



PROMOTING THIRD AGE EDUCATION

*"United EU Benchmarking Report based on
the data collected in Latvia, Lithuania,
Slovenia, Spain"*

*The European Commission support for the production of
this publication does not constitute an endorsement of
the contents which reflects the views only of the
authors, and the Commission cannot be held
responsible for any use which may be made of the
information contained therein.*

ABSTRACT

This is a benchmarking research used to measure the quality of policies and practices related to old age and older people and their education, comparing the quality measuring of one country with another. The objective of this research is to determine (1) what and where improvements are called for and (2) analyse how other countries achieve their high-quality levels and (3) to use the information to improve the performance regarding older adult education in single countries.

This research is a united European research based on country reports for Latvia, Lithuania, Spain and Slovenia, for which a common matrix was suggested and data were collected according to this matrix. The research is a collection of (1) the demographic data concerning old age, older people, their life expectancy, mean age, in the country, the rate of employment of older people, educational providers etc. Next, it studies the legal framework and finally education of older people, the process of older adult education seen through the eyes of older adult students and their mentors.

Key words: old age, older people, older adult education, educational providers, educational process, mentors, methods



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+ KA2 Nr. 2016-1-LV01-KA204-022712



The report was prepared by:

SIA Latconsul (LV)



Teacher Education centre of Kretinga district (LT)



Slovenian Third Age University (SI)



Kurzemes NGO support center (LV)



DomSpain (ES)



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+ KA2 Nr. 2016-1-LV01-KA204-022712



Table of Contents

Introduction	4
Latvia.....	6
Spain	9
Lithuania	11
Slovenia.....	16
Characteristics of learning in later life	20
Latvia.....	20
Spain	21
Lithuania	24
Slovenia.....	28
Mentors' interviews analysis	34
Latvia.....	34
Spain	36
Lithuania	37
Slovenia.....	39
Learners' survey analysis	47
Significance of the Study.....	47
Research Problem	47
The Purpose of the Study.....	47
Research Questions	48
United survey results	50
Conclusions	51
References and Sources.....	56
Annex No 1.....	59
Annex No 2.....	63
Annex No 3.....	65



Introduction

Demographic data regarding old age and settings in which it takes place are important since they help understand the position of older people in society as well as designing and delivering older adult education programmes. Older adult education is by no means just about transmission of knowledge and joint creation of new knowledge by older people and their mentors. It is also about understanding older people, bettering their social position, their activities, their peer relations as well as their relations with other generations; their possibilities to be involved in taking decisions in public life and be included in society. It is about opposing older people's social subordination as a result of social injustice. It is about making them recognized and visible in public sphere. Older adult education combats age discrimination by raising awareness about older people's issues. It is in itself active ageing and it supports it. Finally, *older adult education is not just education, it has other far-reaching goals.*

For more than three decades' older adult education has been a constituent part of lifelong education in Europe and learning from cradle to grave. Without older adult education, there is no lifelong education nor there is cultural continuity (older people are interpreters of culture).

Older adult education addresses twenty to thirty years of human life when older people cannot be let without meaningful social roles and socially supported contents of life. In the ageing and rapidly changing society no country can allow itself to leave at the edge of social development a quarter of its population. Not only should older people preserve, develop and engage their competencies, they should also remain connected with other generations through lucrative work, voluntary engagement and through taking part in decision making processes. Moreover, older people should share with other generations equal access to social resources: accommodation, transport, work, health, culture and education.

Though access to education will never be equal, given the diverse cultural and economic conditions in member States, it is necessary to promote through united European efforts



solidarity and social inclusion respecting the rights and needs of diverse social groups. Regardless of their age, cultural and educational background younger and older people should “lead a life of dignity and independence and should participate in social and cultural life.” (Charter of fundamental rights of EU, art. 25.). Understanding the diversity of older adult learners, empowering them and (re)integrating them into society through education as well as knowing and respecting their rights and competencies benefit society as a whole.

The contribution of the socially excluded older adults to society is often devalued, under the burden of devaluating social stereotypes about their uselessness and incompetence. “Recognising (...) people as rights holders means respecting them as full members of society, regardless of their age or any other consideration, such as health status, culture, education, etc. A human rights approach enables older and younger people, the socially excluded people to be full actors in society, to be recipients and creators of knowledge, to offer their knowledge, skills, culture and experience through civic participation and public engagement in order to help shape a better world for all.” (Age Manifesto).

Today older people, if attracted to education, can contribute vastly to social, political, economic and cultural life of the countries, notably as workers, cultural mediators, caregivers, volunteers, grandparents, consumers, innovators and political actors. This desktop research into older adult education has been conducted in order to establish the demographic, social, cultural and economic and policy background against which active ageing and particularly education and learning of older people, as one of its important dimensions, take place.



Demographic data and legal background

Latvia¹

The total population of Latvia amounts up to **1. 968 957** and older people are divided into several age categories as follows:

Age	Women	Men	Total population
65 – 69	47 250	29 282	76 532
70 – 74	48 290	25 692	73 982
75 – 79	43 632	19 737	63 369
80 – 84	29 580	11 075	40 655

- It has been estimated that at the beginning of 2017 Latvia had 16.9% of the population aged 65+ (254538 people);
- Aged dependency ratio being a ratio of people above working age (65+) to the workforce age dependency ratio in Latvia is 24.4 %;
- Average pension is 288 EUR;
- Average time of social insurance is 36.3 years;
- Average mandatory retirement age is 61;
- Old-age pensions in Latvia are paid out to 468,794 people. Latvia has introduced a three-pillar pension system which hardly includes today's older people;
- Unemployment rate of people 50 – 64 is 12 % (7.7 % in EU);
3 out of 5 employers dismiss from work their employees' due to their age;
- 7 of 10 people aged 50 - 64 perceive themselves as not being up to the requirements on the labour market;
- 35 % of the registered unemployed were older people aged 50 years and older;
- 46.1 % of the registered unemployed in this age group were long-term unemployed at the beginning of 2017;

¹ The report can be found in full version in pdf attachments



- Average duration of unemployment for the registered unemployed aged 50 years and older is 312 days (10.2 months);
- The most popular previous occupations among the registered unemployed aged 50 years and older are personal assistants, cleaners, yard keepers, retail sales assistants, automobile drivers;
- On the other hand, most of the large companies are run by people who are 50+.2

Latvia recorded the highest *number of births* in 2008. The birth rate has been low ever since on the other hand *the mortality rate* has been high and there has been negative net migration balance. The trends were thus unfavourable and the population of Latvia has been ageing.

At the beginning of 2016 slightly more than *one fifth of the Latvian population was retired*. According to the latest data of the State Social Insurance one fourth of the Latvian population was under retirement in 2016. As compared to 2015, the number of pensioners were reduced by 8.700 or by 1.5%. The majority (82.3 %) of the pension recipients were old-age pensioners. During 2016, however 16.000 old-age pensions were newly granted, *the average amount of pension being EUR 288*.

The indexation of the pensions has been carried out several times within the last couple of years, but there is a positive trend observed - *the number of pensioners receiving low pensions has been decreasing*. Last year the share of those old-age pensions lower than 150 EUR was reduced noticeably.

To compare the number of old-age pensions with their amount in other Baltic States, it may be concluded that, in the 4th quarter of 2015 in Latvia they were the lowest (in Latvia 198 EUR, in Lithuania – 207 EUR and in Estonia – 262 EUR).

² Source: The estimation data is based on the latest demographic and social statistics by United Nations Statistics Division.



According to the data on social security compiled by the EUROSTAT (ESSPROS) the expenditure to support the older people in Latvia in 2013 amounted up to *5.5% of the gross domestic product (GDP)*, in Estonia – 5.3%, in Lithuania – 5.7%.

In the European Union (EU) this indicator is noticeably higher than in the Baltic States – 10.9% of the GDP.

In the current economic situation pension is often not enough to meet the daily needs. Therefore, people take a chance to get some extra income also after the retirement. According to the Labour Force Survey data of the Central Statistical Bureau (CSB), *in 2015 more than one fifth of those aged 62 – 74 were employed* – most of them (almost four fifths) were salaried workers, approximately one seventh of the employed pensioners were self-employed, but every twentieth considered themselves as non-salaried worker helping family members in their enterprise, private practice, on their personal farm plot or farm. In 2015 pensioners earning a salary at the same time were paid 300 EUR monthly after the deduction of taxes.

According to the data of the survey on population income and living conditions (EU-SILC survey of 2014) carried out by the CSB, *in Latvia 23% of the population are at risk of poverty*, under the poverty line Among single pensioners (aged 65 and over) have the lowest income. Within this population group, 69% of the total number were at the risk of poverty (in 2014 - 45%). In 2015 pensioner households, in reply to the question, “What is your opinion the lowest monthly net income necessary to make the ends meet?” – the majority *said 200 EUR per household member per month*.

The pensioners' expenditure considerably differs from the total expenditure of the population in Latvia. According to the CSB Household Budget Survey data, in 2014 almost a half (43 %) of the pensioner consumption expenditure was spent on food; to cover the expenses of the household, like water, electricity, gas and other fuel consumption - 19 % and on health - 9 %. To cover these expenses pensioners had to spend more than 2/3 of their fairly modest budget (71%). It should be mentioned that, *on average 28% of the total consumption expenditure of Latvian population was spent*



on food; to cover the expenses of household, water, electricity, gas and other fuel consumption - 12 %; and on health – 4 %.

According to the information of the Ministry of Welfare⁷, in April this year following the indexation of the state pensions, those not exceeding 200EUR were increased by 15.3 EUR of which old-age pensions - by EUR 16.95. But in October this year it has been planned that, as a result of the envisaged indexation the average state pension will increase by EUR 20.81, of which old-age pensions, amount of which does not reach EUR 200, will grow by EUR 20.32. But old-age pensions, amount of which varies between EUR 200 and EUR 265, on average will increase by EUR

Spain

Even though the Spanish Government has formally been working on supporting the older people in the labour market, these steps are directly linked to the pension system, by making reforms and giving financial incentives relating to the payment of social security contributions.

In Spain, the Government has also been developing *specific plans for entertainment and leisure activities for the third age, aiming mainly at preserving their activity.*

However, there is this big need for society to show commitment in using all potential to implement specific programmes focused on older people's learning which contribute to minimise the negative effects of ageing.

At an international level, institutions such as OMS and UNESCO aim at integrating old people in the economic, social and cultural life of the country and prioritising their interests and needs. This sector of the society, for a long time left behind needs to be given more importance and attention by all sectors of the society. This is why, at the national level, IMSERSO claims that, after several years of research, the same old people are urging for a better quality educational offer which allows them to feel useful, valued and fosters their self-esteem and happiness.



Currently, and according to the latest data published by EUROSTAT Spanish population age distribution is the following:

• 0-14 years: 15,2%	• 15-24 years: 9,6%
• 25-49 years: 37,59%	• 50-64 years: 19,2%
• 65-79 years: 12,6%	• over 80 years: 5,9%

The source: EUROSTAT, European Statistics: Population by age group % of total population: <http://ec.EURopa.eu/EUROSTATEUROSTATEUROSTAT/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tps00010&language=en>

Age group (years)	Population (percent)
0-14	15,2 %
15-24	9,6 %
25-49	37,59 %
50-64	19,2 %
65-79	12,6 %
More then 80	5,9 %

The source: EUROSTAT, European Statistics: Population by age group % of total population: <http://ec.EURopa.eu/EUROSTATEUROSTATEUROSTAT/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tps00010&language=en>

It is worth pointing out relevant data such as life expectancy, for if it follows the current tendency, in 50 years, life expectancy will reach 91 years in men and it will overcome 94 years in women, narrowing the gap between sexes. In this same way, life expectancy at 65, will continue rising at a rapid pace: it is forecast that a 65-year- old woman will live 30.8 years after the age of 65, more and a man 27.4 years after this age while current figures are less than 23 for a woman and about 20 for a man. Thus, we can state that demographic aging is an undeniable fact in Spain.

