

**Learner Autonomy - The Teachers Views**

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## **Introduction**

**George Camilleri**

## **The Background**

This research project, *Learner Autonomy: The Teacher's Views*, was initiated during Workshop No. 8/97 *Aspects of Teaching Methodology in Bilingual Classes at Secondary School Level* that took place in Graz in May 1997. The seminar attracted a number of educators from various European countries. At the end of the seminar participants were encouraged to establish networks and set up projects related to the topics dealt with during its proceedings [see Camilleri 1997<sup>1</sup>], and the ECML offered to host follow-up meetings of successful projects. Initially ten members signed up for this project but three of these had to drop out for various reasons. The final list of project members can be seen in Appendix 2. I was chosen by the group as Project Co-ordinator, and a basic outline of aims, method, means of communication and time-frames was discussed and formulated.

## **Aims of Project**

As its title suggests, the project set out to be a research exercise that sought to find out teachers' *attitudes* towards Learner Autonomy. The project findings would be of interest to, among others, educational planners working on the promotion of Learner Autonomy. The project set off with the hypothesis that teachers considered some areas of teaching and learning – which may be called the 'classroom experience' – as more suitable than others for the implementation of Learner Autonomy. The project could reveal such areas, and indicate what sort of justification teachers bring forward to explain their attitudes. The educational planner would thus be better informed and have deeper insight when it comes to taking decisions on priorities, strategies, in-service training and other activities aimed at the implementation of Learner Autonomy.

## **Procedure**

In Graz it was agreed by the project members that a detailed questionnaire addressed to practising teachers should be drawn up in the following weeks and copies distributed to each member. The latter would in turn distribute 50 copies of the questionnaire among

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<sup>1</sup> Camilleri A. 1997 Report on Workshop No.8/97 Graz, European Centre for Modern Languages.

teachers in his or her area of operation. The original questionnaire was to be in English, and project members would, if necessary, translate the text into their native language.

The project had reached this stage at the end of Workshop No.8/97. From this point onwards, communication among members was maintained by means of e-mail, faxes, telephone and surface post. After the exchange of a few draft questionnaires among members, an acceptable model in English was concluded and sent out to members in October 1997 by the Co-ordinator. Members had to translate the original, if necessary, and distribute the required number in their home country. Data from the completed questionnaires was put in two tables – one for quantitative and one for qualitative data – had been specially designed by Irena Dogsa and distributed among all the members. The completed tables were then mailed to the co-ordinator for processing into a global record of the data. Not all the members managed to send in this data by the required date.

The whole process of the planning and execution of this research project has in itself been an educational and reflective experience for its members, and it is probable that many teachers who participated in the project have in some degree enjoyed similarly beneficial effects.

A two-day follow-up meeting took place in December 1998. The ECML offered to host four members, including the co-ordinator. By that time data had been collected and sent in by seven members hailing from six different countries. This data was presented and initial interpretations were discussed. The content and format of the final report, with related time-frames, was discussed and agreed upon and presented to the ECML. Communication among members, also with those that were not present in the follow-up meeting, was to be maintained. The project's conclusion was to be the final report, which would be disseminated among interested parties by the ECML.

This publication includes four articles written by the project members who attended the follow-up meeting. In these articles the members report on their individual research exercise and comment on their findings, drawing also some comparisons with the global results. The writers also give outlines of their local educational set-up in order to give the reader an idea of the context in which their teachers operate. Dr Antoinette Camilleri contributes a very relevant article on the teacher's role in learner autonomy, and in another article I present some reflections on the global findings of this project. The Appendices contain tables showing the actual data gathered from each participating country, and this is also presented in the form of graphs. These were painstakingly prepared by Thom Dousma and Irena Dogsa. Lists of members, a copy of the questionnaire, and short professional biographies of the contributors also appear in the Appendices.

I would like to thank all the members of this project for their hard and diligent work, the hundreds of teachers who took time to complete the questionnaires, the Malta Education Division, and the European Centre for Modern Languages for their support. The members of this project are confident that this publication will find its niche in the

ever-growing literature on learner autonomy, and I hope that its data as well its reflections will be of interest to educators who are striving to make the learning process a more meaningful and effective experience for our learners.

## ***Malta [Teacher Group 1]***

### **Learner Autonomy: A Goal Worth Striving For.**

**George Camilleri**

#### **A brief note about Maltese Schools**

The following remarks are very brief and may be useful for those who are not familiar with the educational set-up in Malta. The school system in Malta is built largely on the British model, with Primary [5-10] Secondary [11-16] and Post-Secondary [17-18] stages. The Secondary level is divided into three sectors; the Junior Lyceum [a grammar-type school], the Area Secondary [comprehensive-type] and Trade School [vocational]. Pupils in Primary Year 4 and higher have to sit for annual national exams. Textbooks and syllabuses in state schools are written and prescribed centrally by the Education Division. Teachers in state schools are recruited by the central government. Education, like the country in general, is bilingual [Maltese and English]. The Education Division maintains close links with various British institutions, and these are frequently involved in senior personnel training.

#### **1. The Respondents**

I decided to distribute the questionnaire to teachers in a field which, due to my professional background, I know well, namely, the state secondary school sector. Respondents came from the three sections within this sector. The teachers had a range of experience from one to forty years. Most of the respondents were teachers of English. I aimed for the target number of 50 respondents that had been agreed at the launching of the project in May 1998.

The teachers involved were of both genders and were in possession of full teaching qualifications. In Malta this means that they had obtained a minimum of a Bachelor of Education degree, or had taken a first degree followed by a one-year post-graduate teaching diploma, or had attended a two-year residential course in a specialized teachers' college.

It is difficult to make a definitive assessment of how familiar the respondents were with the notion of Learner Autonomy. It is fair to assume that recently engaged teachers were familiar with the concept, having come across it during university or other studies [see also report by Antoinette Camilleri, below]. A related concept, 'Learning to Learn', has also featured in in-service sessions for a section of secondary school teachers. Subject Co-ordinators [officers with a reduced teaching load but with added responsibilities], some of whom also participated in the project, being involved more

frequently in seminars and workshops, would also have been familiar with the notion and its practice. No doubt, the dissemination of the questionnaire in schools must have also brought about related discussion and reflection in staff rooms, and this in itself would have helped to make respondents more familiar with Learner Autonomy.

## 2. The Data-Collecting Procedure

As an Education Officer in my home country, I frequently come in direct contact with teachers at school. This happens mainly during school visits and in-service training courses. This enabled me to have direct contact with potential respondents. In fact I used this advantage both to distribute and to collect many of the completed questionnaires within deadlines agreed between respondents and myself. I could also tap, as indeed I did, former teacher colleagues in secondary schools with whom I have kept both formal and informal contacts.

I therefore distributed the questionnaires either directly by hand during school visits, or through the schools' Subject Co-ordinators, with whom I have weekly meetings throughout the scholastic year. I gave instructions that the questionnaires had to be completed and collected within three weeks of distribution. A few questionnaires were not returned, and I made up for this by distributing copies by hand to more teachers until I got the required number.

## 3. Interpretation of Results

The questionnaire attempted to cover as much as possible of those areas of the 'classroom experience' where interventions by the teacher or learner could have a determining factor on the outcome [see 'The Questionnaire' in Appendix 3]. It offered respondents the opportunity to express five degrees of agreement or disagreement with the topic of each question, namely *Not at all*, *Little*, *Partly*, *Much* and *Very Much*. One can interpret an entry in the first two as an expression of *resistance* to the notion of promoting autonomy in the given classroom activity. An entry in the *Partly* column could be interpreted as a desire for the given activity to be a result of *collaboration* and *negotiation* between the learner and the teacher. The last two, namely *Much* and *Very Much* express a strong belief in the importance of *giving the learner as much decisive power as possible* in determining the given task. These interpretations can be expressed in simple table form:

Reply	Interpretation
<i>Not at all; Little</i>	resistance to Learner Autonomy
<i>Partly</i>	negotiation between Teacher and Learner
<i>Much, Very much</i>	Strong support of Learner Autonomy

Table 1: Categorization of replies

The pattern of replies gravitated mainly around the 'Partly' answer; in most cases this attracted 40% or more of the replies. As one who believes in the importance of giving learners more room for decision-making than they enjoy at present, I find this desire of teachers to negotiate with learners on many issues very encouraging. This is even more so given the strong tradition in local schools of the learner being merely a passive recipient of decisions taken by others. Among the areas where the highest incidence [54%] of 'Partly' replies were recorded, one finds that of 'choosing learning tasks' [Q6]. Teachers here grasp the importance of involving the learner in deciding on the particular types of learning activities to be undertaken, no doubt being aware of the fact that such an approach would have a positive effect on learning motivation.

If one looks at the areas of strong *resistance* [that is, those replies falling into the *Not at all* and *Not much* categories] to Learner Autonomy – the areas that teachers think should be very much their own domain – one finds 'selection of textbooks' [Q3A; 44%], 'time of the lesson' [Q4A; 44%], 'place of the lesson' [Q4B; 48%], 'record keeping of attendance' [Q8C, 48%], 'type of homework tasks' [9B, 50%], and 'what is to be learnt from AVA's' [Q10B; 44%]. The comments that teachers sometimes wrote under their entry throw some light on the reasons behind this resistance:

Although negotiation is commendable, both time and place is fixed by the administration ... this should be left for teachers ... it is the decision of the teacher that matters...the student is often not in a position to decide what materials yield the best results ... pupils may sometimes tend to go towards the traditional, to what is safe and short ...

These comments show that such resistance is partly due to conditions beyond the control of the teacher, and partly to the view that the teacher is better placed or informed to take decisions. There is also a worrying perception of students as being unable or unwilling [also reported by Thom Dousma] to exploit properly an opportunity of decision-making. It is hard to decide which is the more difficult condition to deal with, that pertaining to the physical and logistical constraints of a centralised school system, or that pertaining to the mental culture of the teacher or learner. What is certain, however, is that all of us involved in education need to reflect on whether there is any correlation between learner demotivation and the lack of learner involvement in how learning is conducted.

The prospect of a school culture that gives more space to Learner Autonomy looks more promising in those areas where teachers express strong support. The project revealed a good number of areas where this appears to be the case. The area of strongest support – a remarkable 84% – is Q12 which asks '*How much should the learner be encouraged to find learning procedures by himself or herself?*'. This implies that a fundamental aspect of learner autonomy, as teachers see it, is that of enabling the learner to discover his or her own learning style. The fact that this recognition fits in with current educational thinking concerning the importance of catering for different learning styles in the learning process reinforces its significance.

Another area which has attracted strong approval [78%] from teachers is Q11: '*How much should the learner be encouraged to find his or her own explanations to class-*



*room tasks?*'. This is clearly related to Q12 mentioned earlier and clearly expresses teachers' dissatisfaction with traditional 'spoon-feeding' and top-down methods while expressing a strong faith in notions like learning by discovery and learning to learn.

The project also yielded some interesting insight into what teachers consider to be the learner's role in assessment. Q13 asked teachers for their views about self-assessment and testing. In Q13A, 66% considered weekly self-assessment preferable to testing; in Q13B 44% thought that monthly self-assessment was preferable to testing; and finally, in Q13C 26% opted for annual self-assessment rather than for testing. There is a clear correlation between the decrease in teacher support of self-assessment with the increase of the period to be assessed. The reason for this feature in the research findings could be the fact that in Malta, as in most other countries, annual assessments have a more decisive force in determining the placing and certification of a pupil than weekly or monthly assessments. The implication of the findings is that teachers are ready to 'trust' learners with assessing themselves on a relatively unimportant weekly or monthly basis but less keen to do so on the all-important annual scale. To be sure, one must say that it is hard to envisage the possibility in the present Maltese school system that allows learners to place themselves in levels or classes according to their own estimation.

As a conclusion to this part of the article, I present the following table as a 'quick view' to some of the salient results of the research I conducted.

Strong resistance [44% or higher]	strong support [44% or higher]
<i>The learner should be involved in...</i>	
Q9B] decisions on the type of homework tasks: <b>50%</b>	Q12] finding out learning procedures: <b>84%</b>
Q4B] decisions on the place of the lesson: <b>48%</b>	Q11] finding explanations to classroom tasks: <b>78%</b>
Q8C] keeping records of attendance: <b>48%</b>	Q13A] performing weekly assessment: <b>66%</b>
Q4A] decisions on the time of the lesson: <b>44%</b>	Q13B] performing monthly assessment: <b>54%</b>
Q3A] selecting textbooks: <b>44%</b>	Q7A] decisions on the position of desks: <b>50%</b>
	Q7B] decisions on the seating of students: <b>46%</b>

*Table 2: Areas of strongest resistance and support [presented in descending order of scores gained]*

#### **4. Comparison with the overall results**

Generally speaking, the pattern of replies in the Malta section is similar to that of the global pattern. The indication is that the attitudes and mentality of Maltese teachers are not much different from those of their colleagues in mainland Europe. Some differences, however, appear when one examines particular categories. A ‘conservative’ element in Maltese teachers may be inferred from the figures for questions dealing with choosing objectives, topics and tasks, which in the *Much* and *Very Much* categories are consistently lower for Malta than the global figure. The same pattern is observed in deciding what is to be learnt from materials [Q3A, B, C], deciding on individual/pair/group work [Q5A], the use of materials [Q5B], the type of homework activities [Q5D], and the choice of learning tasks [Q6].

Another interesting feature which came out in the data refers to the category of ‘Partly’, which, as has been argued earlier, I interpreted as expressing a desire for negotiation. The Malta figures are generally higher in those questions relating to content and method [e.g. choosing objectives, topics and tasks], but markedly lower in questions related to classroom management [e.g. deciding on the positioning of desks, seating of students, discipline matters]. This could mean that the Maltese teacher is more wary of letting the learner have a determining influence on the way the lesson is managed or run than his colleagues in other parts of Europe.

#### **5. Conclusion**

I find the research data an encouraging statement by Maltese teachers in favour of promoting learner autonomy in schools. Considering the educational climate which had prevailed until recently in the country, I note a willingness of the teacher to give more space to the learner in decisions that affect the way his learning is managed and the actual content of that learning. Although there are areas where resistance against learner autonomy is still strong, this may be partly attributed to constraints inherent in the present school system which makes it difficult for changes to take place. I have no doubt that support of learner autonomy will increase the more flexible the conditions within the school system are, and the more autonomous the teacher is [see also *The Global View*, below].

My recommendation to educational planners working on learner autonomy is to identify areas which seem to attract most support from teachers and concentrate their efforts there. At the same time, I would recommend that at the initial stages of a programme of implementation, areas where resistance seems to be strong, should be avoided. This project has already helped to identify such areas and I hope that others will conduct further research to throw more light on this issue. Once a situation is reached where teachers, students and educational planners can assess the benefits achieved by implementing learner autonomy in particular areas of the learning experi-

ence, there is a better likelihood that learner autonomy would be diffused in the whole range of activities that make up the entire 'classroom experience'.

## *Malta [Teacher Group 2]*

# **“Learner autonomy is a dream to be achieved” – The Young Teachers’ Views**

Antoinette Camilleri

## **1. The Respondents**

This chapter refers to a group of respondents who had a number of characteristics in common. They all had graduated with a B.Ed. (Hons.) from the University of Malta, and they had all participated in a course on learner autonomy during their pre-service education. They also had exactly one year of teaching experience since graduating.

Out of the thirty-four respondents, twenty-nine taught in primary schools. Only three of these were employed in Church (Catholic) schools, and the rest taught in state schools. Five respondents taught in the state secondary sector, four of whom taught Maltese and one taught technical subjects. However, at university, they had all studied Maltese as a main subject and primary method as a subsidiary subject. This means they were qualified to teach either in a primary school, or to teach Maltese at secondary level.

The respondents' average age was twenty-three, and a large majority of them were females. Those involved in primary education were responsible for children aged 8 to 11, and taught all the subjects on the curriculum, namely Maltese, English, Mathematics, Science, Social Studies, Physical Education and Religious and Moral Education. Both the teachers themselves, and their learners came from different areas of Malta.

## **2. The Data-Collecting Procedure**

The sample originally chosen consisted of all the students who had taken the course on ‘learner autonomy’ with me during the academic year 1995-1996, and who had, by October 1998, one full year of teaching experience. This means that two years had elapsed from when they took the course, and so they can be considered as fresh teachers.

I mailed the questionnaire to the whole group of fifty-five teachers, with a stamped and addressed envelope in order to make it easy for them to send me back their replies. I wrote a letter of introduction to accompany the questionnaire where I congratulated my ex-students for their success in their course; I reminded them of some of the work they had done at university; and asked them to fill this questionnaire after explaining its

aims. I received thirty-four filled-in questionnaires within one month. This report is therefore based on a sample of thirty-four replies.

### 3. The Interpretation of Results

Most of the replies are clustered around central tendencies for all questions, that is, the majority of replies for each question were either 'partly' or 'much'. Respondents generally avoided the 'not at all' and the 'very much' columns, and only occasionally chose 'little'.

In what follows I shall concentrate mainly on the most striking replies, that is, those questions to which respondents did not hesitate to choose the extreme options.

To start with, I would like to clarify that there was a 'high' number of invalid results to questions 3B, 3C, 10B and 10C possibly because the respondents did not understand the abbreviation AVA (audio-visual aids), and the term 'realia'.

