



IMPROVING

GUIDANCE & COUNSELLING

IN ADULT LEARNING

HANDBOOK OF THE BEST PRACTICES TO MAP BACKGROUND-LEARNING PARAMETERS (ONLINE VERSION)

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Erasmus+ Programme
of the European Union





WHY | Background of this handbook

Dear reader!

This is an on-line version tool of a Handbook that has been developed in the frame of the Erasmus+ project **Improving Guidance and Counselling in Adult Learning (IGCAL)** and is a result of a consortium of four adult education institutions Työväen Akatemia (Finland), AFEdeMy, Academy on age-friendly environments in Europe B.V. (The Netherlands), Cáritas Diocesana de Coimbra (Portugal), and Ljudska univerza Celje (Slovenia).



FOR WHOM | Main target groups

Counsellors and teachers, this handbook is intended for you!

With the aim to facilitate your guidance and counselling of the learning process in adult education, we present you a set of practices for mapping background learning parameters such as recognition of prior learning, self-awareness as a learner, ability to make independent choices and evaluations, adult learners' self-esteem, self-respect, and self-efficacy, metacognitive skills, motivation, social-economic background. Each of the presented practices is divided into a group for individual or small group counselling. What is the methodology in using the specific parameter, when to use it and for which target group? We explain this to you in further reading.



WHAT, WHEN, WHERE | Use parameters & practices

You're probably wondering why you would even use this online tool and how it can help you with your work?

The tool is an online version of the Handbook, which was built based on the best guidance and counselling practices in adult learning, to map background-learning parameters, collected by the consortium. The practices of the online tool will encourage adult learners to self-reflection and facilitate sharing their thoughts with educators, and thus help them to overcome the barriers to learning and studying.

We have tried them in different institutions and different countries. We were satisfied with the results. We present you with the options.

If you want to find out for whom, when, where and why to use a certain parameter or practice, please go to the next sections.



WHY | Background of this handbook

BRIEF SUMMARY

Improving Guidance and Counselling in Adult Learning (IGCAL) is a project funded by European Commission Erasmus+ Program, KA204 – Strategic Partnership for adult education. **Project goal** was to increase the quality of adult education with an emphasis on counselling in the process of lifelong learning. **The aim was** to develop a pedagogical tool to map background learning parameters of adult learners, to expand and develop the skills of counsellors (as tutor/teachers/trainers/educators/social work technicians, psychologists, among others, depending on the context) who support these adult learners and, therefore, break new ground of lifelong guidance and counselling.

PARTNERS

The project was a cooperation between four adult education institutions:

- Työväen Akatemia (Finland)
- AFEdeMy, Academy on age-friendly environments in Europe, B.V. (The Netherlands)
- Cáritas Diocesana de Coimbra (Portugal)
- Public institution for adult education Celje (Slovenia)

METHODOLOGY

The pedagogical tool will have elements and practices to map adult learners' background learning parameters such as:

- Recognition of prior learning
- Self-awareness as a learner
- Ability to make independent choices and evaluations
- Adult learners' self-esteem, self-respect, and self-efficacy
- Metacognitive skills
- Motivation
- Social economic background



THEORETICAL PART

Guidance and counselling in adult learning (REFERENCES ARE MISSING)

According to the Eurostat glossary (2019), **adult learning** means “the participation of adults in lifelong learning”, usually after the end of initial education. Lifelong learning refers to all learning activities undertaken throughout life with the aim of improving knowledge, skills and competences, within personal, civic, social or employment-related perspectives.

According to the EU Resolution of the Council of 21st November 2008, guidance “is an ongoing process that enables citizens of all ages and throughout their lives to identify their skills, competences and interests, to make education, training and employment decisions and manage their life course in education, training, work and other contexts.” In fact, guidance and counselling in adult education has several functions (Krasovec, 2011):

- Learn about personal characteristics, interests, and capabilities
- Learn new habits and motivations
- Inform about education offers
- Help to achieve objectives linked to education as well as personal and professional path
- Orientation to overcome various obstacles that appear during the education process
- Support in learning and educational technologies and development of methods and techniques for efficient learning
- Recognition of prior learning

FOR WHOM | Main target groups

Presented practices for mapping background learning parameters can be used for different target groups: young adults (20-25 years), adults (over 25 years), adults (over 50 years old), younger older adults (65-79 years), very old adults (over 80 years old) and vulnerable groups such as migrants, the long-term unemployed former prisoners, people with special needs. See more details below.

We have tried them the suggested practices for all these groups. Try and see if they suit you too!



TARGET GROUPS

It is necessary to know the characteristics of specific groups of adult learners, such as their cultural and socioeconomic situation and prior learning, along with other background learning parameters, to plan and implement appropriate educational opportunities for them.

The pedagogical tool can be used for different target groups:

- **Young adults (20-25 years)** are, according to Loevinger's theory of development, at the so-called stage of self-awareness, which includes development as an individual and the acceptance of differences; this manifests itself as, amongst other things, the renunciation of traditional roles and protection mechanisms. Self-reliance is built through interaction with peers of the same age.
- **Adults (over 25 years)** retain all the diversity they bring from their childhood and adolescence into adulthood, but the diversity is still increasing or changing, just as the roles and tasks of adults in different periods of life. All this influences and determines the needs of adults for further education and learning, as well as their possibilities, abilities and concrete paths of education and learning.
- **Adults (over 50 years old)** : older people are usually more committed to their education, have lifelong experiences that they can share with others, and generally, they are intensively involved in the educational process.;
- **Younger older adults (65-79)**: Looking at the general sketch of older adults, lifelong learning at older age (65+) could contain the following elements:
 1. Digital skills development, to remain connected to others
 2. Catch up or second chance education: learning a new language or other fields of interest, such as history, philosophy, political science. To compensate what has been missed in earlier life and can be caught up after retirement.
 3. Hobbies training and after retirement training: what to do with empty days and empty nests. Flower arranging, mindfulness, yoga, painting, and biography writing are some examples.
 4. Old-age learning: how to deal with losses (spouse or wife, friends, but also loss of mental or physical strength), how to deal with illnesses.
- **Very old adults (80+)** many of them suffer from chronic diseases (3/4 has multiple chronic diseases, such as heart or lung diseases, diabetes, dementia) or incidentally face mobility issues.
- **The vulnerable groups** such as migrants, the long-term unemployed, former prisoners, those in preparations of release, and people with special needs. The problems of these groups are reflected in unemployment, low education, homelessness and, consequently, further exclusion from society. Vulnerability can stem from physical characteristics, it can stem from social, economic, political, and cultural factors, from current conflicts, and so on.



WHAT, WHEN, WHERE | Use parameters & practices

In front of you are the background learning parameters, the use of which will be described in detail below. They are the basis for understanding an individual's educational path in adult learning, which is of great help to counsellors/teachers in planning and implementing the learning process. Some of them can be used at the beginning of an education, others in the middle of the process. These are the parameters to background learning:

Figure 1: Parameters to map background learning



There are two types of practices for each parameter: practices suitable for individual guidance and counselling and suitable for working in small groups.

The practices will get better results in a private (individual) or semi-private (a small group) discussion with a student and a counsellor or teacher. In some cases, there are practices that are suitable for both individual and small group activities. Counselling needs trust between the partners and it should be given at the right moment.



Recognition of prior learning (RPL)

One of the most initial learning parameters in adult education to map is a Recognition of prior learning. Use it at the beginning of the education process. It can be used in individual or group counseling.

Recognition of prior learning is even more important to adult learners than to other students; the adult learner has gained both formal and non-formal education from prior education and other experiences. The recognition of prior learning (RPL) describes a process used to evaluate skills and knowledge gained through life outside of formal education and training, for the purpose of recognising life achievements against a given set of standards or learning outcomes. All the knowledge, skills and behaviours set out in the standard should be considered in reviewing the prior learning of the learner and RPL should be a part of the learner eligibility assessment (GOV.UK, 2019). In recognising prior learning, the following should be considered:

- Work experience;
- Prior education, training or associated qualification(s) in a related sector/subject/area;
- Any previous apprenticeship undertaken.



