



**Survey on
Quality Learning**

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1.0. About the Survey

Purpose: to discover opinions of youth+ (13-30+ years old) on well-being to identify how to approach the topic with them

Methods: online form
focus group

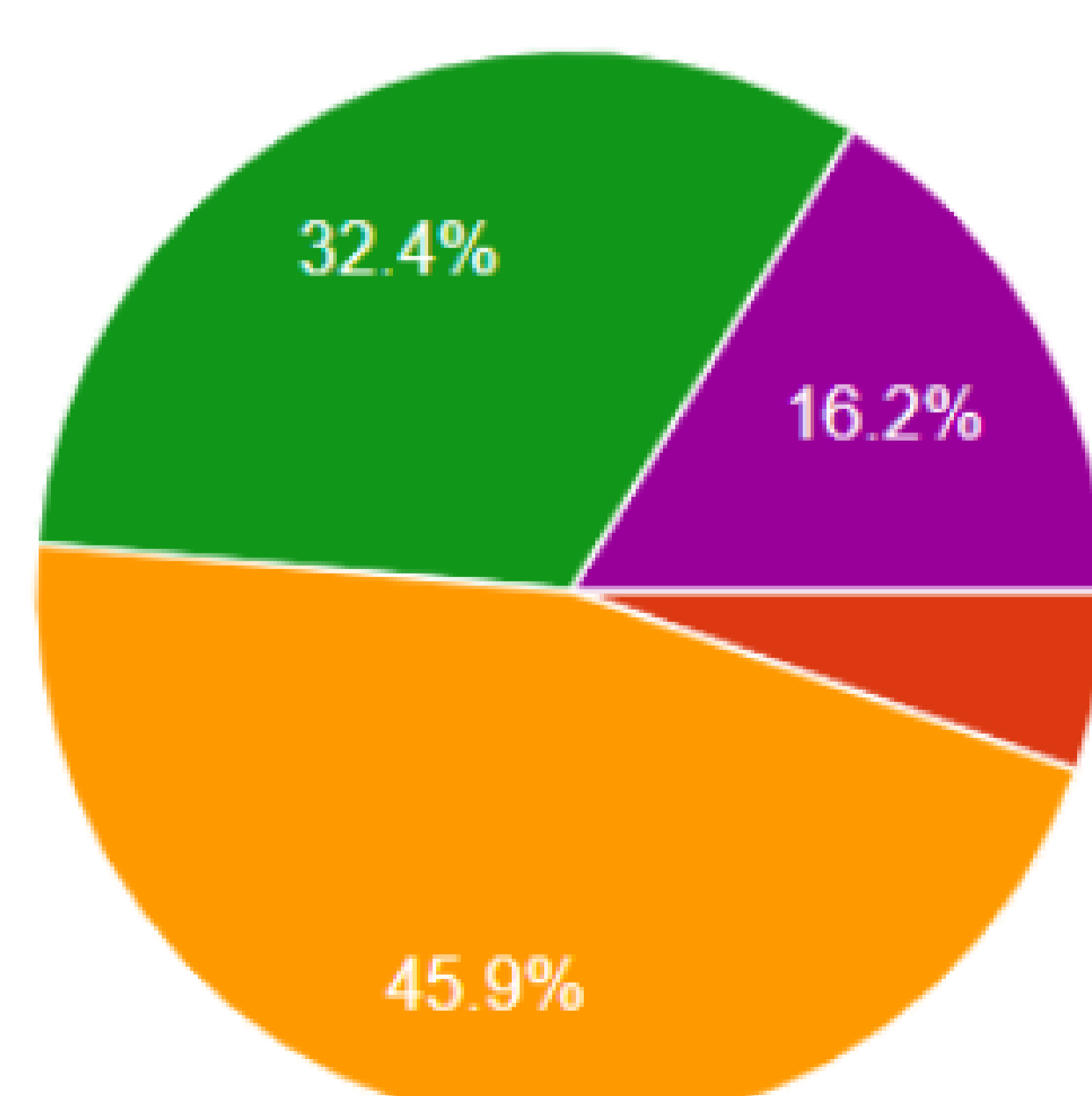
Demo-graphics 15 male, 21 female
37 people from Czech Republic, Slovakia, Ukraine
18-46 years old

Educa-tion: 48,6% of the group has university studies
46% of the group had finished high school.