All but one of the comments made by the respondents to question 3 show that they heartily believe that learners stand to gain when given a say in the selection of materials. They think that learners become more enthusiastic, interested and motivated when involved in such decisions. In fact, as one teacher pointed out, "*the textbooks are given to the learner by the state*", but "*learners can always be encouraged to bring along their own materials to sustain the teacher's*".

In reply to question 10, about learner involvement in decisions relating to what is to be learnt from materials given by the teacher, only three comments were made. They state that the learner should be 'partly' involved in decisions related to materials, and that this should be done through discussions, so as to increase learner motivation.

The most striking results were the replies to questions 4C, 11 and 12. These teachers in general strongly agreed that:

- The learner should be involved in decisions about the pace of the lesson
- The learner should be encouraged to find his/her own explanations to classroom tasks
- The learner should be encouraged to find out learning procedures by himself/herself.

A good number of teachers said that lessons could not proceed properly unless their *pace* matched that of the learners. Replies to questions 4, 11 and 12 reflect a sensitivity on the part of these teachers for learner-centred approaches and discovery learning. These young teachers are conscious of the need for using a variety of teaching/learning strategies in the classroom, and they believe that each learner should be encouraged, and given the opportunity, to find out, and to use, his/her own learning style. For example, teachers commented that:

- “By encouraging the learners to find their own explanations, they will be learning how to think”.
- “If the learner manages to find his/her own way to an explanation, it would be easier for him/her to remember what was learnt”.
- “It is better to teach them how to learn than simply teaching them things and facts”.

On the other hand, other comments reflect a degree of caution. A few teachers commented that some learners might be too young, or too immature to take responsibility for their own learning. For example, one teacher said that although it is always positive to try to involve the learners in decision-making,

- “in some schools it is very difficult to administer (a methodology involving learner autonomy) because students are simply not interested”.

In fact, a certain reluctance to introduce autonomous learning is found in the following areas:

- The selection of textbooks
- The choice of the time of lessons
- The choice of the place of lessons
- The positioning of desks
- Seating arrangements
- Matters of discipline
- Keeping records of work done, marks gained and attendance
- Annual assessment

In Malta, textbooks are prescribed nationally in state school education, and are school-based in the private sector. However there is one national curriculum, and Church schools, in particular, generally follow the state syllabuses. For this reason teachers probably feel that there is no room for choice of textbooks, not even by the teachers themselves, let alone by the learners.

The same applies to assessment. End of year assessment is nationally-based, and all state school students (from the age of 8) have to sit for the same annual examination. This leaves no room for teacher, or learner autonomy, and therefore it is not surprising that teachers do not perceive the possibility of involving learners in these decisions.

However, as far as the positioning of desks and seating arrangements are concerned, it is rather surprising that teachers seem to want to allow little learner autonomy. It is maybe less surprising that they would allow little learner involvement in matters of discipline. Similarly, record-keeping is considered to be the teachers’ job.

#### **4. Comparison with the overall results**

First I would like to say something about how this group of teachers differed in their replies from that of their more experienced colleagues reported in this publication by George Camilleri.

There is a clear difference between this younger group of teachers and the other group of Maltese teachers in that this group avoided the 'not at all' category unlike their colleagues (eg. see replies to questions 1A, 1B, 2A, 2B, 5A, 5B, 5C). Probably this is because the younger teachers have followed a course on 'learner autonomy' and have been given an opportunity during that course to experience autonomous learning themselves (see Camilleri 1997), and therefore are more inclined to allow space to the learner for deciding on his/her own objectives, content and methodology, than the more experienced teachers who did not have the same opportunity in their training. This certainly points to the need for educating teachers in learner autonomy both in their pre-service and in-service professional development, as it is more likely to enhance learner autonomy in the classroom if teachers themselves experience it first.

Both groups of Maltese teachers provided very similar replies to questions 3A, 3B, 3C, 4A, 4B, 4C and 5D which were about learner involvement in the selection of materials and the time, place, pace and methodology of the lesson. There is a good number of replies saying that learners should not be involved 'at all'. Probably this is due to the centralized system within which they operate.

Question 5D dealt with homework. Parental pressure is very strong in Malta and parents believe that a good teacher is one that gives a lot of homework every day, and that learners will learn according to the amount of homework they are given. Teachers, therefore, are under pressure to give good amounts of homework as this is one criterion on which their performance is evaluated. It is probably for this reason that both groups of teachers feel that learners should not have much say in what they get for homework. The teacher has to be in control of this.

On the other hand, younger teachers seem more willing to allow for autonomous learning when it comes to classroom methodology, specifically the use of individual, pair, and group work (5A), classroom activities (5C), and learning tasks (6). One possible explanation for this could be the fact that, being fresh, they are still willing to experiment with methods they learned about at university. Over time, when additional pressures are encountered, teachers might resort to the more traditional 'lecturing' type of methodology.

When compared to the global results, there are the same tendencies between the young Maltese teachers and the international sample of teachers, as far as the establishment of objectives, course content, and the time, place and pace of the lesson are concerned.

The replies show differing tendencies however, when it comes to the selection of textbooks, the use of materials, classroom activities, and assessment. It is very inter-

esting to note that, while within the young Maltese teachers group the most conservative replies concerned the choice of textbooks, for example, they still amounted to 38% contra 15% of the whole international sample. As regards the pace of the lesson 29% of the young Maltese teachers as opposed to 11% of the international group think that the learner should be involved ‘very much’ in the pace of the lesson. One reason for this difference, however, could be a differing interpretation of the question by the different groups of teachers.

On the other hand, when it comes to annual assessment only 3% of the young Maltese teachers agree ‘very much’ that learners should have a say, as opposed to 14% of teachers in the international group. Similarly, only 3% of the young Maltese teachers contra 18% of the whole group, think that the learners should be involved in decisions regarding the seating arrangement in class. I think that both of these replies bear witness to the centralised and rather teacher-dominated system within which Maltese teachers still operate.

## 5. Conclusion

As the young Maltese teachers rightly pointed out in the general comments, we should strive to move towards more learner autonomy in our schools:

Learner autonomy is good since in this way the learner can link education with his/her experience. This is how learning takes place: there's no parrot-teaching, but everything is taught with a purpose and makes sense to the learner.

The learner is the most important person in the learning process.

On the other hand, teachers feel constrained by the system within which they have to operate. As one teacher pointed out:

Learner autonomy is a bit difficult to achieve in a primary school since our education system is such that the pupils are not allowed to mature until much later. At least the place where I teach they prefer uniformity and they don't understand the value of learner autonomy at the moment.

In order to move in the direction of autonomous learning, not only must teachers feel a duty to lead learners to increasingly carry more responsibility for their own learning, but this process has also to be supported by a national endeavour that lifts off some of the pressure exerted by the national examination system and the very demanding syllabuses. Fortunately, one can already find signs of a tendency to move in this direction in the new draft national curriculum. There are positive signs that more teachers and administrators from the various strata of the education system believe, as one teacher affirmed, that “*learner autonomy is a dream to be achieved*”.



## **Reference**

Camilleri A. 1997 Introducing Learner Autonomy in initial teacher training. In Holec H. and Huttunen I. (eds.) 1997. *Learner Autonomy in Modern Languages*. Strasbourg: Council of Europe.

## *The Netherlands*

### **“The student will choose the easy way”**

**Thom Dousma**

#### **1. The Respondents**

The respondents came from three main sources: teachers of different subjects at my own school, teachers of Economics, and teachers of different subjects who are involved in bilingual education in the Netherlands. They were all involved in secondary education and were between the ages of 25 and 60 years.

The professional background of teachers in secondary education varies. In lower secondary education one should have at least the qualification of a teacher training college. This could be a teacher training college for primary or secondary education. The first one qualifies a teacher to teach the Dutch language; the second one gives a qualification for subject teachers.

For upper secondary education a teacher is expected to have a post-graduate qualification, obtained either after a follow-up, part-time teacher-training course or at a university training college, which is mostly full time and done after finishing a first degree. The educational background of the respondents was therefore a mix of teachers in possession of first and second degrees. The schools from where the respondents came prepare pupils, who are generally between twelve and eighteen, for vocational education at different levels.

Schools have a certain freedom of arranging their educational practice. Some schools employ streaming, and they put their students in different streams for lower, middle, higher or preparatory university level. Other schools employ a more comprehensive system in the first years but after two or three years students are streamed. There are schools with relatively low and others with relatively high levels of learner autonomy. A large majority of the respondents were males. It reflects the general situation in schools in the Netherlands where males outnumber females.

#### **2. The Data-Collecting Procedure**

The distribution of the questionnaires was very much the result of the pragmatic consideration of getting back as many questionnaires as possible without too many costs. I asked one or two teachers of every subject at my school to fill in the question-

naire, and later I asked some other teachers of different subjects from bilingual schools to do the same.

This exercise produced an impression of thoughts about autonomous learning in the Netherlands, but one should be very careful about coming to conclusions and generalisations.

There were some problems in collecting the questionnaires. Respondents mentioned lack of time to look closely at the questionnaire or difficulties in understanding some of the questions. In some cases questionnaires were not completed for this reason. Others reported that they had just forgotten about it. I distributed 70 questionnaires of which 49 were returned duly completed.

### **3. The Dutch educational situation**

Before interpreting the data of the Netherlands, it is necessary to give some relevant information on the Dutch educational situation.

In order to adapt education to a changing society the Dutch government recently made laws to change school practice. First, lower secondary education [in the Netherlands referred to as the *basisvorming*] was reformed. Now it is the turn of upper secondary education to change. Schools were given the choice to start this change in scholastic year 1998/1999 or 1999/2000.

The main objective of these changes is to put more emphasis on skills. These skills are summarised in syllabi for each subject and teachers are expected to familiarise the students with them through content. Students are expected to keep an Exam File, a portfolio by which they can show what progress they would have made in upper secondary education. The intention is to stimulate more active knowledge acquisition and active processing by pupils. At the same time there would be more coherence between subjects.

A major part of the Exam File is practical assignments. The students' main assignment is a paper that covers at least two subjects in which they have to demonstrate the skills they would have acquired. In order for these changes to be effective, it is expected that the majority of the teachers at secondary schools in the Netherlands have to change their attitudes towards teaching and learning.

In certain aspects the trend is towards autonomous learning. This is much the case on decisions related to the choice of learning tasks, on what is to be learned from materials given by the teacher, on individual/pair/group work, on the use of materials, on the type of classroom activities and about the place of the lesson. Learner autonomy will also benefit from the teacher's encouragement of the learner to find his or her own explanations to classroom tasks, to find out learning procedures by himself or herself and to assess himself or herself, rather than be tested.

## **4. The Interpretation of Results**

### **4.1 Quantitative data**

I will first highlight what I consider to be unexpected results and the most significant differences between the results of the Netherlands and the global results.

There is little involvement of learners in establishing the short-term (1a) and long-term (1b) objectives of a course of study. Some resistance is demonstrated to the involvement of learners in decisions about the place of the lesson (4b). In the new situation it is possible that teachers will change their opinion, because schools will allow children more and more to work at different locations in a school.

The answers to three questions demonstrate an inclination towards collaboration between teacher and learner. The teacher and the learner should be equally involved in deciding the topics of the course content (2a), in selecting textbooks (3a) and in selecting audio-visual aids (3b).

Some answers show positive attitudes towards particular aspects of learner autonomy: selecting realia, record-keeping of marks gained (8b), decisions on the quantity of homework tasks (9a), encouragement to find his or her own explanations to classroom tasks (11), finding out learning procedures by himself or herself (12), assessing himself or herself, rather than be tested, weekly (13a) and monthly self-assessment (13b).

### **4.2 Qualitative data**

One of the teachers said: “The student will choose the easy way.” I have chosen it as the heading of the Dutch report because I think that it is a thing we always have to keep in mind. Most pupils go for the ‘easier’ option. This suggests that students will do as little as possible as long as they reach the ultimate goal: getting the end-of-course certificate. And certainly we should keep in mind that there are pupils who behave like that. At the same time there are enough students who, once given a responsibility that fits their personality, are able to improve their achievements. This is in line with the remark of three teachers that students should do, learn, determine, judge as much as possible.

Five teachers emphasise that the teacher is the guide of the learning process. He or she has insight, an overview, didactic knowledge, knowledge about the target level of attainment, and knowledge about the level of class members and of the class as a whole.

One teacher stressed that the change for teachers and students to adopt this process of learner autonomy should be gradual. Autonomous learning is a long process: for the teacher to master the skills and the attitudes necessary to become the guide of the students. It is also a long process for the student because autonomous learning for the learner is a process in which you master skills and attitudes necessary to become

responsible for your own learning. Some teachers remarked that in the long run learning should be teacher-led, but in the short term student-led education would be more appropriate.

The last remark from the comments I would like to bring up is: "Rules, set by the government, make autonomous learning more and more impossible." The question one has to ask is: do the prescriptive syllabi make autonomous learning more or less impossible? I think that the prescriptive syllabi and the required centrally organised exams do make learner autonomy difficult. This holds also for school exams, albeit to a lesser degree. It makes students involvement in long-term objectives, in topics of course content, in selecting textbooks and in the time factor of lessons certainly more difficult. The government should be aware that too much regulation in this field could be an obstacle to learner autonomy. At the same time I think that other parts of autonomous learning will have better chances under the new regulations. These include short-term objectives, deciding on performing certain tasks, using visual aids and realia. The same will hold for decisions on the place of a lesson, individual or group work, the use of materials, finding out learning procedures and improving self-assessment.

The extent of participation in decisions depends on the knowledge, age, experience and independence of students and teachers. The subject, the institution and the class as a group play an important role as well. There were nineteen teachers whose comments express these sentiments with particular reference to course content, time, place and pace, methodology, objectives, classroom management, materials, homework tasks, learning procedures and assessment. Six teachers mentioned that in the fields of objectives, time, place and pace, and materials government regulations play an important role. Most comments about objectives, classroom management and assessment stated that the shorter the period, the more influence a student should have on decisions.

## **5. Comparison with the overall results**

The most striking differences between the global results and the results of the Netherlands found in the field of resistance against learner autonomy are in long-term objectives and less but still evident in the field of short-term objectives. The Dutch teachers are more reluctant to involve the students in long-term objectives than the teachers in other countries. To a lesser degree the Dutch teachers have the same attitude towards short-term objectives. Also, the decisions about record keeping of work done meet more resistance in the Netherlands than in the other countries.

The Dutch teachers are inclined to divide the tasks of deciding the topics of the course content between teacher and learner, while the global results indicate more learner autonomy on this point. The opposite is the case in decisions on quantity of homework tasks. The Dutch respondents are also of the opinion that decisions about record-

keeping of work done should be more the task of the learners, while the global results suggest a more balanced involvement of teacher and learner.

## **6. Recommendations**

Governments and school managers have to realise that a fundamental change in the educational area can only be achieved if there is enough support especially in terms of time, facilities and money.

To implement this kind of change a long period from five to seven years is needed. Teachers have to make themselves familiar with attitudes and skills. Materials have to be developed. The first years after the change, each year and each item should be evaluated. If the authorities do not realise these prerequisites the development will be at the expense of the teachers and that will be at the expense of education and in the end of students.

The process of implementation should be gradual for teachers and learners. If there are too many problems in the beginning, it will be difficult to develop learner autonomy. One should start with the parts that appear to pose the fewest problems and then move slowly to parts where more resistance is expected. Preparations must be very thorough.

Learning learner autonomy is a process where teachers and learners are involved, and the process should not go faster than teachers and learners can manage. This also means that a teacher who has all the skills and attitudes needed to stimulate learner autonomy should not go faster than the learners can manage.

## *Slovenia*

### **“We should teach students to be autonomous from the beginning of their education”**

**Irena Dogsa**

#### **1. The Respondents**

The Slovenian sample was made up of fifty respondents from Maribor. All of them were teachers of students between 12 and 19 years old. About 50% of respondents in the sample were elementary school teachers of children from 12 to 15 years of age and another 50% were secondary school teachers of students between 14 and 19 years old. Teachers in Slovenian elementary schools have in general a lower level of education than secondary school teachers. The majority of respondents were females, which reflects the general make-up of the teaching cohort in the country, though the female majority is even greater at the elementary school level. Respondents were of various ages from 23 to 50, with at least 6 months' teaching experience. The teachers were of various subjects, but teachers of Physical Education were not invited to participate because in my view the questionnaire was not particularly appropriate to their teaching situation.

Many respondents may not have been familiar with the concept of Learner Autonomy, since they had not attended any formal educational courses on learner autonomy. This concept is quite new in Slovenia, especially in subject areas other than languages. However, I am obviously not excluding the fact that some may have come across this concept in their reading or through other means.

#### **2. The data-collecting procedure**

The questionnaire was first translated from English into Slovenian. Copies were then distributed to teachers in three schools and they were asked not to discuss the questionnaires during their completion. In my school there was an agreement that after completing them teachers should deposit the questionnaires in a box on my table. A similar procedure was used at the other two schools as well. In this way confidentiality was assured, and this must have helped answers to be more frank, with a lower prevalence of socially desirable but insincere answers.

### 3. The Interpretation of Results

The quantitative analysis of the questionnaires in Slovenia has shown that for the majority of questions there was a strong tendency towards choosing the middle category of 'Partly' (2). However, there were some significant results; and I think the answers to eight questions should be highlighted and viewed in more detail.

