Aging With Active Knowledge and Experience

EDUCATIONAL NEEDS AND EXPECTATIONS OF PEOPLE OVER 50

Final report

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PREFACE

The monograph is prepared in the framework of Europe Union Lifelong Learning Programme Grundtvig Learning Partnership project "Aging With Active Knowledge and Experience (AWAKE)". It contains the final report of the research "Educational needs and expectations of people over 50" which was carried out by project partners in their countries Poland, Romania, Italy, Lithuania and Latvia with aim to identify educational needs of people over 50, find out people's motivation to participate in volunteering activities as well as to improve teaching and developing the offer of education for people aged 50+.

In the monograph:

- Summarized several theoretical aspects of adults education, motivation to learn and educational needs, teaching methods, barriers for people aged 50+ learning activities as well as volunteers and volunteering;
- Analysed the survey data on current situation, needs and expectations, learning and teaching forms and methods, possibilities and barriers and volunteering of people aged 50+.

The research performed in the framework of the project AWAKE is a case study which highlights only main the recent trends of the educational needs of people aged 50+, however, it does not foresee any situation at all.

We hope that the research problems addressed in this report and their solutions will be used as a knowledge background for the development of educational products for people aged 50+ or improvement teaching methods as well as for creation e-learning systems for seniors.

CONTENTS

1. GENERAL INFORMATION ON THE PROJECT AND RESEARCH[1]

1.1 INTRODUCTION

A.W.A.K.E. *(Aging With Active Knowledge and Experience)* is an European project aiming an exchange of experience and good practices between the partners to promote the mobility, the activation and lifelong learning idea among the *over fifty* people. With funding from Europe Union Lifelong Learning Programme Grundtvig Learning Partnership, the project is implemented by partners from Italy (IT), Latvia (LV), Lithuania (LT), and Romania (RO) and is led by CSI in Poland (PL)[2]. The project considered several issues connected with activation and non-formal and informal education of people above 50 years old:

- The ways of motivating older people towards learning and social activity, e.g. by team building activities or cultural integration;
- Volunteering as a method of lifelong learning, e.g. the benefits coming out from 50+ volunteering, organization of 50+ volunteering;
- ICT (information communication technologies) training and using ICT in adult education;
- Cultural and artistic activities of 50+ people.

European Countries have similar problems connected with the ageing of societies. As number of elderly people in the population is growing even faster, one should make sure that senior citizens are strong and actively participating in social life group. Informal and non-formal education is a powerful tool that makes such activation possible. As organizations and institutions working with the elderly, all partners have a common goal but choose different ways to pursue it and place emphasis on other aspects related to education of the elderly. By means of comparison, partners can exchange experiences, ideas and learn from each other. Beginning from specificity and incentives which characterized the organizations and the countries partner, 5 topics - five main pillars of active aging have been individuated to reflect upon, to deal with and put them in action[3]:

- Sharing of knowledge (bidirectional) between the old and the young;
- Voluntary service as a way to learn and teach;
- Live as long as possible and as best as possible;
- Culture and art as ways to express one's own personality;
- ICT and language skills as essential tools to work together in Europe.

1.2 PROJECT IMPLEMENTATION ORGANIZATION

The project AWAKE is being implemented from August 2011 and will finish in July, 2013. To achieve the "tangible" results of the project and to increase the project implementation quality for each partner's visit was defined theme (Table 1.1.). Each partner on every topic made a presentation on this topic summarizing the experience of their organization / town / country. This is the so-called horizontal manner to achieve tangible results.

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[2] Information from project AWAKE application
[3] Information from project Press release

Table 1.1. **Project meetings themes**

Poland, October, 2011	*Creating a Project Team. The division of responsibilities.*
Italy, February, 2012	People 50 + Participation in voluntary work - methods of involvement and motivation types
Lithuania, June, 2012	Formal and informal learning methods for people 50 + and cultural program
Spain, October, 2012	Specificity of training for women aged +50, including women's organizations and the activities of them
Romania, March, 2013	People 50 + ICT training – methods and best practices
Latvia, June, 2013	*Final conference*

The so-called vertical way of the achievement of the tangible project results is the development of the project products between visits. As an example would be the development of two main project products: research and document "How to …" (Table 1.2).

Table 1.2. **Project products' development**

	Research	Document "How to ..."
Poland October, 2011	*Defined five main pillars of active aging*	
Italy February, 2012	Established in the questionnaire structure and distribution of tasks between the partners	
Each partner created its own part of the questionnaire		
Lithuania June, 2012	Agreement on the final version of the questionnaire	How to use the potential of local institutions and organizations in education of 50+ people
Questionnaires translation in the national language; conduction of the survey		*Each partner creates their own "recipe", according to their organization-specific*
Spain October, 2012	Agreement on the survey results collection and presentation	Partner presentations on established document
Treatment of the results		*Creation of the final version of the document*
Romania March, 2013	Discussions/ agreement on the final version of the report	Approval of the final version of the document
Latvia June, 2013	*The project's compilation and presentation – Report on the population aged over 50 educational needs*	

Obviously, the research consisted of four main steps: the creation of questionnaires, conducting the survey, data collection and processing, as well as preparation of the report.

The other obvious fact is that the project implementation quality was provided by strict tasks and the allocation of responsibilities among the partners, clear defined objectives, structured work plan, introduction of the evaluation system as well as regular communication between coordinator and partners.

No less important factor in quality assurance was the fact that after each meeting was written the report which was agreed by all partners. This helps to ensure the coherence of the planned and ongoing.

1.3   STRUCTURE OF THE RESEARCH REPORT

The research report manuscript consists of ten sections and conclusions. Each section is divided into chapters, which in turn contains some sub-chapter.

- In the first section is given the general information on project and research, as well as the survey conduction's organization;
- In second section described the theoretical aspects of adult education;
- The third section contains the design of the research: the specification of the instrument of the research and characteristics of the sample;
- Fourth section describes the research sample by several aspects: by age and gender, by occupation and mobility, by educational level and by participation in various activities or wishes to participate;
- In fith section are analysed the educational needs of people aged 50+;
- In six section analysed people aged 50+ motivation for education;
- Seventh section devoted to the educational forms and learning methods;
- Eight section determine possibilities and barriers for adult learning activities regarding the people over 50 years old in Italy, Latvia, Lithuania, Poland, and Romania;
- Ninth section describes seniors' perspectives on the learning and using ICT;
- Tenth secion contains the volunteering issues;

In monograf tables and figures are double numbering: the first number indicates the chapter number but the second - a table or a figure sequence number in the relevant chapter.

The research manuscript is accompanied by one annex which contains the questionnaire "Educational needs and expectations of people over 50."

2. THEORETICAL ASPECTS OF ADULT EDUCATION[1]

2.1 PSYCHOLOGY ABOUT ADULT EDUCATION

The process of adult education is not a top subject in psychology studies. In development psychology, attention has been focused on children and youths, mainly (Liepina L. 1998)[2].

In the opinion of dutch author, Votering, from age 21 to 28 is the time to acquire life base, Wijngarden calls it taking in the inner and outer worlds. German psychologist M. Mersa calls this period of human life the first phase of adult life, and the age up until 35 − fortifying and comparing of the acquired life base. M. Mersa lifts this age up to 42.[3] Ancient Romans called the age until 25 as the adolescent age, but from age 25 to 40 was considered as the first phase of adulthood. Considering adult development, Mersa uses such concepts as „moral perfection" and „spiritual uprising".

Finnish scientists have noted that the psychological development of human continues until the end of his life, his identity is never complete, calling the age from 20,25 til 35,40 years as the age of early maturity, the most characteristic feature of which is the acquiring of inner autonomy. It's typical for this age to have large amount of creativeness in every field.[3]

Bourne and Russo[4] imply that the age from 20 to 40 is the age for optimum physical opportunity. The age at which a small decrease of cognitive skills starts to show is 80 years.

For adults, the development process happens throughout the whole life. An adult is is able to control himself/herself more, an adult knows his/her own needs better − both social and intellectual. Svence G.,[5] on adult development features, recognizes the age from 20 to 40 as the age of early maturity, the features of which are fulfilling own self socially and balancing between family and career. At the age of 30 a person has fully matured in the physical sense.

Karpova A.[6] recognizes 8 stages of development for the ego. Early maturity stage here is from age 20 to 24, and the middle stage of maturity would be from the age of 24 til 64.

For the successful gaining of knowledge throughout the lifetime, psychology finds attention, memory, thinking and perception as the more significant features.

Vorobyov A.[7] describes **attention** as a function of selecting and controling the necessary information, as well as emphasising the role of aim and excercising will in this process. Such feature of attention as amount, which depends not only on individual traits of the person and the objects focused on, but also on the specifics of daily actions. Therefore, a profession can have a positive effect on the expansion of attention amount for a person. It can be one of the things that set apart an adult from a youth. The same can be said about another feature of attention − stability, which develops throughout the lifetime, especially for those, who require it on a daily basis.

Perception can be described as a series of regularities: wholeness, structural character, comprehension, apperception, selection, constancy.

Working with adults, apperception − the effect of knowledge and experience on perception - has more significance. Vorobyov believes the perception constancy develops

[1] Author: Mg.paed., Mg.Math, **Sarmite Cernajeva**, Riga Technical University
[2] Liepiņa S. Gerontoloģijas psiholoģiskie aspekti, Rīga: RaKa, 1998, - 160 lpp. (in Latvian)
[3] Vuorinens R., Tūnala E. Psiholoģijas pamati/ Cilvēka attīstības posmi, Rīga: Zvaigzne ABC, 1999. – 151 lpp.
[4] Borna L.E.,Ruso N.F. Psiholoģija/ Izturēšanās un tās konteksts (3. d.), Rīga: RaKa, 2001. – 276 lpp.
[5] Svence G. Attīstības psiholoģija, Rīga: Zvaigzne ABC, 1999. – 159 lpp. (in Latvian)
[6] Karpova Ā. Personība/ Teorijas un to rādītāji, Rīga: Zvaigzne ABC, 1998. -219 lpp. (in Latvian)
[7] Vorobjovs A. Psiholoģijas pamati, Rīga: IU Mācību apgāds, 1996.- 323 lpp. (in Latvian)

throughout the lifetime. It can be positive and negative from the point of gaining new knowledge. Deeply set and established beliefs and perceptions can slow down a development of new understanding and perception. Sometimes, the information acquired in childhood has not been analyzed thoroughly and can become a limitation, but sometimes – all it takes is to refresh some almost forgotten concepts for the coming tasks to become easy and effortless. Smith E.[8] (2000) separates perception into three forms and notes that 29% of people have visual perception as their dominating, 34% have audial perception as theirs and 37% have kinetic perception as theirs. Vorobyov A.[9] emphasizes that memory studying is one of the first fields of psychology. Pedagogy offers us three clasifications for memory – by time, by determination and by physical and psychological activity[10]. Gage N, Berliner D.C.[10] memory process scheme:
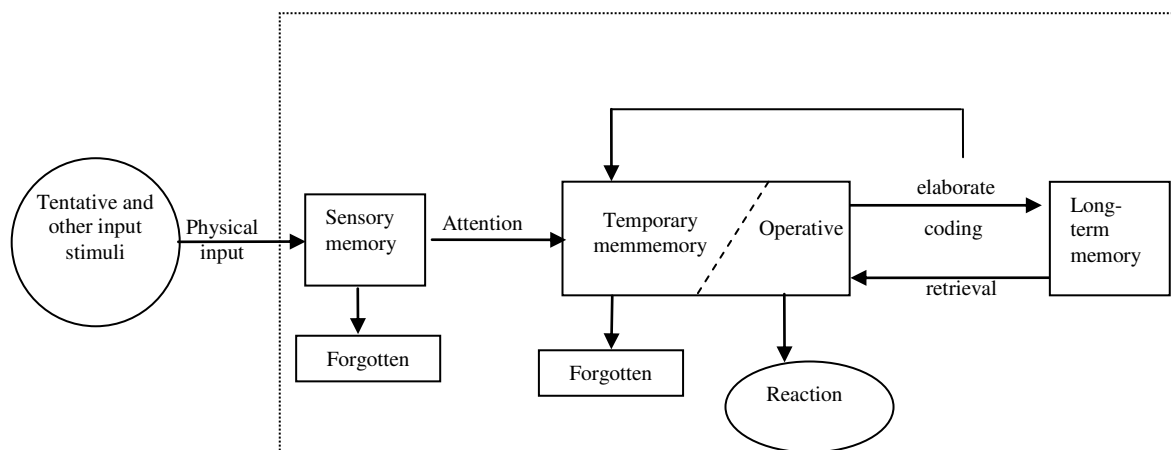
Figure 2.1. **Gage N.L. and Berliner D.C memory process scheme.**

As per Vorobyov[10], between physical and psychological proceses, figurative, emotional, logical and motor memories can be distinguished. Gage and Berliner[11] stress the double code principle, where all the information is attached to it's sensory input, e.g., what has been seen is stored in the form of pictures, what has been heard is stored in the verbal form.

In pedagogy, to achieve good class results, motivation is very important. A motivated person can use his/her intentional memory along with his/her unintentional memory much more successfully. Vorobyov A.[10] notes intentional, unintentional and background memory studies in different stages of age. If the study task requires remembering, an adult shows higher results than other groups.

Thinking processes have a significant role in the learning process. It is studied by two fields – psychology studies the inner (psychological) thinking processes, formal logics study the outer displays. To note the complexity of the thinking process, Vorobyov A. has brought forward such parts of it as analysis, synthesis, comparison and generalization.

An adult has the ability to control his actions – psychological processes as well, considerably better than an adolescent or a youth – such is the advantage of an adult.

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[8] Smits E. Paātrinātā mācīšanās klasē, Rīga: Pētergailis, 2000. – 112 lpp. (in Latvian)
[9] Vorobjovs A. Psiholoģijas pamati, Rīga: IU Mācību apgāds, 1996.- 323 lpp. (in Latvian)
[10] Geidžs, N., Berliners, D.C. Pedagoģiskā psiholoģija. Rīga: Zvaigne ABC, 1999. 662 lpp. (in Latvian)

2.2   ADULT EDUCATION PEDAGOGY

Adult education is a complex question, which in itself contains a conceptual change, not just establishment of educational institutions and adjustment of pedagogy.

Adult education gives soil to competitiveness, it deals with social problems and also boosts initiative. Novadays, everyone can study and acquire new knowledge (which means that everyone can also set straigth their past mistakes), all it takes is for everyone to find the motivation to do that.

The motivation problem has been in place for centuries and it hasn't lost it's meaning today. No human action is possible without motivation. Motivation replaces boredom with enthusiasm.[11] It's motivation that makes us move, guides our actions and maintains our behaviour through time

Motivation creates interest for just about any action, which itself is a very important factor for the action to be started and maintained until completion. Motivation is a hypotethical inner process, which gives us energy un guides our behaviour.[12]

Motivation is linked to the interaction of the independant and dependant variable groups, which explains the direction of ones actions, amplitude and persevierance, work comprehension and outer factors.[13] Allan J.[14] explains the meaning of „motivate": to inspire, to stimulate, to influence and to initiate.

Maslov A. (1902 – 1987) can be considered one of the motivation theory founders. On the subject of human psychological esence, Maslov believes that the most important in a person are his most important needs, the things a person is striving to, things he/she sees most important. The module created by Maslov is one of the more popular in psychology. Maslov speaks of personal needs, their structure, as a hierarchy of needs. Needs are classified into 5 levels. Usually this model is presented in the form of a pyramid which is made up of 5 levels.

An adult has the ability to control himself better, his/her will is more stable, he/she understands his/her needs better – be they social or intellectual. The basic idea which Maslov tried to solve, was the thought that everyone should have a free choice to choose their destiny and create society, which would allow it. Maslov shows that a person has a hierarchy of needs (Figure 2.2.). Maslov speaks of personalities, their structure as the hierarchy of needs. The needs have been arranged into 5 levels:

- **Physiological needs** – the basic needs. These needs must be satisfied by every person to survive as a living organism: need to feed, need to sleep, need for protection against bad climate, sexual needs. Maslov puts sensory needs as the most necessary needs in this level;
- **Need for safety**. It means the human natural need to escape danger, pain, threat, punishment, critique, etc. This is achieved by stability and information. Any change can triger fear, stress and uncertainty in a person;
- **Need to belong and to love/be loved**. A. Adler's ideas have influenced the so called humane psychology. As per Adler, this need is the sense of belonging. A persons needs his own, people who would understand him and accept him. It can be a family, friends, study partners, collegues at work etc;

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[11] Students, J. A. Vispārīgā pedagoģija I daļa. Rīga: RaKa, 1998. 330 lpp (in Latvian)
[12] Geidžs, N., Berliners, D.C. Pedagoģiskā psiholoģija. Rīga: Zvaigne ABC, 1999. 662 lpp. (in Latvian)
[13] Campbell J. P., Pritchard R. D. Motivation theory in industrial and organizational psychology
  In: Dunnette M. D. (ed.) Handbook of industrial and organizational psychology. Chicago: Rant McNally, 1976.
[14] Allan J. How to be better at motivating people. London: Kogan Page Limited, 1996, p.128

- **Self-esteem**. In the process of development of our self-esteem, it is important for us how people close to us see us – parents at home, teachers at school etc. This need is closely tied with the need to strive, to achieve. This could be self actualization: Yes, i can do this and others think highly of me. If a person has problems achieving good work results, then another way – striving for power – is an ilusionary way to gain self-esteem;
- **Need for self-actualisation**. It can also be called self-realisation. It means that the person strives to be what he can at the certain given moment. It is the fulfillment of his own self at the real time. Self-realisation means using your knowledge, your skills. Maslov believed that self-realisation is a literaly unfulfillable need, as a person always feels like he can do more than what he already has done. Hence, this need is a powerful drive for people.
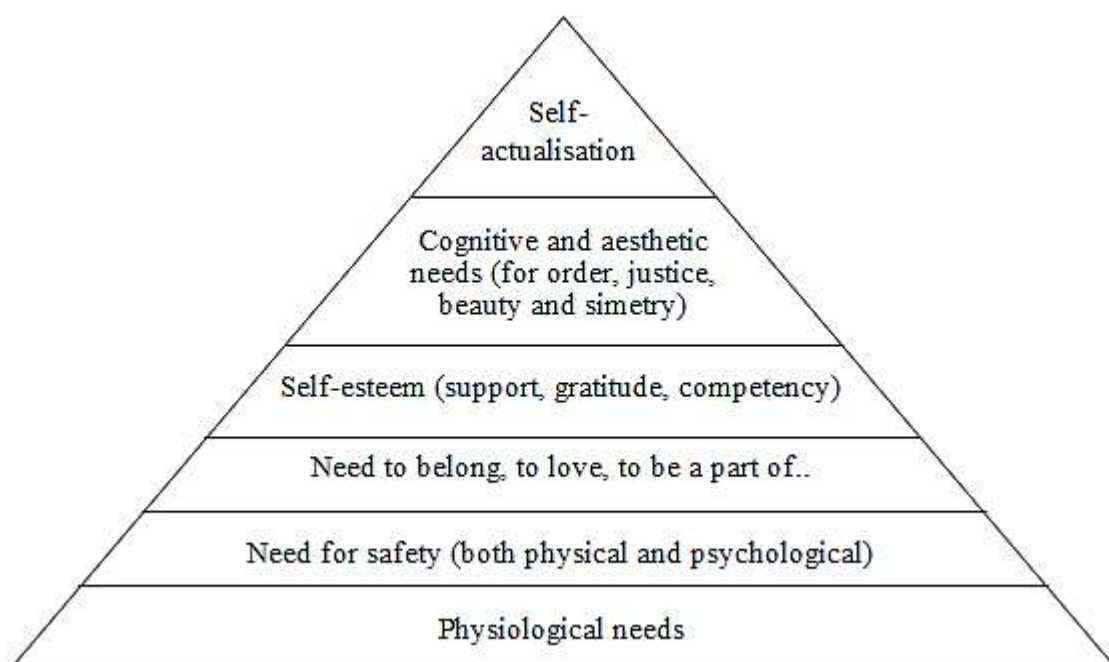
Figure 2.2. **American psychologist A. Maslov's theory of needs.**

With a persons own self Maslov understood the creative potential of this person.

Everyone, since their birth, is a creative person, yet, as a result of upbringing a deformation of personality happens, children learn to adjust, to copy and act just like everyone else.

Maslov considered persons with a need to self-realize to be healthy persons and mentioned more than 10 characteristics:

1) Highly developed sense of reality, these people see, hear, sense and comprehend the situation really well, the situation that they live in and the society the work in;
2) An objective evaluation of self and others. These people usually have an adequate self-appraisal, they see both positives and negatives in themselves, they can properly evaluate their talents, skills, character traits, and with the same kind of adequacy – evaluate others;
3) The ability to focus on problems, which are outside of a narrow spectre of personal interests. They have a special mission-like determination, they are fully aware why they live;
4) Spontanity, truthful emotions. No hidding of inner world;

5) Autonomy, independence. These people materialize their goals independently from others, at the same time knowing and being able to follow the general principles and ethics;
6) Ability to form exceptionally strong bonds with others;
7) Creativity. It is creative work, and creative attitude to self;
8) Good sense of humor, they despise making fun of others. They have a sort of cosmical sense of humor, self-irony;
9) Highly developed sense of ethics. They have their moral principles, from which they never step back;
10) Ability to see things in a new light;
11) The sense of belonging to the whole human race. They have a feeling of belonging to humankind stronger than the feeling of belonging to a nation;
12) The ability for higher feelings, emotional experiences. The ability to feel absolute happiness, to feel compassion for others strongly, to feel united with the Universe, with God.[15]

An important condition for a personality to pass from one level of needs to another is the necessity to completely satisfy the needs in the lower level. Just by satisfying the needs in the highest level – the needs of self-realisation – personality becomes psychicaly healthy, independent, free and creative. However, as Maslov states, in real life most people never achieve this level.[16]

Maslov was conviced that growth and development happens through self-actualisation. Self-actualisation means a lengthy, independant involvement in the development of skills. Self-actualisation involves a serious, meaningful choice of creative tasks. Thus, the goal of personality development is to maintain the strive to grow and self-actualise.

Alderfer K. At the dawn of the 70's tried to connect Maslov's theory with data from empirical research. Originally, Alderfer's theory is also called ERG theory (short for Existence, Relatedness, Growth).[17] Alderfer believed that there are only three needs, by which he regrouped Maslov's theory:
1) Need to exist (physical needs, need for physical safety);
2) Need for relationships (a need for safe relationships with people, a need to belong, to love and be loved);
3) Need for growth (a need for self-esteem, for self-realisation).

The existance needs are satiesfied by several physiological and safety needs. Everyone has a necesity for work environment, work safety, work wage etc.

The need to belong can only be satisfied by making contact with others. It depends on understanding and colaborating inbetween individuals. The need to belong includes the need to be understood and valuated.

The need for growth is the result of human action surrounding environment interaction. It includes the need to be respected and noticed, the need to prove themselves. A person experiencing difficulties, which aren't solvable due to limitations in skills or knowledge, also experiences a reason for personal growth.

The ERG model allows that a person who can't reach satisfaction for the higher levels of needs, can return to the lower levels and focus on those. While both lower levels are somewhat limited in their need for satisfaction, the need for growth is not only not limited, but, receiving some portions of satisfaction, it only increases. This model has 2 significant differences from the Maslov model[18]. First, Alderfer's model allows: if the efforts of an individual to satisfy his needs for growth fail in some way, he turns his efforts towards

[15] Reņģe V. Psiholoģija. Personības psiholoģiskās teorijas. - R: Zvaigzne ABC, 1999. – 175 lpp.(in Latvian)
[16] Vecgrāve A. Kā man saprast savu bērnu. –R: Raka, 1996.-187 lpp. (in Latvian)
[17] Steers R. M., Porter L. W., Bigley G. A. Motivation and leadership at work. USA: McGraw-Hill, 1996, p. 766

satisfying the needs of belonging, and these needs become the determining factor of this individual. Secondly, Alderfer doesn't believe that the next higher level of needs becomes motivating only when the needs of the current level are fully satisfied. It's quite the opposite, as the ERG model implies that at a given time an individual's actions can be determined by satisfying multiple levels at the same time [18]. ERG model is more flexible when it comes to human behaviour. Although Alderfer and Maslov might not agree on the amount of levels, both their models are still focused on the fact that human actions are determined by the need to satisfy certain needs, which becomes the motivation for their growth and development.

Psychologists distinguish 2 means of motivation: the outer and the inner. Outer motivation is based on the outer stimuli, like behaviour of other people, punishment or prize, appreciation or reaction from other people in a given situation. A person who has a more pronounced outer motivation, is more focused on the result.[18] The inner motivation is determined by the interest a person has in an action or process, he/she is less interested in the result.[19] Inner and outer motivations have an impact on behaviour and inner processes, therefore we can say that:

1) A behaviour from outer motivation disappears when the outer stimuli disappears;

2) Behaviour from inner motivation can continue without a prize.[19]

The difference between inner and outer motivations is quite important. Inner motivation develops from behaviour, like reading an interesting book. The outer motivation is formed from appreciation or prize, which do not come from inner actions, but rather money, praise and prize. In time, the outer stimuli grow into self-enforcement. Both inner and outer motivation have an impact on self-esteem and the way people see this individual. If a person has inner motivation, receiving outer stimuli can have a bad influence on performance [19].

Motivation is a psycholigical concept, which has an influence on behavioural force and direction for a person.[20]

Need for achievement theory can be explained: people who are motivated for achieving and have set a goal for this, have an expectation (from positive psychology – self-inspiration) a positive outcome and most often they do succeed. The need for achievement comes from the desire to complete the tast and reach the goal more efficiently. Motivated people usually are confident that they will succeed. These people mobilize all their resources un focus all their attention to reach the goal. Individuals with high achievement motivation prefer tasks with medium difficulty, not hard or easy tasks. It's important to them that achieving the goal is done with their own set of skills, not depending on any sort of luck.

Achievement motivation is a process which is determined by multiple inner and outer factors. The inner often activize with the outer. Environment has a significant impact in achievement motivation process, as it activizes stimuli, which are essential for achieving goals. Achievement motivation is based on two sorts of needs – the need for achievement and the need to avoid failure.

Education motivation depends on the needs for education in a society, generally and at the given moment and place, the personal interest and ambition of the student depending on the result and practical skills. Rosenfeld G. [21] distinguished the following factors that influence educational motivation:

- Learning for the sake of learning; learning without interest or enthusiasm;
- Learning without personal gain or interest;
- Learning for social identity;

[18] Raščevska, M. Psiholoģija vidusskolai. Rīga: Zvaigzne ABC, 1999. 250 lpp. (in Latvian)

[19] Geidžs, N., Berliners, D.C. Pedagoģiskā psiholoģija. Rīga: Zvaigne ABC, 1999. 662 lpp. (in Latvian)

[20] Robertson I. T., Smith M., Cooper D. Motivation: Strategies, Theory and Practice. London: Institute of Personnel and Development, 1992, p. 193

[21] Maļicka J. Piederības izjūta un mācību motivācija. – R: RaKa, 004. 129 lpp2004 -129 lpp. (in Latvian)

- Learning for good grades or as a means to escape failure;
- Learning because of pressure from another person;
- Learning as a fulfillment of moral obligations;
- Learning to fulfill own goals in everyday life;
- Learning, based om social demands, values.

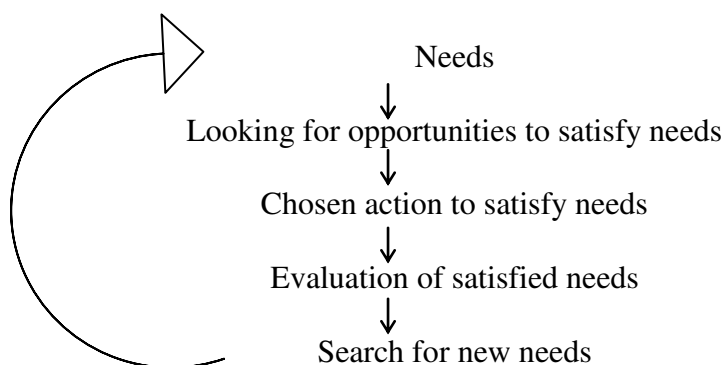The whole motivation process can be divided into 5 parts, which have a rotating disposition:

Needs

↓

Looking for opportunities to satisfy needs

↓

Chosen action to satisfy needs

↓

Evaluation of satisfied needs

↓

Search for new needs

Figure 2.3. **Motivational process by Coulup (2008).**

Scientists confirm[22] that human selfworth influence their emotional state and motivation to study. Studying how different lifecycles influence the need to study, Hagigherst R. J.[22] research reveals the following:

1) At the age 18 – 30 learning is determined by career and occupation perspectives;
2) At the age 30 – 40 learning is an additional sphere of self-realisation and actualisation;
3) Age 40 – 50 of life, a person demonstrates his/hers determination and conviction;
4) After the age 50, people choose such fields of education which encourage thinking, analysis, evaluation.

Later in life people tend to participate in choice education courses, reducing the amount of activities. To encourage adults to study, some significant adult education factors have to be kept in mind:

1) Study process provides self-realisation for a person, giving experience for reading and thinking independently;
2) The accent is on the critical reflection which is based on the following processes:
   - changed assumptions;
   - revealed alternates for previously set ideas, actions and opinions;
   - on the discrepancy of sense; because of critical reflection the individuals cognition gains ground, he/she resigns from unambiguous opinions, becomes more creative, harder to manipulate;
3) Perfection of self-experience, creation of stimuli for further education motivation, creating an inner conflict between existing knowledge and the new needs;
4) A chance to learn learning is provided, a certain rise to competency is achieved as well as possibilities for continuous information.

Learning in time becomes a way of life. Researching the data of occupational statistics and connection they have with the level of education in European countries, we gain confirmation that wholesome studying for a lifetime grants success professionally and socially for a person.

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[22] Havighurst R.J. Developmental tasks and education // New York, McKay, 3rd. Ed., 1972.

What limits the development of learning motivation while in the process of studying for both students and adults?

Cropley[23] believes that traditional education doesn't promote the skills, attitudes and motivations so needed for creation, providing knowledge in an already polished form, and points out the major faults in higher education:

- One-sided;
- Unsuitable choice of knowledge structural conception;
- Insuficiently accented creative thinking skills.

Cropley saw the different conceptions of the term „knowledge" as a reason for shortcomings in education and here gives some successfully chosen conceptions for knowledge:

- Knowledge is not a sum between parts of discrete information, but rather: a) generalized schemes, instructions, projects, the choice of which is based on the newly acquired information, b) an effective tactic for using the newly acquired information;
- Knowledge is not just facts which can be successfully used in set situations, but rather knowledge, which provide effective action in new and unknown situations[24].

To promote the development of creative thinking, Cropley[24] advises college students to:

- To develop curiosity, which is described by intensified strive for knowledge, for all unknown, maintaining a critical attitude and self-evaluation skills;
- To develop the sense of holistic in each separate field, connecting it with searching links inbetween different fields;
- To learn how to extract information from different sources – the skills to place, look up, analyze and use this information;
- While using this knowledge, put accent on „deep learning", which is based on using the knowledge and skills in new, uncontroled situations;
- To develop personal persistance, which is based on good knowledge and skills.

In developing creative thinking it's important to refresh the acquired experiences, knowledge and repeat the interpretation, especially for adult education (Mezirow,1990). As a result of acquired experience, the quality of psyche develops for people (perception, memory, thinking and the ability to solve difficult situations).

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[23] Artūrs Kroplijs, Malgožata Raščevska, Kvantitatīvās pētniecība metodes sociālajās zinātnēs, Raka, 2005., 40.lpp. (in Latvian);

[24] Botkin, J.W., Elmandrja, M. & Malitza, M. *No Limits to Learning: Bridging the Human Gap.*Oxford, UK: Pergamon Press

3. THE INSTRUMENT OF THE SURVEY[1]

3.1 SOME PRACTICAL JUDGMENTS

The research was carried out by project partners: Centre for Senior Citizen Initiatives (PO), Centro Servizi Per Il Volontariato V.S.S.P. (IT), Lithuania Adult Education Centres Leaders Association (LT), Asociata Educatia de a Lungul Intregii Vieti (RO), Asociación De Mujeres Por Un Envejecimiento Saludable (Ames) (ES) and NGO Education innovations transfer centre (LV), in the framework of EU Lifelong Learning Programme Grundtvig Learning Partnership project "Aging With Active Knowledge and Experience (AWAKE)" in project's partners' countries Poland, Italy, Spain, Romania, Lithuania and Latvia with aims:

- Identify educational needs of people over 50;
- Find out people's motivation to participate in voluntary work;
- Improve teaching and developing the offer of education for people over the age of 50.

The **questionnaire** developed based on the people 50 + educational purposes: living a happy and fulfilled life, which can be divided into three directions: self-development (personal, hobbies), professional development based on an individual's career development and requirements of labor market, and inclusion in the labor market - preretirement age (the need to acquire new skills) and unemployment (requalification, need to acquire new specialty) (Table 3.1.).

Table 3.1. **People 50 + educational goals**

SELF DEVELOPMENT	Personal
	Hobbies
PROFESSIONAL DEVELOPMENT *based on*	Requirements of labor market
	Development of carrier
INCLUSION IN THE LABOR MARKET	Preretirement age – the need to acquire new skills
	Unemployed – requalification, need to acquire new specialty

All three are groups of people require mainly language knowledge, ICT and communication skills. But an important role also plays education related to self-development, health, etc. These skills can be obtained in several ways:

- Some people age 50+ continue to study in higher education institutions;
- Attend courses (seminars, conferences etc.);
- Self-taught or joining interest groups (intramural or virtual).

It was also taken into account the three possible forms of education (Figure 3.1.):

- Formal education - a system that includes primary, secondary and higher education levels, the programs is certified by a state recognized educational or professional qualification;
- Non-formal education - organized outside the formal education and to demand adequate educational activity (certificate);
- In-formal - self-taught, everyday learning (family, workplace etc.).

Bold line (in figure) represents the most commonly used education form, broken line - less popular education form for the corresponding education targets.

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[1] Author: Mg.Math, PhD, **Anna Vintere**, Latvia University of Agriculture
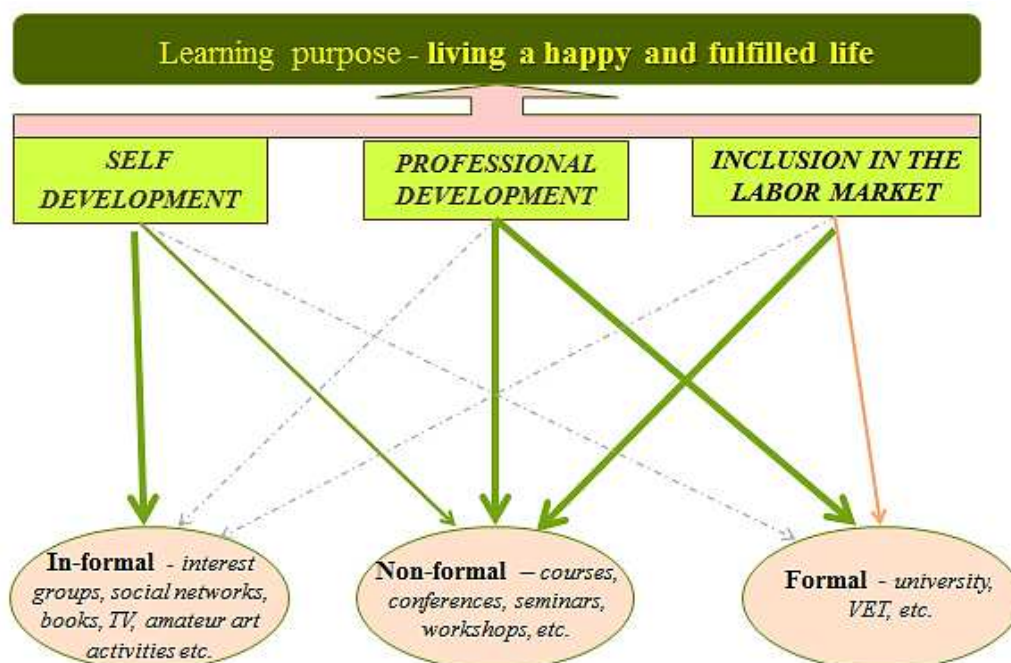
Figure 3.1. **Educational objectives and educational forms for its implementation.**

Based on the following as well as above described theoretical considerations, a questionnaire "Educational needs and expectations of people over 50" was developed, based on which the survey was carried out in all partner countries.

3.2 SPECIFICATION OF THE INSTRUMENT

The questionnaire "Educational needs and expectations of people over 50 years old" divided into four parts – diagnostic blocks: Current situation, Needs and expectations, Possibilities and barriers, Volunteering (Table 3.2).

Table 3.2. **Specification of the Instrument of the Questionnaire**

Diagnostic Block	*Content of Statements*
Characteristics of the respondent – gender, age, place of residence, education, employment, mobility etc.	
I.Current situation (N=3)	Presented statements about the involvement in an educational program / course and how much time spent on studying and dedicating the self-development.
II.Needs and expectations (N=13)	Presented statements cover the meanings, which are attributed to the learning of people 50+: what they want to learn, why want to learn - motivation, meaningfulness, expectations from learning, what teaching methods preferred, favourite ways of spending free time etc.
III.Possibilities and barriers (N=5)	Statements cover two aspects of people 50+ educational possibilities: are there provided any educational offer in the respondents' place of residence and it quality as well as barriers in participation in education.
IV. Volunteering (N=5)	Presented statements about the desire to be a volunteer and in what kind of volunteering interested. Statements cover several potential values of volunteering as well.

Four types of the questions were used in the questionnaire form. The questions designated to investigate the attitudes and opinions of the respondents (diagnostic block 1-4): the respondents had to mark several items expressing the person's attitude to the formulated statement. Other group of questions was presented using the modified Likert Scale of 5 scores (diagnostic blocks 2) with the statement were formulated: Strongly disagree, Disagree, Agree, Strongly agree and Likert Scale of 3 scores (diagnostic blocks 3-4): statements and three optional answers expressing the level of a person's experience with the statement were formulated: Yes, No, Don't know. Three open questions were given. Their purpose was to reveal the opinion of respondents of educational needs of people 50+. Four questions with short answers Yes, No.The questionnaire "Educational needs and expectations of people over 50" is attached in Annex 1.

3.3   PROFILE OF THE RESPONDENTS

Thus, the survey was conducted in all partner countries (Poland, Italy, Romania, Lithuania, Spain and Latvia), interviewing people over the age of 50 years. The respondents were selected in the following way:

- **By place of residence**: rural / small city / medium town / city - 7-8 respondents in each place;
- **By gender**: at least 15 women and 15 men;
- **By age structure**: 51-60 - 10 respondents; 61-70 - 10 respondents; 71-80 - 5 respondents and 81 + - 5 respondents.

In total **204** persons from Poland, Italy, Romania, Lithuania and Latvia participated in the survey. Although the survey was conducted in Spain, becouse of some institutional issues the results of the survey were not compiled and hence, they are also not included in this report. The characteristics of the survey sample are presented in following table 3.2.

Table 3.3. **Characteristics of the Sample (N=204)**

Quality	Category	Presents (%)
Gender	Female	58
	Male	42
Age	51-60	29
	61-70	50
	71-80	15
	81+	6
Education	higher	38
	post high school	20
	high school	16
	professional	18
	basic	8
Place of residence	Rural	16
	small town	19
	medium	33
	city	32
Employment	self-employed	6
	employee	23
	pensioner	66

	unemployed	4
	other	1

4. THE RESEARCH SAMPLE CHARACTERISTICS [1]

Since the 1920's the population in Europe has a tendency of shrinking. Also, the average population age is also increasing, which in the short-term (20-30 years) is an unsolvable problem.

Consistently low birth rates and higher life expectancy will transform the shape of the EU-27's age pyramid; probably the most important change will be the marked transition towards a much older population structure and this development is already becoming apparent in several EU Member States.[2]
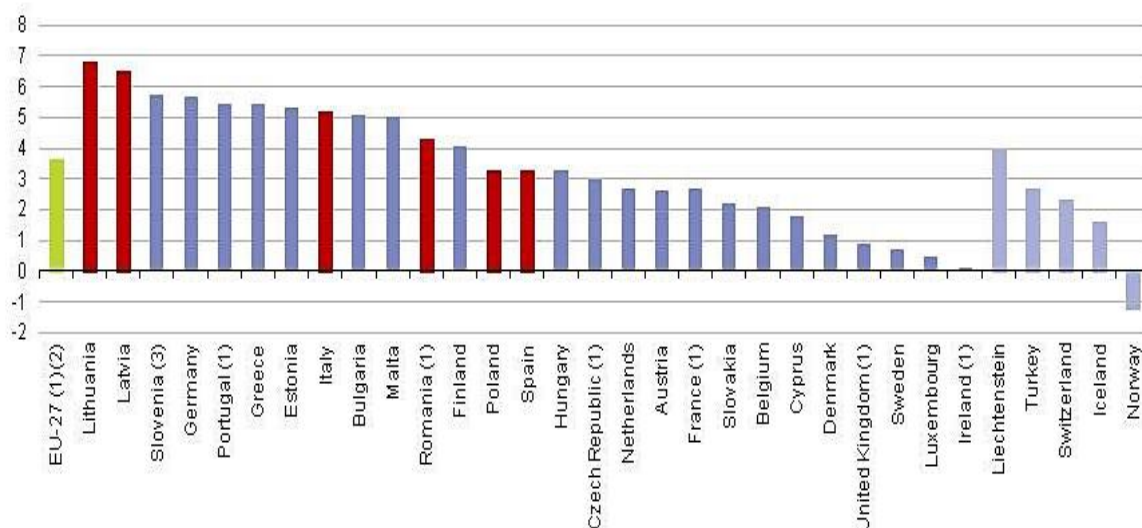
Figure 4.1. **Change in the share of the population aged 65 years or over between 1991 and 2011 (EUROSTAT Database).**

This situation makes the social expenses climb, as they are connected with the ageing of population, with pensions, healthcare, both private and healthcare institutions. It all creates in will continue to create a growing burden for working people.

In today's world people are living longer and seniors are enjoying better health. According to EU research, by 2030 the number of older people (aged 55 to 64) will have risen by 24 million and the EU will have 34.7 million citizens aged over 80 (compared to 18.8 million today).

All these changes will have a big impact on modern societies and will require new strategies and the support of specially adopted policies. Increasing numbers of senior citizens in Europe leads to new attitudes towards older people. Demographic changes are creating a new society, and these changes form a new reality: fewer young people and young adults, older workers, pensioners and an increasing number of seniors.[3]

Thus, it is necessary to improve the quality of life, both physically and psychologically, to maximize the life expectancy for individuals, which would also let these same individuals to participate in the growth of their families and the whole nation with their experience and knowledge, as well as the knowledge they have acquired participating in life-long education, communicating and exchanging experience with others in their state and the whole EU.

This all-round development, which involves an individual using his/hers potential and knowledge, as well as acquiring new knowledge, which is called life-long education, can be promoted and organized in the society, which is ready for this sort of activities, as well as ready to follow versatile development processes and is interested in working, educating and perfecting themselves. These actions and many other processes influence the quality of life for individuals and groups.

To determine the optimum scenario, studies and researches have been conducted, as well as activities and events have been organized, and one of those is and European project A.W.A.K.E. (Aging With Active Knowledge and Experience).

4.1 RESPONDENTS STRUCTURE BY AGE AND GENDER

In total 204 persons from Poland, Italy, Romania, Lithuania and Latvia participated in the survey. The senior activity differences depending on age from a poll, for countries part taking in the project are evident in Figure 4.2.
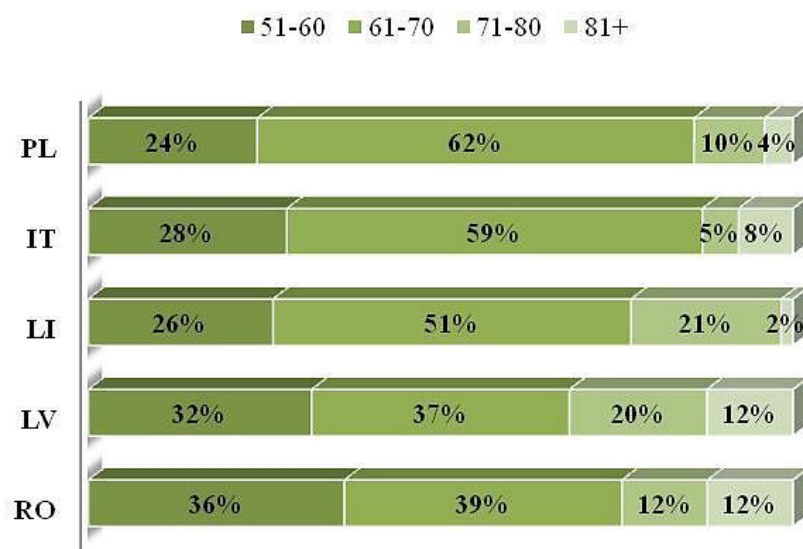
Figure 4.2. **Seniors activity proportion depending on the age (%).**

As visible in figure 4.2 the most active in all countries, were respondents in the age group 61-70 years (37% in Latvia - 62% in Poland). The second most active group was the age group 51-60 years (24% in Poland – 36% in Romania). With the age increasing, the respondent activity decreased.

This situation has a logical explanation – the younger the person, the more active his/her lifestyle is, the refore, the person is more prone to partake in different activities. The age group 61-70 is the most intense, especially in Latvia and Italy. If for example, individuals from the younger groups mostly work or are self-employed (see lower), then, on average, 62 years (with minor differences in different countries) is the age of retiring. An individual is used to being active, therefore, when retiring, in most cases, the individual feels as very able to continue working, but in this economically difficult time, unneeded, at the same time, able to invest into the society and willing, actively living, perfecting himself, age as slow as possible.

