

Removing the Boundaries to Social Inclusion



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Abstract

Immigrants in EU countries are at significantly higher risk for social exclusion than native born citizens. Those from countries outside of the EU – third country nationals - are at even higher risk, due in part to policies that favor EU migrants in terms of the ability to live, work and take advantage of certain political rights in other EU countries.

Language programs, that have the potential to help lower the risk of social exclusion, don't always address the real needs of the individuals or are often too rigid and prescribed, such as recent programs in The Netherlands, based on politicized ideas of civic integration. Such factors create more barriers because they do little to insure that not only appropriate language skills, but other factors that could lead to social exclusion, are addressed.

Twenty people, which included one language teacher, nine language volunteers and ten program participants who came to the Netherlands as third country nationals took part in this qualitative study. These respondents - from five organizations that provide a variety of non-formal learning opportunities with the aim of increasing participation in the community and general well-being with language as the tool - were interviewed to see if such programs do have an impact on social inclusion. This study specifically looked at ways in which the participants, learning environment - including the teacher or language volunteer – and the combination of material and activities work together with the support of the organization to achieve their goals.

This study has shown that when the above factors work together and attention is paid to the needs of the learner in all phases of the process, an increase in indicators for social exclusion can indeed be observed.

1. Introduction

1.1 Problem statement: Third country migrants are at higher risk for social exclusion

According to Eurostat (2019), in 2017, 40.8% of foreign citizens living in countries in the European Union aged 20-64 find themselves more vulnerable to the risk of poverty or social exclusion than native born citizens and the risk is significantly higher for third country migrants at 50.1%.

The term *Poverty or Social Exclusion* used in the Eurostat data refers to a variety of factors that often overlap making it difficult to separate the two terms. However, the concern of this study relates to the “social, cultural, and political disadvantage” risks of social exclusion that third country migrants face rather than the “distribution of resources” that relates to poverty (Madanipour, Shucksmith, & Talbot, 2015, p. 736). The focus of this study is on factors that facilitate social inclusion, which is about feeling more connected in one’s community, which includes social relationships as well as taking advantage of the resources and services provided (De Greef, Verté & Segers, 2015) and affects a person’s ability to exercise their human rights and civil liberties (Coumans & Schmeets, 2015). There is also a discrepancy to be seen in levels of well-being between native citizens and migrants, particularly third country migrants, when it comes to feeling connected to society (Tegegne & Glanville, 2018).

According to Dahlstedt & Bevelander (2010 as cited in De Greef et al., 2012b) immigrants may experience social exclusion due to language difficulties, challenges stemming from differences in cultural backgrounds, as well as the distance to their country of origin. However, due to various policies and other factors, there is an increased risk for migrants that come to EU countries from non-EU countries, also known as third country nationals, which I also refer to as third country migrants. Such factors include EU policies that favor internal EU migration (and migration from those non-EU countries with special treaties with the EU). The ability to live and work in other EU countries without the need of a visa not only reinforces the goals of the EU but is seen in a positive light for its contribution to the “vitality and competitiveness” of the EU (Van Mol & De Valk, 2016, p. 38). Once in the country, third country national may not have the same legislative and political advantages as EU nationals, as these are up to each country to decide (McLaren, 2001).

Further barriers to social inclusion have emerged as a result of attitudes towards language skills which are, “in the political discourse, viewed as the key to integrating immigrants into ‘society’, with many countries specifying a language test as one of the requirements for citizenship” (Schierup, Krifors & Slavnic, 2015, p.221). The Netherlands is one such country.

1.1.1 Language policies in the Netherlands

In The Netherlands, where the risk for poverty and social exclusion for migrants ranges from 36.6% for third country migrants to 29.4% for EU migrants (Eurostat 2019), the gap is significantly smaller. However, there is still reason for concern for such policies that may factor into this gap, especially when ideologies about how to achieve more participation for migrants create language policies which certain migrants find even more difficult to fulfil, creating more barriers to increasing social inclusion.

Initially, language requirements for entrance, civic integration and citizenship were seen as supportive to new immigrants in the Netherlands that wanted to learn the language. This included efforts made to support adults with limited education and literacy skills (Kurvers & Spotti, 2015). Currently the Netherlands requires residence visa applicants pass exams that test for basic language skills and knowledge of Dutch society in order for the visa to be granted (Kurvers, Van de Craats & Boon, 2013). Once the visa has been granted, they have three to five years, depending on their circumstances, to pass further language and knowledge of Dutch society exams (Kurvers & Spotti, 2015). The barrier is even greater when one considers the fact that support for completing the prescriptive civic integration programs that was once provided and paid for by the state is now outsourced to private organizations and must be paid for by the individuals (Joppke, 2007)

1.1.2 Opportunities of adult education

Adult education programs that most migrants have turned to for SLA (second language acquisition) - before prescriptive language policies came about - have gone through changes that also have had an effect on social inclusion for migrants. Up until the late 1900’s, influenced by UNESCO, adult learning was seen as a means to promote “community development, cohesion and sense of citizenship” (Boeren, 2017, p. 163). According to

Serrano-García & Bond (1994 as cited by De Greef et al., 2015), such education can help to empower those migrants who may feel neither confident in their ability to communicate or even assert their needs and wishes, nor in their ability to make important decisions. However, the current trend in adult education is leaning more toward education geared mainly toward improving one's financial situation (Boeren, 2017). The risk of this trend is that the migrants' background, their educational needs and the value they bring to the learning environment will be unaddressed due to the "demands for a low skilled labor market whose requirements are simplified to transactional skills in reading, writing listening and speaking" (Atkinson, 2014, p. 8).

Further barriers to language acquisition include the lack of opportunities to practice in class¹ due to needing to work long hours, fewer opportunities to practice at work for those that may not work with native speakers (Schlierup et al. 2015) and living in neighbourhoods with fewer native speakers. (Norton and Kramsch, 2013).

Though many have been able to overcome such barriers, there is still a substantial number of third country migrants that have not found traditional Second Language Acquisition classes - including those in the very structured civic integration programs, or those that only focus on employment skills - that provide them with the ability to successfully take part in society and all the benefits that affords. For this group, programs that are more geared toward the daily lives and particular needs of these individuals, such as the ones in the studies may be the answer.

1.2. Empirical studies

1.2.1 Important main elements of adult education

Empirical studies on adult learning by Atkinson (2017 and 2018), Carlock (2016) and De Greef et al (2012a and 2012b) indicated certain elements that can lead to a learning process that is more of a balance between the constraints of the current discourse with elements that provide programs that involve creative learning spaces. The following elements have been

¹ Although the terms *class* and *classrooms* are used in this thesis for the purpose of clarity for the reader, not all language volunteers consider these terms appropriate to refer to non-formal language learning groups or the learning space.

indicated in programs that focus on social inclusion, rather than pure skills attainment as the ultimate goal: the participant and their identity; the teacher and the learning environment; and the combination of material and activities.

The participant

The focus on what the participant brings to the learning was also explored in an ESL classroom observation by Carlock (2016) whereby participants were able to build a community feeling as they shared their common experience of being immigrant parents and the struggles they encountered. De Greef et al. (2012a) focused on participants increase in social inclusion as it relates to “an interactive process aiming functional or emotional effect for the individual itself or in contact with its environment” (p.457). In the case of the mentorship program studied by Atkinson (2018), it was felt that the individual contributions of the mentees, in terms of being able to express their learning desires more, helped the mentors and mentees bridge the cultural gaps. However, the extent to which the participants contribute to their learning is dependent on how the learning environment is formed.