Jaké je vaše nejvyšší dosažené vzdělání?

37 responses

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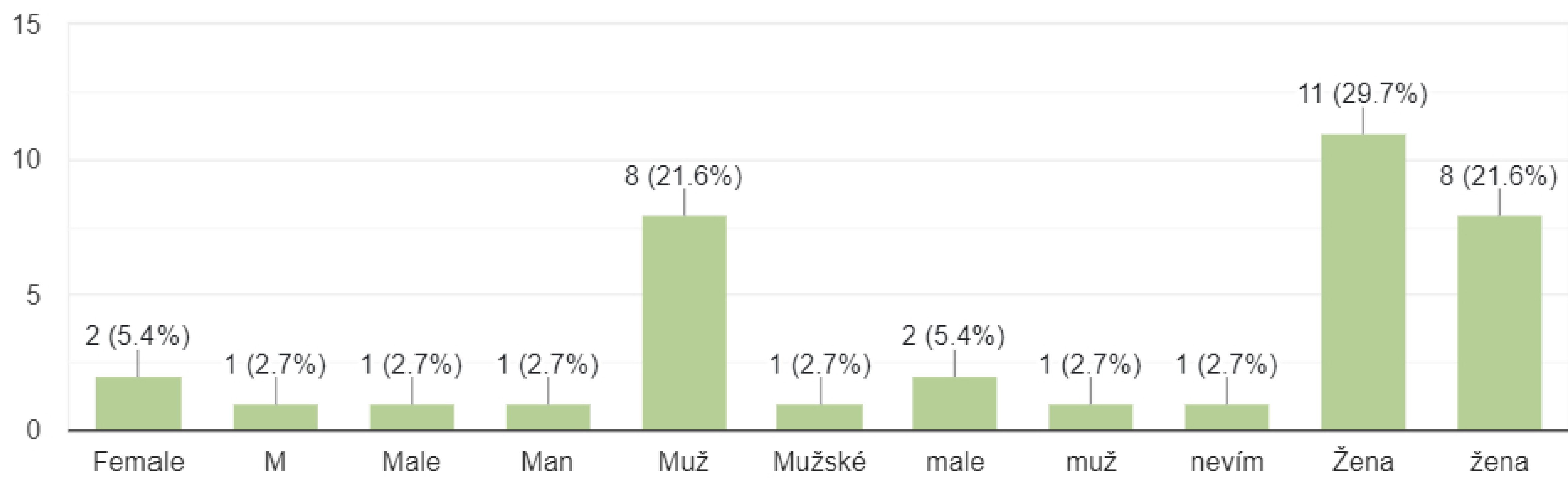
- Neformální/neoficiální vzdělání
- Základní škola
- Střední škola
- Bakalářské studium
- Magisterské studium

Demografické otázky

Gender

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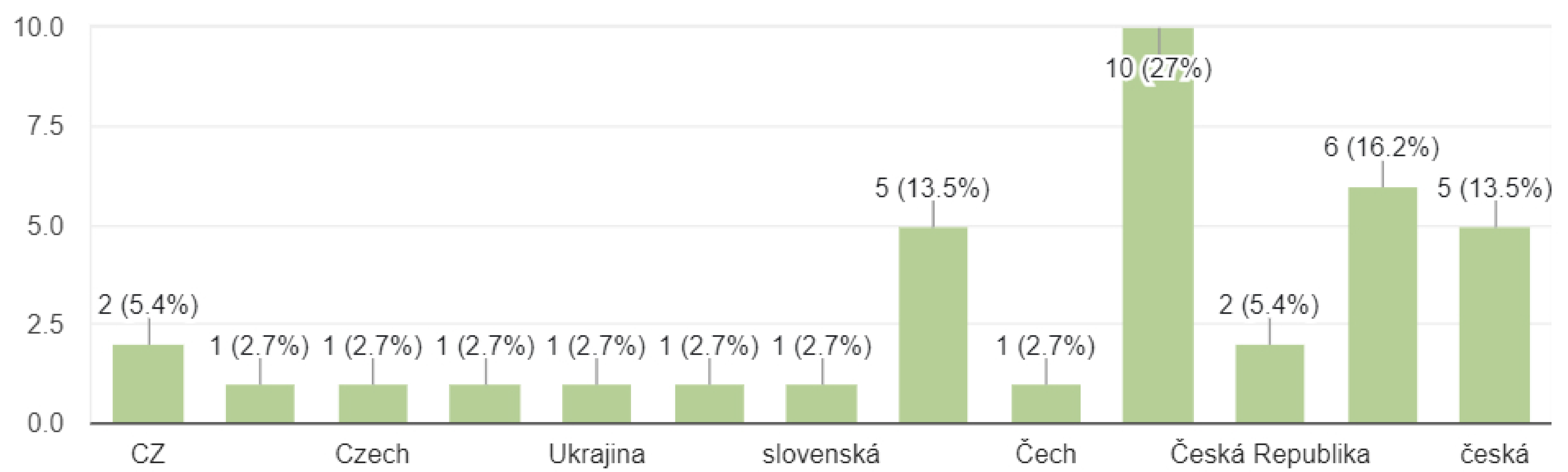
37 responses