It can be assessed positively, that persons over the age of 81 are willing to participate in processes of life-long education (up to 12% in Lithuania and Romania).

■ 51-60 ■ 61-70 ■ 71-80 ■ 81+
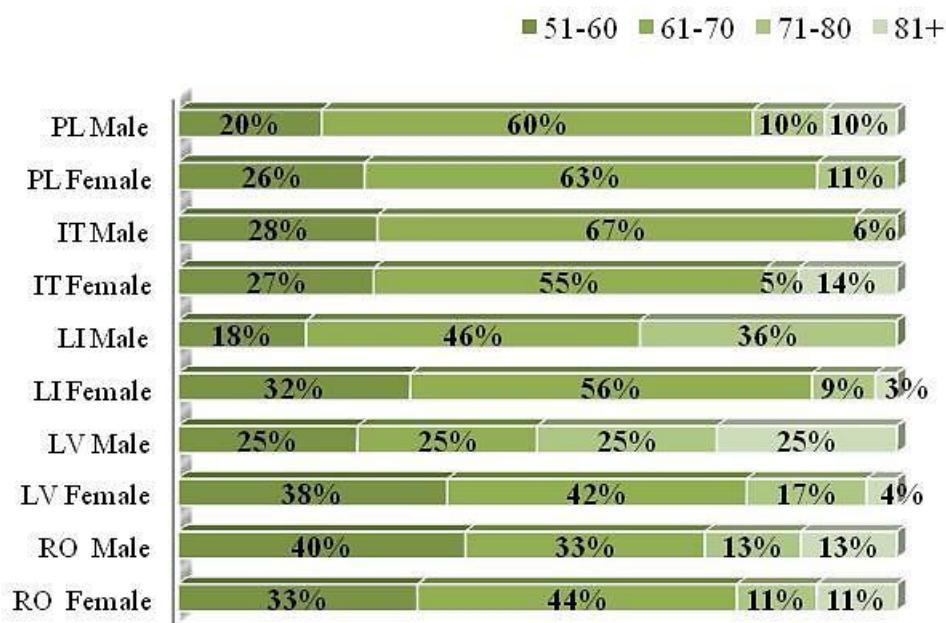
Figure 4.3. **Senior activity proportion depending on age(%) and sex.**

As visible in Figure 4.3.in most countries sex doesn't influence senior activity, e.g. – Poland, but, for instance, in Latvia, if male respondents participate evenly through all age groups, then 80% of female respondents are up to the age of 70. Similarly in Lithuania, women are much more active up to the age of 70 (86%). As can be seen in Table 4.1.female proportion in the inquiry is 58%. The distinction between countries is seen in figure 4.4.

■ Female ■ Male

Figure 4.4. **Distribution of respondents among participating countries by sex.**

In all countries, female participation is much higher, except Lithuania and Romania, where this prevalance is only 9% and 10%, respectively. It supports the statement, that women participate in different events, processes and organizations with more ease. Indisputably, this result is also influenced by the fact, that after the age of 45, women prevail over men (EUROSTAT data for all European populations in 2012, shows that women are 56% of population), because or mortality and other reasons.

To assess which activities are more apropriate for senior life-long education and necessary in each separate region, by making this inquiry, the education level, lifestyle, family situation, place of residence and other significant factors were also determined.

Figure 4.5. **The division of family status in Poland, by age.**
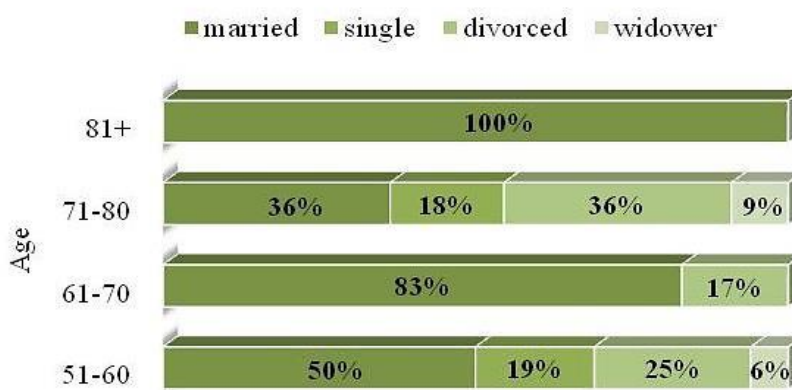
Figure 4.6. **The division of family status in Lithuania, by age.**
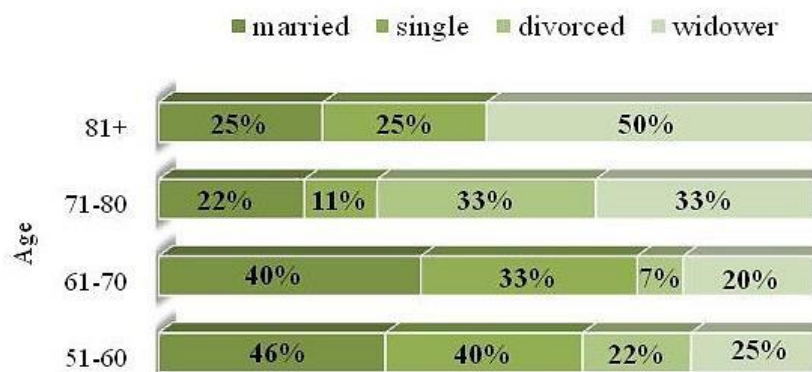
Figure 4.7. **The division of family status in Latvia, by age.**

As can be seen in figure 4.5 to 4.9, the family status of respondents, depending on the age, is quite different in the partaking countries, for example, in the age group of 51-60 years in Poland, 29% are married and 14% are living alone, divorced or widowed, but in Lithuania, 50% are married, 25% divorced, 19% live alone and 6% are widowed, in Latvia 46% are married, 31% live alone, 15% have divorced and 8% are widowed, in Romania 67% are married, 17% are widowed, 8% live alone and 8% are divorced, but in Italy, 55% are married, 36% are living alone and 9% are widowed. Similar diversity of structure is notable in other age groups as well, with lonely and widowed respondent amount growing with age
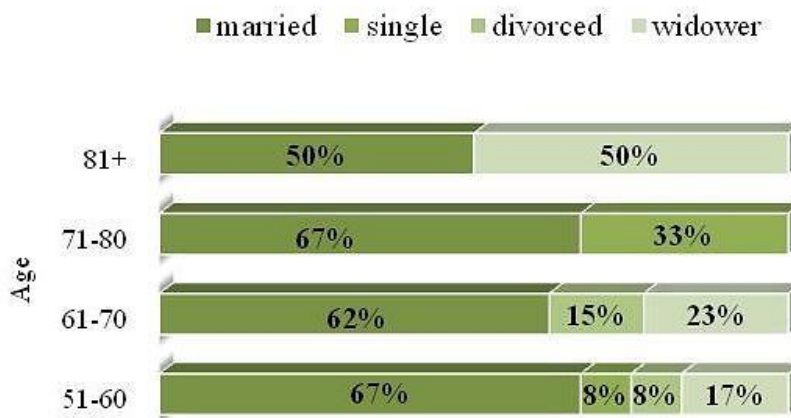
Figure 4.8. **The division of family status in Romania, by age.**
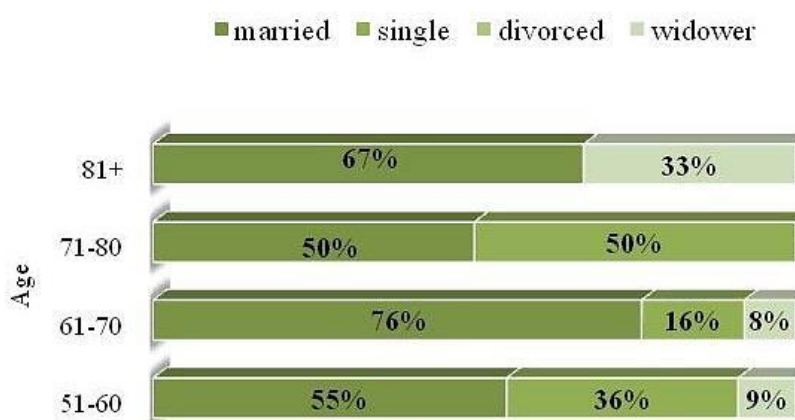
Figure 4.9. **The division of family status in Italy, by age.**

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With increasing age, educations significance in life quality, as well as for opportunities, needs and motivation, also increases.

To make out the current situation, we will explore what is the education level of respondents, depending on sex, place of residence and family status.

4.2 RESPONDENTS STRUCTURE BY OCCUPATION AND MOBILITY

During this project, significant information about the respondents, like, current occupation and mobility, which could influence the results and directions of this research, was also obtained.
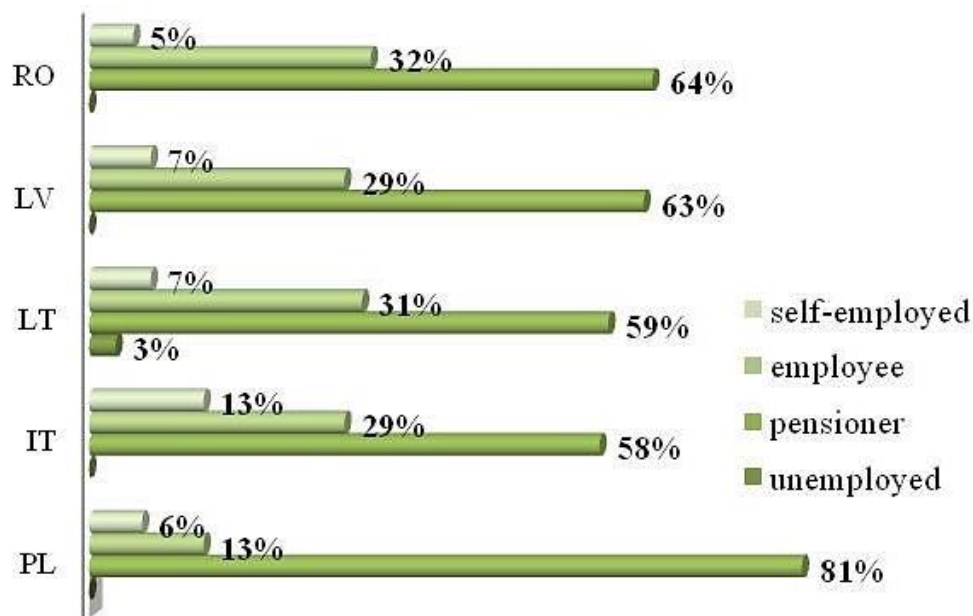
Figure 4.10. **Occupational status of respondents.**

Taking in account the respondent proportion between sexes depending on the sex – the largest proportion is over 60 years old, therefore, it's quite logical, that most of the respondents have retired (58% in Italy to 81% in Poland). The number of respondents, who still work is also quite high (13% in Poland to 32% in Romania). This situation is quite welcome, especially, considering the increasing ageing of the population, it's highly important that mostly, the respondents, that are able to work, are still doing it, or are at least self-employed, but the proportion of unemployed is 0%. To assess the situation more precisely, it will be examined keeping in mind the age, lifestyle and mobility of respondents.

Figure 4.11. **Occupation of individuals in PL, depending on mobility.**

Figure 4.12. **Occupation of individuals in LT, depending on mobility.**

Figure 4.13. **Occupation of individuals in LV, depending on mobility.**

Figure 4.14. **Occupation of individuals in RO, depending on mobility.**

Figure 4.15. **Occupation of individuals in IT, depending on mobility.**

It's a welcome scene, that, even though most of the respondents are pensioners, quite a large proportion are still working and self-employed. You can see, that the rate of employment is 13% in Poland to 30% in Latvia, with a similar situation in the self-employment sphere, which is quite appropriate occupation for those over the age of 50, 3% in Romania, to 14% in Lithuania. Even the respondents, that require help from others, to maintain more wholesome life, are employed and would gladly perfect their knowledge and skills. They, within their limitations, partake in salaried work (e.g., 50% of respondents with special needs from Romania, 14% of respondents from Lithuania, etc.).

Figure 4.16. **Occupation of individuals in PL, depending on age.**
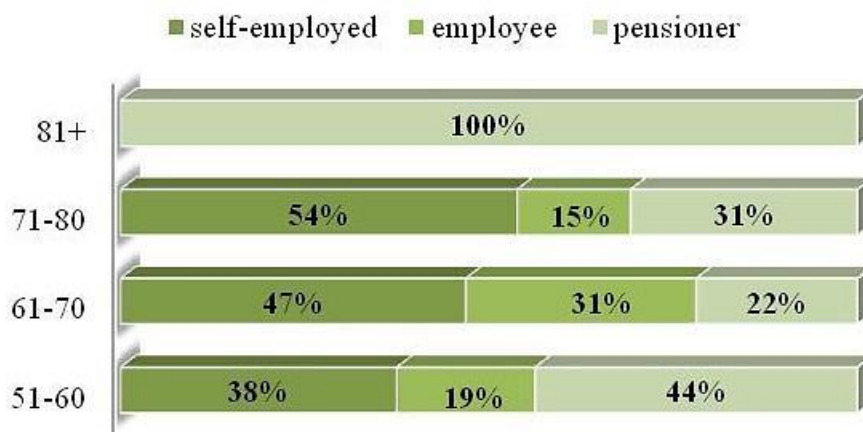
Figure 4.17. **Occupation of individuals in LT, depending on age.**

■ self-employed ■ employee ■ pensioner
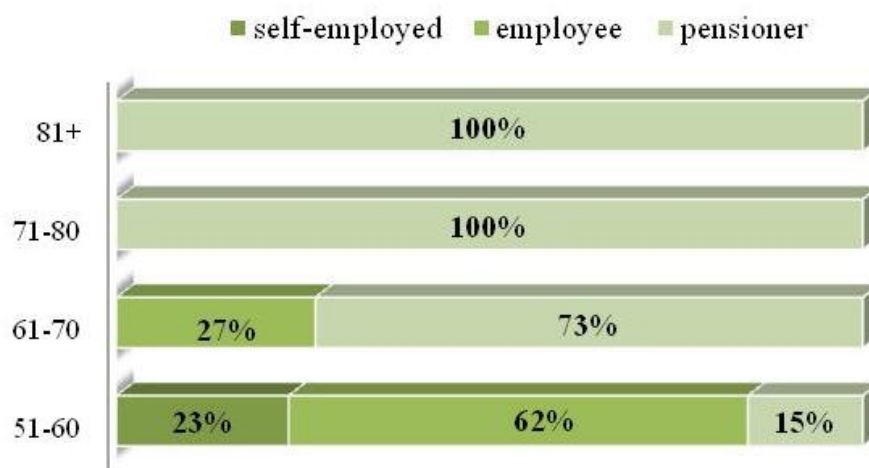
Figure 4.18. **Occupation of individuals in LV, depending on age.**

■ self-employed ■ employee ■ pensioner ■ unemployed
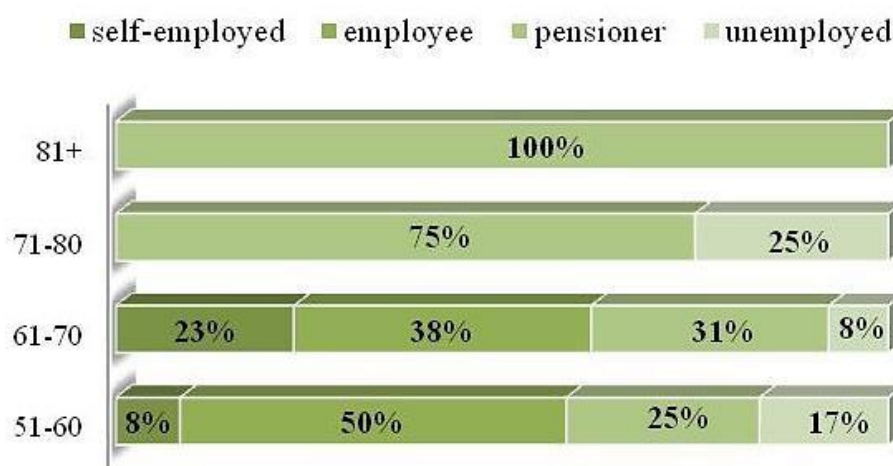
Figure 4.19. **Occupation of individuals in RO, depending on age.**

■ self-employed ■ employee ■ pensioner
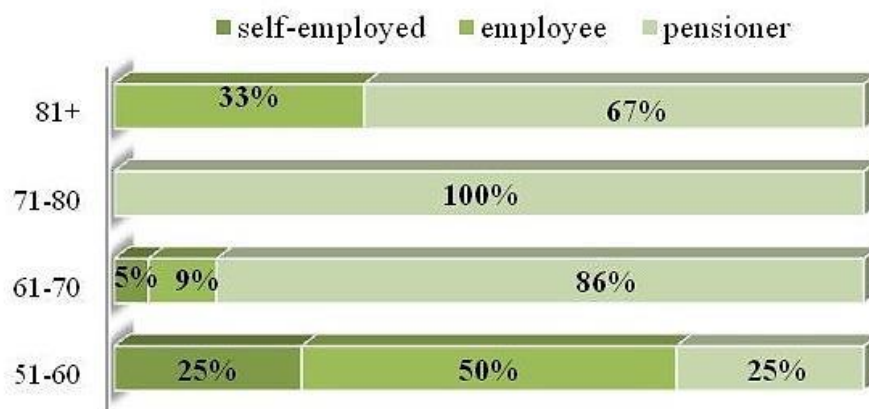
Figure 4.20. **Occupation of individuals in IT, depending on age.**

With the increase of respondents age, naturally, the intesity of retiring also increases, but it's pleasing, that among the respondents there are individuals, that remain active until the age of 80 and over, for example, in Italy, respondents over the age of 80 still work a salaried work.

Allthough, the average age of retirement in Europe is 60+, in the age group of 51-60, the proportion of pensioners is 25% and more, therefore, these pensioners are „term-of-service" pensioners, or retired due to health issues. Because of pensioners in this group not

indicating their speciality up to now or any other occupation besides „retired", one can asume, that these individuals are open for new opportunities, thus, if they are regularly sent informations about opportunities and courses, the respondents would actively participate in activities interesting to them, as well as life-long education, as well as sharing with their experience and knowledge.
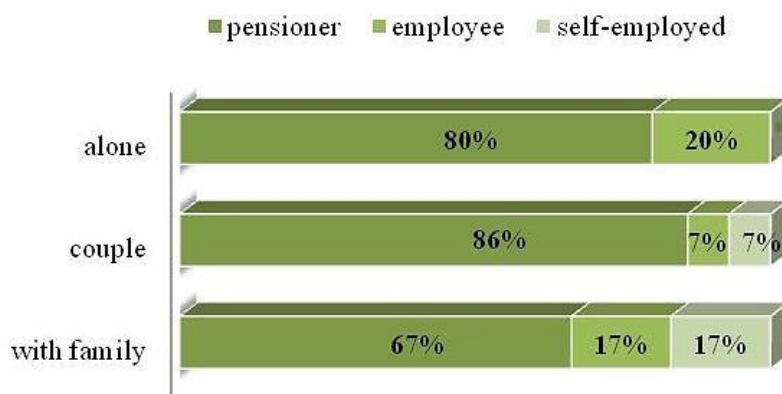
Figure 4.21. **Occupation of individuals in PL, depending on lifestyle.**
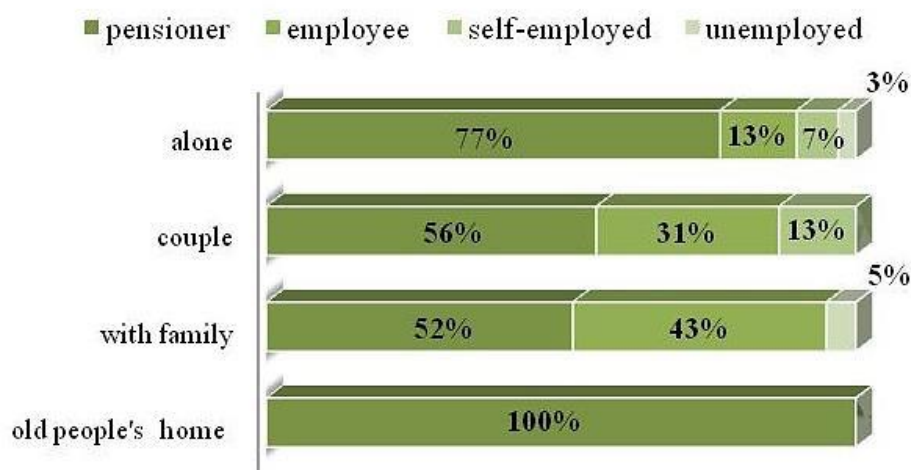
Figure 4.22. **Occupation of individuals in LT, depending on lifestyle.**

As can be seen in figure 4.21. to 4.25., respondents, who live in retirement houses (these respondents were only approached in Latvia, Lithuania and Romania) are all just pensioners, and don't indicate any other occupation. Ofcourse, this sort of lifestyle is specific, but most of these individuals are rich with life-experience, therefore, they could share this experience in the life-long education courses, but, what is even more important, living in these institutions, most of them often feel lonely, unneeded and left alone. So, it would be important and preferable, to, as much as possible, involve these people in activities, thus increasing their psychological health and wellfare, giving them a chance to, by having a good time, communicate with other people, etc.
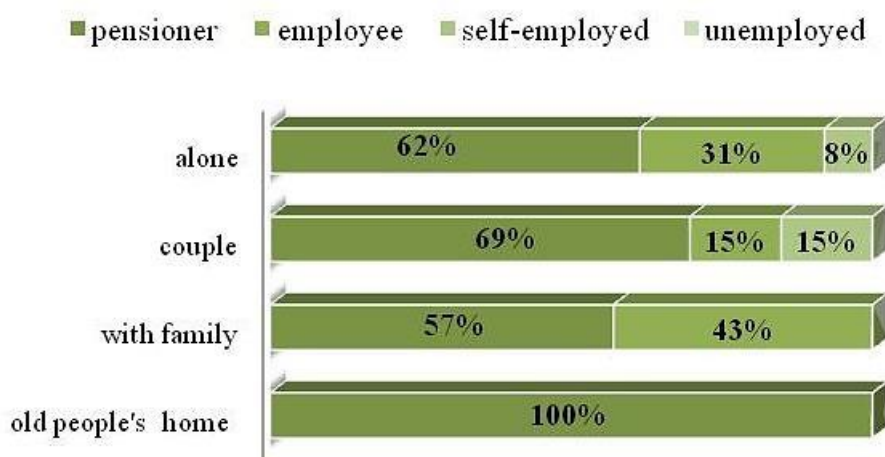
Figure 4.23. Occupation of individuals in LV, depending on lifestyle.

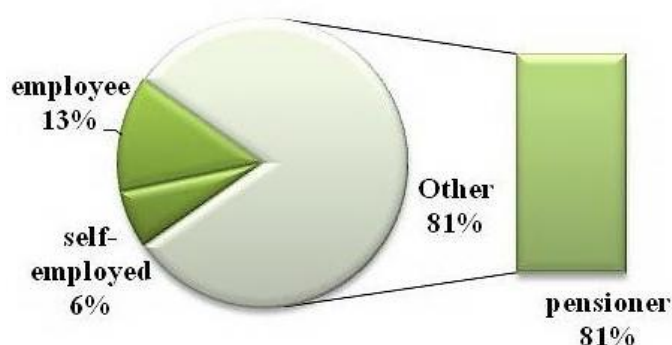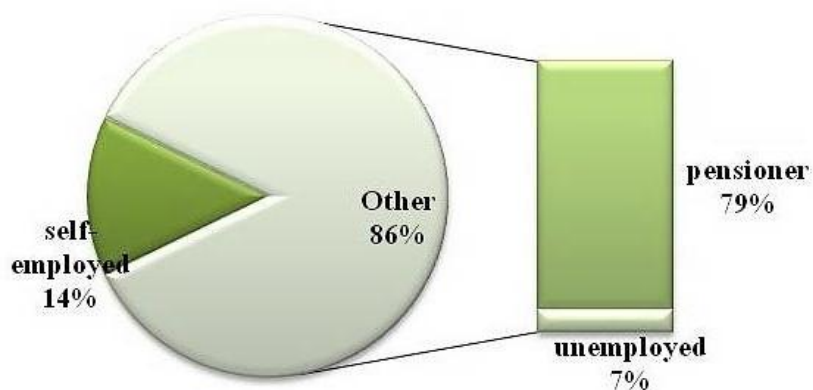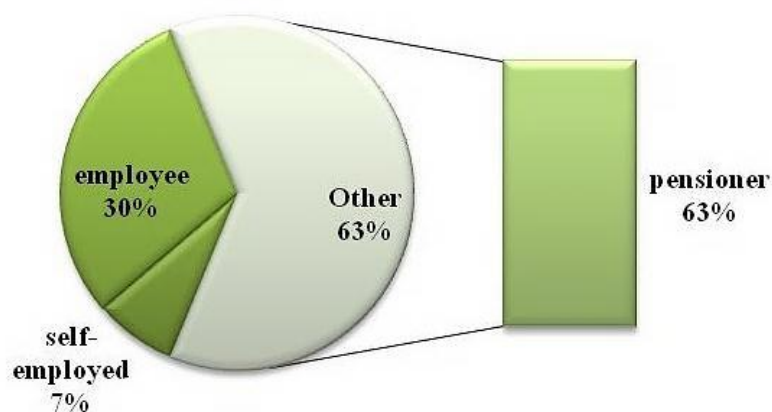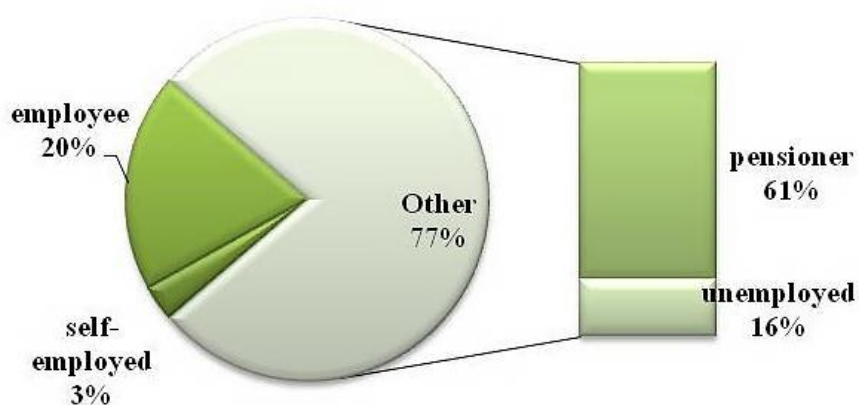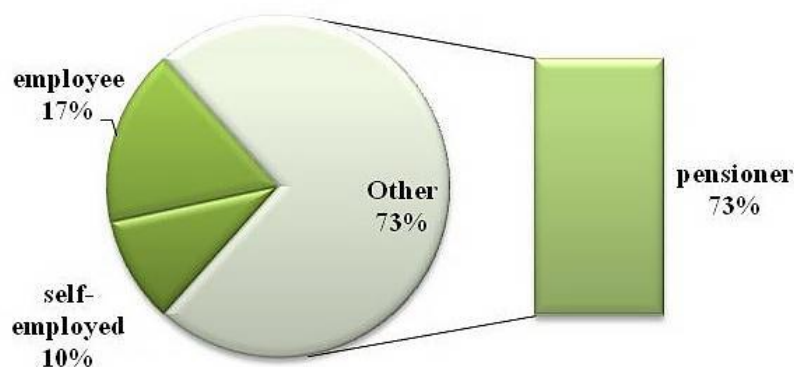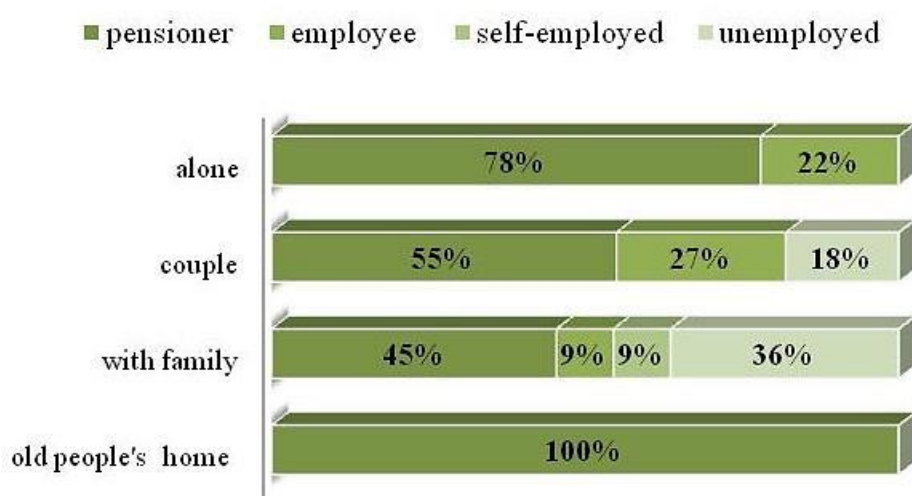Figure 4.24. Occupation of individuals in RO, depending on lifestyle.
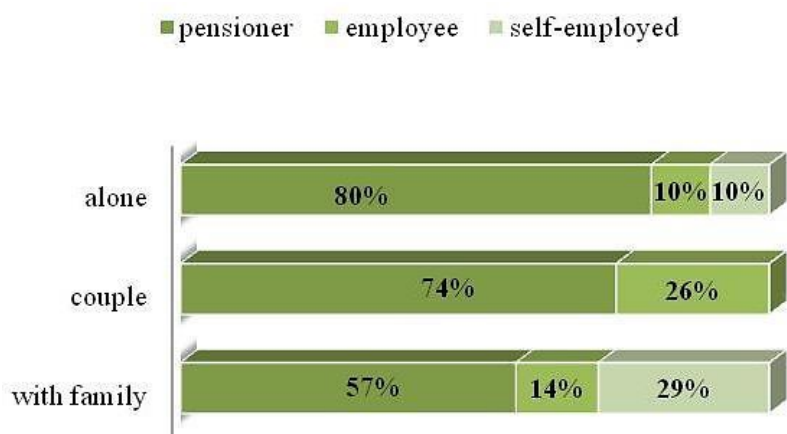
Figure 4.25. Occupation of individuals in IT, depending on lifestyle.

Figure 4.21 to 4.25 also shows, that the activity of respondents depending on lifestyle differs in countries only marginally, e.g., in Italy, the most active participants in the job market are those who prefer free relationships (26%) or persons who live with their parents (14%), in Latvia – those who live with a family (43%) and those who live alone (31%), in Lithuania – those who live in a family (43%) and those who prefer free relationships (31%),

and similarly in the other countries. The proportion of self-employed, however, differs quite a lot – those who live in a family (9%) in Romania, in Latvia – those who prefer free relationships (15%) and those who live alone (8%), in Lithuania – those who prefer free relationships (13%) and those who live alone (7%), but in Poland – those who live with a family (17%) and those who prefer free relationships (7%). There are none in Italy.

4.3   RESPONDENTS STRUCTURE BY EDUCATIONAL LEVEL

Asc an be seen in figure 4.26 to 4.30 Lithuania have the most respondents with higher education (62%, disregard of sex), a little less in Poland – 47% for women, 55% for men. In Latvia the number is significantly lower – 32% for women and 25% for men. Romania – 22% for women, 27% for men, but in Italy – 0% for women and 22% for men.
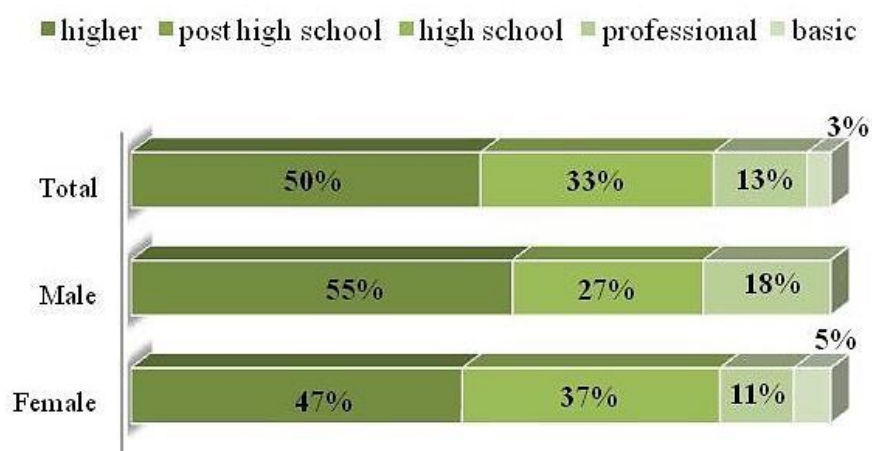
Figure 4.26. **The level of education for respondents by sex and situation in general, Poland.**
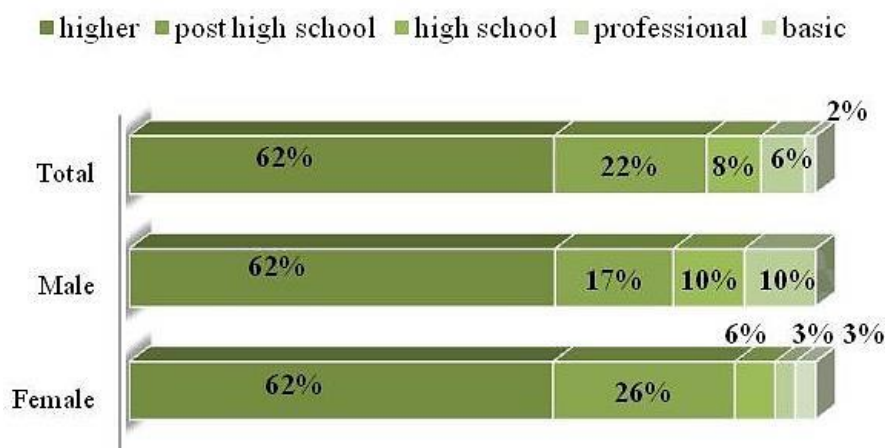
Figure 4.27. **The level of education for respondents by sex and situation in general, Lithuania.**

■ higher ■ post high school ■ high school ■ professional ■ basic

	higher	post high school	high school	professional	basic
Total	29%	17%	15%	27%	12%
Male	25%	13%	13%	31%	19%
Female	32%	20%	16%	24%	8%
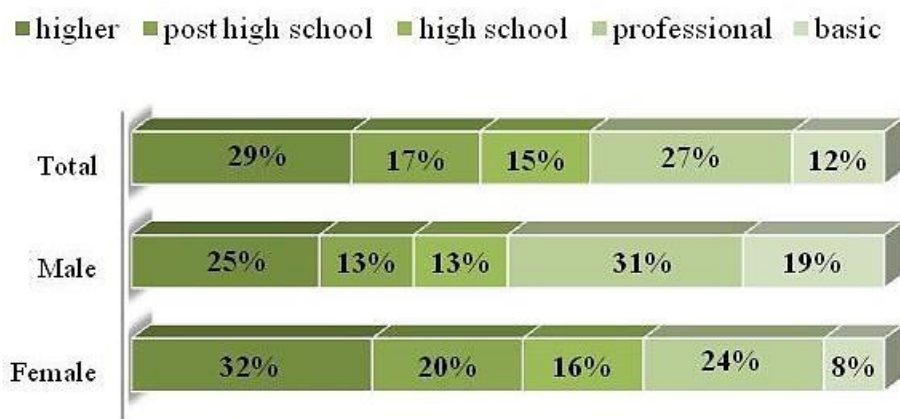
Figure 4.28. **The level of education for respondents by sex and situation in general, Latvia.**

■ higher ■ post high school ■ high school ■ professional ■ basic

	higher	post high school	high school	professional	basic
Total	24%	18%	6%	24%	27%
Male	22%	20%		33%	20%
Female	27%	17%	11%	17%	33%
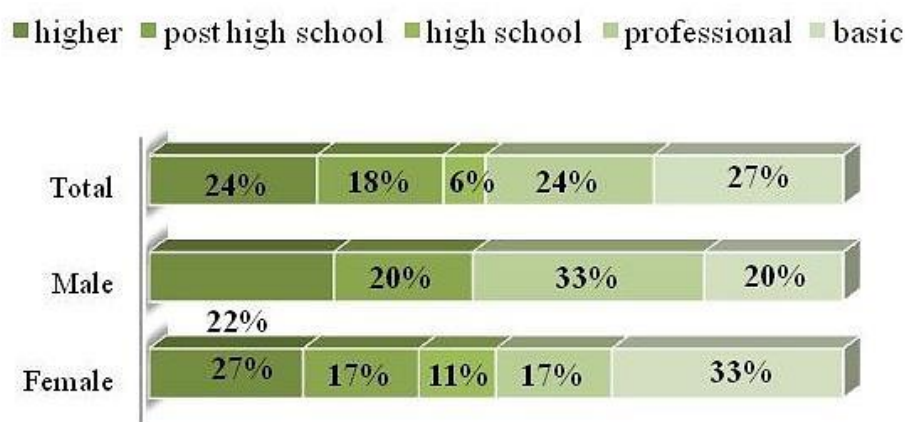
Figure 4.29. **The level of education for respondents by sex and situation in general, Romania.**

■ higher ■ post high school ■ high school ■ professional ■ basic

	higher	post high school	high school	professional	basic
Total	11%	38%	27%	22%	3%
Male	22%	39%	28%	11%	
Female		37%	26%	32%	5%
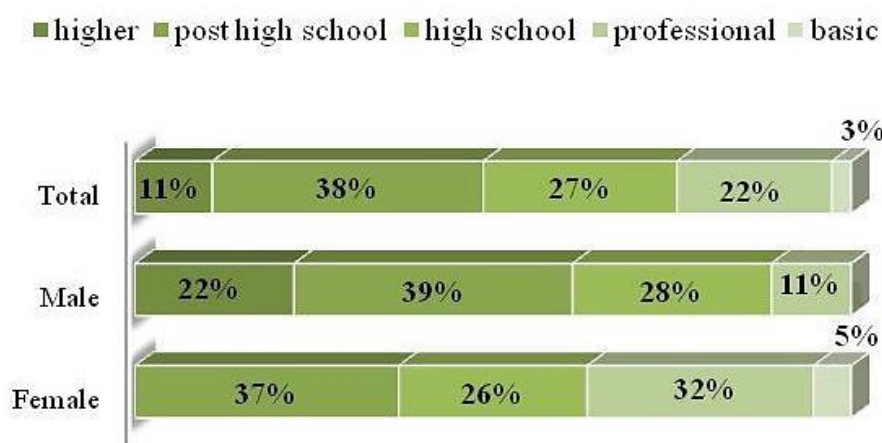
Figure 4.30. **The level of education for respondents by sex and situation in general, Italy.**

The largest proportion of those with unfinished higher education can be found in Italy – 39% for men and 37% for women, a little less in Lithuania – 17% for men, 26% for women, in Latvia – 20% for men, 13% for women and in Romania – 20% for men and 17% for women, but there were none in Poland.

While assessing the proportion of respondents with basic education, the scene is quite positive, as the proportion is very low – an average of 5%, except for Romania, where it is 27%.

While analyzing the figures, it is clear that the level of education among these respondents is not significantly influenced by sex.

As for acquiring an education – it depends heavily on the character of the individual, skills, economic situation as well as other factors, like place of residence, family status and surrounding environment. As in this inquiry there are not enough respondents from the same places of residence, we will assess the education level by place of residence as well as place of residence by level of education.
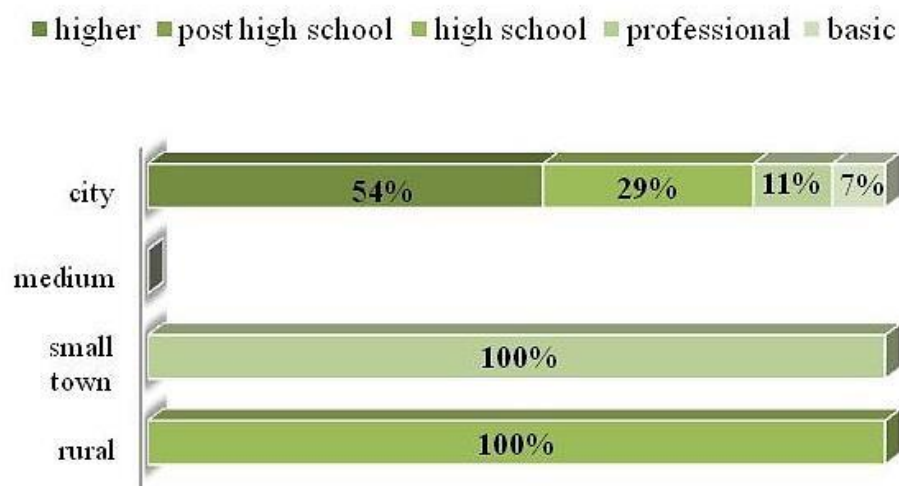
Figure 4.31. **The level of education for respondents in Poland, by place of residence.**
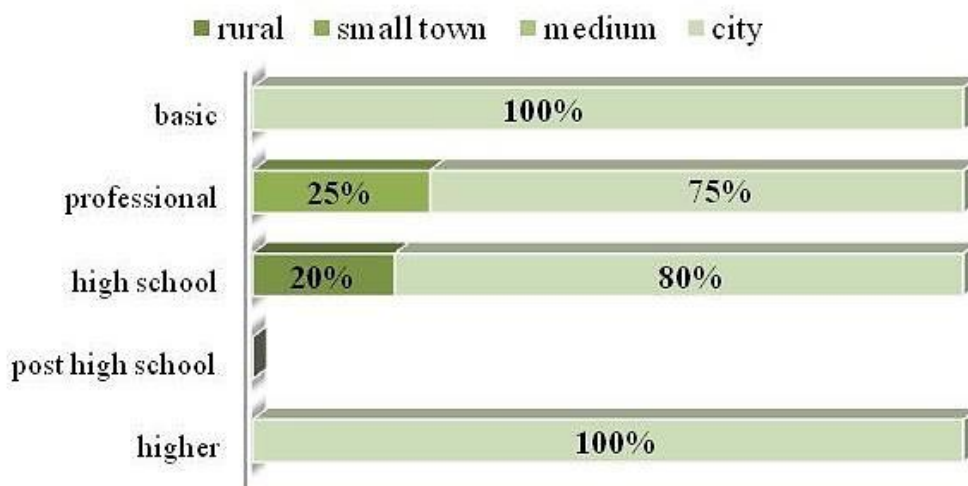
Figure 4.32. **The place of residence for respondents in Poland, by level of education.**

As can be noted in Figure 4.31, in Poland, the respondents with higher education only come from large cities (54%), respondents with high school diploma in large cities (29%) and rural areas (100)%, but respondents with professional education are from small cities (100%) and large cities (11%). While assessing it the other way around, it can be seen, that, mostly respondents, irrelevant from their level of education, live in large cities, but 20% of high school graduates live in cities and 25% of professionally educated respondents live in small cities. This situation, of course, can't be put in perspective to the whole population, but it's quite clear.

In other countries, the situation doesn't differ as much.
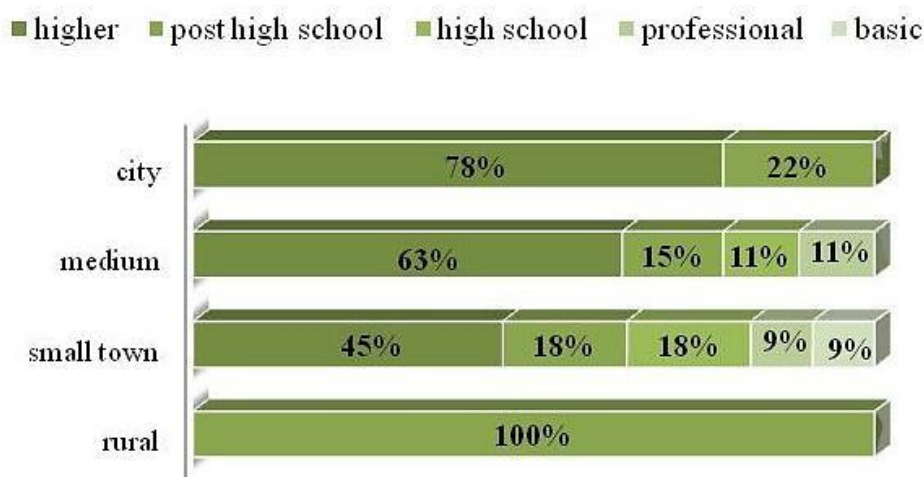
Figure 4.33. **The level of education for respondents in Lithuania, by place of residence.**
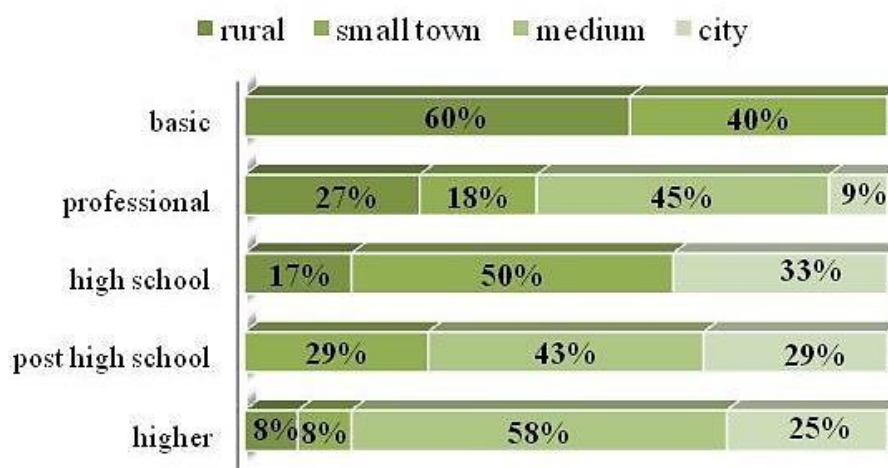
Figure 4.34. **The place of residence for respondents in Lithuania by level of education.**

Interesting that respondents from rural areas in Lithuania all have unfinished higher education, yet among respondents with unfinished higher eductaion, only 29% live in rural areas. The most diverse education levels are found in small cities, with 25% of respondents having finished college or higher, 18% for both unfinished higher and high school education, and 9% for professional and basic education.respondents with basic education have all chosen small towns as their place of residence. Medium size towns have been chosen mostly (75%) by those with professional education, 60% of those with unfinished higher education and 47% of those with higher education. It's notable, that most of respondents in Lithuania come from medium size cities.
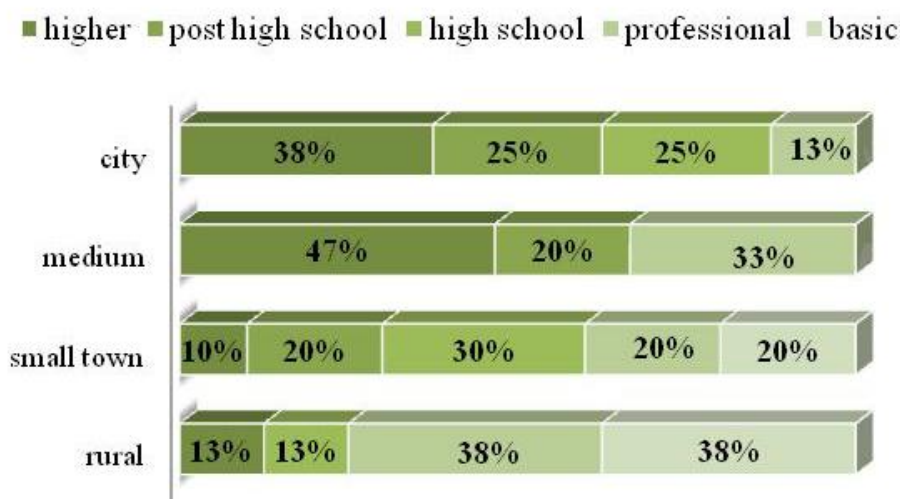
Figure 4.35. **The level of education for respondents in Latvia by place of residence.**

Figure 4.36. **The place of residence for respondents in Latvia by level of education.**

While assessing the situation in Latvia, it becomes evident, that it's very similar to that in Lithuania, only, regarding how respondents with different levels of educations have chosen place of residence, the most disperse are those with professional education – from 9% in large cities to 45% in medium size cities. As respondents with basic education come mainly from rural areas, it would be beneficial to offer different courses and seminars in those areas, hence having only a basic education means that the individual has to work a hard, physical work, but it becomes harder and eventually impossible, due to aging. That is where additional knowledge and experience would come in handy, e.g., knowledge how to work new technologies, and other alternatives.