The learning environment

The classroom is an intercultural space where people can come together and work on ways to improve their situation through learning the language and sharing their own experiences (Atkinson, 2017). In a student-centered discussion, Carlock (2016) observed that the mutual trust that is important to such dialogue allows everyone to feel comfortable “to share their challenges and participate in identifying possible solutions” (p. 110). Classroom management, including the relationship between the learner and the facilitator, greatly affects who is heard and who is not (Atkinson, 2017).

The learning environment also encompasses the levels of safety, encouragement and opportunities that they encounter. “The social environment of the learner can be seen as a learning forum; learning occurs within social relationships” (Renshaw 2003 as cited in De Greef et al., 2012a, p. 456). The teacher or language volunteer plays a large role in the facilitation of the learning environment and support of the participant which can also be a contributing factor to various elements in the learning process. De Greef et al 2012b, found a positive relationship between the independent variable “teacher support” and the dependent

variables “national language skills”, “voluntary-work and neighborhood skills” and “contact skills”, among others (p. 376)

According to Atkinson (2018), increasing transformational learning in which reflectivity is key in creating a shared learning space is beneficial for the learner. Mezirow (2000) describes transformational learning as “the process by which we transform our taken-for-granted frames of reference ... to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action.” (p. 7-8) Transformational learning also stresses the importance of self-directed learning as a part of this process (Mezirow 1981).

The learning material and activities

According to De Greef et al. (2012a) the learning material should reflect the needs of the learner in meeting social challenges in daily life. The study presented in Carlock (2016) similarly promotes language learning in different life domains that help the participants become helpful members of their communities and can be part of “context-rich, student-centered instruction that fosters deeper learning and civic engagement” (p.100). The data in De Greef et al (2012b) show that the dependent variables in his study, national language skills, assertiveness and contact skills correlate to the variables learning contents and activities (De Greef et al 2012b).

While all three elements shown in the studies above are believed to be crucial to the learning process, there are no models or descriptions in these studies that show how they interact throughout the leaning process. In the following theory by De Greef (2018), these elements are presented in a way that shows how they interact throughout and intersect at various moments in the learning process to help facilitate an increase of social inclusion.

1.3 Theoretical framework

1.3.1 Testing one model of learning

Maurice de Greef (2018) recently developed the 3 curve model based on Mezirow’s transformational learning theory and his own studies in regards to successful elements in the

learning processes. Similar to the studies above, the resulting 3 Curve model shows the combination of 3 pillars that forms the basis of adult learning: the environment and the (volunteer) teacher; the participant; and the combination of learning material and activities. These three pillars intersect at three crucial moments in the learning resulting in the following: motivated renewal, skills practice and habit formation. (see illustration 1)

The first pillar, learning environment and the (volunteer) teacher, concerns the physical and supportive environment and how the teacher helps in setting it up. The second pillar is the participant and what the participant brings to and takes away from the learning. The third pillar concerns the material which, as stated above, should reflect the needs of the learners in the class. This pillar also concerns the activities that the participants take part in throughout the process, including opportunities to practice the learned knowledge outside of the initial learning environment.

Even though the De Greef (2018) theory doesn't specifically address issues that pertain to second language learners, it's relevance to this study is in the elements of learning that also apply to the learning process whose goal is social inclusion with the target language as a tool and how the elements work together.

Furthermore, this study will look at the role of the organization and its provision of support and training of the language volunteers as it relates to the participants and the extra opportunities to use the language in other situations that apply to their daily lives. The additional support that cooperation with other organizations or networks provides is beneficial for those that are ready to practice the target language in a more realistic environment with all the challenges and learning opportunities it can provide (Wildemeersch, Jansen, Vandenabeele & Jans, 1998). In addition, this study will particularly look at the role of self-confidence as both a dependent and independent variable. I have adapted the original 3 Curve model to reflect additional concerns for this study.

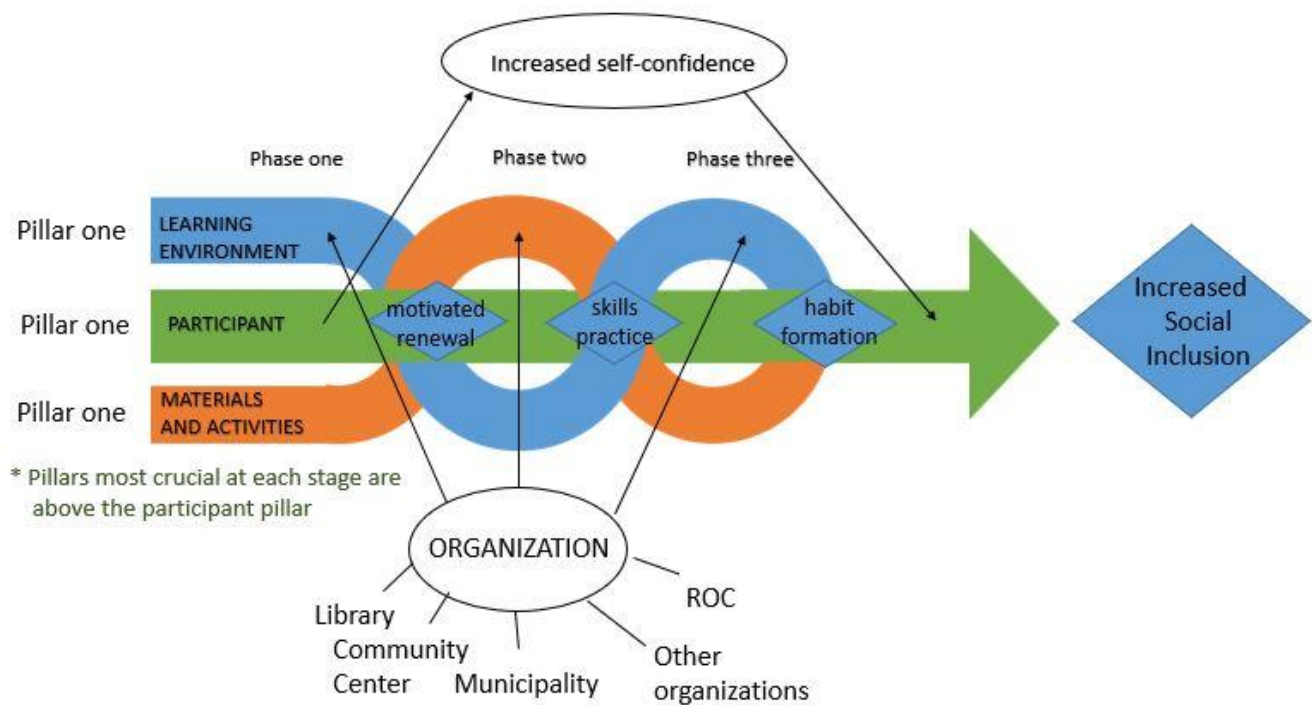


Illustration 1 – Theory model

Adaptation of De Greef (2018) 3 Curve model

(see Appendix 1 for original 3 Curve model)

1.4 Relevance of the theoretical framework

The scientific relevance of this qualitative research is in its relationship to the quantitative De Greef et al (2012, a) study mentioned above. In addition, this study will be the first qualitative study of non-formal adult education for migrants using the De Greef (2018) 3 Curve model as a basis. The social relevance is that it will help to highlight the importance of non-formal education that focuses more on the needs of the learner in daily life that can lead to an increase in social inclusion. In addition, this study will be used to develop a self-check tool for organizations to determine what role they can play in a greater non-formal education network for the well-being of their clients.

In the context of this study, social inclusion for third country migrants involves facilitating the improvement of skills that help overcome obstacles, including but not limited to language, to take part in society; in other words, to make use of public services independently, such as government offices and medical services, to become a more active member in one's community and enrich their lives and the lives of their families.

