

Impact of learning & guidance:

What do research results tell us?

*Prof. Dr. Maurice de Greef
Vrije Universiteit Brussel*



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Research expertise

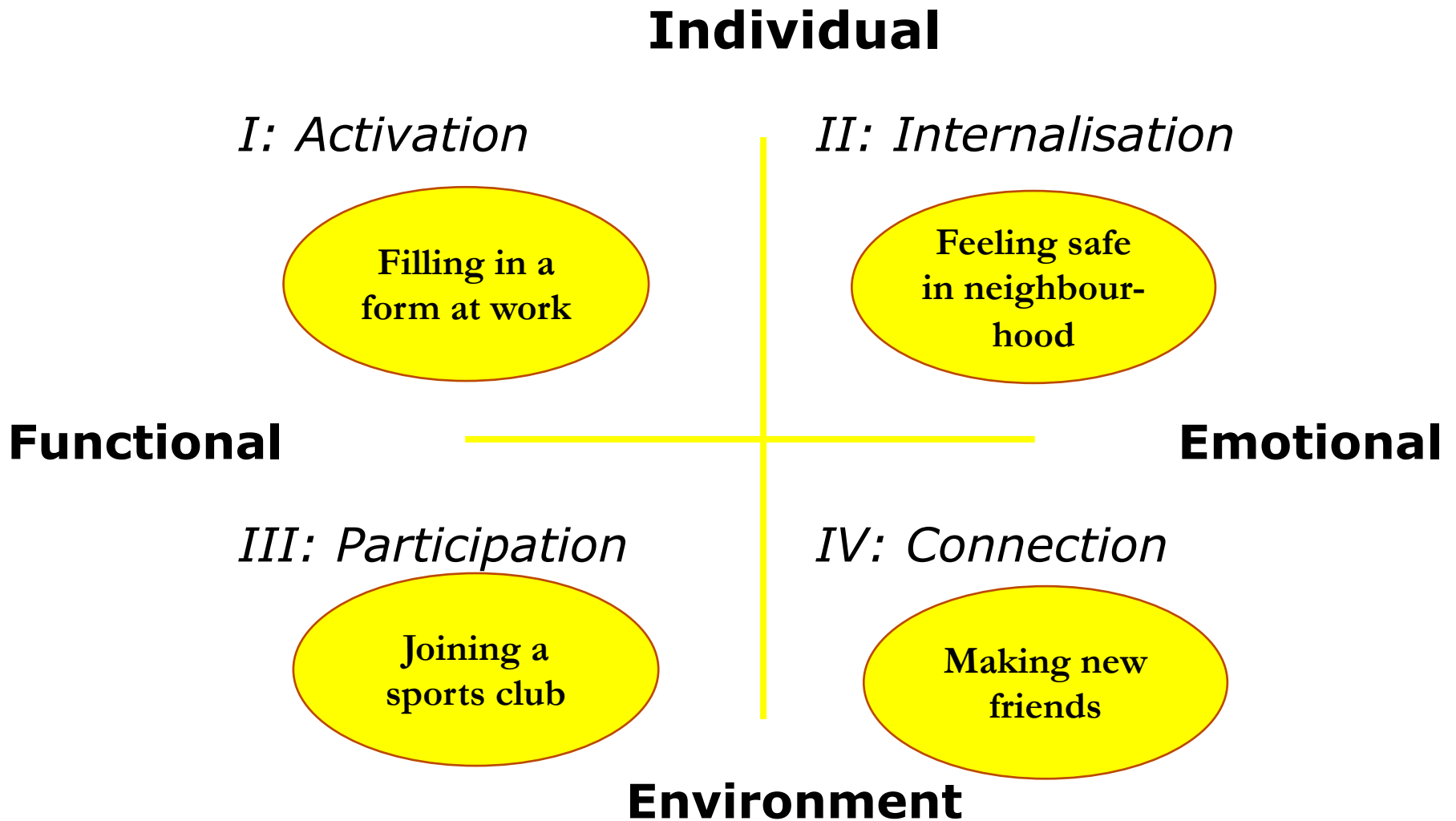
More than 130 studies:

- Among 200 circa communities / institutions
- Among 10.000 learners (pre-test & post-test)
- In several countries

With a focus on:

- Impact of learning among vulnerable learners (adults with a low proficiency in literacy / low level in education, migrants, youngsters at risk, older people)
- Success factors of learning
- Cost benefit analysis

Education ensures social inclusion



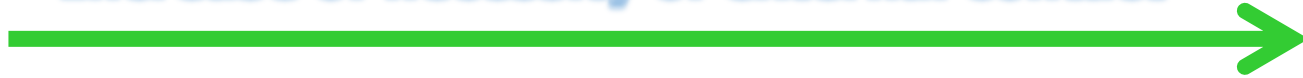
Impact of learning on several life domains

Percentage of participants experiencing increase based on results program L&S

Social inclusion variable	TVHL 2014	National study 2012	EDAM-Belgium	EDAM Italy
National language skills	71	58	53	34
Digital language skills	66	51	31	42
Assertiveness	66	54	47	30
Labour- and upbringing skills	48	42	36	24
Meeting & attempting	58	49	41	30
Being active in nature and sports	57	49	47	23
Preventing loneliness	51	45	41	21
Physical health	39	-*	-*	-*
Psychological health	53	-*	-*	-*
Paid job	21	20	-*	-*
Voluntary work	28	21	-*	-*
Apprenticeship	26	7	-*	-*
Searching for a job	36	20	-*	-*
Paid job with guidance	28	14	-*	-*

