

Learn to Learn for Adult Returners (L2L4AR)



Analysis of Focus groups

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Introduction

All partners organised focus group sessions with learners as well as with teachers of adults. Interesting and remarkable is the common sense in the outcomes, although there are many cultural and structural differences about education in the partner countries. However, this does not influence the general thoughts of learners and teachers about all what has to do with the learning competence. What has been said in Portugal could have been said in Lithuania or in the Netherlands, therefore we have made in this report no distinction between the results of the partner countries.

1. Focusgroups for young adult learners

Purpose

The objective of the focus groups with young adult learners was to find out how they understand learning to learn competence and what they lack for effective learning.

The following questions have been object of discussion:

1. Why do you think ability to learn is important?
2. Define please what is ability to learn?
3. What factors influence your efforts to learn something?
4. What factors help you to learn?
5. What factors hinder your learning?
6. How teachers develop your ability to learn?
7. How could you yourself develop your ability to learn?

Composition

The learners are a very various group. Mostly they are learners from the different partner organisations, sometimes they belong to other organisations connected with one of the partner organisations. The learners are faced with different learning problems. Most of them are low educated and belong to vulnerable (migrants) or social excluded (prisoners) groups. For some of these this learning pathway is a second change, for others it is an extra stimulation to re-entree further education.

Estonia	Germany	Italy
The learners' focus group involved 9 learners studying in Haapsalu Folk High School English language. The age of learners between 20 and 30, they all have job and study in the evening course.	Focus group from not school-age young people undergoing a vocational training on the vocational education centre of St. Stephenstift in Hannover.	The focus group involved 7 learners of different courses activated by middle school, SM "G.Diano" di Pozzuoli. The learners are prisoners, adult (more than 18 years old) female inmates of the Pozzuoli prison. They have not completed their course of studies and sometimes they have no literacy.
Lithuania	Netherlands	Portugal
A group of 8 pupils, convicts currently serving their sentence at Marijampole penitentiary/prison and at the same time are seeking to get the secondary education. Simultaneously they are pupils of Adult Teaching Center. The average age is 33 year. The average of the not learning period is 8,5 years, with a range from 3 years (the	Two focus groups (6, respectively 8 participants) with young adult migrants in the age of 18 – 30 years. These young adults were children (mostly born in the Netherlands) from parents, migrated from several not western countries.	One focus group of 8 adults (24 – 65 years old)

shortest) and 25 years (the longest).	
Sveden	
a group of 16 international students studying on a secondary education level in the age of 20 – 45 years with a peak at 25 at Litorina Folk High School, Karlskrona.	

Brief overview of the outcomes of the focus groups of young adult learners

The learners don't have a very positive view on learning. On the best it is seen as a must, a necessity. Mostly they look no further than getting a diploma to have better prospects on a job. Only few see also the importance of learning for social contact and behavior. Most of them never have heard of the learning to learn. Only one person knows "learning never ends".

In a fast changing society where people must have the ability to cope with these changes it look likes the importance of learning is quite obvious. How can we explain the negative view of many young people? One explanation is a mentality shift among the youngsters. It could be a lack of motivation, a blind belief in and dependence of social media and internet knowledge, lack of parental support and/or more orientation on having fun than fulfilling obligations and duties. Another explanation is that this negative attitude is the reflection of latent resistance against an obliged lifelong learning which is determined by social and economic interests and labour market pressure. Youngsters do not feel happy to be responsible for their own failing/not succeeding in employment. The more they have learnt the more failure will be seen as their own guilt. Of course the can also make success stories, but the change on failure is due to the strong competition and the rigid youth unemployment much larger. This generation youngsters is the first generation in the western world who will experience that they get not automatically more welfare than their parents. That is very demotivating.

... first of all, learners have to want to be a "good learner"...

More or less both critical approaches are complementing each other in the explanations of the negative attitude towards learning. Internal factors are influenced by external social factors and vice versa. From this perspective it is worthwhile to study carefully what learners say about learning.

Why is learning for you important?	What does learning mean to you?
<p>EMPLOYMENT PERSPECTIVE</p> <ul style="list-style-type: none"> • opportunity to gain an education; • better job and welfare prospects and better life opportunities; • to have a nice and good job in the future • otherwise you achieve anything • so you end up in the future • to get a diploma • going ahead <p>ADULT LEARNERS RETURN</p> <ul style="list-style-type: none"> • learners return to school for the following reasons: <ul style="list-style-type: none"> ➢ Family pressure; ➢ Desire for personal achievement; ➢ Market competition. • mental capability • do not know what learn to learn means 	<p>NEVER HEARD OF</p> <p>Almost all participants have never heard about the existence of this competence so far. They have never thought of their ability to learn.</p> <p>LEARNING IS A MUST</p> <ul style="list-style-type: none"> • I'm not going to school, but I know it's important • Learning never ends. <p>LEARNING TO LEAN</p> <ul style="list-style-type: none"> • Ability to learn is ability to listen, remember, save the information and to concentrate. • Learn is what one says about something. • Learn new things develop, build experience, bright future • Training in assistance care and welfare, then work on a kindergarten and learn children what I have learned. • Ability to learn is openness, readiness and will to learn. Ability to learn means to know how to do something, you have to try and try

<p>LIFELONG LEARNING</p> <ul style="list-style-type: none"> • learning something for life; • reflecting about things • to talk about different things • it helps to assimilate new things and to receive information. • learning is development, if the one don't learn, this development process stops • continuous assessment provides better learning conditions • research helps to create autonomy, independence and helps to reflect • teachers motivation helps to motivate learners 	<p>again to do this, and learn from your own mistakes.</p> <ul style="list-style-type: none"> • Ability to learn is ability to learn by doing. • Ability to learn includes also patience and continuity. Ability to find time, to make it through what you learn, string and not to give up. Ability to find and create system and environment for yourself how to learn. <p>FUTURE PERSPECTIVES</p> <ul style="list-style-type: none"> • To achieve your goals you need to develop self -confidence • Learning to learn is to achieve my goal. • To be able to teach others. • It helps getting a job. • In order to progress in life. • To win at „Who wants to be a millionaire“. • To get good grades at school. • To earn your money. <p>GOOD HEALTH</p> <ul style="list-style-type: none"> • Learning is important in order to stay healthy.
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Nevertheless despite of their general negative experience with learning were many learners able to identify what stimulates them to learn, what helps them and what makes learning difficult. They mention relevant “education” factors like the personality of the teacher, adult classmates, the learning environment. Further on they see external factors as “future plans and aims and “finding a good job””. Some mention interest in some of the subjects and topics itself. Others “. mention personal preferences and conditions like “silence” or “music”.

