

PANORAMA

Citizens' views on lifelong learning in the 10 new Member States

Report based on the special Eurobarometer 231

The outcomes of a special Eurobarometer survey, carried out in spring 2005, provided for the first time an insight into attitudes and opinions of citizens in the new Member States towards lifelong learning. The present report provides a detailed analysis of this survey. Taking into account the results of an analogous survey in the EU-15 in 2003, the authors try to capture major differences or possibly coherences in the perceptions, needs, motivations and preferences of citizens in the new and old Member States.

The results of the 2005 Eurobarometer survey on lifelong learning show that new Member States' citizens are highly conscious about the importance of learning a lifetime, for both economic and social reasons. Results provide evidence that EU policies on lifelong learning gained a foothold in the new Member States. However, details of the analysis reveal the potential for further targeted policy intervention and measures.

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Foreword

In modern societies knowledge has become the engine for sustainable economic growth, employment and social cohesion. Lifelong learning is the key strategy. When in 2000 in Lisbon, EU heads of State or government agreed on the political goal for the European Union to become the most competitive and dynamic knowledge-based economy in the world by 2010, lifelong learning became the core element to achieve this ambitious target: all citizens learning for personal, social and professional purposes in and outside formal education and training systems; raising investment in human resources; and broadening opportunities for innovative and flexible learning.

Making lifelong learning a reality requires a far-reaching paradigm shift in Member States' education and training systems: the learner must become the focus of all efforts. Promoting a culture of learning in society, openness, accessibility and permeability of systems has to be put in place. Various forms and types of learning must be recognised. Each Member State is asked to initiate this process of change, supported by cooperation and exchange of experiences between Member States to achieve the common objectives in education and training, agreed by the Ministers for Education for the first time in 2001, and substantiated in 2002 in the 10-year work programme Education and training 2010 as the new and coherent Community strategic framework for education and training.

Policy guidelines and measures to be established in this framework must be based on concrete evidence. They cannot be formulated without considering the various needs of citizens and thus require their active involvement. Tailored and personalised offers, an encouraging learning environment and convinced and motivated citizens guarantee success. Thus, it is essential to know current and potential learners' views on their learning needs and preferences; preferred learning environments and methods of learning; self-perceived knowledge and skills; experiences in the labour market; past learning experiences and future learning intentions; use of guidance and counselling; and, last but not least, public and private spending for learning.

The outcomes of a special Eurobarometer survey, carried out in early 2003, provided for the first time an insight into attitudes and opinions of citizens in the EU-15 Member States towards lifelong learning (Cedefop, Chisholm et al., 2004). In spring 2005, an analogous special Eurobarometer survey was carried out in the 10 new Member States.

The present report provides a detailed analysis of the 2005 Eurobarometer survey in the 10 new Member States. Its structure is similar to that of the report on the 2003 survey. Although the two surveys are not fully comparable and conclusions have to be drawn with caution, the authors tried to capture major differences and possible similarities in the perceptions, needs, motivations and preferences of citizens in the new and old Member States.

Generally, the results of the 2005 Eurobarometer survey on lifelong learning are similar to those of the 2003 survey: in both EU-15 and the new Member States' citizens agree broadly on the importance of learning throughout life for both economic and social reasons; self-perception of skills and skill needs; learning contexts; motivation and participation. And in both, details of the analysis reveal the potential for further targeted policy intervention and measures.

Aviana Bulgarelli
Director

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The special Eurobarometer survey 231 within wave 63.3 was requested by the Directorate-General for Education and Culture (DG EAC) and coordinated by the Directorate-General Communication of the European Commission. Cedefop would like to thank colleagues from the DG EAC for their cooperation and for allowing us to reproduce material from the special Eurobarometer survey and the initial report done by TNS Opinion & Social. We would also like to thank Jean-Michel Lebrun from TNS for providing additional statistical tables and helpful advice.

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Executive summary

The 2005 lifelong learning Eurobarometer maps the subjective views of citizens aged 15+ in the 10 new Member States that joined the European Union in May 2004. This report provides a detailed analysis of the survey results that reflect attitudes and behaviour towards lifelong learning from individuals own assessment and statements.

