



OUTREACH
EMPOWERMENT
DIVERSITY

IMPLEMENTING OUTREACH, EMPOWERMENT AND
DIVERSITY

TOOLKIT FOR IMPACT ASSESSMENT



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1. INTRODUCTION AND EVALUATION STRATEGY

The “Outreach, Empowerment and Diversity (OED)” project was funded by the European Commission under the Lifelong Learning Programme. The project tackles the first call priority of “Reducing disparities in learning outcomes affecting learners from disadvantaged background”. The project is a follow-up to the Grundtvig network project that elaborated guidelines for trainers and staff in adult education and policy recommendations for policy-makers at different levels. The ImplOED project aims at implementing the three principles of outreach, empowerment and diversity defined in the guidelines by targeting both providers and policy-makers. As part of the Work Package 7 the present document aims at defining a plan for monitoring and evaluation, that will constitute the basis to develop the assessment toolkit later on in the project.

The evaluation strategy articulates on two levels. On the one hand, cognitive processes will be assessed to understand the extent to which policy-makers, practitioners and partners have learned the core OED principles. On the other hand, the network of ties through which these principles are spread and operate in practice are evaluated through social network analysis.

2. ASSESSING COGNITIVE PROCESSES

In contrast with most outcomes-based approaches exclusively concerned with measurable products, the cognitive perspective shifts the focus of the evaluation on mental processes. Hence, by using this perspective, it is possible to assess what cognitive processes policy-makers, practitioners and partners utilize when interacting with the key OED principles and guidelines.

In figure 1 the six steps of Bloom's taxonomy to evaluate learning processes are stylized. The first two items from the bottom assess to what extent respondents are able to remember and understand what they have read. Further up, respondents' capabilities in applying the acquired knowledge and in using it to analyze different cases is evaluated. Finally, the upper items assess whether respondents have developed critical thinking about the project principles, criticizing some of its contents in order to creatively readapt it to their own context.