It is remarkable that many mention stress (in different variations) and pressure as difficulties to learn, even as lack of motivation and lack of support from school. Besides that more personal learning difficulties are mentioned like “lack of concentration””, a brain inflammation, distraction and worries.

What stimulates you to learn?	What helps you to learn in a good way?	What makes learning difficult for you?
<p>ABOUT CONTENT</p> <ul style="list-style-type: none"> • being interested in different subjects • the subject to learn • interesting topics • challenges raise interest for learning. • importance between theory and practice <p>ABOUT FUTURE PERSPECTIVES</p> <ul style="list-style-type: none"> • future plans and aims • gratification from telling what I have learned • learning motivation comes, when something goes easily, when the learner gets some results and positive feedback. • finding a good job in the future 	<p>MOTIVATION AND AMBITION</p> <ul style="list-style-type: none"> • motivation, willing to break away from everyday routine and friendly relationships • motivation, ambition • taking the lessons more serious • overcome my baser instincts <p>LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • positive and productive learning environment • that someone or my parents want to help me studying. • learning process goes better, if learning takes place day time, when mind is fresh (timing) • very important factor what supports learning process are group and teacher. 	<p>REGULAR EDUCATION</p> <ul style="list-style-type: none"> • the secondary school did not help to know the individual learning opportunities • in school should be course how to learn. I don't know how to learn. • learning process is more complicated when learners in the group are in different levels. • workload and time-management; • theoretical classes <p>LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • poor learning environment and inside surrounding (the prison!) • the difficult environment makes learning difficult interruptions • hindering factor is learners laziness. • ;noise

<p>stimulates me</p> <p>ABOUT YOURSELF AS LEARNER</p> <ul style="list-style-type: none"> knowing what you want achieve language to express myself learning goes easier when you know why you want to learn this particular topic. you learn most from these things, what you have done wrong. I do not want any delay in my study to obtain my diploma. This is why I do my best to pass my subjects at once <p>ABOUT THE TEACHER</p> <ul style="list-style-type: none"> the personality of the teacher trainer explains clearly need for interaction things must make sense and real cases are also necessary <p>ABOUT THE LEARNING GROUP</p> <ul style="list-style-type: none"> adult classmates friends to learn with learning in a team need for interaction <p>OTHER FACTORS</p> <ul style="list-style-type: none"> silence music eating and drinking good advice 	<p>ABOUT CONTENT</p> <ul style="list-style-type: none"> more practice than theory, more guidance when it is difficult for me participating in society and have responsibilities freedom in society <p>LEARNING CONDITIONS</p> <ul style="list-style-type: none"> have plenty of time to learn, proper way to make it easier to. by sitting in my room where no one is at, hear any noise. <p>SUGGESTIONS</p> <ul style="list-style-type: none"> summarizing things that I have learned helps this when you create connections, between exciting and new knowledge. learning goes better if you rehearse and practise continuously. 	<p>EXTERNAL FACTORS</p> <ul style="list-style-type: none"> family life stress such as children, dogs, husbands, wives etc. people around me more stress the pressure to return to work economic responsibility for a family <p>INDIVIDUAL FACTORS</p> <ul style="list-style-type: none"> the idea being too old the sad thoughts. The mind goes away to my own thoughts. we did not want to study it is too late, I know what I know confusion around me too many thoughts difficulties in understanding hindering factor is learners laziness. incurred by a brain inflammation distraction worries lack of concentration hindering factor in learning process is me, myself. I feel that I don't know how to learn, I don't have this ability. I can't remember things, consequently I learn wrong. this first step is hard, going out from home. difficulty in reconciling personal/social/professional and academic commitments.
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In generally the learners require from teachers much more a learner-centered approach instead of a knowledge and skills oriented approach. However, there is some awareness of the necessity of improving their learning skills. *“Studying implies an efficient method and it isn’t something that we are born with,” as somebody said.*

People may feel pressured to do something unexpectedly or which is not chosen by them... so the natural consequence is that the learner doesn't feel involved, doesn't appropriate that training for himself or for his personal development and therefore might fail. For learners it is very important to experience their learning is their own interest instead of a necessity from society, from their parents, their teachers or from the labour market.