Státní příslušnost

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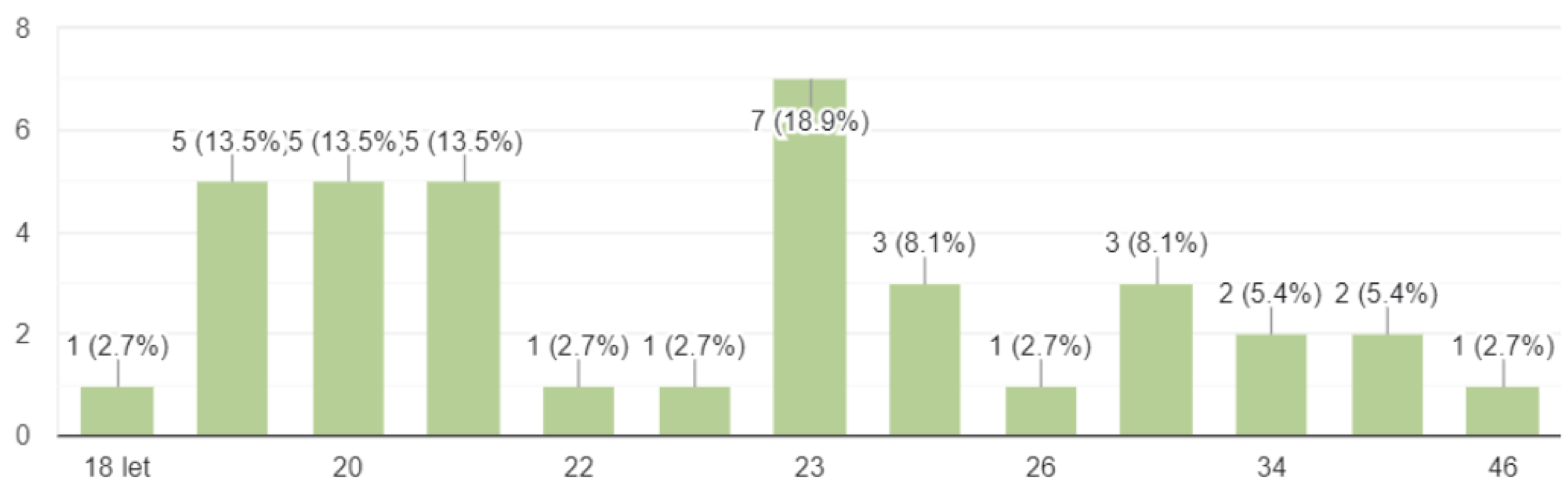
37 responses



Věk

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37 responses



2.1. When learning starts and ends

All respondents had the same answer:
Starts with being born and ends with death.

2.2.