Example of skills included in our life domains

Increase of necessity of external contact



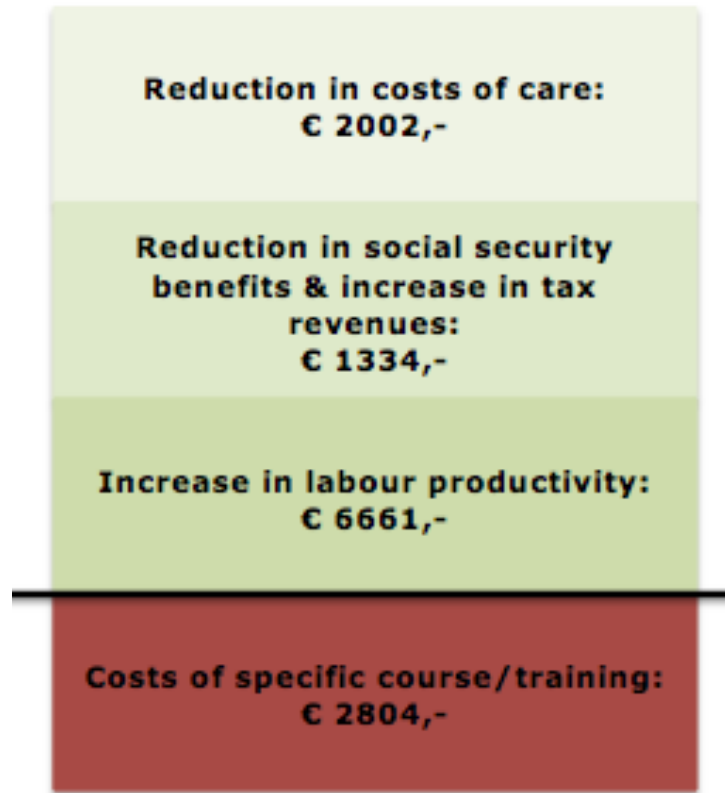
**Financial
Language
&
Digital
Language**

**Daily
Language
&
Family
Language**

**Healthy
Language
&
Working
Language**

Impact of learning of these kind of skills

Example of Societal cost benefit analysis of community of Amsterdam



Efficiency:

€9997,- - €2804,- =

€ 7193,- per participant

E.g.: At 1000 participants:

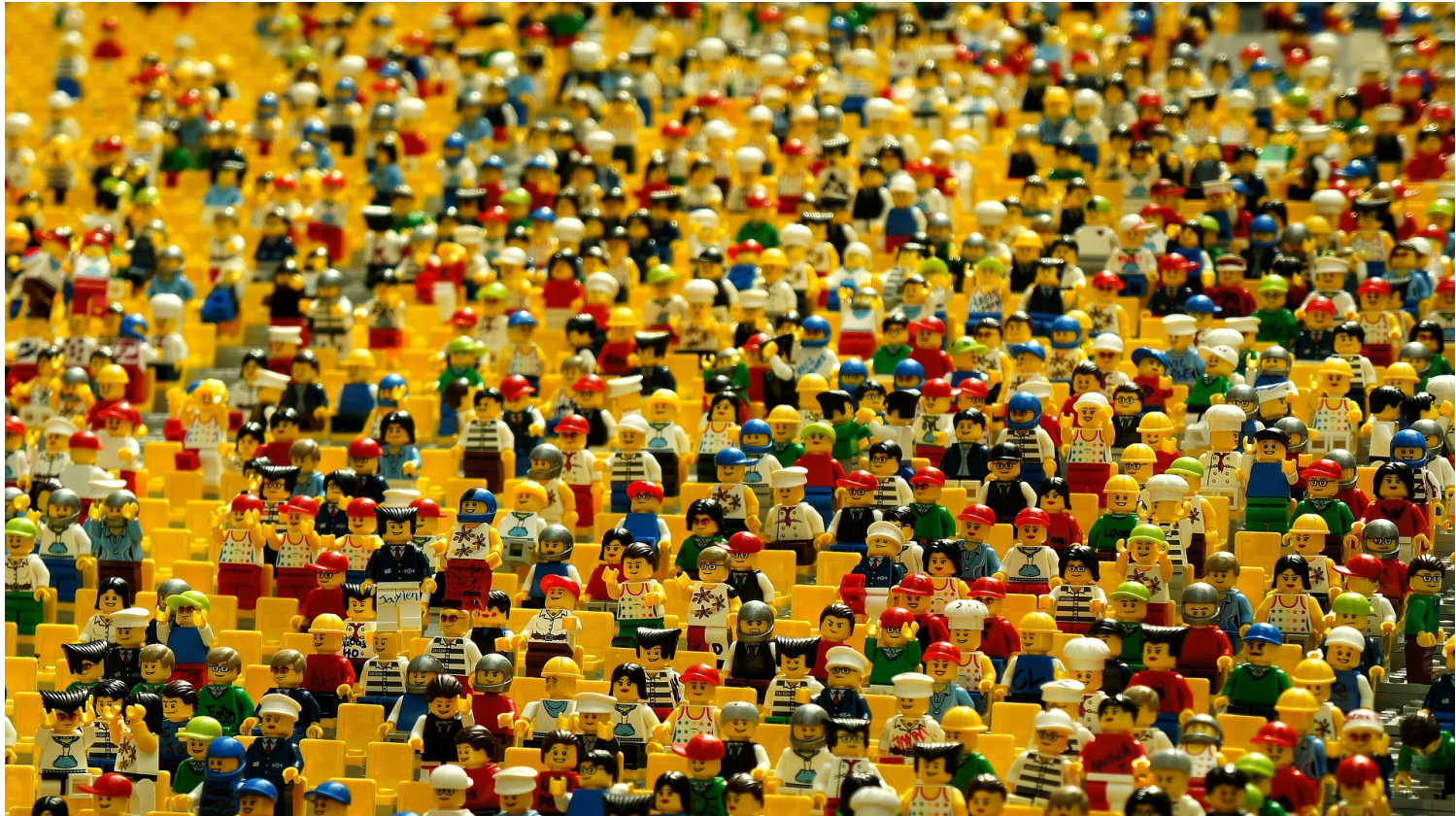
€ 7.193.000,-

Per invested

Euro an average benefit of €2,56.