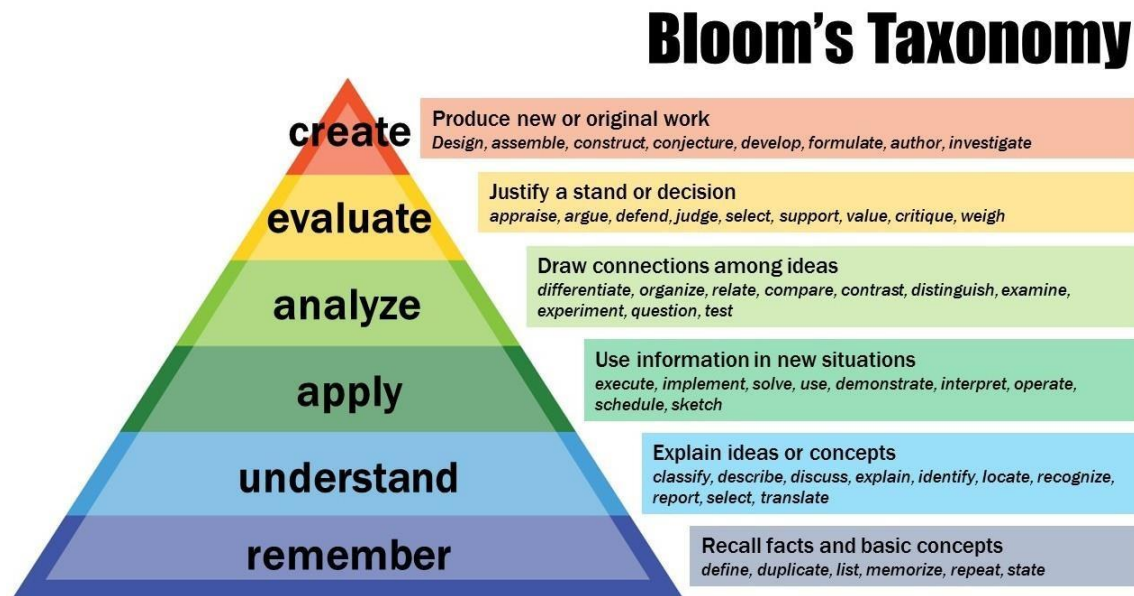


FIGURE 1: THE BLOOM TAXONOMY

SOURCE: AVAILABLE ON THE INTERNET AT: [HTTPS://CFT.VANDERBILT.EDU/GUIDES-SUB-PAGES/BLOOMS-TAXONOMY/](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/)

3. EVALUATING THE DIFFUSION OF THE PROJECT IDEAS AND ITS IMPACT

To assess the diffusion of the project's principles, the strategy moves from the consideration that 'ideas walk on people legs'. Based on this consideration, the strategy aims at assessing the extent to which practitioners, policy-makers and partners mobilize their social networks to disseminate and put in practice the OED network principles for adult education.

In figure 2 a social network is represented as a graph where nodes can be either people or institutions / organizations; ties, instead, represent the relationships linking them. To construct a network as that in Figure 2, the following steps are required:

1. Chose a set of relationships of interest to evaluate diffusion
2. Select a group of focal actors that will constitute the people / organization of interest.
3. Develop a set of names generating questions that will allow to trace the presence or the absence of a ties among focal actors.
4. Decide whether or not you want to stop at focal actors or continue tracing the ties as in a snowball sampling procedure beyond the group of focal actors.

Once the networks have been traced, a number of statistical methods can be used to identify central actors in the network, brokers and cohesive groups. It is similarly possible to assess the overall configuration of the network and its evolution over time. A network configuration embodies information on the structural characteristic of the system investigated such as the structural marginalization of some groups (core- periphery relations), hierarchical coordination (hierarchy), capacity to cooperate and exchange information across groups (small worlds).

For the purpose of this evaluation, we are interested both in networks describing information exchanges and in networks of practical collaborations linking organizations and people in activities. Moreover, we might be interested in monitoring ties linking project partners among themselves and to those extending to a wider spectrum of stakeholders. In synthesis, the following networks are proposed:

- Choosing partners as focal actors:
 - Who did you personally know within the project?
 - With whom do you work on adult education?
- Considering all stakeholders including policy-makers, practitioners and partners
 - With whom did you discuss OED principles beyond the project partners?

- (colleagues, school headmaster, teachers, associations, etc)
- What other projects did you participate on the theme of adult education?

The first two networks will provide a picture of how the people partaking in the OED project have collaborated with one another. The other two networks, instead, will trace the diffusion of the ideas and the implementation of the OED principles beyond the project boundaries in the society at large. This is the case, for instance, when a policy maker trained by the project decides to implement an activity based on the OED principles of adult learning. This activity might involve people and organizations beyond the project. Similarly, it is possible that practitioners might decide to collaborate to a joint project / initiative on adult learning, after being exposed to the OED principles. Also in these cases the impact of the project will enlarge to a wider community.

All these developments traced over the three years of the project cycle. At key project events, participants were asked to fill in a short questionnaire for the evaluation. The data produced snapshots of the networks at different time point, making it possible to analyse how the impact of the project is unfolding.