The 2005 lifelong learning Eurobarometer followed in methodology and content the approach of the 2003 Eurobarometer in the then 15 Member States, Iceland and Norway (Cedefop, Chisholm et al., 2004). Though the time lag of the two surveys might bias their complete comparability, the report provides a rough comparative analysis and gives a first insight into the EU-25 as a whole.

The analysis aims at considering results of other relevant data sources and research studies that cover lifelong learning related issues. The results of the 2005 Eurobarometer confirm and extend the principal knowledge about lifelong learning from other such surveys and empirical studies. They also provide new and interesting facts and aspects on popular beliefs on the usefulness of lifelong learning and of different skills, on learning preferences and motivation to take up learning in the course of life.

More than 90 % of citizens in the new Member States share the view that lifelong learning is very important, for both economic and social reasons. However, opinions vary between countries and sociodemographic groups when the question concerns learning for different age groups. In general, only a minority considers learning to be for specific age groups only. A very small share of citizens associates learning with young people, a slightly larger share with middle-aged persons only.

The survey provides interesting results on citizens' perceptions of the usefulness of different kinds of skills, and on their own capabilities of these skills. The skills used in the survey questionnaire cover basic skills (e.g. literacy), social skills (e.g. ability to assess situations and to solve problems), intercultural skills, ICT skills and scientific/technological skills. The survey results show that most skills are seen to be very useful in both private and public life. Citizens recognise the need for a broader range of skills in public/working life rather than in private life. In general, half the citizens in the new Member States consider ICT skills very useful, but there are substantial differences between countries (percentages range from 30 % to 75 %) and between sociodemographic groups, specifically between age groups. The share of citizens considering ICT skills as very useful is specifically low for those aged 55+ (23 %) and those who stopped full-time education at the age of 15 (14 %). For the latter groups, results are even worse when it comes to possession of ICT skills. Only 19 % of those aged 55+ and 7 % of those who stopped full-time education at the age of 15 possess the skills to use a computer. With respect to intercultural skills, most citizens think they are very useful, but this does not exactly apply for foreign languages. Only 40 % of citizens consider

scientific/technological skills as very useful, while a large majority thinks that social skills are in general very useful.

Learning is only partly done in formal or non-formal settings. A large part of knowledge acquisition happens informally, often unconsciously: learning by doing, either on the job or in leisure time engaged with a hobby. A majority of citizens (88 %) think that informal learning provides the broadest opportunities to develop or adapt knowledge, though there are considerable differences between sociodemographic groups. The better qualified and younger citizens confirm to have learned rather in formal settings than in informal ones. Learning at the workplace is more relevant for men, while home-based learning or learning in local libraries (or similar settings) is practised more frequently by women.

Regarding the learning context, citizens in the new Member States tend to prefer work-related courses which offer professional guidance and support. However, preferences vary between countries. In Hungary, 58 % of citizens favour courses, in Poland only 36 %. Learning abroad is seen as an opportunity to update professional skills by a minority only, but there are differences between former communist countries and Malta and Cyprus. Citizens confirm many informal learning contexts also offer important opportunities to learn new things for private life. On average, 40 % of citizens consider ICT tools to be the most important modern learning tool, but there are large differences among the new Member States.

Motivation is an important determinant for learning, and tends to be of a mixed nature. Often motivation is work related (especially to increase job performance), but there are also important factors related to the private sphere. For example, to obtain more personal satisfaction is an important reason for citizens in Slovenia and Malta to study or train. Advice or requirements to participate in education and training are mostly extrinsic (required by the employer/trade union/professional association or suggested by partners and friends), but there are also intrinsic determinants, such as the desire not to be excluded from a group of friends with career aspirations. Retrospectively, citizens' opinions suggest that personal benefits of learning outweigh work-related ones. This is especially true for women.

