



SKILLS

PROGRAMA EUROPEO
DE FORMACIÓN PARA EL APRENDIZAJE
DE ADULTOS



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Preliminary Survey on Needs Analysis

Following the work plan of the project, one of the first activities to do is an analysis of the target groups, of the trainers and organisations involved in the project, in order to understand their needs in relation to the learning to learn competence and learning styles.

To carry out this preliminary survey, questionnaires have been distributed to the target groups, the educators of each partner organisation and the results have been collected in a grid/template which gives a synthesis of the issues emerging.

The templates take in consideration three categories of users, namely the target group (trainees, learners), educators (trainers, teachers) and the organisation as a whole. For each subject there is a description of the characterising elements in terms of profile, acquaintance to learning styles and finally acquaintance to learning to learn competence.

Then, a description of the profile of the specific target group which will be directly involved in the actions of the projects; and a description of similar organisations and target groups who could benefit of the final outcomes of the project are also provided.

For what concerns the target group, we can see certain aspects common to all partners: it is generally constituted of adult or young-adult people attending courses to get their first degree diploma and/or entering/re-entering training in order to get specific skills or qualifications (mainly vocational skills). Many of them have a low level of education and had previous negative experiences/failures during their regular studies.

Finland- Jyväskylä Institute of Adult Education: adult people starting vocational training;

Italy – Formazione 80: adult people entering/re-entering training to get a vocational qualification;

Italy- LinkConsulting: adult people attending vocational training courses;

Spain –FAEA: adults /young adults attending adult education courses in 4 areas of Spain

Poland- Fenix Organisation: young-adult drop-outs not having the necessary skills to enter the labour market and attending lower secondary school with vocational training.

UK- West Lothian College: adult people attending courses to give them the necessary skills and support to look for work, in particular within the New Deal Programme.

As a result of this preliminary survey it emerges clearly that a whole lot of work must be done in order to disseminate and raise awareness in educational organisations, teachers and learners on the issues of the key competence "learning to learn" and learning styles; secondly, to produce methodological and didactic materials to develop these competences.

An exception is the situation of Finland and of the UK, where the concepts of learning to learn and learning styles are already integrated in their educational system, although in different ways.

In Finland, people entering a training course are given a course to develop or enhance their learning to learn skills and to make them aware of their own learning styles, so that they can choose their learning approach to the subjects they're going to study. In the UK, the teachers show certain knowledge of learning styles and learning to learn skills and they assess learners through various means in order to understand the persons they are working with and best adapt their approach to the needs of the students.

In all other countries of the partnership (Spain, Poland, Italy), in general, there is no knowledge or just a superficial awareness of the learning to learn competence and of learning styles. On the part of the learners, the most part have no idea of their own ways to learn, some have only a very general and vague idea but this is more the result of the question of the moment than of a thought-out reflection; on the other hand they have an almost complete lack of knowledge of learning styles. They consider their learning problems more as a result of external factors and daily life engagements and seldom think of the possibility that they are due to an approach that does not fit with their own learning method.

For what concerns educators the situation is quite similar, some of them know about the concepts of learning to learn and learning styles but their teaching methods tends to conform to the traditional academic style giving "more importance" to the theoretical teaching than the practical (hands-on) one, the

most of them do not take in consideration the different learning styles and strategies of the learners.

In conclusion, both for the more advanced countries and for the others, it is necessary to:

- develop new tools, possibly adaptable to the different situation of each country, in order to first identify different learning styles and *learning to learn* skills of each learner and which can be useful to the educators to better understand the people they are working with;
- find (new) tools in order to help teachers to understand prior learning, including the *learning to learn* competence, as well as to better and more efficiently support the learners during their study process.



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