INDIVIDUAL

**Suitable practices for
individual guidance &
counselling**



SMALL GROUP

**Suitable practices for
working in small groups**



Recognition of prior learning (RPL)



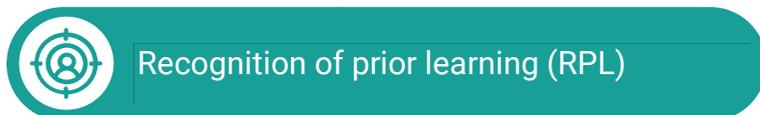
<p>WHAT Short name/Introduction of the practice</p>	<p>Recognition of prior learning</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults/Adults (over 18 years) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Recognition of prior learning is even more important to adult learners than to other learners because of prior education and life lived. The adult learner has gained both formal and non-formal education. In this way, recognition of prior learning can increase self-esteem and self-confidence and help with career development and planning. It has real value in recognising and promoting lifelong learning and society's needs for an appropriately skilled and capable workforce (The Opening University, 2020)¹.</p>
<p>WHEN When to use this practice?</p>	<p>At the beginning of a guidance and counselling process and it can be used in an individual session or adapted to small group sessions.</p>
<p>EXPERIENCE Sharing the experience (from the partner point of view)</p>	<p>In guidance and counselling in adult learning there are specific instruments, methodologies and activities that support the whole guidance process, to help create or develop specific ways of matching skills and life experiences with study and work activities. The shared questions are used in the recognition of prior learning data collection.</p>

¹ THE OPEN UNIVERSITY (2020). *Recognition of Prior Learning*. [Online] Available from: <http://www.open.ac.uk/cicp/main/recognition-prior-learning>. [Accessed: 6th March 2020]



<p>DESCRIPTION Detailed description of the practice</p>	<p>These questions are used in the first phases of the guidance and counselling process in an individual interview or adapted to small group sessions, usually in the initial assessment. The purpose is to gather information on the adult learner's profile, their prior education and training as well as work or occupational experience.</p>
<p>USE</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="584 368 1003 491" style="background-color: #008080; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD editable version (WORD)</p> </div> <div data-bbox="1021 368 1440 491" style="background-color: #008080; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD printable version (PDF)</p> </div> </div>
<p>WHAT NOW What to do now with the results</p>	<p>Based on the individual/group session(s), the counsellor should schedule the following session(s) and give indications about all the documents and information(s) that the adult learner must gather. This schedule also aims to hold the adult learner accountable for the registration process and make them aware of the importance of attending the next session(s).</p>

Go back to selection of options for



Go back to the selection of parameters in





Recognition of prior learning (RPL)



The construction of the **portfolio**² is an important resource and it should begin with the collection of official evidence, for recognition of prior learning, personal data, and/or other documentation that is considered relevant for the definition of the profile of the candidate, considering the following topics:

- Sex and age
- Education level
- Current professional situation
- Reasons for enrolment
- Expectations/Interests
- Education/Training courses
- Work experience
- Skills acquired through formal, non-formal, informal learning experiences
- Life context
- Assessment of accessibility
- Availability for learning/pursuing studies
- Availability to seek voluntary work, internships, student exchange programmes, professional mobility.

² ANQEP - AGÊNCIA NACIONAL PARA A QUALIFICAÇÃO E O ENSINO PROFISSIONAL (2017). *Lifelong Guidance at the Qualifica Centres: Methodological Guide*. [Online] Available from: https://anqep.gov.pt/np4/file/339/Ori_Longo_Vida_GM.pdf [Accessed: 15th January 2020]



<p>WHAT Short name/Introduction of the practice</p>	<p>Recognition of prior learning</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults/Adults (over 18 years) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Recognition of prior learning is even more important to adult learners than to other learners because of prior education and life lived. The adult learner has gained both formal and non-formal education. In this way, recognition of prior learning can increase self-esteem and self-confidence and help with career development and planning. It has real value in recognising and promoting lifelong learning and society's needs for an appropriately skilled and capable workforce (The Opening University, 2020)³.</p>
<p>WHEN When to use this practice?</p>	<p>At the beginning of a guidance and counselling process and it can be used in small group sessions.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>In guidance and counselling in adult learning there are specific instruments, methodologies and activities that support the whole guidance process, to help create or develop specific ways of matching skills and life experiences with study and work activities. The shared examples are used in the recognition of prior learning data collection.</p>
<p>DESCRIPTION Detailed description of the practice</p>	<p>The construction of the portfolio⁴ is an important resource, and it should begin with the collection of official evidence, for recognition of prior learning, personal data, and/or other documentation that is considered relevant for the definition of the profile of the adult learner. Thus, the topics can be used to build a questionnaire to be answered autonomously by the adult</p>

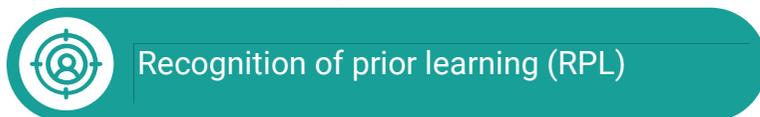
³ THE OPEN UNIVERSITY (2020). *Recognition of Prior Learning*. [Online] Available from: <http://www.open.ac.uk/cicp/main/recognition-prior-learning>. [Accessed: 6th March 2020]

⁴ ANQEP - AGÊNCIA NACIONAL PARA A QUALIFICAÇÃO E O ENSINO PROFISSIONAL (2017). *Lifelong Guidance at the Qualifica Centres: Methodological Guide*. [Online] Available from: https://anqep.gov.pt/np4/file/339/Ori_Longo_Vida_GM.pdf. [Accessed: 15th January 2020]



	<p>learner or in a semi-structured interview to collect information and foster dialogue, to build a personal education plan for the adult learners before enrolling in formal or non-formal education training courses.</p>
<p>USE</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="584 316 1003 440" style="background-color: #00838f; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD editable version (WORD)</p> </div> <div data-bbox="1021 316 1440 440" style="background-color: #00838f; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD printable version (PDF)</p> </div> </div>
<p>WHAT NOW What to do now with the results</p>	<p>Based on the results of the small group session(s), the counsellor should schedule the following session(s) and give indications about all the documents and information(s) that the adult learners must gather. This schedule also aims to hold the adult learners accountable for the registration process and make them aware of the importance of attending the next session(s).</p>

Go back to selection of options for



Go back to the selection of parameters in





Self-awareness as a learner

How does the adult see himself as a learner? This parameter helps focus our intention on ourselves. If used helps us to become self-conscious as objective evaluators of ourselves. It's more suitable to use it in a face-to-face discussion with a counsellor or a teacher. These are the examples used in individual counselling practice.

If you want to make such a discussion in a small group, try the SWOT analysis. It provides helpful baseline information for a group that wants to vision the future or analyse a problem. We try it, it suits us. Try if it suits your work too.



INDIVIDUAL

Suitable practices for
individual guidance &
counselling



SMALL GROUP

Suitable practices for
working in small groups



Self-awareness as a learner



<p>WHAT Short name/Introduction of the practice</p>	<p>Self-awareness as a learner The following questions were adapted from the practice Opiskelun taitokartta, developed in the University of Turku⁵</p>
<p>TYPE</p>	<p>Questionnaire / Likert (L) or normal questionnaire (QUEST)</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults Adults (over 25 years) Adults (over 50 years old) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Self-awareness as a learner is a state of attention on our self. It is often expected that the adult learner has sufficient self-guidance skills to take responsibility for their own learning. This is not however always the case. Self-awareness as a learner has been formed through all other learning experiences. Through reflection, it is possible to acquire new perspectives to gain a more complete understanding of changing circumstances. Recognition of the barriers to adult learning improves learning results. The individual gains greater self-awareness regarding learning, which helps them to control and direct the learning process. Knowing the strengths and weaknesses of personal learning style makes learning much easier and effective which increases motivation and better planning of adult learners' studies.</p>
<p>WHEN When to use this practice?</p>	<p>In adults, the connection between learning success and self-esteem is very strong, so it is important that the learners properly interpret learning experiences and achievements and experiences success as often as possible in learning process.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>Extending self-mirroring to the learning process increases motivation and better planning of adult learners' studies. Sometimes it is hard for the learner to produce text to open questions. To avoid this, there could be a list of statements, and the learner answers Likert scale questions, with the following range of options: never, sometimes, usually, and always.</p>