Social economic efficiency of 257%.

Target group



© Eak K.

Possible indicators

- Age
- Level of education
- Ethnicity
- Gender
- Disabilities
- Living area
- Job status
- Status of exclusion / poverty

Step 1: Who is your **target group** if you or your stakeholders start a new learning environment in learning & guidance?



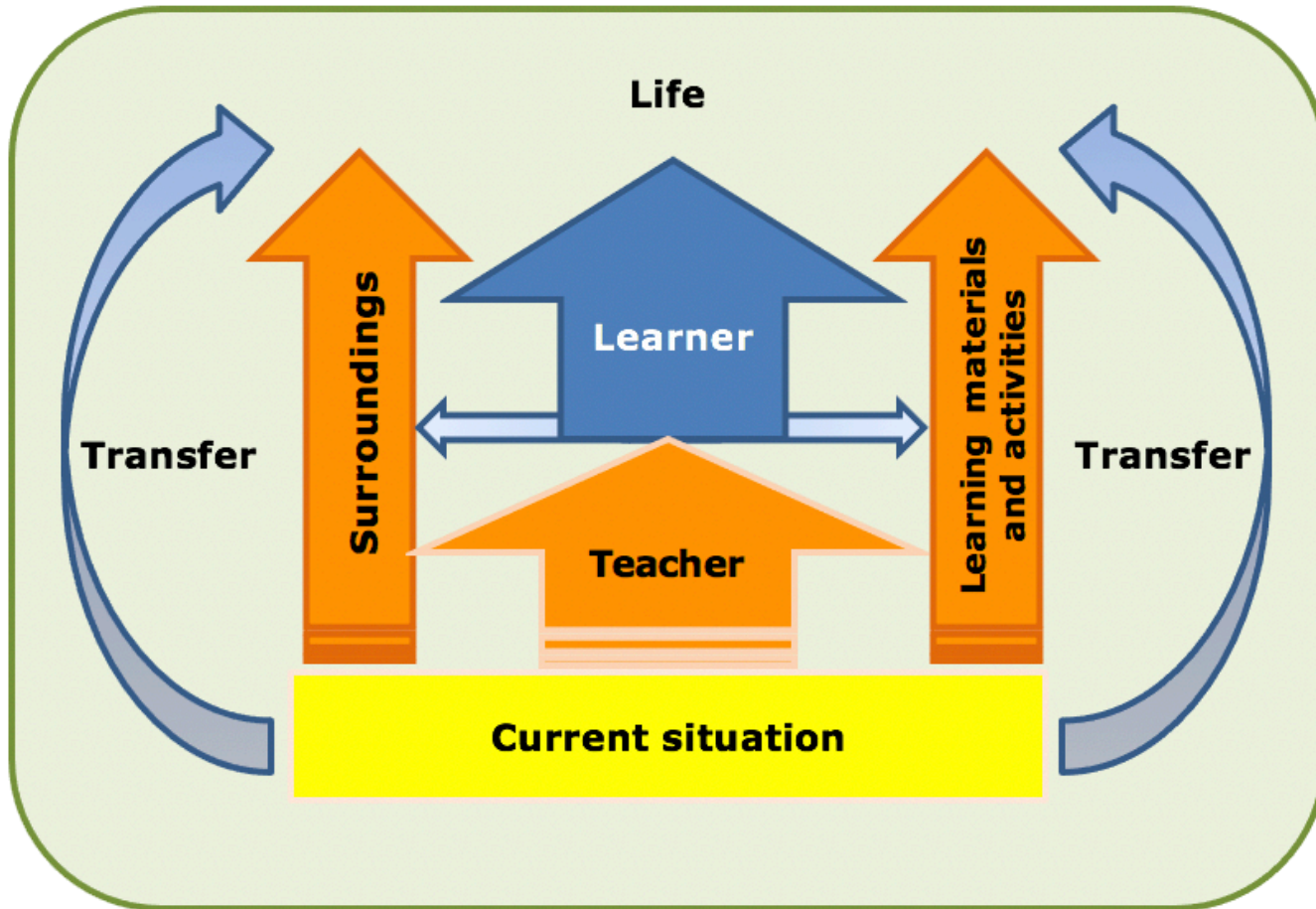
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Elements in the learning environment

