

# Activation and Motivation

## *Final report of the Work Package 2*



Education and Culture DG



NATIONAL INSTITUTE  
FOR HEALTH AND WELFARE

### Lifelong Learning Programme

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# *Activation and Motivation*

## **Final report of the ELECT Work Package 2**

**ELECT project -  
European Learning Communities for Training of People with Mental Illness  
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**[www.elect-project.eu](http://www.elect-project.eu)**

**Activation and Motivation. Final report of the Work Package 2**

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# 1. Background

## **WP 2: Participating houses were:**

- Schwalbennest, Germany (German speaking Clubhouse Coalition).
- Lichtblick, Germany (German speaking Clubhouse Coalition).
- Imatra, Finland (Finnish Clubhouse Coalition).
- Suvimäki, Finland (Finnish Clubhouse Coalition).
- Kildehuset, Danmark (Danish Clubhouse Coalition).
- Fountain House Stockholm, Sweden (Swedish Clubhouse Coalition).
- Göteborgsfontänen, Sweden (Swedish Clubhouse Coalition).

## **We were supposed to produce:**

- survey of prevailing practices
- report of good practices
- member trainees' educational needs and goals + report
- CSCL courses + feedback
- Learning pathways and plans
- Review of work package activities

# 2. Tasks:

## **What does Clubhouse offer?**

**Needs and goals.**

**Best practices.**

**E-learning.**

## **2.1. What does Clubhouse offer?**

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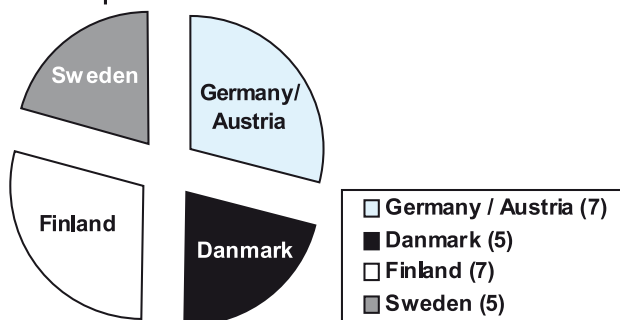
### *Prevailing Practices of Learning in Clubhouses*

#### *- what does Clubhouse offer?*

This report about prevailing practices of learning in Clubhouses is based upon a questionnaire which was sent out to 39 European Clubhouses and was answered by 24 of them and relates to the year 2007.



Return of questionnaires

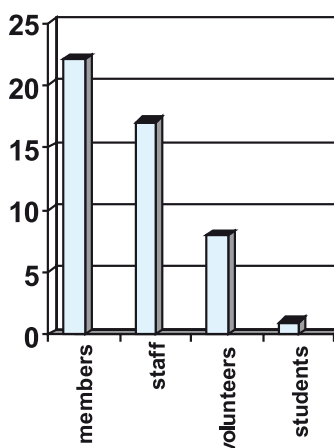


All Clubhouses do offer courses for their members. There is a big focus on languages and computer work. On top of the list is English as the common European language but also the languages of the surrounding countries are taught. Computer lessons are about basics, word, excel, windows and how to use the internet. Lessons take from half an hour to five hours a week on average.

Apart from these topics there are a lot of other lessons in the field of arts, sports and wellness, communication and skills for daily living like cooking, food hygiene, studying skills or reading newspapers. 96% of the Clubhouses offer lessons for beginners and 83% offer lessons for intermediate also. The courses are taking place because the members are asking for them. In almost every Clubhouse members are also asked personally and motivated to participate in various courses. Other methods to draw attention to the courses are to talk about it in all the various house and unit meetings, to have announcements at info boards, in the clubhouse newspaper, at the website or in an internal TV program.

## Who offers the courses?

- Members
- Staff
- Volunteers
- Teachers from outside
- Students which are doing their practical training





In most of the courses the curriculum is very open and suggestions from the participants are welcome - this is especially true for the in-house courses. The curriculum is orientated at the needs of the members and in most cases (73%) there are possibilities for the members to repeat missed lessons in the next lesson, via copies or also with the help of other participants.

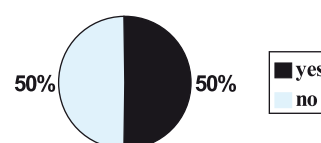
Teachers are mostly members but also staff offers a lot and then there are volunteers, teachers and students from outside the Clubhouse. Apart from these courses there are lots of learning situations during the work ordered day. Members are learning computer skills, renovating and handling hand tools, cooking, selling drinks at the snack bar, communication techniques, handling conflicts, working in the garden, answering the phone, how to organize spare time, how to make films, cleaning and hygiene skills, economics, book keeping and how to manage the cashier register, how to introduce new members and how to live the standards.