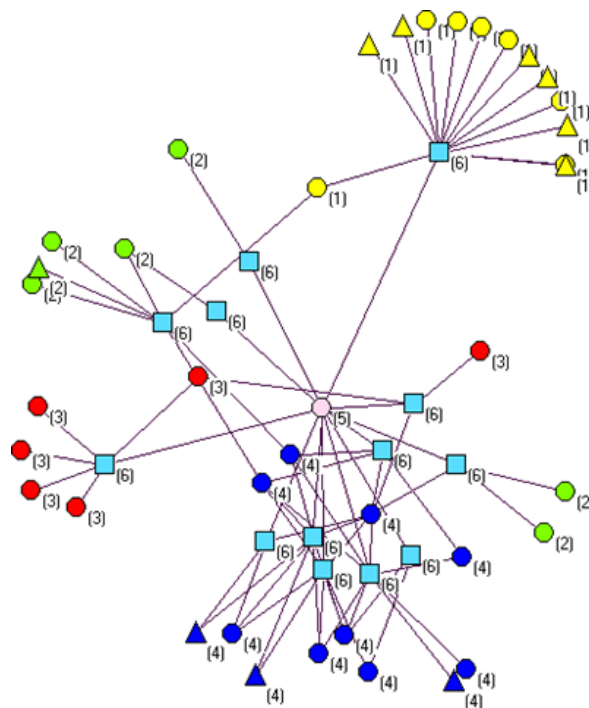


FIGURE 2: A COLLABORATION NETWORK

Note: The network represents the collaboration patterns linking project partner to non-project organizations in a number of events and activities. In the graph, circles are project partners; Triangle are non-partner organizations; Squares are events / activities / projects; Colours indicate groups. By looking at the types of actors around each event (blue squares) it is possible

to understand how information flow across the network and how groups integrated one another. In this particular example, it is possible to see that groups have remained disjoint, mostly participating in different events.

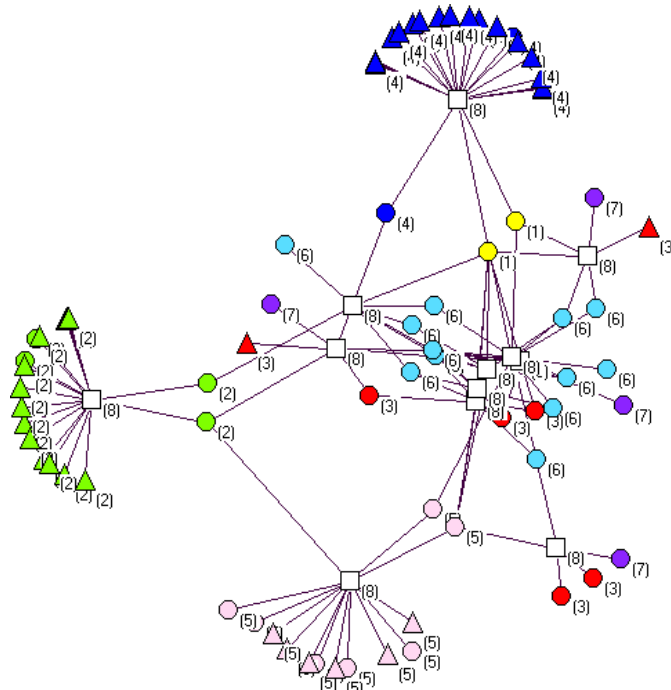


FIGURE 3: A COLLABORATION NETWORK II

Note: The network represents the collaboration patterns linking project partner to non-project organizations in a number of events and activities. In the graph, circles are project partners; Triangle are non-partner organizations; Squares are events / activities / projects; Colours indicate groups. By looking at the types of actors around each event (white squares) it is possible to understand how information flow across the network and how groups integrated one another. In this second example, it is possible to that some groups remained external to the network: Green, Pink and Blue are at the periphery of the network. However, at the centre there is some exchange between project's members of different affiliations: light blue, red and purple nodes, all participated to the same cluster of activities. It is possibly to assume that by participating to the same event these project's members had the opportunities to exchange ideas.

4. SELF-EFFICACY AND SOCIAL CONTEXT.

In addition to the tool described above, the assessment toolkit will also include methods aiming at assessing partners' perceived self-efficacy with respect to their acquired capabilities of coping with external constraints and internal barriers as well as adapting to different national and local contexts. These methods will include Self-efficacy analysis first developed by Matthias Jerusalem and Ralf Schwarzer in 1979. The analysis is based on 10 items to include in questionnaire aiming at understanding the degree of awareness and empowerment achieved with respect to stressful issues.