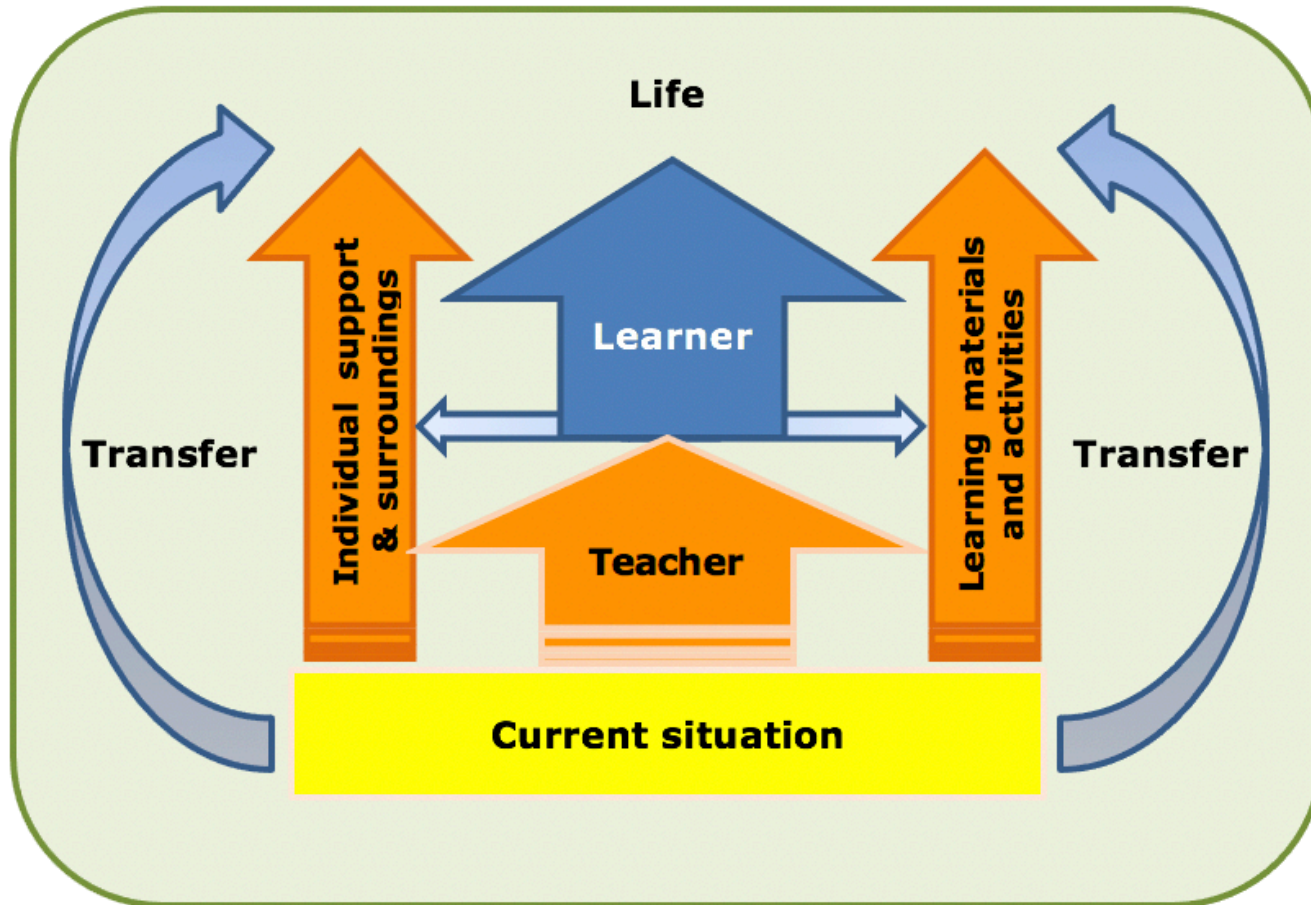


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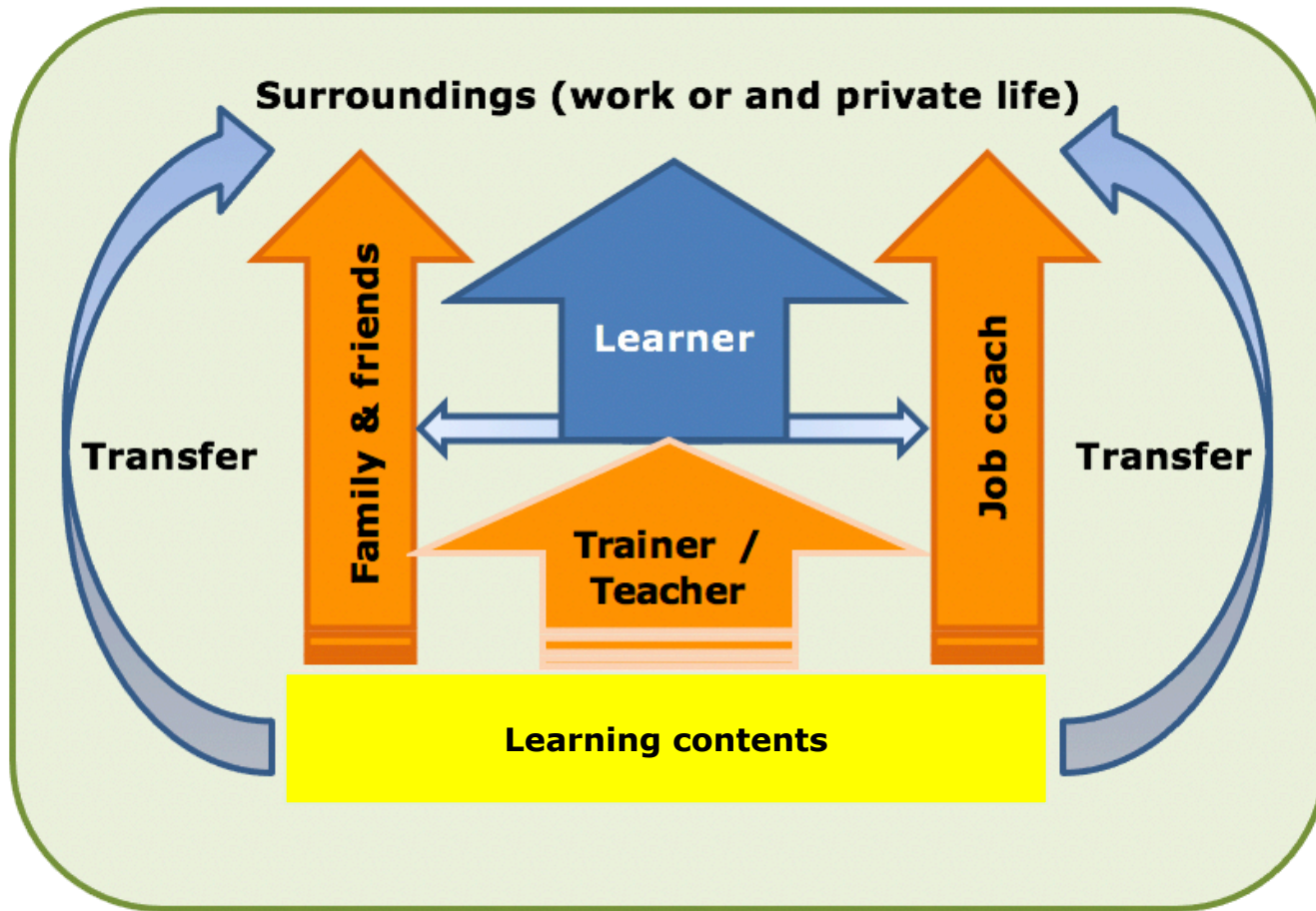
Learning environment 1: Second language learners