In about two thirds of the Clubhouses all members do have a mentor role. In the other 8 Clubhouses they say not every member is ready to be a mentor, or the Clubhouse has just started, or they have not found a functioning structure yet or they do not have mentor roles in particular but multiple relations are taking place.

The support of the Clubhouse for members who are participating in courses outside the Clubhouse is very different. It starts with giving information, helping with applications, looking for schools and visit them, talking with student counsellors, helping to solve social security issues, career planning, making an educational exhibition once a year and goes to paying certain amounts of the fees or train tickets or giving nearly every support the students need.

### **Do you have documentations about members' wishes of special learning subjects?**

- Records from house/policy meetings
- Goal planning sheet
- Survey made by a student in 2007
- Asking members' interests and then try to organize a course
- Questionary
- List of wishes and ideas







Half of the Clubhouses have documentations about members' wishes of special learning subjects. More than half of the Clubhouses do not follow up on things members learned in terms of action plans or goal planning. So this topic needs more attention. Decisions about courses to be offered are mostly taken in the house or policy meeting and sometimes in educational committees. If money is concerned the last responsibility lays with the director.

## **2.2. Needs and goals**

**The following clubhouses were involved in answering the questionnaires of needs and goals:**

- Clubhaus Schwalbennest
- Clubhaus Lichtblick
- Imatra
- Suvimäki
- Kildehuset
- Fountain House Stockholm
- Göteborgsfontänen

**The members asked where selected under the following aspects:**

- Female, age over 40, member at least 3 years
- Man, age over 40, member at least 3 years
- Female, age under 40, member at least 1 year
- Man, age under 40, member at least 1 year
- Female, member at least 1 year, academic studies
- Man, member at least 1 year, academic studies
- Female, young adult
- Man, young adult
- New members

To the question: *"What does the Clubhouse mean to you?"* many members (23 of 54) mentioned the word work (f=11, m=12). Asked, if they had chosen the tasks/activities they usually choose or if they had chosen new ones that day: 31 members had chosen regularly the usual tasks.

Asked, what they learnt by doing those tasks or participating in other activities that have been of use to them, 14 members have gained computer skills. The practical skills were kitchen work, languages, reception work and economy. But they also mentioned social skills: to finish work, to be friendly, flexible, concentrate, co-operative, to get confidence, self-esteem, responsibility. They got a social network and learnt to say no. They learnt tempo, independence and trained to give old experience new life.





The question “*What more have you learnt at Clubhouse which has been of use to you?*” made the respondents think about the clubhouse as a whole and the answers were a lot about social skill.

It is typical for the members to learn best in situations where there is a friendly atmosphere. The practise, learning by doing help them a lot. It is good to work alone, but to have the possibility to ask. The room should be calm and quiet and there should be not too many people around.

Asked if they thought about how they would like to develop, and if that is the case, how, most of the respondents would like to go back to studies or work in one way or another.

When they have reached their goals, some will be different. They would become calm, stable, having satisfying work, many friends, a family, feel save and fine, have no stress. They will be happy and relaxed, better fit in society. They will gain self esteem and confidence. They think, they will be better at dealing with other people and feeling involved and not so alone. They will have more money, an own flat. They will be able to travel. And they will have a job.

*You can download the Needs and Goals questionnaire data from the Elect project website: [www.elect-project.eu/downloads.html](http://www.elect-project.eu/downloads.html).*

## **2.3. Best practises**

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### ***How do we welcome people on the first day?***

**The report is based on the answers from 6 clubhouses:**

- Fountain House in Stockholm
- Gøteborgsfontænen
- Fontænhuset Båstad
- Clubhaus Schwalbennest
- Clubhause Lichtblick
- Kildehuset - Fountain House in Aalborg

All clubhouses stress the importance of welcoming potential members in a warm, relaxed welcoming atmosphere so everybody feel the clubhouse to be a safe and nice place. All clubhouses make an appointment for the visit.

At the morning meeting a member and a staff person are selected to welcome the potential member. Most clubhouses are aware of selecting the team to be geared in age, experience, and personality for the kind of the potential member.