<p>What teacher's support do you need?</p> <p>ATTITUDE</p> <ul style="list-style-type: none"> teachers have to give, not only to take teachers need to allow learners to know themselves better 	<p>How can you develop your learning skills?</p> <p>PERSONAL FACTORS</p> <ul style="list-style-type: none"> you have to know yourself very well and to evaluate your skills self-control and self-discipline making errors and mistakes is a way to learn
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<ul style="list-style-type: none"> • providing learning advice and tips • good communication • teachers can help learners by collaborating with other teachers • teachers need to listen to me and repeat themselves when I don't understand • teachers need to involve me and give me some new suggestions • teachers need to have patience with me • to invite learner talking about their own experiences. • to tell learners what the consequences are if you stop school and does not continue studying. • they need to have patience and understanding, when I tell them about my illness from the past. • teachers need to have patience with me a shove of motivation • It helps when teacher supports if learner doesn't understand something • important is also teacher's personality. • teacher is encourager <p>METHODS/DIDACTICS</p> <ul style="list-style-type: none"> • using attractive methods and technology • taking a rest to think through things • have a walk; take a break, do something else for a short time • very much depends from that how teacher can teach, it helps when teacher can make class interesting. • teacher helps to develop my ability to learn, when she/he gives homework, without homework I think that I never have done any exercising at home. <p>SPECIALISATION</p> <ul style="list-style-type: none"> • specialised teacher <p>MATERIALS</p> <ul style="list-style-type: none"> • cd's or files on the internet where they can listen to texts instead of having to read themselves • extra learning materials suitable for the individual • serenity in the classroom <p>EXPLANATION</p> <ul style="list-style-type: none"> • well explain a topic • to make the topic funny and sexy by talking and explaining a lot about it • visualization of the subject (in addition to the narrative presentation) • good explanation of the subject • examples to concretize the abstract subject • discussing the topic with someone else <p>FURTHER ON</p> <ul style="list-style-type: none"> • parents or siblings that help rehearsing • gratifications, e.g. a voucher for the cinema 	<ul style="list-style-type: none"> • more self-confidence • should be more opportunities where to use what I have learnt. • should develop in myself how could be more patience • you have to encourage yourself to learn. • I have to be more open minded. • have to find time for learning. • I can control myself that I will not cheat in learning process. • I could develop my remembering skill, I think it will help learn • I should think more how to learn to learn. <p>MODERN TECHNOLOGY</p> <ul style="list-style-type: none"> • use of technology (internet) to get learning advice <p>KEY COMPETENCES</p> <ul style="list-style-type: none"> • to plan and manage time effectively • collaborating with classmates in a group • learn to prioritize study work <p>BEING UPDATED</p> <ul style="list-style-type: none"> • reading more and more • reading, watching TV, travelling • reading, writing, doing exercises day by day • through further study and show my commitment • by being busy on a particular topic. • buying important learning materials with my own money <p>MOTIVATION</p> <ul style="list-style-type: none"> • doing my best during the public examination • to show more interest in school and to think about how my future will look like and then undertake action • writing is a therapy and develops the capacities • I have speech therapy and occupational therapy. <p>EXTRA</p> <ul style="list-style-type: none"> • learning during the night • to do without my usual leisure time • not seeing my friends • switch off the mobile phone • stay longer at school than planned in the class schedule (provided that it helps me or others)
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Conclusions

The fact that many of them do not see so much importance of learning make them seen as “They do not know themselves, they do not know their mental abilities, they do not treat learning as a valuable matter, they are more interested in their physical abilities than mental, they do not have any positive learning motivation and they do not believe in success of learning”. Their social and communication skills are not fully developed.

Nevertheless most of them are seeking for secondary education by themselves, because they are aware that their learning skills are not so good developed.

Adults with low socioeconomic standard have a disadvantage when it comes to achieve academic goals. Before even thinking about studies the individual needs to make sure that he or she will be able to concentrate on studies and being mentally and economically prepared. To start with a certain

If things make sense to me I never forget them... If I learn by memorizing, after a while I

amount of self-confidence is needed. The learner has to believe in its capability and preferably have a supporting surrounding like an understanding family/husband/wife etc. Studying means changing your life drastically. Unemployed students go from no work to full time “work”/studies, people having been on sick leave or at a work place where he or she had to quit, all make major changes in their life. For immigrants it is not only a new language they need to get used to, it is a different educational culture as well.

Learning to learn is a process of development and to stop the learning that stops development. Learning to learn means finding the will and motivation to learn. It means the ability to plan the actions; to find motivation to learn; the ability to remind what have been learnt and use this; to be self-directed learner. The results and positive feedback stimulates learner to learn but also learning from mistakes. Important is the ability to make connection between new and existing knowledge; right timing. Learning in the group and good teacher who finds relevant learning methods supports the learning process.

Teachers’ personality is important in learners’ personal level. Many times has been mentioned that learning to lean skills are low and learners like to work more with this.

2. Focusgroups for teachers of adult learners.

Purpose

The objective of the focus groups with teachers of adults was to find out how teachers understand the importance of learning competence for self-development and for the development of learners.

The following questions have been object of discussion:

1. Why do you think person should learn to learn?
2. Define please what is ability to learn?
3. What factors influence learners’ efforts to learn something?
4. What factors help learners to learn more effectively?
5. What factors hinder learners learning?
6. How you as a teacher develop learners’ ability to learn?

Composition

Teachers are more divided than learners, but this does not primarily depend form national education systems, The main distinction is if they are employd in formal education of in non-formal education.

Teachers in formal education are more pressed by the qualification structur,which influence them and their

view on learners. They see which learners will meet the criteria and which ones never will do. Unintentionally they support the first group learners more, because their success is also their success. It is hard to make success with learners with learning difficulties and even if you succeed the success is different and seen as less important than the achievements of well learning pupils.

Teachers in non-formal education don't feel this pressure. They seem to spend more time and have more patience to develop learner's individual talents. They are faced with vulnerable groups in a different way. They are aware that informal learning might be the last change to develop a learning attitude. At the same time they tend sometimes too much to protect the learner and do not really stimulate their independence and autonomy. Learning is not always fun, learning is sometimes also painful. Fun and pain are both push factors for learning and developing the learning competence.

Estonia	Germany	Italy
2 teachers' focus groups, in both groups 7 teachers. Teachers background were different; folk high school; adult study centre; vocational school; second change school (evening school). The learners in these schools are in very different age and background.	Teachers/trainers from vocational centre St. Stephanusstift.	Adult teachers working in the Pozzuoli (NA) female prison
Lithuania	Netherlands	Portugal
10 teachers of adult teaching center	6 with PiD connected tutors and trainers, concerned with training, coaching and supporting young adults from migrant groups	8 Professionals (3 RVC Professionals and 5 Teachers) with over 5 years' experience in Adult education; <ul style="list-style-type: none"> ➤ RVC Fields: Psychology and Sociology; ➤ Teaching Fields: ICT, Mathematics, Portuguese Language, Philosophy, etc.
Sveden		
6 teachers/trainers at Litorina Folk High School in Karlskrona		