The source: MACROSAD: <http://macrosad.es/index.php/categoria/230-dentro-de-15-anos-en-espana-residirian-113-millones-de-personas-mayores-de-65-anos-lo-que-supone-29-millones-mas-que-en-la-actualidad>

When it comes to employment in the third age, Spanish workers are the ones with the lowest activity after 65 years of age in Europe, far from the average 18.7 % of the 28 EU countries, and even below other countries with low active aging rates, such as Hungary



(6.6 %) or France and Belgium (8.7 % both). This shows *a very poor participation of older people in the Spanish labour market in comparison with other EU countries.*

Around 90% of people aged 65 and over are retired. In January 2017, there were 8.602.601 pensioners in Spain.

IMSERSO, Instituto de Mayores y Servicios Sociales, (Institute for Older Citizens and Social Services), is one of the management entities of the Spanish Social Security System. They are responsible for the management of social services complimentary to the Social Security System, of people with disabilities and everything related to the State's General Administration competences in the field of older people. They are the main and major entity to resort to when it comes to legal and administrative issues in this field.

There is also a National Council of Old People, the Consejo Estatal de las Personas Mayores, a counselling body of the State's General Administration, associated to the Ministry of Health, Social Services and Equality, which aims at institutionalising the collaboration and participation of old people when it comes to defining, applying and monitoring of policies such as social inclusion and quality lifestyle.

The two main trade unions in Spain are CC.OO. (Comisiones Obreras) and UGT (Unión General de Trabajadores), and both of them have always shown interest in the preparation for retirement of the Spanish workers, offering training courses and workshops on the topic.

Lithuania

According to the EUROSTAT data for the year 2016, there were 171648 older people aged 60-64, 151215 older people aged 65-69, 124183 older people aged 70-74, 88119 older people aged 80-84, 67927 older people aged 85 and older in Lithuania. Older people (aged 65 and older) made up almost a fifth part (19%) of permanent residents of the country. The number of older women made up twice the number (66.4% of all residents aged 65 and older) of men. A tendency has been noticed that women live



longer than men. Average probable duration of life of people aged 65 has increased by one year within the decade.

Employment of older people is increasing: in the second quarter of the year 2016 8.2% of people aged 65 and older were working, and their employment level increased by 1.4 percentage points within a year. In this field men surpass women: 11.6% of older men and 6.5% of older women have been working. In 2015 617 older people emigrated from Lithuania, 225 people immigrated, among there were 161 emigrants and 50 immigrants aged 80 and older. It is estimated that up to 2025 one-third part of European residents will be people aged 60 and older.

*It has been stated that **the number of people aged eighty and older** will particularly increase.* Undoubtedly, this will affect economy, social, political life of the country. Recent intention of the Government to raise the retirement age has raised a high wave of hostility.

For certain, if you watch from the perspective of a person who has carried out heavy physical and badly paid work, several additional months of work may seem long and senseless. However, it is really desirable to present in the old Europe already known and occurring phenomenon – healthy ageing when (62 years for men and women is health life expectation) do not even wish to retire. In 2050, half of Europe will be aged fifty and more.

Currently people of employable age (25-49) make more than one third of European residents. It is thought that in 2025 this number will decrease, and people retired or intending to go into retirement will make 45% of all residents. Even worse forecasts are foreseen for the year 2050 when a half of residents will be in the age of retirement.

A quantitative jump in demographic ageing has rather recently appeared in Lithuania: the number of older people has started to exceed the number of children.

Representatives of older generation reach late maturity period more often and, additionally, they are healthier, better educated, and more active than their



predecessors of similar age. So, current generations may incomparably better foresee and plan their second part of life than their parents or grandparents.

Discrimination due to age may be distinguished in different spheres of life:

- **in labour market** (age restrictions imposed on employment, work, and the termination of labour relations);
- in **the sphere of finances** (age restrictions as to obtaining insurance and credit);
- in **the sphere of consumption** of goods and services (shortage of goods and services for people of certain age, for instance, clothes and shoes corresponding to the demands of older people);
- **in the health protection system** (decisions on admission of patients, applicable treatment methods and drugs, rehabilitation services, hospitalization of patients, and etc. by primary consideration of age; violence of the staff working at institutions of care, nursing and treatment with regard to older patients);
- **in the educational system** (age restrictions for those who wish to study);
- **in public sphere** (offending words in the street, public transport, shopping centres, and luxurious stores; exploitation of age stereotypes in advertising, mass media, and etc.);
- **in private sphere** (emotional, physical, and financial violence towards older family members).
- Probably the most popular example of age discrimination **is in employment**, secretly and overtly applied age criteria when selecting and employing a person. However, there are different cases of discrimination due to age almost in every sector of regulation of labour relations, and talking about an individual – at each stage of his professional activity.

When summarizing experience of the majority of authors exploring age discrimination at work it is possible to say that employees may essentially face this phenomenon at every stage of their professional career.

The lifelong learning system and adult learning received much attention in the newest educational documents of both the EU and Lithuania. According to the



National Progress Strategy “Lithuania 2030”, the intelligent society progress indicator is the level of lifelong learning in the said society. The goal is that Lithuania ranks 17th among the member states of the European Union according to this criterion by 2030.

According to EUROSTAT, in 2005-2013 in Lithuania *the participation rate of adults aged 25 to 64 in lifelong learning were ranging between 3.9-6%* (the general average of member states of the European Union being also rather modest, i.e. 10.5%).

The National Education Strategy for 2013–2022 (2013) includes creation of incentives and a lifelong learning system that will have equal conditions and will be based on efficient aid in recognizing oneself and choosing activities, promotion of the diversity of lifelong learning, engaging cultural institutions and businesses, and creation of a more flexible access system. In that context, the Andragogue professional profile, approved in 2013, is very important as it defines the andragogue’s purpose and activities.

This description shall contribute to ensuring lifelong learning and implementation of related strategic documents by allowing the personnel that works with adults to improve their qualification and ensuring high quality service for adult learners.

The Public Audit Report submitted by the National Audit Office of Lithuania in 2013 states that organization and coordination of informal education for adults at both national and municipal level are insufficient and unevenly developed, there is a lack of attention from municipalities, no funding priorities and principles have been established, and the demand for informal adult education has not been sufficiently investigated at neither national nor municipal level. As a result, the development of informal adult education in the country is not sufficiently effective and balanced.

The Law of the Republic of Lithuania on Informal Adult Education and Continuing Education was adopted in 2014, being a new impetus for the development of the adult education system. This law also includes the adult education coordination at a national in municipal level. The 2014-2016 ***Action Plan for the Development of Informal Adult Education*** was approved in 2014. In Lithuania, adult education is presented as an



integral part of the entire educational system. The Ministry of Education and Science has the Informal Education Division and the adult education is taken care of by the Adult Education and Information Centre established by the Ministry. Its mission is to support education of adults in order to allow the widest possible public to actively participate in continuing education activities.

The Centre organizes continuing training courses, data collection and storage, conducts researches related to the adult education situation and needs, develops and implements projects, develops and publishes methodological materials for adult learners and their teachers. According to the Law of the Republic of Lithuania on Education, informal education is an education based on various programmes for satisfying various educational needs, developing qualifications and acquiring additional competencies, except for formal education programmes. This document also states that the purpose of informal adult education is to enable the person to learn throughout his or her life, to meet one's cognitive needs, to improve the qualifications already acquired and gain new qualifications.

The informal adult education services are to be provided to every person opting for it; however, such person should be at least 18 years of age. The informal adult education services can be provided by all education providers.

ICT-based and distance learning opportunities (EPALE system, SMIS) are used for the expansion of adult learning opportunities, as well as already operating formal educational institutions (adult education centres, non-formal education schools, vocational training institutions and high schools), partnerships of cultural institutions (museums, libraries, archives).

It can be said that TAU (Third Age Universities) institutions, operating in Lithuania, and institutions, providing non-formal education, by founders, can be divided as follows:

- Organizations, established by initiative of physical persons;
- Established upon the initiative of members of municipal councils and employees of municipal administrations. Perhaps, while performing an obligation of older



non-formal educational performance of provisions of the Law of the Ministry of Education, and assigning to an existing organization operating in municipality;

- TAU, established by initiative of workers of Lithuanian University.

Directions of state support of adult education:

- direct financing of educational institutions, financing of separate state or local government, individual or group provided educational projects and programs;
- provision of lease of public premises and tax incentives, promotion of charity and education support through the tax system;
- partial or complete support of adult education participants;
- free provision of learners with information and publications in public libraries.

The huge impact on citizens' involvement in educational activities has namely external financial support. Also, free events are considered to be a financial support for educational activities, which allows residents to develop and grow without investment from their personal funds. It is important for citizens to have the opportunity to participate in educational activities for free or at a low cost of funds.

Slovenia

In 2003, according to the data of the Statistical Office of the Republic of Slovenia, for the first time, the number of inhabitants older than 65 exceeded the number of young people up to 14 years of age. During 2017, the population of Slovenia is projected to increase by 3022 people, reaching 2 072 837 at the beginning of 2017. The number of births will exceed the number of deaths by 2 153. If external migration remains on the level of the year 2016, the population will increase by 869 due to the current migrations.

It means that the number of immigrants will prevail over the number of emigrants who leave the country to settle permanently in another country. The number of the oldest inhabitants aged 85 or more went up the fastest. By the end of the 2005, their number increased five times and they represented 7.6% of the total population (ibid).



Life expectancy at birth for men is currently 76.6 and for women 82.9. (SURS 2012). In the age category 55-59 46,9 % of this age group members are employed. In the age category 60-64 19,5%, in the age category 65-69 11,4% and in the age category 70-74 8,7% of older people are employed. The demographic ageing is reflected also in the increasing number of pensioners. In Slovenia, over a quarter of the population are retired. Over the last decade, the number of pensioners who had been granted the right to a pension in Slovenia has been increasing on average by 1.5% per year. (Older people in Slovenia 2011).

An important part of older adult education is regulated by labour legislation including the Employment Relationship Act and the Employment and Insurance against Unemployment Act.

Older workers are entitled to education in the same way as other labour force. Though in reality, this is not always the case. There are two legal documents considered of utmost importance for older adult education:

1. ***Slovenian Adult Education Strategy*** (2007). In general, the strategy aims at adjusting learning to the needs of the individual and society.
2. ***Strategy for Quality Ageing, Solidarity and Co-existence of Generations*** in Slovenia 2011-2015 set up a framework for active and quality ageing. Slovenian Adult Education Strategy (2007).

"A lifelong learning strategy also involves encouraging quality ageing and integration of older people in society as well as co-operation of generations. Moreover, ageing societies need a vision of older adult education. Older adult education means educating older people – these are older workers, persons close to retirement, persons in the third or the fourth age and also everybody who is in contact with older people either as employers, experts or relatives, etc. As older adult education also aims at improving the co-operation of generations, educational programmes also provide an insight into the problems of both, older and younger generations.



Two ministries are responsible for adult education. Ministry of Education and Sports and Ministry of Labour and Social Affairs. They are responsible for policies affecting the adult learning sector.