Necessary elements in the learning process

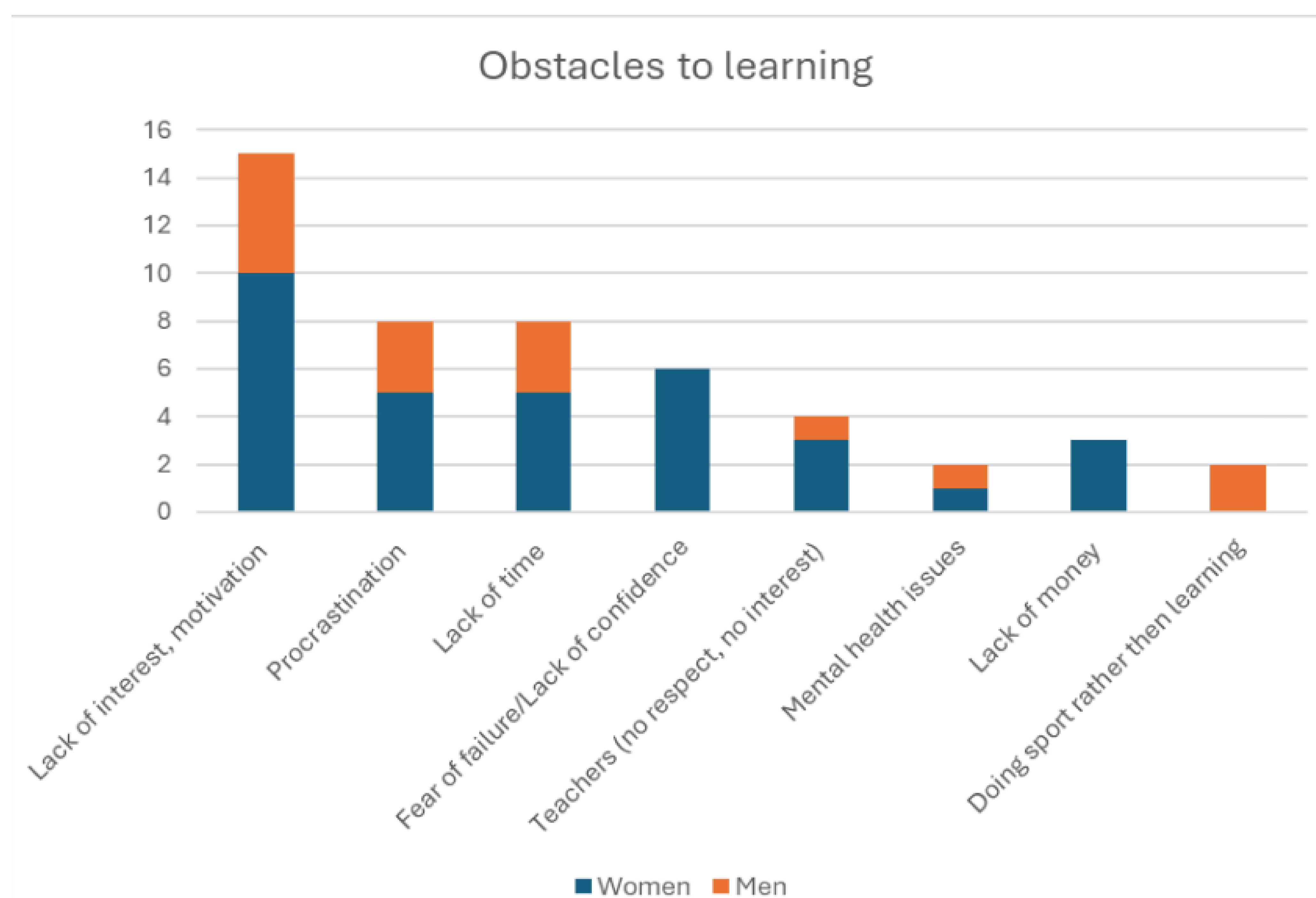
- **Yourself and My Abilities** - 14 people mentioned
 - Information. To be able to accept new information and change. Enough determination.
 - Especially yourself. Peace of mind and time. The opportunity to make mistakes.
 - Space and time. Understanding, patience, respect.

- **Others and Their Support** - 21 people mentioned
 - People who will guide and support me to do this, or at least accept it. Free access to information, willingness to learn something new, determination, ambition.
 - A teacher, a mentor, a guide. But we can also learn on our own from good resources and literature or by gaining personal experience.
 - Inspiring people with whom I feel at ease and can allow myself to make mistakes (when the mistake is taken as part of the process, not as a problem).

2.3. Obstacles to learning

Concrete Answer:

Often laziness, inability to learn and study what I enjoy (e.g. at grammar school), discouragement of others, prejudice of others, lack of financial security of the family, low self-esteem (when I think I don't have what it takes to make it anyway), inadequacy of the Czech school system (why don't we ever learn how to study?)