Brief overview of the outcomes of the focus groups of teachers/tutors

Teachers have a very positive view on learning and learn to learn. Learning is important to reflect on what is happening in society, in your immediate surroundings and yourself, on your own attitude and behaviour. Learning is also important to deal with changes and to implement changes by yourself. "Learning opens the window of your own little world to the universe". This positive view on learning with a negative view on learners: "learning returners are often not able to learn positively and efficiently". If learner don't have these learning skills, it is hard to get profession and to get better position in life. It is hard for teachers to know the pupil better because of his unsociability, passivity and non-enthusiastic learning mood. Learning means extending one's competences. This includes professional expertise, experience in any field of knowledge, as well as methodological competence and personal and social competence. Hence, being able to learn means being able to enlarge one's competences. The ability to learn is about setting the goal, finding the ways to reach it, choosing the most appropriate learning method and being self-confident. Learners need a feeling of "Yes I can" in order to feel motivated to continue their learning step by step. First of all the learners should feel accepted. Especially learners tending to hide away, or learners that obviously are afraid of displaying what they see as their "disabilities" or "defects", need to be approached respectfully

and in an encouraging manner, so that they can overcome their fears and are enabled to change their behaviour. The teacher is able to successfully fulfil its role only if he truly believes in the learner, believes that they can understand what they have been read in the paper and say what they have to say. Anybody else has not expected this before. Learners do better, if they understand that they know how to do something, if they understand that others value them as good person. All this is related with self-esteem. However, we also need to learn more about how to help those with different diagnosis. What are the tools to be used for learners with ADHD or the ones that are slightly autistic? How can we help those with dyslexia? How can we collaborate to help the individual? What excursions and study visits are appropriate for the group's understanding of society.

Importance of learning	Definition of the ability to learn to learn; implications, aspects	How to develop your ability as teacher in teaching L2L?
<p>IMPORTANCE</p> <ul style="list-style-type: none"> • If you know how to learn it becomes much easier to follow your studies. You will gain knowledge that you can use throughout your life. If you do not know how to learn, you learn just for the exams and forget the knowledge that your studies you will give in further career. • Learning is important to reflect on what is happening in society, in your immediate surroundings and yourself, on your own attitude and behaviour. Learning is also important to deal with changes and to implement changes by yourself. • Learning to learn is important due to fast changes in society. Current knowledge is tomorrow less valuable. You must be able to anticipate and to find and develop new knowledge and skills. • Learning opens the window of your own little world to the universe. Learning is to know yourself and others. • The importance of learning to learn is to increase the human capital and skills to participate in society, to anticipate on changes and contribute to further development of man and nature. Learning is gaining knowledge, make yourself useful, and develop yourself. • The importance of learning to learn is to acquire an useful position in society. People are social beings, eager to learn, while every man wants to make himself useful to his/her environment through what has been learned. 	<p>ABILITIES</p> <ul style="list-style-type: none"> • The ability to acquire learning skills and competences to learn. Both cognitively and emotionally. • Learning is the ability to get new information and knowledge and to internalise skills and attitudes in a way that you develop wide repertoire which enables you to make adequate choices. Learning to learn means the development of your learning competence in such a way that you remain as long as possible learning new things. You should think in this context about curiosity, inquisitiveness, searching , finding and selecting information, analysing situations, applying knowledge, information, creativity, entrepreneurship, communication and collaboration skills and collaborate . • You must have the ability to practice a lot to learn. Power of repetition and understanding. Learning means that you really need to understand what you are learning. Do not blindly stomping out of your head . So especially understanding in their own words learn best. • The ability to learn is: making new experiences, internalizing them, generalizing them, differentiating them, and then making use of them in modified form in other contexts. • The ability to achieve new knowledge and skills by purposeful cognitive processes. • The ability to learn can be understood as both a cognitive and an affective process aiming at achieving new knowledge and skills. 	<p>MATCHING</p> <ul style="list-style-type: none"> • Match demand with supply. Responding to the expectation, desire and ability. Space for own opinion and motivating initiative. • Suite to their own experiences, let themselves explore things and look for, ask critical questions, put issues in a broader context, give positive feedback, reward good performance. <p>STIMULATING SELF-CONFIDENCE</p> <ul style="list-style-type: none"> • First of all he learners should feel accepted. Especially learners tending to hide away, or learners that obviously are afraid of displaying what they see as their “disabilities” or “defects”, need to be approached respectfully and in an encouraging manner, so that they can overcome their fears and are enabled to change their behaviour. • When formulating tasks for the learners, the teacher must take into account the current abilities and skills of the individual. • Learners need a feeling of “Yes I can” in order to feel motivated to continue their learning step by step. • Help learners to develop an attitude of self-reliance; teach working techniques and structured ways of learning; give positive feedback in order to reinforce the taste of success. Set realistic learning objectives. Create a welcoming learning environment and set up relationships of trust. • The crucial factor would actually be fostering the learner’s enthusiasm for the subject itself; with enthusiastic learners, many other efforts to