1.5 Research Questions

This study has analyzed which aspects of such programs work well for the participants² and how cooperating with other organizations has provided learning opportunities during and beyond the programs for reinforcement of the learning. This led to the following research question and sub questions:

How does the perception of language as a tool to improve participation impact the learning environment of programs and increase social inclusion for third country migrants?

1. How do the beliefs and goals about non-formal education for increasing social inclusion of third country migrants contribute to the formation of activities, types of material provided to the participant, and the learning environment?
2. How do the elements of the participant, teacher and learning environment, and material and activities - as presented in the theory model above - work together throughout the process to facilitate an increase in social inclusion?
3. How can organizations contribute to an increase in social inclusion though providing further opportunities to support the participants, the learning environment, and the method of training?

Expectations

1. The learning process, including the space and the teachers or language volunteers along with materials and activities have been set up, with respect for the needs of the participants, according to the stated goals and what they believe will result in an increase in social inclusion.
2. The resulting learning environment, including respect for the identity and inclusion of the participants in the learning process, as well as the method of training (including the

² Participants refer to program participants as opposed to all people interviewed which will be referred to as respondents.

materials and activities) will have contributed to an increase in self-confidence and social inclusion for the participants.

3. The further opportunities provided by the organization to support the participants and volunteers, the learning environment, and the method of training will have been a contributing factor in an increase in social inclusion for the participants.

2. Methods

2.1 Study design

This study is a compliment to the De Greef et al. (2012 b) quantitative study that showed that education aimed at social inclusion had a positive effect in this regard. This qualitative study has been designed to understand **how** and **why** this type of learning environment could result in an increase in social inclusion for language learners who are third country migrants. The study was designed to have an equal number of teachers and participant respondents from five organizations. This is not a comparison of organizations, rather a collection of cases from various organizations with the same goal to provide a broader sample.

2.2 Participant sample and recruitment

2.2.1 Organizations

The five organizations in this study were chosen by the research internship as best practices of non-formal learning with the aim of increased social inclusion. The research internship supervisor made first contact by email with the directors of the organizations with a short description of the study and the request to have further contact with me. All organizations contacted agreed to the study and from that point I was referred to teachers, language volunteers or program coordinators who mostly decided ahead of time on which participants would be interviewed. These individuals, acting as gatekeepers in order to ensure the study was appropriate for the chosen language volunteers and program participants, requested further details about the topics of questions that would be asked (Devers and Frankel, 2000).

2.2.2 Type of sample

The aim was to interview mainly teachers, however primary learning support for participants at all five organizations is with language volunteers with a few exceptions, including the trained NT2 teacher who was interviewed. Otherwise, trained NT2 teachers supplied training and support to language volunteers. Thus, nine language volunteers and one NT2 were interviewed in total.

Several participants were chosen for me at some of the organizations based on “purposive sampling strategies” because of they felt their experiences, language abilities and willingness to participate would provide for an “information rich” impression of the program (Devers and Frankel 2000, p. 264). At the organizations where specific participants were not chosen beforehand, the group from which they were chosen were done so based on their willingness to take part in and appropriateness for the study.

2.3 Data collection instrument and operationalisation

2.3.1 Instrument

To allow for a more “emergent and flexible” (Frankel and Devers 2000b, p. 251) study, a semi-structured interview format was chosen with both open ended and more detailed questions to interview both the teacher, language volunteers and the program participants. This format was also more appropriate for this sample because it would allow for “in-depth information pertaining to participants’ experiences and viewpoints of a particular topic” (Turner, 2010, p. 254). The structure allowed the respondents to more freely tell stories and give examples of how they were experiencing the program and any possible effects of the programs. Interviews in the study were conducted in person, in separate rooms where possible and were always one-on-one in order for the respondent to feel most comfortable and unhindered when sharing information (Turner, 2010).

My questions were primarily based on the 3 Curve model developed by De Greef (2018), transformational learning theory (Mezirow, 1997), the quadrant of social inclusion (De Greef et al., 2012a), social learning (Wildemeersh et al., 1998), as well as the Evaluation of the Scottish Adult Literacy and Numeracy (ALN) Strategy (Tett et al., 2006), Upskilling

partnership program report (Department of Labour, New Zealand, 2010) aspects of the and the Toolkit - Top hits for a successful learning environment (Learn for Life, 2015).

Some of the questions were parallel for the participant and teacher or language volunteer, but from their perspective. Additional questions specific to the role of the language volunteer include the vision of the program, their training by the organization and their knowledge of adult learning theories were all in regards to finding the effects of how they set up the learning environment.

2.3.2. Operationalization

The first goal was to see how the teacher and language volunteers looked at the goals of the programs and non-formal adult education. This was to get a picture of the beliefs on which the lessons are planned, the learning environment was set up, the training of the language volunteers and what material is chosen. The second goal was to determine what aspects of increased social inclusion had been improved and if the facilitating factor of self-confidence was improved and if this helped with the increased social inclusion. The third goal was to see how the organization facilitated the learning in the classrooms, within the organization and through cooperation with other organizations.

For the operationalization, the indicators, the measurements and the analysis of the measurements were determined. The operationalization will be for the following: realization of beliefs and goals of adult education in the language process including the efforts of the organization and the increase of social inclusion as a result of the learning process.

The indicators for the fruition of beliefs and goals of adult education in the language process will be measured by the following: the support of the participant, the learning environment (provided by language volunteers and organization) and the combination of the material and activities (provided by the teacher, volunteer and organization). To measure these variables, this study will a) review how the adults are included in the learning process, including certain factors of transformational learning believed to be beneficial (De Greef et al. 2018, Atkinson 2017,2018), b) look at the training process for the language volunteers/teachers and c) look at the appropriateness of the material and the opportunities for exposure to language and participation for the participants. This operationalization is based on sub-question 1.

The indicators for social inclusion will be the dependent and independent variable of self-confidence and dependent variables: more active, more self-confident, more self-reliant and greater knowledge. This study will look for relationships between the various aspect of the learning process and these variables. This operationalization is based on sub-questions 2 and 3.

2.3 Data management and data analysis approach

The interviews were from 20 minutes to 1 hour 20 minutes. All transcripts have been safely stored on the UU server after being transcribed with the help of Wreally transcription software. Scanned copies of informed consent forms and demographic survey questionnaires are on UU server and hard copies have been destroyed.

The transcripts of the interviews were coded in NVIVO. Two phases of coding were performed, the first was to get a general idea of the data based on the research sub questions, the second was to subdivide the sections to get a better idea in regards to relationships and what could be coupled. Once I had the nodes, which totalled 29, connections and relationships among the variables were analysed.

I looked at the goals and thoughts on adult education and the programs and their relationship to the resulting programs and lesson planning. Part of this relates to aspects of transformational learning as this is related to the greater learning environment in both learning environment and activities. This is mostly seen in how the teacher guides the participant in a change of perspective. I looked at the relationship between aspects of the learning process - learning environment, material and activities - in relation to the above-mentioned aspects that show increased social inclusion. Finally, the study looked at the greater learning environment created by the organizations, from the perspective of the teacher, language volunteer and participants.

3. Results of the study

The respondents came from 5 non-governmental organizations or foundations (*stichtingen*) that provide non-formal learning opportunities. Of the 20 people interviewed, 10 were

program participants and 10 were language learning facilitators, one being a trained NT2 teacher and the others were trained language volunteers. The participants had been in the Netherlands from less than two years to over twenty years. One has recently found employment and six others are involved in volunteer work, most of which was at least partially facilitated by the organization. One participant had never attended school in her country of origin. Six participants had been to school for at least 11 years, three had attend school for 16 years or more.

Approximately half of the participants were required to take civic integration classes and in all these cases they found more support and improvement in their speaking ability with the support of the organizations in this study. As the focus for the organizations is on non-formal adult education, they do not run official classes for civic integration, but focus on supporting those who attend such classes.