#### **3A: How much should the learner be involved in selecting textbooks?**

26% of teachers answered *not at all*, 11% with *little* and 18% with *partly*. The reason for this view might lie in the fact that all the textbooks in Slovenia have been approved and prescribed by the Ministry of Education. Besides this there is not much choice of textbooks since Slovenia is a small country and its language is spoken by only two million people. I assume that most teachers had hardly ever thought of choosing a textbook by themselves, so the idea of pupils or students choosing the books might have been completely new to them. One teacher even commented that the question is not applicable to her.

#### **3C: How much should the learner be involved in selecting realia?**

Surprisingly a high number of teachers (52%) answered that students should *be very much* involved in selecting realia. It appears that this is something that they already practise a lot.

#### **5A and B: How much should the learner be involved in decisions on individual/pair/group work and the type of classroom activities?**

40% of the teachers in the sample answered that students should be *much* involved in decisions on individual/pair/group work, whereas 34% thought that they should be involved only *partly*. There was only one single teacher who thought that they should not be involved in these decisions at all. It is also worth mentioning that 48% of teachers thought that pupils or students should be *much* involved in decisions on the type of classroom activities and 40% thought that they should be involved at least *partly*. One teacher commented that pupils can have a lot of good proposals.

#### **7A and C: How much should the learner be involved in decisions on the position of desks and discipline matters?**

Regarding the position of desks the teachers were quite democratic – 94% of them thought that pupils and students should be *partly*, *much* or even *very much* included in this part of classroom management. The majority of them (44% for *partly* and 38% for *much*) thought that pupils or students should be involved in decisions on discipline matters and the answer that they should not be included at all did not appear. Some teachers wrote comments to Question 7 and these were very contrasting. One thought



that students are not mature and critical enough for these decisions, while another thought that their decisions about classroom management could increase their motivation.

### **11: How much should the learner be encouraged to find his or her own explanations to classroom tasks?**

50% of teachers answered with *very much* and 38% answered with *much*, while none answered with *not at all* or *little*. This appears to be an aspect of learner autonomy that they advocate to a very high extent, though one made a comment that there is always time constraint which makes this part of learner autonomy difficult to implement.

### **12. How much should the learner be encouraged to find out learning procedures by himself or herself?**

60% of teachers thought that students should be *very much* (the highest category) encouraged to find out learning procedures by themselves and 30% provided the answer *much*. No respondent thought that they should not be encouraged in this direction at all or only little. This seems to be a concept that most teachers believe is attainable and one that should be implemented.

When analyzing the qualitative data evident in their comments, it is clear that teachers' attitudes towards learner autonomy vary to a great extent. The general comment about learner autonomy most often expressed by teachers was positive:

Students should be encouraged to be more autonomous, so they will become more independent, responsible and creative.

The six teachers who came up with this comment were clearly aware of the importance of learner autonomy. However, another comment expressed by teachers (four times) was less optimistic:

Students do not use the opportunities for autonomy when it is given to them; they are also not aware of its importance and do not want to be autonomous.

Three teachers saw learner autonomy as a factor which may increase students' motivation.

A few teachers did not answer the questions related to homework, and these wrote that they do not give homework. Some respondents commented that some questions are not applicable to them since they are part of a prescribed and controlled school system that does not allow them to use the methods of learner autonomy in an effective way. Personally, I think that even within this system a certain level of flexibility exists. Time constraint was also mentioned as a reason for not implementing learner autonomy.

In general, teachers' views about learner autonomy as a notion were positive, even the ones that expressed doubts about its applicability. Some thought that it is hardly possible to

implement these concepts because pupils and students are not used to them. Their opinion was that these methods should begin in the very first years of a pupil's school-life.

Only a few teachers considered students as insufficiently responsible, mature, motivated and knowledgeable as to be unable to benefit from learner autonomy.

The school system in Slovenia is in a process of change, though for elementary schools the proposed changes are different from the proposals for secondary schools. There are several opposing views present at the moment, which are still a subject of concern among educators. Some are advocating the need for pupil-friendly schools as the most important issue, while the other perspectives are more achievement-oriented.

#### **4. Comparison with overall results**

In comparison with the global results, the Slovenian results imply more support for learner autonomy in 10 questions and more or less equal support in all the others. However, I must emphasize that it is doubtful whether the differences are statistically significant, that is, reflecting a real difference or just occurring by chance.

Question 3C deals with the involvement of learners in selecting realia and 52% of Slovenian teachers thought that they should be *very much* involved. The global result here is 16%. Only 4% of Slovenian teachers thought that learners should *not be involved at all* or *little* involved, while the global figure reads 21%. The problem of this question is that the percentage of invalid answers here is very high, though in other questions without a high level of invalid answers there is evident a similarly positive attitude.

Thus, if one takes a look at other differences, similar results are noted. In decisions about the place of the lesson (4C), individual/pair/group work (5A), and type of classroom activities (5C), Slovenian teachers show a greater tendency towards learner autonomy. Involvement in decisions on classroom management (7A, B and C) is another area where the differences appear to be high.

Question 12 is related to the encouragement of learners to find out learning procedures by themselves. This is the area where most teachers (60%) in the Slovenian sample think that learners should be *very much* involved and 30% think that they should be *much* involved, making up an impressive 90%. There were no *not at all* or *little* answers, while in this section the global result is 8%.

Despite the relatively positive outlook of Slovenian teachers towards learner autonomy and my satisfaction with the outcome of this research, nothing is so good that it could not be better! I would like to express my deep agreement with the comment of one teacher, which I have quoted in the title, that we should teach our pupils and students to be autonomous from the first day of school. However, I think that not only students should be taught to be autonomous, but also teachers, from the very beginning of their studies and teaching.

## The Global View

George Camilleri

### The general view

The overall picture of teachers' views on Learner Autonomy, as evidenced by this project, is one which should give heart to those educators who believe in the pedagogic validity of this concept. Although the data gathered does not suggest an outright declaration of unqualified support, it nonetheless reveals a willingness of teachers to change and develop practice, in significant areas of their teaching, in the direction of learner autonomy and to try out new methods which might bring this about.

Support from teachers is not given at an even level across the wide range of activities that take place in the classroom. One of the main benefits of this project is in fact the light it throws on which areas of teaching and learning teachers consider to be most appropriate for learner autonomy and which areas they consider, for various reasons, less or not appropriate.

The tables and graphs that appear in the appendix should give the reader precise information about this undulating 'viewscape' of the respondents. The various reports in this publication contain further insights into how teachers in particular countries view learner autonomy. The following remarks take into view the global picture of the data using as a basis the 'Overall Results' table that appears at the end of Appendix 4.

### Interpretation

As I have done in my discussion of my Malta results, I will consider entries in the *Not at all* and *Little* columns in combination as an expression of *resistance* to learner autonomy. Concurrently, I will consider the combined figures appearing under *Much* and *Very much* as an expression of *strong support* for the concept. By this categorisation I do not wish to imply that entries in the *Partly* column express a neutral attitude towards learner autonomy; indeed, such entries also express support. When a teacher states that, for example, the positioning of desks should be decided partly by the teacher and partly by the learner, the teacher is not excluding learner autonomy, but rather proposing a process of *collaboration* or *negotiation* in which the learner is an *active* and *influential* participant in decision-making.

Interpreted in this way, one has three columns of figures to look at, two of which can be divided further for more precise evidence. [See table below]

not at all	little	Partly	much	very much
<i>resistance</i>		<i>collaborative involvement</i>		<i>strong support</i>

Table 3: General interpretation of entries

Viewed in this way, one can then look for the entries which attracted the highest responses. It becomes evident that the columns on the right [excluding the *invalid* column] generally attracted higher scores than those on the left. If 40% is considered as a sort of benchmark, there would be eight questions which obtained that score or higher, thus expressing *strong support* of learner autonomy. Only three questions attracted scores of 40% or higher under *resistance*.

If one lowers the benchmark to 30%, one notes that the strong vote in favour of learner autonomy was equally conspicuous. On the '*strong support*' side, there are twenty-two questions which attracted this figure or higher, compared to fourteen on the '*resistance*' side. The '*strong support*' scores were actually higher than those for '*resistance*' in 22 of the 32 questions asked.

What should be more interesting is to look beyond these figures and at the actual questions. Using the higher of the two benchmarks I am using [40% or higher], the areas which attracted the strongest support from teachers are listed in the table below.

Q3C	<i>selecting realia</i>
Q7A	<i>deciding on position of desks</i>
Q7B	<i>deciding on the seating of students</i>
Q8A	<i>deciding on the record-keeping of work done</i>
Q11	<i>encouraging learners to find their own explanations to classroom tasks</i>
Q12	<i>encouraging learners to find out learning procedures by themselves</i>
Q13A	<i>encouraging learners to assess themselves on a weekly basis</i>
Q13B	<i>encouraging learners to assess themselves on a monthly basis.</i>

Table 4: The global view: Table showing areas of strongest support

It appears from the table above that respondents have expressed strong support of learner autonomy across a range of teaching and learning activities. *Realia* pertains to the field of materials, while *positioning of desks*, *seating* and *record-keeping* may be categorised as classroom management. Assessment figures prominently in Q13A and Q13B, while Q11 and Q12 address more complex aspects of the process of teaching and learning, such as learning styles and learning strategies. The difficulty in generalising this aspect of the collected data however implies that teachers are willing to bring in learner autonomy on different fronts of the classroom experience. This should no

doubt be taken favourably by educational planners, who are thus presented with a number of options for the implementation of the concept.

The highest single score in favour of learner autonomy [43%] occurred in Q12. As I have written in my Malta report, the attitude that such a response indicates is a felicitous coincidence with current educational thinking, which stresses the importance of giving the learner the space to develop his or her own learning style.

The areas of strongest resistance to learner autonomy among teachers appear in the table below.

<b>Q3A</b>	<i>Selecting textbooks</i>
<b>Q4A</b>	<i>Deciding on time of the lesson</i>
<b>Q4B</b>	<i>Deciding on place of the lesson</i>

*Table 5: The global view: Table showing areas of strongest resistance*

These responses appear to be much more homogeneous than those which speak in favour. Selecting textbooks and deciding on the time and place of the lesson are in many countries the traditional domains of the school system within which teachers and learners operate. Thus, teachers may feel themselves incapable of initiating any innovations or changes in these areas of the classroom experience unless there are drastic changes in the way schools or education systems are run. This is very much the case in centralised education systems, where, for example, texts are prescribed by the central authority, and in schools where the availability of space and resources is extremely strained.

However, this interpretation does not exclude others which suggest that there may be teachers who view the task of, for example, selecting textbooks as beyond the competence of the learner, not only in the early years of his or her schooling but also in later years. Thus, even given the possibility, such teachers would be shy of giving learners any significant say in the selection of textbooks. Similarly, teachers may take up the view that 'they know best' with regards to such matters and may consider any attempt at involving the learner in the decision-making as misguided or even harmful. These views were indeed evident in some of the comments supplied by the respondents. The following are quoted *verbatim*:

- Students are immature to establish the aims of the courses
- Children are not aware of the syllabus and its commitment
- These should be left for more experienced people to choose the materials
- This also should be left for the teacher
- Methods may vary from class to class; however it is the teacher who decides about his methods

- Classroom management is solely the teacher's task. He is the manager of his class.
- Record keeping is essential but it is the decision of the teacher that matters
- This should be left for more expert people

These comments express strong conservative sentiments among the teaching cadre and they give an indication of what has to be surmounted before a culture of autonomy may be cultivated.

Q4A attracted the highest single score [28%] in the 'resistance' columns. As I have suggested above, I do not think this is a reflection of the teachers' own professional views. Rather, it reflects a situation in schools where some aspects of the classroom experience are dictated by forces outside the classroom, beyond the influence or discretion of the teacher or learner. In simple terms, many teachers do not envisage a situation where the learner could be consulted on deciding the time when his classroom learning should take place. In most schools, teaching and lessons take place within a tightly-knit system with no room for change or flexibility.

## **Further Reflections**

During my examination of the data, including the qualitative data, it became clear to me that teachers categorize the range of classroom activities that were featured in the questionnaire under two groups: those which are determined to a large extent by the teacher and/or learner, and those which are determined by forces or authorities other than the teacher. These authorities could be those at school level or those at regional or state level.

There was a tendency for teachers, as has also been reported by my colleagues in this publication, to think poorly of the possibility of implementing learner autonomy in areas that depended on decisions by higher authorities. The reason may be that teachers look at the organizational structure as rigid and unwieldy. If educational planners are to address this issue appropriately, it is clear that such perceived constraints should be dealt with at the outset. The logistical and organisational provisions required by learner autonomy should be in place if this concept is to be 'sold' to teachers. To take a couple of examples, it would be useless to ask teachers to try and encourage learners to select materials if these are not available. It would be equally absurd for the teacher to discuss with the learner what should be the course objectives if these objectives would have already been prescribed by a central authority.

## **Shortlisting of Priorities**

There may be of course good reasons why certain things are as they are; in other words, to take the last example, a centrally-prescribed syllabus may be in some educational contexts the best strategy to employ, and there would be no point in undertaking change that may strengthen one area of educational practice and weaken another. What becomes clear in this reflection is the fact that in a programme of implementation the educational planner must decide from the outset which particular aspects of learner autonomy are feasible within a given educational system and which are not. I do not believe that it is necessary or advisable to attempt the implementation of learner autonomy across the whole range of classroom practice. A sort of shortlisting of priorities should be established that take also into consideration the logistical and organisational constraints of the educational context in which autonomy is to be implemented. This is indeed a recommendation that recurs in other reports that appear in this publication.

However, the identification by educational planners of logistical and organizational constraints in a programme of educational change should be accompanied by a reflection exercise on why such constraints exist. Ideally, change and development in education should not be dictated by such matters. Educational authorities should from time to time decide whether fundamental and drastic changes are required in order to keep pace with the needs of the learner and to be able to accommodate desirable change. A system with built-in constraints that preclude change, development and evolution is a fossilised system.

A shortlisting, above all, should take into view other considerations. This project has revealed which areas of learner autonomy draw most support from teachers, and in my view it is in these areas that initial energies should be directed. Thus, I argue that those aspects of autonomy which have attracted the highest favourable scores should feature in such a shortlist. In this way, there would be less possibility that such plans would find resistance from the single most determining factor in the process – the teacher. Indeed, there would be a stronger sense of ownership among teachers of a project in which they perceive a convergence of ideas. Once, as one hopes, autonomy is successfully implemented in certain areas of classroom activity, there would be more motivation for the diffusion of autonomy in other areas.

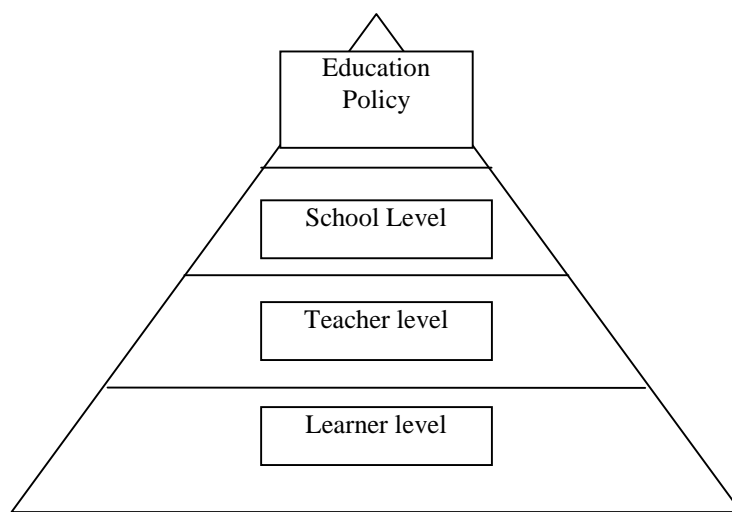
## **Learner autonomy, teacher autonomy and school autonomy**

Another key issue related to learner autonomy should not be overlooked: autonomous learning should be supported by autonomous teaching. In my view, there would be a better possibility for an autonomous teacher to implement autonomous learning than one who is not. There is obviously not enough space here to go into much detail about this issue, and the teacher's role in autonomous learning is dealt with specifically in the next article by Antoinette Camilleri. It stands to reason that educational authorities

should not expect to introduce a culture of autonomy and self-direction with regards to only one partner of the process. In a climate of learner autonomy, both the learner and the teacher need space for flexibility, risk-taking, adjustment, experimentation and decision-making. Learner autonomy in the classroom in fact should exert a washback effect on the entire system by creating pressure on the school authorities to gain more autonomy.

### **Autonomy in the various levels of an educational system**

One can view an educational system in terms of four main levels as illustrated in this model:



*Model showing comparative degrees of autonomy in an education system*

The pyramidal structure of the model represents the ‘power’ hierarchy of an education system. The size of the different sections of the pyramid represent the degree of autonomy within one’s area of operation. As can be seen in the model, the degree of autonomy is larger the closer you get to the base. While the higher echelons are closer to the dictates of policy, they must manage the lower levels of the system in such a way that they empower them to realize the full potentialities of the policies they are actuating.

### **Conclusion**

As can be seen from this article and those preceding, the project has enabled its members to draw some reflections and recommendations based on a descriptive



analysis of the data, both quantitative and qualitative. It is hoped that readers will find these useful and relevant. More than this, one hopes that such readers may feel inclined to look again at the data tables found in the Appendices and be able to draw their own interpretations and conclusions, which may reinforce or elaborate those that have already been reached.

Learner autonomy is evidently as complex as it is desirable, and from its initiation and throughout the project we have been convinced that addressing the attitudes of the teacher is crucial to its successful implementation.