However, the ***Adult education department at the Ministry of Education Science and Sports*** does not have a position equal with other departments, nor does it have appropriate staffing for executing necessary changes towards LLL strategy. The strategy and the tasks connected with LLL are perceived as sole responsibilities of the adult education sector of the Ministry (Country Report on the Action Plan on Adult Learning: Slovenia, p. 5, <http://arhiv.acs.si/dokumenti/country-report-si-final.pdf>). New programmes of adult education or new courses are also financed by the Ministry of Education. Most of the funding for continuing education and non-formal education is dependent on annual Ministry of Education's plans.

Even activities which have proven their positive contribution to society and their quality through more than a decade are still financed as projects, rather than as a permanent activity. Over many years, it has been possible to co-finance new programmes out of European Structural Funds, but each year the question of the redistribution of the funds is raised again, while the annual adult education plan is prepared. (Country Report on the Action Plan on Adult Learning: Slovenia) Local funding of non-formal adult education seems to be lacking from the financing scheme. Most of the time it is very poor, especially in bigger cities.



European and national funding has been quite important, and private funding has also been available, but to a lesser degree (ibidem).



Characteristics of learning in later life

Latvia

According to the *Declaration on Co-operation in Quality Assurance of Higher Education in the Baltic States*, quality assessment in Estonia, Latvia and Lithuania is carried out using international peers from the three Baltic States and beyond. Baltic states have organised a number of joint training events for the experts used for external review of higher education programmes/institutions.

According to Sarmite Pilate, Director of Latvian Adult Education Association and correspondent of Latvia, Latvia is geographically central country of the Baltic States with a rich adult education history. Adult education is a multifarious process ensuring the development of personality and capacity to compete in the labour market during lifetime.

It is a part of the lifelong learning process determined by social and economic needs of the state. Many possibilities through the formal and non-formal learning for participation in lifelong learning have been ensured for adults' in Latvia.

Reference <http://www.infonet-ae.eu/country-overviews/latvia>

Trainings for older people are divided into 3 parts:

1. University (possibility for each training areas of their work or their own interests)
2. Adult education centres (both shorter and longer courses on various topics, which change regularly, as well as repeated for new interested)
3. Associations (possibility of existing societies show others their skills and train others with their associations work area offers activities)

The training offered by the Latvian general population, including older people:

1. There are many training centres that offer various types of "post educational" programmes, for example, in bookkeeping, business, healthcare, computers etc.



Older people are welcome to take a part in this training formats and they do it with a pleasure. Many NGO's are managing these types of courses for older people have lately been one of the most active participants.

The most recognizable at the moment is www.talakizglitiba.lv which is also funded by the EU social foundation.

2. Also, many privately owned companies offer various courses for their clients and no only, for example, free opportunities to learn computer skill, provided by company "Lattelecom" server section called "Online Latvia".
3. The State Employment agency
4. Latvia regional Municipality Adult Education Centre courses
5. Many associations for older people's education in the Riga city, like www.edusenior.eu (EU funded senior education program), www.viaa.gov.lv (Agency of Latvian educational development), www.biedribarasa.lv (the alliance of active seniors from Riga) and others.

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 of challenges that require new skills and attitude. In many European countries, education is developing so that people could learn throughout their lives, unfortunately Latvia still has a long way to go, because the educational offer and material developed specifically for seniors is quite little. Most of the courses and training centres have no specific image to attract seniors, and since seniors have trouble working with younger generations, they choose not to attend the courses that are for everyone.

Spain

As it has already been mentioned in the previous section, according to the latest data, in Spain, people over 65 represent approximately the 17% of the population. Figures also show that the profile of people who enrol courses and programs of older adult education are mostly retired women between 55 and 70 years old in good mental and physical health, which means that a great part of the population does not take part in any education at all.



Though the Spanish Mapping Report shows the academic level of the third age is increasing at a rapid pace, although training among the eldest is still far below younger groups of people. There is still an 8% of the Spanish population who is illiterate and over a 30% has not finished their primary studies yet. In addition, only an 11% of this group has finished their secondary studies and less than a 7 % their superior studies.

The source: Looking Forward to a Dynamic Third Age – España Informe de Mapeo, BALL Project, Universidad Permanente de la Universidad de Alicante, 2015:

https://rua.ua.es/dspace/bitstream/10045/60035/2/BALL-Informe_Mapeo_Espa%C3%B1a.pdf

According to OMS, when thinking about education for the third age in the framework of active aging, we have to bear in mind five principles: independency, participation, assistance, realization of their own desires and dignity. Active aging in Spain falls onto a political framework with three basic pillars: health, participation, and security. Designing any intervention within this perspective means to address the problems and needs of the elder taking into account their rights and the equality of opportunities. Active aging considers all old people, even those with poorer health. We can claim that after the Inter-Regional Consultation on Aging of the Population the need for long-life learning for the third age became evident.

So far, in Spain, the most typical actions taken in this field have been focused on, mainly, a basic education for literacy, education for culture and leisure time, education for retirement preparation, education for increasing aging awareness and education for personal development (with special attention to new technologies).

Therefore, we can divide the challenges that Spanish Educational programmes for the third ages are facing in four fields:

- **Personal health:** education should try to aim for a decrease of chronic diseases through informative programmes that try to inform, change the understanding, attitudes and action so that old people can have a healthy and productive life, for instance, through providing education in the field of healthy eating or exercising.
- **Family and Social support and strengthening:** empower old people in the basic principles of childcare so that they can give support and help their relatives and



friends. This would help them feel more useful and prevent their isolation from society.

- **Productive employment:** more and more, older people are being needed in the labour market.

High unemployment rates are not currently helping this action plan, but in the long term, it aims to retain old people active in the labour market in order to (1) favour the economic growth, (2) reduce the dependency rates and (3) balance the pensions system.

- **Personal development:** emotional education can optimise human development, which means both social and personal development. In this way, we can help mental health, people social interaction, and life enrichment in general.

The source: INFORMES PORTAL MAYORES. 'La educación de las personas mayores en el marco del envejecimiento activo. Principios y líneas de actuación'. Número 26:

<http://envejecimiento.csic.es/documentos/documentos/sanchez-educacion-01.pdf>

In Spain, there have been two main plans or legal documents that have tried to set and define the needs of older people and establish objectives and guidelines to address them:

- 'Plan Gerontológico' which is characterised by its functionality, dynamism, openness to the creation of educational spaces and environments, etc.
- 'El Libro Blanco de la Educación de Adultos', which determines the concept of permanent education and offers the possibility of all people, regardless their age, in all social and educational processes.

In Spain, training and education for older adults is provided in several institutions or entities.

In the first place, there are universities, which offer courses and programmes for older adults (usually starting at 50-55 years of age) which can be totally integrated to existing ones, be specific for this age-groups, or stand outside the university studies:

- Integrated programmes: universities open the doors to older students and enrol them in their regular degree courses.



In this way, the third age learners can access university as full right students, although they cannot obtain the certificates and diplomas due to the lack of access requirements, tests or exams.

- Specific programmes: they only accept older adults and are not always part of the formal education system. In general, each university adapts their offer to current demands.
- Expand of the university services by, in collaboration with other educational entities, offering a wide range of activities for the third age at a cultural, healthcare or leisure time level. In these cases, the organisations and associations are the ones responsible for organising and promoting these types of activities.

Apart from regular universities offering such courses and programmes, there also exists The University of the Third Age (U3A), a unique and exciting organisation which provides, through its U3As, life-enhancing and life-changing opportunities.

Lithuania

Currently one of the most important education problem is learning of older people. Traditional learning methods are not always suitable for older people. Thus, it is important to properly choose training methods and content. Too much attention is still devoted to theoretical knowledge by means of depreciating social skills. If these skills were emphasized, value of experience would be evaluated, and that would be important for older employees and their training motivation. More attention should be drawn to practical training and preparation of educational materials. It is also important to vary the content of training courses. Senior people are not always able to master modern training methods.

Learning of older people depends on training organization: training strategies, conditions, methods, and speed suitable for older people.

In addition, learning must be organized considering learning skills and conditions.

It is necessary to gather different methods for educating older people, to compare them, analyse the advantages and disadvantages, and spread information about the



most successful methods between various interested organizations in our and other countries. The majority of older people are interested in adult learning and intend to learn in order to be able to equally participate in social life. Successful future depends on physical and mental health, ability to use new technologies. A very important motive to participate in the training courses is a possibility to meet other people interested in the same topics and issues. When learning, people feel healthier and more active citizens contributing to growth of the country economy. People with various abilities greatly contribute to the labour market.

Unfortunately, some older people are forced to retire even if they want and are able to work. Employers often select young people, but it does not mean that they will be working better than older ones.

Young people do not have the experience and wisdom that are frequently useful in professional life yet. The current challenge: to transfer to young generation knowledge that has to be accumulated by older people.

Participation in learning groups gives a possibility to share ideas, feelings, discuss things, and exchange opinions. So, the task of training organizers and adult teachers is to create comfortable, open training (learning) environment, to encourage frank conversations, spontaneous reactions and reflections. However, if training (learning) is not evaluated/valued by employers, local community, family members or other environment, it is likely that a small number of both older and younger people will attend training courses. Training methods and formats are also important. Some people like to learn independently, other people – with close friends, people of their age group, and some wish to meet new people through organised learning. Selection of suitable training environment, methods, and formats may eliminate a lot of obstacles and improve the involvement of older people into the learning process. Older people consider the lack of provision of interesting courses on their location as a barrier to learning.

Participation in learning does not always depend on training and motivation. Older students' interest and usefulness of the courses are also important criteria of selection



of training courses. An Increase in salary, issue of a certificate, learning during work are not considered to be important factors. They belong to adult education but not older adult education.

It is possible to assume that it is due to the retirement age of the respondents. Learning provides opportunities for communication and similar, equal and qualitative learning.

Low primary education, unemployment, living at distant village locations are factors increasing possibilities of social distancing. Education, training (learning) are tools which may restrain social distancing by means of knowledge and skills. It is especially important in the century of information society, communication technologies when communication becomes more virtual, network-related, and system-defined. People should learn to use computers and other technologies. Non-formal adult education may be provided by all education providers located in Lithuania.

Non-formal education/learning: organizations of different types, whose primary activity is non-vocational adult education: centres of language learning for adults, personality development and artistic expression, multifunctional centres in rural areas, the Third Century Universities (TCU), organizations (associations) of people with disabilities, communities, non-governmental organizations, libraries, museums, cultural and educational centres, high schools (Article 58 of LR education).

Law also determines that representative institution of the municipality (meaning the municipal council) in addition to other obligations forms network of schools providing non-formal adult education programs and initiates the formation of network of adult education providers, corresponding to the needs of the population. In today's dynamic society, adults must constantly improve and learn, because only in such way they will be able to adapt to changes and changing requirements. Education of adults is one of the main assumptions in creation of competitive and dynamic knowledge-based economy.



Availability of adult education (learning) becomes especially relevant since level and motivation depends on their participation in the learning process. Education and training are critical factors for achieving goals of Lisbon strategy - greater economic growth, competitiveness and social inclusion.

It should be noted that it is necessary to increase participation of adults in learning; however, it is necessary to keep in mind the improvement of competences of adult education staff. Poor learning outcomes result from poor quality of adult teaching service. Professional development of people working in adult education sphere has a very significant impact on the quality of adult learning.

Very little attention is paid to the content of initial training of personnel and the shaping of the specific processes in adult education. In order to increase participation, it is necessary to improve the quality of adult education. This is even truer in older adult education.

Effective training incentives include availability of learning places, open and distance learning services for people living in remote areas, information and guidelines, specialized programs and flexible teaching arrangements. In older adult education, however, face-to-face education is preferred.

