

**Grundtvig Multilateral project 2009 - 2011:  
LOAC – Learning outcome of Amateur Culture**



**Work packet 2.2:**

**Answered by learning providers in the organisation  
(Leaders, board members, teachers, other facilitators)**

**Questionnaire:  
Objectives, values and learning qualities  
of the organisation**

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# Information about the Questionnaire

A group of 5 cultural associations from Denmark, Germany, The Netherlands and Slovenia have received support from EU's Grundtvig programme to develop a web-based tool for valuation of personal and organisational learning.

This questionnaire represents an essential part of the documentation; we shall use to develop a good learning tool.

The questionnaire should be answered by a small group of 8- 12 learning providers (managers, administrators, board members, teachers, mentors, facilitators, etc.) in each partner organization.

The questionnaire consists of closed questions, and you must answer each question by ticking on a 5-point scale of values.

We expect that it takes approx. 30 minutes to fill it out, if you also use some time for reflexion while you answer the questions.

## Guidelines

1. Please read both the questions and the possible answers before you answer.
2. Tick the box that best suits you.
3. If you change your mind or make a mistake, then strike the wrong box and tick the appropriate box.
4. If there are questions you cannot or don't want to answer then proceed to the next question.
5. Once the questionnaire is answered, please return it to one of our project managers.
6. If you have comments on the questionnaire, please use the last page of the form to give specific comments.

Sincerely,

Organization Name ... ..

Organization Project Manager ... ..

# Background

## 1. Information about the respondent

This information can help us to evaluate, if factors such as nationality, type of organization, role in the organization, gender, age and education implies clear differences in the answers on the subsequent questions about objectives, values and learning qualities.

1.1	Your organisation is based in which country	
	Name of the organisation	
	Name of possible department in the organisation	

1.2	Your position in the organisation	Manager, Director, Leader etc.	Chairman or Board Member	Consultant, Adviser etc.	Teacher, course leader	Other positions in the organisation (Describe)
	Tick one box					

1.4	Gender	male	female
	I am .. (tick one box)		

1.5	Age	18 – 29 years	30 – 39 years	40 – 49 years	50 – 59 years	60 – 69 years	70 – 99 years
	My age is .. (tick one box)						

1.6	Educational background	Primary School (7 – 15 year)	Gymnasium (16 – 19 year)	Technical vocational education (16 – 19 year)	Academy education (1-2 year)	University College (3-4 year)	University (5 year +)	Other
	My highest education is . (tick one box)							

# Objectives

## 2. EU's main objectives of lifelong learning

Here we mention the EU Commissions five main objectives of lifelong learning – including formal, non-formal as well as informal learning.

What degree of importance do these objectives have in your organization?  
(tick one box for each statement)

		Not important	Low importance	Moderately important	High importance	Of decisive importance	Don't know
A	To promote <i>personal fulfilment</i>						
B	To promote <i>active citizenship</i>						
C	To promote <i>social inclusion</i>						
D	To promote <i>cultural cohesion</i>						
E	To promote <i>employability</i>						

### 3. Goals of activities

The preceding table presented five possible main objectives of the learning activities in your organisation. Here we present further statements about these five main objectives that you are asked to assess.

3.1 How important do you think that those goals should be in future in your organisation? (tick one box for each statement)		Not important	Low importance	Moderately important	High importance	Of decisive importance	Don't know
A1	To promote the joy of jointly creating something that has value in itself						
B1	To promote a democratic culture based on dialogue and mutual consideration						
C1	To promote your regions particular forms of cultural expression and identity						
D1	To strengthen self-confidence and responsibility of vulnerable groups						
E1	To promote cooperative capacity and entrepreneurship to be used in work life						
3.2 How important do you think that those goals should be in future in your organisation? (tick one box for each statement)		Not important	Low importance	Moderately important	High importance	Of decisive importance	Don't know
A2	To promote self-esteem.						
B2	To promote self-determination.						
C2	To promote national values and a common national culture						
D2	To bring vulnerable groups more social skills and to promote social inclusion						
E2	To promote skills that can be used in work life						
3.3 How important do you think that those goals should be in future in your organisation? (tick one box for each statement)		Not important	Low importance	Moderately important	High importance	Of decisive importance	Don't know
A3	To promote experiences of following personal goals and values.						
B3	To promote human trust.						
C3	To promote common human values and a cosmopolitan culture						
D3	To promote a culture of social inclusion and solidarity						
E3	To promote mental health and thereby improving the capacity as employee						

## The social significance

### 4. Attitudes or not

Is your organisation based on specific values, attitudes or ideas of spiritual, cultural, educational, political or societal importance?