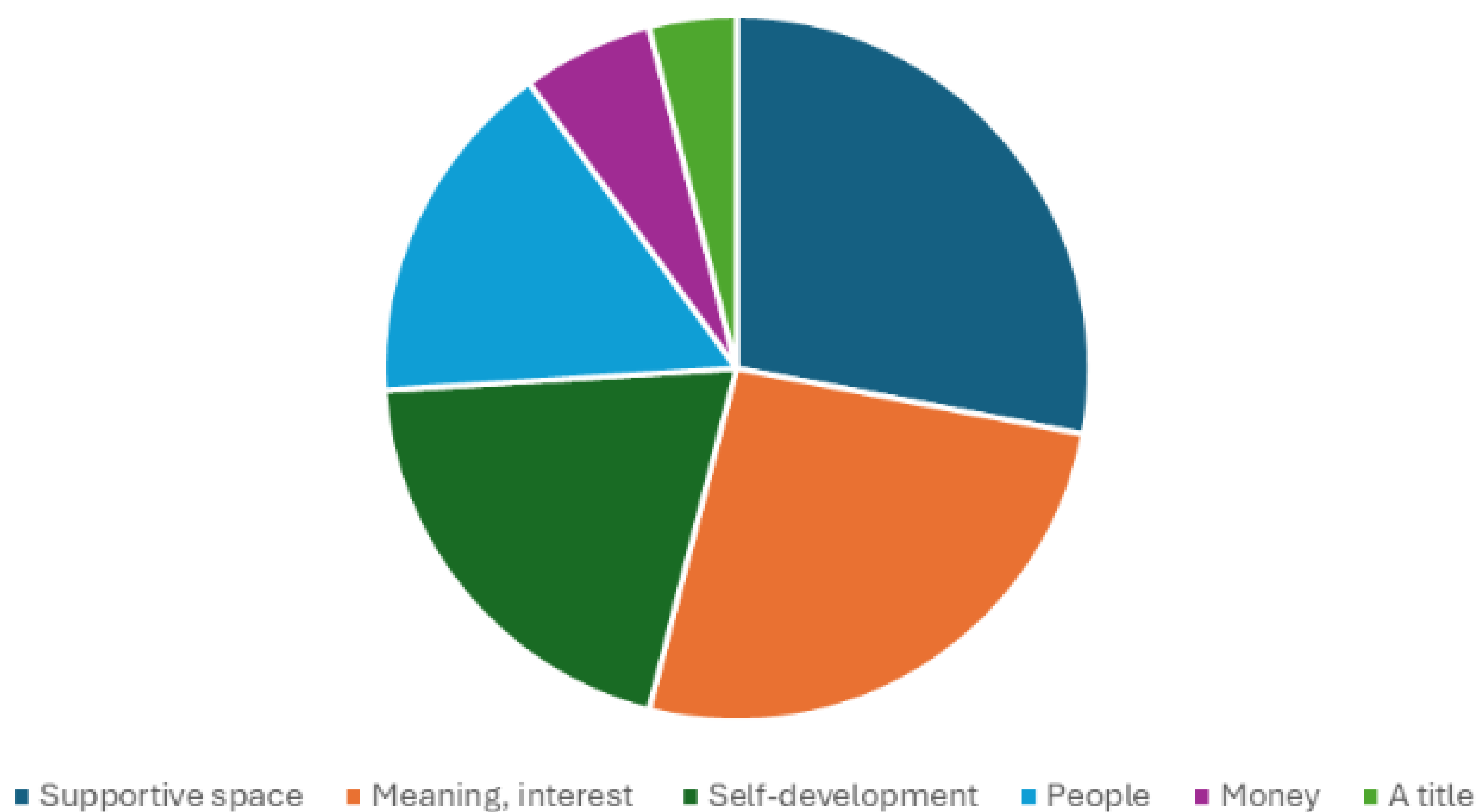


2.4. Motivating conditions for learning

Concrete Answer:

- **Supportive Space**
“Possibility of adaptation, interactivity and dialogue, limitation of frontal lectures.”
- **People:**
“Inspiring environment, other people around enthusiastic about learning.”
- A combination of supportive space, people and **intrinsic motivation:**
“When I enjoy it, others are good at it and I like it and want to be able to do it too, a vision of the future.”