It is necessary to develop competencies of pedagogical and managerial staff organizing education of adults, improve cooperation and the exchange of knowledge in adult education sphere among educators and providers of education, by enhancing their capacities and ensure the dissemination of publicity of adult education (learning).

In 2014, the Republic of **Lithuania** had adopted the *Law on non-formal adult education and continuing education* – new impetus and assumptions for the development of adult education system. It also foresees the coordination of adult education on state and municipal level.

"*Action plan of 2014-2016 on development of non-formal adult education*" was approved in 2014. In 2015, while implementing provisions of the Law on non-formal adult education and continuing education, almost all Lithuanian municipalities had also



prepared and approved strategic planning documents intended for the promotion of development of non-formal adult education - action plans, which foresee the participation of state, local governments and non-governmental institutions, ensured coordination of activities and financing options. However, the analysis of the current situation shows that the formation of consistent policy of non-formal adult education is a novelty in municipalities. In order to achieve productive development of this education it is very important that educational and other organizations would develop non-formal adult education whatever their institutional dependence or usual activities are.

As well as would improve managerial, pedagogical and other required competences of adult educators, would promote cooperation among the education community and other institutions and social organizations by exchanging the information and best practices, improving and expanding the activities and forming all together a new culture of adult learning in the municipality. Education communities and cooperation of public organizations promote policy of a lifelong learning and development of adult education.

An important role plays *Lithuanian council of non-formal adult education*, whose activities are legalized in the *Law of non-formal adult education and continuing education*, by leaders of Lithuanian adult education centres and *Lithuanian Association of Adult Education*.

Slovenia

Education in later life is *active ageing* in itself and is meant for *active ageing* which in this country ideally means working longer, having more or less equal active access to social resources: education, culture, health, work, transport and accommodation, etc. Thus, active ageing means ageing in good health, being more satisfied at work, having access to decision making processes especially in the local community, contributing to society as an active citizen, and being able to deploy one's talents and live independently as long as possible. The approach to active ageing adopted in Slovenia is life course approach. Thus, active ageing is a result of the past, present and future of



an individual. The active ageing index is rather low for this country, and Slovenia has been ranked 19th among the 27 EU countries. This is due mostly to poor employment measures addressing older workers and employers. Education in later life is further meant for *other purposes*: personal growth, paid or non-paid work as well as active citizenship and local development and for consolidating intergenerational relationships.

Education in later life is a response to several older people's psycho-social and educational needs. Both types of needs are thus closely connected. Older people learn to know, to be, to belong and to become (Krajnc, 2017). They have an array of needs:

The need for knowledge, culture and self-actualization. Old age is "cultural afternoon" says C.G. Jung.

Therefore, the need to express and construct their culture as well as the need to experience beauty, intellectual as well as spiritual life are highly present in old age. "Only now I know what is really worth in life" said one of our students. "I had spent too much time caring for material things while real life was elsewhere" (Skubic, 2008).

The need to be integrated, respected, able to take decisions. Municipality policies on old age and ageing should therefore develop mostly in three directions:

1. A permanent dialogue with those who have just retired and are aware of their own old age to come and old age as it is today for those who have been retired for some time.
2. Development of services in close collaboration with families and their neighbourhood.
3. Creation of opportunities for older people to be, on equal basis, a part of the community. Government should regularly consult with older people when preparing new laws.

The following U3A's programmes typically respond to the above need are as follows: sociological, economic, political views on old age, my parents are old/critical geragogy advocacy of older people.



The need to reshape and support intergenerational relationships

The cultural model of the organisation of ages has been changing and this seems to be at the origin of the crisis called 'ageing society'.

Anton Trstenjak's Institute runs a number of programmes in the field of intergenerational relationships in connection with schools, local communities etc.

Slovenian Third Age University runs intergenerational educational programmes and prepares educational events based on the needs generations have, volunteering, relationships etc. Intergenerational relationships are needed for active ageing.

These relationships are mostly possible in intergenerational creative and socially engaged programmes (CINAGE, RefugeesIN, this world is worth learning together, practical work for students of andragogy, social work, etc.)

The need for lifelong (voluntary) work

Younger people facing their developmental tasks like raising a family, acquiring accommodation, do not have time to wait for intermittent work to develop into a steady full time job.

Older people's occasional work can develop into this kind of job that is taken on by younger people. Older people have many opportunities to get involved in voluntary work.

Since 2000 Slovenian Third Age University has been engaged in running training programmes for volunteers in public institutions (organised voluntary work of Cultural mediators) Slovene Philatropy offers many educational and practical possibilities for older people's voluntary work. (Houses of Society's Fruits). Lifelong work is defended.

The need to have access to new technologies (not just assistive technologies)

One of the fields developed by Slovenian Third Age University is also Silver Economy.

Municipalities, Anton Trstenjak's Institute, Slovenian Third Age University, the company ISA, etc. run programmes, for beginners and advanced learners. Slovenian



Third Age University has recently started a course in computer programming for older people (Silver code).

The need for older people's knowledge to be recognised and utilized

A fair number of older people with readily available and experientially validated knowledge are now available for the benefit of all. Structural support is needed.

Huge public campaigning is run by Slovenian Third age university: articles, public conferences, radio programmes, TV programmes, films, regular public events like film sessions, public lectures are run in co-operation with other stakeholders (film distribution company, central book store, public libraries, folk high schools, faculties etc. and through U3A's electronic news).

The need to have one's psycho-social needs met

Quality of life depends also on how well older people's higher psycho-social needs are met. These psycho-social needs are often left out of the ageing policies but should be taken account of in educational programmes. These needs are met in all programmes (the need to be safe, to be recognised, to be estimated, to belong, the need for self-actualisation, etc.). There are also programmes on interpersonal relationships (Individual psychology, transactional analysis), philosophy, etc. at Slovenian U3A.

The need to consider older people as a different and unique group

In Slovenian policies, older people are still frequently treated together with the group of the handicapped. There are different education providers of older adult education in Slovenia, as Slovenian Third Age University, Anton Trstenjak's Institute, Associations of retired professionals, Gerontological Society of Slovenia, Daily centres of older people's activities and also pre-retirement programmes with help of Ministry of defence. Department of Andragogy at the Faculty of Philosophy in Ljubljana, Slovenian Andragogical Society, Institute for Adult education SIAE, Slovenian Federation of Pensioners' Associations, and other adult education institutions best unite in common projects, rarely in defending their common political position.



Slovenian U3A has developed a network serving like a semi umbrella organisation to a number of civic organisations. For them they provide education and training. Slovenian U3A has been in a close collaboration with MISS, centre for young people. Slovenian U3A has also established a network of museums and cultural mediators.

Since Slovenia has a long tradition in the theory of adult education, it is natural that Slovenia has acknowledged that adults have the right to be educated in a non- formal way, and that specific target groups have the right to influence the objectives, the content, the learning methods and techniques (*Country Report on the Action Plan on Adult Learning: Slovenia, p. 5*). In Slovenia courses for older adult educators have been conducted for 33 years now at Third Age University. Moreover, three years ago, was developed there an 80- hour programme for future older adult educators/mentors. Their role is about making older students exchange their experiential knowledge, integrating their experience into the programmes, “utilizing” older people as an educational and learning source, integrating their knowledge into the educational programmes, constructing new knowledge together with older people and learning groups.

It is also about making older students “exercise” their mutual responsibility for organising educational sessions and contributing the sources of learning.

It is about sharing public appearances with the students, making them participate with their knowledge in public sphere.

Furthermore, methods used in older adult education depend on the principles that guide older adult education and indeed the whole organisation providing older adult



education. Without clear and agreed principles and without them being applied on all levels and in all areas of older adult education the methods selected are not efficient.



Mentors' interviews analysis

Older adult education is not only about the topical education, the transmission and construction of knowledge, it is also about relationships and about unsettling older people's complacency about their social condition and their powerlessness to transform society (Battersby & Glendenning, 1990). This research is about mentors and their role leading older adults towards achieving a number of aims of their own aims and those of their study group, study circles. Our research is based on other research studies on mentoring older students and their findings (Bračun Sova at all 2015; Findeisen 2005, Findeisen, 2012) arguing that mentoring depends largely on the older students' individual as well as community and social needs.

The research question "How do mentors feel about their role" has been subdivided into sub questions:

1. How do mentors learn to qualify themselves for mentoring a study circle?
2. How do mentors evaluate the process of learning connected with their mentoring work in in the study circle?
3. How do mentors prepare the programme for their study circle and how do they proceed implementing it?
4. How do mentors recognize individual characteristics of the participants in the study circle and the characteristics of their learning group?
5. How do mentors assess relationships in the study circle?
6. How do they see the role of a study circle mentor?
7. How do mentors assess the activities of the participants in the study circle?
8. How do mentors see older people's position in society?

Latvia

Mentors do not learn to qualify themselves – it is life and educational experience that has taken them so far to be able to educate people who might be even more educated and experienced than themselves. Communication and relationship between an older



student and his mentor since it requires genuine mutual respect. Without that, the educational process cannot even start.

Most mentors have already given a lot of effort working with young people, but when working with older people, they feel like addressing their equals and they feel that they are not only teaching, but also learning and thus “teaching” older people is interesting and they mostly enjoy every minute of it. Despite the fact, that some of the older people might not be university graduates – the fact that they are participating in the educational process while being in later life, shows that they are motivated to reach new heights and work and develop themselves. That is very important, because with younger people in school, no matter whether in grammar school or at university - students are usually obliged to go there, not out of their free will. It is either the parents who make students attend the school, or the need for a higher education degree in order to be better positioned on the job market. But older people have no such problems. They are not in a rush, and everything they do in later life is for their own good and out of their free will.

Mentors evaluate the process of learning connected with their mentoring work in the study circle. They try to work with the group and each student, but when bigger groups gather, this might not be always possible. Mentors respond to the questions students might have and incorporate their experiential knowledge into the programme for all.

Programs are usually prepared by the school or the educational centre. If it has not been done, the mentor has the right to develop his own curriculum, but on condition, that it has been approved by the management of the “school” or by the appropriate governmental department or agency.

As previously mentioned in the question nr.2, each of the participants is approached individually (depending on the capacity of the group and the time available)

Relationships in the study circle are a very important aspect and are started at the beginning of the educational programmed. The ambitions, goals and reasons of the



participants to be enrolled in the program are disclosed, and only then a particular program is developed.

Spain

For the mentors interviewed, teaching older people means teaching experienced people. Mentoring and teaching retired learners and people who, somehow, are close to their age, makes them feel more comfortable than when teaching younger people. Most interviewees agree that most of the time it is a two-way process and that they are learning at the same time as teaching. These learners can share uncountable experience and knowledge, which, to some interviewees, means that they themselves could play the role of mentors in some occasions.

For the interviewees, mentoring is not only teaching: mentoring is also acting as a coach or a facilitator and for some of them even as a friend. The common idea about mentoring is “the guidance of someone” and mentors also say that they like learning from their students.

Mentors feel comfortable with their role and they claim that have identified different learning styles: some learn through their mentors, some others through their classmates, etc. Mentors usually have a positive attitude towards their students and most of them coincide that they learn to be patient with their students.

Not all the interviewees have received formal education on teaching and mentoring, but all of them have attended some training on either education or teaching methodologies.

For instance, MOOC courses, online trainings or workshops and seminars on different teaching techniques. They also claim that most of their teaching skills have been gained through practice and experience. All the mentors interviewed agree that a throughout planning is key in order to get good results. They organise their classes and lessons according to their students’ needs and goals (which are usually set after the first sessions).