## **The Teacher's Role in Learner Autonomy**

**Antoinette Camilleri**

The significance of the teacher's role in an autonomous learning environment is becoming clearer and more evident as more attempts at instilling and researching learner autonomy are being made. When the interest in learner-centred education surged especially after the second world war, the pendulum swung from an extreme of teacher- and book-centred education, to another extreme where teachers were actually removed altogether from classrooms, for example in 1962 (Powell 1981). Since then, there has been a more rational and tranquil search for more a successful implementation of learner autonomy.

While the major part of the enquiry on learner autonomy obviously converges around the learner, the role of the teacher is not ignored. As is rightly pointed out in the literature, teachers unknowingly are already exercising learner autonomy to a smaller or greater degree. Without disregarding the fact that a good number of teachers see their job as essentially one of telling or showing things to other people (see Powell 1981, Cornwall 1981), and that there are many students who do not wish to accept more responsibility for their own learning (see Axiaq 1998, Powell 1981, Cornwall 1981), it has to be acknowledged that teachers do have autonomy thrust upon them, though they don't always know it (Little 1994), and they do practice it (Balbi and Bordi 1996). In reality, every teacher has to interpret the syllabus, and every teacher has got to mediate the learning materials, even if they are compulsory. Every teacher has got to articulate a set of classroom procedures and processes. As Little (1994) argues, the task for teachers, therefore, if they could be brought to realize that they have this autonomy whether they like it or not, is to exercise and develop learner autonomy.

There is, therefore, the recognition of a need for a systematic approach in teacher education, and in the execution of the profession, in terms of the development of a more conscious and accurate set of skills. It has to be acknowledge that learner autonomy contributes to the self-esteem and independence of the individual. Furthermore, by more closely identifying the learner with the choice and conduct of the learning, it generates a greater sense of commitment and involvement. This is a trend that goes hand in hand with the communicative approach advocated by the Council of Europe, and with the project of European Citizenship (eg. Holec ed. 1988; Shiels 1992).

What are, therefore, the skills that the teacher needs to be aware of, and to strive to develop further in a context of learner autonomy? The teacher needs to realize that her main task is no longer that of knowledge transmission, but more in the area of task setter, counsellor and resource person. As the learners take on more responsibility for establishing their learning needs, for choosing their methods, for looking up informa-

tion themselves, they will seek the teacher, above all, for guidance and for feedback on the way they choose to proceed.

There are a number of characteristics that the teacher of the autonomous learner needs to develop (Camilleri 1997a), most important of which involve an 'awareness' of self. The teacher of the autonomous learner:

Is aware of her own personal influence on the learning process. She is aware of her own beliefs, attitudes, skills, and practices relating to autonomy; she is conscious of her own learning experience and her level of autonomy as learner; she knows her students' affective and cognitive characteristics and their attitudes and skills relating to autonomy.

Understands pedagogy. She understands the principles of the underlying theory of learner autonomy and the practices in the everyday classroom events that emerge from the underlying theory.

Is skilled in management. She can manage a class where students participate actively in decision-making and in the use of a variety of strategies and materials useful to them. She can observe students with a view to enhancing their individual learning styles, and in helping them cope with a degree of uncertainty in the day to day learning process.

In classroom practice, the teacher acts in a modified learning environment by creating a more relaxed atmosphere from one continuously threatened by examination pressure; by providing a great variety of material from which learners choose the most interesting and appealing to them; by giving guidance, encouragement and feedback (Štros 1995, Skinner 1996, Davies 1987).

From an imparter of information, the teacher becomes more of a manager, a resource person and a counsellor.

### **The teacher as manager**

The teacher no longer imparts knowledge, but is a manager of activities; she is no longer a source of facts, but a person who can see links. She must be able to map out the most likely paths available to the student and also the likely consequences of following any particular path. She has, therefore, to be good at planning, both for individuals and for groups, short-term and long-term. Researchers have repeatedly affirmed the importance of collaboration, as well as the social and affective dimensions in autonomous learning (eg. Percy and Ramsden 1980, Abercrombie 1981, Camilleri 1997b).

Among the most difficult areas that the teacher needs to develop are new assessment procedures. These are necessary both to indicate learners' progress, and to diagnose

problems. Furthermore, she has to find out how to fulfill external criteria for judging achievement, for instance, as laid down by external examining bodies.

The teacher has to be a role model. She can do this, for example, by publicly undertaking self-evaluation, and by working together with other colleagues. Only then, can students emulate her example in activating regular self-assessment procedures, and in nurturing a collegial working environment. Smith (1983:130) refers to role modelling as serving to raise learners' aspirations, and says that, in fact, 'the most successful mentors have themselves benefited from experience as learners'.

To what extent, and in what ways, can the teacher help learners manage their learning process? It has been recommended (eg. Ellis and Sinclair 1989) that teachers negotiate with learners course content and methodology, and that they share information about the learning process (the cognitive, metacognitive and affective dimensions) and encourage classroom discussion about it. It is advisable that learners be allowed to form their own conclusions about learning and be respected for their individual points of view. This means that teachers create a learning environment where learners feel they can experiment with learning. However, as Potts (1981) points out, it would be wrong to introduce learner autonomy without any preparation by, for example, asking students blank questions like 'What do you want to do?' as a starting point for a programme. Students are too inexperienced or too conditioned for that to be liberating. It is not giving a person autonomy to throw him into the water without teaching him how to swim. Therefore, questions like the following are more likely to be helpful:

- Do I want to work on my own or with others? Why?
- Which topic do we want to work on together? Why?
- How can we share the work?
- What are our objectives?
- How do our objectives relate to our learning needs?
- Against which criteria shall we evaluate our work?
- How do we want to present our end product?

Time for reflection and discussion of questions like these is very valuable for learners for clarify their decision-making process, and to enhance their metacognitive strategies.

### **The teacher as resource person**

The teacher as a resource person optimizes learning conditions by helping learners be aware of a wide range of alternative strategies, and by, for example helping them develop an awareness of learning styles.

Teachers are encouraged to move away from over-dependence on the textbook towards a more creative and independent relationship (Skinner 1996, Christophorou 1994). Teachers must not only be able to analyze and evaluate textbooks, but by using their imagination, flexibility and creativity they will make textbook material more interesting and motivating.

Published textbooks, for example, are commercially produced for global use. As a result, it is highly unlikely for any textbook to be ideally or completely suited to an individual teaching situation. It is the teacher's job to find ways and means of using the textbook in ways that best suit learners' needs. There is no doubt that classroom teachers know their students' needs and interests, their likes and dislikes, their strengths and weaknesses better than any textbook writer does (Christophorou 1994). Furthermore, learners should be encouraged to extract the relevant information, to devise their own questions and tasks, and to learn to exploit the visuals in the most useful manner.

The teacher needs the support of the school in fulfilling her role as a resource person. While she can, together with the students, make available a wide range of materials, and maximize the way these are utilized, it is imperative to have libraries, computing equipment with access to the internet, resource centres and the like made accessible to learners.

### **The teacher as counsellor**

The teacher as counsellor is able to accompany individual learning processes, and to respond meaningfully to learning problems, often in advance of a student perceiving a need. She must be proficient in identifying symptoms of what one might call learning distress (Davies 1987).

Percy and Ramsden (1980) in their report on research of learner autonomy in higher educational English institutions, emphasize the relationship of learner and tutor. The students involved in the experiments agreed that the tutor should be guide and referee, and that the rapport with the tutor must be good. The students felt that it was essential that a bond, both academic and personal, ought to grow between tutor and student. The tutor will thus give a sense of security and belonging to compensate for the amorphous learning environment.

There is, however, a problem: What is the correct balance between help and independence? Potts (1981), for example, refers to being trapped in a dilemma of wanting students to have autonomy, and wanting them to adopt the values he believes in. As far as possible the teacher is not intended to be prescriptive. The learners should have the freedom to decide which alternatives to adopt or reject. The role of the teacher is crucial in creating from the beginning an atmosphere of trust and confidence within which learners feel free to exercise their independent judgement and pursue their interests. Even when students exert pressure intended to compel the teacher to behave

in a more conventional manner, it must be resisted without provoking disabling anxieties (Powell 1981).

The teacher can be a counsellor if she is available for a relatively long period of time during which a relationship can evolve naturally. Smith (1980) appropriately points out that such relationship will change, develop, and eventually decline, since dependency of learner on teacher should gradually decrease. While outgrowing the need for a mentor is natural, it is realistic to expect some pain or difficulty when the relationship becomes less intense or terminates. Tutors generally appreciate being told by learners that their guidance has been useful.

## Conclusion

In autonomous learning, learner and teacher are partners in the learning process. The teacher is the learning expert, and the learner is the expert on him/herself. The development of learner autonomy is a complex process and the teacher must not expect instant results. Autonomous learning must be graded very carefully. The teacher who accepts responsibility for providing an environment that helps students learn how to learn more effectively faces no easy task. It is a responsibility of a high order, one with much potential for rewards for both teacher and learner. Together they will need to feel their way and to take some risks. Eventually both will be able to share in the satisfactions that their persistence will almost surely bring.

There is likely to be more success when autonomy is presented as an alternative, and not as a replacement for an existing approach. The main purpose is to start the learners on their own journeys towards self-knowledge and self-reliance.

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## Appendix 1: The Contributors

**Tom Dousma** [b. 1947] graduated from teacher training colleges for primary education and secondary education, specialising in History. Later he obtained a university degree and completed a post-graduate course in the teaching of Economics. He started teaching at a primary school in 1969. Presently he is a teacher of History and Economics and Head of the Bilingual Department at a secondary school in the Netherlands.

**Irena Dogsa** worked as a school psychologist and a member of a school counselling service at two elementary schools in Maribor, Slovenia. Her work involved counselling teachers, pupils and parents. Since 1993 she has taught Psychology in an International Baccalaureate (IB) Program at Druga gimnazija Maribor. She is also an examiner for IB and the leader of an examination team. Though her career has changed from that of a practising psychologist to that of a teacher, she still writes works on psychology. These include books – either written by herself or translated and adopted from English – and more than 100 articles on School Psychology and child rearing practices published in popular Slovenian magazines and newspapers.

**Antoinette Camilleri** is Head of the Department of Arts and Languages in Education at the University of Malta, and member of the Institute of Linguistics at the same university. After obtaining her B.Ed. (Hons.) degree in Malta, she studied at the University of Edinburgh where she graduated M.Sc. in Applied Linguistics and Ph.D. She is author of several books including *Bilingualism in Education. The Maltese Experience* published by Julius Groos Verlag, and *Merhba Bik. Welcome to a course in Maltese for foreigners* that includes a compact disc. She has scripted a series of programmes for the University Radio called *Learning Maltese - A course in Maltese for foreigners*, and another series in the same field for the regional radio station *Voice of the Mediterranean*. Antoinette Camilleri has co-ordinated and animated a number of Council of Europe Workshops on Modern Languages and has published many articles on language and teacher education, and on sociolinguistics in books and international journals.

**George Camilleri** studied at St. Michael's Teachers' Training College [Malta], at the University of Malta and at the Institute of Education of the University of London. He taught English for 20 years in state secondary and post-secondary schools in Malta. As Education Officer for English, a post he has held since 1993, he is engaged in in-service teacher training, teacher support and quality assurance. His main areas of operation are the post-secondary and vocational sectors and the teaching of English Literature. Mr Camilleri has led teams of teachers in the writing of English language and literature syllabuses. He has also conducted T.E.F.L. workshops for the University of Malta, performed evaluative classroom observation for prospective teachers, and delivered papers on language policy.



## **Appendix 2: The Project Members**

**Ms Inna Andreassian**

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Druga Gimnazija Maribor  
Slovenia

**Drs Thomas Johannes Dousma**

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**Mme Zuzanna Dziegielewska**

Institute of Applied Linguistics  
Warsaw University, Poland

**Mme Monika Szczucka**

XV Liceum Zmichowska  
Warsaw, Poland

**Dr Antoinette Camilleri**

Head, Dept of Arts and Languages in Education  
University of Malta

**Co-ordinator:**

Mr George Camilleri  
Education Officer  
Education Division, Malta

## Appendix 3: The Questionnaire

### Learner Autonomy: the Teachers' Views

A project supported by the  
European Centre for Modern Languages  
Graz, Austria

1<sup>st</sup> October 1997

Dear teacher,

We are members of a project team supported by the European Centre for Modern Languages in Graz, Austria. The aim of the project is to gather information on teachers' perspectives of Learner Autonomy, so that educational planners will be better informed on what teachers think about this important educational issue. For this purpose, we are distributing this questionnaire among teachers in several European countries. We would therefore like to know your views about *Learner Autonomy*, and we would like to thank you in advance for your contribution.

Kindly fill in the attached questionnaire, and return it to the co-ordinator in your home country.

Years of teaching experience: \_\_\_\_\_

Type of School: \_\_\_\_\_  
[eg. Lyceum, Secondary, Vocational, State, Private, etc]

Subject/s Taught \_\_\_\_\_ Age of learners: \_\_\_\_\_

## Questionnaire

✓ Tick the box of your choice

### KEY

0	Not at all
1	Little
2	Partly
3	Much
4	Very much

1. How much should the learner be involved in establishing the **objectives** of a course of study ?

1A short-term

0	1	2	3	4
0	1	2	3	4

1B long-term

Comment:

2. How much should the learner be involved in deciding the **course content**?

2A topics

0	1	2	3	4
0	1	2	3	4

2B tasks

Comment:

3. How much should the learner be involved in **selecting materials** ?

3A textbooks

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

3B AVA's

3C Realia

Comment:

4. How much should the learner be involved in decisions on **the time, place and pace** of the lesson?

4A	Time	0	1	2	3	4
4B	Place	0	1	2	3	4
4C	Pace	0	1	2	3	4

Comment:

5. How much should the learner be involved in decisions on the **methodology** of the lesson?

5A	individual/pair/group work	0	1	2	3	4
5B	use of materials	0	1	2	3	4
5C	type of classroom activities	0	1	2	3	4
5D	type of homework activities	0	1	2	3	4

Comment:

6. How much should the learner be involved in decisions on the choice of **learning tasks** ?

0	1	2	3	4
---	---	---	---	---

Comment:

7. How much should the learner be involved in decisions on **classroom management** ?

7A	position of desks	0	1	2	3	4
7B	seating of students	0	1	2	3	4
7C	discipline matters	0	1	2	3	4

Comment:

8. How much should the learner be involved in decisions about **record-keeping**?

8A	of work done	0	1	2	3	4
8B	of marks gained	0	1	2	3	4
8C	attendance	0	1	2	3	4

Comment:

9. How much should the learner be involved in decisions on **homework tasks**?

9A	quantity	0	1	2	3	4
9B	type	0	1	2	3	4
9C	frequency	0	1	2	3	4

Comment:

10. How much should the learner be involved in decisions on **what is to be learned from materials** given by the teacher?