An example of 10 self-efficacy test is presented in the table below.

TABLE 1: SELF-EFFICACY 10 ITEM TEST

1 = Not at all true 2 = Hardly true 3 = Moderately true 4 = Exactly true	
1	I can always manage to solve difficult problems if I try hard enough.
2	If someone opposes me, I can find the means and ways to get what I want.
3	It is easy for me to stick to my aims and accomplish my goals.
4	I am confident that I could deal efficiently with unexpected events.
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.
6	I can solve most problems if I invest the necessary effort.
7	I can remain calm when facing difficulties because I can rely on my coping abilities.
8	When I am confronted with a problem, I can usually find several solutions.
9	If I am in trouble, I can usually think of a solution.
10	I can usually handle whatever comes my way.

Of course, these items, and others, were implemented in the specific project context in order to measure the capability to put in action their ideas with respect to the social context and possible constraints.

5. METHODOLOGY

The assessment methodology articulates as follows:

- 1) During project events, participants were asked to fill in a short information sheet, indicating their names, the names of the institutions they belong, e-mails and other contact information.
- 2) After the events, participants were individually contacted and asked to take part in evaluation activities. Evaluation activities have been designed to limit to the minimum participants' efforts and time. Furthermore, evaluation activities have been specifically targeted to the different types of actors involved in the project (policy makers, service providers).
- 3) In order to protect the privacy of participants, all information were collected in an encrypted database whose access key will be given exclusively to the evaluation team leader. Data will be stored for 5 years at the evaluation team leader office and then cancelled. Data will be always presented in an aggregate form, and no information on single organizations / people will be made available to third parties.
- 4) More specifically, evaluation activities were:
 - a. **Policy makers** were involved in focus groups and in-depth interviews organized during project events. Focus groups either extended events' policy round tables by inviting participants to remain and take part in the evaluation focus group; or -- when policy round tables have not been set up at the project event -- by organizing a 20-minutes, dedicated focus group for the evaluation at the event.
 - b. **Providers** of adult education services, were contacted after project events and asked to answer to a short on-line evaluation questionnaire. On-line surveys are time-saving: not only interviewed providers will be able to complete the questionnaire in different steps according to their time availability; also, partners' resources to input the data will be saved.
- 5) Partners' duties have been minimised as much as possible and consisted of:
 - a. Translate each questionnaire into their national languages.
 - b. Stimulate with appropriate reminders national service providers to complete the on-line questionnaire.
 - c. Check, together with the evaluation team, the survey of providers to assess that all relevant providers were included and data were consistent and correct.
 - d. Led evaluation focus groups by addressing a set of pre-defined issues/themes during the discussion. Report the answers, translated into English, into a pre-defined evaluation form supplied by the evaluation team.

6. PROCESSING AND DELIVERY SYSTEMS

of the instruments for the Impact Evaluation of the ImplOED project

Preparatory phase of the instruments for the Impact Evaluation

In the initial phase of the project, online and face to face discussions with partners of Cluster 1 and Cluster 2 were held regarding the theoretical contents of the SNA and for identifying the action field of the impact evaluation. Partners agreed on the fact that an effective analysis of the impact evaluation should involve all the people (policy makers and providers) who, after learning and/or implementing the contents and methodologies of the ImplOED project (please refer to the two handbooks OED Guidelines for Providers and Policy makers) could reflect on what they have learned/implemented, show their degree of interest and agreement with the key principles introduced in the political and methodological spheres and express their intentions to proceed in the implementation of these principles and methodologies together with other subjects.

Processing phase of the instruments for the Impact Evaluation

The impact evaluation group processed two questionnaires, one for policy-makers and the other one for providers (def-. Evaluation form), available for partners of Cluster 1 and 2. The two questionnaires have some common parts in order to compare the opinions of the two Clusters, and specific sections given the diversity of the involved actors.