Satisfaction with studies and training varies strongly according to motives, reasons and objectives. It is significant that in many cases training does not answer expectations of unemployed to find a job afterwards. In contrast, employed that were encouraged to learn seem to be better able to secure their job. Generally, those who were obliged to participate in training tend to recognise work-related benefits afterwards. Regarding reasons to follow studies and training in the future, personal motives dominate slightly. In the new Member States, in contrast to the findings of the 2003 Eurobarometer in EU-15, age and family commitments are the main obstacles to taking part in some kind of studies or training. The perception of age seems to be a cultural phenomenon. Especially in Hungary, in many respects age is a major explanatory variable for negative and pessimistic views. Flexible working hours and receiving a diploma/certificate are seen as the most important incentives to take up studies and training again.

The typical non-participant is generally not particularly interested in any education and training issues, with the exception of younger people for which missing interest is not a discriminating factor. This result differs slightly from the findings in the EU-15, where more people were motivated for learning, but not able to be involved.

The survey also covered other specific aspects of learning: even now, only around one third of citizens would be willing to pay fully for their studies, only very few favour to pay some of the cost; regarding guidance and counselling, citizens feel they benefit most from specialised material and interactive software, teachers and trainers, and the media (TV, radio, newspapers, etc.).

The survey also examined the vertical mobility of people within the past two years (change of orientation in life). Most persons have recently changed their life because they started to look after someone full time (e.g. children). There are twice as many men as women who have climbed the career ladder. It is true that changes of orientation vary with age. Starting or resuming education or training is mentioned more often by younger citizens, while the most important change of orientation among older citizens is retirement.

The 2003 survey in EU-15 and this survey in the new Member States come up with rather similar results on the general view of lifelong learning, assessment and perception of skills, learning contexts, motivation and participation. Around 90 % of EU-25 citizens disagree that lifelong learning is not important. In both the old and new Member States, Internet and computer skills, ability to communicate in foreign languages and to get on with people from foreign countries/cultures are considered very useful. New technologies such as the Internet are seen as the most important studying or training opportunities to have come about in the past five years. EU-25 citizens learn mainly in informal contexts.

The findings of both surveys show that the differences between the old and new Member States with respect to all major aspects of lifelong learning are small. Regarding lifelong learning, common strategies and measures can be developed and implemented based on a largely integrated European Union.

1. Citizens' views on lifelong learning in the new Member States: aim of the opinion poll and general findings

1.1. Lifelong learning in European policies

Knowledge has become the driving force for growth and employment in modern societies. The 2000 Lisbon European Council established the strategic policy goal for the EU to become the most competitive and dynamic knowledge-based economy in the world by 2010. Competitiveness in a globalised world, ageing societies and a worldwide change of comparative cost advantages in international trade are the major challenges for European economies ⁽¹⁾. Therefore, the Lisbon process has defined innovation to be at the heart of EU policies. A major precondition for innovation is adequate knowledge and the use of new information and communication technologies.

Competitiveness of single economies within the EU depends on the demand of markets inside and outside the EU, and the production factors within the country (supply side). Besides labour and fixed capital, human capital is of fundamental importance on the supply side. Adequate knowledge and skills and their continuous adaptation have to be geared up to the needs of accelerated structural change in economies ⁽²⁾.

Lifelong learning encompasses 'all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective' (European Commission, 2001, p. 33). Nowadays, not only public (i.e. professional) life is based on adequate knowledge, but increasingly also private life. Using information and communication technologies (ICT) in all spheres of life requires acquiring technical knowledge and ICT skills, either in private or professional life. Boundaries between the two life spheres become more and more blurred. Hence, the Lisbon European Council in March 2000 was also a turning point for developing lifelong learning policy in this respect.

In terms of policy intervention, the above-mentioned Commission communication (European Commission, 2001) identified six priorities for action:

- (a) valuing learning;
- (b) information, guidance and counselling;

⁽¹⁾ Newly industrialised countries in east Asia and Latin America have not only caught up in manufacturing but also in cutting-edge technology development.

⁽²⁾ The German daily *Frankfurter Allgemeine* (30 December 2005) reported on the problem of Austria not being sufficiently capable to serve its new markets in eastern Europe, and the huge demand generated there. The major reason was the lack of adequately qualified human resources. Although growth of the Austrian economy has been strong, human resources shortages might put further growth at risk. The experiences of Austria are probably similar to many EU countries, including some new Member States.