10A	texts	0	1	2	3	4
10B	AVA's	0	1	2	3	4
10C	Realia	0	1	2	3	4

Comment:

11. How much should the learner be encouraged to find his or her own **explanations** to classroom tasks ?

0	1	2	3	4
---	---	---	---	---

Comment:

12. How much should the learner be encouraged to find out **learning procedures** by himself or herself?

0	1	2	3	4
---	---	---	---	---

Comment:

13. How much should the learner be encouraged to **assess** himself or herself, rather than be tested?

- 13A weekly
- 13B monthly
- 13C annually

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Comment:

General Comments on Learner Autonomy

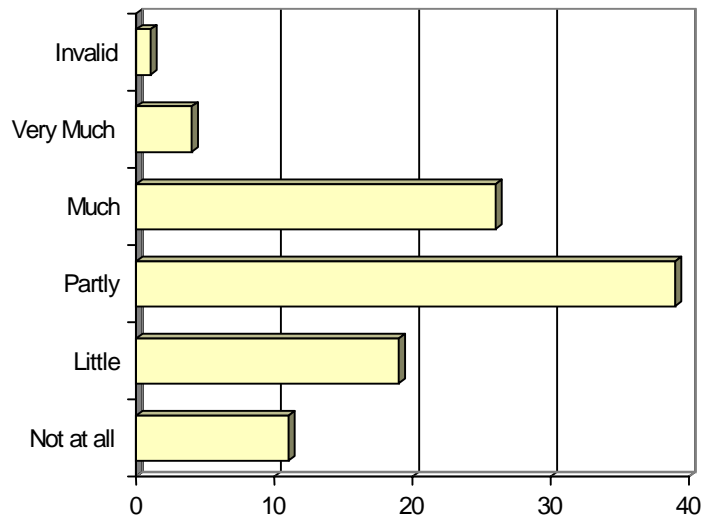
**End of Questionnaire**

Thank you for filling in the questionnaire

## **Appendix 4: Questionnaire Results**

*Question 1a: How much should the learner be involved in establishing the short-term objectives of a course of study?*

		0	1	2	3	4	5	
	Country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	16	8	9	12	5	0	50
	%	32%	16%	18%	24%	10%	0%	
2	Estonia	1	8	23	12	1	0	45
	%	2%	18%	51%	27%	2%	0%	
3	Malta	3	9	24	9	3	2	50
	%	6%	18%	48%	18%	6%	4%	
4	Netherlands	11	13	11	13	0	1	49
	%	22%	27%	22%	27%	0%	2%	
5	Poland	1	13	24	11	1	0	50
	%	2%	26%	48%	22%	2%	0%	
6	Slovenia	4	9	21	15	1	0	50
	%	8%	18%	42%	30%	2%	0%	
7	Malta 2	0	3	17	12	2	0	34
	%	0%	9%	50%	35%	6%	0%	
	Sum	36	63	129	84	13	3	328
	%	11%	19%	39%	26%	4%		100%

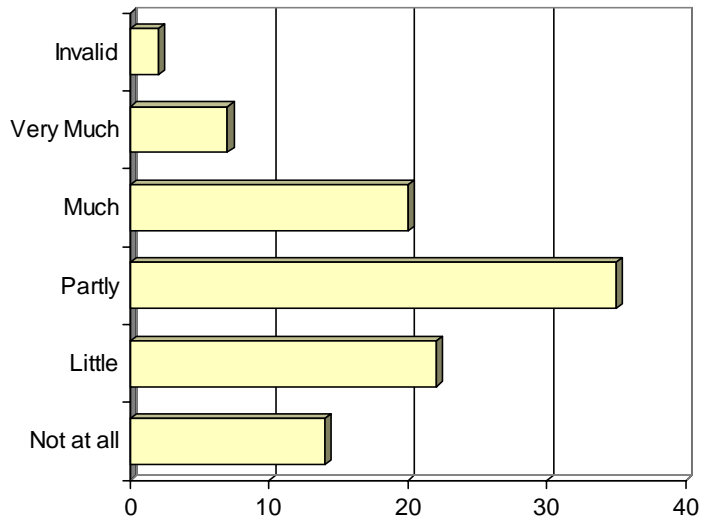


*Figures in percentages*



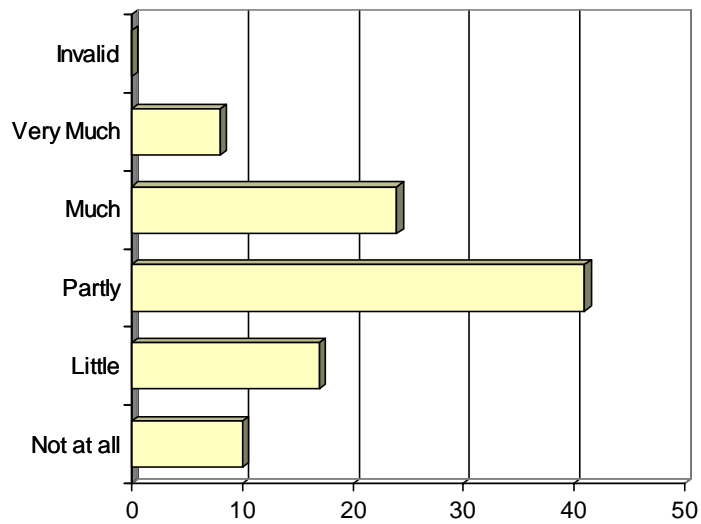
*Question 1b: How much should the learner be involved in establishing the long-term objectives of a course of study?*

	country	0 not at all	1 little	2 partly	3 much	4 very much	5 invalid	control sum
1	Belorussia	15	7	10	9	7	2	50
	%	30%	14%	20%	18%	14%	4%	
2	Estonia	1	5	19	15	4	1	45
	%	2%	11%	42%	33%	9%	2%	
3	Malta	5	9	21	7	6	2	50
	%	10%	18%	42%	14%	12%	4%	
4	Netherlands	11	16	11	8	3	0	49
	%	22%	33%	22%	16%	6%	0%	
5	Poland	5	14	20	7	2	2	50
	%	10%	28%	40%	14%	4%	4%	
6	Slovenia	8	14	20	7	0	1	50
	%	16%	28%	40%	14%	0%	2%	
7	Malta 2	0	6	13	13	2	0	34
	%	0%	18%	38%	38%	6%	0%	
	sum	45	71	114	66	24	8	328
	%	14%	22%	35%	20%	7%	2%	100%



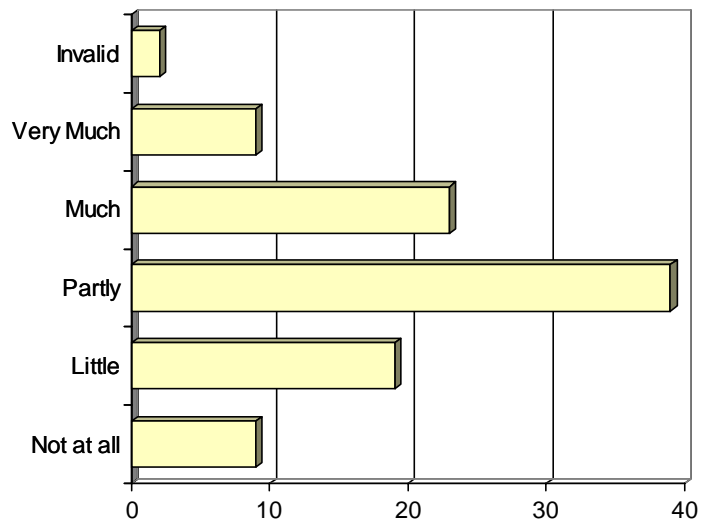
Question 2a: How much should the learner be involved in deciding the topics of the course content?

	Country	0 not at all	1 little	2 partly	3 much	4 very much	5 invalid	control sum
1	Belorussia	16	5	7	13	9	0	50
	%	32%	10%	14%	26%	18%	0%	
2	Estonia	1	7	20	13	4	0	45
	%	2%	16%	44%	29%	9%	0%	
3	Malta	5	7	22	13	2	1	50
	%	10%	14%	44%	26%	4%	2%	
4	Netherlands	5	11	30	1	2	0	49
	%	10%	22%	61%	2%	4%	0%	
5	Poland	5	8	23	12	2	0	50
	%	10%	16%	46%	24%	4%	0%	
6	Slovenia	1	14	20	13	2	0	50
	%	2%	28%	40%	26%	4%	0%	
7	Malta 2	0	3	14	13	4	0	34
	%	0%	9%	41%	38%	12%	0%	
	Sum	33	55	136	78	25	1	328
	%	10%	17%	41%	24%	8%	0%	100%



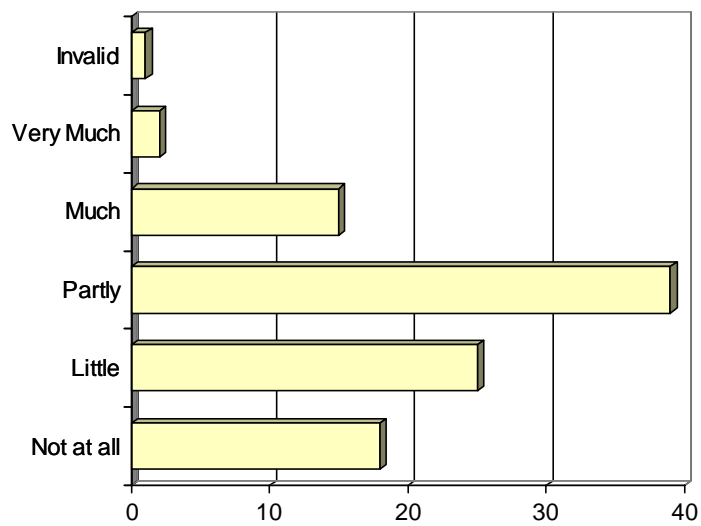
Question 2b: How much should the learner be involved in deciding the tasks of the course content?

		0	1	2	3	4	5	
	Country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	14	11	6	7	11	1	50
	%	28%	22%	12%	14%	22%	2%	
2	Estonia	2	7	25	6	3	2	45
	%	4%	16%	56%	13%	7%	4%	
3	Malta	5	10	23	9	1	2	50
	%	10%	20%	46%	18%	2%	4%	
4	Netherlands	6	10	17	13	3	0	49
	%	12%	20%	35%	27%	6%	0%	
5	Poland	2	13	20	12	3	0	50
	%	4%	26%	40%	24%	6%	0%	
6	Slovenia	0	6	21	16	7	0	50
	%	0%	12%	42%	32%	14%	0%	
7	Malta 2	0	4	17	12	1	0	34
	%	0%	12%	50%	35%	3%	0%	
	Sum	29	61	129	75	29	5	328
	%	9%	19%	39%	23%	9%	2%	100%



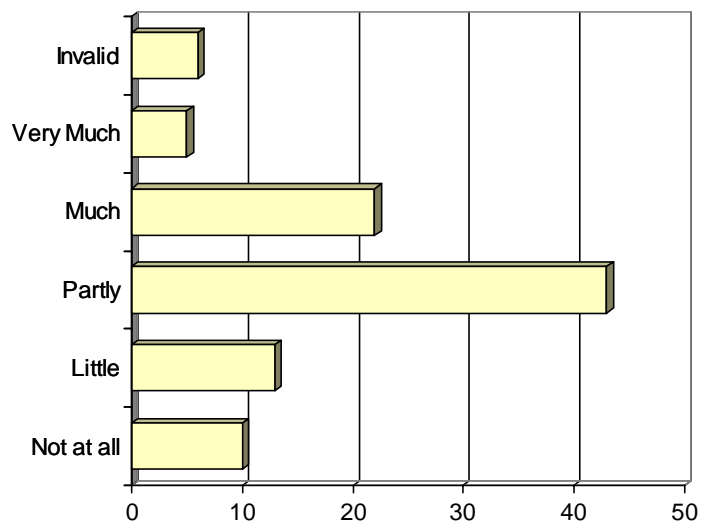
Question 3a: How much should the learner be involved in selecting textbooks?

		0	1	2	3	4	5	
	country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	17	8	14	5	3	3	50
	%	34%	16%	28%	10%	6%	6%	
2	Estonia	3	12	22	7	1	0	45
	%	7%	27%	49%	16%	2%	0%	
3	Malta	10	12	21	6	0	1	50
	%	20%	24%	42%	12%	0%	2%	
4	Netherlands	4	15	25	5	0	0	49
	%	8%	31%	51%	10%	0%	0%	
5	Poland	7	19	15	7	2	0	50
	%	14%	38%	30%	14%	4%	0%	
6	Slovenia	13	11	18	7	1	0	50
	%	26%	22%	36%	14%	2%	0%	
7	Malta 2	5	4	12	13	0	0	34
	%	15%	12%	35%	38%	0%	0%	
	sum	59	81	127	50	7	4	328
	%	18%	25%	39%	15%	2%	1%	100%



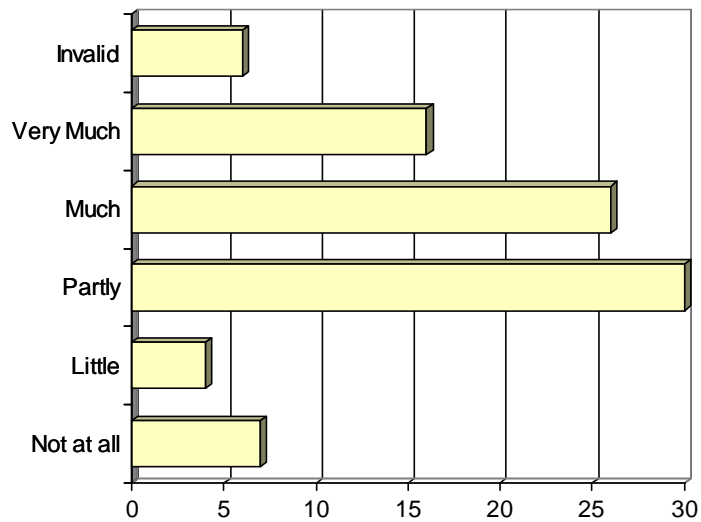
Question 3b: How much should the learner be involved in selecting audio-visual aids?

		0	1	2	3	4	5	
	country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	15	4	14	3	6	8	50
	%	30%	8%	28%	6%	12%	16%	
2	Estonia	4	6	21	10	2	2	45
	%	9%	13%	47%	22%	4%	4%	
3	Malta	4	11	25	8	0	2	50
	%	8%	22%	50%	16%	0%	4%	
4	Netherlands	3	8	27	10	1	0	49
	%	6%	16%	55%	20%	2%	0%	
5	Poland	3	8	22	13	4	0	50
	%	6%	16%	44%	26%	8%	0%	
6	Slovenia	1	4	24	19	2	0	50
	%	2%	8%	48%	38%	4%	0%	
7	Malta 2	3	3	9	10	0	9	34
	%	9%	9%	26%	29%	0%	26%	
	sum	33	44	142	73	15	21	328
	%	10%	13%	43%	22%	5%	6%	100%



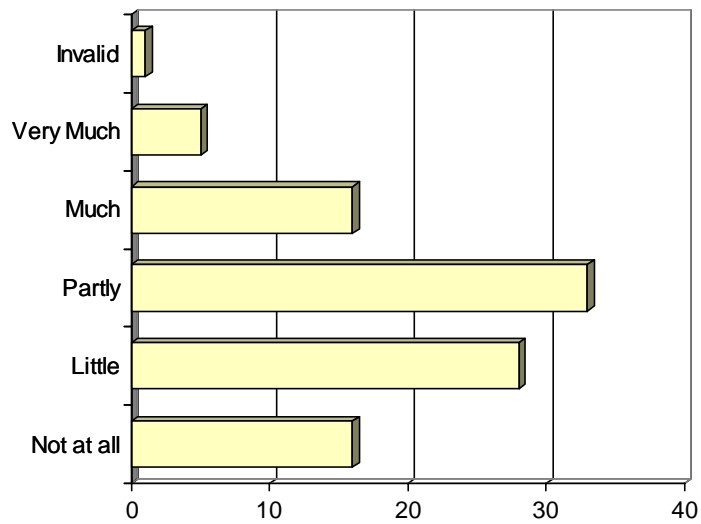
Question 3c: How much should the learner be involved in selecting realia?

	country	0 not at all	1 little	2 partly	3 much	4 very much	5 Invalid	control sum
1	Belorussia	8	14	10	4	8	6	50
	%	16%	28%	20%	8%	16%	12%	
2	Estonia	3	7	22	8	0	5	45
	%	7%	16%	49%	18%	0%	11%	
3	Malta	4	10	18	13	4	1	50
	%	8%	20%	36%	26%	8%	2%	
4	Netherlands	4	7	13	16	9	0	49
	%	8%	14%	27%	33%	18%	0%	
5	Poland	1	5	21	16	5	2	50
	%	2%	10%	42%	32%	10%	4%	
6	Slovenia	1	1	6	16	26	0	50
	%	2%	2%	12%	32%	52%	0%	
7	Malta 2	2	3	8	12	2	7	34
	%	6%	9%	24%	35%	6%	21%	
	sum	23	47	98	85	54	21	328
	%	7%	14%	30%	26%	16%	6%	100 %



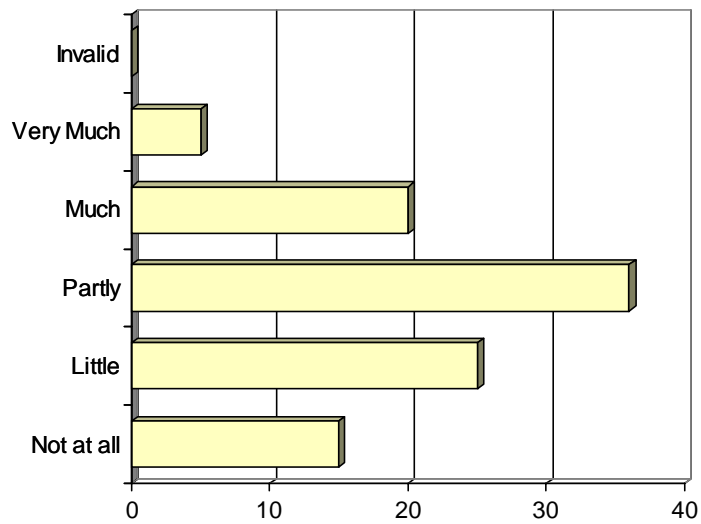
Question 4a: How much should the learner be involved in decisions about the time of the lesson?

		0	1	2	3	4	5	
	Country	not at all	little	partly	much	very much	Invalid	control sum
1	Belorussia	16	7	9	9	9	0	50
	%	32%	14%	18%	18%	18%	0%	
2	Estonia	3	16	16	8	2	0	45
	%	7%	36%	36%	18%	4%	0%	
3	Malta	8	14	19	8	1	0	50
	%	16%	28%	38%	16%	2%	0%	
4	Netherlands	2	17	17	10	3	0	49
	%	4%	35%	35%	20%	6%	0%	
5	Poland	15	23	11	0	0	1	50
	%	30%	46%	22%	0%	0%	2%	
6	Slovenia	5	11	21	11	2	0	50
	%	10%	22%	42%	22%	4%	0%	
7	Malta 2	5	4	15	8	1	1	34
	%	15%	12%	44%	24%	3%	3%	
	Sum	54	92	108	54	18	2	328
	%	16%	28%	33%	16%	5%	1%	100%



Question 4b: How much should the learner be involved in decisions about the place of the lesson?