⁵ KLEMOLA, U., IKÄHEIMO, H. & HÄMÄLÄINEN, T. (2019). *OHO-opas opiskelukykyä, hyvinvointia ja osallisuutta korkeakouluihin*. [Online] Available from: <https://ohohanke.fi/wp-content/uploads/2020/04/OHO-opas-1.pdf>. [Accessed: 20th February 2021]



<p>DESCRIPTION Detailed description of the practice</p>	<p>Practice suitable for individual guidance & counselling: the adult learner answers Likert scale questions, with the following range of options: never, sometimes, usually, always.</p> <p>Practice suitable for working in small group: A list of statements is available for each adult learner either on slide or on paper. Adult learners choose the statements that best describes them. Afterwards the whole group thinks how to improve learning skills.</p>
<p>USE</p>	<p>DOWNLOAD (L) editable version (WORD) DOWNLOAD (L) printable version (PDF) DOWNLOAD (QUEST) editable version (WORD) DOWNLOAD (QUEST) printable version (PDF)</p>
<p>WHAT NOW What to do now with the results (suggestion for further activity)</p>	<p>The list of Likert scaled statements serves as a base for the conversation in a private face-to-face meeting with a counsellor (½ h).</p>



<p>WHAT Short name/Introduction of the practice</p>	<p>Self-awareness as a learner</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults/Adults (over 18 years) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Through reflection, it is possible to acquire new perspectives to gain a more complete understanding of changing circumstances. Self-awareness is the ability to understand our own emotions and their effects on our performance (Goleman, 2019)⁶. It allows adult learners to have an accurate sense of their strengths and limitations, which gives a realistic self-confidence. It also gives clarity on the values and sense of purpose, so adult learners can be more decisive when must set a course of action.</p>
<p>WHEN When to use this practice?</p>	<p>At the beginning of a guidance and counselling process in individual session(s).</p>
<p>EXPERIENCE Sharing the experience</p>	<p>In guidance and counselling in adult learning there are specific instruments, methodologies and activities that support the whole guidance process, to help create or develop specific ways of matching skills and life experiences with study and work activities. The questions are part of institutional questionnaires for analysis/evaluation of the previous and current educational path, professional experience, motivation, skills and interest and the individual career project. Usually, these questionnaires are used in different services that make the referral to training courses or professional insertion offices, among others.</p>
<p>DESCRIPTION</p>	<p>These questions are used to collect information about the training/formation path, professional experience, motivation, skills and interest and the individual career project.</p>

⁶ GOLEMAN, D. (2019). *What is emotional self-awareness?*. [Online] Korn Ferry Institute. Available from: <https://www.kornferry.com/insights/articles/what-is-emotional-self-awareness-2019>. [Accessed: 2nd March 2020]



Detailed description of the practice	
USE	<div data-bbox="584 316 1003 440">DOWNLOAD editable version (WORD)</div> <div data-bbox="1021 316 1440 440">DOWNLOAD printable version (PDF)</div>
WHAT NOW What to do now with the results	Based on the results, the counsellor can schedule the following session(s) with the adult learner to identify and analyse, for example, negative experiences and insecurities about personal abilities and/or ability to successfully complete education.

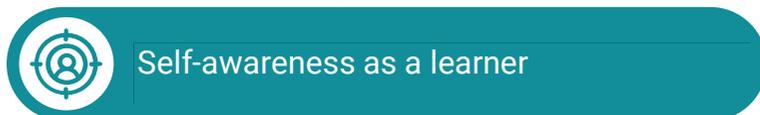


<p>WHAT Short name/Introduction of the practice</p>	<p>Self-awareness as a learner</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Adults (over 25 years) Adults (over 50 years old) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Self-awareness as a learner is a state of attention on our self. It is often expected that the adult learner has sufficient self-guidance skills to take responsibility for their own learning. This is not however always the case. Self-awareness as a learner has been formed through all other learning experiences. Through reflection, it is possible to acquire new perspectives to gain a more complete understanding of changing circumstances. Extending self-mirroring to the learning process increases motivation and better planning of adult learners' studies. Recognition of the barriers to adult learning improves learning results. The individual gains greater self-awareness regarding learning, which helps him to control and direct the learning process. Knowing the strengths and weaknesses of his learning style, he can guide himself to improve it and makes his learning much easier and effective which increases motivation and better planning of adult learners' studies.</p>
<p>WHEN When to use this practice?</p>	<p>At the beginning of an educational process in an individual interview or in small group discussion.</p>
<p>EXPERIENCE</p>	<p>Experience has shown that these questions encouraged participants to be more self-aware about learning.</p>
<p>DESCRIPTION Detailed description of the practice</p>	<p>The questions are used in the first phases of the orientation process in an individual interview or in small group discussion. It is very important that the counsellor leads the questions resolution process, so that the adult learners can become aware of their own way of learning. The counsellor can also assess the individual's learning self-image. Based on the results, the individual gains greater self-awareness regarding learning, which helps him to control and direct the learning process.</p>



USE	DOWNLOAD editable version (WORD)	DOWNLOAD printable version (PDF)
WHAT NOW What to do now with the results (suggestion for further activity)	Based on the results, the counselling teacher can continue with individual interviews with the participants in the direction of eliminating the perceived learning difficulties.	

Go back to selection of options for



Go back to the selection of parameters in





Self-awareness as a learner



WHAT Short name/Introduction of the practice	Self-awareness as a learner
TYPE	Questionnaire
FOR WHOM For whom and when to use each of the practices?	Young adults/Adults (over 18 years) The vulnerable groups
WHY Benefits and purposes	<p>Through reflection, it is possible to acquire new perspectives to gain a more complete understanding of changing circumstances. Self-awareness is the ability to understand our own emotions and their effects on our performance (Goleman, 2019)⁷. It allows adult learners to have an accurate sense of their strengths and limitations, which gives a realistic self-confidence. It also gives clarity on the values and sense of purpose, so adult learners can be more decisive when must set a course of action. A SWOT (an acronym for strengths, weaknesses, opportunities, and threats) analysis is a simple tool to assist faculty to initiate meaningful change in a program and to use the data for program improvement. It provides helpful baseline information for a group that wants to vision the future or analyse a problem. The attractions of the SWOT analysis, according to Valkanos <i>et al.</i> (2009)⁸, are that this technique is familiar and easily understandable by users, and it provides a good structuring device for sorting out ideas about the future and the ability to exploit that future.</p>
WHEN When to use this practice?	At the beginning of a guidance and counselling process, in group session(s). In some cases, this is a tool that requests some guidance and help to answer from the counsellor, so it is also used in individual sessions, where there is more time to reflect on the task.

⁷ GOLEMAN, D. (2019). *What is emotional self-awareness?*. [Online] Korn Ferry Institute. Available from: <https://www.kornferry.com/insights/articles/what-is-emotional-self-awareness-2019>. [Accessed: 2nd March 2020]

⁸ VALKANOS, E. et al (2009). *The importance of SWOT Analysis for educational units that belong to the field of Vocational Education and Training: The case of the State Institute (IEK) of Epanomi in Thessaloniki, Greece.* [Online] Available from: <https://pdfs.semanticscholar.org/eb4b/636926470ba0f10bf8104a7ad209b4c7195c.pdf>. [Accessed: 16th March 2020]



<p>EXPERIENCE Sharing the experience</p>	<p>In guidance and counselling in adult learning there are specific instruments, methodologies and activities that support the whole guidance process, to help create or develop specific ways of matching skills and life experiences with study and work activities. The questions are part of institutional questionnaires for analysis/evaluation of the previous and current educational path, professional experience, motivation, skills and interest and the individual career project. Usually, these questionnaires are used in different services that make the referral to training courses or professional insertion offices, among others.</p>
<p>DESCRIPTION Detailed description of the practice</p>	<p>The SWOT analysis tool is used for small groups activities to identify the strengths, weaknesses, opportunities, and threats related to the learning experiences, to easily reflect and measure about the internal and external influences. It can be used for different purposes but specially for referral to training courses or professional insertion offices.</p>
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<p>WHAT NOW What to do now with the results</p>	<p>Based on the results, the counsellor can schedule the following session(s) with the adult learner to identify and analyse, for example, negative experiences and insecurities about personal abilities and/or ability to successfully complete education.</p>