Some students are receptive and participate in extra activities that mentors organise out of the classes like talks, touristic tours, etc.; however, it always depends on the group.

Mentors are always expected to follow a certain plan or schedule, but all of them have claimed not doing so when they identify that learners are not responding as expected. Mentors usually motivate their students by listening to their suggestions and proposals on what and how to be taught.

The individual characteristics in each group vary significantly. There are many reasons why a group of learners can attend a course, so all mentors agree that they should always be alert and pay attention to individual needs and goals.

It is crucial to have an open mind and be resourceful when attending individual needs if we want to be successful in our job. Individual characteristics can have an effect on the other learners that is why it is something we always should bear in mind.

All mentors have reported that they do keep or build a comfortable and harmonious atmosphere in their classes. They think that every participant should be involved, engaged and encouraged to participate in all lesson activities. Their students are not a mere group of people learning something, they are learners willing to have a good time, establish interpersonal relationships and experience some personal growth.

Lithuania

Mentors feel great respect for older people, considering that they are the source of wisdom, with innumerable valuable experience and are able to give advice besides they deserve respect and our support. When asked about their own age, mentors state that they feel very excited about it. At the age, they are now they feel happy, experienced, wise and willing to share this experience to others.

Mentors feel great having the possibility to meet, discuss and share the experience on a certain topics/issues/themes with older students, however they also agree that older citizens should also be more active, enthusiastic, gather in clubs, cafes, live, love,



enjoy, pleasantly and meaningfully spend time, form and maintain positive mood and attitude towards their age and life.

The mentors define themselves as lecturers, teachers which role is to gather students, to prepare for the activities/lectures, to assure the pleasant and purposeful time and possibility for older students to interact, participate in discussions, group work, craft etc. The majority of mentors are open to invitations to prepare lectures or programs for older students, to share their knowledge and learn from students. Mentoring for the respondents mean the ability to communicate with interesting people, transfer their knowledge, fun to give a person the opportunity to improve themselves, to investigate themselves, enjoy their work and achievements. What mentors like most about the mentoring is: listeners' enthusiasm, curiosity, participation in the lecture by asking and listening, feedback, simplicity, human understanding, ability be useful, necessary, to share scientific knowledge and experience. In their role mentors feel good or perfect, because they cherish and appreciate the fact that they can share their knowledge with older people and make their lives more fun, meaningful and social. Naturally the question arouses if mentoring in some way can impact mentor's personal and professional life. According to the survey mentors read different scientific and fiction literature, articles use different ICT tools for deepening their personal and professional knowledge. In most cases, they develop their knowledge and skills at home in non-formal, self-educational method, only sometimes they go to specific seminars, conferences or other events.

The majority of TAU mentors do not prepare long term programs or make long term plans, they come to read lectures whenever responsible TAU manager invite them and co-discuss about specific topic or issue, however some mentors plan in advance, prepare long term programs and make plans. Beforehand creating a specific program some lecturers do small research to find out specific topics and moreover students', needs and expectations.

All respondents stated than in some ways older students want to participate in education activity planning process, they usually initiate and organize educational



visits/excursions, informal meetings (to socialize more closely), suggest the topics for their interest, share different literature, etc.

From the respondent answers, it is clear that most mentors do not use any specific methods to identify students with special needs, they state that students at this particular age feel free to politely stop the lecturer and ask if some information was misheard or misunderstood, the educational work is based on mutual trust and cooperation. Thus, some respondents highlighted the specific learning pace and unequal opportunities of older students which commit to personalize the work especially if it is related with some practical activities. When it comes to assess the interpersonal relations in adult study groups all mentors agree that the atmosphere in the group is extremely important.

That's why both parts mentors and students do all their best to behave in a good manner, to respect each other, to keep everything in order and the result, always is rewarding – mentors feel they can trust the students, they are evaluated, and get direct feedback and even more strong and warm relationship lead to future educational perspectives. Mentors are willing to teach and transfer their knowledge and students willingly overtake it.

Slovenia

All interviewees were at least university graduates. One of the interviewees is a master of science. Four out of six interviewees are educated in the field of pedagogy/andragogy. What they have in common is that they take care of their qualification in the first place by educating themselves on their own.

They educate themselves informally, thus meeting their interests and needs. Mentors argue that prior formal education is less important. More important are mentors' competencies concerning lecturing, facilitating, moderating students' learning in a study group.



The interviewee has gained the computing knowledge on her own and by attending courses. But she values the knowledge of andragogy very high, needed for the transmission of knowledge and skills on the group of learners.

Additionally, mentors believe that a mentor has to feel his or her students, has to like them and take into account their experience.

In both testimonials is mentioned the mentor's ability to accompany the participants, to have didactical skills (transmission of knowledge) and to motivate learners to study. Mentors should be empathic, co-operating and innovative, should facilitate co-operation, dialogue and intensify the thirst for knowledge.

Mentors mostly qualify for mentoring study circles by learning autonomously, by consulting their colleagues, by taking part in a variety of adult education workshops, reading andragogic literature and taking part in introductory trainings offered by Slovenian Institute for adult education (SIAE). They also take part in education for mentors that is conducted within Slovenian third age University.

It has been found that peer learning is quite important, but also learning from friends and relatives.

Collegial peer learning is getting ever more important in the professional circles and companies. It is stimulated in different ways (for instance with communities of practice or internet communities or peer counselling (Billett, 2012).

At Third Age University, this method of learning at workplace has always been utilised. The interviews lead us to conclusion that collegial peer learning is a process of learning at workplace par excellence (workplace learning).

It has been found that all mentors study to meet the needs of mentoring during the whole year. They also study while on holidays. When lectures do not take place. Mentors keep learning and educating themselves during holidays, preparing the new study year.



The interviewed Slovenian Third Age University mentors identified three groups of factors, exerting an impact on their qualification for mentoring. These factors were grouped into three subcategories: the types of knowledge needed, the ways of educating oneself and the duration of learning.

It can be concluded, on the basis of the interview, that mentors' readiness to learn and their engagement (they educate themselves during the study year and also during the holidays) is important. Mentors underline that "feeling people" is important, which means that they have competencies for efficient communication, dialogue, and empathetic cooperation as well as professional transmission of knowledge and meeting the students' needs. These findings correspond to the research studies on important competences for mentoring (Nahmad Willimas and Taylor, 2015). Mentors argue that social competences and didactic competences are the most important ones.

The following mentors' statements are interesting: they learned a lot from the participants in the study group, from their stories and experience. This statement illustrates the definition of human capital which Healy and Côté (2001, p 18) define mostly as "knowledge, skills, competences and individual characteristics, bettering personal, social and economic living". In the interview mentors said that their older students' personal stories were an important source for their learning.

Following are the quotes about the wisdom of older people (life stories), professional knowledge, the development of patience, didactic skills (lecturing skills).

Respondents think that the need of patience is less due to the fact that the learners are older than it is due to the nature of the work itself. Mentors devote their attention to each of the learners individually. The situations encountered are different from the situations of formal learning of young people, where teachers lecture but do not follow the needs of their learners (the pace, breaking up of learning units, etc.). By mentoring study circles at Third Age University mentors have enhanced the way of lecturing.



Continuing education offer a lot of possibilities to the mentor to become more self-confident as a lecturer. We have found out that education and learning are key factors impacting mentoring study circles.

Mentors also state that without continuing education and permanent education, they cannot be mentors, since learning is a constituent part of life and a must for mentors.

The mentors we interviewed argue that they have experienced personal growth due to mentoring older adults. They think that they have increased their understanding of diversity, that they are more patient, persistent, self-confident. They are more able to cope with diversity and accept it.

Mentors underline the importance of personal growth, connected with their personal engagement, while mentoring their study groups.

For some of the mentors the knowledge acquired is useful in situations outside their mentoring at Slovenian Third Age University. Education of older people does not bring new knowledge only to the participants in study circles, but also to their mentors. Basically, the study circles enable knowledge, experience, life histories and relationships to be joined and to guarantee interpersonal growth.

This is why study circles are very much different from courses. In study circles the relationships are not formal, the contents of learning are not totally defined, mentors and students are close, mentors keep upgrading their knowledge.

We have found out that mentors are aware of the importance of the first impression, the presentation of the programme and the initiating good relationships and relaxed atmosphere in the group. Relaxed and friendly atmosphere can be established on condition the wishes of all members of the study group are taken into account and empathy takes place. To this end mentors try to make educational encounters interesting dynamic.

Only those older students, who are satisfied, remain in the study group, others quit most of the times.



On the basis of the analysis of the interviews it has been found that programming the contents and planning the implementation of the program is the most distinctive feature of mentoring study groups in older adult education in comparison with formal education. It has to be emphasised that mentors take into account the wishes and expectations of all learners and even their own wishes and expectations.

Mentors are flexible in choosing the topics of the educational encounters. The prevailing learning methods in study groups in the Slovenian Third Age University are discussion and social debate. Mentor argues that they use: working with individuals, pair work and group work. The study group members study different texts, go together to exhibitions, in language groups handbooks and grammar books are being used.

In computing training and in painting groups practical work is in the focus. Mentors care for eclectic didactic methods and they take into account the evaluation which they consider as an important tool in older adult education as to find out what the participants like, what they do not like, what they have learned and how they have learned. Quite often they discuss the encounters together with their students when they go for a cup of coffee after the encounter.

The mentors who participated in this study, adapt their program to the group. It takes quite a lot of time for them to get familiar with their study group and adapt the contents of the educational program to their needs and expectations.

However, if mentors have worked in a given group for a long time, if they know the group quite well, they have a tendency to adapt the programme to the group, while they are preparing it. That is before the study year starts. They do not adapt the contents to single groups, but they adapt other learning activities, like exercises, films, listening to music, attending exhibitions, going to museums, going for a trip, paying visits to relevant institutions.

Mentors argue that it is of outmost importance to know well the individual learners, to be able to set them limits and to adapt them to the prevailing group dynamics. These



processes in group dynamics are known and are taken into account in group learning (Sweet, Michaelson, 2012). We agree with the mentors who argues that mentors should know well each single learner in the group as to have somebody to talk to at times and to know who needs to be stimulated or calmed down. It can therefore be concluded that mentors in study circles are far from simple transmitting of knowledge.

Their job is about counselling and guiding, navigating between different life histories, experiences, learners' characters, learners' personal features and abilities. We were surprised by one of the mentors (2) saying that as a mentor you have to gain respect of the most powerful one's in the group as to be able cooperate with them.

"If this is not the case, you can lose the whole group". Mentor has to gain confidence of those learners who possess social power in the group (Comp. Casula 2015). Study circles attract quite diverse people with their own life histories. Some integrate better in the group. In relation to this, mentors navigate among the learners in the group and unite different life histories into one entity.

There is a problem when certain students display such behaviour that the group equilibrium gets shattered. It is difficult to deal with such persons and they have bad impact on the group dynamics. Such groups can be a burden for the students themselves and the mentor. Therefore, the group does not work well.

We have seen that in groups where relationships are good, socializing is a kind of prolongation of the study sessions, even if the study sessions themselves can be devoted to socializing though very rarely. Mentors argue that their students enrol in study circles to get new knowledge, socializing comes second.

Good relationships have positive impact on the participants and the mentor. Participating in a study group is joyful and relaxing for most of the group members. Friendly relationships are born in such groups. If there are people who spoil the atmosphere in the group by their rude or strange behaviour, the group harmony gets destroyed. If the atmosphere is no good, it may happen that the group falls apart.