On one hand, the questionnaire for providers contains: a first part with personal information and data regarding the interviewee's working position in the organisation (Respondent's Information); a second part with questions about key concepts of the OED project, through which interviewees can express their degree of agreement/disagreement (RapidAssessment of OED keyPrinciples) and some open questions in which they can mention similar experiences gained; the third part includes questions on previous knowledge with other actors met during the realisation of the events organised by the partners of Cluster 1 and/or on the intention of developing future collaborations around key issues of the ImplOed project with the abovementioned actors (RapidAssessment of OED implementation and Diffusion- Future developments). (Att.1)

On the other hand, the questionnaire for policy-makers contains: in the first part, personal information and data regarding the interviewee's working position in the organisation (Respondent's Information); in the second part, questions about key concepts of the OED project, in which interviewees can express their degree of agreement/disagreement are contained (RapidAssessment of OED keyPrinciples) and one open question about the Legislative Initiatives and the Event related to the Life Long Learning; the third part includes questions on previous knowledge with other actors met during the realisation of the events organised by the partners of Cluster 2 and/or on the intention of developing future collaborations around key issues of the ImplOED project with the abovementioned actors (Future developments). (Att.2)

Firstly, a draft version of the questionnaires was outlined and sent to the partners. Following their observations on it, a final agreed-upon version was produced with the needed adjustments and edits. The final versions of the questionnaires are shorter and simpler than the original ones, in order to guarantee a not excessive burden to the interviewed people.

Together with the questionnaires, the spokespeople for the impact evaluation produced an information sheet with operational recommendations regarding the methods for the recipients' involvement and the delivery of questionnaires. (Att.3)

Delivery phase of the instruments for the Impact Evaluation

In a first phase (around 5 months) after the arranged meetings (seminars, focus groups, individual meetings, round table meetings, and so on), the partners delivered the questionnaires online. Subsequently, following a discussion with the representatives of the impact evaluation group regarding some aspects of the delivery methods and some difficulties in the response that policy makers and providers had to produce remotely, the partnership decided to distribute the questionnaires to the beneficiaries face to face, at the end of the planned activities.

At the end of the second year of activities, the Impact Evaluation group developed two interview templates (one for policy-makers and one for providers) as an integration of the two previous instruments. The interviews outline aimed at deepening certain qualitative aspects of the impact, supporting and strengthening the data collected from the questionnaires. (Att.4-Att.5).

ANNEX I Evaluation form -Providers

Dear madam/sir, we would like to ask 10/15 minutes of your time to fill the following evaluation form. Your contribution is essential for a successful improvement of practice related to adult education. Please note that all your answers will be kept strictly private and all the data will be used exclusively in an aggregate format.

*Required

Respondent's information

Please indicate what your gender, your age and your role within your organization are.

1. Sex *

Mark only one oval.

Male

Female

2. Age *

.....

3. Organization's Name *

.....

4. Role in the organization *

5. What is the highest level of education you have completed? *

Mark only one oval.

High School Graduate

Trade/technical/ vocational training

College graduate

Master

PhD or above

Other:

6. Did you get your education *

Mark only one oval.

in your current country of residence

in another country

Other:

7. Nationality

8. In the framework of the OED project, outreach refers to: *

Mark only one oval.

- The capacity to provide learners with the more up-to-date knowledge and best teaching practices
- The principle by which education is not just a commodity that people have to go and get, but a good that needs to be available for potential learners wherever they are and whatever they need
- The principle by which education needs to reach out to the elder.

9. In the framework of the OED project, the aim of empowerment is to: *

Mark only one oval.

- Hand power over to disadvantaged and marginalized groups
- Enable disadvantaged and marginalized group to take the power they need themselves

10. In the framework of the OED project, diversity refers to: *

Mark only one oval.