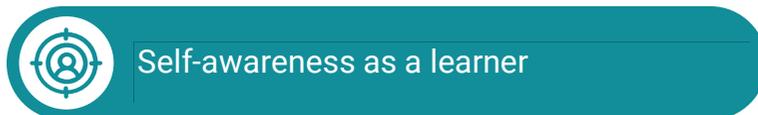


<p>WHAT Short name/Introduction of the practice</p>	<p>Self-awareness as a learner SWOT analysis SWOT is an acronym for strengths, weaknesses, opportunities, and threats. A SWOT analysis is a simple tool to provide helpful baseline information for an adult learner who wants to vision the future and analyse possible learning obstacles.</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults Adults (over 25 years) Adults (over 50 years old) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Self-awareness as a learner is a state of attention on our self. It is often expected that the adult learner has sufficient self-guidance skills to take responsibility for their own learning. This is not however always the case. Self-awareness as a learner has been formed through all other learning experiences. Through reflection, it is possible to acquire new perspectives to gain a more complete understanding of changing circumstances. Extending self-mirroring to the learning process increases motivation and better planning of adult learners' studies. Recognition of the barriers to adult learning improves learning results. The individual gains greater self-awareness regarding learning, which helps him to control and direct the learning process. Knowing the strengths and weaknesses of his learning style, he can guide himself to improve it and makes his learning much easier and effective which increases motivation and better planning of adult learners' studies.</p>
<p>WHEN When to use this practice?</p>	<p>At the beginning of an educational process in a group discussion.</p>



<p>EXPERIENCE Sharing the experience</p>	<p>The attractions of SWOT Analysis are that this technique is familiar and easily understandable by users and it provides a good structuring device for sorting out ideas about the future and the ability to exploit that future.</p> <p>A counselling teacher of adults: The students seem very capable of self-reflection on these in writing.</p>
<p>DESCRIPTION Detailed description of the practice</p>	<p>An empty SWOT-form is shown on slide and for each learner on paper in front. A study counsellor opens a conversation of possible strengths, weaknesses, opportunities, and threats of learning. Then each learner writes in a SWOT-form the statements that best describes their own situation.</p> <p>Afterwards, each group shares their thoughts, observations, and ideas of how to improve learning skills with the rest. Especially threats and opportunities easily open to a discussion in a group.</p>
<p>USE</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="584 659 1003 783" style="background-color: #008080; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD editable version (WORD)</p> </div> <div data-bbox="1021 659 1440 783" style="background-color: #008080; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD printable version (PDF)</p> </div> </div>
<p>WHAT NOW What to do now with the results</p>	<p>A SWOT-form can easily serve later as a base for the conversation in a private face-to-face –meeting with a counsellor (½ h).</p>

Go back to selection of options for



Go back to the selection of parameters in





Ability to make independent choices and evaluations

We used these questionnaires to map Factors of self-awareness that are obtained by encouraging self-reflection of adult learners and to facilitate sharing their thoughts with counsellors or teachers.

With them, you can measure the ability to make independent choices and evaluations, self-esteem, self-respect, and self-efficacy. Use it in a private discussion. It is not always true that adult learners have sufficient self-guidance skills to take responsibility for their learning. The counsellor has a very important role in making this plan for a learner.



INDIVIDUAL

Suitable practices for
individual guidance &
counselling



SMALL GROUP

Suitable practices for
working in small groups



Ability to make independent choices and evaluations



<p>WHAT Short name/Introduction of the practice</p>	<p>Ability to make independent choices and evaluations</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<ul style="list-style-type: none"> • Young adults • Adults (over 25 years) • Adults (over 50 years old) • The vulnerable groups
<p>WHY Benefits and purposes</p>	<p>To help adult learners to develop the capacity to make choices for themselves, counsellors need to help them to understand their learning interests, dispositions to be active and autonomous learners and capacities or strengths in various content or skill areas. These learner-centred practices include counsellors showing students how to make learning choices and monitor the positive and negative consequences of their choices.</p>
<p>WHEN When to use this practice?</p>	<p>At the beginning of an adult education. / Whenever there are difficulties in facing deadlines.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>By addressing student learning needs and negative behaviours from a place of trust and positive relationships, adult learners are better able to make good choices during learning as well as outside the classroom.</p>



DESCRIPTION

Detailed description of
the practice

The questions to use in a private face-to-face meeting with a counsellor (½ h). It is often expected that the adult learners have sufficient self-guidance skills to take responsibility for their own learning. This is, however, not always the case. It is possible to divide the responsibility: for example, by the counsellor setting timelines for study tasks.

USE

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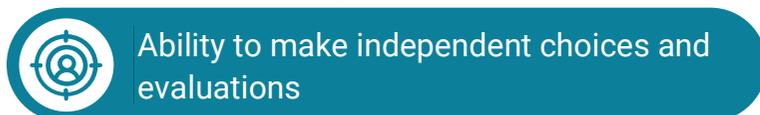
<p>WHAT Short name/Introduction of the practice</p>	<p>Ability to make independent choices and evaluations</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults/Adults (over 18 years) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Counsellors can guide adult learners to better understand their learning interests, dispositions to be active and autonomous learners, the individual capacities or strengths in different areas and help to develop the ability to make independent choices and evaluations. These learner-centred practices include counsellors showing students how to make learning choices and monitor the positive and negative consequences of their choices. Encouraging adult learners' self-reflection and facilitating the sharing of thoughts with counsellors will help to overcome some barriers to learning and studying.</p>
<p>WHEN When to use this practice?</p>	<p>At the beginning of a guidance and counselling process, for a first analysis and, after that, in different moments of the guidance and counselling process to monitor the adult learner's progress and needs. It is usually used in individual session(s).</p>
<p>EXPERIENCE Sharing the experience</p>	<p>The questions are part of CEARTE's Qualifica Centre⁹ profile survey with the aim to collect information about the training/formation path, professional experience, motivation, skills and interest and the individual career project. It can be autonomously completed by the adult learner.</p>
<p>DESCRIPTION Detailed description of the practice</p>	<p>These questions are used to collect information about the training/formation path, professional experience, motivation, skills and interest and the individual career project (understand how each adult learner perceives how the training/process will contribute to their career path).</p>

⁹ CEARTE – CENTRO DE FORMAÇÃO PROFISSIONAL PARA O ARTESANATO E O PATRIMÓNIO. [Online] Available from: <https://www.cearte.pt/>. [Accessed: 20th January 2020]



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WHAT NOW What to do now with the results	The counsellor can schedule the following session(s) with the adult learners to explore the results of the questionnaire and understand how each adult learner perceives how the training/process will contribute to their career path.	

Go back to selection of options for



Go back to the selection of parameters in





Ability to make independent choices and evaluations



<p>WHAT Short name/Introduction of the practice</p>	<p>Ability to make independent choices and evaluations</p>
<p>TYPE</p>	<p>Discussion Topics / Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<ul style="list-style-type: none"> • Young adults • Adults (over 25 years) • Adults (over 50 years old) • The vulnerable groups
<p>WHY Benefits and purposes</p>	<p>To help adult learners to develop the capacity to make choices for themselves, and to help them to understand their learning interests, dispositions to be active and autonomous learners and capacities or strengths in various content or skill areas. These learner-centred practices include counsellors showing students how to make learning choices and monitor the positive and negative consequences of their choices.</p>
<p>WHEN When to use this practice?</p>	<p>At the beginning of an adult education. / Whenever there are difficulties in facing deadlines.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>By addressing adult learner learning needs and negative behaviours from a place of trust and positive relationships, adult learners are better able to make good choices during learning as well as outside the classroom.</p>
<p>TESTIMONIALS Short name/Introduction</p>	



of the practice	
IMAGES	
DESCRIPTION Detailed description of the practice	A list of open questions is available for each adult learner either on slide or on paper. A group of 3 – 5 adult learners discuss of them 15 minutes. Afterwards, each group shares their thoughts, observations, and ideas.
USE	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="584 507 1003 635" style="border: 1px solid #00728f; border-radius: 10px; padding: 10px; text-align: center; width: 150px;"> <p style="margin: 0;">DOWNLOAD editable version (WORD)</p> </div> <div data-bbox="1021 507 1440 635" style="border: 1px solid #00728f; border-radius: 10px; padding: 10px; text-align: center; width: 150px;"> <p style="margin: 0;">DOWNLOAD printable version (PDF)</p> </div> </div>
WHAT NOW What to do now with the results	

Go back to selection of options for



Ability to make independent choices and evaluations

Go back to the selection of parameters in



Figure 1



Adult learners' self-esteem, self-respect and self-efficacy

Extending self-mirroring to the learning process increases motivation and better planning of adult learners' studies. Don't you agree? Try to use these questionnaires, suitable for individual or group counselling, for learners to gain a more complete understanding through reflection. You can use it at the beginning (T13) or at the later stages of an educational process (T14). And you know what? These results can help learners to become more effective and consequently more confident. Try it.