Supportive conditions for learning



2.5. Open-Mindedness in Learning

- **Openness to New Information**
Ten responses emphasize being open to new ideas and knowledge, using phrases like “openness to new information” and “being open to a lot of directions.”
- **Continuous Learning**
Seven responses view learning as an ongoing process, with phrases such as “learning that is not definitive, never-ending” and “constant learning from teachers, dialogue with students.”
- **Flexibility in Learning Methods**
Four responses suggest using diverse learning methods, as shown by “use of non-standard methods to learn” and appreciation for programs like Erasmus.

2.6. Skills important for today's learners

- **Soft Skills**
Responses emphasize the importance of communication and empathy: “communication with people,” “empathy,” “teamwork,” and “non-violent communication.”
- **Critical Thinking and Mental Health**
A focus on analytical skills and mental well-being is evident: “critical thinking,” “how not to be overwhelmed, how to be mentally stable,” and “awareness of world events, how to stay mentally cool.”
- **Self-awareness and Personal Development**
Personal growth and self-reflection are key: “self-love,” “self-sufficiency,” “self-discipline,” and “knowing how to deal with people, physical skills, economic.”
- **Digital and Modern Skills**
Technological skills are highlighted: “digital skills,” “media literacy,” “working with electronics,” and “learning about health and everyday life through science podcasts.”
- **Practical and Survival Skills**
Practical abilities for self-sufficiency: “surviving in the wilderness,” “knowing how to fix things,” “grow and prepare food,” and “manual skills such as hammering.”

- **Sustainability and Environmental Awareness**

Environmental concerns are noted: “how to be environmentally friendly,” “sustainability of the world and society,” and “limiting time on the internet.”

- **Adaptability and Independence**

Focus on resilience and self-reliance: “stability in today’s year and age,” “how to follow your dreams and not be persuaded,” and “the ability to speak and argue well.”

3.0. Conclusions

3.1. Perceptions of When Learning Starts and Ends

All respondents agree that learning starts at birth and ends at death, supporting the belief that learning is a lifelong process. This perspective aligns with the idea that learning is not confined to formal education settings or specific periods of life but is an ongoing journey that evolves with personal and environmental changes.

For an NGO focused on non-formal education, this understanding emphasizes the importance of continuous engagement and the need to create learning opportunities at all stages of life. By adopting a holistic approach, programs can be designed to support learners throughout their lifespan, helping them to adapt and grow in a constantly changing world.

3.2.

Necessary Elements in the Learning Process

The responses highlight two primary elements necessary for learning: the **individual and their abilities**, and the **support of others**.

Fourteen people mentioned the importance of self-awareness, determination, and the ability to accept new information and change. This suggests that fostering **self-efficacy and resilience is crucial in any educational program**.

Encouraging individuals to believe in their abilities and **providing them with the tools to manage their learning process** can enhance their engagement and success.

Additionally, the role of others, mentioned by 21 respondents, indicates the importance of a **supportive learning environment**. Whether through mentors, teachers, or peers, the presence of encouraging and understanding individuals can significantly impact the learning experience.

This finding is particularly relevant for non-formal education settings, where the creation of a **supportive community** can enhance learning outcomes. Programs could focus on building strong networks and fostering relationships that inspire and motivate learners.

3.3. Obstacles to Learning

The obstacles to learning varied between women and men, with **lack of interest and motivation** being the most common barriers.

Women cited additional challenges such as **fear of failure** and **lack of confidence**, highlighting the need to address these particular issues. Creating a safe and supportive learning environment where mistakes are viewed as part of the learning process can help reduce these barriers.

Additionally, the **money** or financial situation as an obstacle to learning was acknowledged only by women.

In addition to the overall findings, addressing practical concerns such as time management, financial security, and mental health support can remove obstacles that hinder learning as well.

3.4.

Motivating Conditions for Learning

The data reveal that a supportive space, meaning and interest, and self-development are key motivators for learning.

A **supportive space**, mentioned by 14 respondents, includes both physical and psychological aspects where learners feel safe, respected, and able to explore new ideas.