The interviewees describe mentoring as a pleasant activity. They enjoy teaching and being in contact with different people. Their motivation lies in the mentoring process itself. Working becomes a part of their identity (Nicolini, 2012).

Mentoring means a lot to them. It is due to the fact that they are in close contact with the students. All members, the mentors included, are equal and knowledge is created through a discussion, counselling and mentoring.

Mentors report that their primary role is to pass on knowledge. Their primary role is teaching and facilitating learning. They know that their students are not there to socialise but to get knowledge.

Learning in study circles is cooperative. Cooperative learning is learning in groups in which the way of work is such that positive connections among the members of the groups are established. By means of direct interaction while learning both students and mentors try to attain common goals. The students in the group are active and the mentors like their students to ask questions. This is how the burden of teaching is partly taken off the shoulders of the mentor.

Students cooperate in different ways. They ask questions about different topics. If there is something they don't like, they like organising trips, the activity has a unifying impact of the group members and if mentors take into account their wishes, the students get more motivated to be more actively engaged in learning.

Going out into the local community is very important for the study circle. Local community used the knowledge older people have. Older people get knowledge from society, communities. Therefore, it is necessary that knowledge is also brought back to the local environment and local community.

Mentors have a positive attitude towards the activities of the group. They like their students to have suggestions, to be interested in the topic, to ask questions and to be ready to broaden horizons. Through the contributions of the students the ties within the group get consolidated. For a successful relationship between mentors and mentoreesses it is important that the mentor is able to organise work, to accompany



the students, to evaluate their progress and to direct the students. Mentoring is not only about the transmission of knowledge but it is also about having an impact on personal development of the participants. It changes their attitudes and beliefs as well as it enlarges their social network and consolidates interpersonal relationships.

Mentors are responsible for personal development of each student, which has a positive influence on the development of the study group and it also impacts their reaching the aims they set themselves. Mentors are leaders, leading the study groups but they are not the only ones who can set aims and choose the contents. On the contrary. This is the task of the whole group.

Mentors compare their own social position to theirs and imagine their or own old age. Most of them require to be able to continue their lives: to study, to work for the others and themselves, to participate in decision making processes, to be autonomous. To become what they want to become in all stages of life. They would require an active social role for themselves.

Older people should have the right to lifelong work and lifelong education. They should be able to participate more in social and also economic development and have the right to co-shape it. Older people should be less under the pressure of devaluating or unreal positive stereotypes.

Mentors require for their own (future) old age to be able to become what they can become. To continue their life without being controlled and given orders. They would like to be equal with others on symbolic cultural level and of course respected.



Learners' survey analysis

Significance of the Study

With European demographic developments, educational institutions need to come up with strategies to deal with the growing population of older people and retirees. In most countries and towns there is a local plethora of learning opportunities for older adult education committed to supporting the inclusion of older persons (aged 50+ or 60+) through their participation in older adult education, be in formal, non-formal or informal areas of learning. In the times of the current "crisis" however, older adult education is endangered as a result of current economic conditions, elitism, gender bias, the urban-rural divide, the digital divide and third age ageism. In these times, we need to know more about older adult education and older students' characteristics dwelling upon the answers of those who are already involved in older adult education.

Research Problem

This research is devoted to older adult education programmes, their contents, methods as well as characteristics of older students participating in older adult education. We will be focusing on active participants.

The research will be focusing on the motives leading older students to enrol into educational programmes, the barriers preventing them from enrolling, encouragement they get, the quality of their life before enrolling and the impact education might have on their lives.

The Purpose of the Study

This research will be simultaneously conducted within Erasmus+ K2 P3AE project by all partner organisations from Latvia, Lithuania, Spain and Slovenia. Basically, it will be conducted to obtain the results for the comparison with the results of the studies to be carried out in Slovenia, Spain and Latvia.



The partner organisations and their countries are quite different, the situation of older adult education is different as well in each of them but supposedly the position of older people is somehow similar.

Older people are at the edge of society, often squeezed out of the labour market and the public sphere. The results of this research will be integrated in the educational modules for older people to be developed in this project.

Knowing older people, older learners, their social needs, their need for sharing values, their attitude towards adult and older adult education, their associated expectations, is needed for programming older adult education as well as delivering educational and training programmes. It is necessary to identify the incentives older people get for learning and to know how education impacts older student's lives.

We investigate:

- who older students are, their gender, age, educational attainment, their employment status prior to retirement,
- the motives having led older students to take part in adult education during their professionally active years and the nature of their attitude towards adult education in those days,
- the motives out of which the students enrolled in the educational programmes of their institution,
- past barriers preventing them from taking part in adult education,
- the incentive they get to study,
- the preferred programmes and learning methods of older adult education,
- the transformative value of older adult education and the impact on older students' life quality.

Research Questions

- Are there more older students involved in education among those who live with their partner or family, or those who live in nursery homes or alone, with the assumption that they are perhaps lonelier?



- What is the percentage of those from rural background as compared to the percentage of those who are from towns?
- Are there more university graduates than others involved?
- Does involvement in adult education during the professional period impact the educational involvement in the third age?
- Which programmes are preferred/attended?
- Which methods are preferred?
- Does the number of years spent in retirement impact the participation in older adult education?
- Is the number of the recently retired greater than that of those who got retired years ago?
- Do they enrol as to overcome the loss of the structured time?
- What is the proportion of those who enrolled in older adult education programmes and attended adult education during their active years, rarely, often or never?
- What were their motives for enrolling?
- Can it be deduced that those who were more often enrolled in adult education more easily enrol in older adult education or not?
- What is the proportion of those who used to enrol in adult education on to meet their work needs and now to meet their interests from the private sphere, or interests whom they could live out during their working time?
- What are the main motives for taking part in older adult education?
- Who encourages older students to enrol in educational programmes and what is their own attitude like?
- What are the learners' other free time activities?
- Do they in any way contribute to social development?
- What used to be the quality of their life before enrolling in older adult education in comparison with the present situation? Are they more optimistic, more confident, has their communication with other bettered, do they accept their old age better. Is it easier for them to ask for help? Do they have more friends? Are they therefore less lonely? Has the quality of their life augmented?



- Will they continue attending educational programmes?

United survey results

558 respondents from four different countries (Latvia – 40, Lithuania – 47, Spain – 40, Slovenia – 431) participated in the survey. According to the united survey data (*Annex 3. United survey results*) it can be seen that mostly people were aged 60 – 74 years. In the survey took part mostly women. Respondents usually live with their partner/husband/wife in town. Also, they mostly had acquired higher education. Their employment status prior to retirement was professional worker and manager/high official and most of them were satisfied at their workplace. Respondents have been retired for 1 – 9 years. Talking about the participation in adult education, they marked that they participated often or rarely. Concerning the reasons to get engaged in adult education, they indicated that upgrading their knowledge or ability to be better trained for work is the top reason for participation. The next is importance of getting degree or certificate. Moreover, reason to participate in adult education in later life are getting new knowledge, socializing, deepen knowledge, and personal growth. Contrary, the reason that prevented respondents from participation in adult education are too much work and family obligations, followed by cost. Concerning the programmes offered by the adult education institution participants are attending, it can be seen that the most popular are foreign languages and computer classes. The next are art history and health programmes. Also, 16% indicated other hobbies that mostly were ceramics, gardening, and other leisure activities. Respondents mostly prefer discussion, research work, and autonomous learning as a method used in the programmes they are attending. Also, most of them attend classes once a week (66%) or 2 – 3 times (32%). Our respondents get encouraged by nobody mostly; however, the other popular answers are partner or family/children. Respondents' feelings about the current education show that they are completely satisfied. Also, their satisfaction with their life before enrolled in programmes is also completely satisfied. Talking about the free time activities, people prefer several hobbies. Moreover, half of them told that they will enrol next year. Finally, they showed that they feel more confident, important, optimistic. Also, they feel that they can ask help when needed. Contrary, they indicated that they do not feel less lonely and integrated into society.



Conclusions

Different aspects of older people's life and education have been analysed in four participating countries, namely **Latvia, Lithuania, Spain, and Slovenia**.

The overall results show that as benchmark of the education system developed for older people could be used **Slovenia** with their Third Age University with absolutely unique results and rich experience. Also, the legal basis is well-developed in **Spain** as it could be seen in section 1, Demographics and Legal issues. Talking about **Lithuania** and **Latvia**, these countries should take an example from the two partner countries.

The final conclusions of the study could be divided into 3 main parts as suggested by the table of contents as demographics and legal environment, characteristics of learning in later life, mentor and survey/ interviews results.

Firstly, demographics and legal environment situation analysis mainly suggest that all of the countries are ahead **Latvia** in the proposed conditions for older people's life and education because there are no special discounts or loyalty programmes for older adults, as well as only a few organization are taking care of older people's leisure time and other supporting activities.

On the contrary, employment of older people is currently increasing in **Lithuania**. However, there is another problematic issue there, namely age discrimination. This can be seen in existence of labour relations that secretly and overtly apply age criteria when selecting and employing a person. However, there are different cases of age discrimination almost in every sector of the regulation of labour relations, and talking about an individual – at each stage of his professional activity. Nevertheless, the government of **Lithuania** is actively supporting lifelong learning by implementing various EU and state programmes. Such changes are also enforced by the law. The situation in **Spain** is that Spanish Government has formally been working on supporting the older people in the labour market, and these steps are directly linked to the pension system, by making reforms and giving financial incentives relating to the payment of social security contributions. However, when it comes to employment



in the third age, Spanish workers are the ones with the lowest activity after 65 years old in Europe, far from the average 18.7 % of the 28 EU countries.

In Slovenia, two ministries are mostly responsible for adult education. Ministry of Education Science and Sports and Ministry of Labour, Social Affairs. And Equal Opportunities. They are responsible for policies affecting the adult learning sector. New programmes of adult education or new courses are also financed by the Ministry of Education or Ministry of Culture or Ministry of Agriculture. Most of the funding for continuing education and non-formal education is dependent on annual Ministry of Education's plans.

Concerning the learning characteristics, the situation in **Latvia** is not at its best level either since there are few organizations actively involved in the education and training ~~and educational~~ activities. So, even though **Latvia** has rich adult education history, it is currently underperforming the EU average level. Therefore, **Latvia** still has a long way to go, because the educational offer and material developed specifically for older people is quite little. Most of the courses and training centres have no specific image to attract older people, and since they have trouble working with younger generations, they choose not to attend the courses that are for everyone. **Lithuania** also admits that currently one of the most important educational problems is to transfer to young generation the knowledge that has been accumulated by older people. There the problem lays in the insufficient education of mentors or trainers that could be considered as the main cause of low education interest from the seniors' side. So far, **in Spain**, the most typical actions taken in the field of education have been focused on, mainly, a basic education for literacy, education for culture and leisure time, education for retirement preparation, education for increasing aging awareness and education for personal development (with special attention to new technologies). As well as it is also problematic topic **in Spain** since high unemployment rates are not currently helping the trainings development. However, there are already many places, both governmental and not, for adult leisure, education and support, contrary to Latvia. Finally, **in Slovenia**, education in later life is meant for active ageing which in this country ideally means working longer, having more or less equal active access to



social resources: education, culture, health, work, transport and accommodation, etc. In this country are the most notable favourable conditions for adult education and older adult education among the four participating countries.

In Slovenia courses for older adult educators have been conducted for 33 years now at Third Age University. Moreover, three years ago, was developed there an 80- hour programme for future older adult educators/mentors.