Learning environment 2: Women (empowerment)

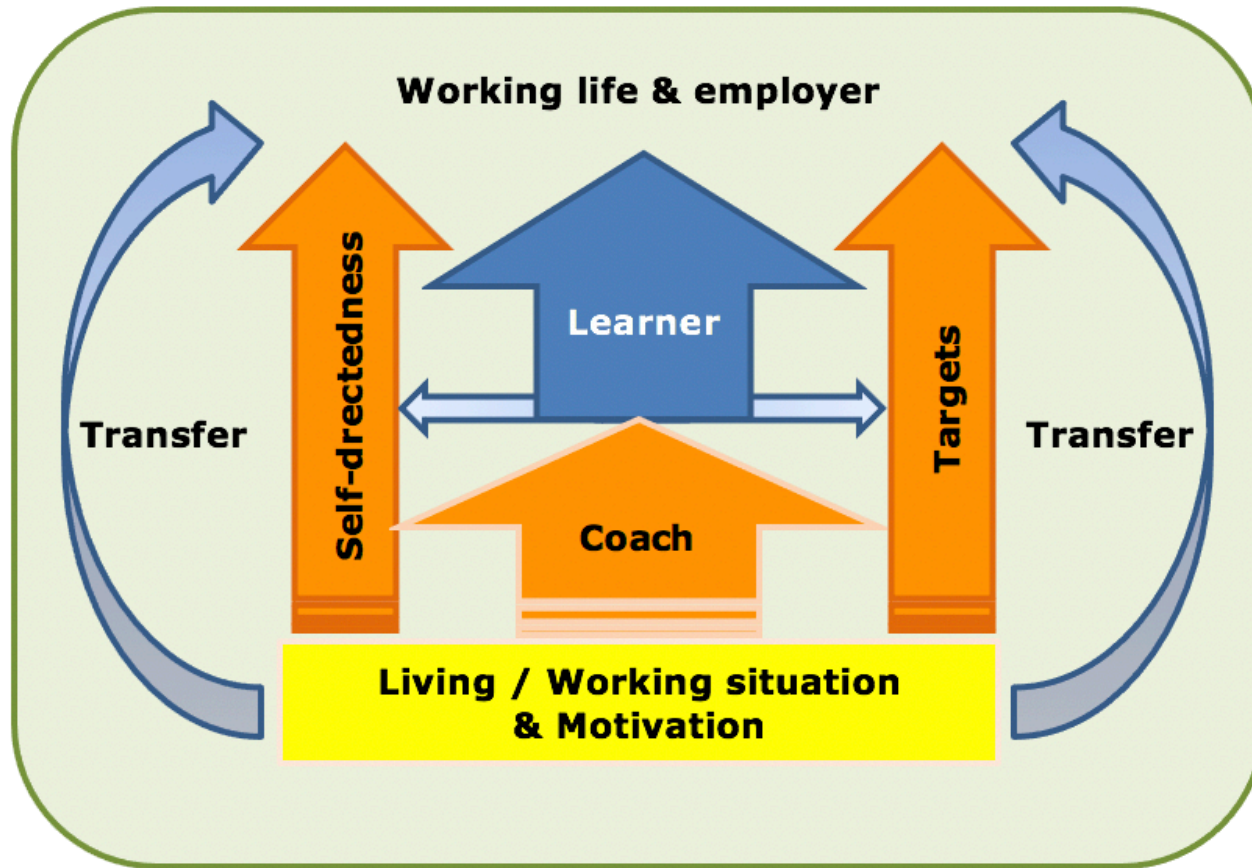


Learning environment 3: Disabled



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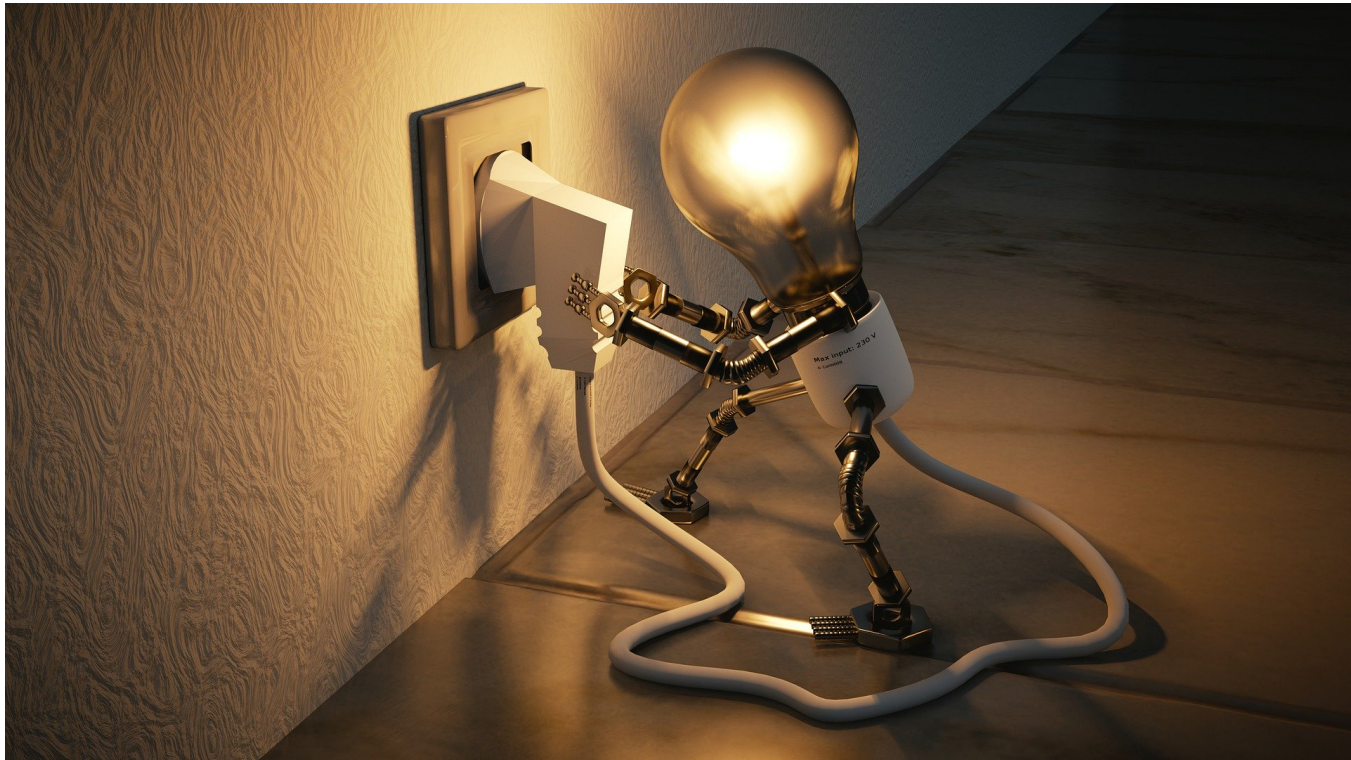
Learning environment 4: Unemployed