INDIVIDUAL

Suitable practices for
individual guidance &
counselling



SMALL GROUP

Suitable practices for
working in small groups



Adult learners' self-esteem, self-respect and self-efficacy



<p>WHAT Short name/Introduction of the practice</p>	<p>Adult learners' self-esteem, self-respect, and self-efficacy</p>
<p>TYPE</p>	<p>Workshop</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<ul style="list-style-type: none"> • Young adults • Adults (over 25 years) • Adults (over 50 years old) • The vulnerable groups
<p>WHY Benefits and purposes</p>	<p>Academic self-concept is the perception and evaluation that the students have or do about their academic abilities. This self-concept is one of the most important variables in the academic domain because it directly affects learning processes, such as academic achievement and expectations.</p>
<p>WHEN When to use this practice?</p>	<p>At the start of adult learning</p>
<p>EXPERIENCE Sharing the experience</p>	<p>Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. They include cognitive, motivational, affective and selection processes. The level of self-efficacy refers to its dependence on the difficulty of a particular task.</p>
<p>DESCRIPTION Detailed description of the practice</p>	<p>At the start of adult learning, a counselling teacher gives first theoretical background to the academic self-concept, including idea of self-efficacy and a presentation of different study methods and learning styles. Then the learners discuss in pairs or small groups about these topics. Afterwards, each group might share their thoughts, observations, and ideas with the rest.</p>



USE

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WHAT NOW

What to do now with the
results

Afterwards, each group might share their thoughts, observations, and ideas with the rest.



<p>WHAT Short name/Introduction of the practice</p>	<p>Adult learners' self-esteem, self-respect and self-efficacy</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults/Adults (over 18 years) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Develop the adult learners' self-esteem, self-respect and self-efficacy can help to analyse the different capabilities to produce designated levels of performance, that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Raised self-esteem and confidence are seen as outcomes of participating in learning.</p>
<p>WHEN When to use this practice?</p>	<p>It is a practice that can be used throughout the guidance and orientation process. It is usually used in individual sessions.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>These questions are part of CEARTE's Qualifica Centre¹⁰ profile survey with the aim to collect information about the training/formation path, professional experience, motivation, skills and interest and the individual career project. The questions can be autonomously completed by the adult learner.</p>
<p>DESCRIPTION Detailed description of the practice</p>	<p>These questions are used to collect information about the training/formation path, professional experience, motivation, skills and interest and the individual career project (understand how each adult learner perceives how the training/process will contribute to their career path).</p>
<p>USE</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="582 1270 1003 1394" style="background-color: #0056b3; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD editable version (WORD)</p> </div> <div data-bbox="1021 1270 1442 1394" style="background-color: #0056b3; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD printable version (PDF)</p> </div> </div>

¹⁰ ¹⁰ CEARTE – CENTRO DE FORMAÇÃO PROFISSIONAL PARA O ARTESANATO E O PATRIMÓNIO. [Online] Available from: <https://www.cearte.pt/>. [Accessed: 20th January 2020]



WHAT NOW

What to do now with the results

The counsellor can schedule different sessions to explore the results of this practice, throughout all the guidance and orientation process. It can be extremely useful to analyse and explore the adult learners' perceptions and guide/transform their self-knowledge concept.



<p>WHAT Short name/Introduction of the practice</p>	<p>Adult learners' self-esteem, self-respect and self-efficacy</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Adults (over 25 years) Adults (over 50 years old) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Self-concept is the perception and evaluation that the students have or do about their abilities. This self-concept is one of the most important variables because it directly affects learning processes, such as academic achievement and expectations. Self-awareness as a learner has been formed through all other learning experiences ... Recognition of the barriers to adult learning improves learning results and that is why the counselling teacher has a very important role in overcoming negative patterns that have developed from bad learning experiences.</p> <p>Self-efficacy beliefs determine how people feel, think, motivate themselves and behave.</p> <p>We can define Self-esteem by how much value people place on themselves.</p> <p>Sufficient self-esteem can overcome the fears of learning. Sufficient self-respect makes it possible for the adult learner to try out new things and to see challenges positively.</p>
<p>WHEN When to use this practice?</p>	<p>At the beginning of an educational process in an individual interview (QUEST). In the later stages of the educational process (Likert).</p>
<p>EXPERIENCE Sharing the experience (from the partner point of view)</p>	<p>Experience has shown that these questions encourage participants to become aware of the attitude they have towards themselves regarding learning and education. The counselling teacher also plays an important role in helping to raise awareness and overcome bad learning experiences.</p>



<p>DESCRIPTION Detailed description of the practice</p>	<p>Questionnaire T13 is used in the first stages of the orientation process in an individual interview. It is very important that the counsellor leads the process of resolving issues so that adult participants can be aware of the attitude they have towards themselves regarding learning and education. With the T14 questionnaire, the counsellor can also assess an individual's learning self-image. Based on the results, the individual acquires a better self-image, self-esteem and self-effectiveness in learning, which helps him to control and direct the learning process. Questionnaire T14 is suitable for solving in the later stages of the educational process.</p>
<p>USE</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="584 475 913 679" style="border: 1px solid #0056b3; border-radius: 15px; padding: 10px; text-align: center; width: 20%;"> <p>DOWNLOAD (QUEST) editable version (WORD)</p> </div> <div data-bbox="920 475 1249 679" style="border: 1px solid #0056b3; border-radius: 15px; padding: 10px; text-align: center; width: 20%;"> <p>DOWNLOAD (QUEST) printable version (PDF)</p> </div> <div data-bbox="1256 475 1585 679" style="border: 1px solid #0056b3; border-radius: 15px; padding: 10px; text-align: center; width: 20%;"> <p>DOWNLOAD (Likert) editable version (WORD)</p> </div> <div data-bbox="1592 475 1921 679" style="border: 1px solid #0056b3; border-radius: 15px; padding: 10px; text-align: center; width: 20%;"> <p>DOWNLOAD (Likert) printable version (WORD)</p> </div> </div>
<p>WHAT NOW What to do now with the results</p>	<p>Based on the results, the individual gains a greater awareness of the relationship he or she has to himself or herself regarding learning and education. With greater awareness and with the help of the counselling teacher, he can transform patterns of thinking and acting, which can help him become more effective and consequently more confident.</p>

Go back to selection of options for



Adult learners' self-esteem, self-respect and self-efficacy

Go back to the selection of parameters in



Figure 1



Adult learners' self-esteem, self-respect and self-efficacy



<p>WHAT Short name/Introduction of the practice</p>	<p>Adult learners' self-esteem, self-respect and self-efficacy</p>
<p>TYPE</p>	<p>Discussion topics / Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<ul style="list-style-type: none"> • Young adults • Adults (over 25 years) • Adults (over 50 years old) • The vulnerable groups
<p>WHY Benefits and purposes</p>	<p>The adult learners with better self-esteem, self-respect and self-efficacy participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do those who doubt their capabilities.</p> <p>According to Bandura (1994)¹¹, "perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave." They include cognitive, motivational, affective and selection processes. The level of self-efficacy refers to its dependence on the difficulty of a particular task.</p>
<p>WHEN When to use this practice?</p>	<p>After a period in an adult education.</p>

