, trainers and participants. The goal is to derive from the accumulation of information from these various sources to build up a case study of these programmes. The information we are after is about programmes; not about individual students, trainers, stakeholders, beneficiaries, or programme managers.

Personal Information about the Lecturer/Trainer

Name	
Gender	
Age	
Description of work place	
Qualification	
Knowledge area	
Professional area	
Situation in respect to the Programme: <ul style="list-style-type: none">- Full Time dedication- Part Time dedication<ul style="list-style-type: none">- Coming from the university- Coming from outsider of the university	
Experience in lifelong learning programmes	
Role in the programme	
Responsibilities	
Qualification for education and adult education	
Training for adult education	

Organization and decision process of the concrete programme

For the lecturer/trainer

11. What are, or originally were the specific reasons to develop the programme?
12. What are the priorities this lifelong learning programme?
13. How have been established these priorities? Who have participate in the development and initiation of the programme and how?
14. Have been external experts involved in the development and realisation of the program? We are especially interested in the possible participation of firms or representative entities in the specific professional sector.
15. In which form have participated and are participating these entities in the program? In which from are they contributing to the program development? ¿We are talking more about incidental or more about institutionalised cooperation?
16. Which type of programs is doing the institution:
 - a. Duration
 - b. Full time or part time
 - c. Face-to-face or distance/blended learning
 - d. Modules or complete programs
 - e. General orientation general versus specialization (i.e.: general competences versus technical competences linked to a specific professional branch)
 - f. Includes stage in real work environments
 - g. Certification (i.e.: own certificates versus official certificates based on the ECTS)
 - h. Conditions of access and admission (including specific programs for enterprises or public administration entities, i.e. municipals, ministries, etc.)
17. Who are the demanders of the programs
 - a. Enterprises (including entities of the public administration)
 - b. Public Institutions of labour market intermediation
 - c. Branch associations
 - d. Trade Unions
 - e. Citizens
 - f. Others

Target groups

9. Who are included in the target group of the programme?
10. From what kinds of organisations do they come?
11. Is the programme targeted at specific groups, or does it provide open access to individual subscribers?
12. Could you provide us with some indicative data on numbers of participants, work backgrounds, level of initial training, or other relevant background features?
13. In the case of long-running programmes; have you observed significant changes in the composition of the social group attaining the programme in the course of the time that you are working in the programme?
14. What are the motivations and interests of the learners to participate in the programme?
15. Have the students a mid or long term perspective of their professional development?
16. What is done to analyse the development/learning needs of the target group, or more particularly of the actual participants and their employers/work organisations
17. How is recruitment/selection/? How is the marketing or outreach for/of the programme arranged?
18. Are there admission requirements? Are there procedures of recognition of prior learning and experience included in this process?
19. How are the students financing their participation in the programme? They receive financial aids?

Content and Programme Design

18. What is the theme of the programme and what are the goals. To what extent does the programme respond to either the needs of the learners, or the needs of the employers, or other beneficiaries/stakeholder?
19. What are the expectations/ambitions concerning the contribution of the programme to participants' professional trajectories, or the work processes in their professional life?
20. To what extent are sustainable employment and labour participation issues that play a role in the initiatives of providing this particular programme?
21. Is the programme in any way responsive to prepare for particular labour stages or phases, to overcome obstacles or problems, to take advantage of chances or innovations in the work setting and to maintaining or enhancing the work, or the employability in view of these circumstances?
22. What is the relative emphasis on transfer of knowledge, skills training, or competence development in the programme?
23. ¿Beside the lifelong learning, the programme offers other services as consultancy, access to labour market stock exchange, access to specific professional information, access to social networks?
24. Do the participants have an active role in realization and orientation of the programme, and is this a systematic programme approach?
25. Are the organisations, from which the students are coming from, playing an active role in promoting the programme?
26. What kind of activities is forming part of the teaching and learning process? Is the programme oriented to use the actual work situation of the students for the learning process? Is the programme oriented to have an impact on the work performance or the labour situation of the student? In what way, if any, does the programme tune into professional practices of the participants, or of their professional peers in their home organisations, or of their organisations as such.
27. To what extent is the programme a fixed one for all programmes and to what extent does it allow for individual learning paths, or ways of self directed and self regulated learning?
28. To which extend and how the programme tries to attract students older then 45?

Educators and Trainers

1. What is the composition of the work team of the programme? Please, describe the functions (design, promotion, teaching, consultancy, quality, quality assessment etc.) and the positions of the team responsible in this programme (educative, scientific, professional, management, support, etc).
2. The educators and trainers working in the programme are trained for adult education, especially adults + 45?
3. Which type of Educators/ trainers are working in the programme? How they have been selected? How they have been prepared for their function in the programme?
4. Which role play the educators/trainers in the design of the programme and of the methodology?
5. What methods are being used within the programme? Do these methods promote or evoke receptive learning, or do they stimulate active involvement of the learners? Are there significant differences in the methods used for adult learners (lifelong learning programmes) and traditional students (initial programmes)?
6. Is any practice component or practice research component included in the programme? Do participants work on any products or tools to apply scientific knowledge into professional practice, or vice versa?
7. Describe the programme of mechanism to discuss the education and learning methodology within the programme, within the institution and in general?
8. In what way is the guidance, mentoring or other support of participants in their work/learning process arranged?
9. The programme includes consultancy services on professional development offered to the students or to the organisations, where they are coming from?