■ higher ■ post high school ■ high school ■ professional ■ basic
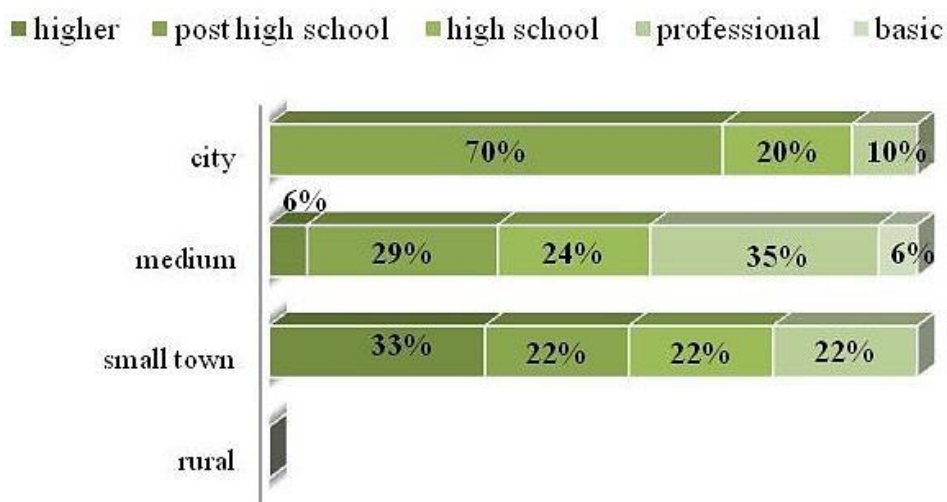
Figure 4.37. **The level of education for respondents in Italy by place of residence.**

■ rural ■ small town ■ medium ■ city

Figure 4.38. **The place of residence for respondents in Italy by level of education.**

■ higher ■ post high school ■ high school ■ professional ■ basic
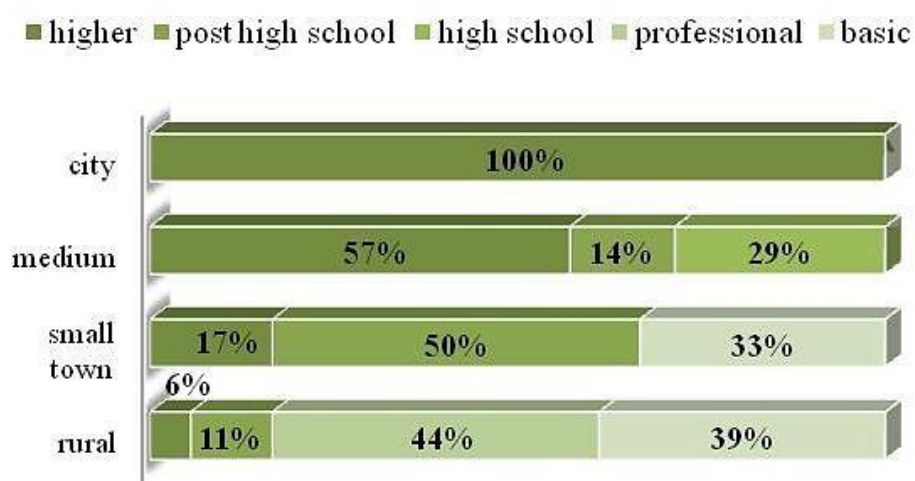
Figure 4.39. **The level of education for respondents in Romania by place of residence.**

Figure 4.40. **The place of residence for respondents in Italy by level of education.**

As evident in figure 4.33, 4.35 and 4.39, respondents in Latvia, Lithuania and Romania with higher education live mostly in large cities or cities, 38% to 100%, 47% to 57%, respectively, except Italy, where most of the respondents with higher education live in small cities (33%).

However, in small cities, the distribution of citizens by level of education is the most proportionate, with about 20% for every level of education (with few exceptions).

Respondents possess different needs and interests, various levels of education and professions as well as absolutely different social necessities and possibilities.

The distribution of respondents by profession is evident in figure 4.41 to 4.45.
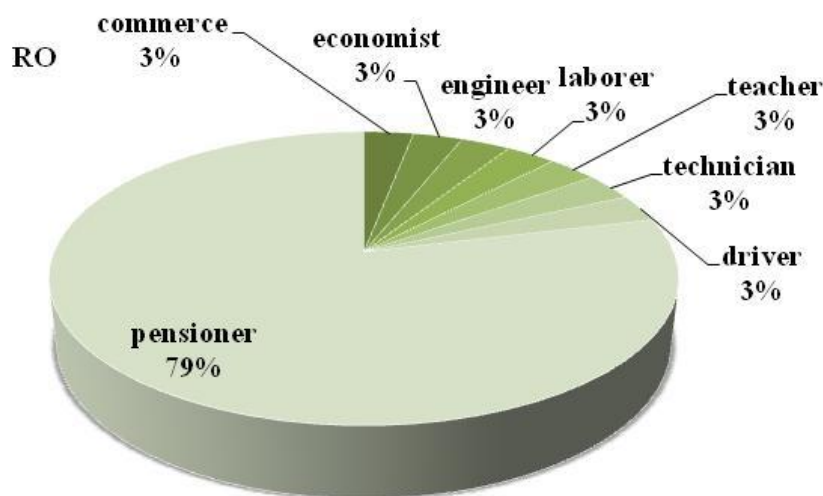
Figure 4.41. **Distribution of respondents from Romania by profession.**
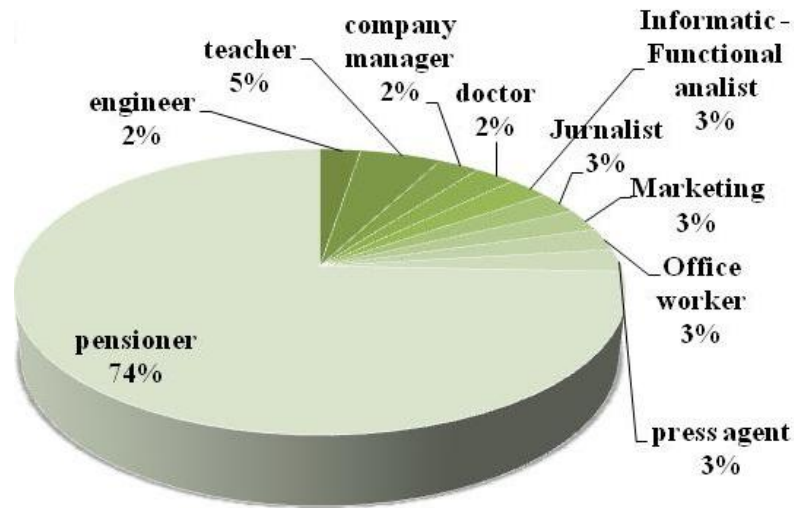
Figure 4.42. **Distribution of respondents from Italy by profession.**
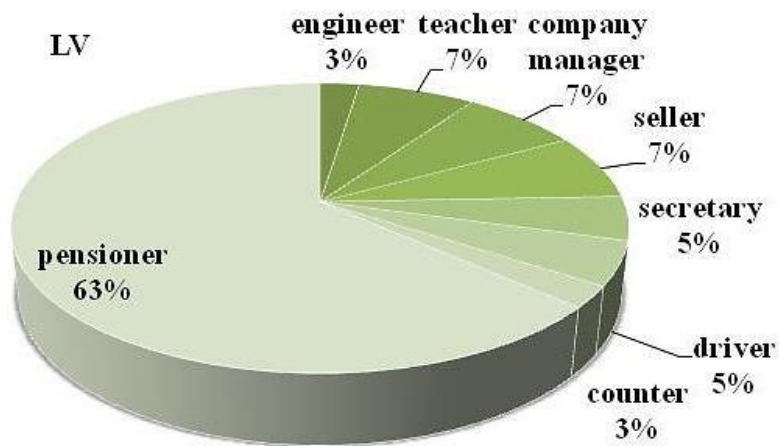
Figure 4.43. **Distribution of respondents from Latvia by profession.**
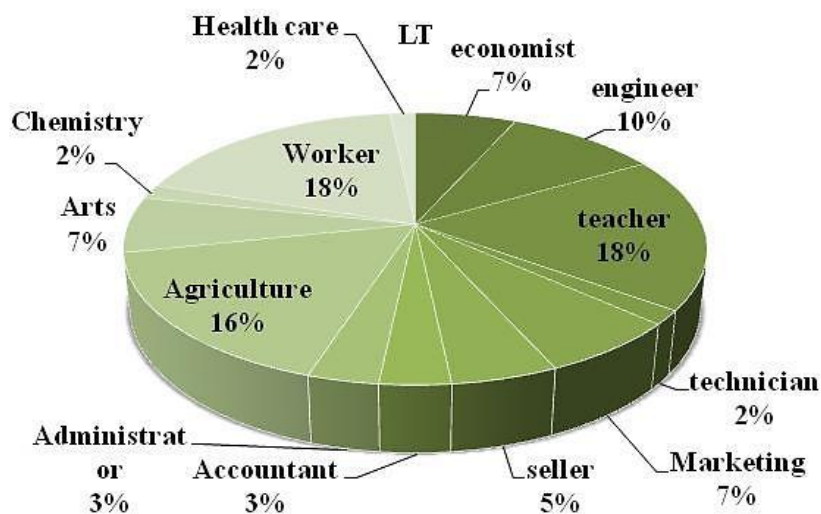
Figure 4.44. **Distribution of respondents from Lithuania by profession.**
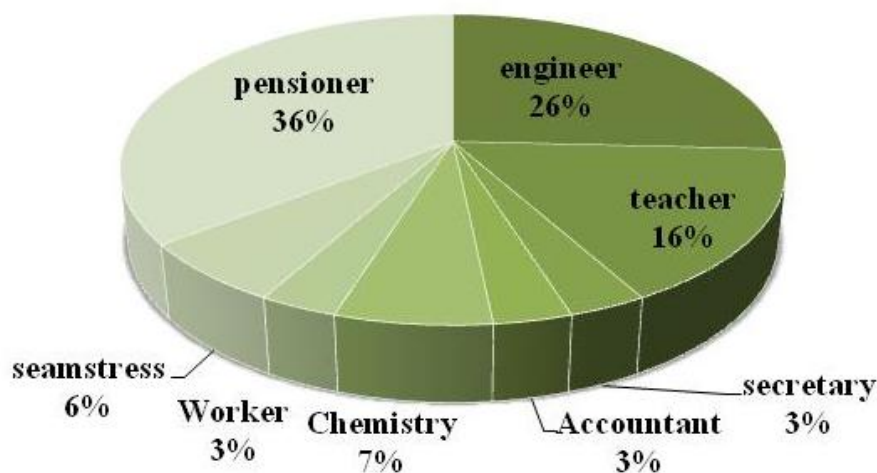
Figure 4.45. **Distribution of respondents from Poland by profession.**

As can be seen in the charts, the professions differ by countries, however, more precise assessment is limited by the fact, that those who have retired, do not indicate their previous professions, but rather identify themselves as retired (except for Lithuania, the amount of these respondents are from 36% in Poland to 79% in Romania), thus making it harder to determine their competency in various professional fields. In Fig. 4.41 to 4.45 is also evident, that the professional disparity is quite significant, with the only professions more or less evenly spread for the countries – teachers (from 3% in Romania, to 18% in Lithuania) and engineers (from 2% in Italy to 26% in Poland).

Part of the respondents are already partaking in various distance learning courses or participating in various interest groups, disregard of their previous professions and acquired skills, which would point to their willingness to perfect themselves and live a full life, as well as earning a salary.

Sometimes individuals learn skills which have no connection to their previous professions and education. For this same reason, when answering to the question – 'What is Your profession?', most answer with – 'Pensioner', leaving out any other information (see Fig. 11), which would help in determining the courses and opportunities of interest for them, which would make it easier for them to choose among all the opportunities.

4.4 RESPONDENTS STRUCTURE BY PARTICIPATION IN VARIOUS ACTIVITIES OR WISHES TO PARTICIPATE

Figure 4.46. shows activity of respondents in various events and activities. You can see, that their activity in different countries has been various. A welcome sight is the situation in Lithuania, where already 93% of respondents take part in different life-long education processes, including e-learning, and also, the situation in italy is positive (48%). So, it is clear that both institutions, organizations and governments with other involved sides need to work towards making the respondents more interested in perfecting and developing themselves, as well as making sure, that individuals receive timely and satisfactory information about future activities and events, etc.

Are you currently involved in any educational program?
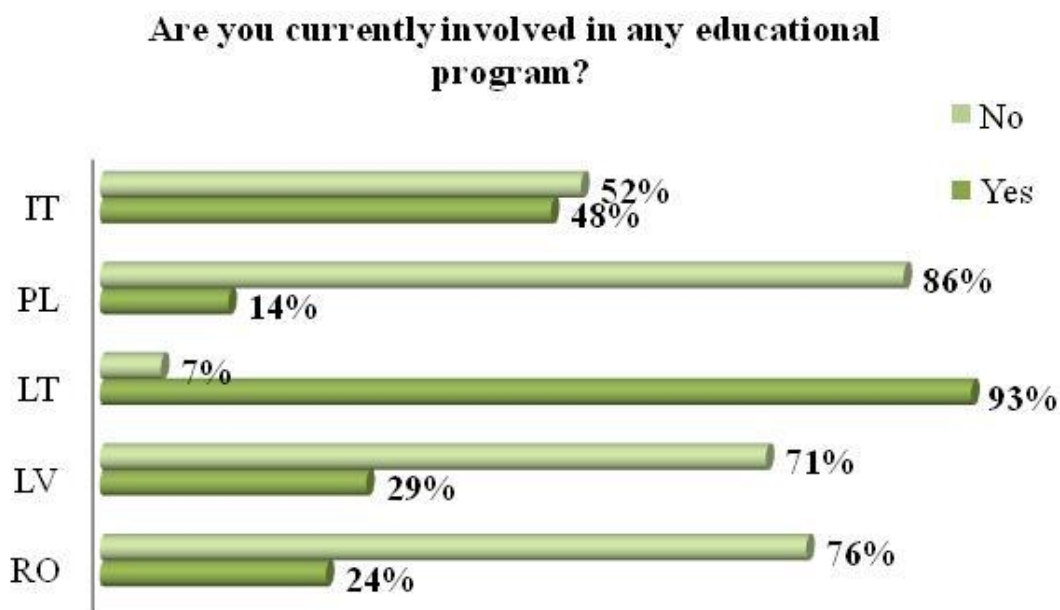
Figure 4.46. **Respondent's answers for: Are you currently involved in any educational program?**

Active participation of the respondents rate the various lifelong learning pursuits, you can watch the 4.1. table.

Table 4.1. **Answers to question: Are you currently involved in any educational program / courses? You may select more than one**

Country	Answer	Presents (%)
PL	Foreign languages	7
	On ICT (information communication technologies)	3
	Related to my professional field	0
	Rlated to my hobbies (e.g., floristic, art and craft, dancing, etc.)	3
	For personal development (e.g., healthy lifestyle, good diet, etc.)	10
	Other	0
	No, I'm not involved	86
LV	Foreign languages	5
	On ICT (information communication technologies)	7
	Related to my professional field	0
	Related to my hobbies (e.g., floristic, art and craft, dancing, etc.)	10
	For personal development (e.g., healthy lifestyle, good diet, etc.)	7
	Other	0
	No, I'm not involved	71
LT	Foreign languages	44
	On ICT (information communication technologies)	39
	Related to my professional field	11
	Related to my hobbies (e.g., floristic, art and craft, dancing, etc.)	8
	For personal development (e.g., healthy lifestyle, good diet, etc.)	26
	Other	0

Findings within the EU Lifelong Learning Programme Grundtvig Learning Partnership project "Aging With Active Knowledge and Experience (AWAKE)"

	No, I'm not involved	7
RO	Foreign languages	0
	On ICT (information communication technologies)	3
	Related to my professional field	15
	Related to my hobbies (e.g., floristic, art and craft, dancing, etc.)	3
	For personal development (e.g., healthy lifestyle, good diet, etc.)	3
	Other	0
	No, I'm not involved	76
IT	Foreign languages	26
	On ICT (information communication technologies)	6
	Related to my professional field	13
	Related to my hobbies (e.g., floristic, art and craft, dancing, etc.)	29
	For personal development (e.g., healthy lifestyle, good diet, etc.)	23
	Other	23
	No, I'm not involved	52

As can be seen in Table 4.1, one of the more favorite programs in life-long education is learning a language – used by 44% of respondents in Lithuania, 26% in Italy. Not so popular, but still on demand, is education on various hobbies – 29% in Italy, 10% in Latvia. The third most popular activity, but demanded in absolutely all countries, is education on IT and communications with 39% for Lithuania, 7% for Latvia, 6% in Italy and 3% for both Romania and Poland. Important that most of the respondents, who already partake in further education, do it in various fields simultaneously.
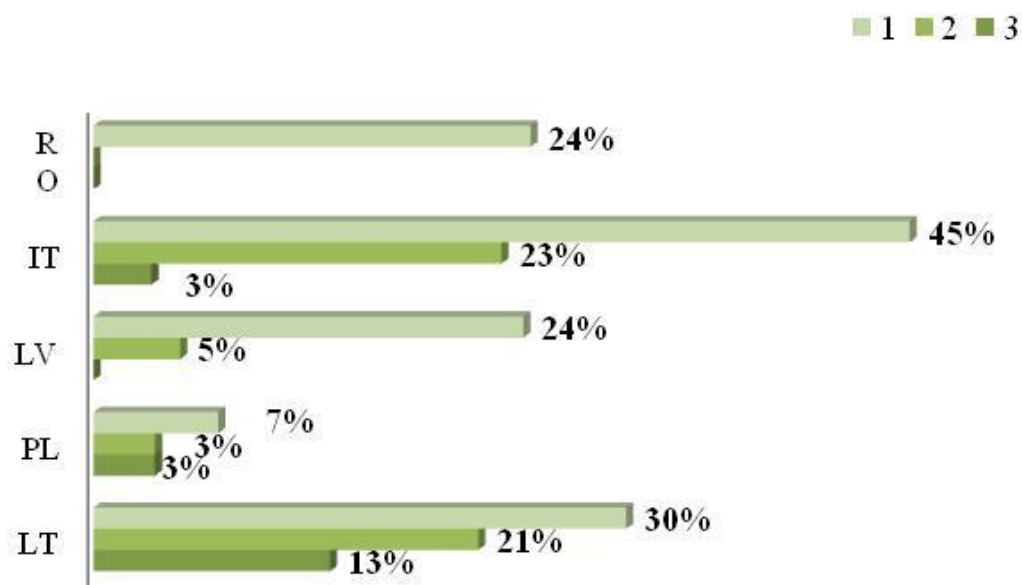
Figure 4.47. **Total amount of life-long education programs partaken in by our respondents.**

Allthough, most of respondents, who already partake in some activities, do it in just the one field (7% in Poland to 45% in Italy), there are quite a lot who do it in two, simultaneously (3,4% in Poland to 23% in Italy) and even three (3,2% in Italy to 13% in Lithuania). This serves as evidence that the level of activity for seniors in life-long education is quite high, and most likely, the limiting factor here is dezinformation or lack of it completely. If this survey would be conducted in a certain period of time, it's very likely that a part of the respondents

who already partake in one activity, would already be a part of two, three or even more activities, because, by joining these activities and courses, and individual also tends to receive more valuable information.

However, the existing limitations and possible solutions for them, to take part in life-long education and to develop oneself, as well as the diversity of motivational activities, for involving individuals in life-long education, will be assessed in later sections.

5. NEED FOR LIFELONG EDUCATION[1]

5.1   THEORETICAL BACKGROUND

The need for life education can be studied from two separate aspects. For one, everone has his own inner needs, which this person must satisfy. One of those needs is the need to self-realize, self-express and develop. The need to improve oneself, acquire knowledge, also to belong (family, friends, neighbors) and in a broader sense (colleagues, persons with similar interests, TV viewers etc) and even the whole society, and to receive a positive feedback from them, receive evaluation, respect, thus the necessity for self-realisation in social environment. Also important is the fact that after the age of 50 (especially, after 65), the need for lifelong education is expressed mainly on a voluntary basis. Ofcourse, there are situations, when life „pushes", but the choice to study, to develop and acquire new experiences itself is voluntary. Each person has the freedom to develop him/herself further or to remain in the same level of knowledge and experience as it has been up until now, because lifelong education has not been appointed as mandatory by law (for example, in Latvia mandatory is only 9 year education, which must be completed by the age of 18).

The second aspect of necesity is based on the posibilities of satisfying personal needs, which is needed at the national level, because the state and the society benefit from majority of the society being educated, well oriented in processes, new technologies, would be open for changes, inovations, and could act as necesary and be educated and perspective employees. The chance to satisfy own needs with more quality, more accessibly, diversively after education and development and to fulfill your wish to learn something new characterizes the level of life for the whole society – the entire nation. If a person feels a need, that he/she for some kind of reasons, can't satisfy (lack of resources, health, information etc), this person may develop a need to look for a way to self-realize in a different state. Thus, the state, by not providing a possibility to satisfy it's citizens needs, gives stimuli for the citizens to leave, for short-term periods in the beginning, with the purpose to satisfy their needs somewhere else, however, this also serves as a premise for the citizens to evaluate the goods they receive in the new state, the possibilities he and his family may have there, social waranties, chances to educate himself, reach new qualities of life, therefore, to become socialy and economicaly more active, open for new skills, becoming able to gain benefit for himself and his family and his country.

Both new generations and the ones in maturity are depleting. Actvie individuals with good practical and theoretical knowledge, with interest of acquiring new chances, are getting older, therefore, it's necessary to use their knowledge, skills, intellect and development to the maximum. Adoptions of new innovations does not get the necessary response from the majority of the society, because they don't know how to use them, or don't want to use them, some of these innovations even frighten a part of the society.

The ability to realize own needs, from the most primitive up to the highest level, characterizes each individual's as well as the society's quality of life. Each person values his/her own quality of life subjectively, using his/her own personal needs and expectations from life – what material level is acceptable, what activities and actions are necessary to realize own self, what is necessary to feel satisfied and happy – as criteria. If two persons have reached the same level in life, it doesn't mean that both of them are equally satisfied with it. It is possible, that one of the persons is unhappy because of the subjective feelings, is depressed, suffer from failures, but the other one is satisfied with the accomplished, is

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[1] Author: Dr.oec. **Evija Kopeika**, University of Latvia

optimistic and happy. However, the objective evaluation of quality of life is formed by not looking at every individual but rather separate society layers, their interaction or separation from one another. Now, the quality for life for all citizens is being evaluated – what opportunities are given to everyone of the citizens, what negations circle in the society, or maybe if there is a general satisfaction with the accomplished and the whole process, or whether a growth is observed in the state, has the purchasing capacity of the citizens raised, has technology developed, has the education level raised, has the social security increased or have all these processes been completely reversed. To objectively assess the quality of life for all of the society, it has to be compared to societies in other countries and the world.

In Denmark a quality of life research model was developed, called „Integrated theory of quality of life", in which the objective and subjective elements of quality of life are called life surfaces. The elements of this theory can be seen in Figure 5.1.

Source: Ventegodt, 2003c: 962.-971.
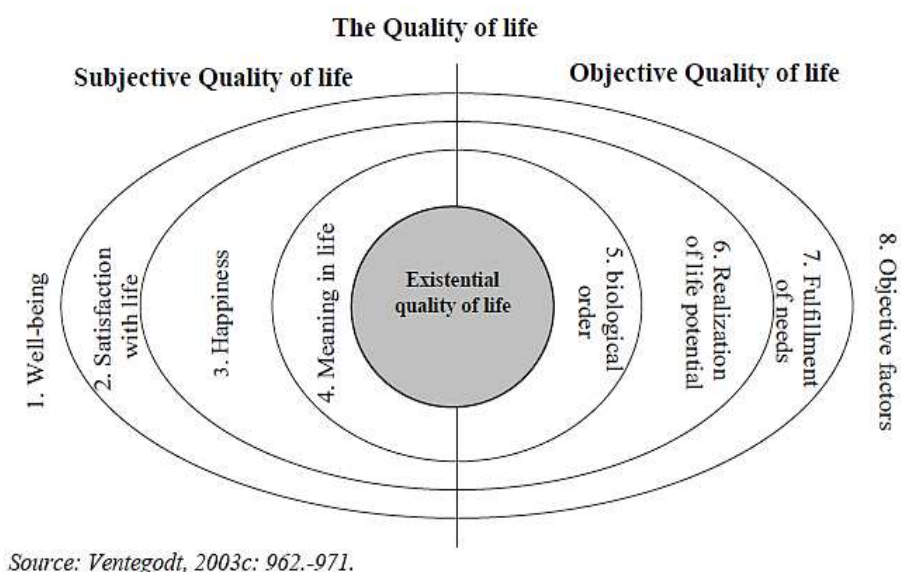
Figure 5.1. **Life integrated theory model[2].**

The meaning for the existential life experience can be found somewhere inbetween the two versatile poles of existance, in which the objective and the subjective meet and the source of quality of life can be found. Quality of life has been constructed around eight theories, which are placed on an axis leading from the subjective to the objective (Ventegndt, 2003[a], 2003[b])[1]

By evaluating the theories for quality of life from different authors about the interaction of life and satisfaction levels, which is determined by individuals, household or a social group (the retired, for example) possibilities to satisfy their needs within the income and projected expenses, has been developed the socio-economic life quality research methodology, which is schematically depicted in 5.2. picture.

Ensuring of the needs occur through the social supply, which involves households, markets and other spheres. Provision of life quality for each individual is provided by the social politics of the state both by laws and regulations, which may differ from state to state.

Therefore, from now on we will focus on the subjective circumstances.

There are multiple reasons why a person would require additional education, as well as requiring this education might have different means and levels.

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[2] Mg.sc.soc. Andas Grīnfeldes promocijas darba kopsavilkums „Pensionāru dzīves kvalitāte Latvijas reģionos" 2010; Ventegndt, 2003[c] (in Lavian)

Figure 5.2. **Quality of life from the socio-economical aspect[3].**
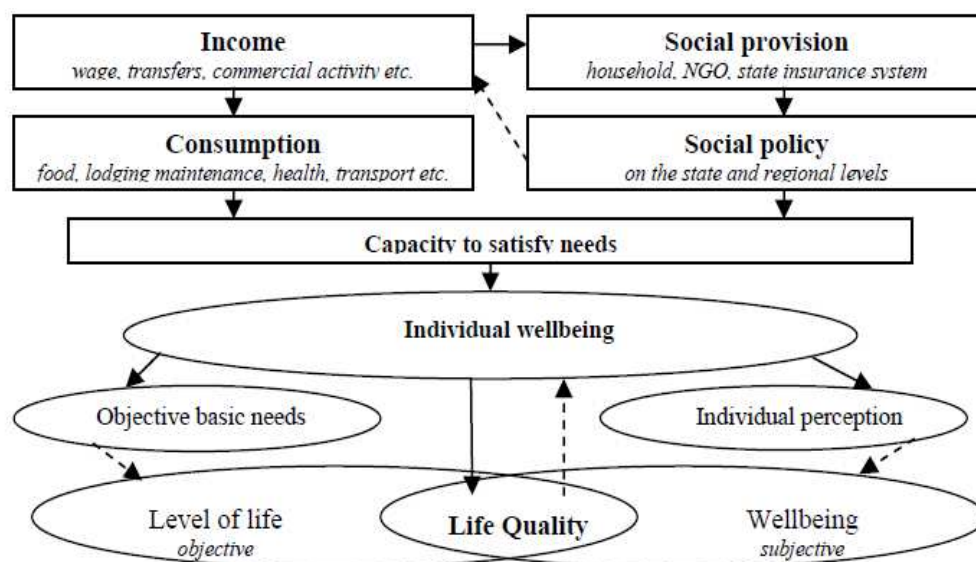
Source: The author's construction, using Costanza, 2008, Manning, 2008.

As reasons for this I can give:
- A desire to acquire and maintain such practical skills which are necessary in everyday life (e.g. culinary, gardening, sewing, knitting, flower arrangement skills etc);
- Desire to develop in self or refresh some hidden skills or talents (e.g. singing, dancing, playing music, painting, photography);
- A desire to participate in group activities, finding new friends and acquintances, to escape loneliness and alienation;
- A desire to change the environment, to participate in social, sports, charity activities, etc.;
- A desire to develop some non-traditional skills or turn to ezoteric things (astrology, healing, hypnosis, chiromancy etc.);
- A desire to acquire skills in make-up and cosmethology, or healthy lifestyle (e.g. yoga);
- A desire to perfect self in current professional field, refreshing knowledge or acquiring a higher level in them;
- A desire or a need, which develops due to changes in health situation or fluctuations in the job market, to abruptly change current profession to another;
- A desire or a necesity to learn new technologies not to lose position in the job market or to use this knowledge for personal gain (computers, internet);
- A desire or a necesity to learn new or perfect the existing language knowledge (for travel, work, business trips, business partners from abroad, moving abroad for life, coming to live in a specific country).

The lifelong learning process may be partaken, by choosing different forms and quality levels – self-paced learning, learning by available one-time seminars, or courses with a wider program and for longer periods of time, or distance education and e-learning, but You can also choose to partake in college study courses. The issue here is that a person has got to pick the right choice out of all the available opportunities by himself, by choosing the form, place,

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[3] Mg.sc.soc. Anda Greenfeld promo paper summary „Quality of life for the retired in Latvian regions" 2010; Costamza, 2008, Manning 2008

direction etc. It may happen so that when a person gets lost in this labyrinth and is unable to choose among all the opportunities the one that is most suitable financially, professionally for him/her, it may lead to the person abandoning his needs. The things that the younger generation find self-evident and well known, may pose a certain confusion for the elder and those who have been educated in a different time, which sometimes may create a bareer for pursuing further education. Also, often the person who distributes information is this young person, who has no idea how to communicate with elder people, or people from a different generation, because his/her vocabulary consists of recent words and denominations, which do not have any alternatives and that makes it harder for elder people to comprehend the heard information. That is where a sort of magic circle forms – the longer a person is looking for a way of further educating him/herself, the further he/she appears to be from it, because the scientifically technologic progress is moving in leaps, so that the chasm of information becomes deeper and wider.

Supposedly, after 50, the need for further education, morally perfecting oneself and the need for spiritual development manifests for those who in their younger days also held education in value, used their opportunities to pursue more and perfect their professional knowledge, as well as for those, who have had a necessity to learn and use new technologies because of their work. However, here lies the risk, that a person, which has acquired new knowledge and has accumulated a baggage of certain skills and knowledge, becomes self-sufficient with personal beliefs and understanding of processes and things, and after becoming 50 and older, can't or won't change their beliefs, thus putting a stop to further educating self. A similar situation might manifest for persons, who, through their life have not felt the necessity to obtain knowledge or skills, but even in this situation, the need for further education is stopped by previously accumulated narrow-mindedness and primitive perception of things. Every year, the number of persons willing to study after 50 gets larger. The reasons for this could be the following:

- The beggining of mid-life crisis – what have I achieved in my life? What have I become? What would I want to and what could I change in my life?
- Change in legislation or job market requirements – it becomes impossible to continue working professionally in many fields without a proper certificate, level of knowledge, which would be assured with a education papers, etc. (teachers, accountants, work protection, electritians, etc.).
- Encouragement from family (grown-up children, spouse) to study leads to the need to fortify existing practical knowledge with theoretical knowledge (developing family business, successful example from children, etc.);
- The appropriate computer and web skills become more significant for fulfilling existing work tasks;
- Finally, a chance to pursue a career growth becomes apparent, but it requires an education of a certain level;
- There is no more requirement in the job market for the current profession, therefore a person must develop another one, which also requires specific knowledge and skills;
- The ones in search of a job may be required to gain appropriate knowledge to work in a different field than before;
- A person has a „sit-down" working position, but he/she wants to acquire some skills and knowledge, which would allow him/her to „stretch" and maintain him/herself physically;
- A person has self-realized up to a certain level, but wants to do that in a different dimension and to pursue a higher level or to rediscover him/herself in a completely different field.
- And others.

Since, on the national scale, taking in account the aging of the population, it's important to include individuals in further education as teachers, participants and students.

Apparently logical, that people above the age of 50 would make an inner decision to not further educate themselves, as the amount of knowledge accumulated over the span of 50 or so years, and the working experience would seem sufficient, a person would seem more experienced and balanced, and ofcourse, retirement age is not far away as well. However, all that is a bit false. It's no secret, that the younger generation is more open-minded, when it comes to looking for new ways, acquiring new experiences, and the globalization process of today promotes moving to other countries, looking for socially and economically more suitable circumstances for life. Thus, as long as the working positions are available, they can be filled with the members of the older generation, who would be satisfied with the offered salaries and social securities, since they might be more modest, or with not so high self-evaluation and ambition. Also, considering that the life expectancy on average is expected to rise, there is a chance, that the legal retirement age could be postponed by the state legislation, thus leaving these people with more than 10, 15 or in some cases even 20 years until retirement. Often, when reaching the age of retirement, the person still continues working, as he or she does not feel old enough or unable to continue, and also, is still a valuable employee, as well as the amount of retirement pension in our country is so low, that it doesn't promote becoming a sit-at-home pensioner. We live in an interesting age, when every day is a dey of development and discovery in some fields, for new technologies, the modernization of the current technologies, also legislation-wise, when changes in law and regulations determine needs and necessities, we live in an age of intensified globalization when countries in different corners of the globe maintain strong bonds and intense partnerships, which requires a deeper knowledge, language skills, the use of modern technologies and inovations. Thus, a question arises – is it really not worth to invest your time into further education, to develop new skills, to pursue a higher qualification, to remain in circulation and to keep up with the world?

To satisfy citizen needs for specific forms of education, fields, targeted adult education in a quality and field necessary for society and the nation, it has to be determined, what are the exact tasks and what is the necessary quality. It's important to evaluate the matured needs not only for short-time, but also to create a long-term development plan and methods for the national level. It must not be put aside to be covered with dust like a forgotten book in the shelf, it has to be worked on by the appropriate institutions involving in this development other institutions and organizations, employers. It's also necessary to determine what sort of life-long education services and at what quality, are already available – do they involve all the possible fields, and all the possible forms of education? It has often been heard about quality, that a person, after participating in a seminar or some courses, understands, that he/she hasn't received anything from them – plain and narrow information, with a formal and non-ethusiastic presentation, an uninterested and incompetent lecturer. It's possible, that life-long education should receive the same kind of acreditation as do colleges and schools – by evaluating the appropriate product's quality and the level of compliance.

It's important to not only wait for the people to feel the need for life-long education for themselves, but to promote this extensively in papers, TV programs, radio etc., to inform people of the available opportunities, about oncoming events, about the goals they can and could achieve, about good examples and tales of success from other similar people, as well as using experience's from other countries in doing this. Thus, getting information about opportunities, a person might get the urge to use them, the information might triger some action, which will promote the processes of life-long education far and wide. Just pretty, strong words might not be enough, there have to be real actions in place. If a state declares the necessity for life-long education, and carry out actions to promote it, but citizens can not

afford it, because the level of income is too low, the tax amount is too high, employer is not interested in this education process (can't afford to replace work positions, to send employees to study, is not willing or able to cover education costs for employees), the educational centres are located far away either from work or home and people do not possess the time to cover his highest level of needs or personal interests, as well as economic resources which the person could use for covering travel costs, then these plans could be doomed for failure. The system how to stimulate employers (the most popular and easiest way would be lowering taxes for resources used for educating employees, not just for position requirements, but also the employees education generally), and the persons subject (again, most popular and easiest – lowering of taxes for resources the person has put into any kind of education, not just professional knowledge, as well as increasing the yearly limit, because the refundable limit for medical and educational purposes is too low, but educational costs are too high). The number of free life-long education courses and events is quite high, about which there is not enough information (considering the public response). State would lose a tiny amount of it's tax income, but would profit from citizens with a hunger for knowledge, who could realize their needs for education, to acquire new, unknown horizons, would become more satisfied with their accomplishments, and set new goals once again. It's very important for people over the age of 50, because the youngest generation, just out of high-school know the study process fairly well, as it has been the main duty for about 12 years, thus it is quite understandable, that for the elders, who have long since completed their education – in another age, in another system, the urge to study must be really powerfull and there have to be extra motivations for this at their age. There are no motivators as strong as money – what is the cost, can I afford it, can I afford to take it from my family's balance, could I possibly get a compensation in the form of tax reduction, or could I maybe get some sort of scholarship? And even though in every country, the system of cost reduction for education (some minor differences), there is EU funding in certain professional education (language, computer courses), employee assignments for educational purposes, for their professional needs in the form of seminars and courses (coorporation expenses), at the moment, it is not sufficient.

Sometimes, the idea to form and organize educational courses in the workplace seems quite interesting. This form of education would be cheaper for the employer, because it wouldn't include living and rental expenses, as well as travel expenses, but it would less profitable for the service provider, since the amount of students would be limited, therefore the cost of this education would be in need of evaluation. Also, the technical presentation limitations are in place, as not every workplace can offer the possibility for using them (projectors, computers, interactive blackboards).

The industries and fields which would be interesting for an individual for curiousity purposes, but on a national level would be needed to brought forward for the whole society, to raise the quality of life, to lower the social and economical gaps between regions, to stimulate the development of industry or to promote integrity among citizens in the new economical and technological aspects of life, need to be defined as priority and the requirements for these industries and fields and joined education should be lowered – eiher made cost-free or granted a discount from the state or EU, by organizing study groups in rural regions as well as in cities, and take messures for securing the ongoing of these processes as well as promoting these opportunities among citizens and coorporations, giving information about the possible use in both work and home and to emphasize the gain from further education.

5.2   RESULTS AND DISCUSSION

Respondents from the survey also revealed some fields of their interests and needs.

Ofcourse, for a more interesting, active an d as slow as possible ageing, it is necessary to continuously develop oneself, to perfect the existing knowledge, acquire new experiences, communicate with different people, visit different countries etc.

The situation revealed when assessing human attitude towards these sort of activities, can be seen in Figure 5.3.
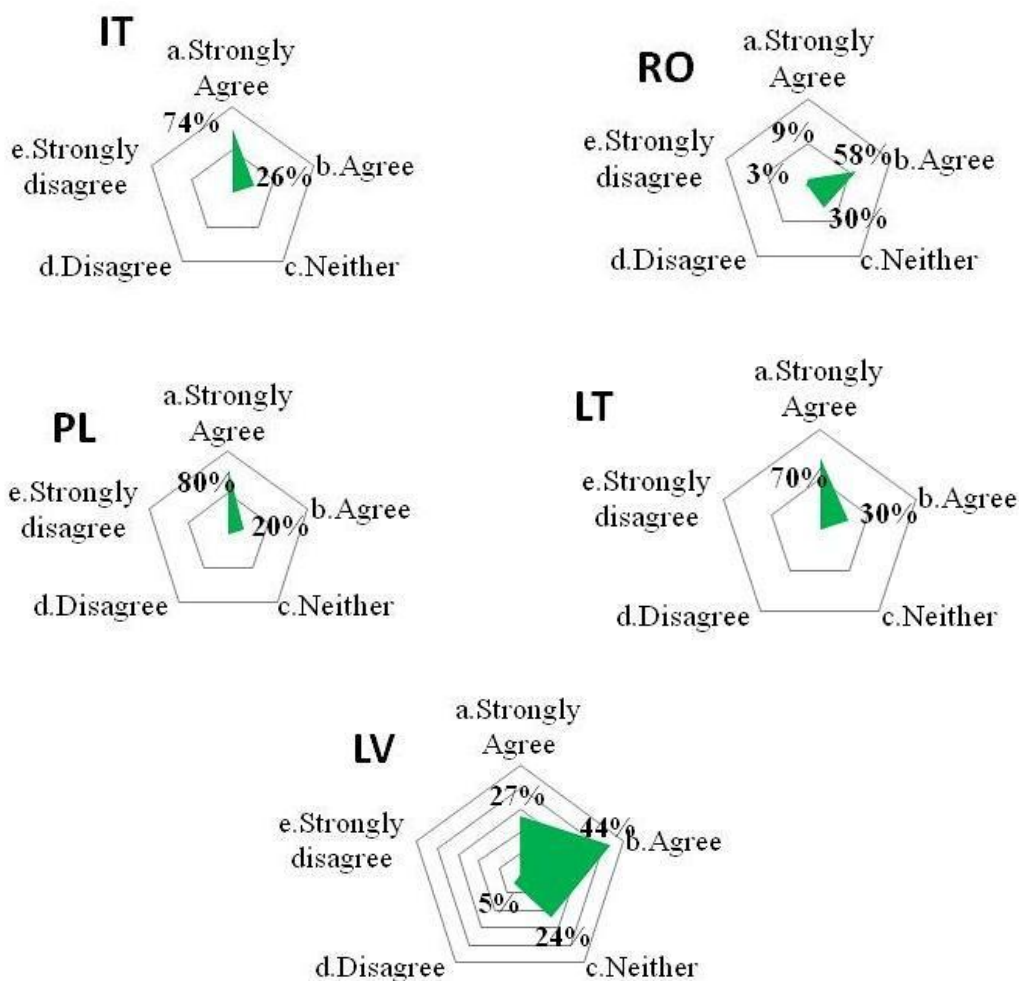
Figure 5.3. **Learning is a good way to remain active. Do you agree?**

As is evident in figure 5.3, all respondents, except 3% from Romania (who say, that further education and participation in any kind of educational activities, to fulfil own life and have an exciting old age, isn't necessary) support lifelong learning and exchange of experiences, not only among family members and neighbors, but residents of the city, state or the whole EU. Ofcourse, even though the answers among the countries are very similar, there are some minor differences. For example, full support without any doubt for lifelong learning is given by 80% of respondents from Poland, 74% in Italy, 70% in Lithuania, a lot less in Latvia – 27%, but only 9% in Romania. But since the next answer in the query is ,, i agree", it seems that they would all like to participate in lifelong education processes, but it's also just logical that they would like to determine in the beginning, what are the opportunities, what is

the quality, what is the period, etc., perhaps that's why they dont agree right away, or atleast don't show to much enthusiasm. Therefore, it would benefit the assessment of the situation by counting the answers „definitely agree" and „agree". Now it is evident, that 100% of respondents from Italy, Poland and Lithuania believe it to be beneficial to participate in lifelong education, 71% from Latvia and 67% from Romania think the same. At the same time, neutral remain 30% from Romania and 24% from Latvia, and 5% of respondents from Latvia deem it unnecessary because of barriers like lack of time etc. By looking closer at the respondents whose answers were negative, the ones from Latvia, that stated that there is a lack of time are individuals of pre-retirement age group, who work a salaried job everyday, to provide for them and their families as well as to generate a higher pension for retirement. It would be interesting to question these same persons in a couple of years, when the retirement age has come and passed, so their life cycles and the surrounding atmosphere would have been changed. The 3% from Romania that are over the age of 81, come from rural areas, and the creators of this survey are grateful just for that that the individuals agreed to participate in this survey, since this age group finds it harder and harder to comprehend changes and new technologies. Nevertheless, it is a welcome thing and it has to be admit, that most people over the age of 81 are very responsive and willing to participate.