The teacher and language volunteers range in age from 44 to 77 many of whom are retired from a wide range of professions including a former primary school teacher, a former vocational education teacher and a former journalist.

3.1 Sub question 1 results

How do the beliefs and goals about non-formal education for increasing social inclusion of third country migrants contribute to the formation of activities, types of material provided to the participant, and the learning environment?

To answer the first question, this study has looked at the relationship between the goals and objectives for the participants as well as the perception of non-formal adult education by the language teacher and language volunteers. It looked for the effect of these aspects on the materials, activities and learning environment. The goals, objectives and perception of non-formal education for migrants have been categorized into 5 main groups: taking responsibility for the learning process and personal growth; speaking practice; improving participation in all domains of the participant's life; the wellbeing of the participant; helping them overcome the fear of speaking; and general improvement of Dutch knowledge. Transformational learning was expected to be more explicit in the development of the learning environment. However, most of the language volunteers are not trained teachers specializing in adult education and

this study showed that their training was mainly limited to teaching methods. Alternatively, there were certain aspects of transformational learning that were found through the interviews with the teacher, language volunteers and participants in regards to mindset and beliefs, reflections, community, dialogue and self-direction. The strongest example of self-direction and reflection came indeed from the trained NT2 teacher, with her assignments to speak to new people and keep a journal. When the teacher and language volunteers were asked specifically what they would do if a participant came with an issue about something not going the way they had hoped - a question in regards to transformational learning - five indicated that they would engage in dialogue to reflect on the situation with them, also encouraging dialogue with classmates if appropriate. In this dialogue they would be led to address their mindset and try to come up with a solution on their own or as part of a group.

One general mindset that was often addressed in class was the fear of speaking to new people because they felt their Dutch wasn't good enough. Most participants mentioned that, because of the encouragement of the teacher or language volunteer, they were much less afraid and more willing to speak Dutch to new people in their community.

Some of the group meetings do cover some grammar and vocabulary building exercises, but the majority spend their time on some form of speaking activities because this was believed to be most helpful in increasing participation. Some form of role play to practice the language was mentioned by nearly half of the respondents. LV10³ indicated that most of the participants in her group were studying in civic integration program and she felt that learning in her group should be seen "as a supplement for the people, if they are still busy with the civic integration exam or it is behind them ... that's why it is also geared at speaking because that is, in general, the component that is practiced the least at school". All of the Language volunteers have indicated their belief that continuous practice is key to helping the participant feel more confident and increase their skills, which matches with the goal of helping the participants to dare to speak more outside of the classroom.

For an increase of social inclusion, it was thought to be important to learn how to use the language to achieve goals in their everyday life, such as taking public transportation, communication with the municipality or how to strike up a conversation with a neighbor. In

³ LV refers to language volunteer

an effort to make the learning more relevant for their classes, language volunteers would focus more on elements needed by the participants in their group. For groups with parents of young children, there would be more focus on how to communicate with their children's teachers or how to start up a conversation while waiting for their child after school. For groups with more elderly participants, there would be more focus on health and how to communicate with the doctor and doctor's assistant.

The teacher or language volunteer is there to facilitate the learning, thus should always have an overview of what they feel is needed. However, this should be balanced with listening to the voice of the learner to facilitate a more egalitarian space. In the case of LV5, a language volunteer who came to The Netherlands at a young age and who has a strong social and cultural connection to the many participants with whom she works, started with the questions "what do you want" and "what do you want to achieve" then looked at what they could do rather than what they knew. She found that "there were many women that weren't *coming in*" in reference to coming in to society and the community.

The learning environment can affect how well the goals are met. The language volunteers attempt to create a positive learning environment and spoke of common themes such as respect, a safe space, the opportunity to have some input in their own learning and a feeling of equality. P6, describes her class as "not just teacher, students, but also friendship". LV4, explains how she attempts to create a space where people feel comfortable with each other, and feel they are in a safe space as well, by being open her life: "I am a teacher, but I am also just a person, things happen to me as well. And if you share that with everyone, it goes well". Overall the interviewed participants said they felt comfortable in the groups. P1⁴ shared that she felt "at home" in the class.

3.2 Sub question 2 results

How do the elements of the participant, teacher and learning environment, and material and activities - as presented in the theory model above - work together throughout the process to facilitate an increase in social inclusion?

⁴ P refers to program participant

Positive effects that have indicated an increase in social inclusion in this study are divided into the following indicators: more active, more self-reliant and increase in skills. Of the 10 participants in the language programs, 8 gave examples of an increase in activity, either in terms of communicating more with people in their community either on a social level with neighbors or an increase in necessary communication such as being able to speak to their child's teacher.

When asked about being more active in her neighbourhood P6 mentioned that she spoke more to her neighbors: "But maybe more that I can speak now, but before if I didn't speak than yes I yes only say 'hello, hi' ...but now I can 'how are you and the children, everything well?...nice weather' a bit of speaking" In just being able to ask a few questions she is now able to carry on a conversation with her neighbor. P4 reports now having friends with whom she only speaks Dutch. "Yes, I meet people, I am happy, nice people, yes it's a big difference in my life. Yes, yes, really different".

Eight of the ten interviewed participants said they either felt more confident to speak or that they dared to speak. Most participants have indicated that they see the connection between being more confident and becoming more active, such as P6 who says, "I am sit here with you, if I have not [self-confidence] ...then not here, then there (referring to classroom). Because I can speak with everyone, and if eh sometimes I don't find the words, but I want to speak and I have no problem to speak [to] people". P8, who is a mother of a young child who has just started school and has a language buddy come to her home, relays her understanding of the connection between self-confidence in the language and increase of activity: "I have become more active and I have found this ...volunteer work in cultural center because I felt more self-confident ... that I can speak and I can understand when...people speak". P10, who has recently found work, had been wanting to start public speaking training, but had little confidence in her Dutch, but says she noticed that since starting with [the organization] she dared to join.

Many of the participants that have the self-confidence to speak regard the help of their teachers/language volunteers in the necessary language, the encouragement to speak and not be afraid to make mistakes as an important factor in their increased self-confidence. For P11, "Everything is different, yes last year I couldn't speak. I am [was] afraid, not dare, I...didn't

dare. Yes, but now I speak, make mistakes, doesn't matter. [LV] teaches asking questions...load chip card by myself...I think now I can better..."

The increase in self confidence is something also seen by the language volunteers. Many of the language volunteers mentioned a difference in the behaviour of the participants in the group sessions. They have the self-confidence to speak up in class, share their opinions and also are bolder in saying what they want to learn. Other observations refer to a more relaxed appearance and that they appear to be having more fun. LV6 describes one participant who has lived in the Netherlands about 20 years. "her grammar and how she writes everything is perfect, but she never spoke, and now she speaks...First she said, actually almost never said anything...then it was a little bit, but now she talks and she makes jokes now too". One language volunteer who mentioned the ease with which they were speaking added "but also that they glow" when they speak.

P8 who works with a language volunteer 'buddy' had studied Dutch in formal classes, but felt she had a more passive knowledge. It was only when she started to speak that she saw a larger overall improvement: "So I go further and I feel greater progress with speaking and with language". This has motivated her towards more self-directed learning, which can also be seen with P4 who started the program not having attended school in her country of origin and could not read or write at the time she started at the organization. She has since learned to read and write and tries to find as many opportunities as she can to improve her reading, writing and speaking and computer skills: "when I close here I get home, take my book or ... on my computer learn Dutch... how to read, how to write".