Talking about mentors' views and suggestions, it has been noticed that mentors in **Latvia** do not learn to qualify themselves It's a serious life and educational experience that has taken them so far, in order to be able to educate people who might be even more educated and experienced. Most mentors have already emptied themselves while working with young people, but when working with older people, they feel like on one level and feel that they are not only teaching, but also learning every single day. Despite the fact, that some of the older people might not have completed higher education studies, or any education at all, the fact that they are participating in the educational process while being in later life, shows that they have a motivation to reach new heights and work and develop themselves. Mentors evaluate the process of learning connected with their mentoring work in the study circles by not differing it much more from the grading, and benefit optimization system. **For Spanish mentors** interviewed, teaching older people means teaching experienced people. Most interviewees agree that most of the time it is a two-way process and that they are learning at the same time as teaching. These learners can share uncountable experience and knowledge, which, to some interviewees, means that they themselves could play the role of mentors in some occasions. For the interviewees, mentoring is not only teaching: mentoring is also acting as a coach or a facilitator and for some of them even as a friend. Mentors feel comfortable with their role and they claim that have identified different learning styles: some learn through their mentors, some others through their classmates, etc. Mentors usually have a positive attitude towards their students and most of them coincide that they learn to be patient with their students.



In Lithuania, mentors feel great having the possibility to meet, discuss and share the experience on a certain topics/issues/themes with older students, however they also agree that older citizens should also be more active, enthusiastic, gather in clubs, cafes, live, love, enjoy, pleasantly and meaningfully spend time, form and maintain positive mood and attitude towards their age and life. All respondents stated that in some ways older students want to participate in education activity planning process, they usually initiate and organize educational visits/excursions, informal meetings, suggest the topics for their interest, share different literature, etc. This contribution is evaluated very positively by all mentors, they appreciate it in most cases and moreover encourage the students to contribute even more.

From the respondent answers, it is clear that most mentors do not use any specific methods to identify students with special needs, they state that students at this particular age feel free to politely stop the lecturer and ask if some information was misheard or misunderstood, the educational work is based on mutual trust and cooperation. In Slovenia, the situations encountered are different from the situations of formal learning of young people, where teachers lecture but do not follow the needs of their learners (the pace, breaking up of learning units, etc.). By mentoring study circles at Third Age University mentors have enhanced the way of lecturing. In study circles the relationships are not formal, the contents of learning are not totally defined, mentors and students are close, mentors keep upgrading their knowledge. Mentors mostly qualify for mentoring study circles by learning autonomously, by consulting their colleagues, by taking part in a variety of adult education workshops, reading andragogic literature and taking part in introductory trainings offered by Slovenian Institute for adult education (SIAE). Education of older people does not bring new knowledge only to the participants in study circles, but also to their mentors. Mentors argue that their students enrol in study circles to get new knowledge, socializing comes second.

Mentors are responsible for personal development of each student, which has a positive influence on the development of the study group and it also impacts their reaching the aims they set themselves.



Additionally, taking into account the survey results, the respondents are open for new opportunities and possibilities.

For most of them it is also a way of getting new knowledge, socializing, deepen knowledge, and personal growth. Also, from the controlled factors that prevent respondents from studying is the cost that should be taken into consideration while developing the programme. As it can be seen exactly languages and ICT lesson got top priority of desired skills to be acquired by senior learners.



References and Sources

Active Ageing: A Policy Framework. WHO, 2002.

Adult Education in Latvia. <http://www.infonet-ae.eu/country-overviews/latvia>

Adult Learning Motivation and Needs in Lithuania, Latvia, Estonia, and Finland (2010).

http://www.kpmmpc.lt/kpmmpc/wpcontent/uploads/2014/01/10_Suaugusi%C5%B3j%C5%B3-mokymosi-motyvacija-ir-poreikiai-Lietuvoje-Latvijoje-Estijoje-ir-Suomijoje.pdf Revised: 05/11/2016.

Agnese Cimdiņa un Ieva Raubiško. 2012. "Dzīve un attīstība labbūtībā Latvijas laukos". Rīga "Zinātne Publishers".

Agnese Cimdiņa un Ieva Raubiško. 2012. Cilvēks un darbs Latvijas laukos". Rīga. "Zinātne Publishers"

Bēkšta, A., Dienys, V., Gedvilienė, G., Kačinskas, D., Koncevičius, G., Koncevičienė, R., Krivickas, J., Krivickienė, V., Lukošūnienė, V., Sargautaitė, V. (2011). Suaugusiųjų švietimo raidos scenarijus.

http://www.smm.lt/uploads/documents/Veikla_strategija/scenarijai/LSSA_scenarijus.pdf Revised: 2016-12-05.

Bračun Sova, R. (ur.) Slovenska univerza za tretje življenjsko obdobje in muzeji z roko v roki; Izobraževanje za razumevanje in uvajanje prakse starejših prostovoljnih kulturnih mediatorjev. Ljubljana: Društvo za ITŽO. 2009.

Centrālā statistikas pārvalde. 2016. "Latvijas statistikas gadagrāmata". Rīga "Centrālās statistikas pārvalde".

Dumazedier, J. Sociology of Leisure. October 1974.

Education in Latvia. http://www.aic.lv/ENIC/en/enic/ed_in_Latv.htm

EUROpean Association of Hospital managers, Hospital, 2008, 3, 40.

Findeisen, D. Koraki v prostovoljstvo: naredimo jih skupaj na Univerzi za tretje življenjsko obdobje v Ljubljani. Ljubljana: Društvo za tretje življenjsko obdobje, 2012.

Findeisen, D. Univerza za tretje življenjsko obdobje v Ljubljani: stvaritev meščanov in vez med njimi. Ljubljana: Društvo za ITŽO. 2010.

Findeisen, D.(ur) Posebnosti izobraževanja starejših. Characteristics of older adult education. Ljubljana, Izobraževanja starejših = Characteristics of older adult education 2. dopolnjena izd. Ljubljana: Društvo za izobraževanje za tretje življenjsko obdobje, 2013.



Healthy Ageing – A Challenge for EUROpe. The Swedish National Institute of Public Health, 2006.

Healthy Ageing. A Challenge for EUROpe. Short version. The Swedish National Institute of Public Health, 2007.

Improvement of Health of Older People.

http://www.smlpc.lt/media/file/Skyriu_info/Sveikatos_mokymas/Lektura/Pagyvenusiu_zmoniu_sveikatos_stiprinimas.pdf Revised: 20/12/2016.

Kidd, J. Roby. How Adults Learn. Association Press, New York, 1959 and 1973.

Knežević, S.: Izobraževanje starejših na Univerzi za tretje življenjsko obdobje za osebno rast in njihovo sodelovanje v družbi, diplomsko delo, Ljubljana: Filozofska fakulteta, Oddelek za pedagogiko in andragogiko, 2007.

Krajnc, A. (ur.) Kako smo snovali Slovensko univerzo za tretje življenjsko obdobje. Ljubljana: Društvo za izobraževanje za tretje življenjsko obdobje, 1992.

Krajnc, A. »Mentorji in mentorstvo«. V: Posebnosti izobraževanja starejših, Ljubljana: SUTŽO, str. 7 – 33, 61 – 90, 2013.

Krajnc, A. »Older Adults as a Special Learning Audience«. Andragoška spoznanja 18, št. 3, str. 10 – 25, 2012.

Kresnik, D., Kump, S. 2008. Udeleženci Univerze za tretje življenjsko obdobje in njihove izobraževalne značilnosti. Primer Univerze za tretje življenjsko obdobje.

Living longer in good health. International publication series Health, Welfare and Sport, No. 19, Ministry of Health, Welfare and Sport of Netherlands, Hague, 2004.

Mokomės visą gyvenimą. Teminio tyrimo ataskaita. (2015). Vilnius. Internet link: http://www.esparama.lt/documents/10157/490675/MVG_teminio+tyrimo+ataskaita_2015.pdf/28d20d9b-a93a-47a5-ad20-50568454c317

Nacionalinė gyventojų senėjimo pasekmių įveikimo strategija (Žin., 2004, Nr.95-3501).

Nacionalinės gyventojų senėjimo pasekmių įveikimo strategijos įgyvendinimo 2005–2013 metų priemonės (Žin., 2005, Nr. 5-112).

Netuveli G, Wiggins RD, Hildon Z, et al. Quality of life at older ages: evidence from the English longitudinal study of aging (wave 1). J Epidemiol Com Health. 2006; 60: 357–63.

Older People in Lithuania. <https://osp.stat.gov.lt/services-portlet/pub-edition-file?id=3030> Revised: 10/12/2016.



Palijanskienė A. Seno žmogaus psichologija. Kn.: Večkienė N (sud.). Socialinė gerontologija: ištakos ir perspektyvos. Kaunas: VDU publishing house, 2002.

Programme of Non-formal Adult Education and Continuous Training for 2016–2023. (2016). Vilnius. Internet link:

<https://www.etar.lt/portal/lt/legalAct/3a34e780007811e6b9699b2946305ca6>

Scandinavian Journal of Public Health, 2008, 36, 265-271.

Senioru izglītība un dzīves

kvalitāte. <http://www.edusenior.eu/data/outcomes/wp5/EduSenior-guide-LV.pdf>

Statistikos departamentas. Internet link

<http://db1.stat.gov.lt/statbank/default.asp?w=1024>.

Stratēģiskās analīzes komisija. 2006. "Dzīves kvalitāte Latvijā". Rīga "Zinātne Publishers".

Svensson T, Dehlin D, Hagberg B, Samuelsson G. The Lund 80+ study: Empirical considerations and findings. In: Schroots JJ, Birren JE (Eds.). The next generation of longitudinal studies of health and aging. Elsevier, 1993.

Svensson T. The 80+ Studies – Longitudinal, cohort and cultural comparisons from age 80 to 95 in Iceland, Lithuania and Sweden. Presentation in VI EUROpean Congress Healthy and Active Ageing for all EUROpeans. July 5–8, 2007, Saint-Petersburg, Russia.

Tālis Tisenkopfs. 2010. "Socioloģija Latvijā". Rīga. "LU Akadēmiskais apgāds"

Websites

www.aic.lv

www.countrymeters.eu

www.csb.gov.lv

www.eprasmes.lv

www.EUROSTATEEUROSTATEEUROSTATEEUROSTAT.eu

www.healthyageing.nu

www.news.lv

www.pensionari.lv

www.thebaltictimes.com



Annex No 1

Survey „Older adult students and their characteristics" questionnaire



*An Erasmus+ KA2 project
No: 2016-1-LV01-KA204-02271*

A Survey on Older Adult Students and Their Characteristics

Please fill in/encircle your answers

1. The year of your birth
2. Your sex:
 - a) male
 - b) female
3. I live in a household with:
 - a) my partner/husband/wife;
 - b) children and/or extended family;
 - c) nursery home for older people
 - d) alone.
4. Level of formal education:
 - a) elementary school, not completed;
 - b) elementary school completed;
 - c) vocational school;
 - d) secondary school;
 - e) 2-year undergraduate studies;
 - f) 4 -year or 5- year undergraduate studies;
 - g) 2 -year post graduate studies (master degree);
 - h) doctoral studies.
5. Where do you live?
 - a) in a town;
 - b) in the country.
6. What was your employment status prior to getting retired
 - a) manager/ high official;



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+ KA2 Nr. 2016-1-LV01-KA204-022712



- b) professional worker;
- c) technical agent/ engineer;
- d) employee;
- e) highly skilled worker;
- f) low skilled worker;
- g) unskilled worker;
- h) unemployed/ housewife.

7. Were you satisfied at your work place? Assess from 1 – very unsatisfied to 5 – very satisfied

1 – 2 – 3 – 4 – 5

8. I have been in retirement for:

- a) 1 – 4 years;
- b) 5 – 9 years;
- c) 10 – 14 years;
- d) 15 – 19 years;
- e) 20 – 24 years;
- f) 25 – 29 years.