It is very welcome that when a person has worked in one position for his whole life and he continues to take interest in his profession and the innovations and opportunities of development. Ofcourse, every individual also has hobbies, for example, sewing, learning languages, gardening etc. All this knowledge and skills accumulate over the years and a person becomes more and more experienced and skillful with every year. However, often after retiring, a person takes a closer look at his needs and desires, and understands that there is a need to learn something new, to develop new skills, to make life more worthwhile, by even just communicating with new people. There are infinite possibilities.
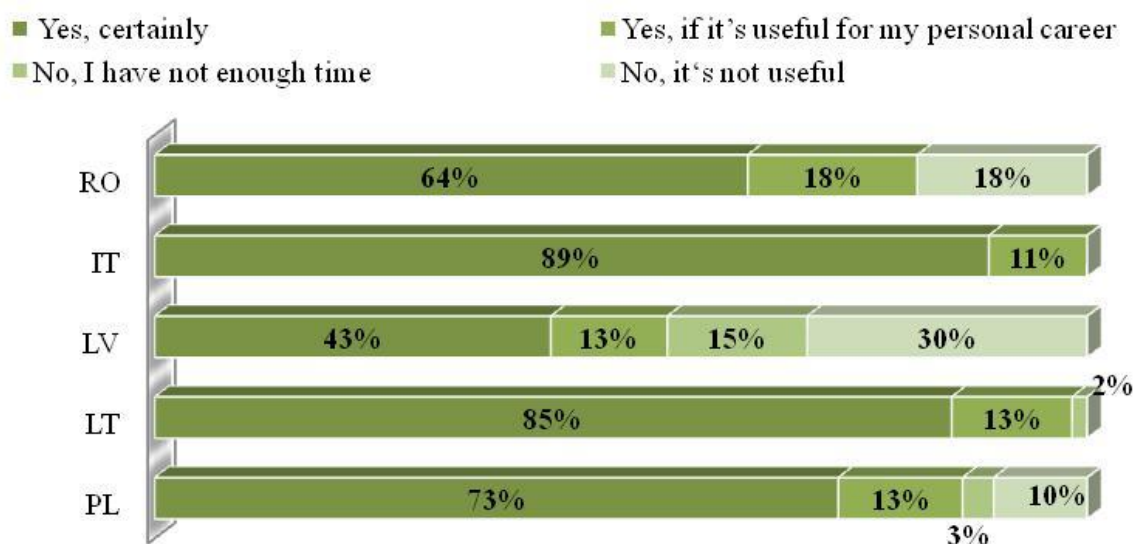
Figure 5.4. **Answer the question „Would you like to learn something new?".**

As can be seen in figure 5.4, most of the respondents would like to learn something new, from 43% in Latvia to 89% in Italy. Answers for these question are quite similar to the question whether lifelong education is necessary at all. Quite a few of the respondents, from 11% in Italy, to 18% in Romania, say that lifelong education would be necessary, if they

could perfect their current professional skills with it. Ofcourse, what would be well, but it seems that not all of the respondents have a complete grasp on what lifelong education actually is. In this situation, it would be needed for institutions, that are involved with creating and developing these educational programs, activities, organization and recruiting, to issue more information about the possible opportunities and what they can bring. Also, it can be not only done, when the forementioned persons actually come to a set activity, to get to know more, but it's necessary to inform a larger part of the society, by, for example, placing information in magazines and internet (allthough, not many 50+ year olds use internet), to organize seminars in employment agencies, etc. Give timely information, even send it by mail, etc.
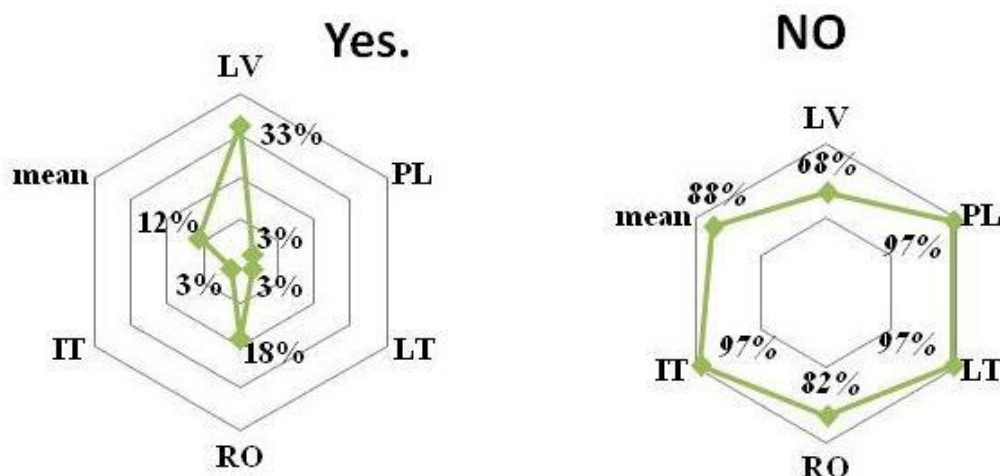
Figure 5.5. **Assessment of the respondents: „At a certain age there's no need to learn. Do you agree?"**

It is a welcome sight, that most of the respondents are convinced that a person can be educated and perfected until he parts with this world. These are the beliefs of 88% of respondents on average and it has to be said, that the amount of them in Italy, Poland and Lithuania is even at 97%, a little lower in Romania (82%) and least in Latvia (68%). But respondents who say that there is an age limit after which a person should no more participate in these activities, neither to perfect himself or to share experience and skills with others, have set this limit differently. If, for example, respondents from Latvia (33%) think this limit is after the age of 85, in Poland (3%) the limit is at 80, in Italy at 90 and in Lithuania there wasn't a consensus on the subject – 1,5% believe it's after 64, and 1,5% think it's after 80. respondents from Romania haven't set a limit. These answers are somehow understandable, since, if an individual that is 80 and older, his/her participation should be evaluated individually, considering that the average age in Europe is 70. A lot of individuals after the age of 80 suffer from health conditions as well as issues of comprehension, which would form barriers in taking part of these activities. But, this situation should really be assessed separately for each individual, because limiting individuals from the organizators part would be imoral. And also, one of the more important goals of EU is to promote longevity of it's citizens, development of health and quality of life, by any means possible and thus, this psychological barrier will eventually disipate.

As participation in lifelong learning processes becomes more and more popular, and ofcourse, necessary, it is important to determine, what skills people want to learn and what of the offered should be replaced by something else. Also, it is important to determine, how the necessities change with age.
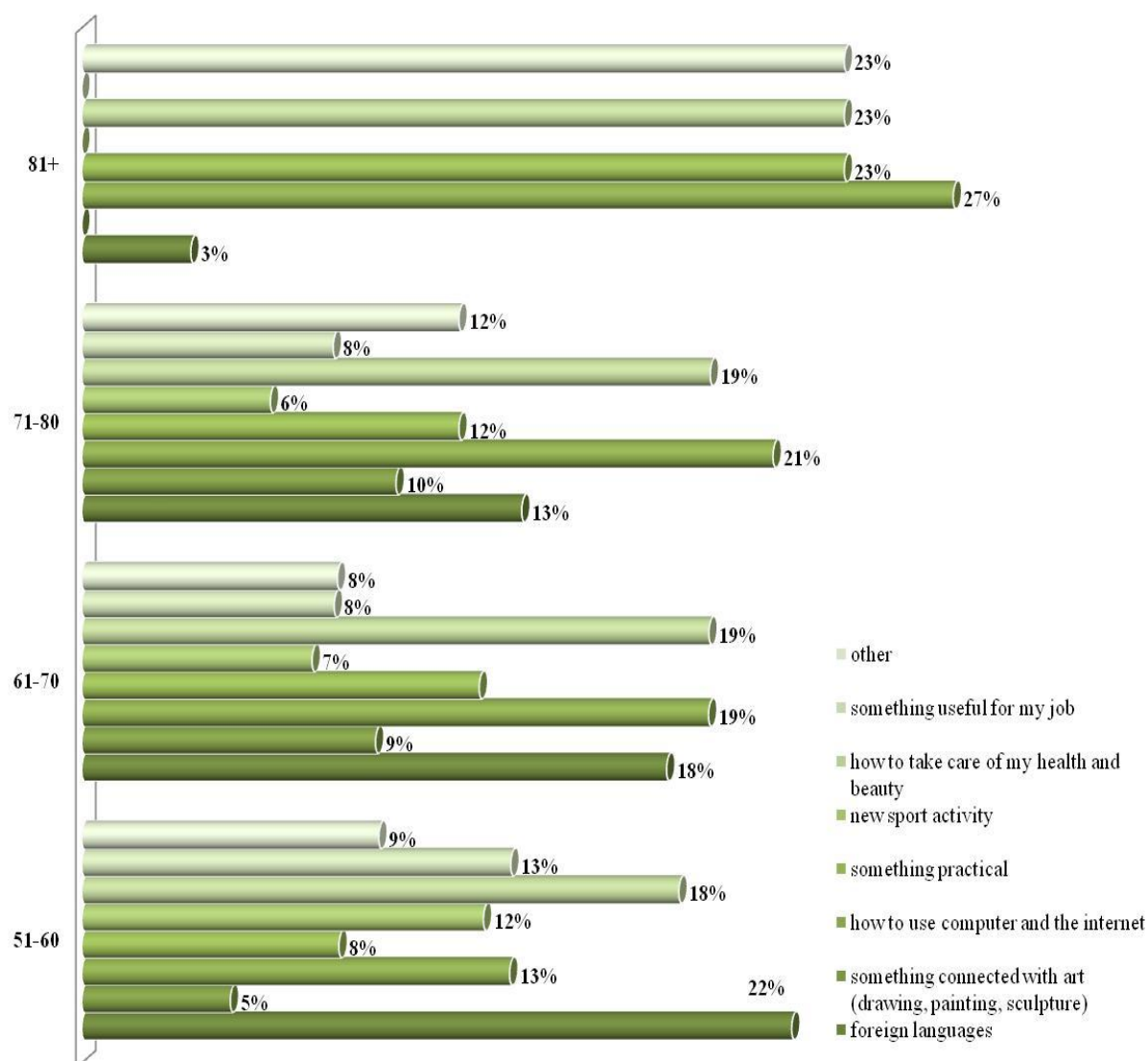
Figure 5.6. **Fields that respondents would like to develop their skills in, depending on age.**

In the countries subject to this survey, on average, the interest of respondents in various distance learning opportunities differs. In the age group of 51-60, the most popular (22%) is learning a language (also for age group 61-70 (18%)) as well as taking care of oneself, living healthy (18% and 19% respectively), but with age the wish to learn a language gets replaced by the wish to learn new technologies, internet, etc, which is popular in all ages, but especially – 61 to 70 (19%), and as the age raises, the interest raises as well (19% and 23%, respectively).

Assessing this situation in a cross-section, in Lithuania, es pecially considering other demands, the demand for learning computers and communications (32% and more) and different languages (30%, depending on the age) comes forward. In other countries, all offered fields get the same amount of interest.

Each respondent had the opportunity to pick multiple choices, by by priority. By assessing the first priority, situation comes evident in Figure 5.7.
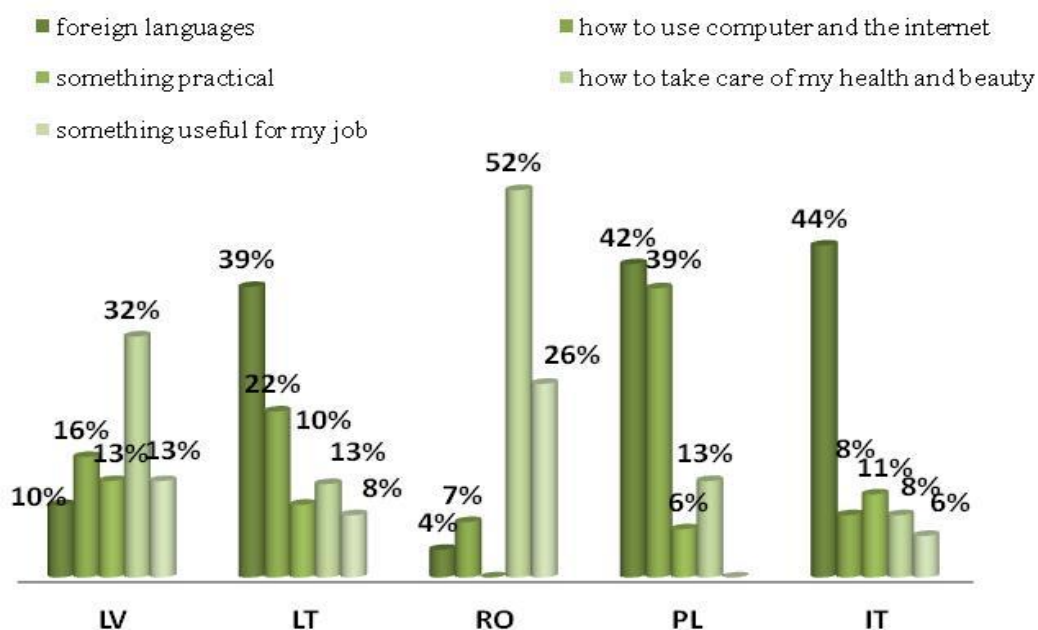
Figure 5.7. **Programs of lifelong learning, which respondents have chosen as 1st priority.**

By comparing the 1st priority, it can be seen, that the intensity and diversity differs by the country. For example, in Latvia all programs, except caring for own health, which is the most demanded (32%), are equally demanded, including creative activities, art classes (10%) and various sports activities, which are not very popular in other countries. In other countries, popularity is quite different. In Lithuania, 1st priority is language studies (39%) and computer skills (22%), in Romania, caring for own health and beauty (52%) and skills for own professional development (26%) are the most popular, in Poland – languages (42%) and computer skills (39%) but in Italy – language skills are prioritized by 44%.

In this case, social organizations, European structural funding and other organizations should work to promote all-around development, which would include informing the people about all the available offers and how they can help. For example, in all countries participating in the survey, enough respondents chose healthcare as the 1st option, but they hardly chose sports activities, for example, in Poland, sports activities as 1st priority wasn't chosen by anyone. This situation is less than understandable, since a healthy lifestyle and taking care of own physical state can't exist without physical activity. This is the field, on which teachers and lectors should focus more in the healthcare lectures and workshops and inform the seniors about opportunities and innovations.

Ofcourse, every process is influenced by many various factors. Also, the individual attitude towards self-development and perfection is affected by not only age, but level of education , lifestyle and place of residence and many other factors as well

Level of education is quite important here. It's affect on choosing further education is especially evident in Lithuania situation, but it doesn't differ that much in other countries, either.
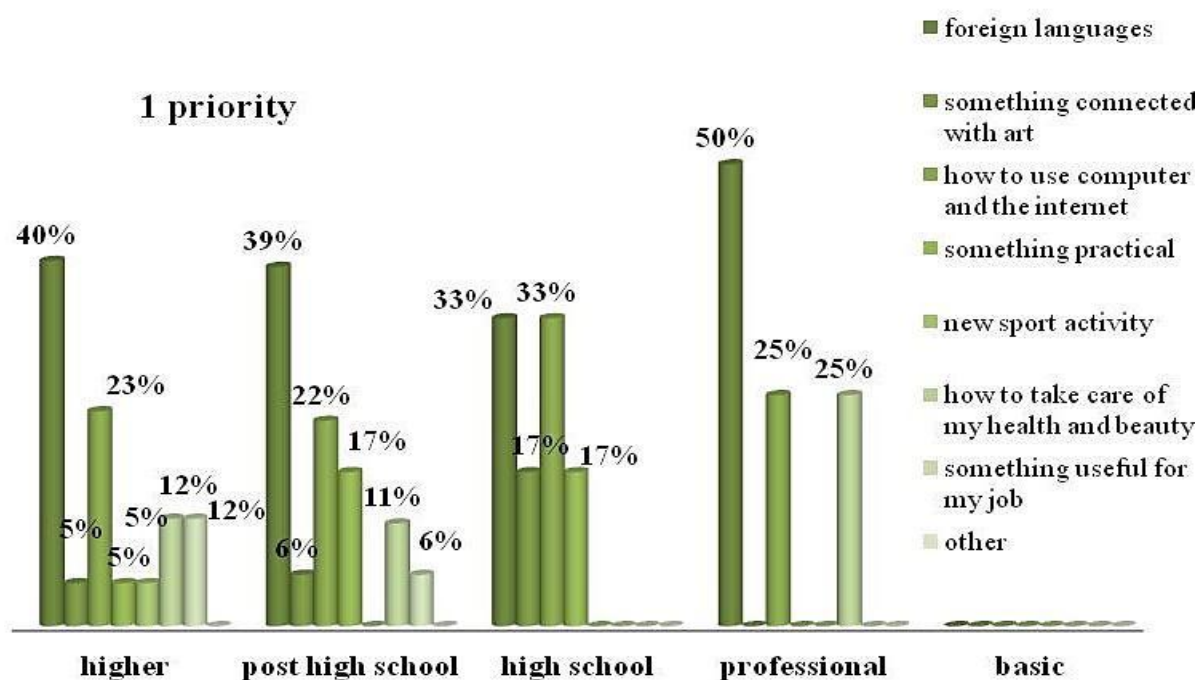
Figure 5.8. **Programs of lifelong learning, which respondents have chosen as 1st priority in Lithuania, by level of education.**
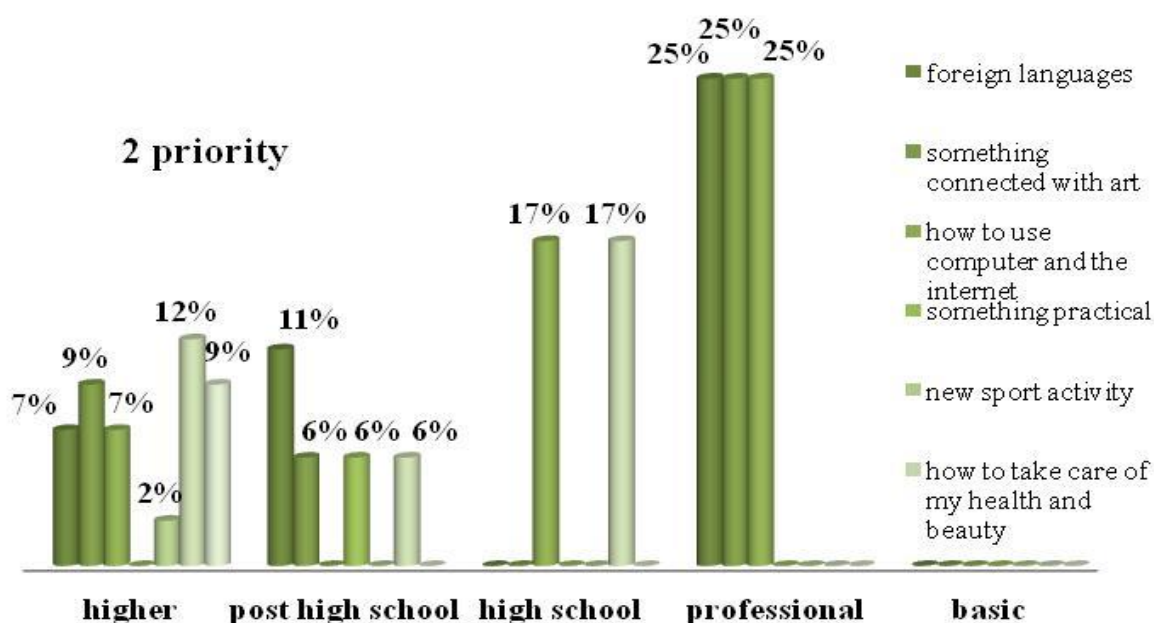
Figure 5.9. **Programs of lifelong learning, which respondents have chosen as 2nd priority in Lithuania, by education.**

By looking at figure 5.8 and 5.9, it is clear what the interests of individuals are, depending on the level of education.

Respondents with higher education took interest in all of the offered opportunities, showing similar interest about each of them, except for language learning (1st priority at 40%), but chose practical skills as 2nd priority (like sewing, etc). However, with a lower education level, the interest in opportunities also shrunk lower, almost in a mathematical regression.

Ofcourse, every individual possesses different needs, spiritual, psychological and physical. And these needs tend to grow by getting older. Social life, after retiring, can change completely for individuals, they have much more free time, and with communication not being what it used to, most of it is conducted inbetween neighbors and family members. There are quite a lot individuals, to whom that is not enough, they lack opportunity to to express themselves. In this situation, activities for expression, communication and acquiring new skills would be highly beneficial. To determine the interest of respondents in these kind of offers, the answers to question „what professional skills would you like to acquire?" were assessed. By showing their interest in these opportunities, individuals not only get the chance to say, whether this offer is of any interest to him/her, but what priority would this individual give to the specific offer. Allthough, the opportunities could've been divided into 9 levels of priority, mostly respondents gave levels from 1 to 4, therefore levels 5,6,7,8 and 9 were united into one, 4+.
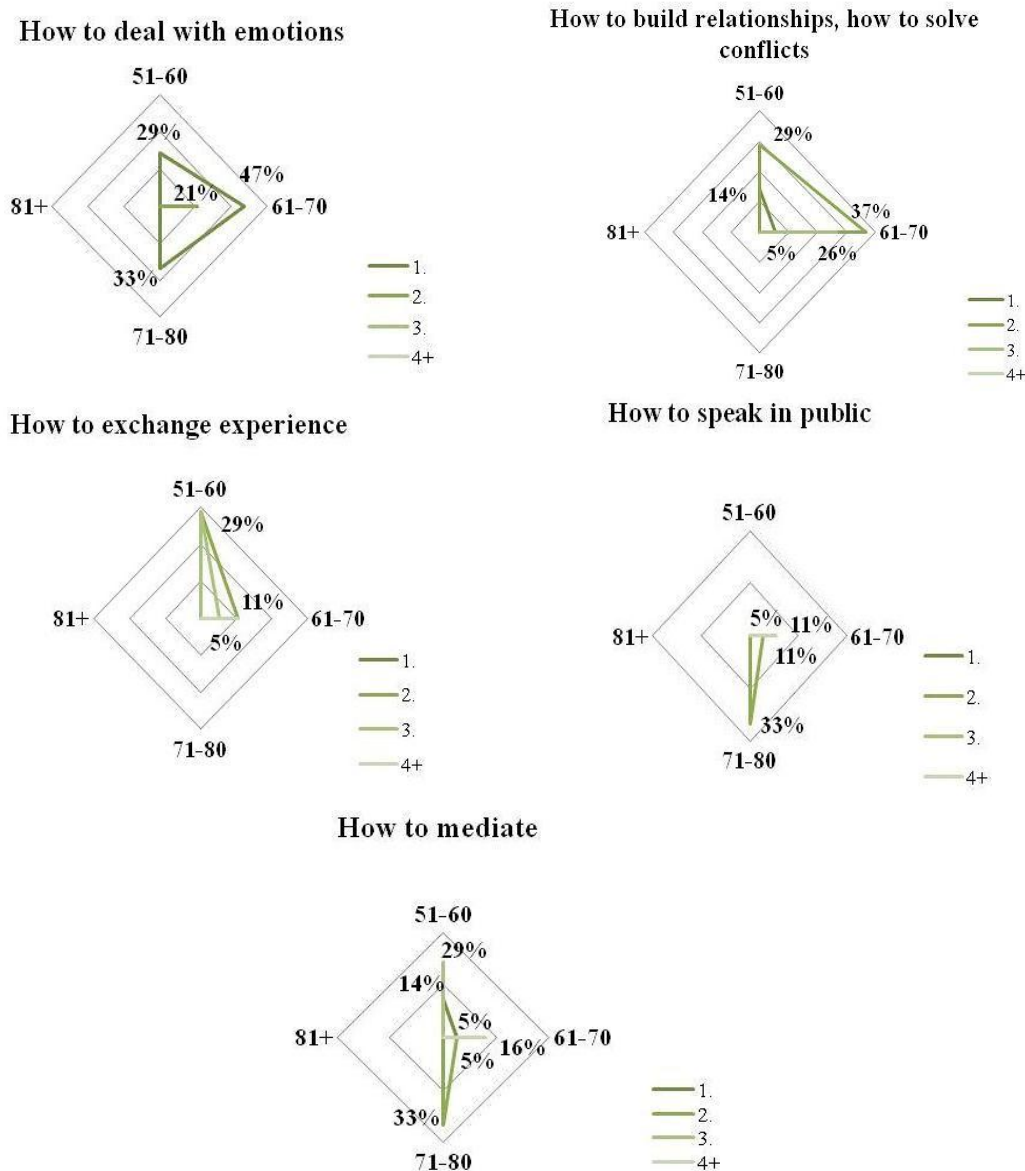
Figure 5.10. **Professional skills, that the respondents have chosen as priority from 1 to 9, on average, by age.**

As is evident in Figure 5.10, disregard the fact, that there were 9 possible levels of priority, only 5 were assessed more closely, since the popularity of others was less than pleasing – 0% to 2%, which is too small.

All five activities, visible in figure 5.10, show most activity by persons in the age group 61-70.

As the first priority, and overall, the most popular field is learning and practice of cooperation, for acquiring spiritual peace and easing emotions. This opportunity was chosen as priority 1 by 47% of respondents in age group 61 – 70, by 21% on respondents in the same age group, as priority 2, as well as 1st priority for 33% from age group 71 – 80, for which the reasons were given earlier.

Also popular is the opportunity on learning how to solve conflicts and create relationships. This course is more popular in the age group of 51 – 70. as first priority, it is chosen by 14% in the first age group, but other groups give it 2nd priority, like in group 61-70, where 37% take it as the 2nd priority, and 26% pick it as 2rd. The skills of a mediator would be gladly learned by 33% of respondents in the age group 71 – 80 (2nd priority) and 29% of respondents from group 51 – 60 (3rd priority).

Each individual has his/her own needs and demands, to live a full life physically, and psychologically and spiritually, to ahev understanding, helpful and versatile people around, to be able to express oneself, own talents and skills, and to be able to continuously perfect oneself. This set of needs only grows with age. A significant means of satisfying these needs is participation distance learning courses, exchange of experiences and self-development.

From answers to the survey questions, it is clear, that the respondents have too little versatile information about various opportunities and activities, so it would be necessary to make this information more available to seniors, by putting it up in magazines, etc., and also stating not only place and time of said activities, but expectations and goals of these activities, as well.

It would be beneficial to organize activities not only in cities, but in rural areas as well.

People with basic education don't tne dto partake in lifelong education activities too much, since mostly, these people have only a set of specific skills, and for some of them, the time at school has always been harder, therefore, it would also require to overcome psychological barriers. To do this, it is necessary to organize introducing activities.

Respondents, in disregard of various subjective and objective barriers, are ready to participate in various lifelong education activities for those over 50, to give themselves an edge, to learn, to help themselves and the surrounding, to exchange experiences and to age more slowly, more actively and more happily.

6. MOTIVATION FOR EDUCATION[1]

6.1 WHY LEARN? MOTIVATION

The goals of this survey are to justify the objective differences in motivation for adult education in Italy (IT), Latvia (LV), Lithuania (LT), Romania (RO) and Poland (PL), and to create an effective educational model for people over 50. Objective of the research is adult education. The following questions were asked:

1) I like studies;
2) Studies is a good way to meet and get to know new people;
3) Studies is a good way to express own opinion;
4) Studies is necessary for me to achieve in my professional field;
5) Other people will respect me;
6) I can gain and develop my qualification;
7) I can learn new skills;
8) Studies is a good way to pass time;
9) It is a means of self-development;
10) It gives a boost to my confidence;

To the question „Do I like to learn?" answers were given in a choice of 5:
1 – fully agree, 2- agree, 3- hard to say, 4 – disagree, 5 – fully disagree.

Table 6.1. **Motivation for „I like to learn" by age**

Age		1	2	3	4	5	Total
51-60	Count	19	16	11	8	1	55
	% within Age	34,5%	29,1%	20,0%	14,5%	1,8%	100,0%
61-70	Count	40	41	9	3	2	95
	% within Age	42,1%	43,2%	9,5%	3,2%	2,1%	100,0%
71-80	Count	11	8	4	0	2	25
	% within Age	44,0%	32,0%	16,0%	0,0%	8,0%	100,0%
81+	Count	3	0	0	1	1	5
	% within Age	60,0%	0,0%	0,0%	20,0%	20,0%	100,0%
Total	Count	73	65	24	12	6	180
	% within Age	40,6%	36,1%	13,3%	6,7%	3,3%	100,0%

Respondents in all age groups like studies, but in the age group 61 to 70, studies are also a good way to meet and get to know new people.

Table 6.2. **Motivation for „I like to learn" by place of residence**

		1	2	3	4	5	Total
City	Count	26	21	7	6	1	61
	% within	42,6%	34,4%	11,5%	9,8%	1,6%	100,0%

	Residence						
Medium town	Count	30	18	6	3	4	61
	% within Residence	49,2%	29,5%	9,8%	4,9%	6,6%	100,0%
Rural	Count	7	10	7	0	0	24
	% within Residence	29,2%	41,7%	29,2%	0,0%	0,0%	100,0%
Small town	Count	8	15	4	3	1	31
	% within Residence	25,8%	48,4%	12,9%	9,7%	3,2%	100,0%
Total	Count	71	64	24	12	6	177
	% within Residence	40,1%	36,2%	13,6%	6,8%	3,4%	100,0%

The respondents from cities and small cities like studies the most

Table 6.3. **Motivation for „I like to learn" by family status**

		1	**2**	**3**	**4**	**5**	**Total**
Divorced	Count	13	7	6	2	0	28
	% within Maritia_status	46,4%	25,0%	21,4%	7,1%	0,0%	100,0%
Married	Count	36	36	10	7	6	95
	% within Maritia_status	37,9%	37,9%	10,5%	7,4%	6,3%	100,0%
Single	Count	12	10	3	3	0	28
	% within Maritia_status	42,9%	35,7%	10,7%	10,7%	0,0%	100,0%
Widower	Count	11	12	5	0	0	28
	% within Maritia_status	39,3%	42,9%	17,9%	0,0%	0,0%	100,0%
Total	Count	72	65	24	12	6	179
	% within Maritia_status	40,2%	36,3%	13,4%	6,7%	3,4%	100,0%

Family status does not influence whether the respondent likes studies or not.

Table 6.4. **Motivation for „I like to learn" by lifestyle**

		1	**2**	**3**	**4**	**5**	**Total**
Alone	Count	28	21	6	4	0	59
	% within Living	47,5%	35,6%	10,2%	6,8%	0,0%	100,0%
Couple	Count	22	31	10	4	3	70
	% within Living	31,4%	44,3%	14,3%	5,7%	4,3%	100,0%
Old people's home	Count	0	1	0	0	0	1
	% within Living	0,0%	100,0%	0,0%	0,0%	0,0%	100,0%
With family	Count	22	12	8	4	3	49

	% within Living	44,9%	24,5%	16,3%	8,2%	6,1%	100,0%
Total	Count	72	65	24	12	6	179
	% within Living	40,2%	36,3%	13,4%	6,7%	3,4%	100,0%

To respondents, who live in retirement houses or by themselves, studies are a good means to meet and get to know new people.

Table 6.5. **Motivation for „I like to learn" by level of education**

		1	**2**	**3**	**4**	**5**	**Total**
Basic	Count	2	2	6	0	0	10
	% within Educ_level	20,0%	20,0%	60,0%	0,0%	0,0%	100,0%
High school	Count	12	12	3	1	2	30
	% within Educ_level	40,0%	40,0%	10,0%	3,3%	6,7%	100,0%
Higher	Count	33	22	9	6	1	71
	% within Educ_level	46,5%	31,0%	12,7%	8,5%	1,4%	100,0%
Post high school	Count	17	17	3	2	1	40
	% within Educ_level	42,5%	42,5%	7,5%	5,0%	2,5%	100,0%
Professional	Count	9	11	3	3	2	28
	% within Educ_level	32,1%	39,3%	10,7%	10,7%	7,1%	100,0%
Total	Count	73	64	24	12	6	179
	% within Educ_level	40,8%	35,8%	13,4%	6,7%	3,4%	100,0%

To respondents with basic education, studies are a good means to express their opinions. For those, who have highschool or higher education like to learn, but for those who have professional educations, studies are a means to meet and get to know new people.

Table 6.6. **Motivation for „I like to learn" by gender**

		1	**2**	**3**	**4**	**5**	**Total**
Female	Count	41	37	17	5	3	103
	% within Gender	39,8%	35,9%	16,5%	4,9%	2,9%	100,0%
Male	Count	27	25	7	6	3	68
	% within Gender	39,7%	36,8%	10,3%	8,8%	4,4%	100,0%
Total	Count	68	62	24	11	6	171
	% within Gender	39,8%	36,3%	14,0%	6,4%	3,5%	100,0%

Gender has no influence on liking studies.
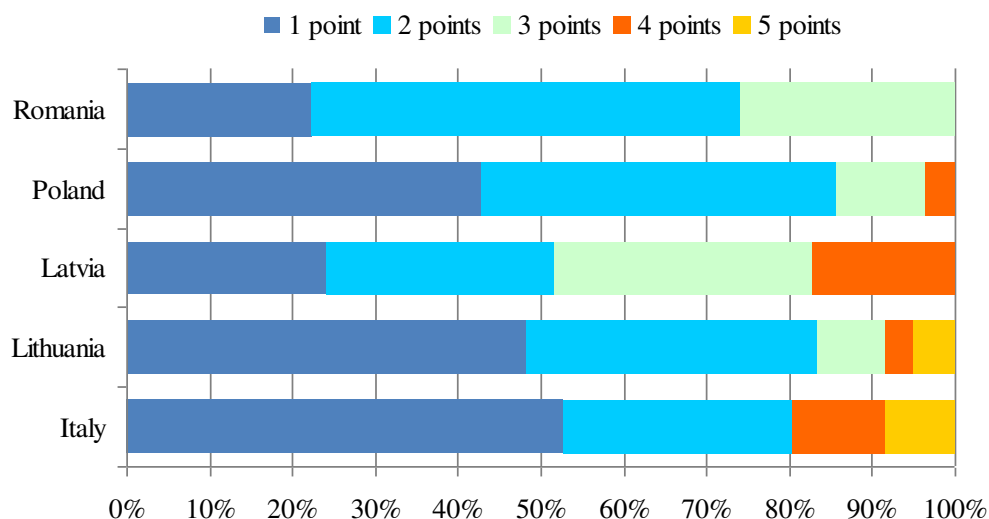
Figure 6.1. **Answers to the question „I like to learn".**

Of course, nothing is unequivocal and each person remains an individual, unique personality. Respondents in all age groups from Italy(IT), Latvia(LV), Lithuania(LT), Romania(RO) and Poland(PL) like to learn, but in the age group 61 -70, learning is a good means to meet new people.
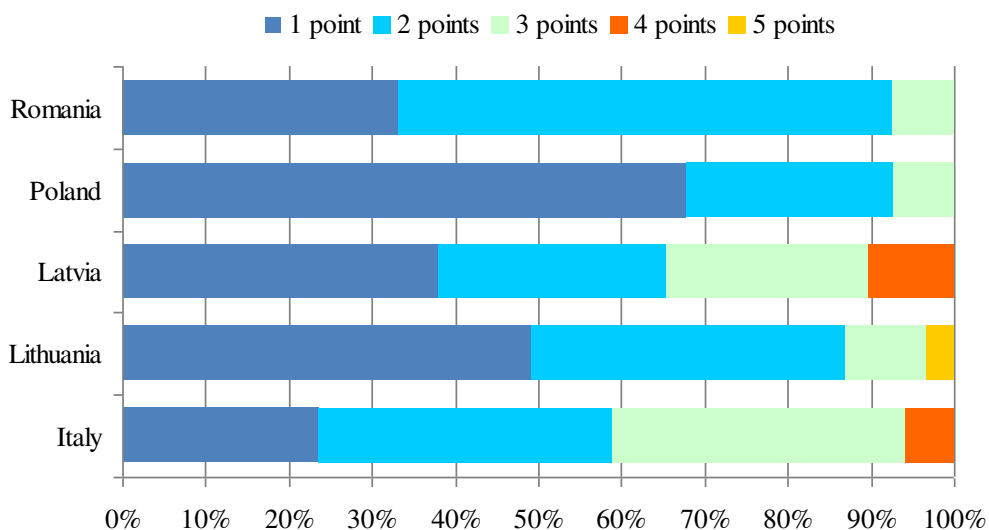
Figure 6.2. **Answers to the question „Studies is a good means to meet new people".**

Respondents over 50 years fully agree or agree that studies are a good means to meet new people. Especially, respondents from Poland tend to agree with this statement
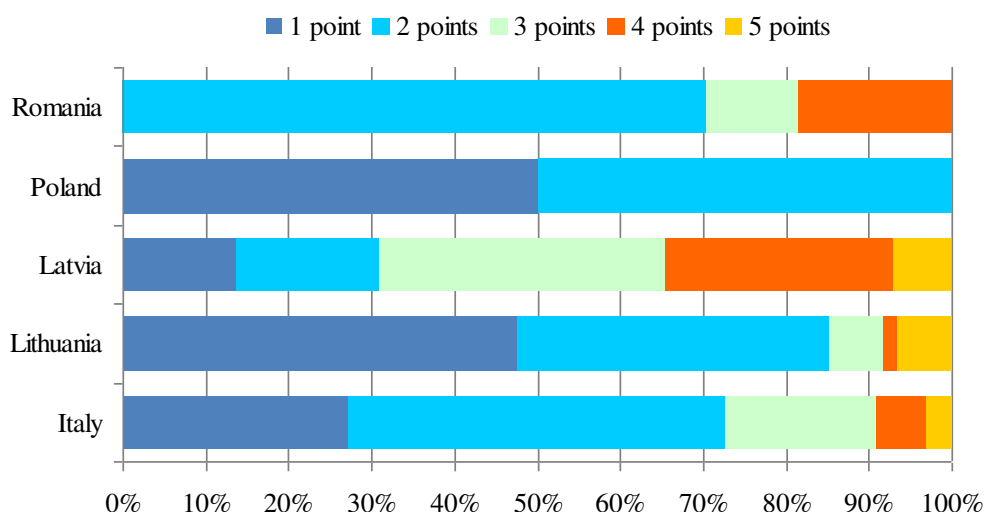
Figure 6.3. **Answers to the question „Learning is a good way to express own opinion".**

Among respondents from all countries, the ones who like to express their opinions come mostly from Poland and Latvia.

Table 6.7. **Motivation for „Studies is necessary for me to achieve in my professional field" by age**

		1	2	3	4	5	Total
51-60	Count	15	17	5	9	9	55
	% within Age	27,3%	30,9%	9,1%	16,4%	16,4%	100,0%
61-70	Count	11	13	18	6	40	88
	% within Age	12,5%	14,8%	20,5%	6,8%	45,5%	100,0%
71-80	Count	3	4	7	1	9	24
	% within Age	12,5%	16,7%	29,2%	4,2%	37,5%	100,0%
81+	Count	0	1	2	0	1	4
	% within Age	0,0%	25,0%	50,0%	0,0%	25,0%	100,0%
Total	Count	29	35	32	16	59	171
	% within Age	17,0%	20,5%	18,7%	9,4%	34,5%	100,0%

Respondents over 50 do not learn to achieve in their profession anymore.

Table 6.8. **Motivation for „Other people will respect me" by age**

		1	2	3	4	5	Total
51-60	Count	4	19	21	4	7	55
	% within Age	7,3%	34,5%	38,2%	7,3%	12,7%	100,0%
61-70	Count	12	19	32	12	15	90
	% within Age	13,3%	21,1%	35,6%	13,3%	16,7%	100,0%
71-80	Count	5	8	5	2	4	24
	% within Age	20,8%	33,3%	20,8%	8,3%	16,7%	100,0%
81+	Count	0	2	2	0	0	4
	% within Age	0,0%	50,0%	50,0%	0,0%	0,0%	100,0%
Total	Count	21	48	60	18	26	173
	% within Age	12,1%	27,7%	34,7%	10,4%	15,0%	100,0%

Most of the respondents over 50 can't really tell, whether others will respect them, if they will study.
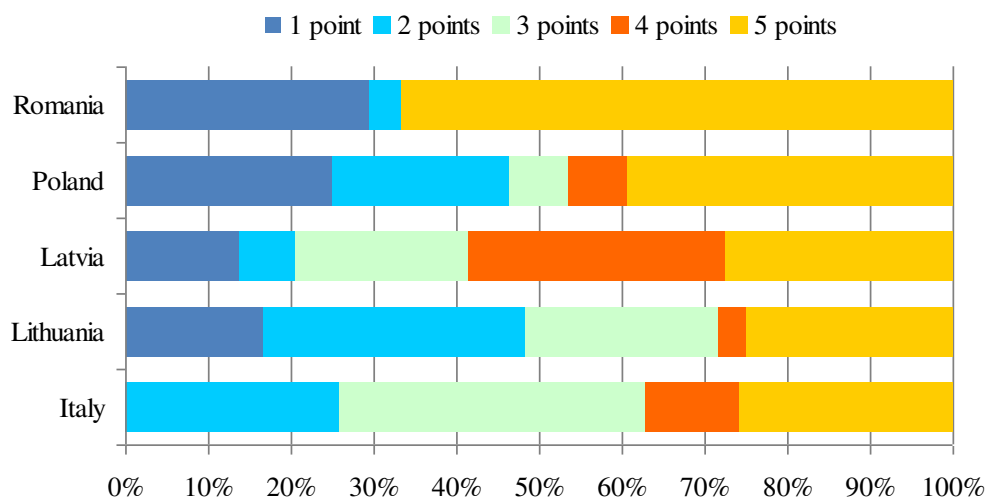
Figure 6.4. **Answers to the question „Studies is necessary for me to achieve in my professional field".**

Respondents over 50 do not learn to achieve in their profession anymore. This remains the same for all countries.
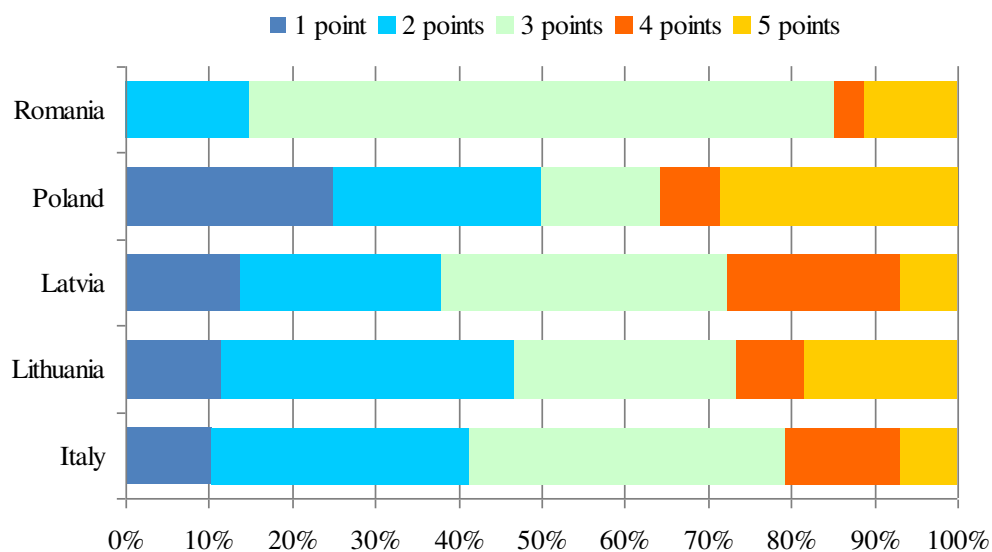
Figure 6.5. **Answers to the question „Other people will respect me".**

Tendency remains the seame for all countries, especially Romania – hard to tell.

Table 6.9. **Motivation „I can gain and develop my qualification" by age**

		1	**2**	**3**	**4**	**5**	**Total**
51-60	Count	22	12	8	10	3	55
	% within Age	40,0%	21,8%	14,5%	18,2%	5,5%	100,0%
61-70	Count	23	27	13	10	18	91
	% within Age	25,3%	29,7%	14,3%	11,0%	19,8%	100,0%
71-80	Count	6	5	3	4	6	24

Findings within the EU Lifelong Learning Programme Grundtvig Learning Partnership project "Aging With Active Knowledge and Experience (AWAKE)"

	% within Age	25,0%	20,8%	12,5%	16,7%	25,0%	100,0%
81+	Count	0	0	3	1	0	4
	% within Age	0,0%	0,0%	75,0%	25,0%	0,0%	100,0%
Total	Count	51	44	27	25	27	174
	% within Age	29,3%	25,3%	15,5%	14,4%	15,5%	100,0%

Respondents in the group 50-70 still want to improve their qualification, but after reaching the age of 81, this is no longer necessary.

Table 6.10. **Motivation „I can gain and develop my qualification"**
by place of residence

		1	**2**	**3**	**4**	**5**	**Total**
City	Count	22	18	4	14	3	61
	% within Residence	36,1%	29,5%	6,6%	23,0%	4,9%	100,0%
Medium town	Count	17	12	13	7	8	57
	% within Residence	29,8%	21,1%	22,8%	12,3%	14,0%	100,0%
Rural	Count	4	4	5	2	9	24
	% within Residence	16,7%	16,7%	20,8%	8,3%	37,5%	100,0%
Small town	Count	7	8	5	2	7	29
	% within Residence	24,1%	27,6%	17,2%	6,9%	24,1%	100,0%
Total	Count	50	42	27	25	27	171
	% within Residence	29,2%	24,6%	15,8%	14,6%	15,8%	100,0%

The tendency to improve the qualification remains mostly in cities and medium size cities.

Table 6.11. **Motivation „I can gain and develop my qualification" by family status**

		1	**2**	**3**	**4**	**5**	**Total**
Divorced	Count	8	7	5	2	5	27
	% within Maritia_status	29,6%	25,9%	18,5%	7,4%	18,5%	100,0%
Married	Count	26	24	16	13	11	90
	% within Maritia_status	28,9%	26,7%	17,8%	14,4%	12,2%	100,0%
Single	Count	8	6	4	7	3	28
	% within Maritia_status	28,6%	21,4%	14,3%	25,0%	10,7%	100,0%
Widower	Count	8	7	2	3	8	28
	% within Maritia_status	28,6%	25,0%	7,1%	10,7%	28,6%	100,0%
Total	Count	50	44	27	25	27	173
	% within Maritia_status	28,9%	25,4%	15,6%	14,5%	15,6%	100,0%

Family status has no impact on qualifications.