¹¹ BANDURA, A. (1994). Self-efficacy. *Encyclopedia of human behavior*. Vol. 4, pp. 71-81. New York: Academic Press. [Online] Available from: <https://www.uky.edu/~eushe2/Bandura/Bandura1994EHB.pdf>. [Accessed: 16th March 2020]



<p>DESCRIPTION Detailed description of the practice</p>	<p>In the workshop, a counselling teacher gives first theoretical background to the academic self-concept, including idea of self-efficacy and a presentation of different study methods and learning styles. Then a list of open questions is available for each adult learner either on slide or on paper, and the learners discuss in pairs or small groups about these topics.</p> <p>Afterwards, each group might share their thoughts, observations, and ideas with the rest.</p>
<p>USE</p>	<p>DOWNLOAD editable version (WORD) DOWNLOAD printable version (PDF)</p>
<p>WHAT NOW What to do now with the results</p>	<p>Afterwards, each group might share their thoughts, observations, and ideas with the rest.</p>



<p>WHAT Short name/Introduction of the practice</p>	<p>Adult learners' self-esteem, self-respect and self-efficacy</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults/Adults (over 18 years) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Develop the adult learners' self-esteem, self-respect and self-efficacy can help to analyse the different capabilities to produce designated levels of performance, that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Raised self-esteem and confidence are seen as outcomes of participating in learning.</p>
<p>WHEN When to use this practice?</p>	<p>It is a practice that can be used throughout the guidance and orientation process. It can be used in individual and in group sessions.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>In general, this type of exercise is very useful to encourage self-reflection and critical thinking about self-knowledge. In the specific case of the learning processes, it can be extremely useful for the counsellor to analyse and explore the adult learners' perceptions and guide/transform the self-knowledge concept. It can be autonomously completed by the adult learner.</p>
<p>DESCRIPTION Detailed description of the practice</p>	<p>These questions are used to collect information about the training/formation path, professional experience, motivation, skills and interest and the individual career project (understand how each adult learner perceives how the training/process will contribute to their career path).</p>
<p>USE</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="584 1273 1003 1394" style="background-color: #0056b3; color: white; padding: 10px; border-radius: 15px; text-align: center;"> <p>DOWNLOAD editable version (WORD)</p> </div> <div data-bbox="1021 1273 1440 1394" style="background-color: #0056b3; color: white; padding: 10px; border-radius: 15px; text-align: center;"> <p>DOWNLOAD printable version (PDF)</p> </div> </div>



WHAT NOW

What to do now with the results

The counsellor can schedule different sessions to explore the results of this practice, throughout all the guidance and orientation process. It can be extremely useful to analyse and explore the adult learners' perceptions and guide/transform their self-knowledge concept.

Go back to selection of options for



Adult learners' self-esteem, self-respect and self-efficacy

Go back to the selection of parameters in



Figure 1



Metacognitive skills

It is very important that the adult learners are aware of their own cognitive abilities and to recognize them, because only then the process of improvement begins. Experience has shown that these questions encourage participants to become aware of the level of their cognitive abilities. Do you want to use them? You can use them in the first phases of the orientation process, in an individual interview or in small group. Notice, the counselling teacher should lead the interview.



INDIVIDUAL

**Suitable practices for
individual guidance &
counselling**



SMALL GROUP

**Suitable practices for
working in small groups**



Metacognitive skills



<p>WHAT Short name/Introduction of the practice</p>	<p>Metacognitive skills</p>
<p>TYPE</p>	<p>Discussion Topics (DT) / Questionnaire (QUEST)</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<ul style="list-style-type: none"> • Young adults • Adults (over 25 years) • Adults (over 50 years old) • The vulnerable groups
<p>WHY Benefits and purposes</p>	<p>Metacognition pertains to the knowledge and skills for organizing, guiding, and controlling one's own thinking, actions, and learning processes. Students with good metacognitive skills are at the helm of their own learning process, through which they can execute a learning task more effectively. The development of metacognition allows an improvement in cognitive and motivational activity and, therefore, enhances the learning process. As being learning tools in adult education, basic skills, foreign language skills, and basic digital competence, could be seen as metacognitive skills.</p>
<p>WHEN When to use this practice?</p>	<p>In each phase of the adult education process.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>It is often expected that the adult learner has sufficient self-guidance skills to take responsibility for their own learning. This is not however always the case. It is possible to divide the responsibility, for example by the teacher setting timelines for study tasks. Extending self-mirroring to the learning process permits planning of adult learners studies.</p>



DESCRIPTION

Detailed description of
the practice

Even the basic skills could be addressed as metacognitive skills in adult education, since they are elementary skills in learning. It is possible to ease adult learners' possible problems in cognitive skills by helping with study strategies. Effective learning demands that a learner can be active and finds both the activity and the subject under study of interest.

Sometimes it is hard for the learner to produce text to open questions. To avoid this, there could be a list of statements, and the learner answers Likert scale questions, with the following range of options: never, sometimes, usually, and always.

USE

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editable version
(WORD)

DOWNLOAD (QUEST)
editable version
(PDF)



<p>WHAT Short name/Introduction of the practice</p>	<p>Metacognitive skills</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults/Adults (over 18 years) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Metacognition pertains to the knowledge and skills for organizing, guiding, and controlling one's own thinking, actions, and learning processes. Students with good metacognitive skills are at the helm of their own learning process, through which they can execute a learning task more effectively. Metacognitive skills can be acquired and enhanced by instruction and training.¹²</p>
<p>WHEN When to use this practice?</p>	<p>It is a practice that can be used throughout the guidance and orientation process. It can be used in individual sessions or adapted to small groups sessions.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>In general, this type of exercise is very useful to encourage self-reflection and critical thinking about the skills and personal strategies used in different situations. In the specific case of the learning processes, it can be extremely useful for the counsellor to analyse and explore the adult learners' perceptions and guide/transform different work strategies, to promote better results and a more adequate self-knowledge.</p>
<p>DESCRIPTION Detailed description of the practice</p>	<p>The exercise can be used in a questionnaire or as a part of a small group dynamic: "The following statements relate to metacognitive skills, which are the ability to know and self-regulate cognitive processes in addition to knowing about them. To answer, you must choose the option that best applies, using a scale that varies between "never" and "always". There are no right or wrong answers.</p>

¹² TALENT EDUCATION ERASMUS+ PROJECT. *Metacognitive skills*. [Online] Available from: <http://www.talenteducation.eu/toolkitforteachers/metacognitalskills/what-are-metacognitive-skills/>. [Accessed: 16th March 2020]



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WHAT NOW

What to do now with the
results

The counsellor can schedule different sessions to analyse and explore the adult learners' perceptions and guide/transform different work strategies, to promote better results and a more adequate self-knowledge.

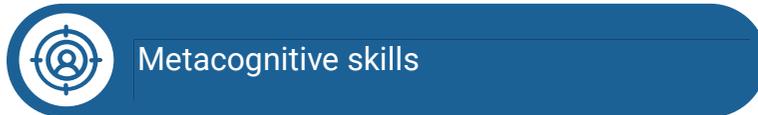


<p>WHAT Short name/Introduction of the practice</p>	<p>Metacognitive skills</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults (15–25 year Adults (over 25 years) Adults (over 50 years old) Younger older adults (65-79) Very old adults (80+) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>It is very important that the adult learners are aware of their own cognitive abilities and to recognize them, because only then the process of improvement begins. Metacognitive abilities also include awareness of one's own learning process and needs, organizing one's own learning, including effective time and information management. It also refers to what learners know about learning. For example:</p> <ul style="list-style-type: none"> - the learner's knowledge of their own cognitive abilities (e.g., "I have trouble remembering dates in history") - the learner's knowledge of tasks (e.g., "The ideas in this chapter that I'm going to read are complex") - the learner's knowledge of different strategies that are available to them and when they are appropriate to the task (e.g., "If I scan the text first it will help me to understand the overall meaning").
<p>WHEN When to use this practice?</p>	<p>At the beginning of an educational process in an individual interview or in small group discussion.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>Experience has shown that these questions encourage participants to become aware of the level of their cognitive abilities.</p>
<p>DESCRIPTION</p>	<p>Using questions from the questionnaire, the counsellors evaluate the metacognitive skills of the adult learners. The following questions may be used in the first phases of the orientation process, in an individual interview or in small group.</p>