<ul style="list-style-type: none"> • The learner needs to get to know him/herself and be aware of his or her advantages and shortages. Even teachers need to be aware of how they learn. It is known that teachers tend to teach in a way that suits their own way of learning. • More important than the ability to reproduce factual knowledge is the ability to respond in a productive way to new challenges. People must be self-confident about their abilities to understand new situations and to cope with them. • People should learn to learn in order to be able to start learning processes autonomously and at any time. • In our world of work it is expected that one starts learning processes on one's own initiative, in order to achieve knowledge or to adjust one's attitudes and behaviour. • In order to achieve learning outcomes that make a difference, I must know how to learn effectively. Everybody should be aware of himself and of the kind of learning processes that suit him (or her). The teacher has the task to help the learners find their own way. If you are aware of your best ways of learning, you will learn more easily in all possible situations in life. • Learning to learn means enhancing your competence of using learning methods. • Nowadays everyone face rapidly changing situations (for example, technological innovations, information flows), so he has to be able to change his self and to adapt new situation. • The ability to learn is the most important ability not only for children, but also for adult. To be better and better structured in relation to external world and to herself: Learning is a way to inner growth and allow to go outside one's own limits, dealing with and be in relation with external world as a better person • At a certain point school finishes. what does it remain? The tools you have discovered learning by experience. They are useful and necessary to continue your own 	<ul style="list-style-type: none"> • The basis of the ability to learn is, as I believe, that one is in a process of continuously rebuilding one's self-experience. Only who is aware of oneself is able to "get access" to something outside oneself, be it learning subjects, or other people. • An ability in continuous elaboration. It is based on the observation of all the different factors and making a rule out of them, giving a reason of it, when and if possible. • Learning to learn is the ability to learn about yourself. Learning to learn means: the capacity of own learning control: set goals, learning to plan, monitor and evaluate learning process and adjust own activities. • Knowing how to learn means capacity to lead your learning process, give orders to yourself, and instruct, check and correct yourself. Most importantly it means capacity to find desire, wish and motivation to learn. • The ability to adapt to something new... <p>FURTHER ASPECTS</p> <ul style="list-style-type: none"> • Recording, processing, appropriate and consume information, scientific and technological knowledge and experiences. It is a circle which is never completed. Learning to learn is a continuous process that enables a man to update and renew himself. Aware of the usefulness of learning, internalize the process of learning, applying learning. So you need to know - like - and do. • Learning means extending one's competences. This includes professional expertise, experience in any field of knowledge, as well as methodological competence and personal and social competence. Hence, being able to learn means being able to enlarge one's competences. • Motivation to pull down all kind of barriers, prejudgments, stereotypes • Interaction between what we know and what is new for us, in a process of valorisation that is aimed at autonomy, ability to apply what we know to reality, continue to improve oneself in autonomy. 	<p>support their learning efforts could be dispensed with. This may sound a little bit extreme, but see only how competent our typical learners (young adults with bad education success and difficult social background) use their mobile phones and smart phones. This alone shows that real interest in the subject, as well as social appreciation linked to certain skills or objects, enables nearly everybody to become a high performer.</p> <ul style="list-style-type: none"> • The priority of this year in adult teaching centre is developing the competences of learning to learn. <p>DIFFERENT CATEGORIES OF LEARNERS</p> <ul style="list-style-type: none"> • We need to learn more about how to help those with different diagnosis. What are the tools to be used for learners with ADHD or the ones that are slightly autistic? How can we help those with dyslexia? How can we collaborate to help the individual? What excursions and study visits are appropriate for the group's understanding of society. • To change their attitude to learn: make the provision that learning lasts a lifetime. First of all assessing their skills in entrance, then organize their work using tasks steps: a very effective strategy. "Situational problem" • The path is fundamental: define steps, define related objectives, stimulate pride about to be able to do; it is important the cooperation, the net, the group that cooperates. • I have been working for twenty years in prison and I have always powered in my students their curiosity, their awareness that school is a chance to know of being and to be able of being, because it teaches how to choose and so, how to be free even if you. • Giving them the trust that they can learn and getting in empathy with them • Learning environment is very important, teacher have to begin with creating a comfortable environment and perceiving, encouraging and offering choices to learner. • The low qualified learners may not to
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<p>journey. Learning to learn is a path toward individual autonomy and freedom.</p> <ul style="list-style-type: none"> • In order to improve one's own self-confidence • Self-cognition. The most importantly, you have to know yourself, it does not matter whether it is a pupil or teacher. • Knowing your mental power: what are the ways to assimilate the information. • Teacher's behavior. The same as pupils, teachers have also to know themselves and to believe the success of learning/teaching. • Vision of the future possession, persistence, responsibility, co-operation, needs, motivation <p>TARGET GROUP</p> <ul style="list-style-type: none"> • Learning returners are often not able to learn positively and efficiently. • The fact that a person dropped out the education system in the past means that motivation to learn and learning skills are poor now. • There is a low number of pupils with high motivation in adult teaching center. <p>SOCIETAL DEVELOPMENTS</p> <ul style="list-style-type: none"> • Because of big quantity of information it is always easy to find it, however, to select the necessary things, to assimilate them and to apply them it is quite hard. • To avoid useless efforts and to get the aims effectively • Acquisition of inactive, un-linked and blocked knowledge is not anymore adapt to contemporary world: learning has to be dynamic and, overall, able to update. • Skill of reorganizing one's own knowledge shapes skill of each person to learn continually, autonomously, giving value to input coming from outside, from reality. • It is determined by people individual needs. • Learning motivation is most important. 	