

INTERVIEW GUIDELINE –TEACHER’S INTERVIEWS

1. General framework for the teacher interviews

1. This is a rough guideline, developed for all partner countries. Every partner is invited to ask further country specific questions on the basis of the results of the national curriculum analysis.
2. All partners are asked to include teachers from at least six schools for their interviews. Exception: smaller countries.
3. You should include as many teachers as possible who teach economic competencies in the last two years of middle school when undertaking your interviews in each school.
4. The interviews may vary according to school size using individual or group interviews.
5. The total transcription of the interviews is not necessary. Proposed is a summary with the most important statements. This summary, or rather country report, should also include ...
 - 5.1 an explanation of the country specific questions and
 - 5.2 an explanation why you have chosen school x or y (or rather your criteria).
6. Interviews have to be realized in the particular national language.
7. Please do not only feature the highlights of your interviews but allow advantages and disadvantages to show in national education.
8. The order of the interview questions is not fixed: The interviewer can choose according to the content between more personal questions and more factual issues.
9. If you do not do the interviews by yourself: Please train the interviewers!
10. We do not recommend to send the questions to the interviewees in advance.
11. You can offer the interviewees the possibility to add or delete any remarks one week after the interviews, before publishing the results.
12. Please try to first realize the teacher interviews and secondly the interviews with the social partners, so that you can include some results of the teacher interviews in the questionnaire for the social partners.
13. The guideline-oriented questionnaire may be freely supplemented by additional, critical questions such as "why?" or "why not?". In this sense, additional questions that contribute to a better understanding of the discussion are explicitly encouraged
14. Questions can be expanded to meet the cultural requirements of each country. For example the question concerning the values and ideas embedded in the curriculum could involve a discussion of what could be added or improved.

II Supranational interview guideline for teachers

1. “Basic” questions about the teacher, e.g.
 - 1.1 age and sex,
 - 1.2 studies and qualifications,
 - 1.3 work/teaching experience,
 - 1.4 subjects he/she teaches,
 - 1.5 full or part-time teacher,
 - 1.6 number of schools he/she works at;

2. Questions, which relate to the implementation of the curriculum within the school, highlighting both strengths and weaknesses when applying the standards. E.g.:
 - 2.1 What are the organizational requirements for supporting this type of curriculum? Does it require special organizational arrangements or can it be integrated into existing school provision?
 - 2.2 Does the school have the required equipment and facilities, which are necessary for the implementation of the curriculum (including teaching material etc.)?
 - 2.3 Does the curriculum have any special scheduling requirements? Is the time arranged for teaching normally enough to finish the tasks?
 - 2.3.1 If no, in which respect do you need more time?
 - 2.4 Is the content taught in the classroom the same as that outlined in the curriculum?
 - 2.4.1 What do you want to change?
 - 2.5 Is the number of the courses taking place each week consistent with that outlined in the curriculum plan?
 - 2.6 Do you agree with the values and ideas embedded in the curriculum?
 - 2.7 What according to your understanding of the curriculum, is the overall purpose of the course pre-vocational/economic/business education?
 - 2.7.1 What are the most important learning objectives of this course (in order to achieve the purpose mentioned above)?
 - 2.8 What do you think is most important in the curriculum: knowledge based competence in economic or business, social competencies or self competencies with the focus on entrepreneurship education?
 - If the interviewee does not know what is meant with e.g. “entrepreneurship education” or with the 4 competencies, please give some examples on the basis of the national curriculum,.
 - Furthermore ask the teacher what he/she understands as these competencies.

3. Which do *you* think is the most important competency from these 4 competencies?

4. Is the curriculum your sole basis for your teaching or do you refer to other teaching resources such as textbooks or teaching material? (Question relating to the importance of the “hidden curriculum”)
 - 4.1 Why? Why not?

5. Have you learned these competencies in your education and training?
 - 5.1 Do you know about any teacher-training offerings treating the 4 competencies?

6. Questions about the external environment and support for the courses and projects (for example, business partnership, financial support, governmental measures, support from NGO's etc.).
7. Questions about possible additional offerings for economic/business/prevocational education in school.
8. Find out the necessity of the economic/business/prevocational education from the perspective of teachers.
 - 8.1 What do pupils' learn about future occupations?
 - 8.2 To what degree does the course assist pupils in finding a job/training position after leaving school?
9. Questions about teaching methods
 - 9.1 Which method is crucial for the development of the 4 competencies?
 - 9.2 Are the pupils engaged and involved in the activities of the program?
 - 9.3 Is the content taught in the course directly related to pupils' future vocational careers?
10. How learning is assessed across all competences.
11. Questions about the assessment of the 4 competencies in the (final) exam.