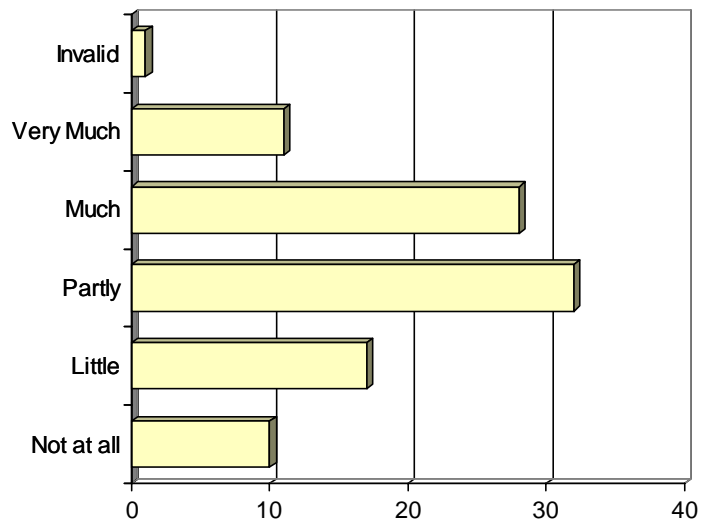
		0	1	2	3	4	5	
	Country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	20	10	11	5	4	0	50
	%	40%	20%	22%	10%	8%	0%	
2	Estonia	5	13	16	10	1	0	45
	%	11%	29%	36%	22%	2%	0%	
3	Malta	10	14	15	7	4	0	50
	%	20%	28%	30%	14%	8%	0%	
4	Netherlands	3	19	14	10	3	0	49
	%	6%	39%	29%	20%	6%	0%	
5	Poland	3	17	22	7	0	1	50
	%	6%	34%	44%	14%	0%	2%	
6	Slovenia	2	5	24	17	2	0	50
	%	4%	10%	48%	34%	4%	0%	
7	Malta 2	5	4	15	8	2	0	34
	%	15%	12%	44%	24%	6%	0%	
	sum	48	82	117	64	16	1	328
	%	15%	25%	36%	20%	5%	0%	100%





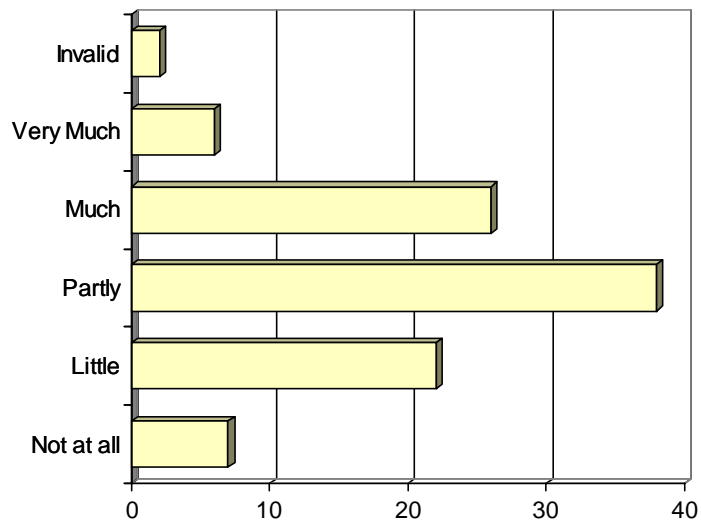
Question 4c: How much should the learner be involved in decisions about the pace of the lesson?

		0	1	2	3	4	5	
	Country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	15	10	10	6	6	3	50
	%	30%	20%	20%	12%	12%	6%	
2	Estonia	1	1	20	18	5	0	45
	%	2%	2%	44%	40%	11%	0%	
3	Malta	5	8	18	13	6	0	50
	%	10%	16%	36%	26%	12%	0%	
4	Netherlands	0	10	15	19	5	0	49
	%	0%	20%	31%	39%	10%	0%	
5	Poland	7	17	11	14	0	1	50
	%	14%	34%	22%	28%	0%	2%	
6	Slovenia	3	8	22	14	3	0	50
	%	6%	16%	44%	28%	6%	0%	
7	Malta 2	3	3	9	9	10	0	34
	%	9%	9%	26%	26%	29%	0%	
	Sum	34	57	105	93	35	4	328
	%	10%	17%	32%	28%	11%	1%	100%



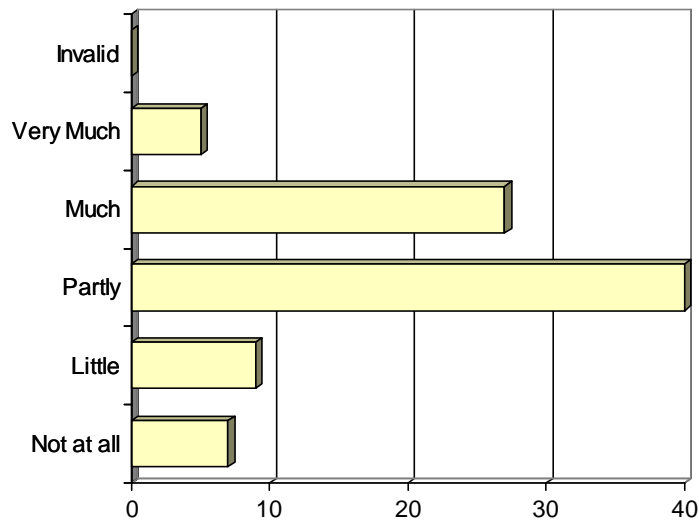
Question 5a: How much should the learner be involved in decisions on individual / pair / group work?

		0	1	2	3	4	5	
	country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	7	9	17	8	6	3	50
	%	14%	18%	34%	16%	12%	6%	
2	Estonia	3	10	15	15	2	0	45
	%	7%	22%	33%	33%	4%	0%	
3	Malta	5	10	26	7	2	0	50
	%	10%	20%	52%	14%	4%	0%	
4	Netherlands	4	7	17	19	2	0	49
	%	8%	14%	35%	39%	4%	0%	
5	Poland	2	19	23	4	0	2	50
	%	4%	38%	46%	8%	0%	4%	
6	Slovenia	1	8	17	20	4	0	50
	%	2%	16%	34%	40%	8%	0%	
7	Malta 2	0	8	10	12	4	0	34
	%	0%	24%	29%	35%	12%	0%	
	sum	22	71	125	85	20	5	328
	%	7%	22%	38%	26%	6%	2%	100%



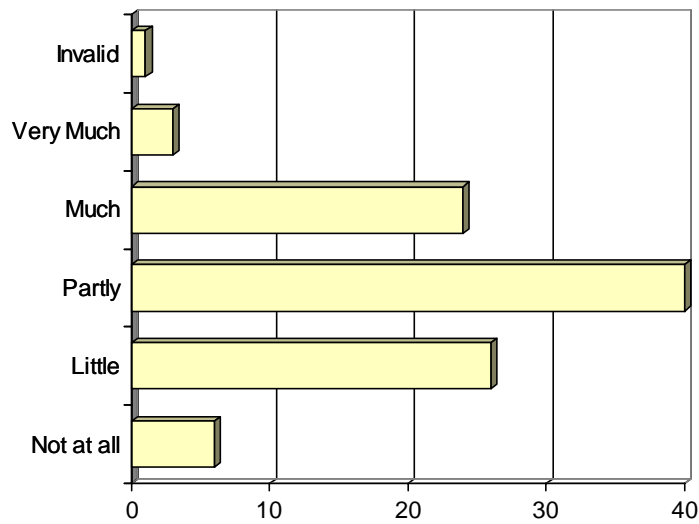
Question 5b: How much should the learner be involved in decisions on the use of materials?

		0	1	2	3	4	5	
	Country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	7	8	15	9	11	0	50
	%	14%	16%	30%	18%	22%	0%	
2	Estonia	4	10	21	9	1	0	45
	%	9%	22%	47%	20%	2%	0%	
3	Malta	5	11	24	10	0	0	50
	%	10%	22%	48%	20%	0%	0%	
4	Netherlands	2	10	19	17	1	0	49
	%	4%	20%	39%	35%	2%	0%	
5	Poland	4	15	18	11	1	1	50
	%	8%	30%	36%	22%	2%	2%	
6	Slovenia	1	6	24	19	0	0	50
	%	2%	12%	48%	38%	0%	0%	
7	Malta 2	1	3	11	15	4	0	34
	%	3%	9%	32%	44%	12%	0%	
	Sum	24	63	132	90	18	1	328
	%	7%	19%	40%	27%	5%	0%	100%



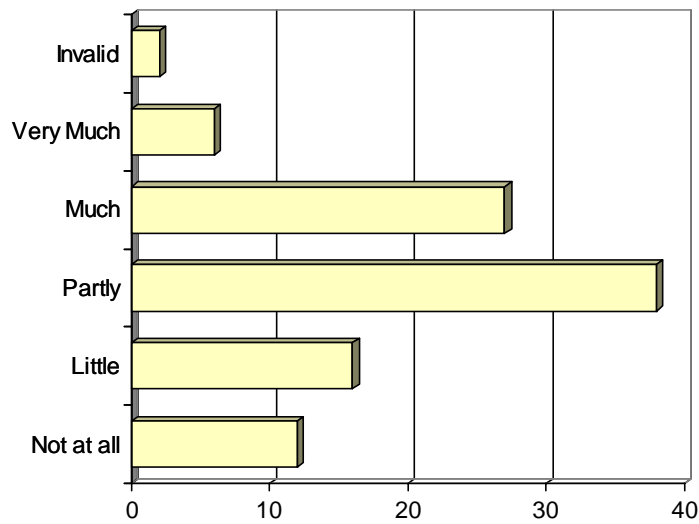
Question 5c: How much should the learner be involved in decisions on the type of classroom activities?

		0	1	2	3	4	5	
	country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	6	20	12	7	5	0	50
	%	12%	40%	24%	14%	10%	0%	
2	Estonia	1	13	23	6	2	0	45
	%	2%	29%	51%	13%	4%	0%	
3	Malta	4	10	26	10	0	0	50
	%	8%	20%	52%	20%	0%	0%	
4	Netherlands	2	14	15	17	1	0	49
	%	4%	29%	31%	35%	2%	0%	
5	Poland	5	20	21	2	0	2	50
	%	10%	40%	42%	4%	0%	4%	
6	Slovenia	2	4	20	24	0	0	50
	%	4%	8%	40%	48%	0%	0%	
7	Malta 2	1	3	14	13	3	0	34
	%	3%	9%	41%	38%	9%	0%	
	sum	21	84	131	79	11	2	328
	%	6%	26%	40%	24%	3%	1%	100%



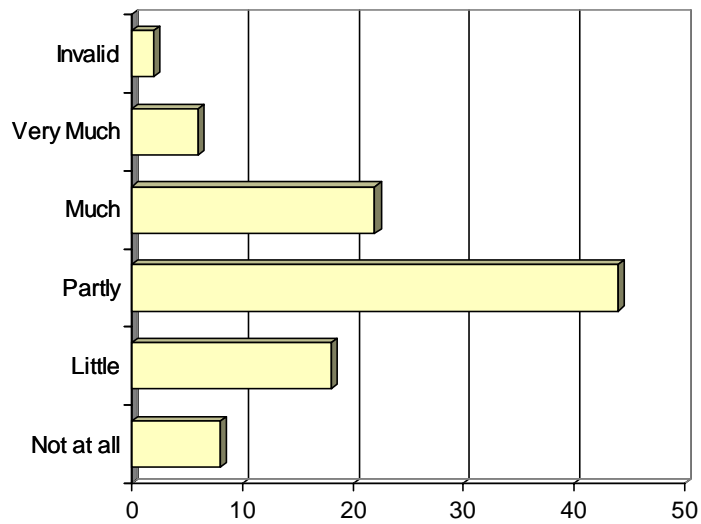
Question 5d: How much should the learner be involved in decisions about the type of homework activities?

		0	1	2	3	4	5	
	country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	13	9	11	8	9	0	50
	%	26%	18%	22%	16%	18%	0%	
2	Estonia	2	6	21	13	3	0	45
	%	4%	13%	47%	29%	7%	0%	
3	Malta	6	11	20	12	1	2	52
	%	12%	21%	38%	23%	2%	4%	
4	Netherlands	3	3	24	16	2	1	49
	%	6%	6%	49%	33%	4%	2%	
5	Poland	8	15	14	9	2	2	50
	%	16%	30%	28%	18%	4%	4%	
6	Slovenia	3	6	22	17	2	0	50
	%	6%	12%	44%	34%	4%	0%	
7	Malta 2	3	3	13	13	1	1	34
	%	9%	9%	38%	38%	3%	3%	
	sum	38	53	125	88	20	6	330
	%	12%	16%	38%	27%	6%	2%	100%



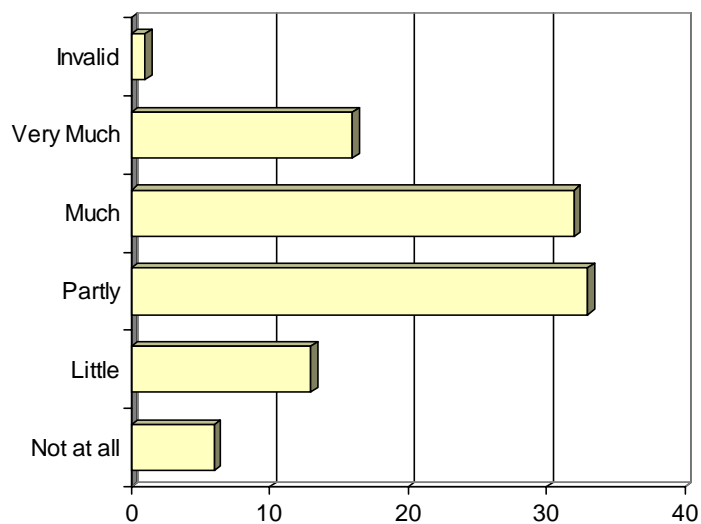
Question 6: How much should the learner be involved in decisions on the choice of learning tasks?

		0	1	2	3	4	5	
	Country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	11	6	11	11	11	0	50
	%	22%	12%	22%	22%	22%	0%	
2	Estonia	2	11	22	8	1	1	45
	%	4%	24%	49%	18%	2%	2%	
3	Malta	5	13	27	5	0	0	50
	%	10%	26%	54%	10%	0%	0%	
4	Netherlands	3	9	20	14	2	1	49
	%	6%	18%	41%	29%	4%	2%	
5	Poland	3	11	24	7	3	2	50
	%	6%	22%	48%	14%	6%	4%	
6	Slovenia	0	7	25	14	3	1	50
	%	0%	14%	50%	28%	6%	2%	
7	Malta 2	2	3	15	13	1	0	34
	%	6%	9%	44%	38%	3%	0%	
	Sum	26	60	144	72	21	5	328
	%	8%	18%	44%	22%	6%	2%	100%



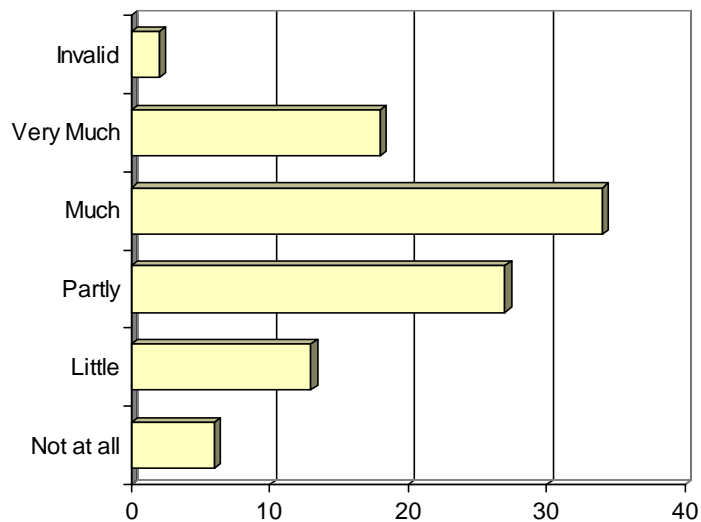
Question 7a: How much should the learner be involved in decisions on classroom management? Position of desks.

		0	1	2	3	4	5	
	Country	not at all	Little	partly	much	very much	invalid	control sum
1	Belorussia	8	3	16	10	13	0	50
	%	16%	6%	32%	20%	26%	0%	
2	Estonia	2	8	18	13	3	1	45
	%	4%	18%	40%	29%	7%	2%	
3	Malta	7	4	14	18	7	0	50
	%	14%	8%	28%	36%	14%	0%	
4	Netherlands	3	12	18	13	3	0	49
	%	6%	24%	37%	27%	6%	0%	
5	Poland	0	5	14	21	9	1	50
	%	0%	10%	28%	42%	18%	2%	
6	Slovenia	0	2	12	19	16	1	50
	%	0%	4%	24%	38%	32%	2%	
7	Malta 2	0	7	15	10	2	0	34
	%	0%	21%	44%	29%	6%	0%	
	sum	20	41	107	104	53	3	328
	%	6%	13%	33%	32%	16%	1%	100%



Question 7b: How much should the learner be involved in decisions on classroom management? Seating of students.