A	No - values, attitudes and ideas have no impact on my organization's activities.	
B	Yes - values, attitudes and ideas have impact on my organization's activities.	
If Yes, please answer the questions in the next table. If No, go directly to table 6.		

### 5. Possible attitudes

Below we present a range of possible values, attitudes and / or ideas that may characterize a non-governmental organisation.

What degree of importance do these values or ideas have in your organization? (Tick one box for each listed value, attitude and / or idea).

		Not important	Low importance	Moderately important	High importance	Of decisive importance	Don't know
1	Christian values						
2	Other religious values						
3	Humanistic values						
4	Social Democratic / Socialist views						
5	Social liberal views						
6	Liberalistic / conservative views						
7	Local values (local patriotism)						
8	National values						
9	European values						
10	Global or common human values						
11	Green/ecological values						
12	Social solidarity						
13	International/global solidarity						
14	Personal enlightenment and education						
15	Social and cultural enlightenment and education						
16	Democratic/political enlightenment and education						
17	Other values, attitudes and / or ideas						

## 6. Attitudes on common conditions

Below we present a series of contradictory statements about the social importance of your organization's activities. Which statements are mostly in accordance with your organization's understanding and attitude?

Tick at 1, if you agree with the left statement from A. Tick at 5, if you agree with the right statement from B.

You can also choose a number between these two extremes. Tick one box only for each pair of contradictory statements.

	Statements from A	1. Fully agree with A	2. Mostly agree with A	3. Neu- tral. Do not know	4. Mostly agree with B	5. Fully agree with B	Statements from B
1	My organization's activities contain values that are important for a good society, and therefore we must promote our mission in society.						My organization's activities do not contain values that are important for a good society, and therefore we only work for the interests of our members.
2	My organization's activities strengthens the ability to be expressive and responsive in a free dialogue - and these skills can be used in many other contexts and communities						My organization's activities strengthens the ability to be expressive and responsive in a free dialogue - but these skills are not transferable to other contexts and communities
3	My organization promotes a community of positive energy and respect, where we share values and interests with many people - in fact all over the world.						My organization promotes a community of positive energy and respect, where one becomes more conscious of one's national identity and our common national roots
4	In my organization pleasure and learning, trust and equality are combined, and this experience can be transferred to other contexts.						In my organization pleasure and learning, trust and equality are combined, but this experience is not transferable to other contexts.
5	In my organization, participants learn something, which can be used to strengthen their orientation in a world of constant cultural and social change.						In my organization, participants don't learn something, which can be used to strengthen their orientation in a world of constant cultural and social change.
6	My organization's activities are among other things valuable, because they promote the understanding of common human values in a world that becomes increasingly globalized.						My organization's activities are among other things valuable, because they promote the understanding of our specific national values in a world that becomes increasingly globalized.
7	In my organization, the participants learn something they can use especially in their private life as fellow human beings and active citizens.						In my organization, the participants learn something they can use especially as employees in their professional life.
8	The human and democratic qualities that my organization's activities include cannot in the same degree be developed through my professional employment.						The human and democratic qualities that my organization's activities include can equally be developed through my professional employment.



Statements from A		1. Fully agree with A	2. Mostly agree with A	3. Neu- tral. Do not know	4. Mostly agree with B	5. Fully agree with B	Statements from B
9	My organization's activities provide an opportunity to become aware of sides of oneself that the working life does not allow to discover.						My organization's activities provide a recreational hobby that gives extra strength for self-fulfilment in the working life.
10	Society should use tax money to support the activities in the voluntary associations, since they enhance human and democratic values of public interest.						Society should not use tax money to support the activities in the voluntary associations, since this is a private matter.
11	The public sector (state and municipalities) should not link financial aid to voluntary associations with political demands, because it implies an assault on the freedom of the associations.						The public sector (state or municipalities) may link financial aid to voluntary associations with political demands, because they may help to solve certain social problems in society.
12	I am active in my organization, because it is a goal to realise oneself as human being and citizen in free time activities.						I am active in my organization, because it is a good means to develop skills that I can use in my professional career.
13	Public support to cultural organizations in civil society should be extended, because otherwise the commercial services will take over more and more cultural activities.						Public support to cultural organizations in civil society should be removed, because it distorts competition with other leisure time services offered on a commercial basis.
14	The increasing use of political earmarked project funding of non-formal adult education and NGO activities is critical, because it implies an assault on the principle of freedom of the associations.						The increasing use of political earmarked project funding of non-formal adult education and NGO activities is fine, because the principle of something-for-something ensures a better political control.
15	I wish to have leadership responsibilities in my organization, because the organization's goals are meaningful and personal fulfilling.						I wish to have leadership responsibilities in my organization, because it gives extra points in my CV and thereby contribute to better wages and conditions in my professional work life.