- (c) investing time and money in learning;
- (d) bringing together learners and learning opportunities;
- (e) basic skills;
- (f) innovative pedagogy.

Strategies and measures in the six defined fields must consider the perceived needs of citizens. Successful implementation of new forms of education and training, general or specific at regional or sectoral levels, requires motivated and convinced citizens, suitable learning opportunities, an encouraging learning environment for any kind of learning (formal, non-formal or informal), information and transparency. Education and training needs in the different countries and of different sociodemographic groups cannot be met by one single policy approach. Therefore, citizens' opinions on learning are a decisive determinant to create and implement measures in human resources development. Responsible authorities need deep insight into learning preferences, general opinion on learning, past experiences of learning, future training intentions and other policy-relevant issues (guidance, counselling and financing).

From 2007 to 2013, the new Member States will receive substantial structural funding from the European Social Fund (ESF), under the new objectives 'convergence' and 'employment'. The results of the 2005 Eurobarometer are an important source to be integrated into socioeconomic analyses of countries, and might contribute to more targeted interventions of ESF programmes.

1.2. Overall purpose of the 2005 Eurobarometer and structure of the report

The purpose of the 2005 Eurobarometer is to provide a snapshot of citizens' opinions on lifelong learning in the new Member States. The survey followed in content and methodology the same approach as the 2003 Eurobarometer in EU-15 (Cedefop, Chisholm et al., 2004), and aims at capturing differences and possible similarities in the perception, needs, motivation and preferences for learning.

The first chapter describes views on lifelong learning generally. The analysis explores the awareness of citizens of social and structural change, and the needs to adapt knowledge and skills continuously. Partly, it is still a traditional picture that learning is mainly for the young or middle-aged, but not for society as a whole. People who do not identify with the target groups of lifelong learning are probably not motivated to participate in further learning, although there might be a need for them. The findings of the survey might help policy to adjust needs assessment, launch information and motivation campaigns, and implement efficient incentives.

The second chapter analyses citizens' perceptions of the usefulness of different skills, such as foreign languages, ICT skills, social and intercultural skills and traditional skills (literacy, numeracy, and general knowledge). Findings shed light on ranking skills according to their

usefulness, and perceived skill gaps. This might help policy adjust and fine-tune subject-specific learning measures for different target groups.

The third chapter focuses on learning contexts and environments. The analysis shows where and how citizens have learned and would take up learning again in future. Learning is only partly done in formal or non-formal settings. A large part of knowledge acquisition happens informally (learning on the job), sometimes even unconsciously. Analysing learning contexts and citizens' preferences might help answer the question: 'who learns where best'. Findings might help adjust and shape infrastructures for learning.

The fourth chapter describes patterns of participation in and motivation for learning. One of the explaining variables for motivation is experience of learning in the past. Other covariables are age and family commitments. Response patterns vary between Member States, but also with social status, gender and level of education. Policy has to find targeted strategies to improve motivation and balance participation in learning for the different countries and social groups. The findings of the survey are a useful information source for developing incentive mechanisms, information campaigns and awareness-raising.

The fifth chapter analyses further policy-relevant aspects of learning, such as financing and social recognition. The financial burden of learning is an important obstacle to participation. Results reveal who, and under which circumstances, would be ready to contribute fully or partly to the costs of learning. This might give an indication for possible public funding and subsidies in human resources development. The prospects of social promotion (vertical mobility) and lifelong guidance are of specific relevance to adjust policies for specific social groups.

The last chapter summarises the findings of the 2005 Eurobarometer in the 10 new Member States, and links them to those of the 2003 survey in EU-15. The chapter gives a straightforward outlook on citizens' views of lifelong learning in EU-25 as a whole.