Table 6.12. **Motivation „I can gain and develop my qualification" by lifestyle**

		1	2	3	4	5	Total
Alone	Count	17	17	7	8	10	59
	% within Living	28,8%	28,8%	11,9%	13,6%	16,9%	100,0%
Couple	Count	16	17	15	10	7	65
	% within Living	24,6%	26,2%	23,1%	15,4%	10,8%	100,0%
Old people's home	Count	0	0	0	0	1	1
	% within Living	0,0%	0,0%	0,0%	0,0%	100,0%	100,0%
With family	Count	18	9	5	7	9	48
	% within Living	37,5%	18,8%	10,4%	14,6%	18,8%	100,0%
Total	Count	51	43	27	25	27	173
	% within Living	29,5%	24,9%	15,6%	14,5%	15,6%	100,0%

On this question there is no general unequivocality, only those who live in retirement houses answered with „fully disagree".

Table 6.13. **Motivation „I can gain and develop my qualification"**
by level of education

		1	2	3	4	5	Total
Basic	Count	2	1	2	1	4	10
	% within Educ_level	20,0%	10,0%	20,0%	10,0%	40,0%	100,0%
High school	Count	7	7	7	4	6	31
	% within Educ_level	22,6%	22,6%	22,6%	12,9%	19,4%	100,0%
Higher	Count	30	17	8	9	6	70
	% within Educ_level	42,9%	24,3%	11,4%	12,9%	8,6%	100,0%
Post high school	Count	6	11	5	8	7	37
	% within Educ_level	16,2%	29,7%	13,5%	21,6%	18,9%	100,0%
Professional	Count	5	8	5	3	4	25
	% within Educ_level	20,0%	32,0%	20,0%	12,0%	16,0%	100,0%
Total	Count	50	44	27	25	27	173
	% within Educ_level	28,9%	25,4%	15,6%	14,5%	15,6%	100,0%

Different levels of education bring different opinions on this question.
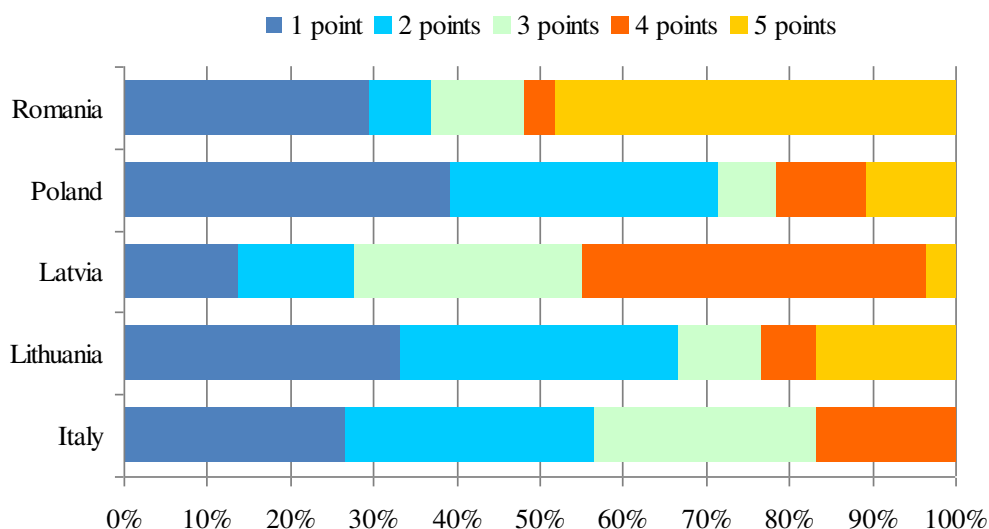
Figure 6.6. **Answers to the question „I can gain and develop my qualification".**

Respondents from Italy (IT), Latvia (LV) and Lithuania (LT) don't have a common opinion, but respondents from Poland (PL) and Romania (RO) tend to agree or fully agree to this statement.

Table 6.14. **Motivation „I can learn new skills" by age**

		1	2	3	4	5	Total
51-60	Count	23	21	3	5	3	55
	% within Age	41,8%	38,2%	5,5%	9,1%	5,5%	100,0%
61-70	Count	44	34	9	4	3	94
	% within Age	46,8%	36,2%	9,6%	4,3%	3,2%	100,0%
71-80	Count	7	9	5	2	2	25
	% within Age	28,0%	36,0%	20,0%	8,0%	8,0%	100,0%
81+	Count	2	1	0	1	0	4
	% within Age	50,0%	25,0%	0,0%	25,0%	0,0%	100,0%
Total	Count	76	65	17	12	8	178
	% within Age	42,7%	36,5%	9,6%	6,7%	4,5%	100,0%

All respondents over the age of 50 still want to learn new skills and family status doesn't affect that.

Table 6.15. **Motivation „I can learn new skills" by family status**

		1	2	3	4	5	Total
Divorced	Count	12	9	3	2	2	28
	% within	42,9%	32,1%	10,7%	7,1%	7,1%	100,0%

	Maritia_status						
Married	Count	36	39	10	6	2	93
	% within Maritia_status	38,7%	41,9%	10,8%	6,5%	2,2%	100,0%
Single	Count	14	5	3	4	2	28
	% within Maritia_status	50,0%	17,9%	10,7%	14,3%	7,1%	100,0%
Widower	Count	13	12	1	0	2	28
	% within Maritia_status	46,4%	42,9%	3,6%	0,0%	7,1%	100,0%
Total	Count	75	65	17	12	8	177
	% within Maritia_status	42,4%	36,7%	9,6%	6,8%	4,5%	100,0%
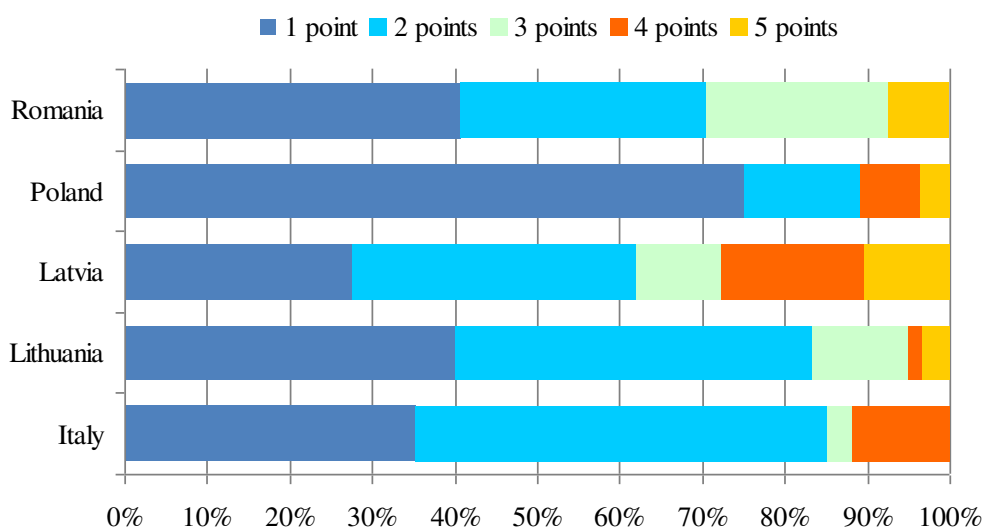
Figure 6.7. **Answers to the question „I can learn new skills".**

The need to learn new skills is most evident with respondents from Poland (PL).
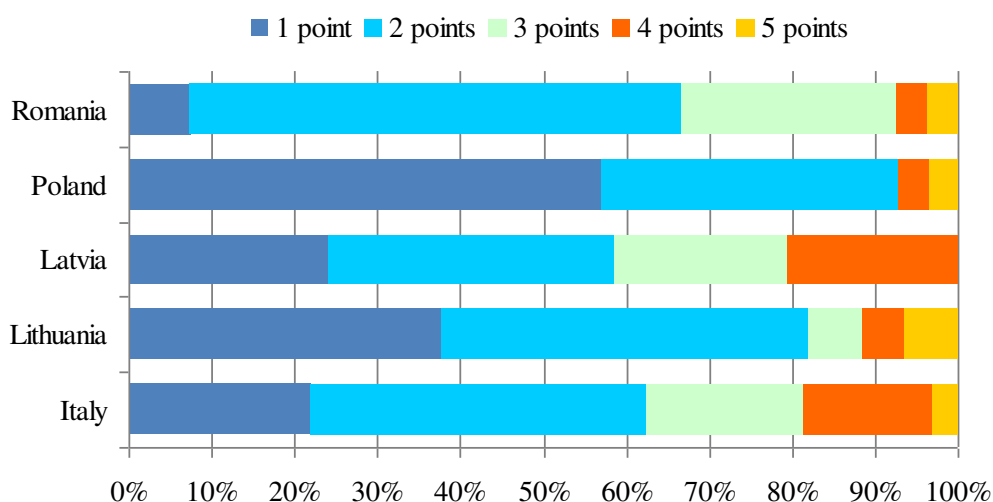
Figure 6.8. **Answers to the question „Studies is a good means to pass time".**
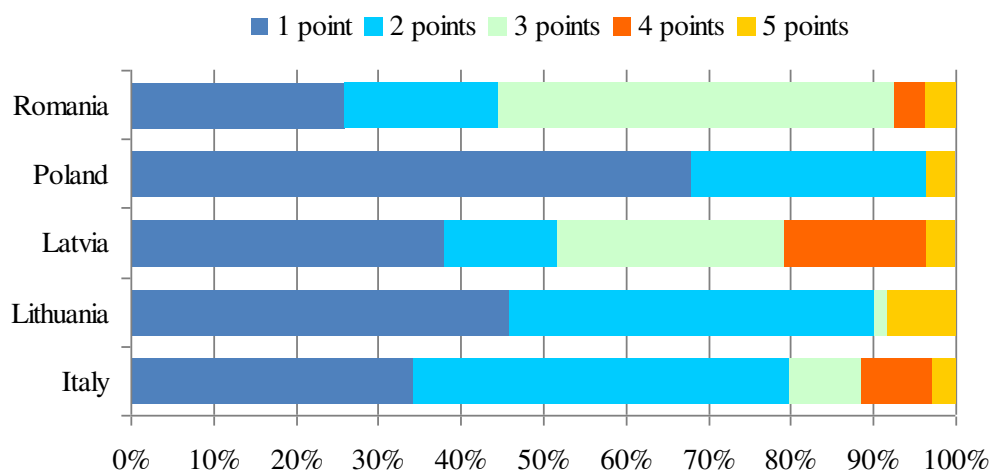
Figure 6.9. **Answers to the question „It is a means of self-development".**
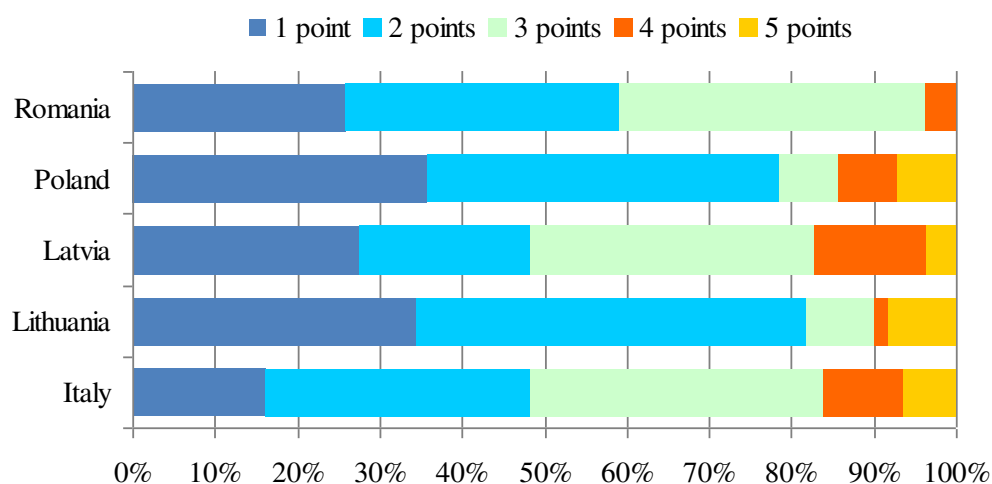
Figure 6.10. **Answers to the question „It gives a boost to my confidence".**

Table 6.16. **Motivation „I can learn new skills" by living cinditions**

		1	2	3	4	5	Total
Alone	Count	26	18	5	5	5	59
	% within Living	44,1%	30,5%	8,5%	8,5%	8,5%	100,0%
Couple	Count	27	29	6	5	1	68
	% within Living	39,7%	42,6%	8,8%	7,4%	1,5%	100,0%
Old people's home	Count	1	0	0	0	0	1
	% within Living	100,0%	0,0%	0,0%	0,0%	0,0%	100,0%
With family	Count	21	18	6	2	2	49
	% within Living	42,9%	36,7%	12,2%	4,1%	4,1%	100,0%
Total	Count	75	65	17	12	8	177
	% within Living	42,4%	36,7%	9,6%	6,8%	4,5%	100,0%

Those who live in retirement houses wish to learn new skills.
Respondents from Poland (PL) find studies to be a good means to pass time.

Table 6.17. **Motivation „It is a means of self-development" by age**

		1	2	3	4	5	Total
51-60	Count	19	23	7	6	1	56
	% within Age	33,9%	41,1%	12,5%	10,7%	1,8%	100,0%
61-70	Count	43	28	13	3	6	93
	% within Age	46,2%	30,1%	14,0%	3,2%	6,5%	100,0%
71-80	Count	13	7	5	0	1	26
	% within Age	50,0%	26,9%	19,2%	0,0%	3,8%	100,0%
81+	Count	2	2	0	0	1	5
	% within Age	40,0%	40,0%	0,0%	0,0%	20,0%	100,0%
Total	Count	77	60	25	9	9	180
	% within Age	42,8%	33,3%	13,9%	5,0%	5,0%	100,0%

Respondents from all age groups confirm, that learning helps self-development.

From all the countries, respondents from Poland (PL) and Lithuania (LT) confirm, that sutdies is a good start for self-development.Respondents from all countries agree or fully agree to this statement.

6.2   WHAT DO YOU EXPECT FROM STUDIES?

1) Satisfaction;
2) Certificate;
3) A good time;
4) Meeting and getting to know new people (friends);
5) Acquiring new knowledge and skills, which will help me to find a new or a better job;
6) Learning of new skills.

Table 6.18. **Motivation „What do you expect from studies" by age**

		1	2	3	4	5	Total
51-60	Count	23	18	5	2	5	53
	% within Age	43,4%	34,0%	9,4%	3,8%	9,4%	100,0%
61-70	Count	46	28	9	8	5	96
	% within Age	47,9%	29,2%	9,4%	8,3%	5,2%	100,0%
71-80	Count	14	6	5	1	0	26
	% within Age	53,8%	23,1%	19,2%	3,8%	0,0%	100,0%
81+	Count	2	2	0	0	1	5
	% within Age	40,0%	40,0%	0,0%	0,0%	20,0%	100,0%
Total	Count	85	54	19	11	11	180
	% within Age	47,2%	30,0%	10,6%	6,1%	6,1%	100,0%

Respondents of all age groups expect satisfaction from studies. A certificate is also important, but respondents over the age of 81 are interested in learning new skills.

Table 6.19. **Motivation „What do You expect from studies" by place of residence**

		1	2	3	4	5	Total
City	Count	33	17	4	4	3	61
	% within Residence	54,1%	27,9%	6,6%	6,6%	4,9%	100,0%
Medium town	Count	26	24	5	4	4	63
	% within Residence	41,3%	38,1%	7,9%	6,3%	6,3%	100,0%
Rural	Count	9	6	8	1	0	24
	% within Residence	37,5%	25,0%	33,3%	4,2%	0,0%	100,0%
Small town	Count	15	6	2	2	4	29
	% within Residence	51,7%	20,7%	6,9%	6,9%	13,8%	100,0%
Total	Count	83	53	19	11	11	177
	% within Residence	46,9%	29,9%	10,7%	6,2%	6,2%	100,0%

In disregard of place of residence for respondents, they all expect satisfaction from studies, but the residents of small towns expect learning a new skill as well.

Table 6.20. **Motivation „What do You expect from studies" by family status**

		1	2	3	4	5	Total
Divorced	Count	12	9	5	0	1	27
	% within Maritia_status	44,4%	33,3%	18,5%	0,0%	3,7%	100,0%
Married	Count	44	26	9	7	8	94
	% within Maritia_status	46,8%	27,7%	9,6%	7,4%	8,5%	100,0%
Single	Count	14	8	3	2	1	28
	% within Maritia_status	50,0%	28,6%	10,7%	7,1%	3,6%	100,0%
Widower	Count	14	11	2	2	1	30
	% within Maritia_status	46,7%	36,7%	6,7%	6,7%	3,3%	100,0%
Total	Count	84	54	19	11	11	179
	% within Maritia_status	46,9%	30,2%	10,6%	6,1%	6,1%	100,0%

In disregard of family status, respondents expect a certificate and satisfaction.
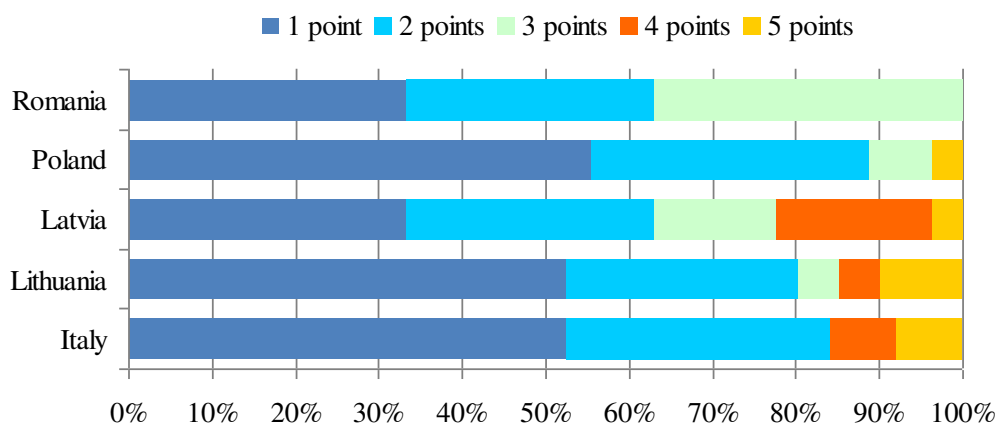
Figure 6.11. **Answers to the question „Do you expect satisfaction from learning".**
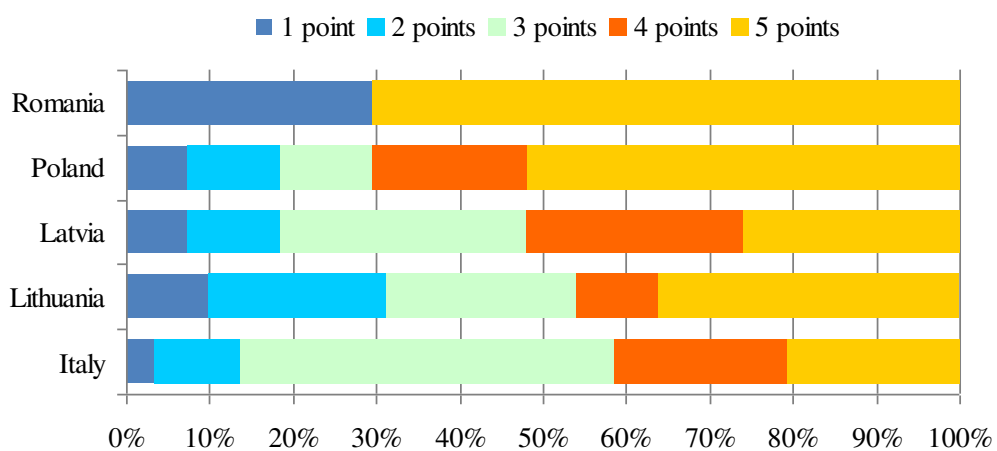
Figure 6.12. **Answers to the question „Do you expect a certificate from learning".**
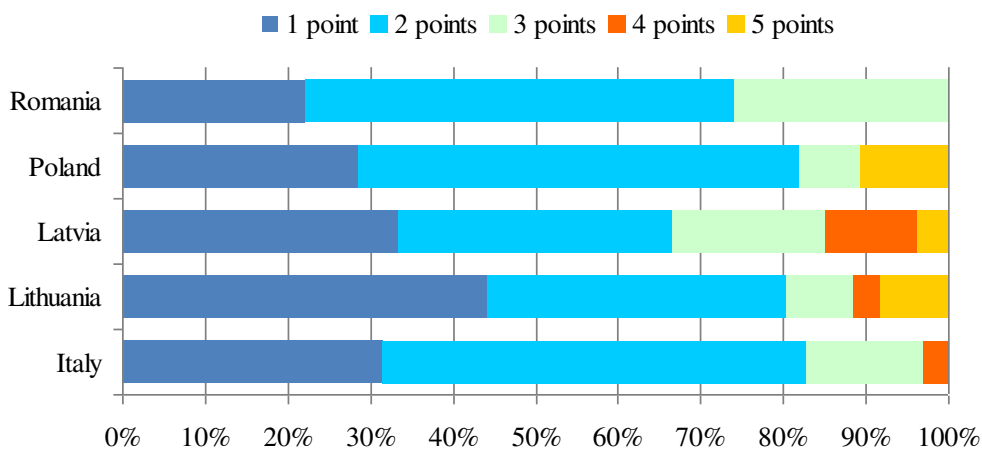
Figure 6.13**. Answers to the question „Do you expect to have a good time while learning".**
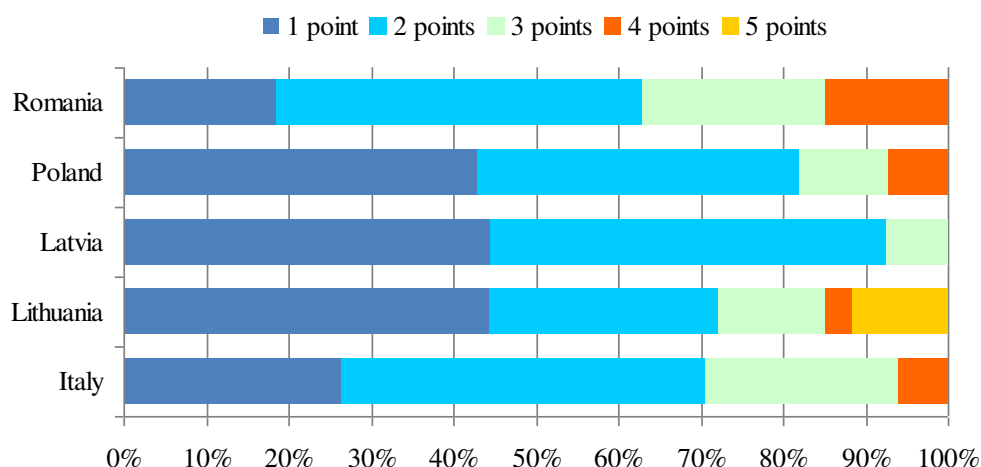
Figure 6.14. **Answers to the question „Do you expect to meet and get to know new people (friends) by learning".**
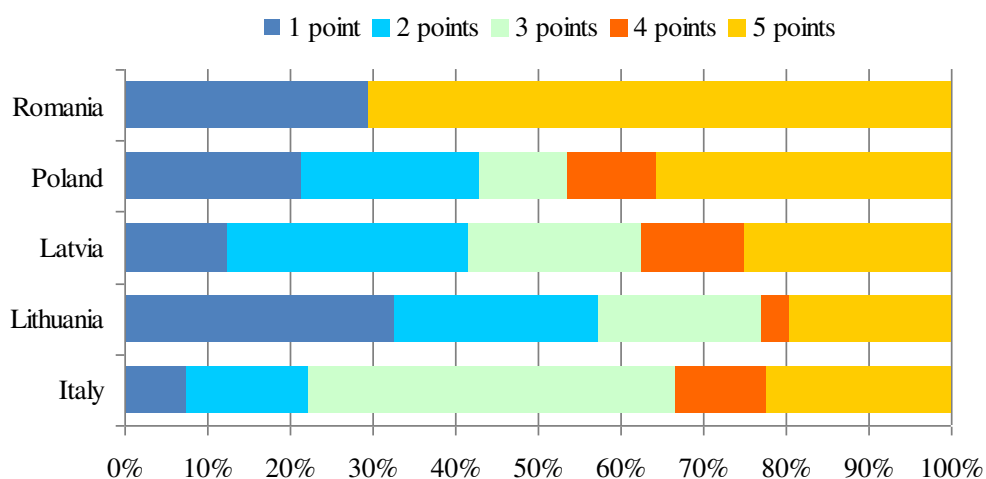
Figure 6.15. **Answers to the question „Do you expect to acquire a set of new skills and knowledge that will help You to find a new or a better job".**
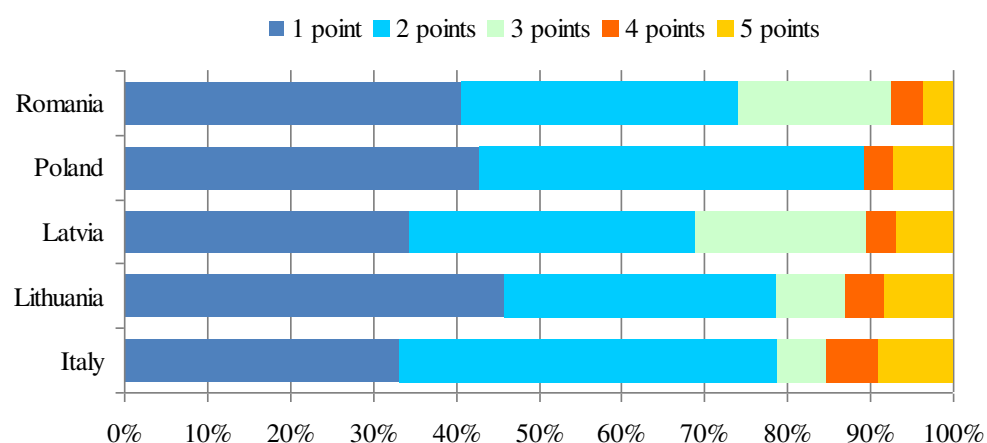
Figure 6.16. **Answers to the question „Do you expect to learn new skills while learning".**

Respondents from all countries wish to receive satisfaction or a certificate from learning, but respondents from Romania (RO) want to have a good time while learning

Findings within the EU Lifelong Learning Programme Grundtvig Learning Partnership project "Aging With Active Knowledge and Experience (AWAKE)"

Conclusions:

1) Respondents in all age groups like to learn, in disregard of family status, but in the age group of 61 – 70, learning is also a good means to meet and get to know people.
2) Respondants from all countries expect to receive a certificate and satisfaction.
3) To respondents with basic education, learning is a good way to express their opinions, but it's unimportant to those with highschool or higher education.
4) Respondents in the age group 50 – 70 want to improve their qualifications, which become unimportant after the age of 81.

7. FORMS AND METHODS OF ADULT EDUCATION [1]

7.1 THEORETICAL BACHGROUD

In the 21st century, people have to cope with continuous change. Our world, changing rapidly, is the reason why a large proportion of society has to adjust to a new work environment full with challenges, that require new skills and attitude. In many European countries education is developing so that people could learn through-out their lives.

In adult education you can distinguish formal, nonformal and everyday education, which focuses on adults and provides personal development, social adjustment, citizen participation and competitiveness in the job market through-out human life[2].

Adult education must employ different methods, as adults possess more life experience and their motivations differ from those of youth and children. Adults are more choice-oriented; they require more opportunities to go for. Therefore, education based on experience has more advantages, comparing to traditional education, generally – it's much more effective. Adults tend towards self-educating, because they are aware what they need to learn. While planning the education process it's important to know the needs of individuals. Adults want their education to focus on real life situations.

In adult education, the teacher has to work as a coordinator, since every adult possesses his/her own learning style. Adults have more experience and knowledge from previously acquired education, thus, it is necessary to find the connection between their knowledge, experience and the new knowledge, to determine, what they already know about the subject, what they want to know and what did they learn (at the end of the lesson). Teachers have say in what their pupils learn and how good they learn it. If adults already know, why they are studying and if this reason is complyant with their needs, they will learn swiftly and remember more of the learned.

Understanding the principles of adult education helps the educator to understand his pupils better (Table 7.1.).

Table 7.1. **Principles of adult learning and their application to education[3]**

Principle	Application
Adults have accumulated a foundation of life experiences and knowledge	Connect life experiences and prior learning to new information.
Adults are autonomous and self-directed	Involve participants in the learning process, serving as a facilitator and not just a supplier of facts.
Adults are goal-oriented	Create educational programs that are organized with clearly defined elements, clearly showing how the program will help participants reach their goals.
Adults are relevancy-oriented and practical	Help learners see a reason for learning something by making it applicable to their work or other responsibilities of value to them.

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[1] Author: Dr.paed., **Natalija Vronska**, Latvia University of Agriculture
[2] ES struktūrfondu nacionālās programmas *Mūžizglītības stratēģijas izstrāde un ieviešana projekts* (2006) Pētījums „Mūžizglītības pieejamība un iespējas izglītoties Latvijā". Baltijas Sociālo zinātņu institūts, 154.lpp.
[3] Collins Dž. (2004) *Education Techniques for lifelong learning. Principles of adult learning*. Radio Graphics, Vol.24, nr.5, p.1-7.

Principle	Application
Adults (all learners) need to be respected	Acknowledge the experiences that adult participants bring to the learning environment, allowing for opinions to be voiced freely.
Adults are motivated to learn by both intrinsic and extrinsic motivation	Show learners how the learning will benefit them and create a comfortable and appropriately challenging learning environment.
Adults learn best when they are active participants in the learning process	Limit lecturing and provide opportunities for sharing of experiences, questions, and exercises that require participants to practice a skill or apply knowledge.
Not all adults learn the same way	Accommodate different learning styles by offering a variety of training methods (eg, group discussion, role-playing, lecturing, case studies, panel/guest expert, games, structured note-taking, individual coaching, demonstration, and variation in media used) and by using visual, auditory, and kinesthetic techniques.
Adults learn more effectively when given timely and appropriate feedback and reinforcement of learning	Provide opportunity for feedback from self, peers, and instructor.
Adults learn better in an environment that is informal and personal	Promote group interaction.

The forms of adult education are: life-long education, distance education, different courses, practical workshops, creative seminars as well as field trips and consultations.

Lifelong learning is based on a necessity ignited by inner needs or outer factors to acquire and perfect skills and knowledge. In the age of technological prosperity, the knowledge acquired previously gets out-dated very fast.lifelong learning allows a person to adjust to the new age and social changes, continuously raising his/her qualification. Lifelong education in a purposefully planed educational system gives and opportunity for the principle – life spent learning is a life spent well.

Lifelong learning focuses on time: it's and education through-out the lifetime, which is continuous or periodical. Recently formed terminology 'lifewide learning' refines this concept, turning the focus on distribution of education, that can influence every aspect of our life in every part of our lifetime. The lifewide dimension of education gives us a better view on the fact, that formal and informal education supplements each other. It reminds us, that meaningful and useful learning can happen inside the family circle, on off-time, in social life as well as every day work life. Lifewide education makes us understand that educating and learning themselves are just roles and activities that can switch places anytime, any place.

An individual as a personality is in continuous development through-out the lifetime, thus the issue of availability and diversity in lifelong learning activates. Novadays, in the context of lifelong education, formal, nonformal and informal education is distinguished:

- *Formal education* is an education that is acquired in an institution established by the state. Education is provided by qualified specialists.

After receiving formal education, the state then issues an appropriate document for the education.

- *Nonformal education* is outside the formal education, organized to satisfy interests, needs and demand. It's a systemized acquiring of knowledge, skills and competency through pruposeful activity. Nonformal education is a process of passing and acquiring knowledge, skill and experience, which is not organized within the established programs of formal education, but rather in supplement of them. Nonformal education can be found in forms of different interest groups, facultatives, projects etc.

- *Informal education* or everyday learning is a deliberate process of experience and knowledge refinement in everyday life situations. It's the forming of knowledge, value orientation as well as the process of obtaining experience, which has not been organized or set up in anyway. It could information acquiring of any sort from the mass media, or by reading specific literature, learning skills and competency, it's every opportunity to learn something new[4].

Distance education is one of the more suitable forms for adults, for acquiring knowledge and skills. Distance education is one of the forms of extramural education, which focuses mainly on adults and has a specific learning process with specifically systemized study materials and use of different technologic means, as well as the evaluations of learning pace and specific acquired knowledge of individuals, and the order and means of evaluating the acquired knowledge. The main premise for a successful distance learning process - mutual cooperation between the adult and the teacher towards successful completion of the tasks, with self-control and control, which is supplemented by suggestions from the teacher for the further study process. In the process of distance learning, the student works independently, using study materials[5].

By using the opportunities presented via the internet, one can study through distance learning or e-learning. This process goes on in a specific artificial environment in the internet, which contains all the necessary study materials, video lectures and practical tasks, which have to be completed and sent back to the teacher, however, the evaluation can be received at presence. The idea of distance learning is to provide the teacher and the student with opportunities for contact in the virtual environment: both use their computers and the internet as a medium.

Distance learning has established itself as an innovative form of adult education. It is an innovation in the Latvian educational system in general and specifically – in adult aducation, since it provides with the opportunity to combine studies with work. Development of distance learning and e-learning in Latvia, by using new technologies and experience form all over the world, is realized in highschools as well as colleges and universities. It is being organized in Riga 1st private highschool, Riga distance learning highschool, Latvian Business College, RTU, LLU, LU, Business College 'Turība', College of Management for Information Systems, Baltic Computer Academy.

Distance learning and e-learning is one of the possible forms of studying abroad, which usually is a hard decision because of the psychological and financial aspects. Many famous universities of the world have started organizing the study process on internet, but since distance learning and e-learning programs have as much setbacks as they have positives (Table 7.2.), then, prestigious universities, like Harward, Oxford and University of Columbia simply do not provide this learning opportunity.

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[4] ES struktūrfondu nacionālās programmas *Mūžizglītības stratēģijas izstrāde un ieviešana projekts* (2006) Pētījums „Mūžizglītības pieejamība un iespējas izglītoties Latvijā". Baltijas Sociālo zinātņu institūts, 154.lpp.
[5] Vronska N. (2012) *Topošo skolotāju informācijas un komunikācijas tehnoloģiju integrēšanas prasmju attīstība mājturības un mājsaimniecības izglītībā*. Promocijas darbs. Jelgava: 163.lpp (in Lavtaian)

Table 7.2. **Comparison between advantages and disadvantages of distance learning[6]**

N°	Advantage	Disadvantage
1.	One can study at the time and place suited for him/her	It is not considered elite – a diplome provided by a state university is more prestigious
2.	A means of acquiring higher education	Hard to experience the study environment as well as lack of competitiveness among students
3.	Study material is very effective and visually atractive (visual effects as well as other multimedia factors)	No personal contact between the teacher and the student
4.	You don't have to quit working because of studies	The offer of study programs is quite narrow
5.	A student has his own individual teacher	It becomes hard to motivate oneself on you free time
6.	The opportunity to listen to lectures over and over again	The need for a quite able computer system with a good connection
7.	The ability to apply for a study course through-out the whole year	Not available to all citizens in Latvia due to internet limitations
8.	Distance learning is up to 3 or 4 times cheaper than regular studies, in the world	At the moment, it's more expensive than regular education, in Latvia

Comparing to extramural education, distance learning gives an opportunity to study in any distance from the university. In distance learning, the adult gets to choose the components, tim, lenght and means of education, therefore, this education form is more suited to the needs of an individual, creates an individual responsibility for the results of the education course, and promotes professional and personal development for the individuals that are working.

I. Slaidins, when comparing distance learning with lifelong learning, explains that lifelong learning is the more wider concept and includes in itself the concept of distance learning, as one of it's more significant forms, however lifelong learning can also be realized by attending traditional education classes and courses. Distance learning includes e-learning, but can also be realized by using only printed material, consultations and postal services (Figure 7.1.).

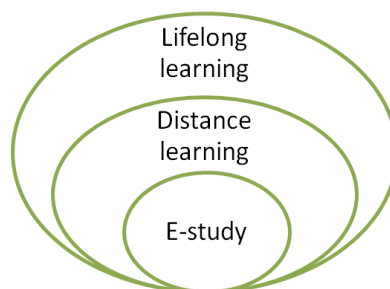Figure 7.1. **The order of lifelong learning, distance learning and e-learning[7]**

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[6] Vronska N. (2012) *Topošo skolotāju informācijas un komunikācijas tehnoloģiju integrēšanas prasmju attīstība mājturības un mājsaimniecības izglītībā.* Promocijas darbs. Jelgava: 163.lpp.(in Latvian)
[7] Slaidiņš I. (2003) *Tālmācība Latvijas augstskolās.* Rīga, Izglītības un zinātnes ministrija, 40.lpp. (in Latvian)

The order of mentioned concepts may change over time. If, in the beginning, e-learning was really realized as distance learning, then now, it can also be a separate concept. Lifelong learning may also use e-learning processes, but without other aspect of distance learning. The tendency in general is that the use of e-learning is constantly growing.

The internet is a worldwide system of connections between computers, that consists of thousands of smaller commercial, academical and government networks and is publicly available.

Internet has created new means of communication and with them a change in social relationships, education and upbringing and has become a symbol for the new view on world[8].

Every university and college, and a majority of professional education institutions have their homepages, where everyone interested can obtain information about the policy of the educational institution, opportunities offered and the study process in general. Also, novadays, internet libraries are becoming more and more popular, where one can find information and read books without having to visit an actual library, or by just making reservations for a book, which is then found by a librarian, thus providing a fast and efective availability of resources.

Most teachers agree, that people learn differently. However, most studies and courses are organized similarly, so that every adult would learn and acquire knowledge equally. Kolb states that some adults base their approach on experiences and cognition, these people rely mostly on sensory judgements and learn best from specific examples, participance and discussion. Kolb calls these kind of people those, who learn from a concrete experience. In an educational cycle thats based on experiences, these people take part in activities and are positive towards participating, and don't hold back their thoughts and emotions. These people may lose their interest in the fourth stage , when the group is asked to evaluate the activity.

Some adults have the approach uf an undetermined, uninterested observer. These people base mostly on their observations and learn best from situations, that allow this uninterested observing. Kold calls them the reflective observers. These people benefit most in learning from experiences in the third and fourth stages – comprehension and generalization.

Other people possess an analytic and conceptual approach, they mostly base on logical thinking and rational evaluation. These people learn best from nonpersonal situations, when an opportunity to integrate new knowledge into the existing is present, as well as theories. This group is called abstract conceptualists: in an experience based learning cycle they feel best in the generalization phase.

And then, there are such adults, that are called active experimentors. They have a pragmatic approach to learning („Yes, but will it work?"). They mostly base on experimenting and learn best from projects, acquired experiences and putting them to use. They have an answer to the question: „ Now that I know all this, what will I do with it?" Active experimentors find the last stage of experience based learning as the most important – adaptation. Disregard that, the experienced based learning cycle can't be replaced or shortened, just because the learner has a preference for the learning approach, all students must learn all stages of the cycle, so that the study material would set in and the student would „save" all he/she has learned (Figure 7.2.).

Nevertheless, the cycle can't be stopped short, just because a person prefers a specific stage of learning. For an individual to receive effective education, the cycle has to be completed. Allthough, for example, the reflective observer would prefer the observing approach to learning, this student should go through all the cycles, to strengthen the acquired knowledge and „save it on the hard drive". Therefore, it is necessary that the teacher is able to successfully go through all the cycles.

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[8] Rifkins Dž. (2004) *Jaunās ekonomikas laikmets*. Rīga: Jumava. 280 lpp. (in Lavian)
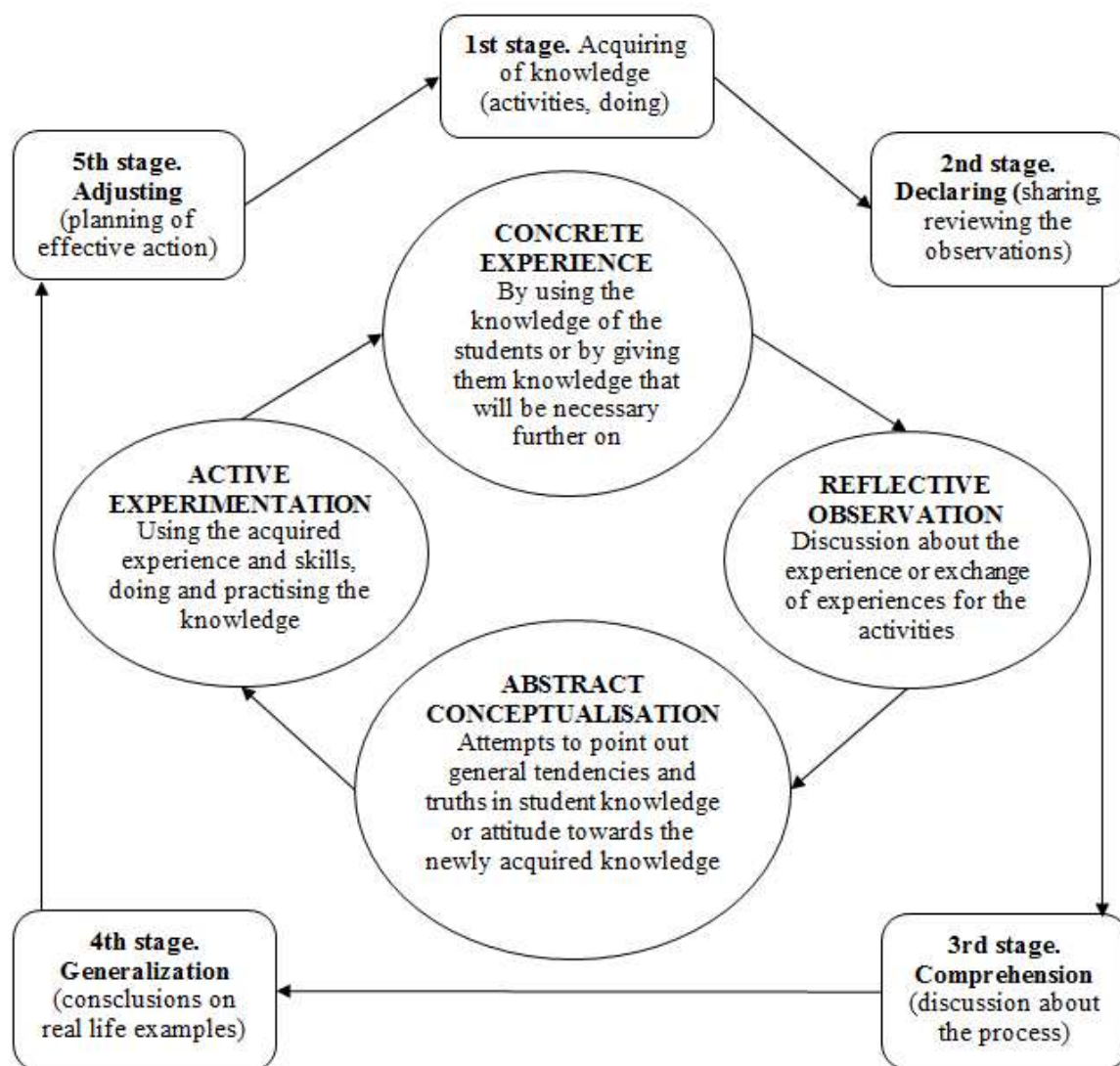
Figure 7.2. Experience based learning cycle[9]

Adults have a good comprehension of their skills and experiences and they tend to participate in the learning process more:

- Learning is a process – opposite to a series of limited, unrelated sections – which continues through-out the lifetime for some people;
- To acquire as much knowledge as possible, the adult has to participate in the process, not just sit back and observe passively;
- Every adult has to be responsible for his own learning progress;
- The learning process is both emotional and intellectual;
- Adults learn by doing, they want to participate. The teacher shouldn't demonstrate solutions for tasks, if the adult can complete it on his own, even if it takes longer;
- The tasks and examples have to be realistic and topical for adults;
- Adults tend to relate what they learn with what they know. It is preferable to look into the qualifications of the students to offer them tasks and questions they can relate to and thus understand the topic better;
- Nonformal atmosphere is recommendable. Attempts to intimidate adults may provoke tension and that could slow down the learning process;

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[9] Kolb D.A. (1976) *Learning style inventory: Technical manual.* Boston: McBer.

- Diversity is stimulating. It's a good idea to try and stimulate all 5 senses in adults, especially the aspects which are connected to neirolinguistic programming: visual, kinestetic and hearing. Changes in rate and methods of teaching can help fight tiredness and boredom;
- The learning process is more effective in an environment where both sides profit and the adult doesn't receive critique. This environment can be endangered by using tests and evaluation methods. The evaluation of the goals of the process is much more effective;
- The teacher promotes change. His/her role is to offer knowledge and skills and to create the environment in which studying is enabled. The role of the adult is to take in the offered and use it in ways most appropriate and effective. The duty of the teacher is to promote this. The duty of the adult is to learn[10 and 11].

Lifelong learning is based on four pillars of education[12]:

- <u>Learn to know.</u>

Novadays, learning is a mix of acquiring a wide variety of knowledge as well as specific knowledge in specific fields. Both ways need to be promoted through-out the period of learning. Learning to know means learning by using concentration, memory and thinking. Collecting knowledge is a never ending process and it can be made richer by experience in all it's forms. Thus, collecting of knowledge is connected with working experience.

- <u>Learn to do.</u>

Employers no longer demand theoretical knowledge or general skills, but rather competency, which combines the knowledge and skills acquired in technical training and professional education, which can be embraced formally and non formally, the readiness for working in a group, creativeness and ability to control and solve conflicts.