The relevance of the subject matter to **personal interests** and goals is another significant factor.

People and supportive environments were one of the most frequent factors mentioned by the respondents, which reveals a need for building close relationships with people who inspire us and help us move forward and grow.

3.4. Open-Mindedness in Learning

Openness to new information, continuous learning, critical thinking, and **flexibility in learning methods** are associated as key attributes of an open-mindedness in learning.

Opeen-mindedness suggests that learners must be willing to challenge their preconceptions, remain curious, and be adaptable to various perspectives and methods. This aligns with the modern view of education, which values critical thinking and the ability to navigate complex and diverse information landscapes.

3.5. Skills Important for Today's Learners

The skills identified as important—soft skills, critical thinking, mental health, digital literacy, practical skills, and sustainability—reflect the complex demands of the modern world.

There is a clear need for programs that go beyond traditional academic skills, focusing instead on **holistic development**.

Emphasizing soft skills like communication and empathy, along with critical thinking and mental health, can prepare learners to navigate social and professional environments effectively.

Practical skills and environmental awareness are also crucial, indicating the importance of teaching self-sufficiency and sustainable living practices.

4.0. Conclusions

The collected data provides a comprehensive understanding of how individuals perceive mental health and what they believe is necessary for maintaining it.

It highlights the importance of **a balanced, holistic approach** that includes social support, personal space, physical health, skills development, and a sense of purpose.

The **negative influences** identified, such as stress and societal changes, emphasize the need for effective coping strategies, ranging from social support to mindfulness practices.

This information underlines the **complexity of mental health** and the varied approaches individuals take to protect and nurture it.

5.0.

About the Focus group

Purpose: to discover in-depth opinions of youth+ (13-30+ years old) on the topic of quality learning

Methods: focus group

Demo-graphics 7 participants: 3 female, 4 male
23 - 34 years old
all participants were Czech and had finished the minimum of bachelor's degree

6.1. Perception on Learning

- Participants viewed learning as a lifelong journey, starting from the moment we are able to sense and continuing throughout our lives.
- Learning how to cope with challenges, such as dealing with loss, was seen as a key aspect of this journey.
- The participants acknowledged that learning is a continuous process, evolving with life experiences, and that it never truly ends.

6.2.

Necessary Elements in the Learning Process

- Participants identified several essential elements for effective learning.
- A common theme was the importance of progress by **dividing tasks into manageable steps**.
- **Knowing the purpose behind learning** (the “why”) was crucial for motivation.
- **Experiential learning** and interaction with mentors or others were preferred over passive learning.
- Participants stressed the **value of reflection, time, and feedback** to support the learning process.
- Both **inner** motivation (personal drive) and **outer motivation** (support from others) were seen as key, with role models and inspiring teachers often mentioned as powerful influences.

6.3. Obstacles to Learning

- Participants highlighted multiple obstacles to learning, including laziness, procrastination, and distractions that lead to superficial learning or avoidance.
- Monotony and a lack of change in tools or methods were seen as demotivating, as were stress, low self-esteem, and external expectations.
- Additionally, participants mentioned that even effective tools, when overused, could become obstacles if they hinder further growth.
- Poor teaching and mismatched expectations were also identified as significant barriers.

6.4. Motivating Conditions for Learning

- Participants noted that a supportive environment, characterized by **calmness and flexibility**, was crucial for motivation.
- **Curiosity and meaning** provided intrinsic motivation, while learning with buddies or coworkers and engaging in dialogue helped maintain focus.
- Participants found inspiring people and **collaboration** to be motivating factors.
- **Individual preferences**, such as one person benefiting from epic music while others did not, emphasized the personalized nature of motivation.

6.5. Open-Mindedness in Learning

- Open-mindedness was seen as essential for a positive learning experience.
- Participants valued **respect for individual learning processes**, acknowledging that mistakes and different paces are natural parts of learning.
- They criticized the lack of open-mindedness in traditional schooling, advocating for more flexible and caring approaches that consider both student and teacher well-being.
- The conversation reflected a desire for openness to new ideas and an understanding of learning as a diverse and inclusive process.