In all 6 clubhouses it is the member who gives the tour with a description of the function of the different rooms and about the structure of the day. After the tour follows the introductory talk where most clubhouses offer coffee and tea to make the atmosphere relaxed. The meeting starts with an outline of the interview and a summary of what is going to happen.

All clubhouses orientate about the clubhouse model and the values, including the voluntary character of the clubhouse, membership, structure of the work-ordered day, TE, lessons in the clubhouse, opening hours besides the social program. It is pointed out that members and staff are working side by side, that members are needed and missed if they do not show up and that the smallest task in the clubhouse is as important as the larger ones. Kildehuset and Clubhouse Schwalbennest also orientate about the policy of smoking, alcohol and substance abuse.

The potential member is invited to tell about him/herself through the aid of questions kept simple and clear and as neutral and positive as possible. Invite him/her to tell a little about history of illness, relation to relatives, history of work and education, needs and goals and interest/motivation for starting at the clubhouse.

The orientation ends with an appointment of a starting date or telephone call whether the potential member wants to start in the clubhouse or not. He/ she get a flyer.

If the potential member starts in the clubhouse the introductory period varies from clubhouse to clubhouse. Clubhouse Schwalbennest and Kildehuset have an introduction period of 4 weeks. Kildehuset has a check list for the introduction period.

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### *How do we inspire members to take courses*

**The report is based on the answers from 4 clubhouses:**

- Gøteborgsfontænen
- Clubhouse Schwalbennest
- Clubhaus Lichtblick
- Kildehuset - Fountain House in Aalborg

All clubhouses orientate members about opportunities of courses/classes in the clubhouse during the introductory interview and at unit- and house meetings - verbal as well as written on posters. All clubhouses have members as teachers as well as teachers from outside.



Gøteborgsfontænen underline how important it is to make courses relevant to the members, and to find out what are their wishes to get out of a course. The ability to adapt the course content to the real needs of the members and then clearly communicate this relevance through examples is certainly one way to inspire. For instance can a course in computer give you the ability to navigate in an IT society, pay bills via the Internet etc.

They have the experience that important messages and information need to be repeated numerous times and in different ways in order for it to reach everyone and be understood. It is important to convey the same message repeatedly and with enthusiasm. It is a good idea to have different members as well as staff to present the same information in different ways to keep it interesting.

Gøteborgsfontænen helps with information about the support systems that are in place for the prospective students to reduce the fear of failure - whether it concerns in-house classes or classes outside. The availability of peer tutors in the clubhouse may reduce uneasiness which some members feel about starting something new.

Clubhouse Schwalbennest mentions that members who are working in the clerical unit are motivated for in-house courses to improve their computer skills. Some members are planning to make a TE job and therefore they like to learn specific computer skills. Other members take courses because of the encouraging atmosphere without stress and tests. Members do not have to pay for the lessons and they know the other participants and the teacher.

At Kildehuset members are inspired and encouraged to take courses based on their needs and goals. It is important to talk about members competences compared to their wishes and goals to find the right level of education. They have a check list about education.

- Show the class room during the tour.
- Present possibilities for education in the clubhouse during the introductory interview.
- Present the different possibilities of subjects.
- Make attention of educational announcements.
- Mention education at the daily morning meeting, at unit meetings and at house meetings.
- Write articles about education in the monthly newsletter.



## 2.4. E-learning

### *Computer Supported Collaborative Learning Course*

The application of the ELECT -Project has called the Work package 2 to pilot two short courses by using Computer Supported Collaborative Learning (CSCL)-technology . The original plan was to organize one course in Sweden and one in Finland. Those courses should have had 30 students altogether.

### *Why to pilot CSCL courses?*

The socio-constructivist learning theory builds the most relevant theoretical approach to the ELECT -project's idea of lifelong learning in Clubhouse communities. The Clubhouse members are active and social agents, who associate new information into their previous knowledge construction and experiences. Learning is a continuing process which is driven by the very own meaning. The role of the teacher is more to stimulate and afford the learner the construction of his knowledge as well as to recognize problems in studying and learning.

CSCL environments have been mostly used in Distance Education, where the students often learn alone at home, but in ELECT -project it should be pilot more in in-house education and in learning together. It aims to benefit also the collaboration and interaction between the Clubhouse members participating in the learning course.