<ul style="list-style-type: none"> • It is important to feed <i>availability</i> to learn (that is related to cognition), the creation of a learning environment (place, space organisation, atmosphere, etc.) stimulating curiosity. • A path starting with observation and ending to knowledge. • Learning returners are interfered by inside fear, lack of self-esteem and motivation, • Not knowing his self and his abilities. • It is hard for teachers to know the pupil better because of his unsociability, passivity and non-enthusiastic learning mood. • Distance to school and expenses to cover the cost of traveling to school. • Learning to learn is learning how the learning takes place, learner has to know what and how he should learn. • Learning to learn means the capacity of their own learning • Control: set goals, learning to plan, monitor their learning process, • Monitor and evaluate their academic performance and adjust their activities. • People have different ways of approaching the situation, to assimilate information, different aptitudes or simply don't have the same rhythm... 	<p>have experience that someone tells to them respectfully, try hearing that he has to say, do not make their opinion down.</p> <ul style="list-style-type: none"> • At first the low qualified people need learning skills, then self-development course. At the same time we offer mostly the vocational education what they do not want. In fact, instead of the special learning to learn lessons would be much more effective to use the time allocated to learning to learn skills for practicing the social skills – for just chatting, playing or painting. Learning to learn must be continuous and in every action. If this learning process is really constant, the effect will be noticeable. Motivation starts with social skills, social skills has to be related with others topics, and with that could rise motivation. • During the active process we try to understand together what it is going on in learners mind, where from the anger is coming. There is a big use from learning from practice. And most important – you have to start from this point where the learner is right today and right now. <p>THE LEARNERS EXPERIENCE</p> <ul style="list-style-type: none"> • The learning motivation is coming from the learners side and the educator should be dedicated to help learner with necessary tools - learning skills and competences. Learning should connect with everyday life. If teacher put exercise in real life situation, then comes interest from learner, arise understanding and learner understand why they have to learn this. • Important is to develop personality and will to learn. • It is very important to know what that person knows about the theme, where he learnt... what his feeling are on the topic. <p>The background experience is crucial in order to involve people because they feel that their past personal choices and experiences are to be taken into account right now and they feel more secure about the process</p>
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<ul style="list-style-type: none"> • The things you are interested in are more easily absorbed. • It depends on one's responsibility, character, motives, etc. • Education. People with higher education level have higher motivation, so ability to learn is also higher. <p>LEARNERS CAPABILITY</p> <ul style="list-style-type: none"> • Learning to learn gives the basic methods and techniques to get out of any situation. It is like instilling - I will not be in this situation for ever, I know that every situation has at least two exits - it has to succeed. Every learner should be aware of their abilities and know how to find motivation for learning. This knowledge is called metacognitive knowledge and it can never be theoretical nor apprehended from books, but applies to each individual learner and is an important part of effective learning. • If learner don't have these skills, it is hard to get profession and to get better position in life. • Today it is necessary to be an active learner – it is to get the knowledge, to process and to evaluate the knowledge – the learner is the supplier, processor and assessor • We constantly face situations where we have to be our own leaders – make our own decisions and guide our way through difficulties. Autonomous learning works the same way. People who know how to learn, do not need a teacher. • Through developing learning abilities learner's self-esteem will rise and learner can manage better her /his own life, when she/ he return in old environment. • people also have to constantly adapt to changes. • the ability to train the brain is very important to prevent degenerative diseases like Alzheimer and Parkinson • after attending courses, people change the course of their lives, they redefine their priorities and they improve their personal, social or professional life. 		<p>TIPS AND TRICKS</p> <ul style="list-style-type: none"> • Input of your own practical experiences, why yourself likes learning, how do you gain energy, how to build learning without losing relaxation out of sight. Being a coach more than consumer youth to gain knowledge Memorization and booklets without understanding does not work. • Tips and tricks ... especially trying to make mnemonics while learning. • Teach work and study techniques. Education for self-reliance. Teach a structured way of learning. Reinforce the sense of achievement by positive feedback and by setting realistic learning objectives. Creating a favourable atmosphere and trustful relationships in the group. • What I said in Question 4 is true also for me as a teacher: Help create a relaxed atmosphere in the class; face the learners in an open and authentic way; set learning tasks that correspond with the skills of the learners: the task should be challenging, but not over-demanding. <p>ADDITIONALLY WE CAN</p> <ul style="list-style-type: none"> • Offer various learning methods • In order to enhance motivation to learn, we shouldn't measure the learners' deficits (by counting mistakes); rather we should measure their progress! • We should be aware that motivation has its cerebro-organic aspects; with the right "chemistry" there, learning will be much easier and more effective. • Offer short phases of physical exercises; this activates the brain. • Use methods of "unintentional learning": e.g. by regularly repeating attention exercises, people indeed will improve their ability to concentrate also over a longer period of time. <p>SUPPORT</p> <ul style="list-style-type: none"> • To show the examples of advantages to have an education. • To help pupils to plan their individual learning process. • To know the student. Communication
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<p>FURTHER ON</p> <ul style="list-style-type: none"> • Good learning environment, mutual respect, individual characteristics. • The ability to set the goal(s) and seek them using appropriate ways and methods. • The understanding which personal characteristics help studying and which do not. 		<p>with pupils during lessons and after lessons, also communication with other teachers would help to know the pupils better. As more information about pupil you have, as better you know him.</p> <ul style="list-style-type: none"> • Learning material is explained with real life context • With individual paths linked to skills levels assessed by entrance tests. These paths are aimed at developing logic-mathematic and linguistic basic skills and at improving self-confidence. A method I use is self-biography. <p>ROLE/PERSONALITY OF THE TEACHER</p> <ul style="list-style-type: none"> • Very important role plays teacher personality, you have to believe in learners development. • The teacher is able to successfully fulfil its role only if he truly believes in the learner, believes that they can understand what they have been read in the paper and say what they have to say. Anybody else has not expected this before. Learners do better, if they understand that they know how to do something, if they understand that others value them as good person. All this is related with self-esteem.
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Comments and conclusions