- <u>Learn to live together.</u>

By developing in yourself the ability to understand others, to sense mutual connections, to form common projects and to be able to solve conflicts, keeping in value mutual understanding and peace.

Education must walk two paths, which supplement each other: from one side, experiences of other people must be revealed step by step, from the other – own experience must be shared, moving towards a common goal, since it is a good method to escape or solve conflicts.

- <u>Learn to be.</u>

To develop own personality and to be able to work more and more independantly, by showing skills of independant, critical thinking, reason and personal responsibility, this aspect of education must take notice of individual skills for every student: memory, esthetic senses, physical skills and skills of communication.

The penetration of education space of the world by Latvia is promoted with the developed conception of education, legislation and general standards of education. A. Smite emphasizes that the educational basics promoted in Brussels by J. Delors basically conform with the educational designs in Latvia[13]. By taking a look at the structure of educational content, it can be seen, that J. Delors' educational basics don't cover the row in the matrix for human attitude towards environment and technical environment and only marginally covers

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[10] Goad, T.W. (1982). *Delivering effective training.* San Diego, CA: Pfeiffer & Company.

[11] Hanson, P.G. (1981). *Learning through groups: A trainer's basic guide.* San Diego, CA: Pfeiffer & Company.

[12] Delors J. (1996) Learning: the treasure within. In: *Report to UNESCO of the international commission on education for the 21ᵗʰ century*. Paris: UNESCO publishing.

[13] Šmite A. (2004) *Izglītības iestādes vadība*. Rīga: RaKa, 1.daļa. 256 lpp.

the attitude matrix. Thus, for innovative educations, the fifth educational basic has been set, compliant to the strategy for sustainable development of education (ESD)[14] (2005. – 2014.):

- Learn to transform oneself and society

It's necessary to promote equality of both sexes and to fight discrimination. Developing skills and the will to integrate a sustainable and quality lifestyle in self and the society in general, as well as to promote attitude and actions, that decrease the ecological influence of humans on the environment. To respect the world and life in all it's diversity, to move towards democracy, where peace prospers and to work towards social solidarity.

In the strategy for sustainable development of education the investment of the five basics in education has been mentioned in respect of ESD:

- Learn to know – to comprehend to processes in the surrounding environment in respect to sustainability and the growing demand of society, to recognize the global effects of satisfying local needs, to draw attention to the context, global issues and local priorities;
- Learn to do – everyday decisions and activities should be based on the sustainable development of education, since it promotes a sustainable and safe environment for everyone;
- Learn to life together – develop a social toleration and the ability to make a social decision as well as improving the quality of life. The sustainability of education is interdisciplinary, since none of the disciplines themselves can qualify for ESD, but all together they can;
- Learn to be – develop the principles and values that promote sustainability; create prosperity, respecting the sustainability of the surrounding environment, society and economics, promote the cholistic development of a personality – aspects of mind and body, intellect, sensibility, esthetics and spiritual;
- Learn to transform oneself and society – integrate sustainable values in all aspects of life, promote changes in behaviour, learn to evaluate self and the society, take responsibility for creating a sustainable future[15].

In development of innovative education by help of the strategy of sustainable education development there is the fifth pillar created - to learn to change society and oneself. Considering the A. Broks' and A. Šmite's created structure of education content and J. Delor's education pillars, it can be supplemented to cover the attitude column of the matrix completely (Figure 7.3.).

[14]*Education for sustainable development* [tiešsaiste] [skatīts 2010.g. 24.nov.]. Pieejams: http://www.unesco.org/en/education-for-sustainable-development
[15]*Education for sustainable development* [tiešsaiste] [skatīts 2010.g. 24.nov.]. Pieejams: http://www.unesco.org/en/education-for-sustainable-development

	Knowledge	Skills	Attitude	
Human in human environment	about society	to live in society	to other people	to live together
Human oneself	by oneself	to cope with oneself	to oneself	to be
Human in nature and technologies environment	about alive and lifeless environment	to live in modern environment of nature and technology	to nature and technology	
	Information	Technologies	Values	
	to know	**to do**	**to change**	

- - - - - - - ▶ Delor's education pillars action tendencies

· · · · · · · · ▶ Action tendencies of sustainable education development

Figure 7.3. **Comparison of structures of education content, adapted from Broks and Šmite[16]**

The implementation of the self-education principle is especially important nowadays, because science and technologies develop so fast, that the knowledge and skills acquired in schools became obsolete fast. They have to be renewed and refined[17].

7.2 RESEARCH ANALYSIS

A one-time inquiry-type survey was performed, the goal of which was to use the obtained information in describing the whole statistical body. The SPSS computer program was used for mathematical processing and analysis of the data.

The mathematical processing of the data was carried out by using describing statistics. To clarify equal distribution of the answers and conformity with the theoretical distribution of data, a chi-square test was performed with each selection.

The answers for *To acquire new skills or knowledge* the answers given by respondents from all the countries can be seen in Table 7.3.

Table 7.3. **Respondents answer to a question "*To acquire new skills or knowledge*"**

	Romania	Italy	Latvia	Lithuania	Poland
a – read specific literature (books, magazines, internet sources)	4	33	16	46	22

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[16] Vronska N. (2012) *Topošo skolotāju informācijas un komunikācijas tehnoloģiju integrēšanas prasmju attīstība mājturības un mājsaimniecības izglītībā.* Promocijas darbs. Jelgava: 163.lpp. (in Lavian)
[17][17] Albrehta D. (2001) *Didaktika.* Rīga: RaKa, 167 lpp. (in Latvian)

b – watch educational programs on the TV	14	11	23	29	11
c – participate in various interest groups	4	20	5	28	6
d – join specific social networks on the internet	0	2	10	3	5
e – partake in amateur activities	0	10	6	12	2
f – other	11	6	0	2	0

The answers from respondents were statistically analyzed with the help of chi-square test, with a hypothesis of correspondence of the acquired data to the theoretical data (Table 7.4).

Table 7.4. **Chi-square test statistics of the question *"To acquire new skills or knowledge"***

	Romania	Italy	Latvia	Lithuania	Poland
Asymp. Sig.	0.026	0.000	0.001	0.000	0.000

Since the p-value (asymptotic significance) in all cases is less than 0.05, with a probability of 95% it can be concluded that the amount of answers from respondents vary significantly and it doe not distribute evenly. It means that the data from the selection does not match up with normal distribution, thus for further processing of the data nonparametric data processing methods were chosen, or the Kruskal-Wallis test – determining the differences among respondent answers between the countries.

By performing the Kruskal-Wallis test, it was concluded that with a probability of 95%, the differences among respondent answers (p-value = 0.000 < 0.05) between countries vary significantly.

By using chi-square test residuals, it was determined, which answers bore statistically significant deviations (Table 7.5.).

Table 7.5. **Chi-square test residuals of the question *"To acquire new skills or knowledge"***

Answers	Romania	Italy	Latvia	Lithuania	Poland
a	-4.2	**19.3**	4.0	**26.0**	**12.8**
b	**5.8**	-2.7	**11.0**	9.0	1.8
c	-4.2	6.3	-7.0	8.0	-3.2
d	X	-11.7	-2.0	-17.0	-4.2
e	X	-7.7	-6.0	-18.0	X
f	2.8	-3.7	X	-8.0	-7.2

In data selections from Romania and Latvia, statistically significant prevalence was for the answer 'b', but in selections from Lithuania, Italy and Poland, it was the answer 'a'. It can be concluded that respondents easily answered to question *To acquire new skills or knowledge* with answers *'read specific literature (books, magazines, internet sources)'* and *'watch educational programs on TV'*. Respondents also justified their choice with '*I'm still working'*, or '*I'm not acquiring new skills'*, or '*I'm attending different courses for speciālists'*, or '*internet forum connected with poetry'*.

For the question *How much time do you spend on learning and self-development?* the answers given by respondents from all the countries can be seen in Table 7.6.

Table 7.6. **Respondents answer to a question "*How much time do you spend on learning and self-development?*"**

	Romania	Italy	Latvia	Lithuania	Poland
a – less than 1 hour a week	6	3	8	6	3
b – 1-2 hours a day	5	15	12	22	13
c – 1-2 hours a week	7	11	12	16	5
d – more than 10 hours per week	0	5	3	14	5
e – other	15	1	1	2	0

Respondent answers were analyzed with the help of chi-square test, with a hypothesis of correspondence of the acquired data to the theoretical data (Table 7.7.).

Table 7.7. **Chi-square test statistics of the question "*How much time do you spend on learning and self-development?*"**

	Romania	Italy	Latvia	Lithuania	Poland
Asymp. Sig.	0.05	0.001	0.006	0.000	0.028

Since the p-value (asymptotic significance) in all cases is less or equal to 0.05, with a probability of 95% it can be concluded that the amount of respondent answers varies significantly and is not distributed evenly. It means that the data from the selection does not match up with normal distribution, thus for further processing of the data nonparametric data processing methods were chosen (Kruskal-Wallis test). A hypothesis was made that respondent answers among the countries do not differ significantly.

The obtained results confirm that there are significant regularities, because the p-value = 0.000 < 0.05. Thus it can be concluded that answers from respondents in different countries differ with the probability of 95%.

By using chi-square test residuals, it was determined, which answers bore statistically significant deviations (Table 7.8.).

Table 7.8. **Chi-square test residuals of the question "*How much time do you spend on learning and self-development?*"**

Answers	Romania	Italy	Latvia	Lithuania	Poland
a	-2.2	-4.0	0.8	-6.0	-3.5
b	-3.2	**8.0**	**4.8**	**10.0**	**6.5**
c	-1.2	4.0	**4.8**	4.0	-1.5
d	X	-2.0	-4.2	2.0	-1.5
e	**6.8**	-6.0	-6.2	-10.0	X

In selections of all countries, besides Romania, the statistically significant prevailance of answer 'b' is evident, which means that the respondents answered that they spend 1-2 hours per day for education and self-improvement. Respondents from Romania mostly chose another amount of time for self-improvement.

To the question *How many hours a week would you like to learn?* the answers given by respondents from all the countries can be seen in Table 7.9.

Table 7.9. **Respondents answer to a question "*How many hours a week would you like to learn?*"**

	Romania	Italy	Latvia	Lithuania	Poland
a – 1-5 hours	23	24	10	48	17
b – 6-10 hours	3	8	14	12	6
c – 11-15 hours	1	4	6	0	4
d – 16-20 hours	0	0	0	0	0
e – more than 20 hours	0	1	0	1	1

Respondent answers were analyzed with the help of chi-square test, with a hypothesis of correspondence of the acquired data to the theoretical data (Table 7.10.).

Table 7.10. **Chi-square test statistics of the question "*How many hours a week would you like to learn?*"**

	Romania	Italy	Latvia	Lithuania	Poland
Asymp. Sig.	0.000	0.000	0.202	0.000	0.000

Since the p-value (asymptotic significance) in all cases, except for selection from Latvia, where answers for 1-5 and 6-10 hours dominate equally, is less than 0.05, with a probability of 95% it can be conclued that the data from the selection does not match up with normal distribution, thus for further processing of the data nonparametric data processing methods were chosen, or the Kruskal-Wallis test – determining the differences among respondent answers between the countries. The data from Latvia does not participate any further because of the even distributions of answers.

By performing the Kruskal-Wallis test statistics, it was concluded that with the probability of 95%, the differences for answers from respondents (p-value = 0.000 < 0.05) among countries differed significantly.

By using chi-square test residuals, it was determined, which answers bore statistically significant deviations (Table 7.11.).

Table 7.11. **Chi-square test residuals of the question "*To acquire new skills or knowledge*"**

Answers	Romania	Italy	Lithuania	Poland
a	**14.0**	**14.8**	**27.7**	**10.0**
b	-6.0	-1.2	-8.3	-1.0
c	-8.0	-5.2	X	-3.0
d	X	X	X	X
e	X	-8.2	-19.3	-6.0

By results from Table 11 it can be concluded that among respondents from Romania, Italy, Lithuania and Poland, the answers „wish to study 1-5 hours" were dominant. Taking into account that respondents are mostly people above the age of 50, it is clear that they would like to take time off and spend it with people close to them.

To question *What's your favourite way of spending your free time?* the answers given by respondents from all the countries can be seen in Table 7.12.

Table 7.12. **Respondents answer to a question "*What's your favourite way of spending your free time?"***

	Romania	Italy	Latvia	Lithuania	Poland
a – read a paper/book	41	35	15	44	22
b – watch TV, listen to radio	47	21	26	40	16
c – surf the web	8	15	5	32	8
d – go to cinema, theatre, museum	23	27	16	33	15
e – sports activities	34	27	9	24	13
f – spend time with friends/family	24	31	27	40	16
g – other	56	5	7	2	9

Respondent answers were analyzed with the help of chi-square test, with a hypothesis of correspondence of the acquired data to the theoretical data (Table 7.13.).

Table 7.13. **Chi-square test statistics of the question "*What's your favourite way of spending your free time?"***

	Romania	Italy	Latvia	Lithuania	Poland
Asymp. Sig.	0.000	0.000	0.000	0.000	0.146

It can be concluded that with the probability of 95%, answers from Poland are distributed evenly (p-value (asymptotic significance) > 0.05), thus the answers from respondents didn't differ significantly. That means that respondents from Poland spend their time by equally dividing between reading papers/books, watching TV/listening to radio, visiting cinemas/theatres/museums, sports activities, meeting firends/family.

But in the case of Romania, Italy, Latvia and Lithuania data selections, p-value (asymptotic significance) < 0.05, with the probability of 95% it can be conclued that the data from the selection does not match up with normal distribution, thus for further processing of the data nonparametric data processing methods were chosen, or the Kruskal-Wallis test – determining the differences among respondent answers between the countries. The data from Poland does not participate any further because of the even distributions of answers.

By performing the Kruskal-Wallis test statistics, it was concluded that with the probability of 95%, the differences for answers from respondents (p-value = 0.000 < 0.05) among countries differed significantly.

By using chi-square test residuals, it was determined, which answers bore statistically significant deviations (Table 7.14.).

Table 7.14. **Chi-square test residuals of the question "*What's your favourite way of spending your free time?"***

Answers	Romania	Italy	Latvia	Lithuania
a	7.7	**12.0**	0.0	**13.3**
b	13.7	-2.0	11.0	9.3
c	-25.3	-8.0	-10.0	1.3
d	-10.3	4.0	1.0	2.3
e	0.7	4.0	-6.0	-6.7
f	-9.3	8.0	**12.0**	9.3
g	**22.7**	-18.0	-8.0	-28.7

By Table 7.14. it can be concluded that for this question, respondent answers differ, since respondents from Italy and Lithuania spend their free time by reading books and papers, respondents in Latvia spend their free time with friends and family. Respondents' from Romania answers are 'mending own car', or 'cooking', or 'rosswords', or 'excursions and walks outdoors', or 'working in my garden'.

To the question *Which method of learning do you prefer?* the answers given by respondents from all the countries can be seen in Table 7.15.

Table 7.15. **Respondents answer to a question "*Which method of learning do you prefer?*"**

	Romania	Italy	Latvia	Lithuania	Poland
a – books/literature	27	32	8	37	16
b – internet	5	7	11	24	5
c – video and audio recordings	19	6	4	21	5
d – other	5	7	13	9	0

Respondent answers were analyzed with the help of chi-square test, with a hypothesis of correspondence of the acquired data to the theoretical data (Table 7.16.).

Table 7.16. **Chi-square test statistics of the question "*Which method of learning do you prefer?*"**

	Romania	Italy	Latvia	Lithuania	Poland
Asymp. Sig.	0.000	0.000	0.164	0.001	0.010

Since the p-value (asymptotic significance) in all cases, except for selection from Latvia, where answers for 'internet' and 'other' methods dominate equally, is less than 0.05, with a probability of 95% it can be conclued that the data from the selection does not match up with normal distribution, thus for further processing of the data nonparametric data processing methods were chosen, or the Kruskal-Wallis test – determining the differences among respondent answers between the countries. The data from Latvia does not participate any further because of the even distributions of answers.

A hypothesis was made that answers from respondents in different countries do not differ significantly.

The obtained results confirm that there are significant regularities, because the p-value = 0.000 < 0.05. Thus it can be concluded that answers from respondents in different countries differ with the probability of 95%.

By using chi-square test residuals, it was determined, which answers bore statistically significant deviations (Table 7.17.).

Table 7.17. **Chi-square test residuals of the question "*Which method of learning do you prefer?*"**

Answers	Romania	Italy	Lithuania	Poland
a	**13.0**	**19.0**	**14.2**	**7.3**
b	-9.0	-6.0	1.2	-3.7
c	5.0	-7.0	-1.8	-3.7
d	-9.0	-6.0	-13.8	X

In data selections from all countries the prevailance of answer 'a' was evident, except for Latvia, therefore it is clear that the respondents mostly answered that their prefered

learning method would be books. It means that people still deficiencies of information and skills for communication technologies.

To the question *What sentence do you agree with?* the answers given by respondents from all the countries can be seen in Table 7.18.

Table 7.18. **Respondents answer to a question "*What sentence do you agree with?*"**

	Romania	Italy	Latvia	Lithuania	Poland
a – prefer learning with a direct contact with the teacher	15	21	8	19	5
b – prefer learning in a group	12	13	18	39	13
c – prefer learning on my own	0	5	3	4	10

Respondent answers were analyzed with the help of chi-square test, with a hypothesis of correspondence of the acquired data to the theoretical data (Table 7.19.).

Table 7.19. **Chi-square test statistics of the question "*What sentence do you agree with?*"**

	Romania	Italy	Latvia	Lithuania	Poland
Asymp. Sig.	0.564	0.007	0.002	0.000	0.174

It can be concluded that with a probability of 95%, answers from respondents in Romania and Poland distribute evenly (p-value (asymptotic significance) > 0.05), therefore the respondent opinion on the statements did not differ significantly. It means that respondents from Romania would prefer learning with direct assistance from the teacher and also learning in groups. Respondents from Poland prefer learning in groups but also learning on their own. But, the amount of answers from respondents in Italy, Latvia and Lithuania is not distributed evenly, p-value (asymptotic significance) < 0.05, with the probability of 95% it can be conclued that the data from the selection does not match up with normal distribution, thus for further processing of the data nonparametric data processing methods were chosen, or the Kruskal-Wallis test – determining the differences among respondent answers between the countries. The data from Romania and Poland does not participate any further because of the even distributions of answers.

The obtained results confirm that there are significant regularities, because the p-value = 0.000 < 0.05. Thus it can be concluded that answers from respondents in different countries differ with the probability of 95%..

By using chi-square test residuals, it was determined, which answers bore statistically significant deviations (Table 7.20.).

Table 7.20. **Chi-square test residuals of the question "*What sentence do you agree with?*"**

Answers	Italy	Latvia	Lithuania
a	**8.0**	-1.7	-1.7
b	0.0	**8.3**	**18.3**
c	-8.0	-6.7	-16.7

It can be concluded that among the respondents from Italy, statistically the most significant prevailance was for answer 'a', which means that respondents from Italy prefer learning with the teacher. But respondents from Latvia and Lithuania prefer learning in groups.

For the question *If in a group?* the answers given by respondents from all the countries can be seen in Table 7.21.

Table 7.21. **Respondents answer to a question "*If in a group?*"**

	Romania	Italy	Latvia	Lithuania	Poland
a – a small group (to 5 people)	12	16	10	30	9
b – a large group (more than 5 people)	0	4	15	17	4

The graphic portrayal for answers to question *If in a group?* is given in Figure 7.4.
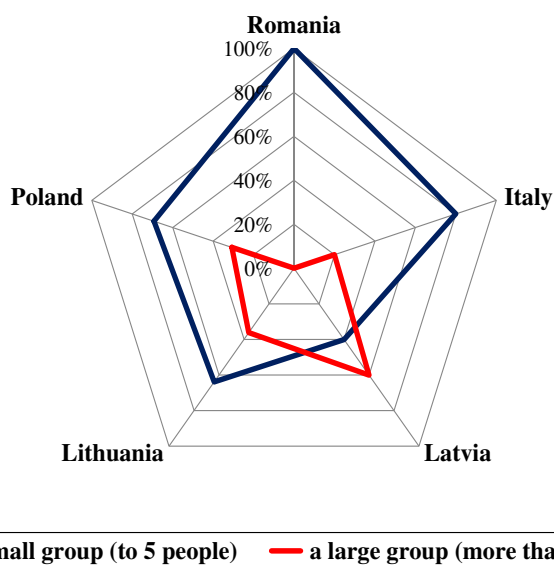
Figure 7.4. **Percentage proportion of answers to a question *If in a group?***

The results summarized in Figure 1 show, that the respondents from Romania (100%), Italy (80%), Lithuania (64%) and Poland (69%) prefer learning in small groups, with no mora than 5 members. But respondents from Latvia (60%) prefer studying in groups of more than 5 people.

To the question *If you could choose a teacher, how old he/she would be?* the answers given by respondents from all the countries can be seen in Table 7.22.

Table 7.22. **Respondents answer to a question "*If you could choose a teacher, how old he/she would be?*"**

	Romania	Italy	Latvia	Lithuania	Poland
a – a teacher younger than me	0	1	5	8	1
b – a teacher the same age as me	1	3	6	3	3
c – it doesn't matter	14	32	19	37	11

Respondent answers were analyzed with the help of chi-square test, with a hypothesis of correspondence of the acquired data to the theoretical data (Table 7.23.).

Table 7.23. **Chi-square test statistics of the question "*If you could choose a teacher, how old he/she would be?*"**

	Romania	Italy	Latvia	Lithuania	Poland
Asymp. Sig.	0.001	0.000	0.002	0.000	0.004

Since the p-value (asymptotic significance) in all cases is less than 0.05, with a probability of 95% it can be conclued that the data from the selection does not match up with normal distribution. From the data in Table 22 datiem it can be concluded that respondents of all countries don't have any preferals for the teachers age, what matters most is that the teachers is competent, skillfull and explains the topics in an understandable manner. Some respondents based their answers with '*younger people are more involved in working*', or '*I would feel better, less stressful*', or '*because old teacher are similar life experience*'.

8. POSSIBILITIES AND BARRIERS FOR ADULT LEARNING ACTIVITIES REGARDING THE PEOPLE OVER 50 [1]

The investigation of adult learning possibilities and barriers has been important in the adult education literature over the last 50 years in context of education as human resource and workforce development. Cross, McCartan (1984) wrote: „In some states, participation by adults in educational activities is high even in the absence of comprehensive planning and initiatives for lifelong learning per se. These states would point to years of generous support for public education, easy access to educational institutions like community colleges, and relatively low tuition as important reasons why they are moving toward a Learning Society. Other states have adopted goals and initiated efforts specifically intended to enhance learning opportunities for adults in the state. In still another group of states, adults are not participating in great numbers and no comprehensive planning and goal setting are taking place."[2]

The purpose of this chapter is to determine possibilities and barriers for adult learning activities regarding the people over 50 in Italy, Latvia, Lithuania, Poland, and Romania. Of course, possibilities and barriers for adult learning are mutually connected concepts. If there is lack of possibilities, it means that there some barriers are present. Nevertheless, we consider adult learning possibilities in order to understand barriers better.

The purpose of this chapter is to identify the limitations in education for people over 50 in Italy, Latvia, Lithuania, Poland, Romania, determining how these limitations influence people in respect of their sex, age, place of residence and education level.

8.1   LEARNING POSSIBILITIES

By using indicators from Eurostat database[2] for adult participation in education processes, in 2011, European countries have been compared among themselves. As shown by Eurostat data, in 2011, in Italy, Latvia, Lithuania, Poland, Romania, in the age group 55-64, the value of indicator for „Participation rate in formal or non-formal education is less than the mean average of EU – 26.3%. In this age group, the participation in educational processes are 22.3% for Italy, 19.9% for Latvia, 16.2% for Lithuania, 9.6% for Poland and 2% for Romania. The most participation is evident in Sweden (57.5%) and Switzerland (56.2%).The least, however, is for Romania and Greece (3.1%).

The deficiency of education opportunities is connected to poverty. „The *At risk of poverty or social exclusion* indicator is defined as the share of the population in at least one of the following three conditions:

1) at risk of poverty, meaning below the poverty threshold,
2) in a situation of severe material deprivation,
3) living in a household with very low work intensity."[3]

In Italy, Latvia, Lithuania, Poland, Romania indicator „People at risk of poverty or social exclusion" is higher than the mean average of EU (25%). Among these countries, in the age group of 50 to 64, the indicator „People at risk of poverty or social exclusion" is the highest for Latvia (43.1%), Romania (38.5%). Then comes Lithuania (34.3%), Poland (30.5%), Italy (26.6%).

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[1]Author: Dr.oec. **Ilze Balode**, Ventspils University College
[2] Cross, K. P., McCartan, A. (1984). Adult learning: State policies and institutional practices. Washington, DC: Association of the Study of Higher Education. (ASHE-ERIC Higher Education Research Report No.1), p. 1.
[3] Sorce: Eurostat. Available at :
 http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/People_at_risk_of_poverty_or_social_exclusion

Within Europe, the highest indicator stands for Bulgaria and Latvia, but the lowest stands for Norway (9.2%) and Sweden (11.4%).
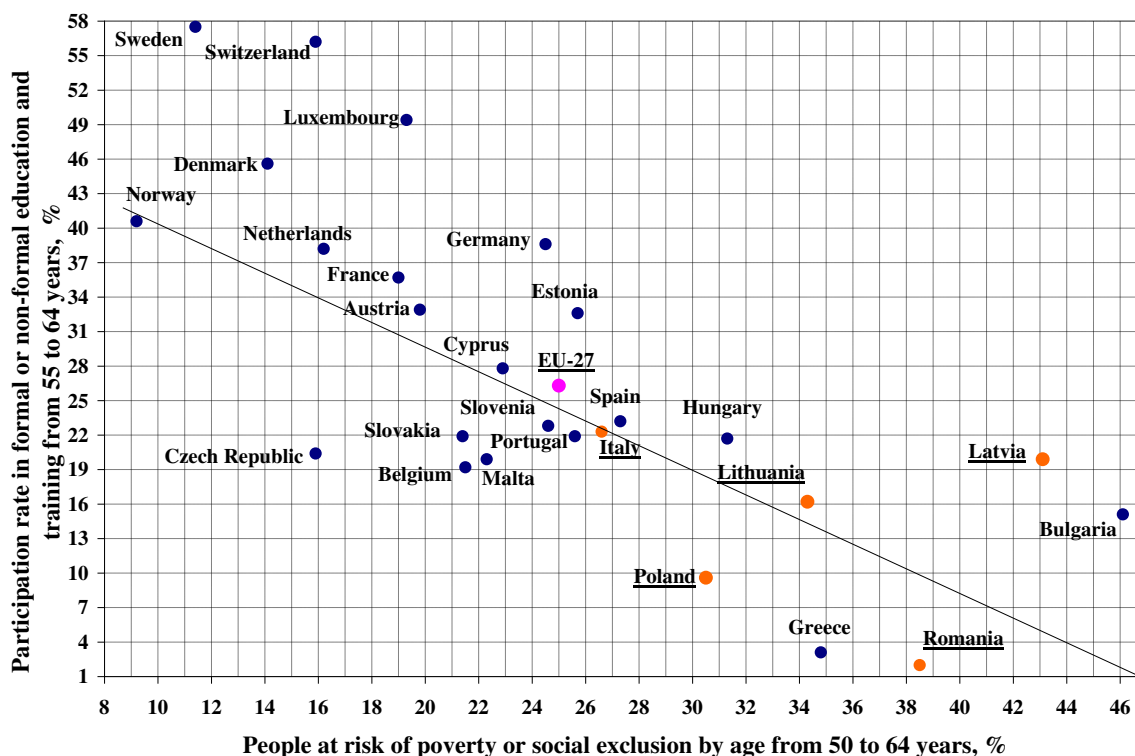
Results can be seen in Figure 8.1.

Figure 8.1. **Participation rate in formal or non-formal education and training from 55 to 64 years and People at risk of poverty or social exclusion by age from 50 to 64 years in Europe in 2011.[4]**

By using the indicators available in Eurostat database[1] the correlation is assessed for: (1) indicator „Participation rate in formal or non-formal education and training" and (2) indicator „People at risk of poverty or social exclusion."[5]

Calculations show that between indicators „Participation rate in formal or non-formal education and training" and „People at risk of poverty or social exclusion" there is a tight negative correlation (−0.74). Thus, the higher poverty level in the age group 50 to 64 in the country, the lower the participation from members of this group in educational processes.

Futher the survey data is analyzed. To obtain information about availability of education, in the questionnaire of survey the following questions were formulated:

- Does the place you live in (city) provide any:
  - Schools for adults (post-high schools, postgraduade schools);
  - Educational offer for 50+ people (third age univesities, NGOs, etc.);
  - Voluntary offer for 50+ people?
- Is the existing educational offer for 50+ people sufficient?
- What are the weak points of this offer?

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[4]Source : author's calculation used Eurostat data. Available at:
http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database
[5]Indicator „*Participation rate in formal or non-formal education and training*" iegūst Adult Education Survey. The Adult Education Survey is part of the EU Statistics on lifelong learning.

Results of the survey for education availability are systemized and portrayed in Figure 8.2., Figure 8.3. and Figure 8.4.
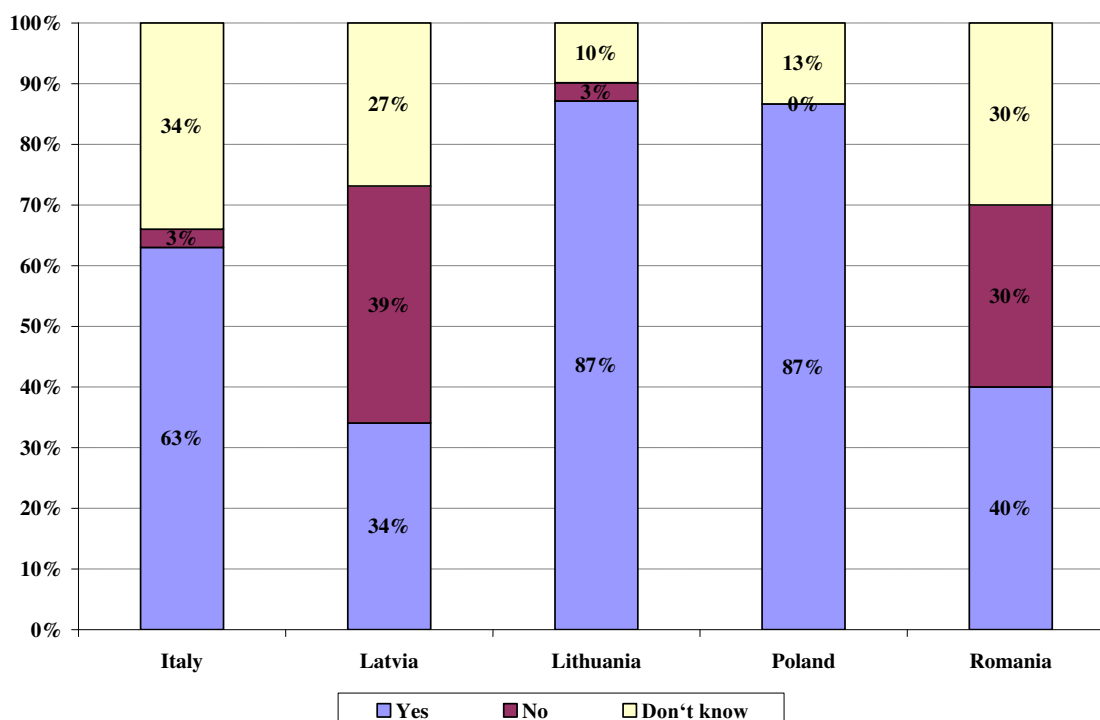

Figure 8.2. **Answers to the question: „Does the place you live in (city) provide any schools for adults (post-high schools, postgraduade schools)?" N = 204.**

The answers obtained from respondents show (Fig. 8.2) that for people over 50, adult education is most available in Lithuania (87%) and Poland (87%).

None of the respondents from Poland has given the answer „no". From those that have no information about adult education in Poland, 25% live in the rural areas and 75% - in the cities.

In Lithuania, from those who answered that there are no adult education opportunities available, 50% live in the rural areas and 50% live in the cities. But from those, who have no information about adult education, 33% live in the rural areas and 67% live in the cities.

In Italy, adult education is available for 67% of the respondents. All respondents from Italy live in the cities. From those, who have no information about adult education, 10% live in small cities, but 70% live in medium or large cities.

The lowest availability for adult education is evident in Romania (40%) and Latvia (34%). From those who have answered with „no" in Romania, 90% live in rural areas and 10% live in the city. In Latvia, 31% live in rural areas and 69% live in the city. As for those, who have no information about availability, in Romania, 90% live in rural areas and 10% live in the city. In Latvia, everyone who answered that they don't have the information, lives in the city.

Answers to the question „Does the place you live in (city) provide any educational offer for 50+ people in NGOs, third age universities etc?" have been summarized in Figure 8.3.
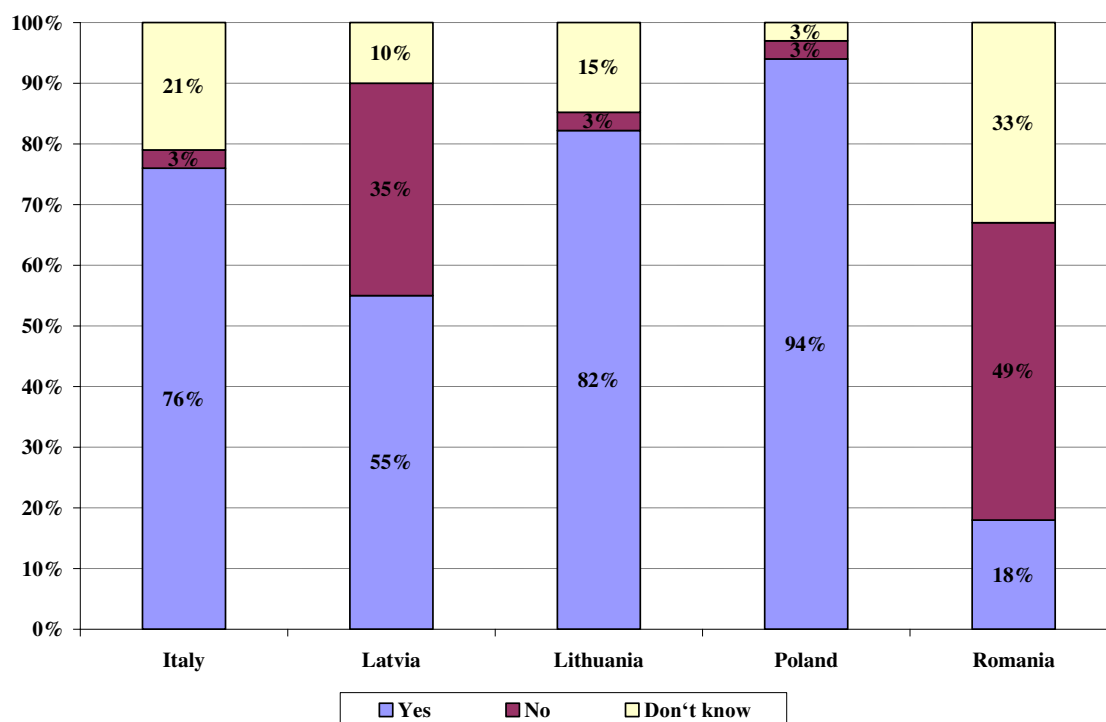
Figure 8.3. **Answers to the question: „Does the place you live in (city) provide any educational offer for 50+ people (third age univesities, ngos, etc.)?" N = 204.**

The situation is more or less equal as in the case with availability of adult schools. For people who are over 50, educational opportunities where they live in NGOs, third age universities and elsewhere, are most available in Poland (94%), Lithuania (82%) and Italy (76%). The lowest availability is in Romania (49%) and Latvia (35%). From those, who answered that there is no availability, in Romania, 63% live in rural areas and 27% live in the city. In Latvia, 29% live in rural areas and 61% live in the city.

Answers to the question „Does the place you live in (city) provide any Voluntary offer for 50+ people?"are summarized in Figure 8.4.

Voluntary offers for people over 50 are most available in Italy (85%) and Poland (73%). The least offers are available in Latvia (15%), a little better in Romania (24%) and Lithuania (25%). The least information about voluntary offers is available in Lithuania where 73% of respondents have no information, and from those 7% live in the rural areas and 93% live in the city.

Answers to the question „Is the existing educational offer where you live for 50+ people sufficient?", are summarized in Figure 8.5.

Satisfied with the offer of education for people over 50 are 91% from Italy, 87% from Lithuania, 83% from Poland, 71% from Latvia and only 36% from Romania. From those respondents in Romania, who believe that the offer is not sufficient, 86% live in the rural areas and 14% live in the city. 29% of respondents in Latvia believe that the offer is insufficient, from who 36% live in the rural areas and 64% live in the city.
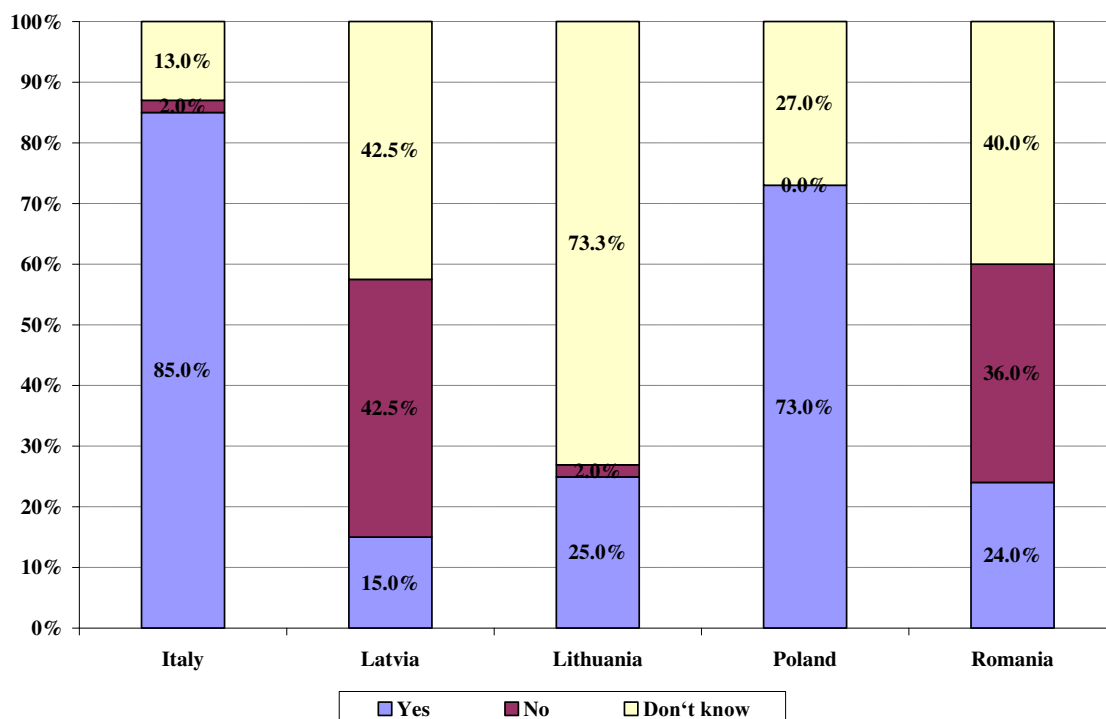
Figure 8.4. **Answers to the question: „Does the place you live in (city) provide any Voluntary offer for 50+ people?" N = 204.**
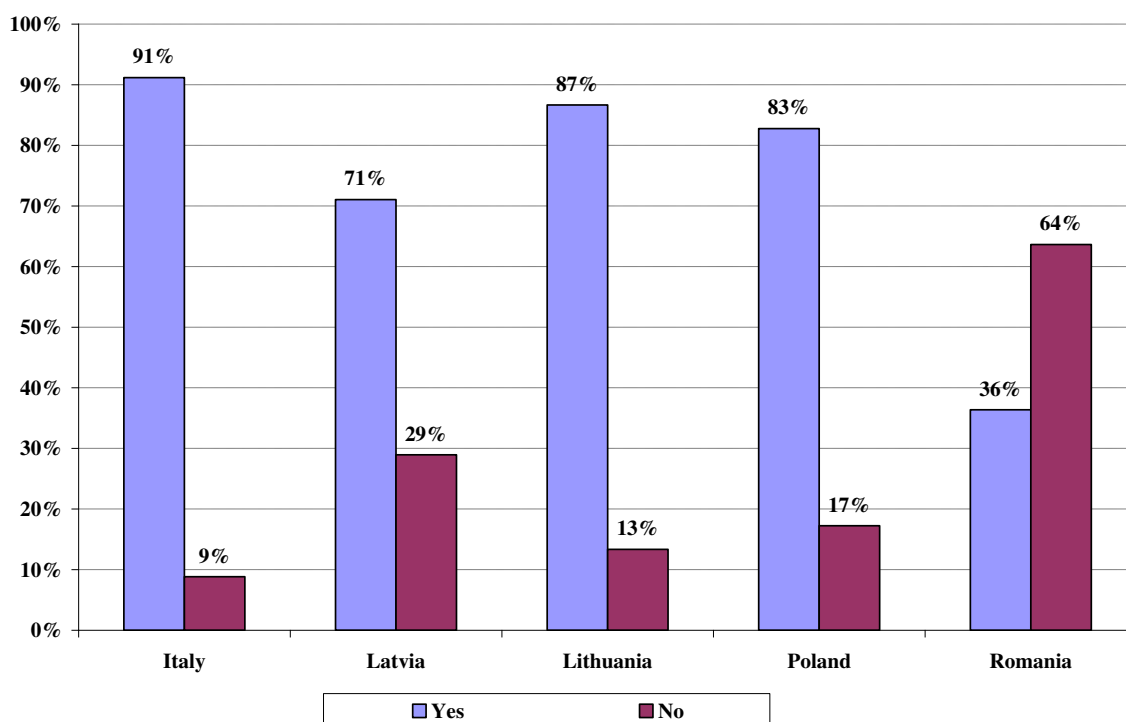
Figure 8.5. **Answers to the question: „Is the existing educational offer for 50+ people sufficient? N = 194.**

Respondents who believe that the offer of education in their place of residence is not sufficient, have indicated to setbacks of the current offer. In Romania, among those respondents, who believe that the offer is insufficient, 48% have chosen the answer „does not

meet expect" and 52% indicated the answer „is not mediated". In Latvia, from those who believe that the offer of education in their place of residence is not sufficient, 40% indicate the answer „everything has to be paid for" and 30% indicated the answer „it's too far". In Lithuania 37.5% indicate that there are not enough choices. In Poland, 50% of those who believe that the offer is insufficient, indicate there is lack of information.

8.2 LEARNING BARRIERS

Cross, McCartan (1984) identified the barriers to adult learning as follows: "The barriers that people identify, usually from checklists presented to them on questionnaires or in interviews, can be classified under three headings: situational, institutional and dispositional.

Situational barriers are those arising from one's situation in life at a given time. Lack of time because of responsibilities on the job or at home, for example, deters large numbers of potential learners aged 25 to 45. Lack of money deters young people and other low-income individuals; lack of child care deters young parents.

Institutional barriers consist of all those practices and procedures that exclude or discourage working adults from participating in educational activities – inconvenient schedules or locations, full-time fees for part-time study, inappropriate courses of study, for example.

Dispositional barriers relate to people's attitudes and perceptions of themselves as learners. Many older citizens, for example, feel that they are too old to learn. Adults with poor educational backgrounds frequently lack interest in learning or confidence in their ability to learn."[6]

The types of barriers are decribed by Cross, McCartan (1984) as following:
„Perceived barriers to learning

Situational barriers:
- Cost. including tuition, books, child care, and so on;
- Not enough time;
- Home responsibilities;
- Job responsibilities;
- No child care;
- No transportation;
- No place to study or practice;
- Friends or family don't like the idea.

Institutional barriers:
- Don't want to go to school full time;
- Amount of time required to complete program;
- Courses aren't scheduled when I can attend;
- No information about offerings;
- Strict attendance requirements;
- Courses I want don't seem to be available;
- Too much red tape in getting enrolled;
- Don't meet requirements to begin program;
- No way to get credit for a degree.

Dispositional barriers:

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[6] Cross, K. P., McCartan, A. (1984). Adult learning: State policies and institutional practices. Washington, DC: Association of the Study of Higher Education. (ASHE-ERIC Higher Education Research Report No.1), p. 37.

- Afraid that I'm too old to begin;
- Low grades in past, not confident of my ability;
- Not enough energy and stamina;
- Don't enjoy 'studying;
- Tired of school, tired of classrooms;
- Don't know what to learn or what it would lead to;
- Hesitate to seem too ambitious.[7]

Adult education barriers in the EU are assessed in the Adult Education Survey. The Adult Education Survey (AES) is part of the EU Statistics on lifelong learning. The whole survey covers participation in education and lifelong learning activities (formal, non-formal and informal learning) including job-related activities, characteristics of learning activities, self-reported skills as well as modules on social and cultural participation, foreign language skills, IT skills and background variables related to main characteristics of the respondents. The reference population is defined as people living in private households. The target population is restricted to people aged 25 to 64.[8]

Obstacles to participation in lifelong learning available at Eurostat:[9]

- Did not need it for personal (non job related) reasons;
- Did not have the prerequisites;
- Training was too expensive or respondent could not afford it;
- Lack of employer's support or public services support;
- Training conflicted with the work schedule;
- Did not have time because of family responsibilities;
- There was no training offered at the reachable distance;
- Health or age;
- Respondent experienced difficulties in finding what he/she wanted;
- No access to a computer or internet (for distance learning).

In relation to the countries of subject: Italy, Latvia, Lithuania, Poland, Romania – the full data set for 2011 is available for only 3 of the ten barriers published by Eurostat:

- Training was too expensive or respondent could not afford it;
- Training conflicted with the work schedule;
- Health or age.