1.3. Methodological issues and caveats

The questionnaire on lifelong learning (*Special Eurobarometer 231*) was integrated into wave 63.3 of the standard Eurobarometer and covers the population of the respective nationalities of EU-10 Member States, resident in each of the new Member States and aged 15+. The basic sample design applied in all countries is a multistage, random (probability) one. Country results are weighted according to the total population in each country; EU-10 averages are weighted by a population factor for each country. Methodological details of sampling and weighting are described in Annex 1. Statistics presented in the report are in general related to the total population, unless it is clearly indicated that they relate to subgroups. In case of small subsamples (particularly within countries), the confidence limits exceed those given in Annex 1 for a sample sizes of about 1 000 interviews.

The 2005 Eurobarometer covered a rather heterogeneous group of countries. Though the general statistical analysis considers the new Member States a unit, historically these countries

have pursued very different developments and represent various cultures. Malta and Cyprus have always been market economies. Moreover, these countries are Mediterranean islands placed in a completely different cultural environment compared to central and eastern European new Member States. But even the latter subgroup – though all formerly communist countries – is still highly heterogeneous. There are Poland and Hungary with a long history, but also countries like the Czech Republic and Slovakia which were a unit for a long time. Finally, there are countries separated from countries not members of the EU: the Baltic States (separated from Russia) and Slovenia (separated from former Yugoslavia). Therefore, conclusions on the new Member States as a whole have to be drawn with caution. Some comments will explain country-specific characteristics and deviations.

It has to be borne in mind that this analysis is based on an opinion poll, thus dealing with subjective views which might deviate from facts. Interpretation of the survey outcomes always runs the risk of becoming speculative, even though at first glance the statements might sound logical. In fact, we do not know what respondents really thought, and cannot simply ‘replace’ it by our understanding or what respondents should have understood (intention of the question; if the respondent has to ‘imagine’ something). Some questions leave too much room for different understanding by different persons in different contexts. Possible ‘socially desired’ answers and dependent links between questions (learning objectives, motivation, obstacles, etc.) have to be considered, though they cannot be easily controlled by empirical research. Therefore, the implied conclusions often lack robustness. There are variables which were not ‘measured’, such as ‘ICT skills’. Such issues are covered by proxy variables. In this case the proxies are ‘using the computer’ and ‘using the Internet’. However, the possible range of ICT skills is much broader (qualitatively and quantitatively); therefore, the two proxy variables can only explain a minor part of various ‘ICT skills’.

For Hungary, in many fields of analysis, results deviate negatively from those in other new Member States. Official statistics on lifelong learning (expenditure, participation, etc.) do not show such deviations. A thorough look at the data and consultation with the persons responsible for the survey did not give any evidence of a systematic error⁽³⁾. The results for Hungary might be explained to some extent by cultural attitudes. Age and ageing seems to suppress optimistic views on learning. Life expectancy – especially for males – is slightly below the EU average⁽⁴⁾. Given the findings reflect reality in Hungary, it is a very important outcome of the survey giving rise to future country-specific lifelong learning strategies.

⁽³⁾ It was, for example, suspected that misleading translation of the questionnaire might have caused problems. But it was confirmed that translations were done extremely carefully, always emphasising the original meaning of the questions.

⁽⁴⁾ This explanation is further supported by policy programme documents: in the *Operational programme HRD for Hungary 2004-06* (Hungarian Ministry of Employment and Labour, 2004). It is stated that one of the weaknesses of the HRD situation in Hungary is the pessimistic life view of many Hungarian males, especially in the eastern part of the country.

1.4. Creating a world of lifelong learning – the general opinion of citizens

In a globalised world of accelerated structural change, people have continuously to adapt knowledge and skills through their life in general, and during professional and public life in particular. Education and training supports innovation, and helps communication and deal creatively with change. Adequately educated workers have a substantial advantage adjusting to, and implementing, new technologies (World Bank, 2003, p. 12). Consciousness of the need for continuous learning is a major precondition of national economies maintaining competitiveness in Europe and worldwide.