Evaluation

Programme

20. How is quality development, quality control and quality assurance arranged? ¿Are the participants, Educators/trainers, organizers, stakeholders and beneficiary entities evaluating the programme in the course of its realisation or in any other way?
21. What are the experiences with this programme? What do you see as strengths, weaknesses, challenges, obstacle or unsolved problems?
22. Have the target groups aimed at been reached. Who are still to be reached? Which group has been really reached? Which part of the target groups has been reached?
23. Which have been the obstacles for the participation of students in the programme (financing, costs of the programme, time schedule, work load of learning tasks, etc.)
24. What has been the evolution of the programme in the course of time in respect to its contents, the teaching and learning methodologies and the target groups?
25. ¿The Lifelong learning programme has been beneficiary for the adult learners and in which form; i.e. technical competences. selfconfidence, professional and social relations, professional opportunities. quality of life, etc..?
26. What have you learned by participating as educator/trainer in the programme? The work in this programme has had an impact on your work outside of the programme?
27. What would be the changes you would like to implement in the programme? What lessons may be learned from this experience for future similar or other programmes for this target group and with these goals (45+, with a professional emphasis, in view of transitions in the employment situation, focussing in sustainable employment, or employability)?
28. What would be the recommendations you would like to give to those who would engage in establishing similar of other programmes in their Tertiary higher education organisations or professional fields?
29. How are the relation among recent graduate students and adults students, especially the adults + 45?
30. ¿How are you evaluating your programme in respect to
 - labour market insertion and re-insertion
 - professional development
 - enhancement of the professional performance in the work place
 - preparation of change in the labour market situation

Institution - University

31. How is quality development, quality control and quality assurance arranged in the institution? ¿Are the participants, lecturers/trainers, organizers, stakeholders and beneficiary entities evaluating the programme in the course of its realisation or in any other way?
32. Which are the strong and the weak points of the institutions. Which changes would you recommend to introduce?

33. Which are the obstacles for the participation of adult students in the offered programmes of the institutions (financing, costs of the programme, time schedule, work load of learning tasks, etc.)? How can these obstacles overcome?
34. Addressed the institution the right priorities in the actual socio-economic context? And achieves the institution the setted priorities?
35. ¿How are you evaluating the efficiency of the programmes offered by the institution in respect to
 - labour market insertion and re-insertion
 - professional development
 - enhancement of the professional performance in the work place
 - preparation of change in the labour market situation

En general

36. Which is the actual role of the university in the lifelong learning system and which role should the university develop in the future?
37. What are the strong and the weak points of your institute or your university to achieve a mayor role in the system of lifelong learning?
38. In your opinion, which could be the contribution of the adult students to the universities

Interview protocols for Learners

Short introduction for the interviewer

1. This is an instrument oriented to deliver consistent and comparable data both across and within sites and cases; but also across and within the categories (lecturers/learners/decisions) and this is particularly important given the diverse cultures and contexts and the different perspectives of the interviewers at each site.
2. The inclusion of bullet point into the questions allows the collection of directly comparable data consistently, collected across sites – without compromising the possibility of the collection of more related rich.
3. The bullets are orientation points for the interviewer, indicating which kind of information is expected, but not which kind of question to formulate.
4. The bullets aren't introduced with the objective to design a standardised questionnaire, but to point out a common basis of required information.
5. Due to the specific characteristics of a transnational research in diverse cultures and institutional environments, the protocols are on opened designed and in so far adaptable to the concrete interview situation.

Short Introduction to THEMP

In which ways do programmes of university/academic origin and level contribute to the lifelong learning and professional development of people during their professional life/career and to the sustainable utilization of their expertise for the benefit of their work organisations.

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General Data about Learner

Which are the main characteristics of the persons participating in the TLL (i.e., age, gender, ethnicity, labour status, occupational status and vulnerability dimensions)?

Name	
Gender	
Age	
Programme	
Highest Qualification	
Qualification trajectory Experience with lifelong learning programmes	
Profession	
Economic Branch	
Labour Situation: <ul style="list-style-type: none">- Employed (stable, flexible)- Unemployed- Autonomous- Entrepreneur	
Labour market transition	
Own Labour History	
Motivation to participate in this programme	

Decision Making Process

1. Driving factors for the decision to enter TLL?

Probe of detail

- own motivation
- support of enterprises
- labour agency
- unemployment
- financial incentives
- special programmes etc.

Motivation for entering the programme

2. What would you say were the most influential factors for the decision to enter TLL? Probe for details:

- enhancing general competences and skills
- Enhancing specific professional competences and skills
- Creating new labour market opportunities
- Others (Details)

3. What would you say were the most influential factors for the decision to enter this programme? Exist some obstacles to overcome for your participation in the programme?