Detailed description of the practice	<p>It is very important that the counsellor leads the questions resolution process, so that the adult learners can become aware of the level of their cognitive abilities. The counsellor can also assess the individual's learning self-image. The counsellors encourage the adult learners to become aware of the level of their cognitive abilities based on results of the questionnaire.</p>
USE	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="584 355 1003 480" style="background-color: #0056b3; color: white; padding: 10px; border-radius: 10px; text-align: center;"> DOWNLOAD editable version (WORD) </div> <div data-bbox="1021 355 1440 480" style="background-color: #0056b3; color: white; padding: 10px; border-radius: 10px; text-align: center;"> DOWNLOAD printable version (PDF) </div> </div>
WHAT NOW What to do now with the results	<p>Based on the results, the individual gains a greater awareness of learning and cognitive abilities. With greater awareness and with the help of the counselling teacher the individual can better understand their way of learning, which contributes to greater efficiency and better learning outcomes.</p>

Go back to selection of options for



Go back to the selection of parameters in





Metacognitive skills

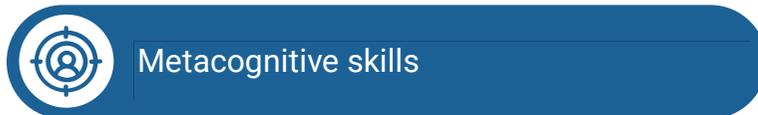


<p>WHAT Short name/Introduction of the practice</p>	<p>Reading Clinic</p>
<p>TYPE</p>	<p>Workshop</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<ul style="list-style-type: none"> • Young adults • Adults (over 25 years) • Adults (over 50 years old) • The vulnerable groups
<p>WHY Benefits and purposes</p>	<p>Metacognitive skills can be acquired and enhanced by instruction and training. The development of metacognition allows an improvement in cognitive and motivational activity and, therefore, enhances the learning process. Although related, cognition and metacognition differ cognitive skills are those needed to perform a task whereas metacognitive skills are necessary to understand how it was performed.</p>
<p>WHEN When to use this practice?</p>	<p>At the beginning of an adult education.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>In general, this type of exercise is very useful to encourage self-reflection and critical thinking. In the specific case of the learning processes, it can be extremely useful for the counsellor to analyse and explore the adult learners' perceptions and guide/transform different work strategies, to promote better results and a more adequate self-knowledge.</p>



<p>DESCRIPTION Detailed description of the practice</p>	<p>At the start of adult learning, learners read a same study text. Afterward they share their ideas of what was the main statement. If a chosen text is not too easy, the presented statements vary. That gives an opportunity to study the hierarchy of the text: what are the statements, and which are the arguments.</p> <p>Later the adult learners work in small groups, and each group must prepare a summary of certain part of the study material. The adult learners present their summaries and share them with the rest of the group, according to the timetable provided by the counsellor.</p>
<p>USE</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="584 475 1003 598" style="background-color: #0056b3; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD editable version (WORD)</p> </div> <div data-bbox="1021 475 1440 598" style="background-color: #0056b3; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD printable version (PDF)</p> </div> </div>
<p>WHAT NOW What to do now with the results</p>	<p>Later the adult learners work in small groups, and each group must prepare a summary of certain part of the study material. The adult learners present their summaries and share them with the rest of the group, according to the timetable provided by the counsellor.</p>

Go back to selection of options for



Go back to the selection of parameters in





Motivation

Motivation is always important. How to motivate the learners? We used the following questionnaires to encourage participants to complete the educational process. These are the options. Try it. You can use it at the beginning or in the middle of an educational process and is suitable for an individual or group discussion.



INDIVIDUAL

**Suitable practices for
individual guidance &
counselling**



SMALL GROUP

**Suitable practices for
working in small groups**



Motivation



<p>WHAT Short name/Introduction of the practice</p>	<p>Motivation</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<ul style="list-style-type: none"> • Young adults • Adults (over 25 years) • Adults (over 50 years old) • The vulnerable groups
<p>WHY Benefits and purposes</p>	<p>Effective learning demands that a learner can be active and finds both the activity and the subject under study of interest. Motivation for learning can be divided into internal and external. Balancing family, work and study might be hard. Connecting new to prior knowledge makes learning more effective. Extending self-mirroring to the learning process increases motivation.</p>
<p>WHEN When to use this practice?</p>	<p>After gaining some experience on the ongoing adult education.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>Motivation for learning can be divided into internal and external. Sufficient motivation makes it possible for the adult learner to try out new things and to see challenges positively, and there is no need to special strategies to face failures. On the other hand, belonging to a study group, meeting and influencing other adult learners gives better learning results.</p>



	<p>Sometimes it is hard for the learner to produce text to open questions. To avoid this, there could be a list of statements, and the learner answers Likert scale questions, with the following range of options: never, sometimes, usually, and always.</p>
DESCRIPTION Detailed description of the practice	<p>Practice suitable for individual guidance & counselling: the adult learner answers Likert scale questions, with the following range of options: never, sometimes, usually, always.</p>
USE	<p>DOWNLOAD editable version (WORD) DOWNLOAD printable version (PDF)</p>
WHAT NOW What to do now with the results	<p>A list of statements serves well as a base for the conversation in a private face-to-face meeting with a counsellor.</p>



<p>WHAT Short name/Introduction of the practice</p>	<p>Motivation</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults/Adults (over 18 years) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Lifelong learners read and learn about subjects that simply interest them. Effective learning demands that a learner can be active and finds both the activity and the subject under study of interest. Balancing family, work and study might be hard. Motivation for learning can be divided into internal and external.</p>
<p>WHEN When to use this practice?</p>	<p>It is a practice that can be used throughout the guidance and orientation process. It can be used in individual sessions or adapted to small groups sessions.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>The questions may be explored in the first phases and throughout of the orientation process, in an individual session or in small group sessions, to discover oneself and record motivations, both personal and relational skills, paths and life contexts.</p>
<p>DESCRIPTION Detailed description of the practice</p>	<p>The questions may be explored to discover oneself and record motivations, both personal and relational skills, paths, and life contexts. It allows for multiple answers, so the adult learners can identify different motivations for the learning pathway, which can be explored and deepened in the lifelong guidance and counselling process.</p>
<p>USE</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="584 1233 1003 1353" style="background-color: #0056b3; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD editable version (WORD)</p> </div> <div data-bbox="1021 1233 1440 1353" style="background-color: #0056b3; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD printable version (PDF)</p> </div> </div>



WHAT NOW

What to do now with the results

The counsellor can schedule different sessions to explore the results of this practice, throughout all the guidance and orientation process. It can be extremely useful to analyse and explore the adult learners' perceptions and guide/transform their self-knowledge concept.