## Valuation of learning profile

Learning has in recent years become a central concept in pedagogy, education and NGO activities.

Learning can take place in formal education from primary school to university, in non-formal education such as popular adult education and as informal learning such as voluntary activities in civil society.

In this survey learning is defined by three main dimensions:

- Education (Bildung) with a focus on personal development, where the keywords are authenticity, autonomy, reflexive knowledge, moral sense, aesthetic sense and the whole person
- Qualification with a focus on knowledge and skills, where the keywords are general knowledge about mankind, society and culture, as well as specific knowledge, skills and didactic understanding within a particular academic subject.
- Competence, with a focus on practical transversal skills, where the keywords are collaboration, communication, creativity and innovation, self-management, intercultural understanding and learning skills.

Elements from the three dimensions are included in one form or another in all learning processes. But their weight and qualities can vary a lot depending on the given learning arena.

Here we wish to clarify and value the learning qualities in your organization's activities.

## 7. Education (Bildung)

The first dimension of learning is personal education. The focus are on the following six main components

- 1.1 Authenticity (to be oneself)
- 1.2 Autonomy
- 1.3 Reflexive knowledge
- 1.4 Moral sense,
- 1.5 Aesthetic sense
- 1.6 The whole person (integration of reason and feelings, self control and spontaneity, knowledge, moral and aesthetic)

The following statements refer to the learner's possible educational outcome by participating in your organization's activities.

Indicate your opinion on the activities effect on the different components of the participants education. *(tick one box for each statement)*

		No effect	Low effect	Moderately effect	High effect	Decisive effect	Don't know
1.1a	Self-esteem – to be oneself and to belong to the world.						
1.1b	Authenticity - to act in a genuine, spontaneous and unconstrained manner.						
1.1c	Joy of life – to be lively devoted to the world and grateful of live.						
1.2a	Self-confidence - to trust in own strengths and skills.						
1.2b	Self-determination - to trust in own judgements and to choose one's own goals.						
1.2c	Civil courage - to have the vigour and enterprise to cope with personal and social challenges.						
1.3a	General knowledge - to have an interdisciplinary overview of main areas of knowledge.						
1.3b	Self- reflection - to assess (self-) critically one's own knowledge and values.						
1.3c	Holistic view of life - to have a personal view on life, others and oneself.						
1.4a	<b>Moral sense – to possess the responsibility to ensure justice for others</b>						
1.4b	Democratic culture - to act with confidence, dialogue and mutual consideration.						
1.4c	Active citizenship - to take responsibility for the civil and social communities, you are part of						
1.5a	Aesthetic sense - to develop sensitivity and understanding of cultural and artistic qualities.						
15b	Emotional sensitiveness - to be sensitive of emotions, feelings and moods.						
1.5c	Poetic imagination - to use metaphors and imagination in interpretation and communication.						
1.6a	Integrated perception – to combine reason and emotion in a broader interpretation.						
1.6b	Integrated judgement – to combine general knowledge, moral sense and aesthetic sensitivity.						
1.6c	Versatile personality – to interact between autonomy and authenticity, control and spontaneity.						

## 8. Qualifications

The second dimension of learning is qualification (Knowledge and skills). The focus are on the following six main components of qualification:

- 2.1 General knowledge about human
- 2.2 General knowledge of culture
- 2.3 General knowledge of society
- 2.4 Special knowledge on a main topic
- 2.5 Special skills on a main topic
- 2.6 Didactics and professional ethics on a main topic

The following statements refer to the learner's possible qualification outcomes by participating in your organization's activities. Indicate your opinion on the activities effect on the different components of the participants' qualification. <i>(tick one box for each statement)</i>		No effect	Low effect	Moderately effect	High effect	Decisive effect	Don't know
2.1a	General knowledge about human behaviour, values and opportunities						
2.1b	Critical reflection on human relations and conditions						
2.1c	Valuation of human situations and relationships from a broader view of humanity						
2.2a	General knowledge about cultural conditions and values						
2.2b	Critical reflection on cultural conditions and values						
2.2c	Valuation of cultural conditions and values from a broader view of culture						
2.3a	General knowledge about social and political conditions and goals						
2.3b	Critical reflection on social and political conditions and values						
2.3c	Ability to value social and political conditions from the perspective of the common good.						
2.4a	Particular knowledge about the theory and history of the activities main subject						
2.4b	Particular knowledge about the techniques and methods of the activities main subject						
2.4c	Particular knowledge about the quality standards of the activities main subject						
2.5a	Particular skills in judging the quality of the application of the activities main subject						
2.5b	Particular skills in using the techniques and methods of the activities main subject						
2.5c	Particular skills in performance regarding the activities main subject						
2.6a	Understanding of the pedagogical aims and methods of the activities main subject						
2.6b	Understanding of the professional ethics and norms of the activities main subject						
2.6c	Insight in one's own learning styles and methods within the activities main subject						