In the next overview we can see that external factors - (social) environment, resources, job opportunities, etc. – are dominating the more internal factors such as self-confidence, motivation, previous experiences, etc. Obviously it seems to be easier to mention external factors affecting the efforts of learners and supporting them to learn effectively.

Obstacles, on the other hand, are often more individual than common. This requires a strong individual approach by teachers. *"Some people do not "know" the right way to learn for several reasons (they simply don't know how or they don't think that is important), others don't have the same motivation for several reasons, for example: cultural or family or school background..."*

I try to remember that nobody is the same, nobody has the same background, the same personality, or the same rhythm and I have to respect that. I have to consider the personal progress of each one... it is not easy... but with adults we can't do it another way...

Main factors affecting the efforts of participants and supporting to learn effectively	Main obstacles young people hindering to learn
<p>RESOURCES</p> <ul style="list-style-type: none"> • The more resources you have to learn, the easier it is to influence learning. • Learner’s efforts to learn are influenced by their inquisitiveness, interest, and the taste of success. • Influential are curiosity, interest, prestige and the sense of achievement. Often, the desire for social advancement or the fear of social decline motivate people to learn • Crucial are earlier positive learning experience; self-confidence, i.e. confidence that one will cope with challenges; children should be supported in their inquisitiveness and interest in understanding things so that as learners they experience their efforts as being meaningful and successful. • Crucial for effective learning are an appropriate social behaviour and good work habits of the individual, and an adequate learning environment. Moreover, learners must have easy access to information and learning resources; they also must have the necessary time, financial resources, mentoring and coaching. • Need or wish <p>FUTURE PERSPECTIVES</p> <ul style="list-style-type: none"> • Perspective (which produces concretely), qualification, learning environment, time pressure, positive feedback and self-esteem. • Outlook/ perspective, facilitating in facilities and opportunities, motivate and boost confidence. • Getting a job, being able to fulfill a dream by being able to enter a University or other educational institution • Availability, gratification for a work carried out with care and attention <p>FAMILY, SOCIAL ENVIRONMENT</p> <ul style="list-style-type: none"> • Parents and educators need to teach children at home to learn and to like learning. At school, teachers must be able to teach and enthuse young people in such a way that they learn to like it but also getting curious for knowledge. Home needs to be in balance with school, but also give space to children and youngsters to relax. Force to learn and to reach the highest point does not work. • A supporting husband/wife/girlfriend/boyfriend helps, even supporting children help • The context they live within and wishes of growth and social emancipation. Their need to have an orientation in a stranger land(for people coming from other places, but also as metaphor for each person) • Other factors have to do with social factors, joint family/work, family “beliefs”. • Support of training agents and family <p>DIDACTICAL APPROACH</p> <ul style="list-style-type: none"> • Teach them skills, coaching them, discuss learning to learn, 	<p>PRESSURE & STRESS</p> <ul style="list-style-type: none"> • Pressure to perform, time pressure, stress, anxiety, low self-esteem. • Excess of incentives, lack of concentration, must get results too fast, not allowed to make mistakes. Economic stress • Fear of failure • When the course is suggested by the company to improve performance; people may feel pressured to do something unexpectedly or which is not chosen by them In the prison, lack of availability and low value given to learning matters by penitentiary workers <p>SOCIAL ENVIRONMENT</p> <ul style="list-style-type: none"> • Compelling parents, unsafe home, unsafe school environment, negative social networks (negative energy). Pool down effects. Push up and factors (forcing). • Unhealthy home, parents who do not motivate, friends who exude negative energy, no teachers who can teach. • Having children suffering illness • Informal factors like social or family • Besides fear and negative experiences in learning contexts, the family background and social situation are important factors that can be obstructive to learning. Can the learner expect to be rewarded for his efforts? Is there a positive and supportive attitude of the family regarding education • In the context of the prison: concentration and problems linked to external world • People with low qualification are more influenced by the social environment than higher qualified people. But at the same time, the everyday’s social environment does not support their efforts to get a better education. From home comes judgement, that person dont are capable for something and from this arise apathy, learned helplessness. One problem what hinder learners learning is lack of concentration. In teacher company learner is alert, but if attention goes away from her/him, learner have problem with concentration. Other hindering factor is that learner could not to take a position, she/he say that she/he dont care, this is scary, others looking and waiting. which students are psychologically linked but physically divided • Context that cause lack of self-awareness, lack of shared objectives, a big difference of skills and knowledge among members of the same learning group <p>LACK OF MOTIVATION AND/OR SELFCONFIDENCE</p> <ul style="list-style-type: none"> • Lack of motivation, incentive and goal where they work to. Unhealthy home situation (is the basis of everything), and social life • Missing motivation; missing self-confidence; no positive learning experiences in the past; fear of learning (or school phobia). • Psychological and social problems • The learners are disturbed by their negative school

- practising, but also involve the environment such as parents, school friends and other social contacts.
- In order to support learners in their efforts, it helps first to spark their interest in the subject, especially in learning environments where learning is playful and spontaneous. Contrary to that, being afraid and being under pressure is an obstacle to learning. In structured learning environments such as at school, distraction, noise, and negative expectations often block the mental processing of the educational material.
 - Positive feedback, prospect, faith, space for self-initiatives and opinions.
 - Tools, techniques and methodologies adapted to the individual that is the learning subject. 1) serene, calm, sheltered environment, 2) empathic relationship between learner/teacher
 - The process has to be well targeted and the development of learning skills can't be too short. In a short time is not possible to become a critical thinker. Also social environment and impact of social environment are huge factors what influence learner's effort to learn. All start with that how learner excite interest in herself/himself and getting know herself/himself
 - Studying implies an efficient method and it isn't something that we are born with

MOTIVATION

- Motivation, commitment, timeliness, practicality, fun.
- Image/audio/writing/colour/story.
- Motivation might come also from the desire for social advancement, or forms fear of social decline.
- Individual cognitive and mental disposition, including power of concentration; momentary situations of mental and social strain; one's individual socialisation; the education background of the parents; mental and intellectual abilities; the well- functioning of one's organs of perception, etc.
- Past experience of success or failure in learning (e.g. at school)
- Motivation: without motivation students become passive players.
- Motivation pushes to learn; thus we have to use it in every way able to improve awareness of needs and wishes
- Learners' efforts are supported first of all by their intrinsic motivation. If this is at lack, they at least should get some motivating impulses from others, e.g. from a teacher. This requires the teacher to be personally involved in the subject he teaches. The teacher must firmly believe in the meaning of what he wants to impart. Without this, he will not be able to motivate the learners.
- First of all their motivation that is need and willingness

LEARNING ENVIRONMENT

- Learners' environment (short news on TV, everything should be fun) and the "luggage they carry like their

experience, it must be taken into account all the time we design the learning environments. Some perceptions are so rooted, that those can't change anymore. Learner have used to do something only in one way, and she/he don't want to try to do this in different way.

- The idea they maybe not able to learn or the lack of interest
- Lack of basic literacy, lack of motivation, lack of self-confidence
- Lack of perspective, fun, compulsive learning/imposing; lack of positive environment and material possibilities.
- The learner does not feel accepted by the group
- Missing interest in the subject

OTHER FACTORS

- Bad health status caused by smoking, lack of physical exercise, sleeping problems or former drinking or drug problems
- Bad weather
- Assuming to be the barrel from which pour the wine in the bottles (from the teacher point of view] and teaching contents from ministerial programmes that are extremely far from their inner events and their lives.
- The duration of the course or the schedule
- The accessibility to transportation for example...
- The accessibility to technology (internet, computer...).
- Facebook/phone/whatsapp
- Distractions by the group, e.g. by mobile phones

former experience of education and their socioeconomic background, drug using or mental illnesses like ADHD

- An inviting and constructive learning environment
- Helpful for learning effectively is easy access to information, and an appropriate learning environment, not least regarding the venue; there must also be enough time to learn without interruption.
- Helpful are a relaxed atmosphere in the class; a teacher who faces the learners in an open and authentic way; learning tasks that correspond with the skills of the learners: the task should be challenging, but not over-demanding.
- It is important that the learning situation and methods are tailored to the needs of the learners.
- Successful learning can take place only in a spiritually and physically safe environment, mistakes should be allowed, the teacher has to know and understand the learners and to be trusted by them. Interesting stories related to the topic being learned, beautifully decorated popular science books, tasks connected with the real life – all these are very effective tools for it. And the feeling of success is very important. That's why all small advancements and their perception are important. Most important is knowing yourself, boosting self-esteem, learner have to feel that she/he can manage with this learning process.