- The need to provide a diverse and wide spectrum of knowledge to develop new professional profiles
- The need to favour collaborations between people with different working backgrounds to favour innovation
- The need to accept and acknowledge differences in people regarding their social standing, their religious beliefs, the languages they use, their gender, their origin, their age and their sexual orientation.

Untitled section

11. To what extent do you agree or disagree to the following statements: *

Mark only one oval per row.

	1 Strongly Agree	2	3	4	5	6	7 Strongly Disagree
Adult Education promotes active citizenship and strengthens democracy in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy makers are aware of the role Adult Education plays in promoting active citizenship and people well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult Education primarily aims at achieving people full empowerment and is not directly linked to employability and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult education can be a key for social transformation, challenging unjust power structures, enabling participation and overcoming marginalization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The inclusion of the learners' voice within the provider institution as well as during the learning process is an essential characteristic of adult education programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The involvement of grassroots organizations and representatives to co-develop the learning program and materials is an essential characteristic of adult education programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult education programmes are financially sustainable, even without public funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linking outreach, empowerment and diversity to adult education is essential to favour socialinclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rapid assessment of OED implementation and diffusion

12. While attending project's events, did you meet anyone you already knew? *

Mark only one oval.

- Yes *Skip to question 14.*
- No *Skip to question 20.*

If you met anyone you already knew

13. Please, tell us how many people did you knew already *

14. Did you discuss with them about the impIOED project? *

Mark only one oval.

- Yes, with all of them
- Yes, with many of them
- Yes, with few of them
- No

15. Did you discuss about the opportunity to start new project together related to adult learning for social inclusion? *

Mark only one oval.

- Yes, with all of them
- Yes, with many of them
- Yes, with few of them
- No

16. Did you discuss to start a network related to adult learning and the impIOED principles? *

Mark only one oval.

- Yes, with all of them
- Yes, with many of them
- Yes, with few of them
- No

17. Did you discuss about how to develop impIOED principles in your daily work? *

Mark only one oval.

- Yes, with all of them
- Yes, with many of them
- Yes, with few of them
- No

18. Could you describe where does each of your acquaintances work?

.....

.....

.....

.....

Future developments

19. While attending the project's events, did you meet anyone you think you will contact in the future? *

Mark only one oval.

- Yes *Skip to question 21.*
- No *Skip to question 26.*

If you get new contacts

20. Please, tell us how many people did you knew already *

.....

21. Will you contact them about the impIOED project? *

Mark only one oval.

- Yes, with all of them
- Yes, with many of them
- Yes, with few of them
- No

22. Will you contact them about the opportunity to start new project together related to adult learning for social inclusion? *

Mark only one oval.

- Yes, with all of them
- Yes, with many of them
- Yes, with few of them
- No

23. Will you contact them about how to develop impIOED principles in your respective fields? *

Mark only one oval.

- Yes, with all of them
- Yes, with many of them
- Yes, with few of them
- No

24. Could you describe where does each of your new contacts work?

.....

.....

.....

Final comments

25. Please, give us some comments and suggestions

.....

.....

.....

.....

ANNEX II Evaluation form - Policy Makers

Dear madam/sir, we would like to ask 10/15 minutes of your time to fill the following evaluation form. Your contribution is essential for a successful improvement of practice related to adult education. Please note that all your answers will be kept strictly private and all the data will be used exclusively in an aggregate format.

*Required

Respondent's information

Please indicate which event you attended, your country, level of action and your political role

1. Which event have you attended? *

.....

2. Which country do you work in? *

.....

3. Which policy level are you active in? *

.....

4. What's your field of work?

5. What is your political role?

.....

6. To what extent do you agree or disagree to the following statements: *

Mark only one oval per row.