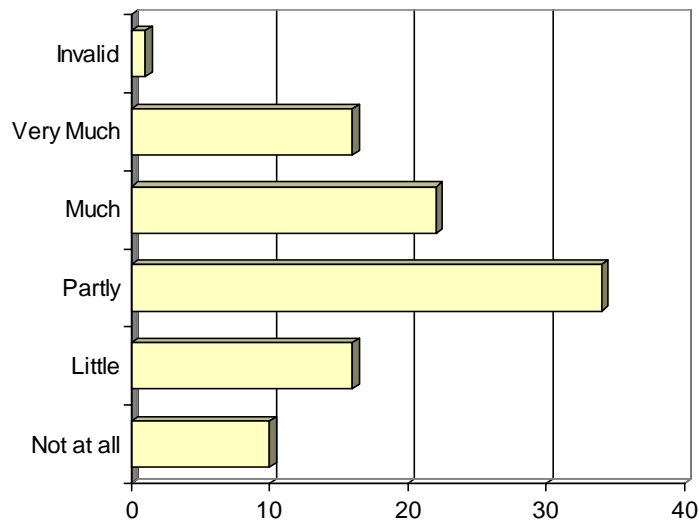
		0	1	2	3	4	5	
	country	not at all	Little	partly	much	very much	invalid	control sum
1	Belorussia	3	6	10	12	18	1	50
	%	6%	12%	20%	24%	36%	2%	
2	Estonia	1	5	13	23	2	1	45
	%	2%	11%	29%	51%	4%	2%	
3	Malta	7	6	13	19	4	1	50
	%	14%	12%	26%	38%	8%	2%	
4	Netherlands	3	8	18	12	8	0	49
	%	6%	16%	37%	24%	16%	0%	
5	Poland	1	7	11	19	9	3	50
	%	2%	14%	22%	38%	18%	6%	
6	Slovenia	1	2	12	16	18	1	50
	%	2%	4%	24%	32%	36%	2%	
7	Malta 2	4	9	10	10	1	0	34
	%	12%	26%	29%	29%	3%	0%	
	sum	20	43	87	111	60	7	328
	%	6%	13%	27%	34%	18%	2%	100%





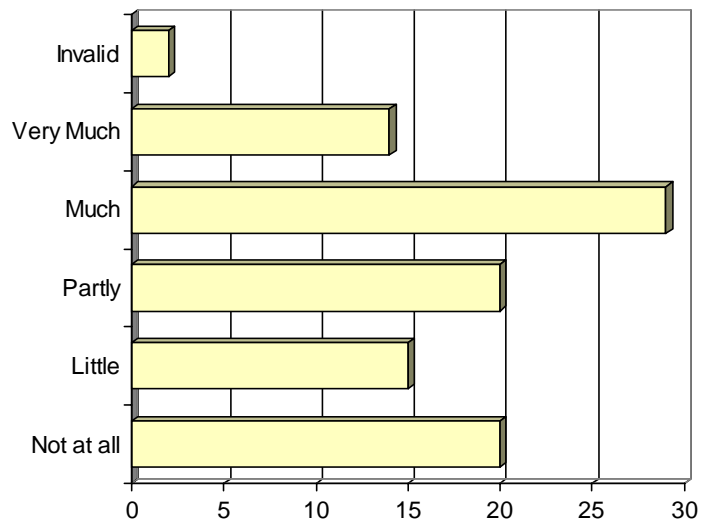
Question 7c: How much should the learner be involved in decisions on classroom management? Discipline matters.

		0	1	2	3	4	5	
	country	not at all	Little	partly	much	very much	invalid	control sum
1	Belorussia	7	7	11	7	17	1	50
	%	14%	14%	22%	14%	34%	2%	
2	Estonia	1	7	13	13	10	1	45
	%	2%	16%	29%	29%	22%	2%	
3	Malta	8	13	16	8	4	1	50
	%	16%	26%	32%	16%	8%	2%	
4	Netherlands	8	8	21	6	6	0	49
	%	16%	16%	43%	12%	12%	0%	
5	Poland	0	0	0	0	0	0	0
	%							
6	Slovenia	0	3	22	19	6	0	50
	%	0%	6%	44%	38%	12%	0%	
7	Malta 2	4	7	12	9	2	0	34
	%	12%	21%	35%	26%	6%	0%	
	sum	28	45	95	62	45	3	278
	%	10%	16%	34%	22%	16%	1%	100%



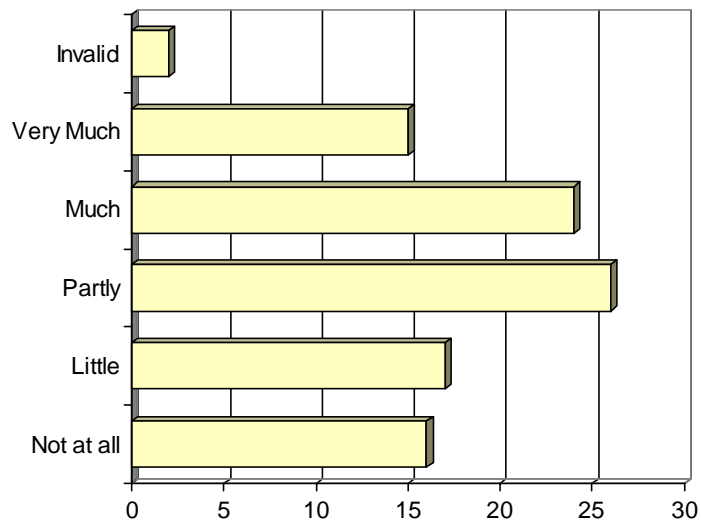
Question 8a: How much should the learner be involved in decisions about record-keeping? Of work done.

		0	1	2	3	4	5	
	country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	10	5	9	15	9	2	50
	%	20%	10%	18%	30%	18%	4%	
2	Estonia	1	6	15	18	3	2	45
	%	2%	13%	33%	40%	7%	4%	
3	Malta	11	9	10	11	9	0	50
	%	22%	18%	20%	22%	18%	0%	
4	Netherlands	4	5	9	23	8	0	49
	%	8%	10%	18%	47%	16%	0%	
5	Poland	32	11	4	2	0	1	50
	%	64%	22%	8%	4%	0%	2%	
6	Slovenia	5	6	13	12	14	0	50
	%	10%	12%	26%	24%	28%	0%	
7	Malta 2	4	6	6	13	4	1	34
	%	12%	18%	18%	38%	12%	3%	
	sum	67	48	66	94	47	6	328
	%	20%	15%	20%	29%	14%	2%	100%



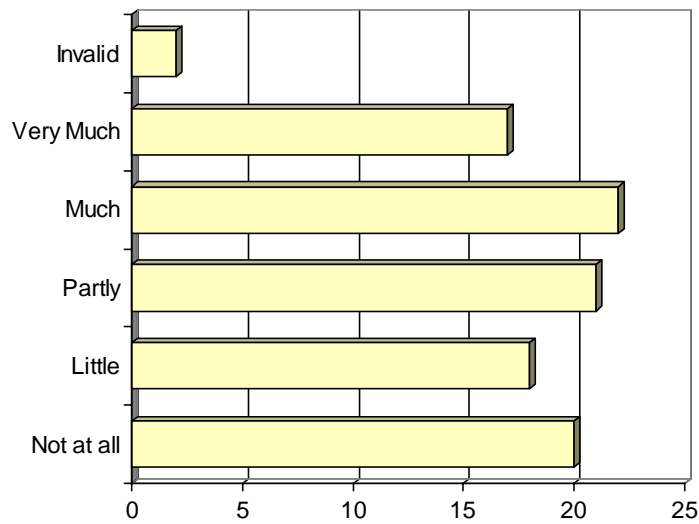
Question 8b: How much should the learner be involved in decisions about record-keeping? Of marks gained.

		0	1	2	3	4	5	
	country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	13	8	12	10	6	1	50
	%	26%	16%	24%	20%	12%	2%	
2	Estonia	1	9	18	12	3	3	46
	%	2%	20%	39%	26%	7%	7%	
3	Malta	13	6	12	11	8	0	50
	%	26%	12%	24%	22%	16%	0%	
4	Netherlands	3	8	10	17	11	0	49
	%	6%	16%	20%	35%	22%	0%	
5	Poland	18	14	12	4	2	0	50
	%	36%	28%	24%	8%	4%	0%	
6	Slovenia	2	6	16	14	12	0	50
	%	4%	12%	32%	28%	24%	0%	
7	Malta 2	4	5	7	11	6	1	34
	%	12%	15%	21%	32%	18%	3%	
	sum	54	56	87	79	48	5	329
	%	16%	17%	26%	24%	15%	2%	100%



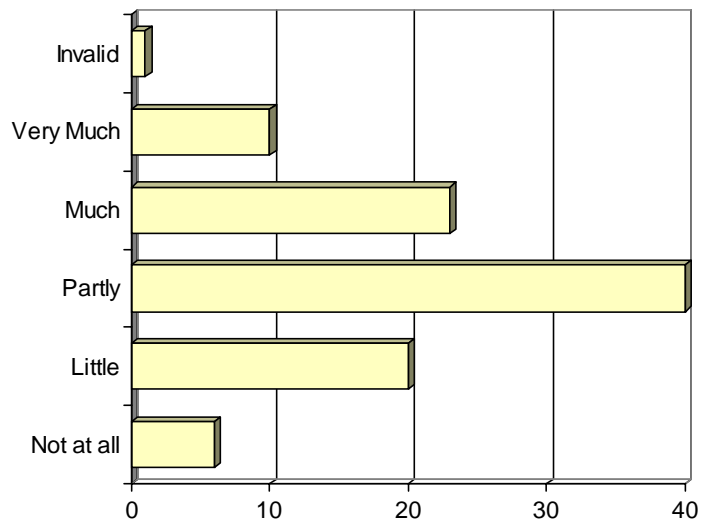
Question 8c: How much should the learner be involved in decisions about record-keeping? Attendance.

		0	1	2	3	4	5	
	country	Not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	9	6	8	13	11	3	50
	%	18%	12%	16%	26%	22%	6%	
2	Estonia	6	7	8	12	10	2	45
	%	13%	16%	18%	27%	22%	4%	
3	Malta	16	8	8	9	9	0	50
	%	32%	16%	16%	18%	18%	0%	
4	Netherlands	0	15	16	15	3	0	49
	%	0%	31%	33%	31%	6%	0%	
5	Poland	27	11	6	1	4	1	50
	%	54%	22%	12%	2%	8%	2%	
6	Slovenia	1	6	15	13	15	0	50
	%	2%	12%	30%	26%	30%	0%	
7	Malta 2	6	6	8	10	4	0	34
	%	18%	18%	24%	29%	12%	0%	
	sum	65	59	69	73	56	6	328
	%	20%	18%	21%	22%	17%	2%	100%



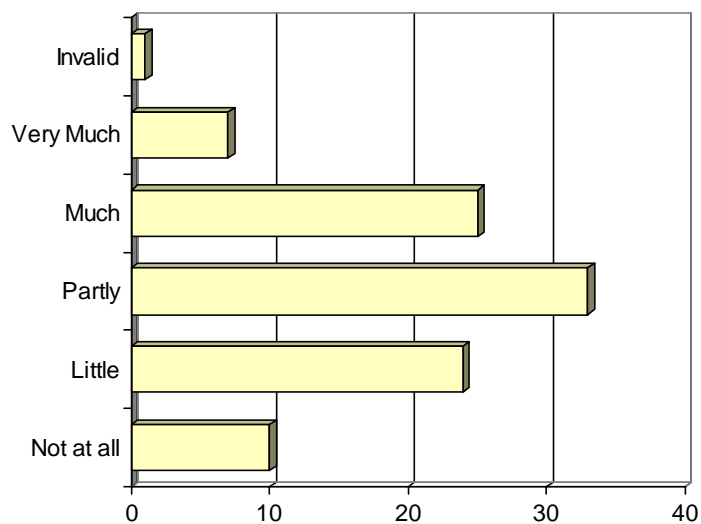
Question 9a: How much should the learner be involved in decisions on homework tasks. Quantity.

		0	1	2	3	4	5	
	Country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	7	10	10	13	10	0	50
	%	14%	20%	20%	26%	20%	0%	
2	Estonia	2	10	23	6	3	1	45
	%	4%	22%	51%	13%	7%	2%	
3	Malta	3	14	20	10	3	0	50
	%	6%	28%	40%	20%	6%	0%	
4	Netherlands	0	14	10	19	6	0	49
	%	0%	29%	20%	39%	12%	0%	
5	Poland	5	10	27	6	2	0	50
	%	10%	20%	54%	12%	4%	0%	
6	Slovenia	1	8	26	10	4	1	50
	%	2%	16%	52%	20%	8%	2%	
7	Malta 2	3	1	16	10	4	0	34
	%	9%	3%	47%	29%	12%	0%	
	Sum	21	67	132	74	32	2	328
	%	6%	20%	40%	23%	10%	1%	100%



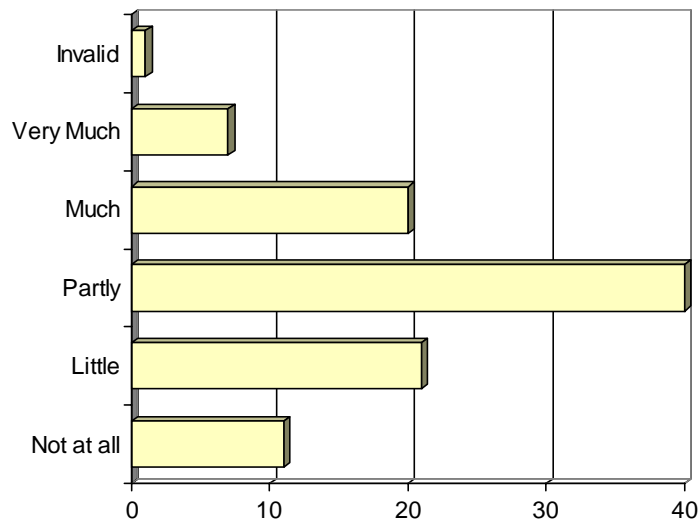
Question 9b: How much should the learner be involved in decisions on homework tasks. Type.

		0	1	2	3	4	5	
	Country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	13	12	7	10	8	0	50
	%	26%	24%	14%	20%	16%	0%	
2	Estonia	3	12	15	13	1	1	45
	%	7%	27%	33%	29%	2%	2%	
3	Malta	5	20	18	6	1	0	50
	%	10%	40%	36%	12%	2%	0%	
4	Netherlands	2	15	14	15	3	0	49
	%	4%	31%	29%	31%	6%	0%	
5	Poland	5	12	19	11	3	0	50
	%	10%	24%	38%	22%	6%	0%	
6	Slovenia	2	7	22	15	3	1	50
	%	4%	14%	44%	30%	6%	2%	
7	Malta 2	3	2	13	12	3	1	34
	%	9%	6%	38%	35%	9%	3%	
	Sum	33	80	108	82	22	3	328
	%	10%	24%	33%	25%	7%	1%	100%



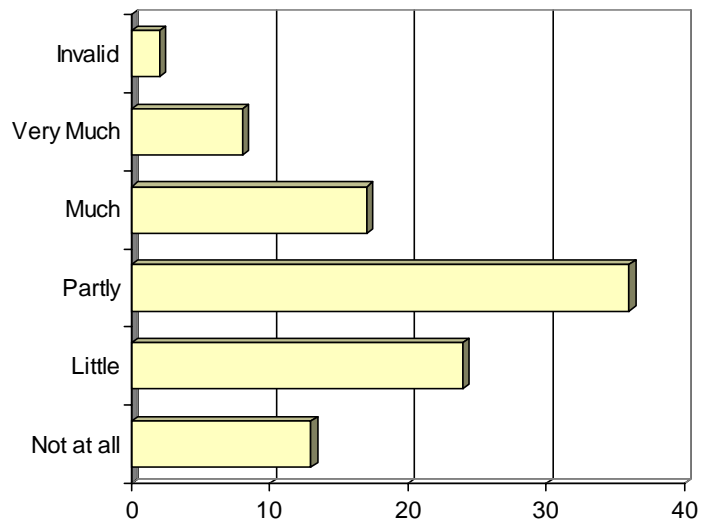
Question 9c: How much should the learner be involved in decisions on homework tasks. Frequency.

		0	1	2	3	4	5	
	Country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	13	6	19	6	6	0	50
	%	26%	12%	38%	12%	12%	0%	
2	Estonia	5	10	17	11	1	1	45
	%	11%	22%	38%	24%	2%	2%	
3	Malta	5	10	21	12	2	0	50
	%	10%	20%	42%	24%	4%	0%	
4	Netherlands	0	15	16	15	3	0	49
	%	0%	31%	33%	31%	6%	0%	
5	Poland	7	13	21	6	3	0	50
	%	14%	26%	42%	12%	6%	0%	
6	Slovenia	2	9	25	10	3	1	50
	%	4%	18%	50%	20%	6%	2%	
7	Malta 2	4	5	13	7	4	1	34
	%	12%	15%	38%	21%	12%	3%	
	Sum	36	68	132	67	22	3	328
	%	11%	21%	40%	20%	7%	1%	100%



Question 10a: How much should the learner be involved in decisions on what is to be learned from materials given by the teacher? Texts.