GROUPWORK

- Social interaction in the group of learners
- Work in group first of all. It allows to improve self-confidence, to belong to a shared aim, to recognize oneself in another person, these are all positive items

SELFESTEEM

- Respect, awareness of importance of knowledge that each person has (each kind of knowledge), achievement of foreseen steps and objectives, awareness of a well-done work regardless the concrete result exclusively.
- We have to give value to what he/she knows. Gratifying each very small success
- Ability to learn is closely related to self-knowledge, self-esteem and awareness of the learning process. Important is feeling of success, if this feeling don't arise, then don't come no result in learning process.

LEARNERS HAVE TO.....

- Their state of mind; I mean if they are in the right, favourable, condition to open their mind and acquire whatever they are thought
- Student has to know and experience that learning journey is a shared journey (student/teacherLearners have to want to be a "good learner"... Have motivation..
- Learners have to understand that learning requires effort
- Learners must have a plan... the form of learning (the ability to organize and conceive a strategy)....

Sometimes teachers as well as learners are faced with several specific situations which block the learning process if nothing happened: “I trusted people and then they let me down...” or “I did everything alone and the other members of the group got the same grade without making any effort” or “I don’t like workgroups because they are unproductive.”

What skills do they lack in order to deliver on the labour market?	Other obstacles on the labour market	How to check if young people have adequate learning ability?
<ul style="list-style-type: none"> • No proper papers/diploma, little or no work experience, limited skills and strong competition. • Strong competition with others, little experience, critical attitude, laziness, lack of adaptability. • Perhaps origin/social class has to do with it • The economic crisis (no work, unemployment, strong competition, discrimination (age, cultural/ethnical background). • Skills that are specialized for the actual labour • Experience from labour market • Special skills or a University diplom 	<ul style="list-style-type: none"> • Networking, motivation to continuing education, believing that you are able, that you can finish something. Sometimes the belief in yourself. • Social skills and communication. In addition, they lack skills such as empathy, (self-) discipline. Finish something with which they started, open to learning and investment in further learning/development. • That is different for each person, but important points are communication skills, language and math skills, computer skills, learning skills, collaboration skills, perseverance, analytical ability, initiative and flexibility. • The ability to sell themselves and to be sure of themselves and their knowledge. 	<ul style="list-style-type: none"> • Research, workshops, exercises with young people. • See how fast someone can remember a short story and reproduce it. • Offer them specific questions and discuss their answers/solutions together, and to analyse results, effectiveness, efficiency and impact. • Good analysis of learning development and performance through a monitoring and tracking system. Adequate intervention to signals and structural setbacks, checking doubts. • We never check. We interview each participant before they begin and try to find a way to meet the individual where he or she stands at the time. Some participants manage to finish secondary education quite fast, others need year after year and some might not reach the required level, <i>but everyone make progress.</i>

Final conclusion

Teachers as well as learners are sometimes ambiguously related to each other’s role in learning to learn. Considering the learning to learn subject, adult teachers are using most often the concept of motivation in the discussion. However, learning to learn and motivation is not the same. Learning to learn is also a competence which as to be learnt, adopted and be trained. It does not work automatically. Teachers have to be aware that being too pedagogical or being to protective is contra-productive. Teachers have to be perfect learners themselves and must share that experience with their learners. This is the way in which they really could be able to improve the learning competence of their pupils. The more teachers underline the joy and pleasure of learning, the more learners will feel ignored and will remain in their negative perception towards learning. They have a lack of that competence: either they choose traditional ways of learning but do not relate these with personal characteristics, or they do it intuitively (they feel it, but cannot explain why is it better to them). Teachers have to plan all activities, to choose the appropriate methods, which inspires pupil to use all sensual and mental abilities. It is really

When I see how and where I can apply what I am learning, it is easier to learn. When I don’t see how I can use that, it is very difficult to study

important that they praise and encourage their pupils, to motivate a given grade, to communicate with him more sincerely and to be more responsible at your job.

Teachers are teaching in their manner even if others are used to study in opposite way. It means that at first teachers have to know their pupil, to know one's mental abilities, the way of learning and one's inside fears. Learning to learn gives the basic methods and techniques to get out of any situation. Metacognitive knowledge can never be theoretical nor apprehended from books, but applies to each individual learner and is an important part of effective learning. If a learner don't have these skills, it is hard to get a job and/or to create a better position in life. Knowing how to learn means the capacity to lead your learning process, give orders to yourself, and instruct, check and correct yourself. The development of learning skills can't be too short. In a short time is not possible to become a critical thinker. Also social environment and impact of social environment are huge factors what influence learner's effort to learn. Important is the experience of success. Successful learning can take place only in a spiritually and physically safe environment, mistakes should be allowed. The experience of success is very important. That's why all small advancements and their perception are important. Most important is knowing yourself, boosting self-esteem, a learner has to feel that she/he can manage with this learning process. The learners are disturbed by their negative school experience, it must be taken into account all the time. The everyday's social environment often does not support learners efforts to learn. It makes the learning environment very important, teachers have to begin with creating a comfortable environment and perceiving, encouraging and offering choices to learner. Teachers have to believe in learners development. Low qualified people primarily need learning skills, then self-development. Learning to learn must be continuous and in every action. If this learning process is really constant, the effect will be noticeable. Motivation starts with social skills, social skills must be related with other topics, and with that could rise motivation.

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Lithuanian Association of Adult Education
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