<p>WHAT Short name/Introduction of the practice</p>	<p>Motivation</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults (15–25 years) Adults (over 25 years) Adults (over 50 years old) Younger older adults (65-79) Very old adults (80+) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>There are two distinct types of motivation: intrinsic and extrinsic motivation. An action is intrinsically motivated when the goal of the action is the action itself. People can be intrinsically interested in gaining knowledge, in striving for (more) competence, in playing cards, doing sports, etc... An activity is extrinsically motivated when it is instrumental for reaching a goal that is not inherently related to the activity, e.g., studying to receive a reward or to succeed in the exam or learning how to play very good tennis to become a professional and make a lot of money. Very often, however, people are both intrinsically and extrinsically motivated at the same time. Motivational problems in education are most frequently related to students' lack of intrinsic motivation. Studies showed that extrinsic rewards and other sources of extrinsic motivation may undermine intrinsic motivation and that extrinsic rewards and other external events (e.g., deadlines, surveillance, and threat of punishment) which are perceived by individuals as controlling their behaviour, are likely to undermine individuals' intrinsic motivation.</p>
<p>WHEN When to use this practice?</p>	<p>In the beginning, in the middle and towards the end of an educational process in a group discussion in an individual interview or in small group discussion.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>Experience has shown that these questions reminding participants of their goals and help them stay focused to complete the programme.</p>



<p>DESCRIPTION Detailed description of the practice</p>	<p>The questions are used in the beginning, in the middle and if needed towards the end of an educational process in a group discussion or in an individual interview. In individual counselling, the counsellor tries to help participants to stay focused by reminding them of their goals and motivate participants to finish the programme.</p>
<p>USE</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="582 367 1003 491" style="background-color: #0056b3; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD editable version (WORD)</p> </div> <div data-bbox="1019 367 1440 491" style="background-color: #0056b3; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD printable version (PDF)</p> </div> </div>
<p>WHAT NOW What to do now with the results</p>	<p>Based on the results, the individual gains greater self-esteem by finishing the programme. With the following questions the goal is to encourage adult learners to think about their own motivation for persisting in education progress. The questions prove to be quite useful during education as they enable learners to find intrinsic motivation to complete the programme.</p>

Go back to selection of options for



Go back to the selection of parameters in





Motivation



<p>WHAT Short name/Introduction of the practice</p>	<p>Motivation</p>
<p>TYPE</p>	<p>Discussion Topics / Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<ul style="list-style-type: none"> • Young adults • Adults (over 25 years) • Adults (over 50 years old) • The vulnerable groups
<p>WHY Benefits and purposes</p>	<p>Effective learning demands that a learner can be active and finds both the activity and the subject under study of interest. Motivation for learning can be divided into internal and external. Balancing family, work and study might be hard. Connecting new to prior knowledge makes learning more effective. Extending self-mirroring to the learning process increases motivation.</p>
<p>WHEN When to use this practice?</p>	<p>After gaining some experience on the ongoing adult education.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>Motivation for learning can be divided into internal and external. Sufficient motivation makes it possible for the adult learner to try out new things and to see challenges positively, and there is no need to special strategies to face failures. On the other hand, belonging to a study group, meeting and influencing other adult learners gives better learning results.</p>



<p>DESCRIPTION Detailed description of the practice</p>	<p>A list of statements is available for each adult learner either on slide or on paper. Adult learners choose the statements that best describes them. Afterwards the whole group thinks how to improve motivation and learning skills.</p>
<p>USE</p>	<p> DOWNLOAD editable version (WORD) DOWNLOAD printable version (PDF) </p>
<p>WHAT NOW What to do now with the results</p>	<p>A list of statements serves well as a base for the conversation in a private face-to-face meeting with a counsellor.</p>

Go back to selection of options for



Go back to the selection of parameters in





Social economic background

The cultural and socioeconomic background is the parameter that is usually obtained at the beginning of the educational process. We used the following questionnaire to determine which are the factors that influence the successful completion of the educational path: social status, conditions/obligations in the family, time available for education.



INDIVIDUAL

**Suitable practices for
individual guidance &
counselling**



SMALL GROUP

**Suitable practices for
working in small groups**



Social economic background



<p>WHAT Short name/Introduction of the practice</p>	<p>Cultural and socioeconomic background</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults/Adults (over 18 years) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Qualifications and competences acquired or developed throughout the adult's life are essential to adapt and develop the guidance and counselling process.</p>
<p>WHEN When to use this practice?</p>	<p>It is a practice that can be used in the beginning of the guidance and orientation process and in individual sessions.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>Based on the capitalization of the learning results already achieved and the skills acquired by the adult learner, the Qualifying Passport¹³ simulates several possible qualification paths for obtaining new qualifications and/or school and professional progression. Although this is a specific tool used in the Qualifica Centres, it can be adapted to different contexts of lifelong guidance and counselling.</p>
<p>DESCRIPTION Detailed description of the practice</p>	<p>The questions allow to map socioeconomic background of adult learners.</p>

¹³ QUALIFYING PASSPORT. [Online] Available from: <https://www.passaportequalifica.gov.pt/cicLogin.xhtml>. [Accessed: 15th January 2020]



USE

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WHAT NOW

What to do now with the
results

Based on the results, the counsellor can schedule different sessions to analyse and explore several possible qualification paths for obtaining new qualifications and/or school and professional progression.



<p>WHAT Short name/Introduction of the practice</p>	<p>Cultural and socioeconomic background</p>
<p>TYPE</p>	<p>Questionnaire</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Adults (over 25 years) Adults (over 50 years old) Younger older adults (65-79) Very old adults (80+) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>The definition of socioeconomic background used varies widely, even across educational research. In the Organization for Economic Cooperation and Development's socioeconomic background is represented by the index of Economic, Social and Cultural Status, the highest level of education of the student's parents, converted into years of schooling. Adults from low socioeconomic level homes are at a disadvantage in education because they lack an academic home environment, which influences their academic success in education. We believe that educational practices are affected by one's social background and, more precisely, by the cultural resources handed down in the family context.</p>
<p>WHEN When to use this practice?</p>	<p>In the beginning of an educational process in an individual counselling.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>Experience has shown that these questions encourage participants to get an overview of their own achievements and capabilities and to be able to complete this programme as well.</p>
<p>USE</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="584 1286 1003 1407" style="background-color: #003366; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD editable version (WORD)</p> </div> <div data-bbox="1021 1286 1440 1407" style="background-color: #003366; color: white; padding: 10px; border-radius: 10px; text-align: center;"> <p>DOWNLOAD printable version (PDF)</p> </div> </div>



WHAT NOW

What to do now with the results

By solving the questions, the individual gains better self-confidence and satisfaction with all his achievement so far. Results are also a good motivation for finishing the programme.

Go back to selection of options for



Social economic background

Go back to the selection of parameters in



Figure 1



Social economic background



<p>WHAT Short name/Introduction of the practice</p>	<p>Cultural and socioeconomic background</p>
<p>TYPE</p>	<p>Group Dynamics</p>
<p>FOR WHOM For whom and when to use each of the practices?</p>	<p>Young adults/Adults (over 18 years) The vulnerable groups</p>
<p>WHY Benefits and purposes</p>	<p>Sometimes, in sessions for small groups it may be used different icebreakers techniques to different purposes. This can be an effective way of starting a training session, team building event, or an orientation/guidance session and allows, to collect cultural and social information.</p>
<p>WHEN When to use this practice?</p>	<p>It is a practice that can be used in the beginning of the guidance and orientation process, in group sessions.</p>
<p>EXPERIENCE Sharing the experience</p>	<p>By getting to know each other and learning about the objectives of the session/event, people can become more engaged in the proceedings and so contribute more effectively towards a successful outcome.</p>
<p>DESCRIPTION Detailed description of the practice</p>	<p>While the primary purpose of an icebreaker is to do exactly what their title indicates, “break the ice between people”, icebreakers techniques can be used in many different situations. On the purpose, icebreakers can be as short as one minute, or developed into a longer activity of an hour or more. There are several dynamics: for example, the groupings by specific characteristics allow to increase the mutual knowledge of the adult learners, while helping to constitute a context and collect information that can be used to collect cultural and social information. The counsellor asks the members of the group to walk</p>



	<p>around the room and at a certain moment asks the adult learners to group themselves by preferred colours, birthplace, people that speak two different languages, who is the furthest from home, etc.:</p> <ul style="list-style-type: none"> ▪ Find someone who can speak a second language. Ask if they have learned anything about cultural difference/s from this experience? ▪ Find someone who has spent more than 6 months in another country to the one they were born in. Ask them where and talk to them about it. ▪ Find someone who has read a book/novel about cross cultural working/experiences and ask if they would recommend that text.
<p>USE</p>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="584 552 1003 676"> <p>DOWNLOAD editable version (WORD)</p> </div> <div data-bbox="1021 552 1440 676"> <p>DOWNLOAD printable version (PDF)</p> </div> </div>
<p>WHAT NOW What to do now with the results</p>	<p>Based on the results, the counsellor can schedule different sessions to analyse and explore several possible qualification paths for obtaining new qualifications and/or school and professional progression.</p>

Go back to selection of options for



Go back to the selection of parameters in