### *Many challenges in the realization phase*

Contrary to the original plan of the work package 2 to pilot CSCL courses in Imatran Klubitalo (Finland) and in Stockholm Clubhouse (Sweden), we decided to restrict the piloting only to one Clubhouse in Finland. Organizing this kind of learning courses proved to demand more resources - time and technical knowledge - than expected, so we decided to pilot only one CSCL in Suvimäen Klubitalo, which was able to offer the course as part of its in-house learning program.

First we chose the content of the course according to what was most relevant to the members in our Clubhouse: ICT -skills or English language skills. As the questionnaire about the Needs and Goals, carried out by the work package 2, indicates, that the most popular training activities the Clubhouse learning communities organize, are just ICT -skills or languages.

We chose the English course for beginners for different reasons. Our previous English course was taken a break and even that, especially more basic skills in English were often asked for. Many of the members share the experience



they can't participate in any international co-operation, which EU projects and the international clubhouse world would offer, because of their lack of the English language skills. Learning those skills provides more members with better opportunities to participate.

The first challenge was to find a good course, suitable for us. We tried to find one by asking the local educational institutions in Jyväskylä which we have co-operated with, but they didn't offer courses for beginners. During surfing the web we founded by chance one course, created by a vocational special education teacher Johanna Venäläinen. She was expired to co-operate with us and she gave us the instructions how to come on. ELECT -project paid the very fair costs for the content of the course and its introduction.

The second challenge was to get the learning environment Moodle, which was needed for moving the course to us. Moodle is a software package for producing Internet-based courses and web-sites. It is very widely used in Finnish adult education institutes. Moodle is provided as open source software, which can be installed on any computer for free. However, we had to state that our Clubhouse don't have the resources for installing and updating the Moodle on our own server. That's why we asked a company (called Mediamasterit) to create and to host our Moodle site. The costs for that were paid by the ELECT -project. The site has the same visual image as the web sites of the ELECT -project.

After installing the Moodle the creator of the course offered us a short introduction to using the course in our Clubhouse. We also had contact with one of the researchers of the project, Tuija Kotiranta, who made a short and simple web-based questionnaire for evaluating the expectations towards to learn in CSCL -course just in the beginning. She also gave another short questionnaire for finding the learning experiences at the end of the course.

*English course on site <https://www.mmg.fi/electprojekti>  
(login for visitors: Login: evaluator.eu and password: evaluator)*

The CSCL English course started in February and ended in May 2009. The group has 13 learning sessions, 1, 5 hours every Friday. Nine members have participated in this course, some of them very active and some more occasionally. One of our Clubhouse members acted as teacher in the course, which role requires good computer skills as well as good English language skills and besides that it requires also teaching skills. We were lucky in finding this kind of teacher, and even in finding a follower for her after she had to move to a rehabilitation procedure outside the Clubhouse. Even the role of a teacher in a CSCL course appears to be very challenging we also know that there are many well educated and talented members in Clubhouses whose own rehabilitation goals can be supported by this kind of challenges.



### **The goals of this CSCL English course were,**

- that the student finds unforced and positive attitude towards using English language and towards learning it
- can tell about her own country and culture in English language
- gets to know manners and cultures of the English speaking areas
- extends the language skills learned in the comprehensive school in the direction of the own line chosen in the vocational training
- gets on in usual, daily situations and in serving customers at workplace
- understands written and spoken text typical for the own future profession and can write messages and instructions related to the own future profession.

The course will be run by making different types of tasks, for example exercises, conversational tasks and reading tasks. There are mostly two members working on the same computer, and four computers are situated near each other in the learning room. The teacher works on a computer connected to the video projector. This arrangement supports co-operation and collaboration of the students with each other, too: they can plan together how to make the tasks, they can exercise conversations as pair work etc.

Studying this course in an ordinary vocational institution includes that the student has besides voluntary tasks ultimately compulsory tasks which have to be returned to the learning environment and which the teacher gives feedback to. The compulsory tasks will be marked, and the student also gets a qualification certificate after running the course. In our case the course will be run fully on voluntary base and the students don't get any certificate. They will have feedback immediately after making the task: the feedback is given by the computer, by the teacher or by the other students of the group.

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### ***Feedback of the students***

The feedback to the CSCL English course in our Clubhouse has been very positive. Many of the students mentioned they like to learn English skills and computer skills at the same time.

The small learning group was very well liked, too. Many students have had not so good experiences in learning big classes, with for example 20 students. A small group gives the teacher the opportunity to help everybody personally. Also the familiar surrounding at one's own Clubhouse was important thing for everybody in the learning group. It is easy to come and just start learning at your own pace even though you learn with the group at the same time, because the teacher is giving you information.