Probe for details:

- Subject of the programme
- Quality of the programme
- Prestige of the institution
- Relevance to future career plans
- Relationship of TLL program to current employment
- Eases entry in the labour market
- Time Flexibility
- Social life
- Family Support
- Cost
- Financial Support
- Geographical Location

- Compulsory (by enterprise, by state etc.)

Specific interest for THEMP:

Regional nearness, logistics: Does the distance to TLL-location play a role for the decision-making?

Quality of life: New perspectives, promotion, capacity building, social life

Network: The role of social and occupational networking for the decision

Inclusion: Being together with others with the same situation

Own Learning trajectory: Forms the concrete program part of a own broader programme of professional development?

4. ¿Were there any alternative programmes to the one you have chosen?
5. ¿How did you find out about this programme?

Probe for details:

- web
- friends
- family
- enterprise
- career guidance
- employment services
- others

6. ¿Has the university or any other institution offered guidance in respect to lifelong learning?
7. ¿Are you receiving any form of financial aid to participate in the programme?
8. ¿Were there any factors which put your participation in this or other programmes in question? For instance:

Probe for details:

family obligations - professional obligations - labour market situation - amount of time dedicated to the programme, financial aspects

Expectations to get out

9. ¿What do you expect from you participation in the TLL-program in general and more specifically in respect to the labour market?

Probe for details:

- Improvement of the labour market opportunities
- Improvement at the work place
- increased knowledge for career

- opportunities for a better professional life
- opportunities for a better social life
- Personal development: self-independent - self-confidence - self-esteem

Target Group

10. ¿Could you provide us with some indicative data on composition of the group? We are specially interest in the age structure of the group and if there have participated students coming directly from the university and without large professional experience.
11. ¿In your opinion, what are the motivations and interests of the students to participate in the programme? Have you observed a difference between the students in respect to their professional background; i.e. young students without large professional experience and adult students with large professional experience?

Lecturers

12. ¿Have the lecturers/trainers a professional background?
13. ¿Have the lecturers/trainers – trainers fulfilled your expectations, in general terms?
14. ¿Do the lecturers/trainers use methods of instruction designed to gain your active participation in learning or is it more of a passive learning experience? If so could you describe?
15. ¿In what ways do lecturers provide guidance, mentoring or other support in relation to your work/learning interactions and is this formal or informal?

Process Analysis

Experience with the learning program

16. How do expectations of the TLL and real experience differ?

Probe of detail

- Content
- Workload including exams and assessment
- Programme flexibility to facilitate a positive work/study/family life balance
- Teaching and learning methods
- Practical orientation
- working independently/in group
- Attendance requirements
- Student/teachers relationship
- Student – student relations
- Use of the electronic means
- Timetabling or travel related issues?

17. ¿What have you learned through participation in the programme and has this had an impact on your work?

18. ¿Was the composition of the group (age, gender, ethnicity, etc.) as you expected? Were there any issues or tensions between you and/or your peers and the younger students?

19. Besides training, does the programme offers other services/opportunities?

Probe of detail:

- guidance services
- restricted labour market opportunities and information
- specific professional information
- social and/or professional networks?

Evaluation/Impact-Analysis

Programme

20. ¿What are your overall experiences of this programme? What do you see as strengths, weaknesses, challenges, obstacle or unsolved problems?
21. What would be your recommendations for this programme or for those who organise similar programmes?

Individual Evaluation

22. ¿In what ways do you think that this programmes has been beneficial?

Probe of detail

Professional Learning:

- Technical knowledge, competences and skills
- Provided additional qualifications

General Learning:

- self-confidence
- self-esteem
- changes in aspirations and motivations
- engagement in organisational/social/community/political activities

Social Relations

- professional and social networks
- professional opportunities
- others

Labour Market and work place:

- professional career
- position in the labour market
- work performance
- job security
- work quality
- preparing labour transitions,
- others

23. What has been the experience with traditional age students:

Probe of detail

- attitudes
- motivations

- preparedness
- performance
- aspirations

24. Would you say that your experience of being a student has changed anything so far regarding to your work life?

Probe of detail

- Goals in relation to employment
- Better working terms and conditions
- Income

25. Would you say that these changes allowed changes in quality of life for self and family?

26. Ways in which the students feel they have changed

Probe of detail

- It is more clear what I want to do
- able to get a much wider range of people
- awareness in my competences
- ways to fight for my rights,

Evaluation of the institution

27. ¿What were your expectations in relation to the institution and to what extent have they been fulfilled? What do you see as its strengths, and weaknesses?

28. ¿Besides the programme, on which you participated, what is the quality of the support services offered by the institution?

29. Do you think that the reputation of the institution delivering and accrediting your programme will enhance your career and employment prospects?

In general

30. ¿What role do you think universities can play in the lifelong learning system and how should that role develop in the future?

31. ¿Which are the strong and the weak points of the university to achieve a mayor role in the lifelong learning system? You are asking student to comment on philosophical debates so I would delete

32. ¿Finally, in your opinion, what contribution do you think adult students like yourself make to Higher Education?