



Lifelong
Learning
Programme



Project LLABS : Lifelong learning for adults to become sustainable

13-Pp-GRU-128

REPORT

on the findings from the survey focused on training needs in the
sustainable development

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The survey, an integral part of the above mentioned project partnership LLABS, was carried out in 3 partners' countries during January and February 2014.

Partners from Czech Republic, Italy and Slovakia developed together a questionnaire which was consequently distributed in their countries.

Totally 60 persons answered questions in the questionnaire, there were 30 males and 30 females there. The age distribution was rather regular, too. All findings are gathered in 3 Country reports and in Summative report which are annexes of this report.

47 people were already trained in some topic relating to the sustainable development, 13 people (mainly the youngest ones) not yet. The mostly mentioned field of the training were work place circumstance and pollution.

All interviewees were interested to be trained more in different fields relating to the sustainable development. Mostly mentioned were sustainable development itself, civic circumstances, protection of landscape, nature, aqua, air, protection of animals. Other topics were frequently mentioned, as well: pollution, food, health, work place circumstances. There were even mentioned 2 new categories – religion, and regional community.

Nearly all interviewees are persuaded that sustainable development should be incorporated in the adult education in various ways. They mostly preferred internet as the most suitable medium for an education and training in the sustainable development in adult education. Discussion, excursions films and games were indicated in the mentioned order.

The prevailing number of people would like to participate in some interactive activities concerning the sustainable development. Many people would like to influence the awareness about sustainable development by your own training activity, too. About nine out of ten think that the neglected quality of social relations among people in the community, villages and towns can bring the sustainable development in risk. They therefore consider the social dimension of the sustainable development for very important and understand the sustainable development as a complex of the ecological, social and economic dimension. Only such complex can influence positively the satisfaction of adult people and can motivate them to learn more about the sustainable development in their educational activities during their whole life.

They are mainly thinking that the non-formal adult education concerning the revitalisation of towns and landscape is important and can contribute to the sustainable development.

Nearly all interviewees are persuaded that such adult education, enriched by e-learning, excursions, discussions, games and films can support changes in the approach of adult people to the sustainable development and activate them to behave positively towards the sustainable development.

The survey has brought the strong evidence that adult people of whatever age and gender in various countries in Europe are aware about the importance of the more massive incorporation of the topic sustainable development into adult education and they welcome innovative approaches in such education and training.

This report has got 4 annexes with data and graphs.

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Ostrava, 28th March 2014