Some participants also report that they dare to do more things independently, whereas previously they always had someone else with them, or left the task entirely up to someone else. P6 sees that she needs less help from others: "Yes before that, if I go to the doctor...always my husband goes with me. And now I am alone [at the doctor], I go there and I tell her everything...sometimes with words, sometimes with hand language" P11 has become very self-reliant in the last year, when asked if she was able to deal with the doctor alone she responded "Yes naturally too, the telephone also, I making appointments, I [give personal] information, yes, yes, yes, yes I go to dentist...and even municipality by myself, everything myself"

The final prominent theme in regards to improvement for the participants is the language acquisition or the knowledge. They have been provided with the material – the necessary language in the various life domains - necessary to participate more in their community. Examples of self-reliance vary from being able to use a pin pass to being able to go to the doctor by themselves and communicate with them in Dutch because they have they have learned those skills. Many of these advances have happened in the learning environment set up by the teacher or language volunteers, but some of these advances can be attributed to the organization that runs the programs, which is the focus of the third sub-question.

3.3 Sub question 3 results

How can organizations contribute to an increase in social inclusion through providing further opportunities to support the participants, the learning environment, and the method of training?

The organizations in this study, which have social inclusion and the well-being of its participants as the primary goal have to varying degrees supported the participants in the following areas: support of the language volunteers who in turn support the participants and provided further opportunities within the organization and through cooperation with other organizations for the participants to become more active while practicing the Dutch language.

As mentioned previously, the primary influences on the individual in this learning process are the learning environment as set up by the teacher or language volunteer, the material and activities. In order for the teacher to set up an appropriate learning environment, proper support from the organization is necessary, especially when it comes to language volunteers who generally don't have training in non-formal adult education. This study looked at the various ways in which the organization can support the teacher: training, opportunities to learn from peers, assistance with material and activity ideas and any other forms of support they need.

Most language volunteers have expressed feeling sufficiently trained to start the groups and further supported through regular additional opportunities for more training or workshops provided, including e-learning such as webinars. However, LV7 expressed that “the guidance could be more intense... I have the feeling that you can always go to them with

problems, but you have to indicate it yourself”. Most language volunteers said that the organization were always helpful in the provision of learning material and ideas for activities, but that they also quite often searched for or created some of their own material.

Another form of support perceived as important by the language volunteers was the opportunity to interact and learn from the experiences of other volunteers. The peer support happens in varying degrees of formality in the 5 organizations, from an encouraging atmosphere at the organization which facilitates sharing among colleagues to specific InterVision sessions organized for volunteers who also start by working with others before they take on their own group. However, LV7 who volunteers at an organization where they primarily work as language buddies, expressed the desire for more contact with other language volunteers.

After the beginning of the language process and the initial learning environment has been established, material and activities play a key role in further development. Aside from providing appropriate material, activities which provide practice for appropriate language skills outside of the classroom, but still in a safe environment, are beneficial. Such opportunities provided by the organizations include a coffee morning every week, a monthly cooking activity for the participants and volunteers and a monthly excursion for participants to socialize with fellow participants, language volunteers and other volunteers.

Volunteer opportunities within the organization that provide further speaking practice have been reported as helpful, especially by P2, who volunteers at the organization where she can “practice there too, you know good words that I learned here, contact with the people, good contact”. The most structured in-house volunteer opportunities are at an organization where they have set up a sewing studio and a cooking studio where they learn skills and can practice language they have learned in class. The sewn items they create and the food they make is sold to provide further funding for the organization, so it is also a way to be an active part of the organization.

T1⁵, sees the benefit of cooperation with other organizations, including the municipality and ROCs, is that you can take advantage of the expertise of others and “you don’t have to

⁵ T refers to NT2 teacher

reinvent the wheel”. Another example of cooperation in regards to the learning environment is the cooperation the organizations have with libraries, community centers, schools and other organizations to provide more locations for learning. Two of the organizations use their own location.

Respondents from two of the organizations have indicated a strong working relationship with their municipalities, which has not only helped when the organization has needed to find more resources for the benefit of the participants, but also when the municipality is looking for learning opportunities for their clients.

An example of cooperation that supports social inclusion is a program of cycling classes, which allows the participants greater freedom to attend language groups and is provided by cooperation between the organization, a local women’s activity center and SafeTraffic (*VeligVerkeer Nederland*).

Organizations can support the participants through expanding their network in order to provide more opportunities outside of the safe environment of the organization when the participant is ready for more. All of the organizations are either working on building these connections or already have an extensive network, such as the organization who organized a volunteer opportunity at a café connected to a charity second hand shop for P7: “I work there for two for two day [per week], I learn with my colleagues, the language a little bit, everything good”.

While the organizations don’t run formal education classes themselves, some have strong connections with local Regional Education Centers (ROC) to facilitate more support for the participants who may need this when transitioning from non-formal to formal education or who need supplemental support while following formal education. One of the organizations has formal cooperation with the local ROC whereby Entrance level vocational students not only get homework and language support, but the required internships are fulfilled at its sewing studio.

These extra activities provide an important element in the learning process. As the opportunities for practicing the language tool to achieve certain goals extend further from the safety of the classroom, their skills get broader and deeper preparing them for each next step.

At the opportunities outside of the organization, they build more confidence in a situation that is even closer to daily life. In terms of the aspects of being more active, more self-confident, more self-reliant and having greater knowledge, participants have also indicated increases in relation to activities organized within the organization and as a result of the organizations cooperation with other organizations.

4. Discussion

4.1 Main Findings

First, the realization of the learning process was for the most part a reflection of the common beliefs about adult language learning and the goals they set for the participants. However, some deviations exist, such as the fact that not all language volunteers succeeded in facilitating more responsibility for the learning being taking by the learner, which could be achieved in simple ways, such as what T1 has done in asking the participants to talk to a certain number of people outside of the class and reflect on this in a journal.

Second, most of the program participants have reported an increase in the variables used for indicating an increase in social inclusion: more active, more self-reliance, and greater knowledge. One deviation from this was that those that had used English for communication didn't find themselves any more self-reliant because they were able to do quite a bit already in English. Nine of the ten participants reported an increase in self-confidence, and most self-report this as a specific result of their most recent learning process at their respective organizations.

Third, in all of the organizations there were extra opportunities, not only for language practice and social activities, but for more specific learning in areas more suited to certain members of the group. Participants noted that the extra opportunities were indeed helpful in achieving their goals.

4.2 Findings in context of other research and theory

According to the 3 Curve model by De Greef et al. (2018), there are three phases in the adult learning process. These phases should not be seen in the context of one specific class, rather

in the process of the each individual and participants of the same class can be in different phases of the learning process. There were examples in the data which have, for the most part, shown the language process occurring in these three phases.

For the first phase, the data showed that the learning environment was indeed, for the participants, more important as it allowed the participants, according to their own reporting, to enjoy the class, feel comfortable and feel safe enough to make mistakes. This can be seen as a direct result of the language volunteers that stated that they specifically made efforts in these areas. The teacher and one of the volunteers indicated that they helped the participants visualize what goals they had which is one factor that can be seen as an example of the stated milestone *motivated renewal*.

For the second phase, the combination of material and the activities was shown to be more prominent to allow for practise with the language and skills. The data showed that at this stage the material and activities help the participants gain more self-confidence. This variable self-confidence acts as a dependent variable in the context of the elements that create this, that are provided by the teacher or language volunteer. Self-confidence can also be seen an independent factor that leads to other dependent variables such as self-reliance, becoming more active, and gaining more knowledge through new experiences, which have been reported by most of the participants and confirmed by the teacher or language volunteers. This gain has also been as a result of other activities in the organization and if appropriate for the participant, at an external organization. As the participants were at different stages in their learning process, they were involved in different types of activities. This phase tends to last the longest and data on many of the participants showed achievement of the milestone *skills practice*.