Some of the students felt it would be nice to have the web-based English course twice a week at the Clubhouse. Some of the students had their own computers at home and they were working with the material also at home. Everybody felt that the material is versatile. You got the grammar, listening, reading and writing exercises in many forms. So you learned with many senses at the same time and you could share your successes with your peers.

Everybody felt that this web-based English course had given them new motivation to learn and had shown them that they can learn and it is fun.

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### *New challenges*

We are very happy to have had the opportunity to pilot this course, thanks to the ELECT -project. We also recommended another Finnish Clubhouse to start with the same course in Mai, as our own course was near to end. This experience has encouraged us to continue with e-learning also after the project. We have to try to find in our Finnish Clubhouse Coalition some experts who could take over the hosting of Moodle, and we have to learn create new course material ourselves.

## **3. Discussion of the tasks (outcome)**

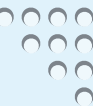
The overall outcome of all our questionnaires and discussions is, that every clubhouse member wants to learn something.

Learning is very important to them. In general Clubhouses do offer a broad field of learning possibilities to the members.

There is no great difference between what clubhouses offer and what the members want to learn, because of the right to say what they want to do. Many of the objects are learned by participating in the work ordered day, not in classes. Languages and computer skills are the preferred courses in our clubhouse. Often it's a member that teaches in clubhouse classes. Some members take courses using e-learning but then you need to have basic computer skills and to know English.

The questionnaire about needs and goals shows that members have the same needs and goals as everybody else: a family, friends, a meaningful life with an education and a job. The goals are reached through life long learning - also in the clubhouses, where members learn how to behave, social relationships, basic skills which for some members result in education and employment.





## 4. Summary of the tasks and process

We started to work in March 2008 at the ELECT kick-off meeting in Malmö, Sweden. First we had difficulties starting up, because we had no frame work given, which we could fill. So we didn't know exactly what we were supposed to do first. We decided to begin with definitions: what we meant by saying "learning" and "education".

**"Learning"** means to us:

all things that you learn in the clubhouse every day.

**"Education"** means to us:

Education is classes or courses.

Later we also had to make clear the meaning of "activation" and "motivation".

**"Activation"** means to us:

to support members to be active; to take part in something

for example: a wakeup call in the morning

**"Motivation"** means to us:

to inspire people to find their inner motivation

(you cannot work without motivation)

Then we created a questionnaire to ask, what clubhouses already offer to their members. We sent it around to all partners of work package 2 to distribute it to all clubhouses of their country/coalition and collected the answers and evaluated them.

Next step was to collect the needs and goals of the members. The goals should be small, reachable and realistic. We created another questionnaire with open questions. This questionnaire was sent out to be answered only by the clubhouses of the partners of work package 2.

A third questionnaire was done about good practices in the clubhouses. Every clubhouse of our working group described their own good practices of two basic processes in the clubhouse:

- how do we welcome people at the first day?
- how do we inspire members to take courses?

**About the e-learning:** Piloting the CSCL course offered us a good possibility to learn to use new technology, which means here a new web based learning environment. The content of the short course was *'English for beginners'*. We didn't expect to have so many technical challenges in organizing this kind



of course. For that reason we also had to compromise a little over our original quantitative goals. The very positive feedback of the students encourages us still to develop new e-learning courses in Clubhouses.

We really agree that it has been very difficult to find out the tasks of workpackage 2 and that one of the most difficult things are, that we do not have any frame. We have missed a coordinator and enough knowledge of what the other workpackages have been working with and doing. It has also been difficult to relate our work to workpackage 3 and 4. It is a great shame. Another thing which has been difficult is that the members of the group have changed so many times.

It has been a good and fruitful atmosphere in the workpackage 2. It has been good to get to know each other and to exchange experiences and getting new ideas from each other. It has been nice to visit the hosting clubhouses and the socializing with all the participants in the ELECT program has been wonderful.

We have had difficulties to find out exactly what were the tasks of the workpackage. We have missed a frame for the work and a more close connection to the other work packages and their tasks. Sometimes the language has been a barrier because most of us has English as second language.

THE ELECT PROJECT HAS BROUGHT THE EUROPEAN CLUBHOUSES TOGETHER AND IT HAS STRENGTHENED THE EUROPEAN COOPERATION. WE ARE LOOKING FORWARD TO THE HOPEFULLY FOLLOWING PROJECT.