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Step 2:

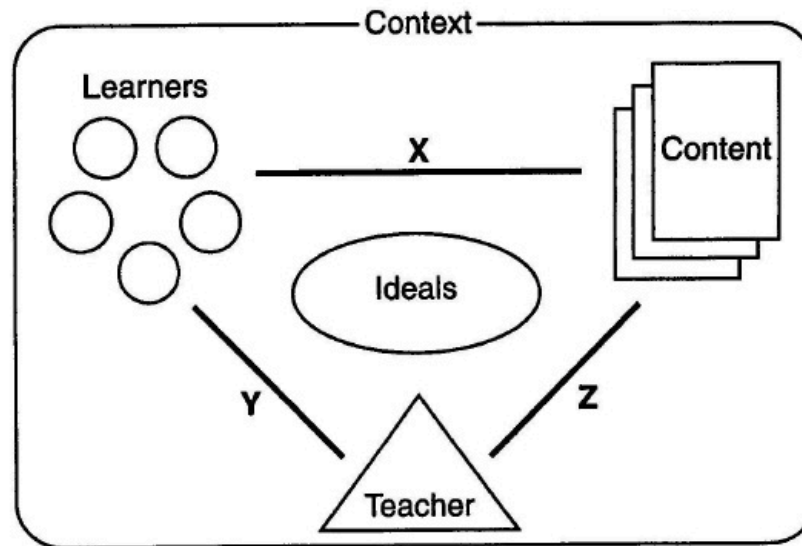
Which **elements and interplay** are important for the **learning environment** of your or your stakeholders target group?



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As a teacher / coach / trainer one needs to 'switch' roles