For the third phase, two were shown to be in this phase where they were consolidating the knowledge and skills they had acquired with the help of the language volunteers, such as P10 whose language buddy had helped with solicitation letters, practice with interview skills for getting her new job and provided assistance with initial correspondence at this job. She will soon end the language buddy program and she has reached the milestone *habit formation*. What this study has also shown is the importance for the teachers and language volunteers to be aware of the stage the person is at and thus the level of support that is needed.

4.3 Strengths and limitations related to Internal, External and Ecological Validity

Many of the responses in the study were from open ended questions and resulted in similar answers, which is a strength in this study. However, at times, more specific questions were asked which may have had some influence on the responses, which was a limitation in the study. In future studies, more open-ended questions should be utilized to insure less influence on the answers. Another strength of the study was the use of teacher or language volunteer and the participant whereby in many situations the self-reporting was strengthened by the observations of the teacher or language volunteer.

The sub questions focussed on the impact of the elements as well as the importance of each element at the different stages. Through the data I collected, there is strong internal validity as far as the importance of the three basic elements according to the theory that was the basis of this study. However, the internal validity is not as strong in regards to the data for the final phase in the model because there was less data to support this.

The findings of this study, in regards to the three pillars, could have external validity in other studies in the Netherlands or other countries in the EU that have the same restrictive civic integration programs.

There would be ecological validity in terms of programs that prioritize the wellbeing of the participants over strict language curricula. Through providing a learning process that facilitates a supportive learning environment, materials and activities, similar results in the increase of social inclusion may be found.

4.4 Implications and recommendations based on Findings

There are certain strengths to using volunteers such as practical financial reasons, or that there is a more inherent feeling of equality and that they bring different strengths depending on their employment and life experience. However, from the results of this study, more involvement of trained teachers in the learning process would be recommended as well as more training opportunities in areas other than just methods, such as adult education theory. Use of extra workshops for those that need help with employment, specific language issues, or specific interests such as voting, maternity, health care would be recommended for the

organizations that don't already do this. Finally, more opportunities for organizations with the same goals in non-formal learning to learn from each other would also be recommended.

4.4.1 Unresolved issues

Further discussions between policy makers at the municipal and ministerial levels with academics in this field in regards to the benefits of non-formal education programs would also be recommended. One aspect that should be included involves the frustration felt by T1 in regards to funding restrictions that deny a person who is required to follow civic integration training from taking part in non-formal education, yet “there is actually nothing offered that matches the situation of this person...and that is just such a shame”.

4.4.2 Recommendations for further studies

I would recommend a more comparative look at programs for inburgering and non-formal programs for social inclusion. In addition, I would recommend more research on civic integration policies and the effects on third country migrants in terms of social inclusion.

4.4.3 Conclusion

As mentioned earlier, the risk for social exclusion due to third country migrant status doesn't apply to all. However, adults learn at different paces and need different levels of support to become a member of their community, learn the language as well as other skills. Social exclusion is not limited to those that are dealing with factors that are often associated with vulnerability such as low literacy, low education or poverty. This study has shown migrants across all levels of education, poverty, literacy, etc. found that they needed extra support from non-formal education programs that prioritize the needs of the individual at the stage they are at and making sure to be mindful of listening to the individual and marking changes in their needs throughout the process.

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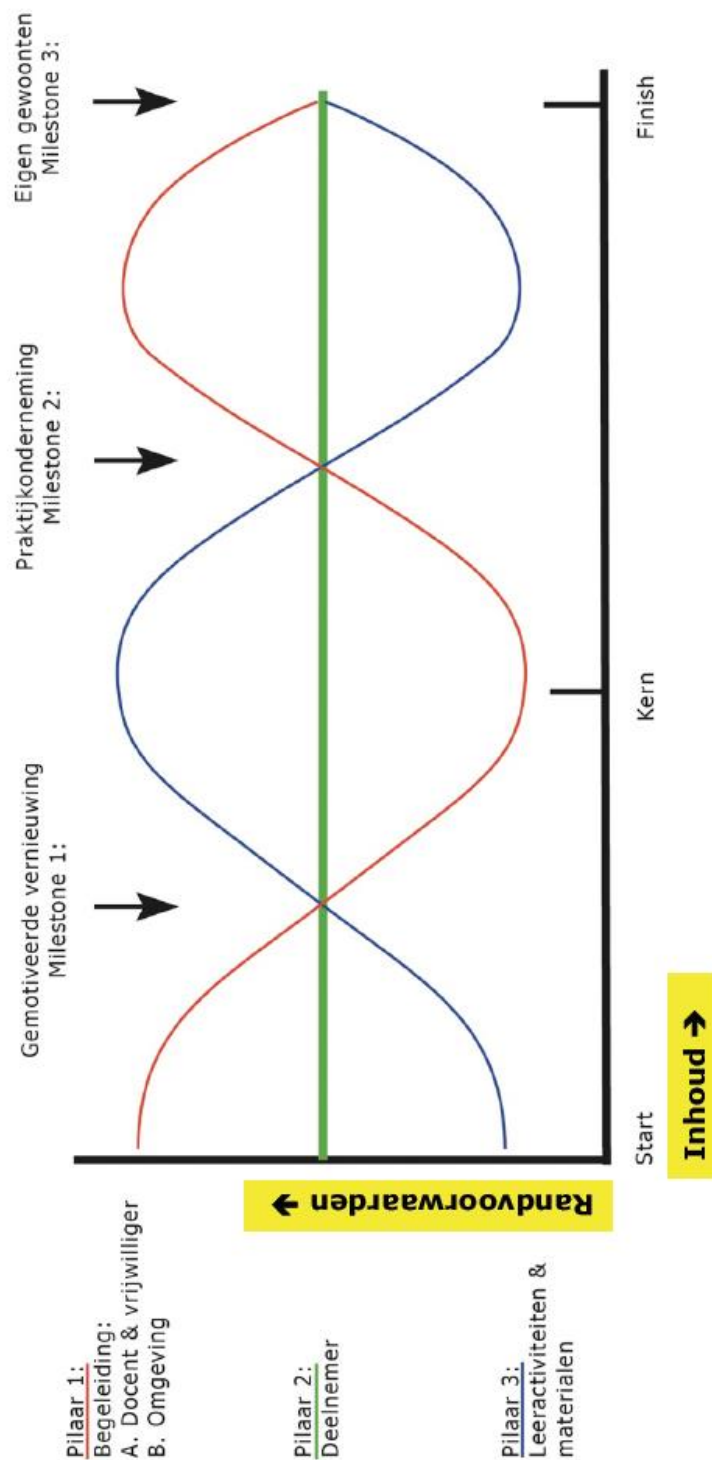
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De 3 Curve van volwassenleren



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Appendix 2 – Question lists

INTERVIEW MET DEELNEMERS

Introductie:

"In dit gesprek wil ik graag van u horen wat u vindt van de cursus die u hier volgt. Dit om de cursussen die hier gegeven worden nog beter te maken."

"Ons gesprek is anoniem – uw naam komt er niet bij te staan. Er wordt ook geen foto gemaakt. Van alle gesprekken samen wordt één verslag gemaakt, dat kan helpen om de cursussen nog beter te maken."

**LET OP!! DIT VRAAGT DE ONDERZOEKER AAN DE DEELNEMER EN DEZE MOET
DAAR HOORBAAR "JA" OP ZEGGEN!!**

"Door het deelnemen aan dit interview gaat u er mee akkoord, dat we uw antwoorden op anonieme wijze gebruiken om een analyse te doen en een rapportage te maken over wat mensen leren van dit soort cursussen en waarom ze daar iets van leren. Gaat u daarmee akkoord?"