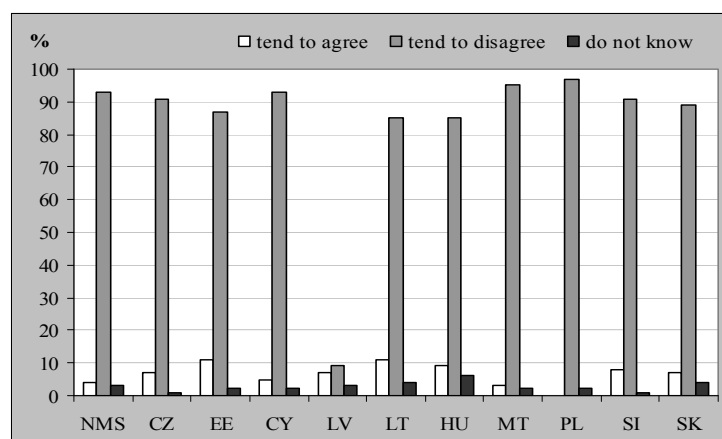
1.4.1. What do citizens think about lifelong learning?

To make learning attractive throughout life means, first of all, making learning relevant for the individual. Citizens have to appreciate and experience the advantages of continuing learning, otherwise they will never make efforts to raise and adapt their knowledge and skills levels. Learning is attractive for people if it helps to secure their jobs and employability.

Respondents were asked whether they would agree or disagree with the statement that ‘lifelong learning is not important’. It was expected that the negative wording would stimulate respondents to reflect more on their answers ⁽⁵⁾.

Figure 1 shows that more than 90 % of the new Member States’ citizens disagree with the statement that ‘lifelong learning is not important’.

Figure 1: Lifelong learning is not important: new Member States citizens who agree and disagree, by country



⁽⁵⁾ Very probably, a corresponding result based on the reverse question would not add up to 100 %.

The highest percentages of citizens who disagree with this statement were observed in Poland and Malta, with 97 % and 95 % respectively. The lowest percentages were observed in Estonia, Hungary and Lithuania, but generally, variation between the new Member States is rather moderate.

Compared to the 2003 survey in EU-15 (88 % on average), a slightly higher proportion of new Member States' citizens disagree that lifelong learning is not important. For instance, less than 80 % of citizens in Ireland, Belgium, Greece and Austria disagreed that lifelong learning is not important (Cedefop, Chisholm et al., 2004, p. 120).

In November 2004, a survey on the perception of the economic situation (European Commission, 2005a) was conducted. EU-25 citizens were asked about priorities and factors to improve EU economic performance (op. cit., p. 25 et seq.). EU-25 citizens opted above all for 'improve education and vocational training' (63 % in the EU-25, 63 % in the EU-15, 61 % in the new Member States), followed by 'invest in research and innovation' (49 % in the EU-25, 50 % in EU-15, 41 % in the new Member States). The highest scores for 'improve education and vocational training' were observed in Lithuania (83 %) and Slovenia (78 %), whereas citizens in Poland (57 %) showed relatively little recognition of the importance of education and vocational training. Results of the 2005 Eurobarometer are somewhat different but might show progress in the EU-10 regarding perception of education and training.

Lifelong learning is felt important for both social and economic reasons. Interviewees were asked about reasons and benefits of lifelong learning. Results for the new Member States are rather similar to those observed two years ago for EU-15. A majority of citizens in the EU-10 (80 %) think that lifelong learning is a way to avoid unemployment, and almost 90 % believe it is important to live a full and satisfying life. Hungarians are far more pessimistic; about 40 % tend to disagree with the statement 'lifelong learning helps people to avoid unemployment' (European Commission, 2005d). The reason might be partly explained by rather negative experiences regarding the quality of training and chances to find a job afterwards.

Generally, opinions vary with the social status of citizens, the length of their full-time education and their understanding of the concept of lifelong learning. About 80 % of unemployed persons believe that lifelong learning helps to avoid unemployment; and almost 90 % of managers share this view, revealing the importance of lifelong learning in human resources development in the private sector (European Commission, 2005f).

Citizens of the new Member States also believe in the importance of lifelong learning for other aspects of life. Hence, lifelong learning seemingly helps improve job and career prospects while at the same time being important for coping with rapid changes in one's public life. Further, it enables the disadvantaged to improve their lives, face the rapid changes in society and take control of their lives (European Commission, 2005f). This perception suggests that lifelong learning is an important stabilising element of social cohesion.