● ● ● | Model of Teaching

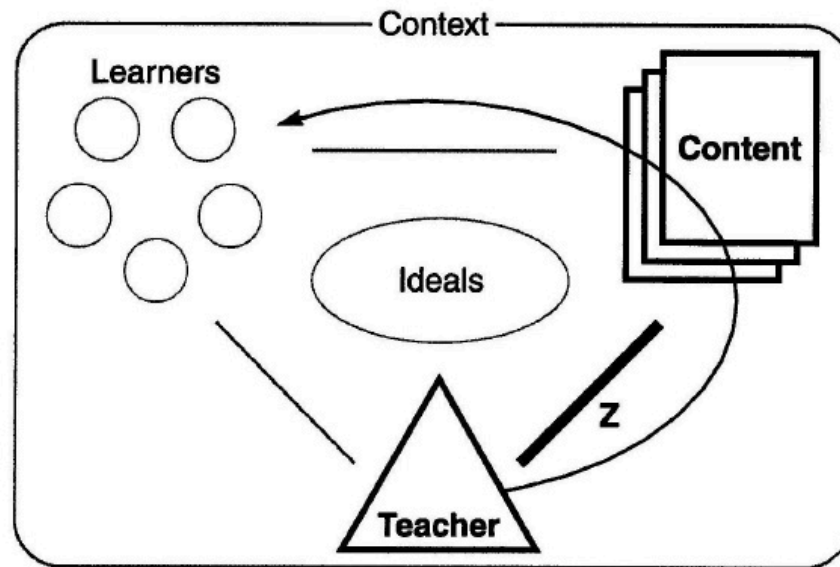


A General Model of Teaching

© Pratt, 2002

Role 1: Transmission

● ● ● | Transmission

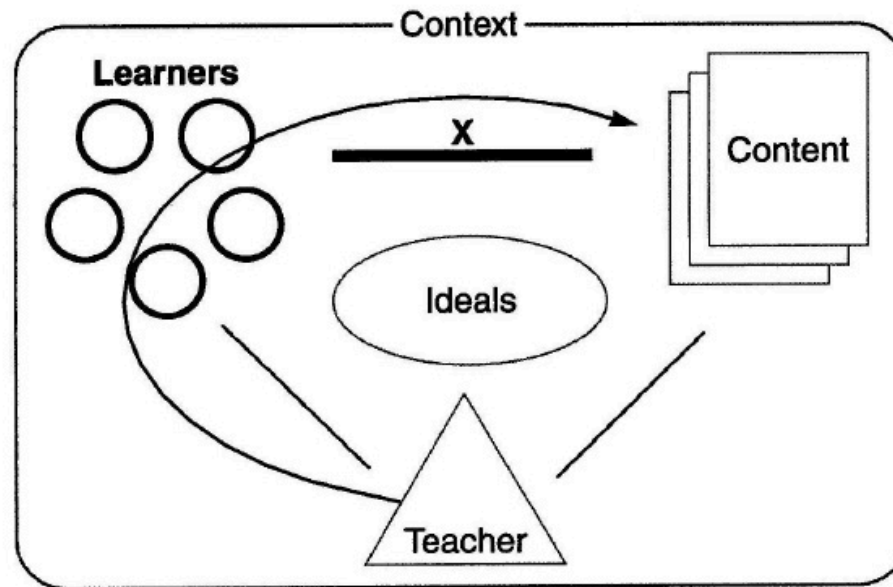


A Transmission Perspective

© Pratt, 2002

Role 2: Developmental

● ● ● | Developmental

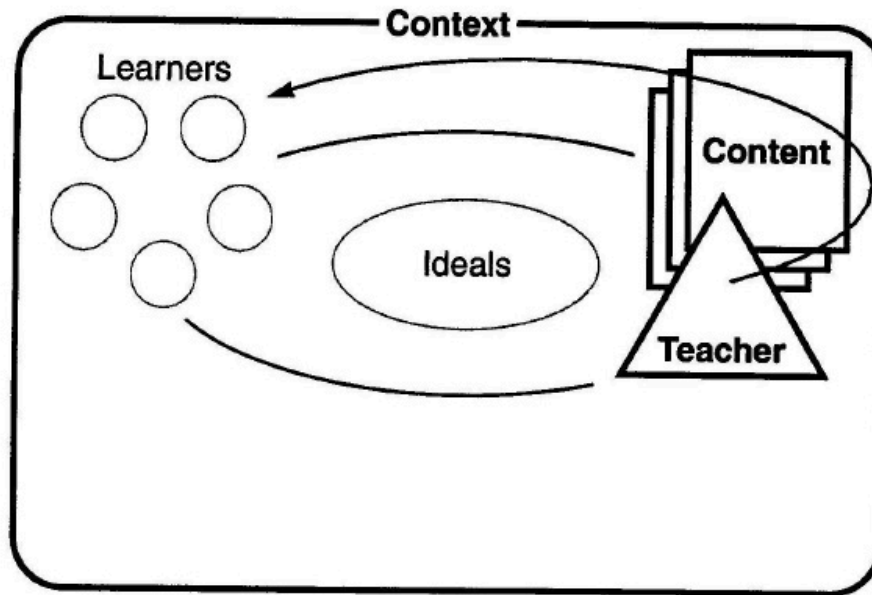


A Developmental Perspective

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Role 3: Apprenticeship

● ● ● | Apprenticeship

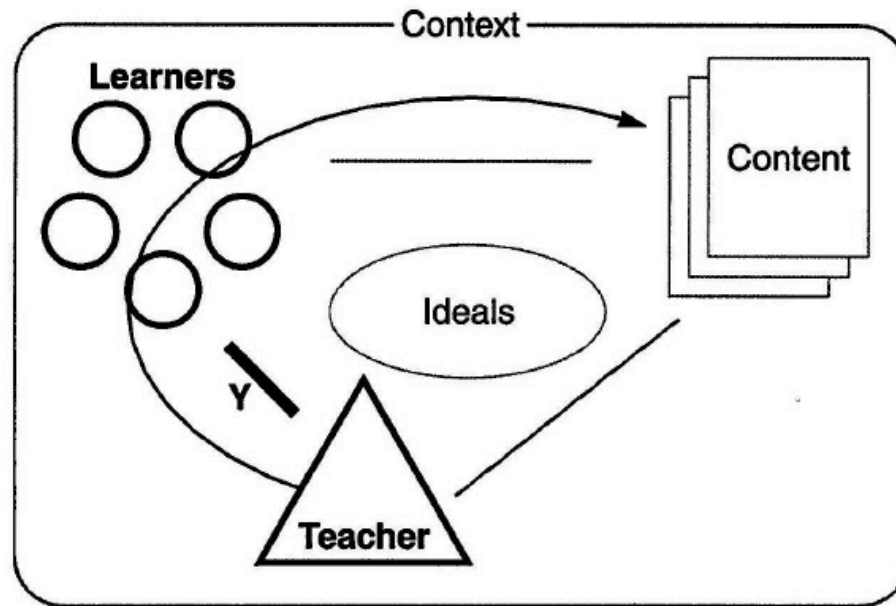


An Apprenticeship Perspective

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Role 4: Nurturing

● ● ● | Nurturing

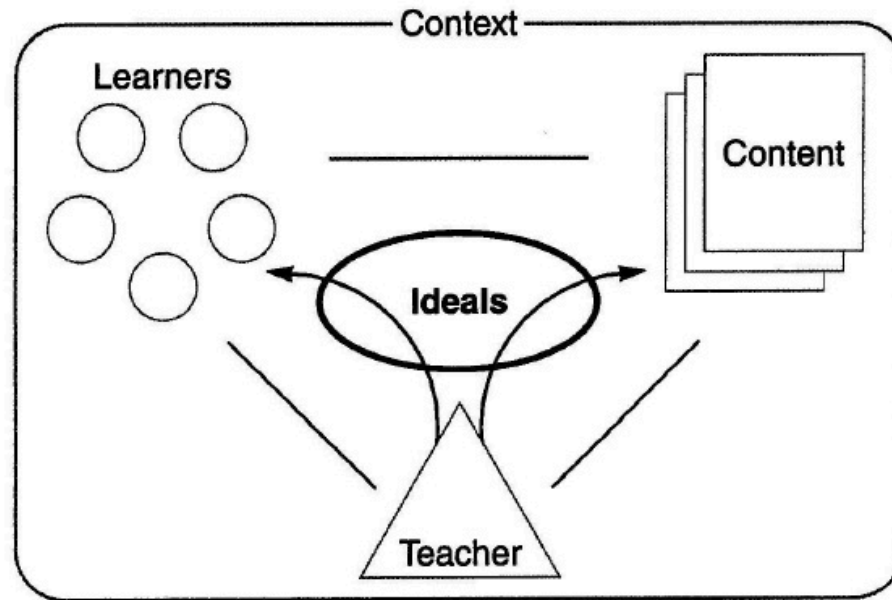


A Nurturing Perspective

© Pratt, 2002

Role 5: Social Reform

● ● ● | Social Reform



A Social Reform Perspective

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Step 3:

Which **role of the teacher / trainer** is the most important and which is impossible for your or your stakeholders target group?