***Voorblad interviews non-formeel leren deelnemers
(In te vullen door interviewer)***

Dit is onderzoeksnummer:.....

De geïnterviewde:

(Kruis per vraag 1 hokje aan)

1.1 Ik ben een:

- ☐ Man
- ☐ Vrouw

1.2 Ik ben:

- ☐ In Nederland geboren
- ☐ Niet in Nederland geboren

1.3 Hoe lang woon je al in Nederland?

- ☐ jaar

1.4 Hoe oud bent u? (vul uw leeftijd in)

- ☐ Ik ben jaar

1.5 De hoogste opleiding die ik heb afgemaakt:

- ☐ Speciaal onderwijs op de basisschool
- ☐ De basisschool
- ☐ Speciaal onderwijs op de middelbare school / het voortgezet onderwijs
- ☐ De middelbare school / het voortgezet onderwijs
- ☐ Iets wat lijkt op of gelijk is aan het MBO (Middelbare Beroepsopleiding) van nu
- ☐ Iets wat lijkt op of gelijk is aan het HBO (Hogere Beroepsopleiding) van nu
- ☐ Iets wat lijkt op of gelijk is aan de Universiteit van nu
- ☐ Anders:

1.6 Ik heb:

- ☐ 5 Jaar of minder op school gezeten
- ☐ Tussen de 6 en 10 jaar op school gezeten
- ☐ Tussen de 11 en 15 jaar op school gezeten
- ☐ Meer dan 16 jaar op school gezeten

1.7 Ik heb:

- ☐ Een betaalde baan
- ☐ Een vrijwilligersbaan
- ☐ Een betaalde baan en een vrijwilligersbaan
- ☐ Geen baan en wel een uitkering
- ☐ Geen baan en geen uitkering

1.8 De deelnemer woont in? (Graag gemeente invullen)

.....

1. Persoonlijk leerplan

- A. Waarom ben je gaan deelnemen aan deze cursus?
- B. Wat wilde je leren?
- C. Heb je een plan gemaakt over wat je wilde leren?
- D. Wat waren je doelen toen je hier bent begonnen?
- E. Zo ja, wat wilde je bereiken?
- F. Heb je die doelen samen met de docent gesteld?
- G. Hoe vaak bespreek je dit leerplan met je docent?

2. Leren voor je dagelijks leven

- A. Wat leer je in de cursus?
- B. Is dat hetzelfde als je doelen / leerplan dat je hebt gemaakt (als er een individueel leerplan is)?
- C. Leer je dingen in de klas die je helpen je in je dagelijks leven? Bijvoorbeeld thuis of op je werk of voor je gezondheid of taal of het regelen van je financiën of opvoeden van kinderen?
- D. Kan je mij een voorbeeld geven van iets dat je geleerd hebt dat werkt goed in je dagelijkse leven?
- E. (meer specifiek als nodig)
- F. In welk onderdeel van je leven
- G. Leer je iets voor je werk?
- H. Leer je iets voor je gezin?
- I. Leer je iets wat je in de wijk gebruikt?
- J. Leer je iets voor je gezondheid?
- K. Oefen je dit in de klas? En zo ja, wat doe je dan?

3. Leeromgeving

- A. Hoe is de sfeer in de klas?
- B. Hoe voel je in de klas? Waarom?
- C. Is het fijn om samen te werken met de andere deelnemers? Waarom?
- D. Hoe is het om samen te werken met je docent? Waarom vind je dat? Helpt de docent jou? Geeft de docent je ook complimenten? Helpt de docent je ook om het geleerde in je dagelijks leven te gebruiken?
- E. Wie maakt de beslissing over wat jullie gaan leren in de klas?
- F. Mogen jullie daar ook in mee beslissen?
- G. Mag je zelf kiezen wat je leert?
- H. Vinden de docent en de andere deelnemers jouw ervaringen en meningen ook belangrijk?

4. Dingen buiten de cursus in de organisatie

- A. Zijn er andere activiteiten die je hier je doet bij [organisatie]? Welke dingen? Andere activiteiten, vrijwilligerswerk, werk of het volgen van trainingen en cursussen?
- B. Voel je dat je daar ook leert?
- C. Oefen je dingen daar die je in de klas geleerd heeft?
- D. Doe je activiteiten bij andere organisaties?
- E. Welke activiteiten? Andere activiteiten, vrijwilligerswerk, werk of het volgen van trainingen en cursussen?
- F. Voel je dat je daar ook leert?
- G. Oefen je dingen daar die je in de klas geleerd hebt?
- H. Hoeveel dingen had je om uit te kiezen? Waarom ben je juist dat gaan doen?

5. Algemene verbeteringen voor je leven

- A. Wat zijn de grootste verschillen in je leven van voor dat je aan de cursus begon en nu?
- B. Voel je je zekerder of heb je meer zelfvertrouwen, doordat je nu een cursus volgt? Kun je een voorbeeld geven van wanneer dat dan is? (Dat je nu bijv. Het recept van een medicijn kunt lezen, zelf kunt pinnen of tegen de huisarts kan zeggen waar je last van hebt.)
- C. Is het makkelijker om nu met mensen om te gaan nu je een cursus volgt? En zo ja, welke mensen dan? (Bijv. Huisarts, burens of collega's.)
- D. Heb je andere mensen ontmoet sinds dat je de cursus volgt (ook buiten de cursus)?

6. Sociale inclusie

- A. Doe je meer dingen in je eigen omgeving? Ben je actiever geworden? Zo ja, waarin dan?
- B. Doe je andere dingen dan voor dat je met de cursus begon? Ben je nu andere of meer dingen gaan doen door de weeks of in het weekend na of tijdens de cursus? Kun je een voorbeeld noemen? (Bijv. naar de bibliotheek gaan of gaan sporten.)
- C. Heb je minder hulp nodig dan voor je met de cursus begon? Doe je dingen nu zelfstandiger, waar je vroeger hulp voor nodig had? Kun je een voorbeeld noemen? (Bijv. ondertitels lezen, formulieren invullen voor de huisarts, e-mailen op het werk, bankzaken regelen, op marktplaats iets kopen, klachtenformulier invullen.)

7. Zelf leren

- A. Wat doe je als iets dat je probeert te doen buiten de klas niet goed ging?
- B. Probeer je dit zelf op te lossen? Hoe doe je dat?
- C. Bespreek je dit met je docent? Helpt zij jou te denken hoe het anders kan? Hoe doet zij/hij dat?
- D. Kan je mij vertellen over iets dat moeilijk voor jouw was om tijdens de cursus te leren? Waarom was dat moeilijk en hoe heb je dat opgelost?

8. Andere cursussen of activiteiten

- A. Wat ga je doen als je klaar bent met dit programma? Andere activiteiten, vrijwilligerswerk, werk of cursussen? Waarom?
- B. Met wie van deze organisatie heb je dit besproken? Hoe heb je dit geregeld (zelf of met hulp van iemand hier)?
- C. Ga je in deze organisatie nog iets doen of juist bij een andere organisatie? Heb je dit

zelf gekozen of had je geen eigen keus? Waarom?

9. Conclusie

- A. Waarom vind je dit wel of geen goede cursus?
- B. Is er iets dat we volgens aan deze cursus moeten verbeteren?

Dank je wel voor je tijd en deelname aan dit interview!

INTERVIEW MET DOCENTEN

Introductie:

"Dit onderzoek doen we in vijf organisaties. Hier interviewen we zowel deelnemers als docenten en vrijwilligers om te achterhalen wat succesfactoren van cursussen voor volwassenen zijn. Uiteindelijk zullen we hier een landelijke rapportage van maken, die ook uw organisatie krijgt. Hiermee kunnen organisaties hun eigen cursusaanbod optimaliseren.