Authors (Roosma, Saar, 2011)[10] assign the mentioned barriers in Adult Education Survey by Cross (1981) classification to:

- Situational barrier – Training conflicted with the work schedule;
- Institutional barrier – Training was too expensive or respondent could not afford it;
- Dispositional barrier – Health or age.

The distribution of the defined barriers in 2011, in European countries among people in the age group 55–64 can be seen in Fig. 8.5. Among the assessed barriers in European countries there is a close positive correlation between „Situational barrier – Training conflicted with the work schedule" and „Institutional barrier – Training was too expensive or

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[7] Cross, K. P., McCartan, A. (1984). Adult learning: State policies and institutional practices. Washington, DC: Association of the Study of Higher Education. (ASHE-ERIC Higher Education Research Report No.1), p. 38.
Cross, K. P. (1981). Adults as learners: Increasing participation and facilitating learning. San Francisco: Jossey-Bass. p. 9.
[8] Source. Eurostat. Adult Education Survey. Available at:
http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/trng_aes_esms.htm
[9] Source. Eurostat. Available at http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_177&lang=en
[10] Roosmaa E., Saar E. (2011). Barriers to Partipation in Lifelong Learning. Contry Report Estonia. Available at: http://lll2010.tlu.ee/

respondent could not afford it". Between barriers „Institutional barrier – Training was too expensive or respondent could not afford it" and „Dispositional barrier – Health or age" there is a positive correlation of 0.59. Between barriers „Situational barrier – Training conflicted with the work schedule" and „Dispositional barrier – Health or age" there is a positive correlation of 0.54.
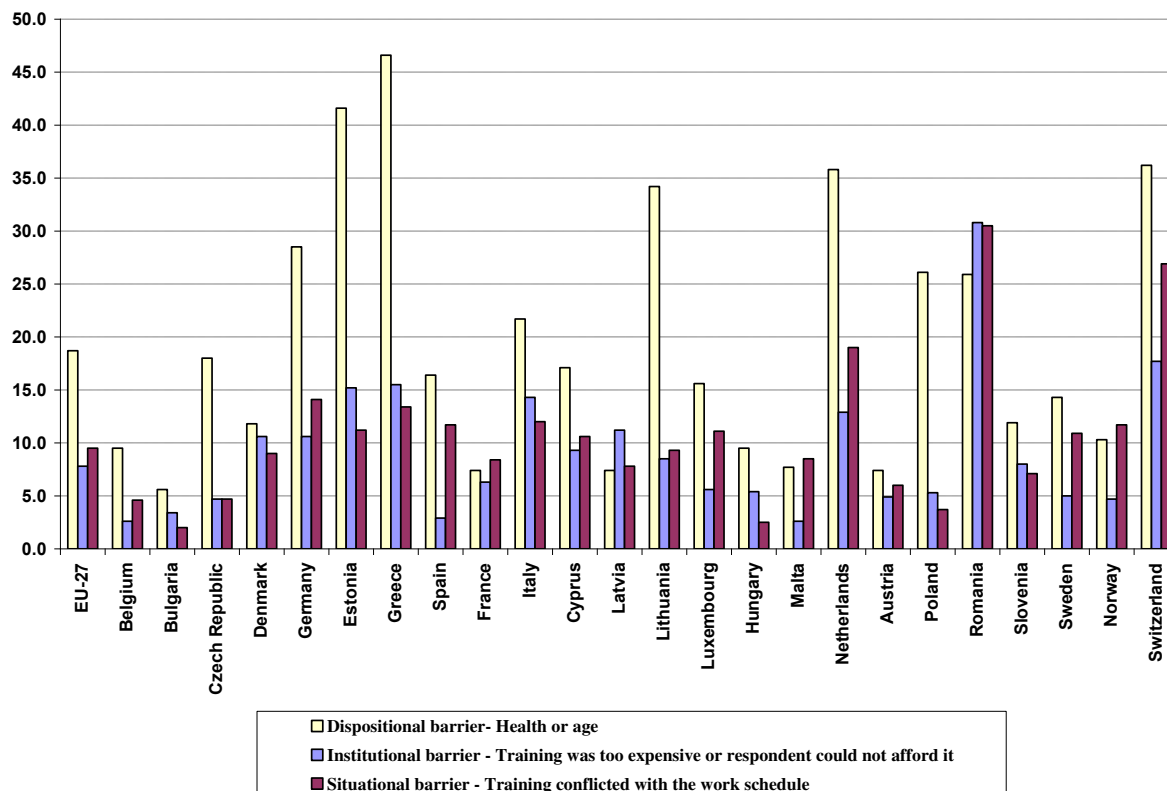
Figure 8.6. **Barriers to partipation in education age group from 55 to 64 years.**[11]

In 2011, in European countries, within the age group of 55–64, the highest indicator for barrier „Dispositional barrier – Health or age" is in Greece (46.6%) and the lowest is in Bulgaria (5.6%). „Institutional barrier – Training was too expensive or respondent could not afford it" is highest in Romania (30.8%) and lowest in Belgium (2.6%). „Situational barrier – Training conflicted with the work schedule" is highest in Romania (30.5%) and lowest in Bulgaria (2%).

All of the barriers for the five countries in 2011, lower than the mean average in EU (EU-27) are only in Latvia, but higher – only in Romania. Higher than the mean average for EU (19%) is the „Dispositional barrier – Health or age" in four countries: Lithuania (34%), Romania (26%), Italy (22%), Poland (%).

Further, the data from the survey are analyzed. To obtain information about availability of education in Latvia, in the questionnaire of survey the following questions were formulated:

• Do you see any barriers in your participation in education in your place of living?

• What barriers?

▪ Health problems;

▪ Family problems;

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[11] Sorce: autror's made picture used Eurostat data. Available at:
http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_177&lang=en

- Lack of time;
- Disability;
- Financial problems;
- Distance/no good connection;
- Lack of information;
- Lack of educational counseling;
- Other.

Answers for the question „Do You see any barriers for participating in educational activities where You live?" are summarized in Fig 8.7. By opinions from respondents it is evident that the highest barriers for participating in educational activities are in Romania (73%) and Poland (53%), with the lowest being in Lithuania (26%) and Latvia (33%).
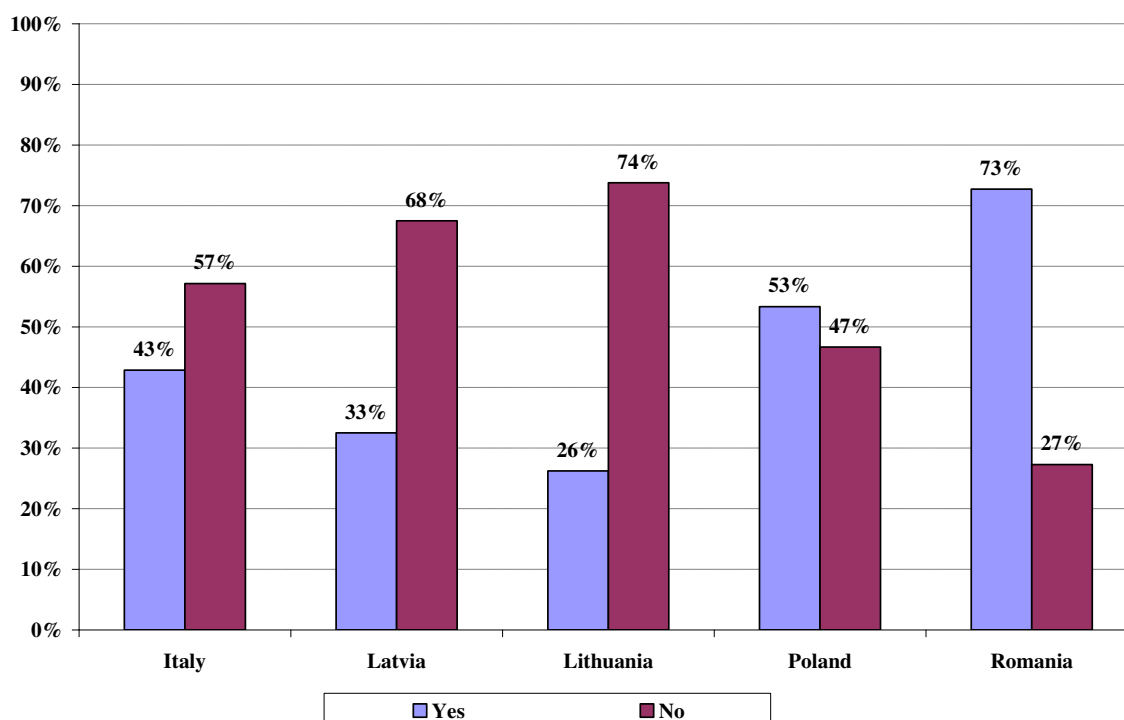
Figure 8.7. **Answers to the question: „Do you see any barriers in your participation in education in your place of living?" N = 199.**

Answers to the question „Do You see any barriers for participating in educational activities where You live?" will be analyzed by gender (Table 8.1), by age group (Table 8.2), by place of residence (Table 8.3), by marital status (Table 8.4) and by level of education of the respondent (Table 8.5).

Table 8.1. **Do You see any barriers for participating in educational activities where You live (answers by respondents sex), %?**

Country	No			Yes		
	Female	**Male**	**Total**	**Female**	**Male**	**Total**
Italy	53	47	100	75	25	100
Latvia	59	41	100	62	38	100
Lithuania	49	51	100	69	31	100
Poland	86	14	100	44	56	100
Romania	56	44	100	54	46	100

From those who have indicated that they have barriers for participating in educational activities in their region, 75% in Italy are women, in Lithuania – 69%, in Latvia – 62%, in Romania – 54%. For Poland, women have a slightly smaller proportion, than men in this case (44%).

Table 8.2. **Do You see any barriers for participating in educational activities where You live (answers by respondents age group), %?**

Country	No				Yes			
	51-60	61-70	71+	Total	51-60	61-70	71+	Total
Italy	30	55	15	100	27	60	13	100
Latvia	44	30	26	100	8	46	46	100
Lithuania	24	44	31	100	31	69	0	100
Poland	21	64	14	100	25	63	13	100
Romania	44	56	0	100	29	33	38	100

Table 8.3. **Do You see any barriers for participating in educational activities where You live (answers by respondents place of residence), %?**

Country	No					Yes				
	Rural	Small town	Medium	City	Total	Rural	Small town	Medium	City	Total
Italy	0	33	44	22	100	0	14	57	29	100
Latvia	19	19	44	19	100	23	38	23	15	100
Lithuania	4	18	49	29	100	13	19	38	31	100
Poland	0	0	0	100	100	13	6	0	81	100
Romania	0	22	56	22	100	75	21	4	0	100

From those who have indicated that they have barriers for participating in educational activities in their region, in Romania 75% live in rural areas, 23% in Latvia, 13% in Lithuania and 13% in Poland, live in rural areas.

Table 8.4. **Do You see any barriers for participating in educational activities where You live? (answers by respondents marital status), %?**

Country	No					Yes				
	Married	Single	Divorced	Widower	Total	Married	Single	Divorced	Widower	Total
Italy	68	16	5	11	100	67	13	13	7	100
Latvia	41	26	7	26	100	38	38	0	23	100
Lithuania	49	9	22	20	100	50	25	6	19	100
Poland	71	0	14	14	100	50	19	19	13	100

Romania	33	22	11	33	100	38	8	25	29	100

From those, who have indicated that they have barriers for participating in educational activities in their region, in Italy 67% are married, in Lithuania – 50%, in Poland – 50%, in Romania – 38% and in Latvia 38% are married.

Table 8.5. **Do You see any barriers for participating in educational activities where You live (answers by respondents educational level), %?**

Country	No						Yes					
	Higher	Post high school	High school	Professional	Basic	Total	Higher	Post high school	High school	Professional	Basic	Total
Italy	5	37	32	26	0	100	13	33	27	20	7	100
Latvia	33	19	11	30	7	100	15	15	23	23	23	100
Lithuania	60	24	7	7	2	100	63	19	13	6	0	100
Poland	71	0	14	7	7	100	31	0	50	19	0	100
Romania	67	33	0	0	0	100	8	13	8	33	38	100

From those who have indicated that they have barriers for participating in educational activities in their region, in Lithuania 63% have higher education, in Poland 31% have higher education, 15% in Latvia, in Italy 13% have higher education and in Romania – 8% have higher education.

This research analyzes the answers to question: „What barriers?" The answer options offered to respondents: Health problems; Family problems; Lack of time; Disability; Financial problems; Distance/no good connection; Lack of information; Lack of educational counseling; Other.

By following the methodology of Cross, McCartan (1984), the author classifies the barriers assessed in the research as institutional, situational, and dispositional barriers.

Barriers "Family problems", „Lack of time", „Distance / no good connection" are classified as situational barriers.

Barierrs „Financial problems", „Lack of information", „Lack of educational counseling" are classified as institutional barriers.

Barriers "Health problems", „Disability" are classified as dispositional barriers.

In my opinion, barriers "Financial problems", „Lack of information", „Lack of educational counseling" can be related to situational barriers, as well as institutional barriers. Considering that the age of respondents in the survey is over 50, the author relates these barriers to institutional barriers.

Answers on the question about presence of barriers are summarized in Table 8.6.

Table 8.6. **Barierrs to partipiation in education, %**

Barriers in participation in education in place of living	Italy	Latvia	Lithuania	Poland	Romania
Situational barriers					
Family problems	13	0	10	0	6
Lack of time	23	15	15	10	9
Distance / no good connection	10	5	3	7	9

Institutional barriers					
Financial problems	3	7	7	30	15
Lack of information	5	7	2	27	3
Lack of educational counseling	3	0	0	7	3
Dispositional barriers					
Health problems	5	12	10	17	24
Disability	0	5	0	7	6

By using data from Table 8.6., graphs Figure 8.7., Figure 8.8. and Figure 8.9. have been created.
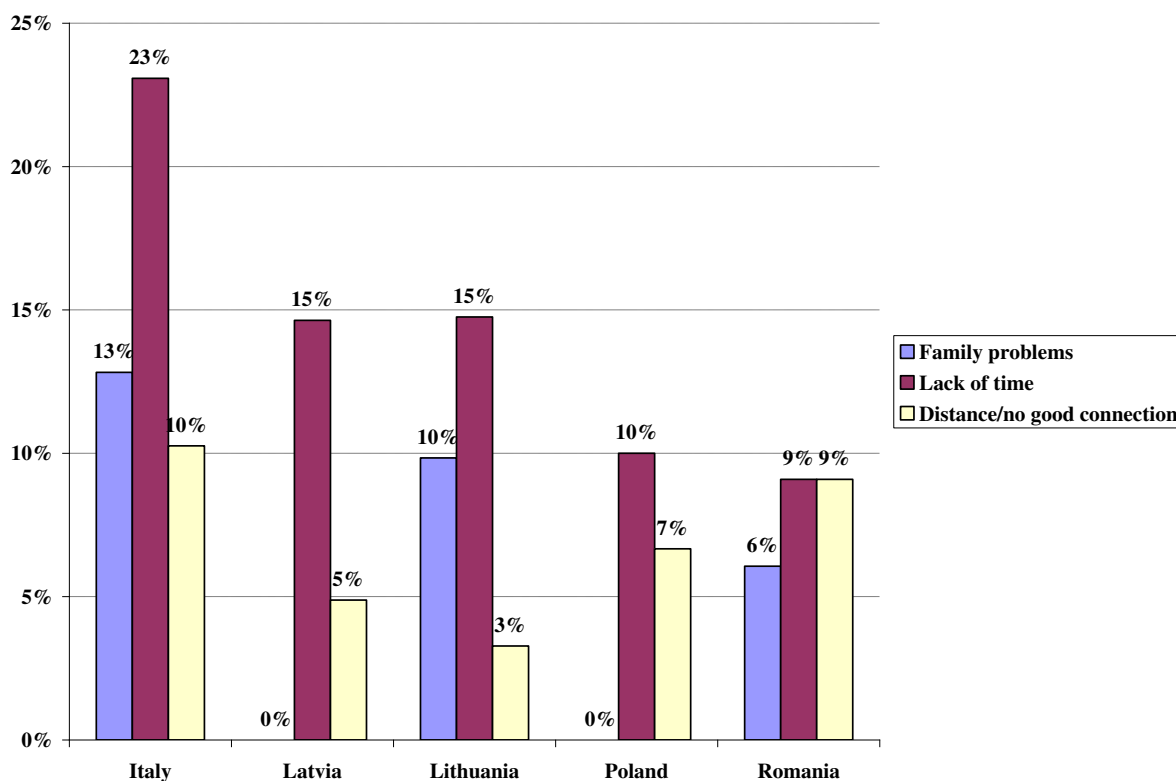

Figure 8.7**. Situational barriers.**

In the countries of subject - Italy, Latvia, Lithuania, Poland, Romania, the most common of the situational barriers is „Lack of time": Italy (23%), Latvia (15%), Lithuania (15%), Poland (10%), Romania (9%). In two countries - Latvia and Poland, the barrier „Family problems" is not present (0%). Barrier „Family problems" is most common in Italy (13%) and Lithuania (10%). Romania shows barrier „Family problems" as 6%. Barrier „Distance/no good connection" for all five countries shows less than 10%.

Table 8.7. **Situational barriers to participation in education by gender, %**

Country	Family problems		Lack of time		Distance / no good connection	
	Female	Male	Female	Male	Female	Male
Italy	26	0	21	20	16	0
Latvia	0	0	24	0	8	7
Lithuania	12	7	21	7	0	7
Poland	0	0	11	9	11	0

Findings within the EU Lifelong Learning Programme Grundtvig Learning Partnership project "Aging With Active Knowledge and Experience (AWAKE)"

Romania	11	0	11	7	6	13

Barrier „Family problems" are more common for women. For women, the barrier „Family problems" is evident in Italy (26%) and Romania (11%). Also, the barrier „Lack of time" is more common to women. Barrier „Lack of time" for women is evident in Latvia (24%). Barrier „Distance/no good connection " for women is evident in Italy (16%) and Poland (11%), for men - in Lithuania (7%). Generally situational barriers are more common to women.
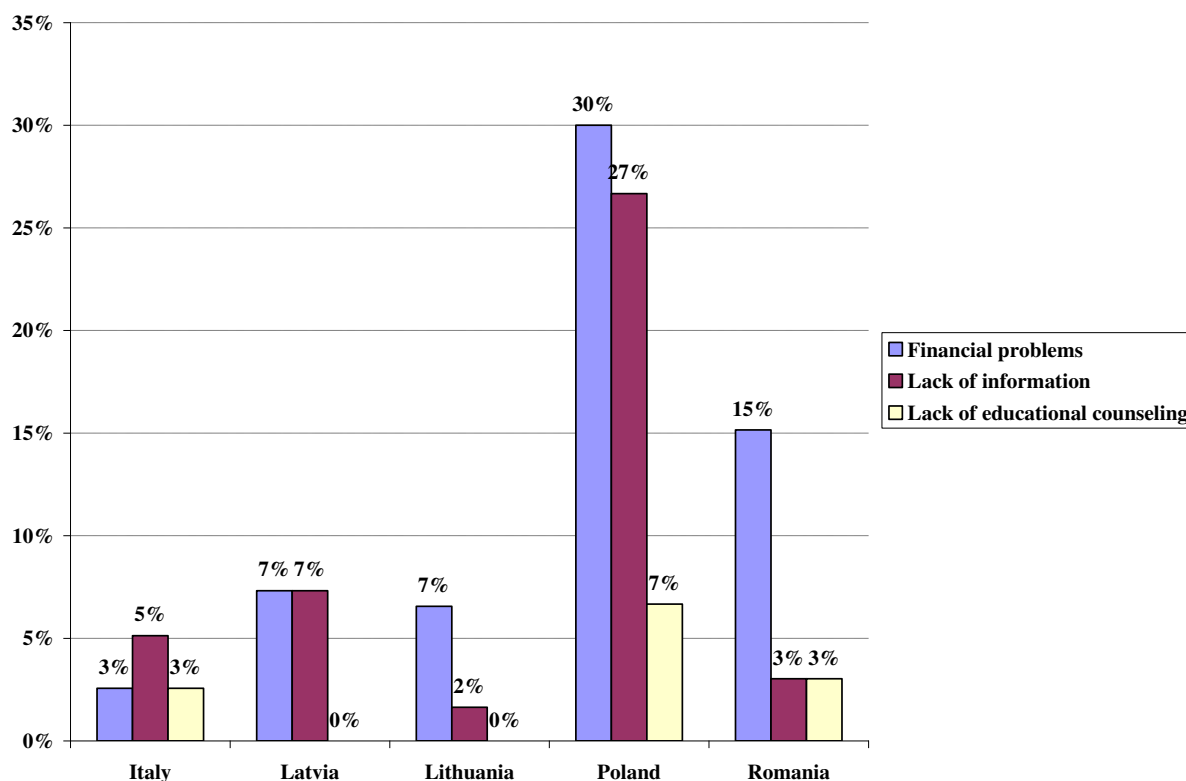

Figure 8.8. **Institutional barriers.**

Institutional barrier „Financial problems" is most present in Poland (30%), then in Romania (15%), Latvia (7%), Lithuania (7%) and Italy (3%). Barrier „Lack of information" is most common in Poland (27%), then in Latvia (7%), Italy (5%), Romania (3%) un Lithuania (2%). Institutional barrier „Lack of educational counseling", in comparison wth the previously assessed institutional barriers „Financial problems" and „Financial problems", is the least common. Barrier „Lack of educational counseling" in all countries is 7% or less: Poland (7%), Italy (3%), Romania (3%). Barrier „Lack of educational counseling" is not present in Latvia and Lithuania.

Table 8.8. **Institutional barriers to participation in education by gender, %**

Country	Financial problems		Lack of information		Lack of educational counseling	
	Female	Male	Female	Male	Female	Male
Italy	3	0	5	0	0	0
Latvia	4	13	4	13	0	0
Lithuania	6	7	3	0	0	0
Poland	21	45	16	45	5	9
Romania	22	7	0	7	0	7

Barrier „Financial problems" by gender, is more common to men in Poland (45%) and Latvia (13%), Lithuania (7%), but more common to women in Romania (22%). Barrier „Lack of information" is more common to men than women in Poland (45%) and Latvia (13%). For men, the barrier „Lack of information" is evident in Romania (7%). For women, the barrier „Lack of information" is evident in Italy (5%) and Lithuania (5%). Barrier „Lack of eduacational counseling"is more common to men in Poland (9%) and Romania (7%). Generally institutional barriers are more common to men.
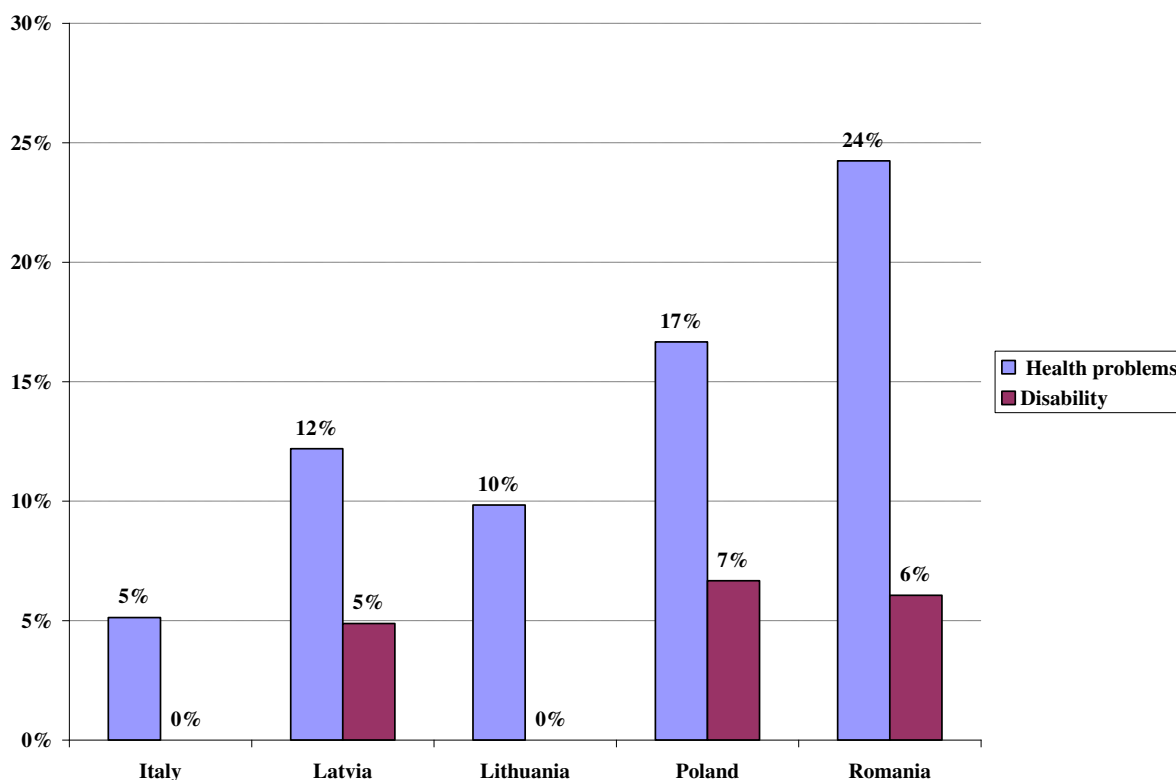
Figure 8.9. **Dispositional barriers.**

Dispositional barrier „Health problems" is more common to women in Italy (11%) and Lithuania (15%), but for men it's more common in Poland (27%) and Romania (27%). In Latvia, the barrier „Health problems" is spread equally for both sexes.

Table 8.9. **Dispositional barriers to participation in education by gender, %**

Country	Health problems		Disability	
	Female	Male	Female	Male
Italy	11	0	0	0
Latvia	12	13	8	0
Lithuania	15	4	0	0
Poland	11	27	5	9
Romania	22	27	0	13

Dispositional barrier „Health problems"is more prevalent to women in Italy (11%) and Lithuania (15%), while men are more prevalent in Poland (27%) and Romania (27%). In Latvia barrier „Health problems"is equally common to both genders.

9. SENIORS' PERSPECTIVES ON THE LEARNING AND USING ICT [1]

9.1 INTRODUCTION

During the past decade ICT (Information and communication technologies) has become available for the general population. However a gap remains between users and non-users due to several reasons: from missing infrastructure or access, to missing incentive to use ICTs, to lack of computer literacy or skills necessary to take in the part in the information society. Despite increasing levels of ICT usage in all sections of society, the digital divide is still creating a big gap in European countries (EC, 2006)[2]. ICT services are present in the everyday life of people and can play an important role in the improvement of everyday life issues such as health, communication, independent living, social contacts etc.

European countries are now facing similar problems connected with the ageing of societies. The number of older people in the population increases fast so it means that one should make sure, that senior citizens are strong and actively participating in social life group. Aging includes various areas of human life: participation in the labor market; the household-related activities, including homework and other care; active participation in community life, including volunteering and active use of leisure time for hobbies, sports, travel, creative activities. Of course, a better use of the information and communication technologies can provide significantly greater benefit to the public, increase the individual's role in civic democracy and successful development. It is very important to contribute to the inclusion of the people aged 50+ so that they can benefit from ICT services according to their specific needs.

In the face of the ageing process of many societies it's vital to take special care of the educational needs of those people, who together with the end of working career are forced to search other developmental opportunities. It's known that people are getting older in the moment when they stop developing. To identify educational needs of people over 50 and improve teaching and developing the offer of education for people over the age of 50, in the framework of project the survey was carried out in project's partners' countries. In this paper given the evaluation of the use ICT in education of 50+ people in partners' countries as well as outlined the tips for Europe Union institutions.

The questionnaire divided into four parts – diagnostic blocks: Current situation, Needs and expectations, Possibilities and barriers, Volunteering. Rather each part (except for volunteer work) contained the questions on the use of ICT (Table 9.1).

Table 9.1. **The instrument of the survey**

Diagnostic Block	Content of Statements	Items on the use of ICT
I. Current situation (N=3)	Presented statements about the involvement in an educational program / course and how much time spent on studying and dedicating the self-development.	1. Are you currently involved in any educational program / courses on ICT? 2. To acquire new skills or knowledge, I'm a member of specialized social networks in Internet

[1] Full text pubished in Proceedings of the 6th International Scientific Conference Jelgava, Latvia, April 25-26, 2013, p.208-215., available at: http://aict.itf.llu.lv/proceedings/2013

[2] EC, 2006. Project "Digital Engagement of Senior Citizens". ICT Pedagogic Strategy for engaging Senior Citizens in the Information Society. Available at: http://api.ning.com/.

II. Needs and expectations (N=13)	Presented statements cover the meanings, which are attributed to the learning of people 50+: what they want to learn, why want to learn - motivation, meaningfulness, expectations from learning, what teaching methods preferred, favourite ways of spending free time etc.	1. What would you like to learn*? (How to use computer and the internet)* 2. Which method of learning do you prefer? *(Internet; prefer learning face to face with a teacher, in a group or by himself.)* 3. What's your favourite way of spending your free time? *(Netsurfing)*
III. Possibilities and barriers (N=5)	Statements cover two aspects of people 50+ educational possibilities: are there provided any educational offer in the respondents' place of residence and it quality as well as barriers in participation in education.	Do you see any barriers in your participation in education in your place of living? *(No good connection; Lack of information)*
IV. Volunteering (N=5)	Presented statements about the desire to be a volunteer and in what kind of volunteering interested. Statements cover several potential values of volunteering as well.	-

9.2   RESULTS AND DISCUSSION

Much of the literature on older people and computers has focused on four main areas: methods of training older people to use computers and computer software; uses computers to improve the quality of life for older people, and attitudes to computers and computing, including perceived barriers and benefits of computer use, and benefits associated with computer use (Richardson at al., 2002)[3].

The current survey results show that 14.71% of all respondents currently are involved in learning ICT by attending special educational program or courses. Evaluating the results of respondents' place of residence (country), currently Lithuanian seniors are the most active in acquiring ICT skills (Figure 9.1).

To acquire new skills or knowledge 18.65% of respondents are the members of specialized social networks on the Internet. Latvian seniors are the most active Internet and specialized social networks users for educational purposes (24.39%). Less active are the Lithuanians (6.86%) and Italians (5.13%).In turn, this type of training is not popular among seniors in Poland and Romania.

Statements of the second diagnostic block cover the meanings, which are attributed to the learning of people 50+: what they want to learn, what teaching methods preferred, favorite ways of spending free time etc. Seniors educational interests are given in Figure 9.2. Results show that greatest interest are the on how to use computer and the internet and how to take care of health and beauty.

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[3] Richardson M., E.Zorn T. and Weaver K., 2002. Seniors' Perspectives on the Barriers, Benefits and Negatives Consequences of Larning and Using Computers. Department of Management School, University of Waikato, Hamilton, New Zealand. Available at: http://ils.indiana.edu/faculty/.

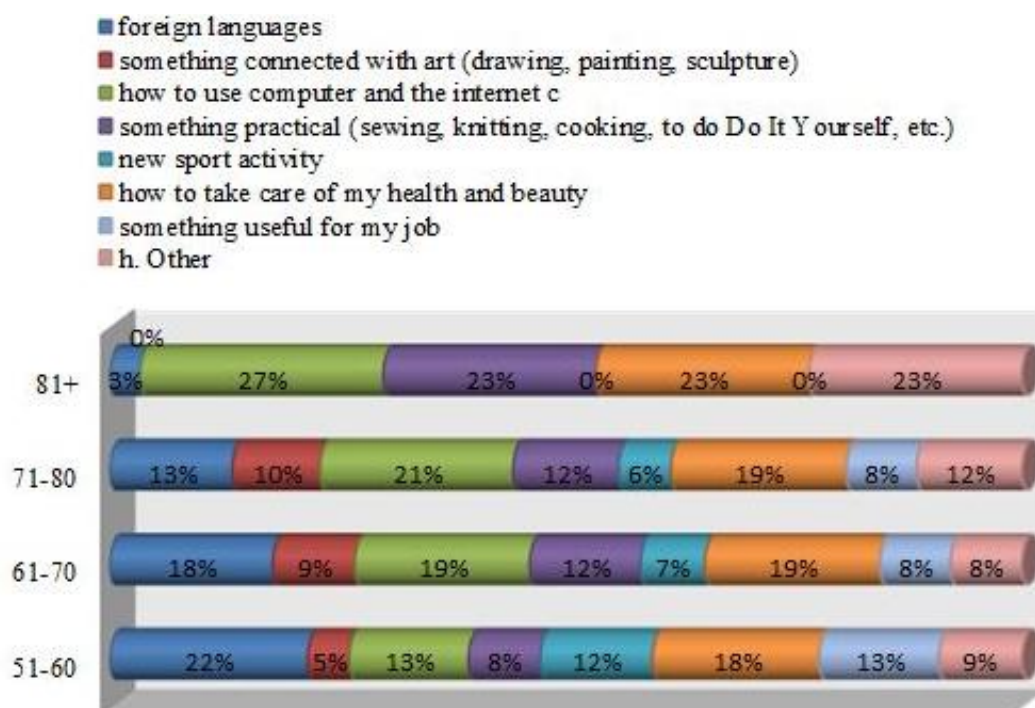Figure 9.1. **Currently are involved in educational program / courses on ICT (N=204).**

Figure 9.2. **People 50+ educational interests by age structure (N=174).**

Polish seniors have the greatest interest on ICT among the countries (Figure 9.3). Less than one-third of the Latvian respondents want to learn how to use computer and the internet. The lowest interest has Romania seniors (only 27.27%).
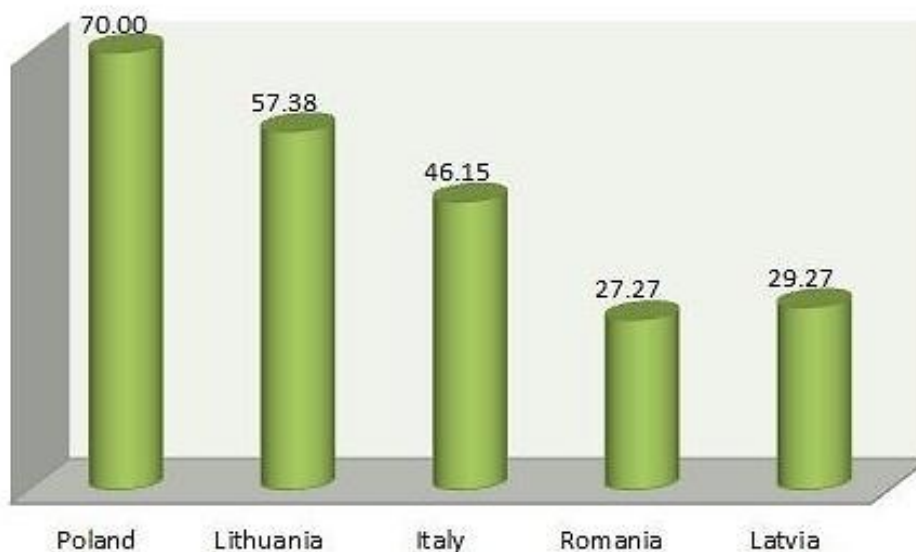
Figure 9.3. **Interest to learn how to use computer and the internet (N=204).**

Analyzing the results by place of residence (country), In Lithuania and Italy the greatest interest to computers and Internet have people 50+ in medium towns (accordingly 42% and 20%), but Latvians – in small towns (38% of respondents) (Figure 9.4). Romanian and Italian seniors in rural area do not have interest on issues related to ICT.
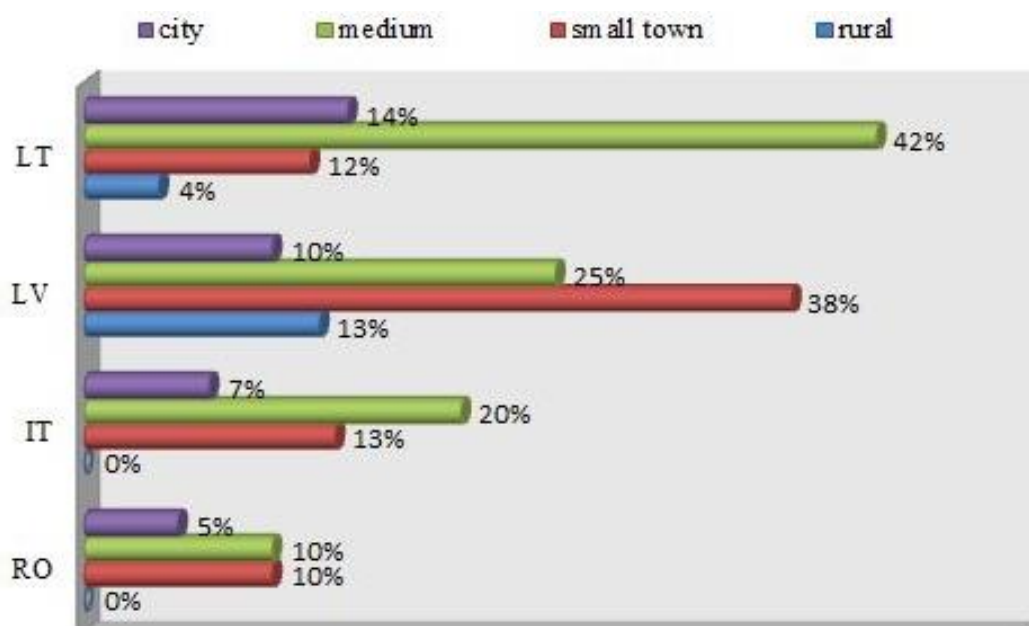
Figure 9.4. **Interest to learning how to use computer and the internet by place of residence (N=174).**

Information on interest to learning how to use computer and the internet by educational level is given in Figure 9.5. In Latvia the greatest interest have people 50+ with professional education and post high school – both 10%. In turn, In Lithuania the greatest interest has seniors with higher education (43%), in Italy – post high school (19%). The smallest interest on ICT has Latvian seniors with basic education (0%) and high school (2%).

Analyzing the results on ICT as the first priority of educational needs by age structure it is seem that Lithuanian, Romanian and Latvians seniors aged 51-60 and 61-70 have quite similar distribution of ICT educational needs as first priority. In Italy the greatest interest (33%) on ICT is for seniors aged 71-80, but in Lithuania – seniors aged 81+.

Statements of the second diagnostic block cover also what teaching methods preferred by people aged 50+. Based on the survey results there are analyzed Internet as a method of learning by age structure (Figure 9.6.), employment (Figure 9.7) and gender.
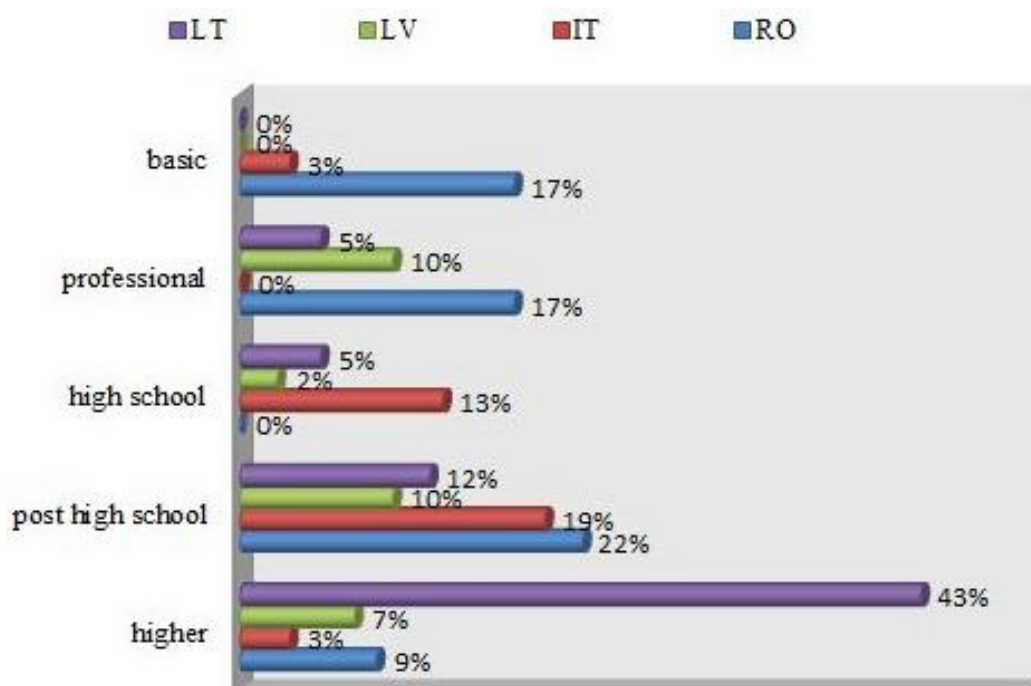
Figure 9.5. **Interest to learning how to use computer and the internet by education level (N=174).**

The results show that the use of the Internet for educational purposes is the most popular in Romania, especially for people aged 61-70 (50%) and 71-80 (33%). Internet is the most used for training purposes by Italians aged 61-70 (50%). In Lithuania - distribution of the first three age groups is similar (accordingly 29%, 17% and 27% of respondents), but Latvian seniors' interest to learning through the internet is the lowest among the partner countries.
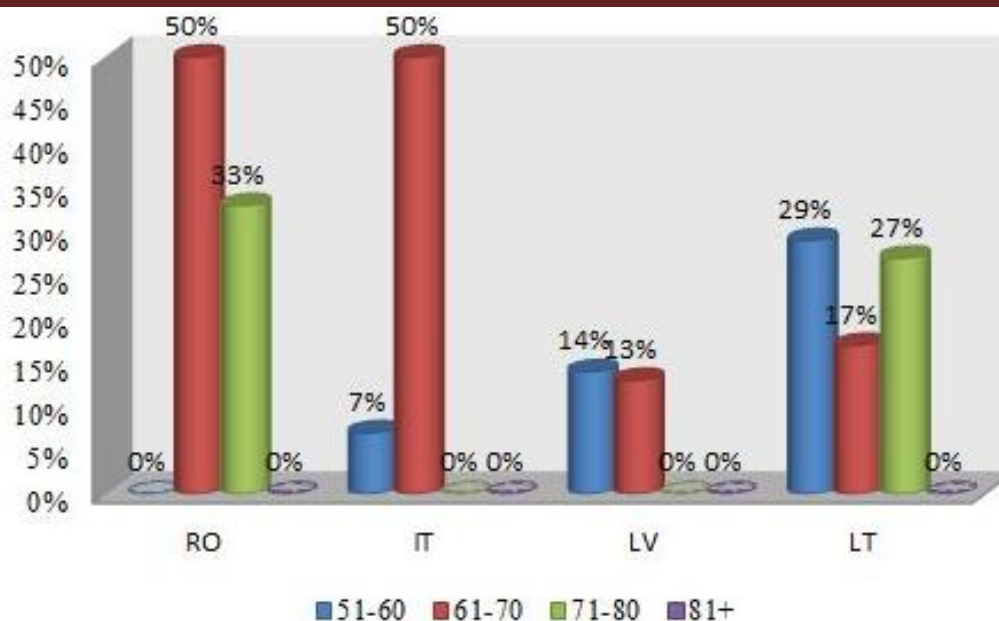
Figure 9.6. **Internet as a method of learning by age structure (N=174).**

Latvian self-employed seniors would most like to use the Internet to learn something new (33%), but in Lithuania – unemployed seniors (44%). In Italy distribution among all types of employment are similar (except self-employed seniors), but in Romania the great interest have directly pensioners (10% of all respondents) (Figure 8.7.).
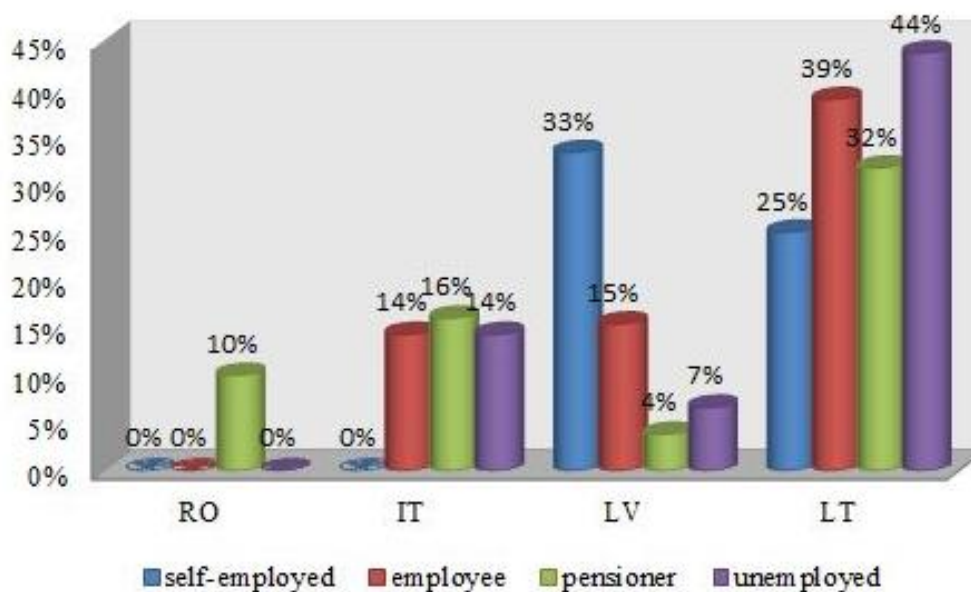
Figure 9.7. **Internet as a method of learning by employment (N=174)**

Analyzing the information about internet as a method of learning by gender should be decided that Latvian and Lithuania seniors' interest on the Internet as a teaching method is greater in men than in women (accordingly 17% and 70%), but women – in Latvia 8% and in Lithuania 50%. In Romania and Italy, the situation is reversed - women are more interested in (accordingly 40% and 12%). In turn, to learn how to use computer and the internet by place of residence, distribution by gender (male - female) is the following: Latvia - accordingly 28% and 7%, Lithuania - 20% and 17%, Romania - 11% and 17%, Italy - 8% and 17%.