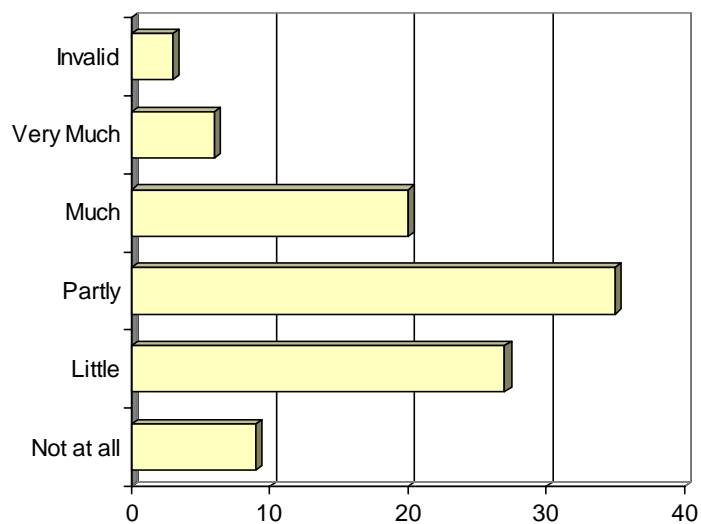
		0	1	2	3	4	5	
	country	not at all	little	partly	Much	very much	invalid	control sum
1	Belorussia	9	12	9	9	10	1	50
	%	18%	24%	18%	18%	20%	2%	
2	Estonia	10	10	16	6	2	1	45
	%	22%	22%	36%	13%	4%	2%	
3	Malta	6	15	18	8	1	2	50
	%	12%	30%	36%	16%	2%	4%	
4	Netherlands	4	15	16	8	6	0	49
	%	8%	31%	33%	16%	12%	0%	
5	Poland	9	14	18	7	2	0	50
	%	18%	28%	36%	14%	4%	0%	
6	Slovenia	0	10	29	7	3	1	50
	%	0%	20%	58%	14%	6%	2%	
7	Malta 2	4	3	13	10	2	2	34
	%	12%	9%	38%	29%	6%	6%	
	sum	42	79	119	55	26	7	328
	%	13%	24%	36%	17%	8%	2%	100%





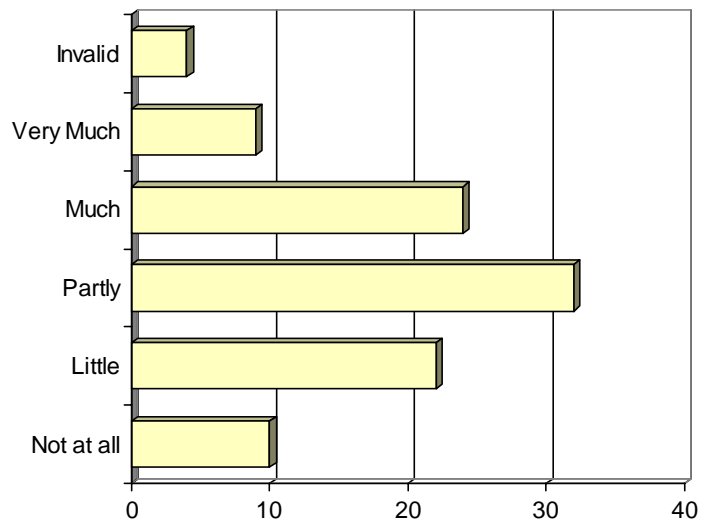
Question 10b: How much should the learner be involved in decisions on what is to be learned from materials given by the teacher? AV-aids.

		0	1	2	3	4	5	
	country	not at all	little	partly	Much	very much	invalid	control sum
1	Belorussia	9	13	14	8	5	1	50
	%	18%	26%	28%	16%	10%	2%	
2	Estonia	4	19	16	5	1	0	45
	%	9%	42%	36%	11%	2%	0%	
3	Malta	3	18	16	8	3	2	50
	%	6%	36%	32%	16%	6%	4%	
4	Netherlands	4	14	13	14	4	0	49
	%	8%	29%	27%	29%	8%	0%	
5	Poland	4	16	17	11	2	0	50
	%	8%	32%	34%	22%	4%	0%	
6	Slovenia	0	6	28	13	2	1	50
	%	0%	12%	56%	26%	4%	2%	
7	Malta 2	4	1	12	8	2	7	34
	%	12%	3%	35%	24%	6%	21%	
	sum	28	87	116	67	19	11	328
	%	9%	27%	35%	20%	6%	3%	100%



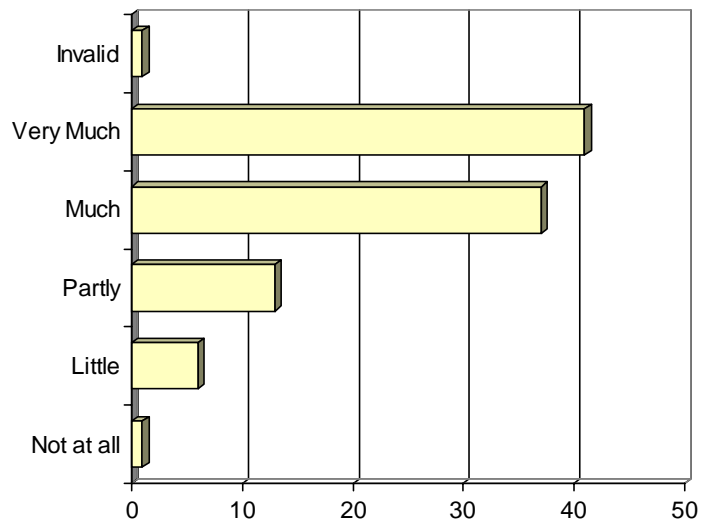
Question 10c: How much should the learner be involved in decisions on what is to be learned from materials given by the teacher? Realia.

		0	1	2	3	4	5	
	country	not at all	little	partly	Much	very much	invalid	control sum
1	Belorussia	9	10	12	8	9	2	50
	%	18%	20%	24%	16%	18%	4%	
2	Estonia	8	13	14	8	1	1	45
	%	18%	29%	31%	18%	2%	2%	
3	Malta	4	17	16	7	3	3	50
	%	8%	34%	32%	14%	6%	6%	
4	Netherlands	4	13	14	13	5	0	49
	%	8%	27%	29%	27%	10%	0%	
5	Poland	4	10	17	17	2	0	50
	%	8%	20%	34%	34%	4%	0%	
6	Slovenia	0	6	19	19	5	1	50
	%	0%	12%	38%	38%	10%	2%	
7	Malta 2	3	2	12	7	4	6	34
	%	9%	6%	35%	21%	12%	18%	
	sum	32	71	104	79	29	13	328
	%	10%	22%	32%	24%	9%	4%	100%



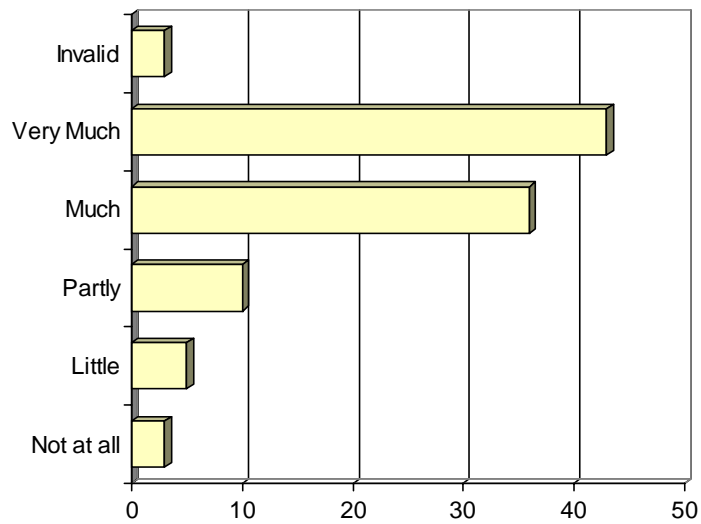
Question 11: How much should the learner be encouraged to find his or her own explanations to classroom tasks?

		0	1	2	3	4	5	
	country	not at all	Little	partly	much	very much	invalid	control sum
1	Belorussia	4	10	6	13	17	0	50
	%	8%	20%	12%	26%	34%	0%	
2	Estonia	0	1	2	23	17	2	45
	%	0%	2%	4%	51%	38%	4%	
3	Malta	0	4	7	21	18	0	50
	%	0%	8%	14%	42%	36%	0%	
4	Netherlands	0	2	8	25	14	0	49
	%	0%	4%	16%	51%	29%	0%	
5	Poland	0	0	4	14	30	2	50
	%	0%	0%	8%	28%	60%	4%	
6	Slovenia	0	0	6	19	25	0	50
	%	0%	0%	12%	38%	50%	0%	
7	Malta 2	0	3	10	7	14	0	34
	%	0%	9%	29%	21%	41%	0%	
	sum	4	20	43	122	135	4	328
	%	1%	6%	13%	37%	41%	1%	100%



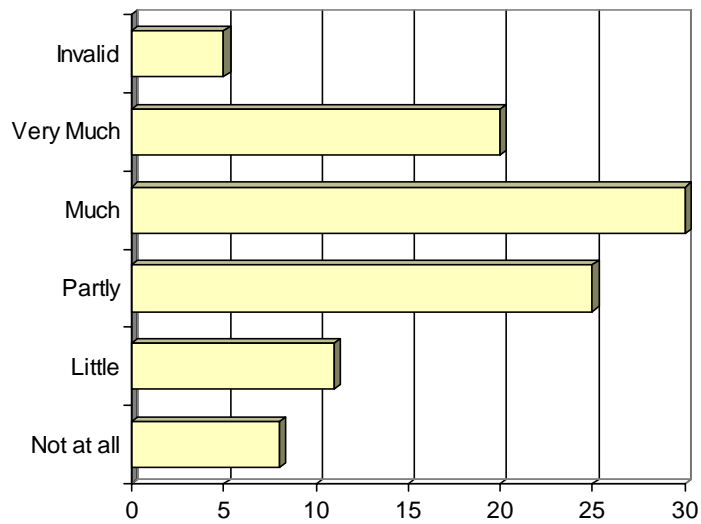
Question 12: How much should the learner be encouraged to find out learning procedures by himself or herself?

		0	1	2	3	4	5	
	country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	7	9	13	9	11	1	50
	%	14%	18%	26%	18%	22%	2%	
2	Estonia	0	1	5	21	15	3	45
	%	0%	2%	11%	47%	33%	7%	
3	Malta	2	2	4	24	18	0	50
	%	4%	4%	8%	48%	36%	0%	
4	Netherlands	0	0	5	27	17	0	49
	%	0%	0%	10%	55%	35%	0%	
5	Poland	0	0	1	11	34	4	50
	%	0%	0%	2%	22%	68%	8%	
6	Slovenia	0	0	4	15	30	1	50
	%	0%	0%	8%	30%	60%	2%	
7	Malta 2	0	3	2	12	17	0	34
	%	0%	9%	6%	35%	50%	0%	
	sum	9	15	34	119	142	9	328
	%	3%	5%	10%	36%	43%	3%	100%



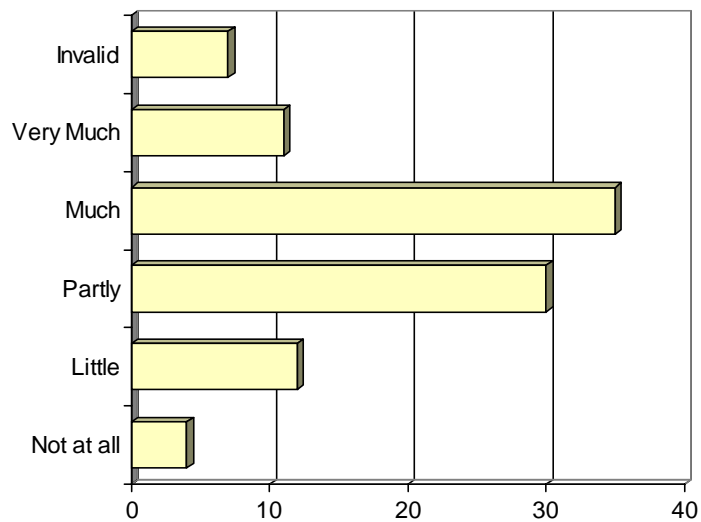
Question 13a: How much should the learner be encouraged to assess himself or herself, rather than be tested? Weekly.

		0	1	2	3	4	5	
	country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	8	4	13	11	14	0	50
	%	16%	8%	26%	22%	28%	0%	
2	Estonia	3	6	12	13	8	3	45
	%	7%	13%	27%	29%	18%	7%	
3	Malta	1	5	9	23	10	2	50
	%	2%	10%	18%	46%	20%	4%	
4	Netherlands	7	6	7	16	11	2	49
	%	14%	12%	14%	33%	22%	4%	
5	Poland	5	10	12	7	8	8	50
	%	10%	20%	24%	14%	16%	16%	
6	Slovenia	2	3	19	18	8	0	50
	%	4%	6%	38%	36%	16%	0%	
7	Malta 2	0	2	11	12	6	3	34
	%	0%	6%	32%	35%	18%	9%	
	sum	26	36	83	100	65	18	328
	%	8%	11%	25%	30%	20%	5%	100%



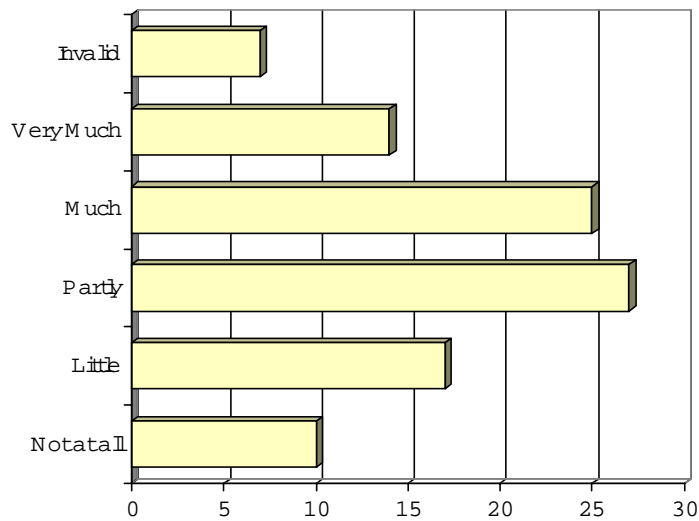
Question 13b: How much should the learner be encouraged to assess himself or herself, rather than be tested? Monthly.

		0	1	2	3	4	5	
	country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	6	11	12	13	8	0	50
	%	12%	22%	24%	26%	16%	0%	
2	Estonia	1	5	13	15	5	6	45
	%	2%	11%	29%	33%	11%	13%	
3	Malta	1	4	15	19	8	3	50
	%	2%	8%	30%	38%	16%	6%	
4	Netherlands	3	2	14	26	2	3	50
	%	6%	4%	28%	52%	4%	6%	
5	Poland	1	7	15	10	7	10	50
	%	2%	14%	30%	20%	14%	20%	
6	Slovenia	1	6	17	22	4	0	50
	%	2%	12%	34%	44%	8%	0%	
7	Malta 2	0	5	14	10	3	2	34
	%	0%	15%	41%	29%	9%	6%	
	sum	13	40	100	115	37	24	329
	%	4%	12%	30%	35%	11%	7%	100%



Question 13c: How much should the learner be encouraged to assess himself or herself, rather than be tested? Annually.

		0	1	2	3	4	5	
	country	not at all	little	partly	much	very much	invalid	control sum
1	Belorussia	10	10	14	9	7	0	50
	%	20%	20%	28%	18%	14%	0%	
2	Estonia	4	5	6	19	4	7	45
	%	9%	11%	13%	42%	9%	16%	
3	Malta	5	11	17	5	8	4	50
	%	10%	22%	34%	10%	16%	8%	
4	Netherlands	5	12	9	15	5	3	49
	%	10%	24%	18%	31%	10%	6%	
5	Poland	2	2	10	14	14	8	50
	%	4%	4%	20%	28%	28%	16%	
6	Slovenia	0	8	20	15	7	0	50
	%	0%	16%	40%	30%	14%	0%	
7	Malta 2	6	7	11	6	1	3	34
	%	18%	21%	32%	18%	3%	9%	
	sum	32	55	87	83	46	25	328
	%	10%	17%	27%	25%	14%	8%	100%



## Overall results

QUESTIONS	not at all	little	partly	much	very much	invalid
1A	11%	19%	39%	26%	4%	1%
1B	14%	22%	35%	20%	7%	2%
2A	10%	17%	41%	24%	8%	0%
2B	9%	19%	39%	23%	9%	2%
3A	18%	25%	39%	15%	2%	1%
3B	10%	13%	43%	22%	5%	6%
3C	7%	14%	30%	26%	16%	6%
4A	16%	28%	33%	16%	5%	1%
4B	15%	25%	36%	20%	5%	0%
4C	10%	17%	32%	28%	11%	1%
5A	7%	22%	38%	26%	6%	2%
5B	7%	19%	40%	27%	5%	0%
5C	6%	26%	40%	24%	3%	1%
5D	12%	16%	38%	27%	6%	2%
6	8%	18%	44%	22%	6%	2%
7A	6%	13%	33%	32%	16%	1%
7B	6%	13%	27%	34%	18%	2%
7C	10%	16%	34%	22%	16%	1%
8A	20%	15%	20%	29%	14%	2%
8B	16%	17%	26%	24%	15%	2%
8C	20%	18%	21%	22%	17%	2%
9A	6%	20%	40%	23%	10%	1%
9B	10%	24%	33%	25%	7%	1%
9C	11%	21%	40%	20%	7%	1%
10A	13%	24%	36%	17%	8%	2%
10B	9%	27%	35%	20%	6%	3%
10C	10%	22%	32%	24%	9%	4%
11	1%	6%	13%	37%	41%	1%
12	3%	5%	10%	36%	43%	3%
13A	8%	11%	25%	30%	20%	5%
13B	4%	12%	30%	35%	11%	7%
13C	10%	17%	27%	25%	14%	8%



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