1.4.2. Do citizens think lifelong learning is for everyone?

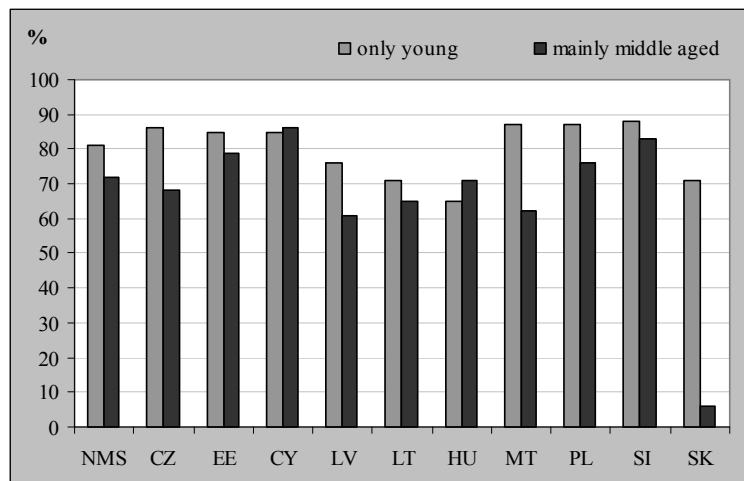
The policy strategy of lifelong learning is directed at the whole society, nobody is excluded, neither children nor retired persons. However, it may be that citizens' interpretations of lifelong learning differ from the policy approach. Therefore, it is helpful to know what citizens think about the importance of learning in the course of their life: is it something that must only take place at a particular period of time or is it a path to follow for life.

Respondents were asked to agree or disagree with the following statements:

- (a) lifelong learning should take place only when you are young;
- (b) lifelong learning is mainly for the middle-aged;
- (c) lifelong learning is only for those who did not do well at school.

The 2005 Eurobarometer in the new Member States reveals: 81 % of citizens disagree that lifelong learning should only take place when they are young, and 72 % disagree that it is mainly for the middle-aged.

Figure 2: New Member States citizens who **disagree** that lifelong learning is only for the young or mainly for the middle-aged, by country



Generally, results suggest that Estonia, Cyprus and Slovenia are those countries where the largest proportions of people think that lifelong learning is for everyone. In all countries, except Cyprus and Hungary, the share of citizens that link lifelong learning to middle-aged is higher than the share that links it to only young people. Different perceptions regarding the 'appropriate' age for lifelong learning are very distinct in the Czech Republic, Latvia and Malta. The link of learning with mainly middle-aged that implies a relationship between lifelong learning and learning during working (public) life, is most relevant for Latvians, Maltese and Slovaks. The significance of lifelong learning particularly only for young people is visible mainly in Lithuania, Hungary and Slovakia.

It is a warning sign that citizens over 55, or less qualified or retired think that lifelong learning is only for young people. 'While age is a determining factor in securing a job in the EU, the

level of qualification is a further discriminating factor vis-à-vis unemployment. Indeed, unemployment decreases markedly with the level of qualification' (Eurostat and Eurydice, 2005, p. 36).

About one third of new Member States' citizens agree that lifelong learning is mainly for those who did not do well at school (Table 44 in Annex 2). However, in 2003 in the EU-15, still 45 % of citizens shared this view; especially in Greece, Spain and Luxembourg (Cedefop, Chisholm et al., 2004, p. 121).

1.4.3. Further/other general opinions on lifelong learning

In all, the survey questionnaire included a list of 11 statements on lifelong learning which correspond in principle to the goals of lifelong learning emphasised in European and national policies. Respondents had to agree or disagree with these statements (Annex 3, QA15) ⁽⁶⁾.

Two of these statements are linked to the challenge of structural change in modern European economies. The first statement reflects the idea that 'these days no one can expect to do the same things throughout their working life'. This statement is closely connected to the employability and adaptability of citizens to accelerating structural change in European economies. Acquired knowledge and skills have to be updated continuously. Already in the 1980s, for example, the computer replaced the traditional profession of a typesetter. Knowledge about informatics acquired 20 years ago is outdated, since a revolution of theory and empirical tools took place in the 1990s. Hence, new knowledge, new technologies, new communication patterns and new forms of organisation stipulate a permanent adaptation of skills for everybody, not only in working/public life but also in the private sphere.