Several EU policies set the e-inclusion as the need to promote "active" living. In the EU, policies emanating from DG Employment and Social Affairs address active inclusion (linked to the labour market and better access to promote the integration of the most disadvantaged people), decent housing and homelessness, inclusion of vulnerable groups (including isolated older people etc.). The main goal for e-inclusion is improvement ICT access for people with disabilities and senior citizens (E.Mordini at.al., 2009)[4].

Statements of the second diagnostic block cover the favorite ways of spending free time etc. Results show that netsurfing as the favorite way of spending free time recognized 13% of all questioned men and 8% - of women aged 50+. But the distribution by the age structure is as follows: 12% of people aged 51-60, 10% - aged 61-70 - 11% aged 71-80 and 4% of people aged 81 +. It should be decided that netsurfing is not popular among the married people. In Latvia divorced seniors spend the most time on the Internet (33%), in Italy – single (60%), in Romania – married seniors (5%), but in Lithuania – widowers (58%).

Increase accessibility to ICT equipment including assistive technologies to all senior citizens. It is important to recognize that access to ICT and the Internet is by no means universal and lack of ICT infrastructure is a significant barrier in many European countries. Information about access to public Internet provision should be integrated in information and training programmes for senior citizens (EC, 2006). Statements of third part cover two aspects of people 50+ educational possibilities: are there provided any educational offer in the respondents' place of residence and it quality as well as barriers in participation in education. The results show that respondents have barriers in participation in education in their place of living and one of them - no good connection (Figure 9.8). In Romania the quality of connection is almost only barrier to participate in education, but in Poland connection problem cause the least barriers to participation in education.
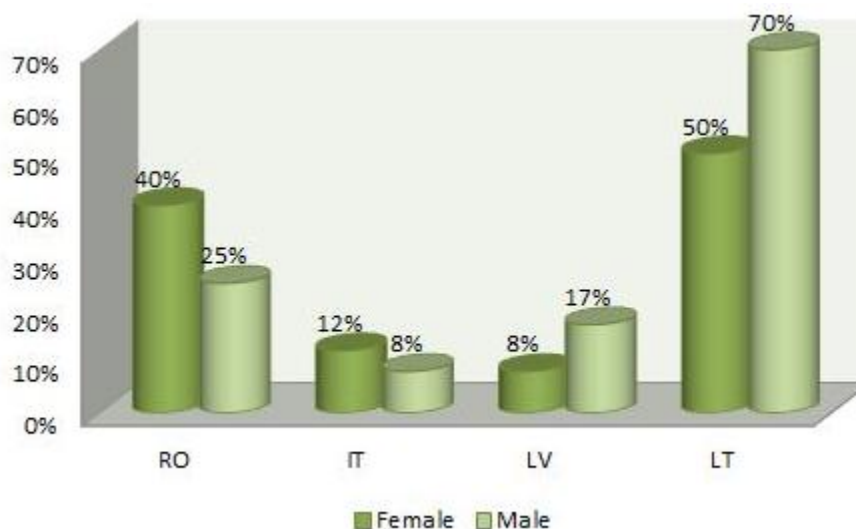
Figure 9.8. **Barriers in participation in education in place of living (N=204).**

9.3 CONCLUSION

1) The quality of life literature has focused on lonely, isolated older people who live alone, investigating ways in which technology can assist them to be independent, and ways in

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[4] Mordini E., Wright D., Wadhwa K., De Hert P., Mantovani E., Thestrup J., Van Steendam G., D'Amico A. and Vater I., 2009. Senior citizens and the ethics of e-inclusion. Springer Science+Business Media B.V. 2009. Available at: www.in-jet.dk.

which computers can be used to break down their isolation, allowing them to be re-integrated into society (Richardson et al., 2002)[5]. Results on the netsurfing as the favourite way of spending free time show that Internet can provide isolated people aged 50+ with increased opportunities for social contacts and can contribute to decreasing loneliness;

2) The questionnaire contains statements on several learning issues: Internet as a method of learning; what teaching methods are preferred - learning face to face with a teacher, in a group or by himself; how old should be a teacher etc. Based on these results could be outlined some tips for the European Union institutions:

   • Use a participatory approach, that involves learners in the process;
   • Use an action-oriented approach – learning by doing; the use of project-based or problem-based activities;
   • In order to motivate seniors to acquire e-skills should be organized short courses that directly related to their daily lives. Seniors will be more motivated to use computers or Internet when they produce visible benefits to them and meet their actual needs;
   • Promote an environment of informal learning for seniors what is not planned in advance with strict program;
   • Use intergenerational cooperation (Junior to senior). However several studies show that sometimes it is unfriendly methods, particularly when being taught by young people who deliver material too quickly;
   • Use the knowledge and experience sharing and transfer method (seniors who have acquired the e-skills train other seniors). Seniors are tended to help each other and in training groups with varied ICT skills it has been observed that more ICT competent learners support those with less skills or slower learning pace (EC, 2006).[6]

3) Measures to promote ICT skills can be: regular (E-Skills Week in the framework of European Get Online Week, courses, consultations, clubs etc.) and various actions organized by Internet Providers, the state / local government bodies or the several interest groups. In the framework of the project are collected best measures examples from all partner countries. Based on literature review and on the Latvian experience of the seniors computer fun clubs are recommended for seniors who want to improve their skills in computer use, to be in the middle of a new appointment and interesting events. The aim of such measures is to interest the wider community on e-skills acquisition and application possibilities, to inform where and how to use existing e-skills or improve them as well as to learn about the e-services and how to obtain it more convenient use.

4) People aged 50+ in Latvia, Lithuania, Poland and Romania is the generation that was educated and started the development of their carriers in „communism" i.e. in conditions of socialism. One can name common characteristics: lack of initiative; think that everything must be provided by state or something else; hold the opinion that it is good to work in the same organization for a long time; not ready for changes etc. Thus providing education possibilities for this generation the primary condition is the enabling environment where is expressed praise very often: praise and praise again!

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[5] Richardson M., E.Zorn T. and Weaver K., 2002. Seniors' Perspectives on the Barriers, Benefits and Negatives Consequences of Larning and Using Computers. Department of Management School, University of Waikato, Hamilton, New Zealand. Available at: http://ils.indiana.edu/faculty/.

[6] EC, 2006. Project "Digital Engagement of Senior Citizens". ICT Pedagogic Strategy for engaging Senior Citizens in the Information Society. Available at: http://api.ning.com/.

10. VOLUNTEERING IN EDUCATION OF 50+ PEOPLE [1]

10.1 UNDERSTANDING OF THE CONCEPT *VOLUNTEERING*

One of the aims of the research was to identify people's motivation to participate in voluntary work. Respondents had to answer to question what is volunteering in their opinion. Depending on the understanding of volunteer work there are several definitions. The most common in EU are:

- **A volunteer is** aperson who carries out activities benefiting society, by free will. These activities are undertaken for a non-profit cause, benefiting the personal development of the volunteer, who commits their time and energy for the general good without financial reward.[2]
- **Volunteering** activities are undertaken by volunteers. The activity is undertakn for a non-profit cause and does not replace paid staff. The activity can be done within the framework of a volunteering provider or through a volunteer's own initiative.[3]

During the survey the respondents had to answer to question what is volunteering in their opinion. All responses can be grouped as follows: help others; work/ help without salary or other benefits; free time spending; self-expression; charity; giving a value to volunteers own life; improving the skills as well as self-sacrifice (Table 10.1.). The highest amount of respondents indicated that volunteering is a wonderful, good and interesting activity.

Table 10.1. **What is volunteering in respondents' opinion?** (% of responbdents)

	PO	IT	RO	LT	LV
Helping others	7.3	88.5	3.3	47.5	14.6
Work without salaru and other benefits	23.3	11.4	9	23	7.3
Free time spending	3.3	14.2	0	1.6	7.3
Self-expression	0	0	0	6.5	0
Charity	16.7	0	0	1.6	0
Giving a value to volunteers own life	0	2.9	0	0	0
Improving the skills	3.3	11.4	0	0	0
Self-sacrifice	3.3	0	0	1.6	0
Don't kmow	10	0	13.3	4.9	24.3

The results indicate that the main value of the volunteering is to help others in addition without any benefits. Most respondents claimed that the beneficiers of the volunteering are elderly, disabled people, children (with great distress, with difficulties) and adolescents and other marginal social groups.

Relatively large number of Polish seniors (16.7%) believe that charity is the same what volunteering. Similarly think some seniors also in Lithuania. Some Polish and Lithuanian seniors think that volunteering is something like self-sacrifice.

The results show that the most varied definitions of volunteering are in Italy as well as in Poland. In Italy and also in Lithuania people aged 50+ are most informed on volunteering. It is recognized that understanding of volunteering is the weakest in Latvia.

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[1] Author: Mg.Math, PhD, **Anna Vintere**, Latvia University of Agriculture
[2] EUROPEAN CHARTER ON THE RIGHTS AND RESPONSIBILITIES OF VOLENTEERS, http://ec.europa.eu/youth/news/europeancharterontherightsandresponsibilitiesofvolunteers_en.htm
[3] EUROPEAN CHARTER ON THE RIGHTS AND RESPONSIBILITIES OF VOLENTEERS, http://ec.europa.eu/youth/news/europeancharterontherightsandresponsibilitiesofvolunteers_en.htm

According to the definition given above, results show that volunteering is an activities benefiting society. However, the second part of the definition states that volunteering is an activity that benefiting the personal development of the volunteer, who commits their time and energy for the general good without financial reward. As results show, some Italian people (11.4%) aged 50+ believe that volunteering is a way to improve their skills. However, the Latvian, Lithuanian and Romanian seniors do not see the positive impact of volunteering on personal development.

The document "European charter on the rights and responsibilities of volenteers" claims that every volunteer has the right to have the contribution, skills and competences gained through volunteering activities recognised by formal education and proessional structures and institutions. Volunteers should have the right to develop new skills and competences and the space to discover, experiment and develop their own learning path. It means that there is a close link between volunteering and education and training.

Volunteering is above all an act of generosity that allows everyone, regardless of age, position, or skills, to give something back to their society. For many, it is opportunity to feel useful and to reconnect with the community. It is also a personal adventure and the chance to acquire, at any age, new competenes, know-how, and social skills. Volunteers often undergo training, and this gives them the chance to gain knowledge and skills that can be used to help find a job, or enjoyed simple for the pleasure of learning.[4]

10.2 VOLUNTEERING IN PARTNER COUNTRIES

This chapter contains information on volunteering in project partner countries (Poland, Italy, Romania and Latvian), based on the European Volunteer Centre's research "Volunteering Infrastructure in Europe" published in 2012. Unfortunately, this study does not analyze the situation in Lithuania.[5]

In Italy volunteering is regulated by the Framework Law on Volunteering, Law 266/91 (adapted in 1991). The Law recognises the social value and the function of volunteering as expression of participation, solidarity and pluralism. It provides the definition of voluntary activities and organizations and of the relationships between voluntary organizations and public authorities. The Law states that voluntary activity cannot be paid in any way, not even by the beneficiary. Volunteers can only be reimbursed by the voluntary organization of which they are members for the direct expenses they incurred, if deemed necessary for the activity itself, within previously determined by their voluntary organizations. Italy recognizes the social value and function of voluntary activities as an expression of participation, solidarity and pluralism.

Volunteering in Italy as an expression of solidarity and as an answer to the needs of the community is recognised and valued, especially because its roots reach back to the societal organization of medieval communes and its development is strongly linked with the social outreach and care dimention of the Catholic Church.

In Poland by the Act and Public benefit Activity and Voluntarism were introduced legal regulations concerning NGOs (adapted 2003, 2010). The Law regulates the principles of volunteer employment, insurance, reimbursement of expences incuured in connection with performing voluntry work, and the scopes of powers. In Poland volunteer is defined as a person who voluntarily and without compensation provides benefits for organizations, institutions, and individuals beyond family and friendship ties. But volunteering is defined as

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[4] Adult Volunteering: Learning for Life, ec.europa.eu/education/pub/pdf/adult/volunteer_en.pdf
[5] Volunteering infrastructure in Europe; 2012, Published by CEV, ISBN: 978-9-4916-3000-2

devoting one's time to unpaid social activity done of free will for non-governmental organizations, religious and social movements.

In Poland volunteering is a relatively young field of social activity – it was re-born after 50 years of communism. Because that reason, it is a term fairly unknown to the older generation, not well understood and a result of it, rejected by them altogether as something not appropriate for them and not matching their idea of social activity.

In Romania the volunteer and volunteering definitions come from Romanian Law on volunteering (adapted 2001), Law on the "voluntary military service" as well as from Romanian Language dictionary which defines volunteer as people who acting out of own free will, without constraint, based on free will, conscious.

The volunteering in Romanaia is defined as the public interest activity carried out of free will by any individual, for the benefit of others, without any financial benefit. It should be mentioned that the communist legacy of the former compulsory "patriotic work" is still shading the true meaning of the term volunteer.

The similar situation is also in Latvia. There is no separate Law on volunteering that incorporates a clear definitons of voluntary work. It is still differently perceived and public discussions are taking place about the prinpiples of volunteeringincluding between NGOs. The concept of volunteering, practice and carrer possibilities are all mixed together. Work that had been done without pay is often the main criteria that is mentioned and with what voluntary work is associated. This lacks recognition about its added value and what it contributes to the public good and through the non-profit sector. This situation is also characterized by the Latvian respondents' answers to the question "What in your opinion is volunteering?" in current research.

In Latvia volunteer mainly is a pupilar student who has not started to work, most frequently women as well as a senior who is already outside the labour market. Youth are motivated and want to spend their leisure time meaningfully, gaining experience. Senior volunteering is more common in rural areas.

Some experts indicate that the most important reason for not being involved in voluntary work is financial obstacles – people work harder in order to earn their living, lack of time and general passivity.

In 2011 by the Ministry of Education and Science was conducted the survey in Latvia. The survey data show that 4% of the volunteers work once a week or more, another 4% volunteer once or several times a month, about 7% are involved in voluntary work once or several times a semester, while 10% have done it only once during the past year. 55% of the Latvians volunteered in environment and nature protection and clean-up actions; 29% of volunteers participated in the cultural and artistic activities; 27% - in educational as well as 25% - professional assistencce. Approximately 20% have participated in the organization and implementation of children leisure activities and youth activities, as wel as elderly, disabled and child care.

According to the study carried out in 2007 state the volunteering field and volunteers' profile in Romania: 71.4% being aged between 19 and 25; 25.8% - between 26 and 35, and less than 4% in the other age group. 34% of the volunteers were employed either full time or part time, while 58.8% are currently pupils or students, and only 3.7% are retires.

The studies carried out in Poland state that the 77% of Poles does not work socially in any civic organization, others work primarily in ones areas of social activity (14%), rarely in two (4%), three and more – 5%. In 2007 14.1% of Poles were involved in social activities for the benefit of local communities, but in 2008 – 15.6%. The other study claims that in 2005 23% undertook volunteering activity, but in 2011 – only 14.5% of the population. In Poland young people are strongly involved in volunteering by pragmatic reason - volunteering

provodes an opportunity to gain additional skills and experience as well as effectively spent time on social activities.

Based on research conducted in 2010 the important reason for not being involved in voluntary work is lack of time (49%) or by the fact that Poles have never thought about volunteering. Over 30% of all age group mentioned they have never heard of it, while 13% to 20% percentages of respondents mentioned that nobody have asked them to volunteer.

The majority of Italian volunteers are adults aged 30 to 54, with 36.8% aged 54 or over. Most Italian volunteers are in employment (52.2%), while 29.5% are retired and the remaining 18.3% are students, homemakers or people who are looking for their first job. Yhe most popular volunteering fields in Italy are helth (28%) and social care (27.8%), recreation (14.6%), culture (9.6%) and civil and environment protection (4.4%).

10.3 PEOPLE AGED 50+ AND VOLUNTEERING

Older people have typically been seen as the beneficiaries of voluntary activities. However, increasing attention is also being paid to the contribution and potencial of older people as voluntary workers. This orientation from older people as recipients to providers reflects new social and economic condition in Europe.[6]

The people aged 50+ covers an enormously diverse group – at least four decades in terms of age and including all manner of lifestyles, values and economic situations. The questionnaire "Educational needs and expectations of people over 50 years old" contains the question "Would you like to be a volunteer?" Results show that volunteering s not popular between partners' countries seniors. More then half of respondents (54.5%) claim that they do not like to be a volunteer while only 19.2% already are a voluneteers.
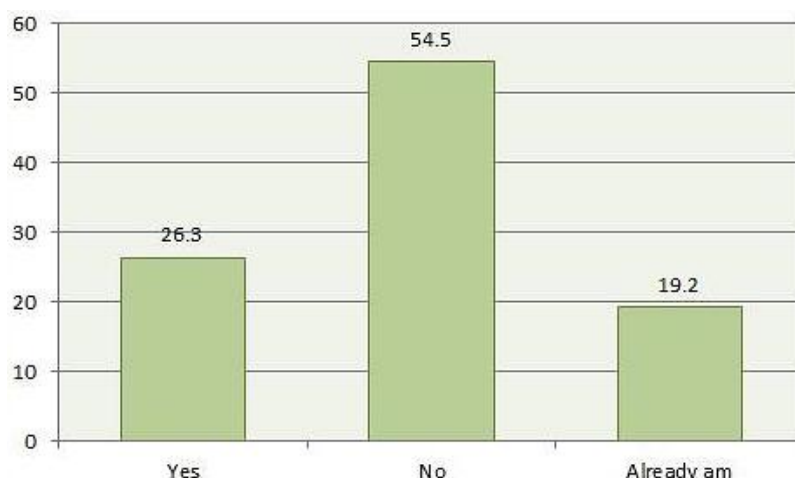
Figure 10.1. **Willingness to be a volunteer (% of the respondents).**

Overall women are more interested in volunteering and they are most involved in volunteering. But in the negative attitude to the volunteering ar not differences between genders. The results show that Italians are the most involved in volunteering and many of them had not showed their gender (Figure 10.2.).

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[6] Older people and volunteering; www.eyv2011.eu/press-kit/item/
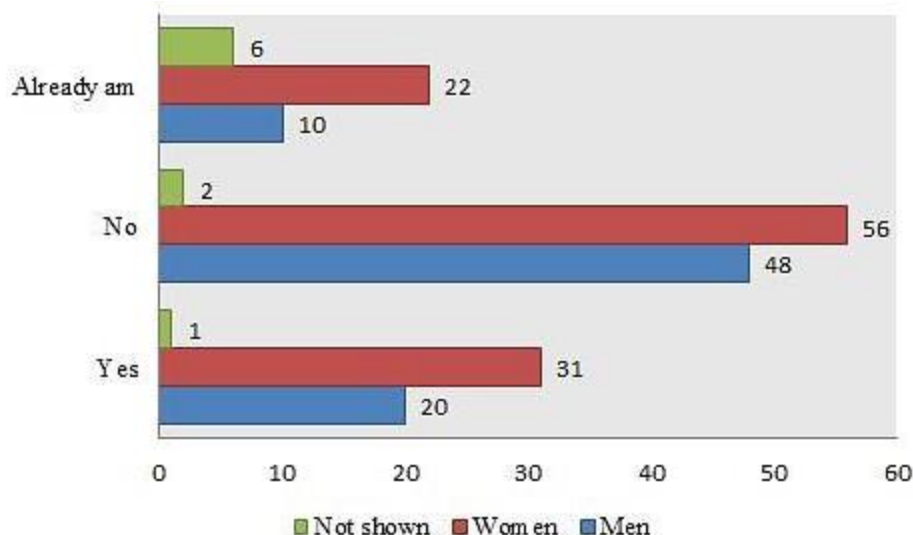
Figure 10.2. **Willingness to be a volunteer by gender (% of responents).**

To people who live with a family, couple or alone equally negative attitudes towards volunteering. There is more willingness to be voluntary from women living with someone. Elderly who live in old people's home not involved in voluntary work and also does not want to do it. People living with family have less interest to volunteering activities. The smallest number of volunteers are among seniors who live with the family. (Figure 10.3.)
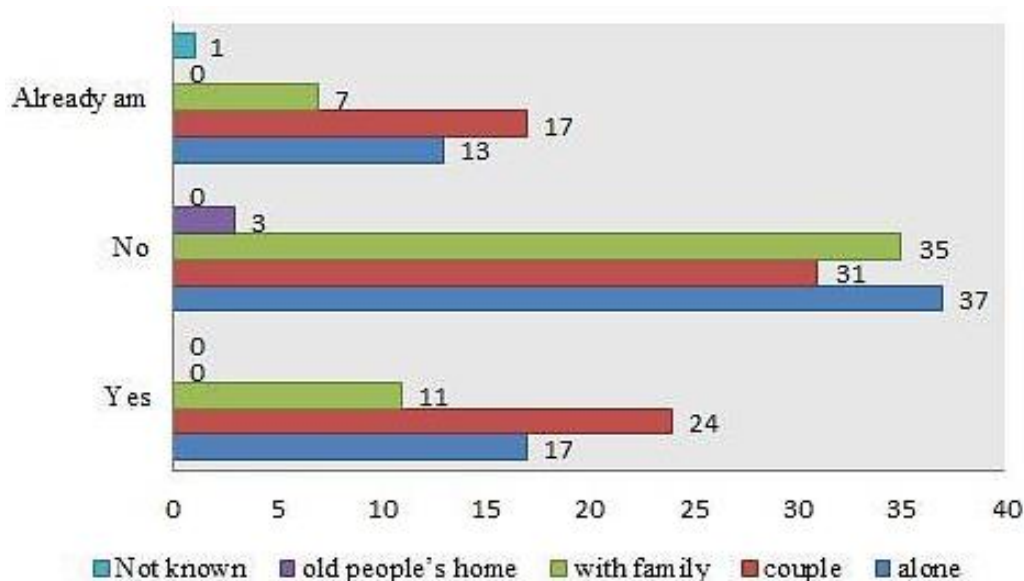
Figure 10.3. **Willingness to be a volunteer by living conditions (% of respondents).**

Most interested in being volunteers are seniors in Italy, where 65% are already engaged in voluntary activities. However, in the so-called former socialist countries (Poland, Romania, Lithuania, Latvia) volunteering is not popular, and respondents' attitudes are equally negative. Over one-third of respondents would like to become volunteers in Romania and Poland, while in Latvia - only one sixth. In Latvia only 5% of asked seniors are involved in volunteering activities. Romanian, Poland and Lithuania seniors Responses to this question are similar (Table 10.2.).

Table 10.2. **Willingness to be a volunteer by country** *(% of respondents)*

	Yes	No	I am	Total
Poland	37	53	10	100
Italy	27	8	65	100
Romania	33	58	9	100
Lithiania	24	65	11	100
Latvia	17	78	5	100

Partner countries' senior answers about willingness to be a volunteer by gender collected in the following table 10.3. Unlike the common situation, in Romania currently more men are in the volunteering, while in Lithuania, men have more negative attitudes to volunteering than women.

Table 10.3. **Answers to the question "Would you like to be a volunteer?" by gender** (%)

	Yes		No		I am		Total
	Men	Women	Men	Women	Men	Women	
Poland	13.3	23.3	23.3	30	0	10.1	
Italy	8.6	17.1	-	2.8	20	31.4	79.9
Romania	12.1	21.1	27.2	30.3	6.1	3.1	100
Lithiania	10.9	12.8	34.5	30.9	1.8	9.1	100
Latvia	7.4	9.7	31.7	46.3	-	4.9	100

The research proved obvious truth, that participation in volunteering declines markedly after the age of 75. Differences between people aged from 50 to 74 years are less marked. Involvement in volunteering is also more common among those with better levels of helth and with higher levels of education.

10.4 THE REASONS WHY PEOPLE AGED 50+ WANT TO BE VOLUNTEERS

Eurofound has looked in some detail at why older people volunteer. Among the perceived and reported benefits are opportunities to use existing skills, retain and develop social contacts and reduce isolation and build greater self-esteem as well as to reduce older people dependence on others and to increase mutual support. Older people who volunteer identify benefts for themselves, for others in their community and for society in general. They often volunteer in organizations dedicated to promoting welfare and helth, or leasure, education and culture.[7]

The research questionnaire within project AWAKE contained a number of reasons for wishing to be a volunteer:
1) I want to be with other people and make new friends;
2) I want to help other people;
3) I want to feel needed;
4) I want to learn something new;
5) Volunteering makes me feel good;
6) It helps me in my professional life;
7) It's a good way of learning something about myself etc.

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[7] Older people and volunteering; www.eyv2011.eu/press-kit/item/

Respondents, who already are volunteers or want to be them, had to answer this question. The most important reason turned out to be a desire to help others – almost one third. To feel needed is also important. Results show that volunteering impact on the professional life is not so important. To help others is most prevalent to women. In general, women see more volunteering benefits than men.

The most popular volunteering is to people aged 60 to 70 years. In general, people rarely start volunteering just as a result of having more time when they enter retirement. People who live with someone more ofen want to help others. People who live in old people's home are indifference to volunteering (Table 10.4.).

Table 10.4. **Answers to the question:**
Why are you a Volunteer/Why would you like to be?

	I want to be with other people and make new friends	I want to help other people	I want to feel needed	I want to learn something new	Volunteering makes me feel good	It helps me in my professional life	It's a good way of learning something about myself	Other
Total	28	60	38	24	23	8	13	5
Poland	14	48	19	5	0	0	14	0
Italy	7	29	28	10	13	0	8	5
Romania	15	28	8	21	13	15	0	0
Lithuania	16	30	14	12	16	3	7	2
Latvia	35	17	18	12	6	6	6	0
Men	12	22	14	9	7	5	4	0
Women	14	32	20	13	15	3	7	5
Not shown	2	6	4	2	1	0	2	0
51-60	8	17	9	9	5	5	4	0
61-70	16	34	25	13	14	3	8	4
71-80	4	8	2	1	4	0	1	0
81+	0	1	2	1	0	0	0	1
Live alone	8	18	8	4	6	3	2	3
Couple	13	29	20	13	11	4	8	2
With family	6	12	9	7	5	1	3	0
Old people's home	0	0	0	0	0	0	0	0
Not known	1	1	1	0	1	0	0	0

Analysing the data by countries in percentage (Table 10.4), in Poland, Lithuania and Romania the most motivator to be a volunteer is to help others. In Italy is equally important to help other and feel needed, while for Latvian elderly most importantly is being with other people and make new friends.

The situation is different when analyzing results by answers. The most important reason to be a volunteer is to help other people and to fell needed while for Romanian, Italian and Latvian elderly rhe reason to be with other people and make new friends is equally important. Results about reasons to be a volunteer are collected in figure 10.4.
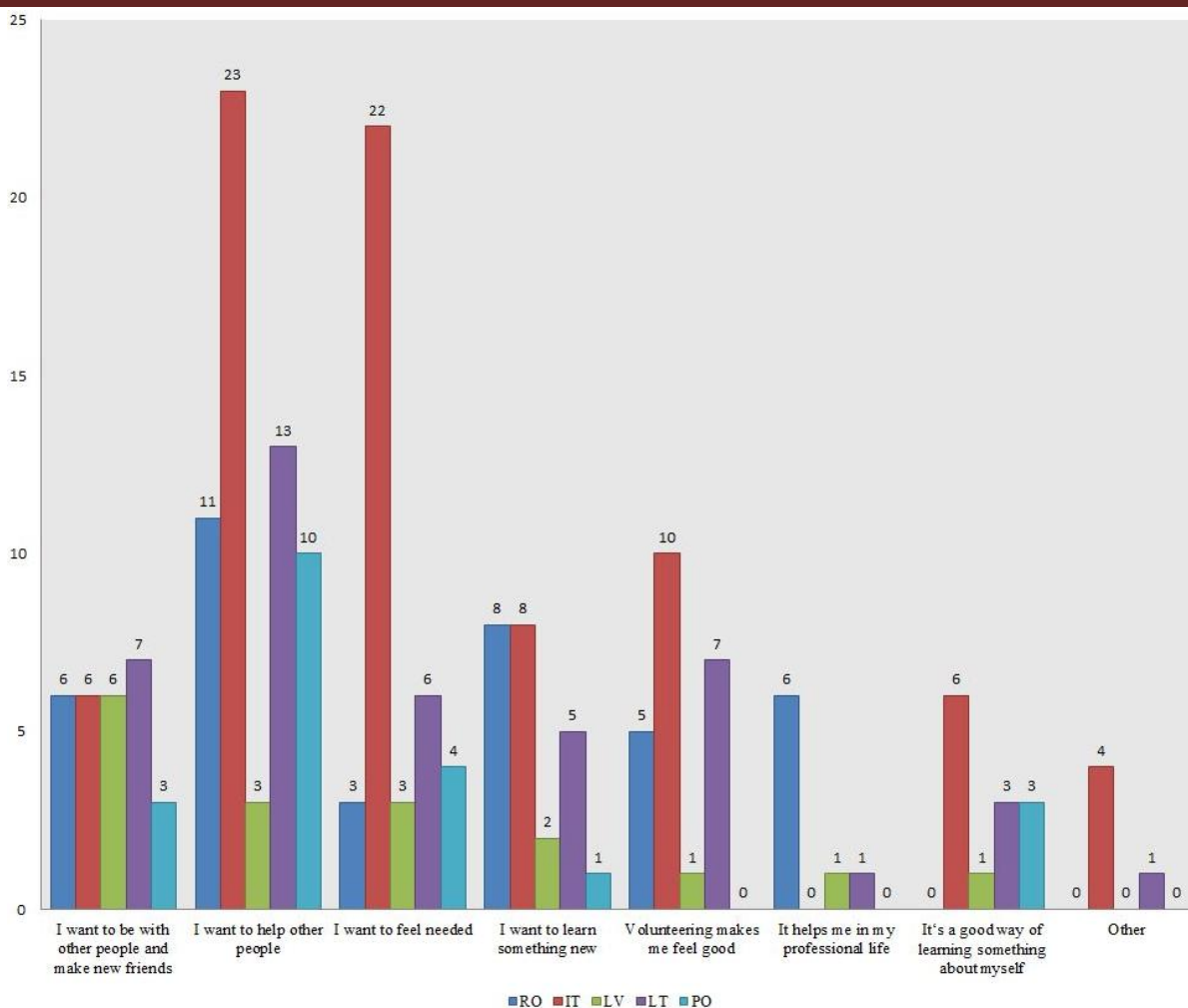
Figure 10.4. **The reasons why people aged 50+ want to be volunteers by county**.

10.5 REASONS FOR THE NEGATIVE ATTITUDE TOWARDS VOLUNTEERING

In a previous chapter (10.2.) describing volunteering in the partner countries, were named the reasons why older people are not involved in volunteering. In a given study, as barriers to participation in voluntary activities were offered the following options:

1) I'm still working;
2) I have health problems;
3) I'm engaged with my family;
4) I don't want to be abused;
5) I don't know where I could have information about it;
6) I have other interests.

The research results show that people aged 50+ are not involved in volunteering activities because of being engaged with their family, they stll are working or have helth problems. As insignificant reasons turned out that people aged 50+ don't want to be abused as well as they don't know where to get information about volunteering. As barrier to be a volunteer is having other interests. The reasons why people aged 50+ are not involved in volunteering are given in figure 10.5.
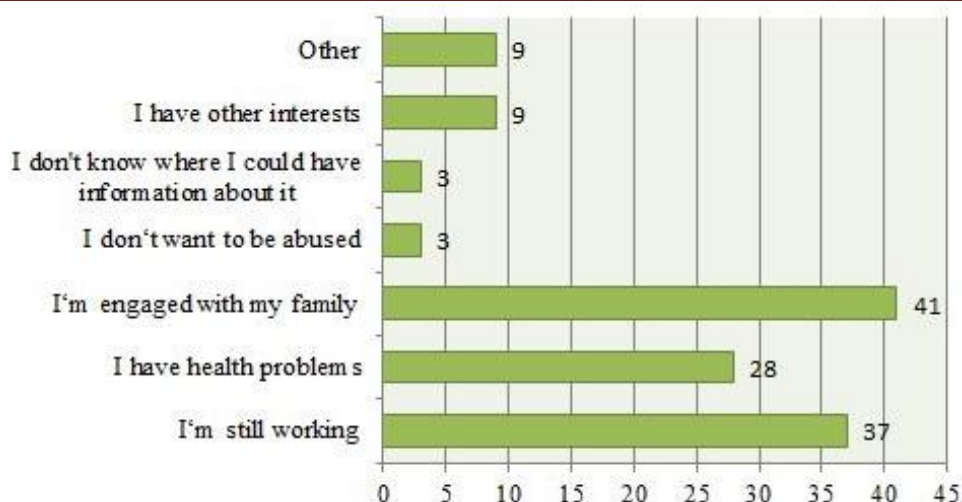
Figure 10.5. **Why people aged 50+ are not involved in volunteering** (%).

Statements "I'm still working", "I have health problems" and "I'm engaged with my family" are more frequently replied. The most frequently mentioned reason why women and people aged 61-70 are not involved in volunteering is being engaged with my family (19% and 23%).

The results show, that people aged 50+ ignorance of the information or lack of information there is no significant barrier to participation in the volunteering activities. The similar situation is with other interests and being abused. Reasons why people aged 50+ are not involved in volunteering activities by gender, age atructure and living conditions are collected in table 10.5.

Table 10.5. **Reasons by gender, age structure andliving conditions** (%)

	I'm still working	I have health problems	I'm engaged with my family	I don't want to be abused	where I could have informati	I have other interests	Other
Men	20	12	12	0	1	4	4
Women	17	16	19	3	2	4	5
Not shown	0	0	0	0	0	1	0
51-60	16	7	9	1	0	3	0
61-70	17	8	23	2	2	4	5
71-80	4	8	8	0	1	1	1
80+	0	5	1	0	0	1	3
Live alone	11	11	16	0	2	4	2
Couple	10	8	11	2	1	3	3
With family	16	7	13	1	0	2	4
Old people's home	0	20	0	0	0	0	0

In figure 10.6. are presented reasons why people aged 50+ are not involved in volunteering by countries.

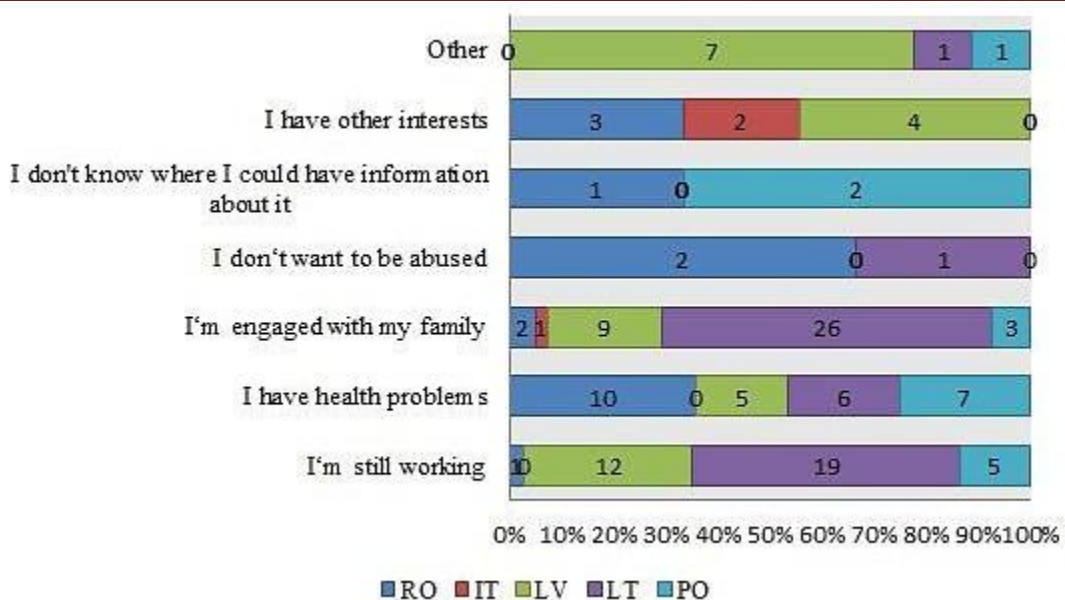Figure 10.6. **Not interesting in volunteering activities by countries** (% of respondents).

In Lithuania the biggest barrier is that seniors are still working as well as the being engaged with my family. In Romania the most significant are health problems. In Poland the most important is that the senior does not know where to find information about volunteering activities, but in Latvia - people aged 50+ have other interests

CONCLUSIONS

- Seniors education is sustainable, it involves innovations, is oriented on practical activities, encourages and involves seniors into lifelong learning processes.
- Research shows that after the age of 50 (especially, after 65), the need for lifelong education is expressed mainly on a voluntary basis. Motivation is linked to the interaction of the independant and dependant variable groups, which explains the direction of ones actions, amplitude and persevierance, work comprehension and outer factors. People aged 50+ want to actively participate in the learning process, they learn, when there is a need to know.
- Seniors have a need to connect the knowledge to the real world, to connect the newly acquired knowledge with the things they already know. After the age of 50, people choose such fields of education which encourage thinking, analysis, evaluation.
- People aged 50+ have different means of learning – some seniors comprehend information with a concrete and practical approach, focusing on the details, others have a general approach, by focusing on connections and prefer the whole picture, instead of details.
- The seniors learning process may be part taken, by choosing different forms and quality levels – self-paced learning, learning by available one-time seminars, or courses with a wider program and for longer periods of time, or distance education and e-learning, but also could be choosen studies in colleges or universities. The issue here is that a person has got to pick the right choice out of all the available opportunities by himself/ herself, by choosing the form, place, direction etc.
- ICT have a great potentional in people aged 50+ educational processes as well as in solving several social issues (increased opportunities for social contacts and can contribute to decreasing loneliness).
- Several kinds of informal education (e.g. interest groups, social networks, books, TV, amateur art activities, cultural classes etc) of the people aged 50+ promotes possibility to develop artistic skills and knowledge, foster creativity, individual personal expression, social skills, self-confidence and self-esteem.
- Lessons learned during the survey:
  - It was an interview - rather than the completion of a questionnaire;
  - Several issues had to be explained such as the voluntary work;
  - Learning outside the formal and non-formal education people aged over 50 not consider as learning, such as reading books, TV, participation in amateur performances.
- It shall be mentioned that the survey done in the framework of the project AWAKE is **a case study** which highlights only the main recent trends of the educational needs, however, it does not foresee any situation at all.
- The study can become a **knowledge background** for the development of educational products for people aged 50+ or improvement teaching methods as well as for creation e-learning systems for seniors.

ANNEX No.1.

Educat ional needs and expectations of people over 50 years old.

This questionnaire was created as a part of AWAKE project (Aging With Active Knowledge
and Experience) to research educational needs of people over 50 and the motivation
in voluntary work of 50+ people. Your suggestions and expectations concerning learning
in the adult life will help us to improve learning methods and develop educational offer
for people over 50.

<u>Information about respondent:</u>

Gender	Female		Male	
Age	51-60	61-70	71-80	81+
Place of residence	rural	small town	medium	city
Marital status	married	single	divorced	widower
Living	alone	couple	with family	old people's home
Educati-onal level	higher	post high school	high school	professional	basic
Employ ment status	self-employed	employee	pensioner	unemployed
What profession?				
Mobility	independent		need help of other people	

Please choose only one answer unless stated otherwise.

Questionnaire part I. **CURRENT SITUATION**

1. **Are you currently involved in any educational program / courses?** *You may select more than one*
   - a) **Yes**, I'm attending courses (incl. e-learning) (*Please indicate what kind of courses*):
       1) Foreign languages
       2) On ICT (information communication technologies)
       3) Related to my professional field
       4) Related to my hobbies *(e.g., floristic, art and craft, dancing, etc.)*
       5) For personal development *(e.g., healthy lifestyle, good diet, etc.)*
       6) Other_____
   - b) **No**, I'm not involved.

2. **To acquire new skills or knowledge,** *(select all which fit)*
   - a) I read special literature *(books, magazines, materials on the Internet, etc.)*
   - b) I watch educational TV programs
   - c) I join different interest groups
   - d) I'm a member of specialized social networks in Internet
   - e) I take part in amateur art activities, in amateur performances
   - f) Other_____

3. **How much time do you spend on learning and self-development**?
   - a) Less than 1 hour a week
   - b) 1-2 hours a day
   - c) 1-2 hours a week
   - d) More than 10 hours per week
   - e) Other _____

Questionnaire part II. **Needs and expectations**

4. **Learning is a good way to remain active. Do you agree?**
   - a. Strongly Agree
   - b. Agree
   - c. Neither
   - d. Disagree
   - e. Strongly disagree

5. **Would you like to learn something new?**
   - a. Yes, certainly
   - b. Yes, if it's useful for my personal career

c. No, I have not enough time

d. No, it's not useful

6. **At a certain age there's no need to learn". Do you agree?**

a. Yes. When?_____ *If the respondent chooses also in question 5 d answer, ask a question number 16-17 and do part IV of the questionnaire.*

b. No.

7. **Why do you want to learn? motivation**

For every sentence below circle one of the answers 1-5:

1 - Strongly Agree, 2- Agree, 3- Neither, 4 – Disagree, 5 - Strongly disagree

I like learning	1	2	3	4	5
Learning is a good way to meet other people	1	2	3	4	5
Learning is a good way to share my opinion with others	1	2	3	4	5
I need it for my future career	1	2	3	4	5
Other people will respect me more	1	2	3	4	5
I could acqiure and increase qualifications	1	2	3	4	5
I could develop new skills	1	2	3	4	5
Leaning is a good way to enjoy myself	1	2	3	4	5
It's a personal development	1	2	3	4	5
I could increase my self-confidence	1	2	3	4	5

8. **What do you expect from learning? final results**

For every sentence below circle one of the answers 1-5:

1 - Strongly Agree, 2- Agree, 3- Neither, 4 – Disagree, 5 - Strongly disagree

Satisfaction	1	2	3	4	5
Certificate	1	2	3	4	5
Spending time nicely	1	2	3	4	5
Meeting new people (friends)	1	2	3	4	5
Acquiring new knowledge and skills that will help me to find a new or better job)	1	2	3	4	5
Acquiring new skills	1	2	3	4	5

9. **What would you like to learn?** *(You may select all, but please range your priorities - write the number 1, 2, 3 ...)*
   a. foreign languages ☐
   b. something connected with art (drawing, painting, sculpture) ☐
   c. how to use computer and the internet ☐
   d. something practical (sewing, cooking, to do Do It Yourself, etc.) ☐
   e. new sport activity ☐
   f. how to take care of my health and beauty ☐
   g. something useful for my job ☐
   h. other_____ ☐

10. **What kind of personal skills would you like to acquire?** *(You may select all, but please range your priorities – write the number 1, 2, 3 ...)*
   a. how to deal with emotions ☐
   b. how to build relationships, how to solve conflicts ☐
   c. how to persuade successfully ☐
   d. how to exchange experience ☐
   e. how to speak in public ☐
   f. how to mediate ☐
   g. how to work in a group ☐
   h. how to be a good leader ☐
   i. Other_____ ☐

11. **How many hours a week would you like to learn?**
   a. 1-5
   b. 6-10
   c. 11-15
   d. 16-20
   e. more than 20

12. **Which method of learning do you prefer?**
   a. Books/written material
   b. Internet
   c. Video and audio recordings
   d. Other_____

13. **What sentence do you agree with?:**
   a. I prefer learning face to face with a teacher – go to question no. 15
   b. I prefer learning in a group – go to question no. 14
   c. I prefer learning by myself - go to question no. 15

14. **If in a group**:
   a. In a small group (up to 5 people)
   b. In a big group (more than 5 people)

15. **If you could choose a teacher how old he/she would be?**
   a. Person younger than me – why?_____
   b. Person in similar age– why?_____
   c. Doesn't matter

16. **What's your favourite way of spending your free time?** *(You may select all, but please range your priorities - write the number 1, 2, 3 ...)*
   a. reading a newspaper/a book ☐
   b. watching TV/listening to the radio ☐
   c. netsurfing ☐
   d. visiting cinemas, theatres, musuems ☐
   e. doing sport/exercise ☐
   f. meeting friends/family ☐
   g. other_____ ☐

Questionnaire part III. **Possibilities and barriers**

17. **Does the place you live in (city) provide any:**

Schools for adults (post-high schools, postgraduade schools)	Yes	No	Don't know
Educational offer for 50+ people (third age univesities, ngos, etc.)	Yes	No	Don't know
Voluntary offer for 50+ people	Yes	No	Don't know

18. **Is the existing educational offer for 50+ people sufficient?**
   a.   Yes – go to question no. 20
   b.   No – go to question no. 19

19. **What are the weak points of this offer?**
   _____

20. **Do you see any barriers in your participation in education in your place of living?**
   a.   Yes – go to question no. 21
   b.   No - go to question no. 22

21. **What barriers?**
   a.   Health problems
   b.   Family problems
   c.   Lack of time
   d.   Disability
   e.   Financial problems
   f.   Distance/no good connection
   g.   Lack of information
   h.   Lack of eduacational counseling
   i.   Other_____

Questionnaire part IV. **Volunteering**

22. What in your opinion is volunteering?

_____
_____

23. In definition Volunteering is "…"

24. Would you like to be a volunteer?
   a.   Yes – go to question no. 24
   b.   No – go to question no. 26
   c.   I am – go to question no. 24

25. Why are you a Volunteer/Why would you like to be?
   a.   I want to be with other people and make new friends
   b.   I want to help other people
   c.   I want to feel needed
   d.   I want to learn something new
   e.   Volunteering makes me feel good
   f.   It helps me in my professional life
   g.   It's a good way of learning something about myself
   h.   Other_____

26. What field of volunteering are you interested in?

_____

25. Why are you not interested in volunteering?
   a.   I'm still working
   b.   I have health problems
   c.   I'm engaged with my family
   d.   I don't want to be abused
   e.   I don't know where I could have information about it
   f.   I have other interests
   g.   Other?_____

Thank you!