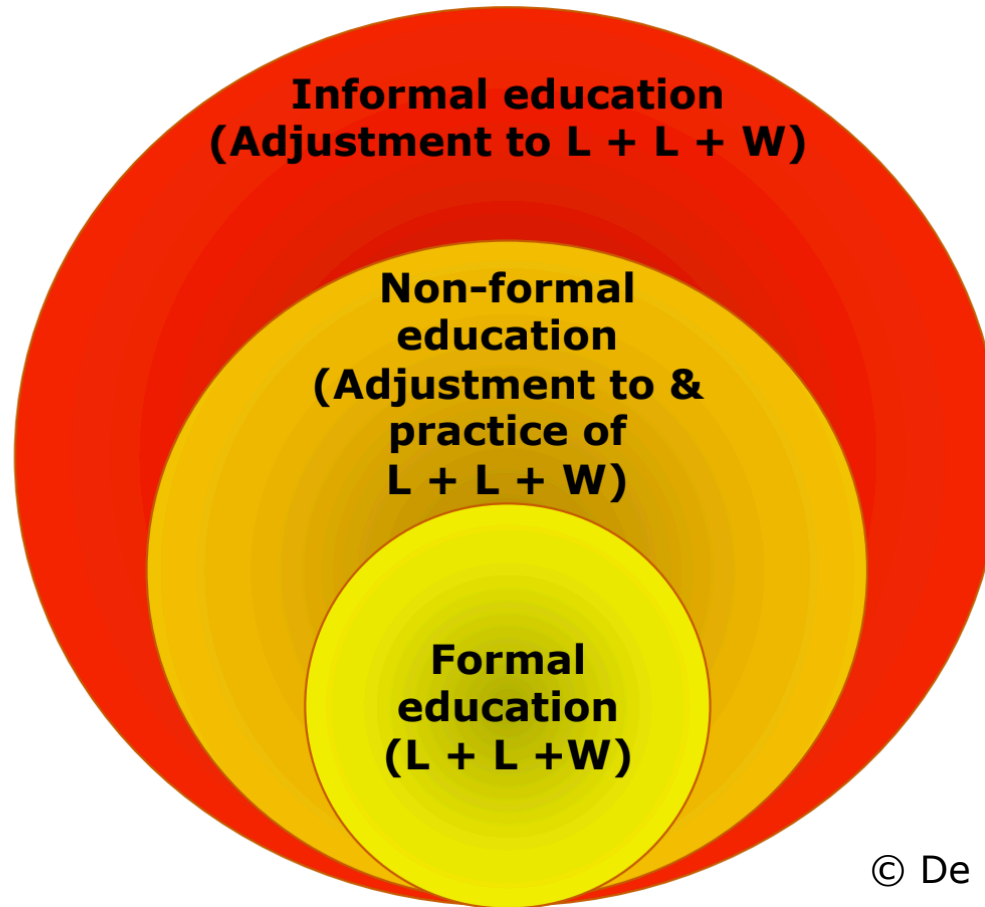
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Partners in cooperation



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1. Stakeholders in providing learning & guidance



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2. Stakeholders in recruitment: HALO-effect



© Steen Jepsen

Step 4:

Which **partners** (recruitment and providing learning & guidance) are important for your or your stakeholders target group?



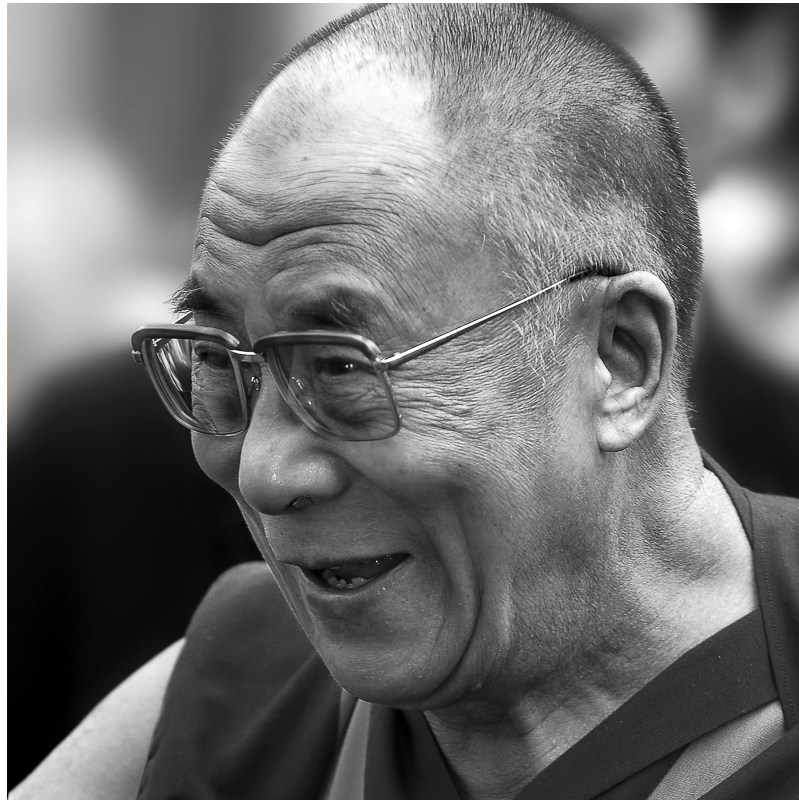
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Building a constructive learning environment step by step works!



© Geralt

Take time to know, find and adapt to your target group!



“When you talk, you are repeating something you already know. But if you listen, you may learn something new.”
--- Dalai Lama

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