Ons gesprek is anoniem – uw naam komt er niet bij te staan. Er wordt ook geen foto gemaakt. Van alle gesprekken samen wordt één verslag gemaakt, dat kan helpen om de cursussen nog beter te maken."

**LET OP!! DIT VRAAGT DE ONDERZOEKER AAN DE DEELNEMER EN DEZE MOET
DAAR HOORBAAR "JA" OP ZEGGEN!!**

"Door het deelnemen aan dit interview gaat u er mee akkoord, dat we uw antwoorden op anonieme wijze gebruiken om een analyse te doen en een rapportage te maken over wat mensen leren van dit soort cursussen en waarom ze daar iets van leren. Gaat u daarmee akkoord?"

***Voorblad interviews non-formeel leren docenten
(In te vullen door interviewer)***

Dit is onderzoeksnummer:.....

De geïnterviewde:

(Kruis per vraag 1 hokje aan)

1.1 Ik ben een:

- ☐ Man
- ☐ Vrouw

1.2 Ik ben:

- ☐ In Nederland geboren
- ☐ Niet in Nederland geboren

1.3 Hoe oud bent u? (vul uw leeftijd in)

- ☐ Ik ben jaar

1.4 Hoe lang werk je hier (als docent of vrijwilliger) en geef je al cursussen?

- ☐ 0 tot 3 maanden
- ☐ 3 maanden tot half jaar
- ☐ Half jaar tot 1 jaar
- ☐ 1 tot 2 jaar
- ☐ 2 tot 5 jaar
- ☐ Meer dan 5 jaar
- ☐ Niet van toepassing

1.5 Hoe lang geef je deze cursus die je nu geeft?

- ☐ 0 tot 3 maanden
- ☐ 3 maanden tot half jaar
- ☐ Half jaar tot 1 jaar
- ☐ 1 tot 2 jaar
- ☐ 2 tot 5 jaar
- ☐ Meer dan 5 jaar
- ☐ Niet van toepassing

1.6 Bij welke organisatie geef je deze cursus? (Graag naam organisatie invullen)

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1. Introductievragen

- A. Wat voor een cursus of welke cursussen geef je hier?
- B. Waar heb je voorheen les gegeven?

2. Visie op het programma

- A. Wat is de bedoeling van volwasseneneducatie voor jou? En waarom vind je dat?
- B. Wat is de visie van de cursus die je geeft? En waarom vind je dat?

3. Doelstellen en leerplannen:

- A. Wat soort doelen stellen de deelnemers? Kiezen ze die doelen zelf? Introduceer je andere doelen?
- B. Wat voor typen doelen stellen jullie?
- C. Maak jij een leerplan met de deelnemers? Hoe gebeurt dit?
- D. Hoe vaak daarna bespreek je de doelen of het leerplan?

4. Training

- A. Kun je de professionele ontwikkeling van personeel beschrijven? Wordt er iets gedaan aan deskundigheidsbevordering?
- B. Hoeveel keer per jaar zijn er leermomenten of opleidingen georganiseerd voor de docenten of vrijwilligers?
- C. Is er een training om sterktes en zwakheden op de juiste manier te identificeren?
- D. Krijg je steun om leermiddelen voor je cursus te krijgen? Van wie en hoe krijg je die?
- E. Hoe zorg je dat de cursus waardevol is voor de deelnemers?
- F. Hoe evalueren de docenten of vrijwilligers het curriculum?

5. Leren gebaseerd op dagelijkse behoeften deelnemers

- A. Hoe zorg je dat het curriculum gebaseerd is op wat de deelnemers nodig hebben in hun dagelijkse leven?
- B. Hoe sluit je aan bij de verschillende levensdomeinen van de deelnemers:
 - 1. Werk
 - 2. Gezondheid
 - 3. Gezin / opvoeding (school van de kinderen)
 - 4. In de wijk
- C. Oefen je in de klas hoe je het geleerde kan toepassen op deze domeinen van het dagelijks leven?

6. Leeromgeving

- A. Hoe is de sfeer in de klas?
- B. Hoe is de relatie tussen de deelnemers? Hoe is jouw relatie met de deelnemers?
- C. Wie maakt de beslissing over wat de deelnemers gaan leren in de klas?
- D. Hebben ze zelf invloed over wat de deelnemers leren in de klas?
- E. Hoe hebben ze invloed in de klas over wat ze leren?
- F. Hoe zorg dat de ervaringen en meningen van de deelnemers gerespecteerd en gewaardeerd worden in hun leerproces?
- G. Zie je een verandering in de afhankelijkheid van de deelnemers?

7. Concepten van volwassenenonderwijs

- A. Wat weet jij over verschillende theorieën over het leren van volwassenen?
- B. Ken je de term transformationeel leren of ervaringsgericht, experimenteel of sociaal leren?
- C. Wat doe je als de deelnemer iets buiten de klas heeft geprobeerd wat niet goed ging?
- D. Probeer je dit met de deelnemer op te lossen? Hoe doe je dat? Bespreek je dit met hem of haar? Help je hem of haar te denken hoe het anders kan? Hoe doe je dat?
- E. Kan je mij je mooiste voorbeeld vertellen van een deelnemer, die tijdens de cursus iets geleerd heeft, wat hij voor de cursus nog niet kon doen?

8. Samenwerking met andere organisaties (deelname aan activiteiten buiten cursus)

- A. Zijn er andere activiteiten die de deelnemers kunnen doen hier bij [organisatie]? Zijn er verschillende dingen om uit te kiezen: andere activiteiten, vrijwilligerswerk, werk, trainingen of cursussen. Zo ja, welke en welke zijn dan het meest aantrekkelijk voor de deelnemers? En welke juist niet?
- B. Heb je partnerorganisaties waar de deelnemers andere activiteiten kunnen doen? Waar je dus naar kan doorverwijzen? Zo ja, welke? Zorgen ze soms ook voor activiteiten hier? Zo ja, welke activiteiten?
- C. Hoe bespreek je dit met de deelnemers? Vragen ze hierom of stel je het voor?
- D. Oefenen deelnemers in de andere activiteiten ook dingen die ze in jouw cursus hebben geleerd? Zo ja, welke?
- E. Waarom die andere activiteiten volgens jou wel of niet leerzaam voor de deelnemers?
- F. Wat zijn de voordelen van het werken met samenwerkingspartners? Welke nieuwe mogelijkheden zijn er met de samenwerkingspartners? Wat is het doel van de samenwerking?
- G. Denk je dat het hebben van samenwerkingspartners de sociale inclusie van deelnemers verhoogt? Hoezo?
- H. Hoe is dit netwerk opgebouwd? Komen ze regelmatig samen? Wat voor soort organisaties zijn het?

9. Algemene verbeteringen

- A. Kan je mij een voorbeeld geven van een groot verschil, dat je hebt gezien bij de ontwikkeling van de deelnemers tijdens de cursus?
- B. Hoe kan je het zien als ze meer zelfverzekerd zijn?

10. Sociale inclusie

- A. Kan je mij een voorbeeld geven van een groot verschil in het leven van een deelnemer van voor ten opzichte van na de cursus?
- B. Doen de deelnemers meer dingen in de eigen omgeving, zoals de wijk?
- C. Doen de deelnemers andere dingen dan voor het beginnen van het programma

11. Conclusie

- A. Is er nog iets over de cursus dat je denkt dat interessant is voor mij om te weten?
Zijn er nog bijzonderheden?
- B. Zijn er nog dingen aan de cursus die verbeterd kunnen worden? Bijvoorbeeld de samenwerking met andere partners?
- C. Kun je de volgende zin afmaken: Ik geef les aan volwassenen, omdat ...

Dank je wel voor je tijd en deelname aan dit interview!