9. During my active years I participated in adult education:

- a) often;
- b) rarely;
- c) never.

10. What were your reasons to participate in adult education in those times?

Several answers are possible.

- a) to get a degree or certificate;
- b) to upgrade my knowledge;
- c) to be better trained for work;
- d) personal interest.

11. Which barriers prevented you from taking part in education in the past?

Several answers are possible.

- a) too much work to do;
- b) family obligations;
- c) I did not like the programmes;
- d) cost of education
- a) distance from my home;
- b) I thought, I would not be able;
- c) nothing prevented me;
- d) other

12. What was the reason to enrol in the programmes of older adult education at present? Several answers are possible.

- a) to get new knowledge;



- b) to deepen old knowledge;
- c) personal growth -more knowledge, skills, confidence, self-esteem etc.;
- d) socialising with new people;
- e) to overcome my feeling of loneliness;
- f) to structure my time around a regular activity;
- g) to compensate for the loss of the working environment;
- h) other.

13. Which programmes offered by your older adult institution are you attending

? Several answers are possible.

- a) foreign languages;
- b) computer programmes;
- c) art history;
- d) history;
- e) painting;
- f) civic programmes;
- g) other.....

14. How many times weekly do you attend different programmes?

- a) 1 time a week;
- b) 2 – 3 times a week;
- c) 4 – 5 times a week;
- d) more than 5 times a week.

15. Who most encourages you to study? Several answers are possible

- a) partner;
- b) children and other family members;
- e) friends;
- f) school mates;
- g) neighbours;
- h) nobody.

16. How do you feel about education today? Assess from 1 – very unsatisfied to 5 – very satisfied.

1 – 2 – 3 – 4 – 5

17. Besides the educational programmes offered by your educational institution, what are your free time activities?

- a) I work part time;
- b) I am a volunteer;
- c) I am involved in the work of different non-governmental organizations;
- d) I offer household help;
- e) I have several hobbies;
- f) other.....



18. Please assess each statement. Circle the number that suits you (1 – I entirely do not agree, to 5 – I entirely agree)

I feel more confident, important	1	2	3	4	5
I am better integrated in society	1	2	3	4	5
I am less lonely	1	2	3	4	5
I have more friends	1	2	3	4	5
It is easier for me to communicate with others	1	2	3	4	5
I am more optimistic	1	2	3	4	5
I better adapt to changes (in society, environment)	1	2	3	4	5
I feel my old age is meaningful and I fully accept it	1	2	3	4	5
I feel I can ask for help when needed	1	2	3	4	5
I am politically more active	1	2	3	4	5

19. How were you satisfied with your life before you enrolled in the programmes of older adult education? Assess from 1 – very unsatisfied to 5 – very satisfied

1 – 2 – 3 – 4 – 5

20. Will you be enrolled in the programmes of older adult education next year as well?

- a) Yes;
- b) No;
- c) I do not know.



Annex No 2

Mentor/mentoreess interview questions

Dear mentor/mentoreess

We know that you are involved in adult education, and you are, or you might be involved in older adult education in the future as well. We would kindly ask you to answer the following questions that will help us better understand the characteristics of your job.

Do not worry, we will take care that your privacy will be strictly respected.

Thank you for your good will.

Location:

Hour when the interview started:

Hour when the interview ended:

Characteristics of the interviewee:

Gender:

Age:

Employed/unemployed:

In which study programme are you acting as a mentor/mentoreess?

Attitude towards old age and older people

What do older people mean for you personally?

What do you think about your own age?

What should older people do in our society?

Mentoring

What is your role in your study group/groups? Can you describe, it please.

What does mentoring mean for you?

What do you like most?

How do you feel about the mentoring process (you as a mentor/mentoreess)

How do you and your students learn from each other? What have you as mentor/mentoreess learned from the study group members?

How has mentoring impacted your professional and personal development?

Professional qualification

How did you qualify for mentoring your study group/groups?

Now that you are a mentor/mentoreess, how are you upgrading your knowledge?

In what way do you follow the development of the discipline or the study fields you are lecturing about?



Planning and organisation of work

How do you go about planning activities for your study group?

In what way do the participants contribute to the study group? (Organising study tours, bringing texts, information, recordings to the groups etc.).

How do you feel about your students' contribution to the study contents in the group?

How do you reach an agreement with your group about the study programme?

Identifying individual characteristics

How do you identify group's characteristics and how do you integrate them in the work process?

How does the work plan change according to the identified characteristics of the group members/group?

Carrying for the good atmosphere in the group

How do you assess interpersonal relationships in the study group?

What kind of relationships are there among you?

How do the relationships in the study group impact the work process?

Thank the interviewee for his/her answers.



Annex No 3

United survey data

	Latvia	Spain	Slovenia	Lithuania	Average
Age					
40-44		5%			1.25%
45-49				4%	1.00%
50-54	22%	5%	2%	2%	7.75%
55-59	8%	17%	4%	2%	7.75%
60-64	25%	25%	30%	11%	22.75%
65-69	45%	33%	35%	28%	35.25%
70-74		10%	17%	34%	15.25%
75-79		5%	9%	19%	8.25%
80-84			3%		0.75%
Sex					
M	30%	22%	14%	15%	20.25%
F	70%	78%	86%	85%	79.75%
Lives with					
My partner/husband/wife	52%	60%	59%	49%	55.00%
Children/Extended family	18%	20%	11%	13%	15.5%
Alone	30%	20%	30%	38%	29.5%
Level of education					
Elementary school		5%	1%		1.5%
Secondary school		5%	14%	5%	6.00%
Vocational school	25%	19%	29%	19%	23.00%
Professional school	5%	33%	8%	13%	14.75%
Higher education	70%	38%	48%	63%	54.75%
Location					
Town	65%	82%	72%	85%	76.00%
Country	35%	18%	28%	15%	24.00%
Employment status prior to retirement					
Manager/high official	40%	24%	36%	10%	27.50%
Professional worker	5%	43%	31%	47%	31.50%
Technical agent		5%	7%	9%	5.25%
Employee	25%	9%	19%	7%	15.00%
Highly skilled worker	25%	9%	4%	13%	12.75%
Unskilled worker		5%	2%	7%	3.50%
Unemployed	5%	5%	1%	7%	4.50%
Satisfaction level at a workplace					
1			2%	2%	1.00%
2	6%		3%	4%	3.25%



	Latvia	Spain	Slovenia	Lithuania	Average
3	4%	22%	8%	15%	12.25%
4	53%	38%	22%	26%	34.75%
5	37%	40%	65%	53%	48.75%
Retirement time					
1-4	67%	36%	28%	14%	36.25%
5-9	33%	29%	32%	41%	33.75%
10-14			19%	27%	11.50%
15-19		4%	13%	14%	7.75%
20-24		4%	5%	2%	2.75%
25-29			2%	2%	1.00%
Participation in adult education					
Often	49%	30%	39%	44%	40.50%
Rarely	24%	53%	39%	36%	38.00%
Never	27%	17%	22%	20%	21.50%
Reasons to participate in adult education					
To get a degree or certificate	72%	7%	5%	35%	29.75%
To upgrade my knowledge/ To be better trained for work	28%	53%	72%	50%	50.75%
Personal interest		40%	22%	15%	19.25%
Reasons not to participate in adult education					
Too much work	25%	23%	44%	22%	28.50%
Family obligations	15%	46%	30%	39%	32.50%
I did not like the programmes			8%	4%	3.00%
Cost of education	60%		2%	4%	16.50%
Distance from my home		23%	2%	13%	9.50%
I would not be able			7%	13%	5.00%
Nothing prevented me		8%	29%	13%	12.50%
Reasons to participate in adult education in later life					
To get new knowledge	43%	27%	58%	43%	42.75%
To deepen old knowledge	18%	36%	30%	23%	26.75%
Personal growth	5%	13%	56%	27%	25.25%
Socialising with new people	21%	7%	51%	43%	30.50%
To overcome my feeling of loneliness		10%	6%	23%	9.75%
To structure my time	10%	7%	6%	34%	14.25%
To compensate for the loss of the working environment	3%		5%	10%	4.50%
Programmes offered by the adult education institution a person is attending					
Foreign languages	43%	66%	55%	6%	42.50%
Computer programmes	17%	14%	19%	21%	17.75%
Art history	24%	4%	25%		13.25%
Painting, ceramics, gardening		2%	30%	9%	10.25%



	Latvia	Spain	Slovenia	Lithuania	Average
Civic programmes	16%	4%	19%	6%	11.25%
Health programmes		4%	5%	41%	12.50%
Other		6%	29%	29%	16.00%
Methods used in the programmes a person attends					
Discussion	20%	30%	45%	30%	45.50%
Lecture	28%	12%	65%	77%	13.00%
Pair works	13%	15%	10%	14%	12.25%
Collaborative learning	5%	20%	19%	5%	8.00%
Autonomous learning	8%	5%	17%	2%	25.25%
Educational excursions	3%	3%	46%	49%	8.75%
Project work	23%	5%	7%		2.25%
Research work			7%	2%	31.25%
Frequency of attendance adult education institutions (times per week)					
1	60%	75%	56%	74%	66.25%
2-3	40%	25%	41%	21%	31.75%
4-5			2%	5%	1.75%
People that encourages person to participate in adult education programmes					
Partner	45%	30%	13%	11%	24.75%
Family/Children	45%	25%	17%	6%	23.25%
Friends	10%	5%	11%	45%	17.75%
School mates		2%	3%	2%	1.75%
Nobody		38%	67%	38%	35.75%
Feelings about current education					
1		5%			1.25%
2				1%	0.25%
3	57%	40%	5%	7%	27.25%
4	10%	27%	33%	39%	27.25%
5	33%	28%	62%	52%	43.75%
Satisfaction with a person's life before enrolled in programmes					
1	33%				8.25%
2	18%	10%	2%		7.50%
3	18%	16%	12%	32%	19.50%
4	25%	37%	14%	40%	29.00%
5	6%	37%	72%	28%	35.75%
Free time activities					
Part-time work	25%	3%	5%	5%	9.50%
Volunteer		16%	7%	3%	6.50%
Different non-governmental organizations	5%	16%	2%		5.75%
Household help	9%	14%	9%	3%	8.75%
Several hobbies	28%	44%	52%	73%	49.25%



	<i>Latvia</i>	<i>Spain</i>	<i>Slovenia</i>	<i>Lithuania</i>	Average
Other	33%		25%	22%	20.00%
Possibility that a person is going to enrol the next year					
Yes	10%	7%	88%	92%	49.25%
No	7%	67%	1%		18.75%
I do not know	83%	26%	11%	8%	32.00%
The impact of engagement in educational programmes. Agreement to each statement (1 – entirely do not agree, 5 – entirely agree)					
I feel more confident, important	5.0	3.3	3.4	4.1	4.0
I am more optimistic	3.7	3.9	3.7	4.0	3.8
I feel I can ask for help when needed	5.0	3.3	3.0	3.8	3.8
It is easier for me to communicate with others	3.0	3.9	3.3	4.2	3.6
I have more friends	2.0	3.8	3.7	4.2	3.4
I better adapt to changes (in society, environment)	2.1	3.7	3.3	4.1	3.3
I feel my old age is meaningful and I fully accept it	1.0	3.2	3.7	4.4	3.1
I am better integrated in society	2.9	3.4	1.0	4.1	2.9
I am less lonely	1.6	3.6	1.0	4.0	2.6