## 9. Competence

The third dimension of learning is competence. The focus are on the following six main components of qualification:

- 3.1 Social competences
- 3.2 Communicative competences
- 3.3 Creative and innovative competences
- 3.4 Self-management competences
- 3.5 Intercultural competences
- 3.6 Learning competences

The following statements refer to the learner's possible competence outcome by participating in your organization's activities. Indicate your opinion on the activities effect on the different components of the participants' competences. <i>(tick one box for each statement)</i>		No effect	Low effect	Moderately effect	High effect	Decisive effect	Don't know
3.1a	Cooperative – to collaborate with others on common tasks						
3.1b	Responsible - to take responsibility of common challenges to be solved						
3.1c	Participatory – to involve others in solving a common goal						
3.2a	Clear and distinct - to communicate in a clear and appropriate manner						
3.2b	Context oriented – to use varied forms of communication in different situations						
3.2c	Transversal – to communicate freely in unfamiliar contexts						
3.3a	Unorthodox – to see new possibilities and find new means in solving tasks						
3.3b	Imaginative - to use intuition and imagination when solving problems						
3.3c	Innovative - to experiment and find new solutions						
3.4a	Autonomous - to be self-propelled and enterprising in different contexts						
3.4b	Entrepreneurial – to initiate and complete new tasks						
3.4c	Risk willing - to undertake a risk with assessment of own strengths and weaknesses						
3.5a	Culturally sensitive – to perceive different cultural ideas, experiences and emotions						
3.5b	Culturally flexible - to navigate in different cultural contexts						
3.5c	Cultural openness – to be open and curios in relation to other cultural values						
3.6a	Learning desire – to have motivation and joy by learning						
3.6b	Learning persistence – to overcome obstacles when following one's own learning goals						
3.6c	Learning awareness – to be conscious of one's learning style and best ways to learn						

<b>10. Priorities of learning dimensions</b>							
Above you assessed the participant's learning outcome of your organizations activities. Here you must prioritize which elements of the learning outcome you would propose your organization to promote in the future.							
Below we outline the 3 dimensions of learning, each with 6 elements, a total of 18 items. What degree of importance do you think that each element should have in your organizations future work, if you should decide?		Not important	Low importance	Moderately important	High importance	Of decisive importance	Don't know
<b>The dimension of education</b>							
1.1	Authenticity (self-esteem, spontaneity, vitality, joy of life)						
1.2	Autonomy (self-confidence, self-determination, civil courage)						
1.3	Reflexive knowledge (interdisciplinary knowledge, critical reflexion, personal view of life)						
1.4	Moral sense (ethic of reciprocity, democratic culture, active citizenship)						
1.5	Aesthetic sense (artistic sensitivity, emotional, poetic imagination)						
1.6	A whole person (integrate reason and feeling; combine knowledge, moral and aesthetic; interact control of autonomy and spontaneity of authenticity)						
<b>The dimension of qualification</b>							
2.1	Human conditions and values (knowledge, critical reflexion, valuation)						
2.2	Social conditions and values (knowledge, critical reflexion, valuation)						
2.3	Cultural conditions and values (knowledge, critical reflexion, valuation)						
2.4	Knowledge of main topic of activities (theory, methods, quality standards)						
2.5	Skills in main topic of activities assessment, application, performance)						
2.6	Didactical insight ( pedagogical methods, professional ethics, ways of self-learning)						
<b>The dimension of competences</b>							
3.1	Social competence (cooperative, responsible, involvement)						
3.2	Communicative competence (clarity, variation, confidence)						
3.3	Creative and innovative competence (unorthodox, intuitive, imaginative, experimental)						
3.4	Competence of self-management (autonomous, entrepreneurial, risk-willing)						
3.5	Intercultural competence (sensitive, flexible, openness)						
3.6	Learning competence (desire to learn, persistent, conscious of own learning style)						

## Possible comments

If you have comments or critics of the questionnaire, or want to explain your answers, you are welcome:

General comments:

Background Information, item 1:

Objectives, item 2 - 3:

Societal attitudes, item 4 - 6:

Learning profiles, item 7 - 10

**Thank you for participating in our survey**