	1 Strongly Agree	2	3	4	5	6	7 Strongly Disagree
Adult Education promotes active citizenship and strengthens democracy in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy makers are aware of the role Adult Education plays in promoting active citizenship and people wellbeing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult Education primarily aims at achieving people full empowerment and is not directly linked to employability and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult Education can be a key for social transformation, challenging unjust power structures, enabling participation and overcoming marginalization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The inclusion of the learners' voice within the provider institution as well as during the learning process should be an essential characteristic of adult education programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The involvement of grassroots organizations and representatives to co-develop the learning program and materials should be an essential characteristic of adult education programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult education programmes are financially sustainable, even without public funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linking outreach, empowerment and diversity to adult education is essential to favour social inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Legislative initiatives and events

7. Please list and shortly describe the initiatives you participate within the last three years related to Adult Education policy and implementing outreach, empowerment and diversity

.....

.....

.....

Future developments

8. Will you contact any of the event's participants in the next future? *

Mark only one oval.

- Yes, with all of them Yes,
- with many of them Yes,
- with few of them No
-

9. Will you contact them about the opportunity to start new initiatives together related to adult learning for social inclusion? *

Mark only one oval.

- Yes, with all of them Yes,
- with many of them Yes,
- with few of them No
-

10. Do you plan to use the impIOED principles in your activities? *

Mark only one oval.

- Yes, all of them Yes,
- some of them No
-

Final comments

11. Please, give us some comments and suggestions

.....

ANNEX III Agreement



Dear Participant,
we would kindly like to ask for your support in evaluating and improving the results of our project. By filling the present form with your contact information, you agree on receiving an e-mail with a link to an on-line questionnaire in 3 months. Your participation is therefore crucial to ensure the successful progress of our project.

The collected data will be treated in an anonymous way and in aggregate form only for statistical purposes. All the personal information will be detached from the other data and will be stored in an encrypted dataset, separated from the data, whose key will be known only to Prof. Ragozini and his research associate PhD. Prota from University of Naples Federico II.

Thanking you in advance for your valuable cooperation, we remain at your disposal should you have any additional questions on the questionnaire.

GENDER FEMALE MALE AGE NATIONALITY

YOUR INSTITUTION _____

ROLE IN YOUR INSTITUTION _____

EDUCATION NO SCHOOLING COMPLETED PRIMARY SCHOOL
 SECONDARY/HIGH SCHOOL UNIVERSITY DEGREE PhD

NAME _____ SURNAME _____

E-MAIL _____

INSTITUTION THAT ORGANISES THE MEETING _____

I AGREE TO BE CONTACTED BY EMAIL YES NO

PLACE _____

DATE _____

SIGNATURE:

ANNEX IV INTERVIEW OUTLINE FOR PROVIDERS

Which is your country?

Which role do you play in your organization?

Would you define yourself as a policy maker or a provider?

Could you express your opinions about the key principles of the ImplOed project (Outreach, Empowerment and Diversity)?

Do you think that these principles have been implemented in the lifelong learning policies of your country?

If yes, in which way? Please, provide some examples.

What would need to foster outreach, empowerment and diversity in your daily work?

Have you ever participated in network and collaboration experiences with other institutions based on outreach, empowerment and diversity?

If yes, which advantages did you get from these networking experiences?

What do you think the impact of the ImplOed project on the operational and methodological efficacy of the providers could be?

ANNEX V INTERVIEW OUTLINE FOR POLICY MAKER

Which is your country?

Which role do you play in your organization?

Would you define yourself as a policy maker or a provider?

Could you express your opinions about the key principles of the ImplOed project (Outreach, Empowerment and Diversity)?

Do you think that these principles have been implemented in the lifelong learning policies of your country?

If yes, in which way? Please, provide some examples.

What would need to foster outreach, empowerment and diversity in your daily work?

Have you ever participated in network and collaboration experiences with other institutions based on outreach, empowerment and diversity?

If yes, which advantages did you get from these networking experiences?

What do you think the impact of the ImplOed project on lifelong learning policies (at local, national and European level) is?