6.6. Skills Important for Today's Learners

- Participants emphasized several skills crucial for modern learners, including **critical thinking**, the ability to **gather and validate information**, and **social interaction skills** for conflict resolution and empathy.
- **Self-awareness, adaptability**, and **emotional intelligence** were seen as key for personal growth.
- Participants also valued **presentation skills, logical thinking**, and the **scientific approach** of hypothesis testing.
- **Humbleness** and **curiosity** were highlighted as essential traits for lifelong learners, ensuring continuous personal and intellectual development.

7.0. Outcomes

The skills that participants valued—**critical thinking, self-awareness, adaptability, collaboration, curiosity, and time management**—all contribute to a well-rounded approach to learning. These skills enable learners to navigate the complexities of modern life while continuously improving and adapting, fostering both personal growth and effective engagement in collaborative learning environments.

Learning as an Adaptive, Life-long Journey

One of the most consistent insights from the discussion was the recognition that learning is a continuous, adaptive process that lasts throughout life.

Participants highlighted that learning begins from early childhood and extends into old age, including not only formal education but also personal development, such as learning how to cope with life's difficulties, including loss.

This adaptive nature of learning suggests that individuals must be flexible and open to new information and experiences at different stages of life. As such, learning is not a static event but an evolving journey, where new challenges and opportunities for growth are constantly encountered.

The Importance of Purpose and Motivation

The need to understand the purpose behind learning was a reoccurring theme. Participants consistently emphasized the significance of knowing the “why” behind their learning efforts, which acts as a powerful motivator.

This understanding of purpose drives engagement and commitment, helping learners overcome obstacles. Whether it’s through personal curiosity or external factors like career advancement, knowing the reason for learning provides clarity and a sense of direction.

Participants also recognized that motivation is both internal and external—personal curiosity and desire for improvement fuel intrinsic motivation, while external sources such as mentors, role models, and inspiring environments enhance extrinsic motivation.

Experiential Learning and Interaction

Participants expressed a strong preference for experiential learning, favoring active participation over passive knowledge acquisition.

They emphasized the value of learning through doing, with mentorship and opportunities for interaction being critical components.

The discussions indicated that people learn best when they can directly engage with the material, whether through practical tasks, reflective experiences, or interactive dialogue.

Overcoming Obstacles with Self-Awareness and Adaptability

Additionally, feedback and reflection were viewed as crucial elements of learning, allowing individuals to assess their progress and deepen their understanding.

This insight underscores the importance of hands-on experiences and mentorship in the learning process, helping learners internalize and apply knowledge effectively.

The group identified various obstacles to learning, such as procrastination, distractions, and low self-esteem.

However, they also highlighted the importance of self-awareness in recognizing these barriers and adapting strategies to overcome them.

Participants acknowledged that it's easy to become demotivated or distracted, often avoiding important tasks by learning random, unrelated things. This self-awareness, paired with adaptability, was seen as a key to overcoming these challenges.

The need for variety in learning methods and tools also emerged as an important factor to maintain engagement and avoid monotony.

Participants recognized that learning requires flexibility—not only in terms of content but also in the approach taken to absorb it.

The Role of Environment and Community

A significant theme was the impact of the environment and community on learning outcomes.

Participants noted that a supportive, calm, and flexible learning environment greatly enhances focus and productivity.

In addition, learning alongside others, whether through collaboration or dialogue with coworkers, peers, or buddies, was seen as a critical motivator. Engaging in conversations, exchanging ideas, and being surrounded by inspiring individuals helped maintain enthusiasm for learning.

Openness and Emotional Intelligence in Learning

The social aspect of learning—having others to share the journey with—was consistently viewed as a vital factor in sustaining motivation and deepening understanding.

Another key insight revolved around the importance of open-mindedness and emotional intelligence in the learning process.

Participants valued the need for openness to new ideas, alternative approaches, and even mistakes.

Learning was viewed as a highly personal process, and respecting individual paces and methods was emphasized.

Emotional intelligence, including self-awareness, empathy, and emotional regulation, was seen as crucial not only for individual growth but also for navigating social interactions in learning environments.

This openness, coupled with an ability to connect with others emotionally, allows learners to maintain humility, be adaptable, and create meaningful connections during the learning process.



Survey & focus group on Quality Learning

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The survey and the focus group had been conducted as a part of an initiative of ELLN (European Lead by Nature Network), using the materials they created, and INspire, z. s. translated to Czech language.