It is encouraging that 91 % of citizens in the new Member States agree that these days no one can expect to do the same things throughout working life; only 7 % disagree (in 2003 in EU-15: 82 % agreed and 11 % disagreed. Differences according to gender, age and level of education are comparatively low (European Commission, 2005f.). Regarding differences between countries, in Hungary and Malta, proportions of those who agree is below average

⁽⁶⁾ These are:

1. Is important in order to live a full and satisfying life?
2. Is important to improve the lives of disadvantaged people?
3. Helps people to avoid unemployment?
4. Enables people to take their lives into their own hands?
5. Helps people to cope with rapid changes in society?
6. Is mainly for people who did not do well in school?
7. Helps to improve job and career prospects?
8. Is mainly for middle-aged people?
9. Is important because these days no one can expect to do the same things throughout their working life?
10. Should only take place when you are young?
11. Is not at all important?

(82 % and 83 % respectively). In Poland (94 %), citizens are most conscious regarding changes throughout working life (Table 43 in Annex 2).

The second statement linked to structural changes reflects the impact of lifelong learning on the ability 'to cope with rapid changes in the society'. In this case, 87 % of citizens agree (compared to 83 % in 2003 in EU-15); the share of those who disagree is 9 %. Fewer citizens aged 55+ and less retired tend to agree that lifelong learning helps them cope with rapid changes (83 % in both groups). In Hungary, only 73 % tend to agree that lifelong learning has a positive impact on their capabilities to manage changes in society. The rather negative view might be linked to negative experiences regarding the quality and real outcome of continuing training. However, in Cyprus, 95 % of citizens agree on the positive impact of lifelong learning. In the 2003 survey in EU-15, proportions ranged from 73 % in Austria to more than 90 % in Greece and Finland (Cedefop, Chisholm et al., 2004, p. 121).

Other statements focused on the link between lifelong learning and employability. About 90 % of citizens in the new Member States agree that lifelong learning is important to improve 'job and career prospects'. About 80 % agree that it helps avoid unemployment; the highest percentages were observed in Cyprus, Latvia and Slovenia (90 %).

Generally, Hungarians seem to have a less positive view on lifelong learning (Table 43 in Annex 2). Only every second Hungarian tends to agree that lifelong learning is important to avoid unemployment, and only 62 % agree that 'lifelong learning enables people to take their lives into their own hands'.

2. Skills for a knowledge-based Europe

As the 2003 Eurobarometer in EU-15, the survey in the new Member States included questions related to key competences and skills essential for working and living in the knowledge society based on the ‘extended Lisbon list’ (European Commission, 2003a) ⁽⁷⁾.

For the survey, these skills were operationalised into 15 types of skills. In line with the analysis of the 2003 Eurobarometer in EU-15, these skills were regrouped into broader categories (Box 1).

Box 1: Lisbon list of skills and categorisation

Skill	Categorisation
Ability to read and write	Traditional skills
Ability to do arithmetic	Traditional skills
Having general knowledge	Traditional skills
Ability to express oneself well	Social skills
Ability to assess situations and solve problems	Social skills
Ability to take initiatives	Social skills
Organisational skills	Social skills
Ability to manage people	Social skills
Knowing how to learn	Social skills
Ability to get on with people from different cultures	Intercultural skills
Ability to cooperate with other people	Intercultural skills
Ability to use foreign languages	Intercultural skills
Ability to use a computer	ICT skills
Ability to use the Internet	ICT skills
Ability to use scientific/technological tools and equipment	Scientific/technological skills

Respondents were asked to assess the usefulness of different kinds of skills in both family/private life and working/public life. They were further asked whether they possess these skills, and whether they could provide some kind of evidence. Though self-assessments do not reflect actual possession of skills, they give important indications on citizens’ perceptions of what they can do and their possible skill gaps.

2.1. Which skills are seen as very useful?

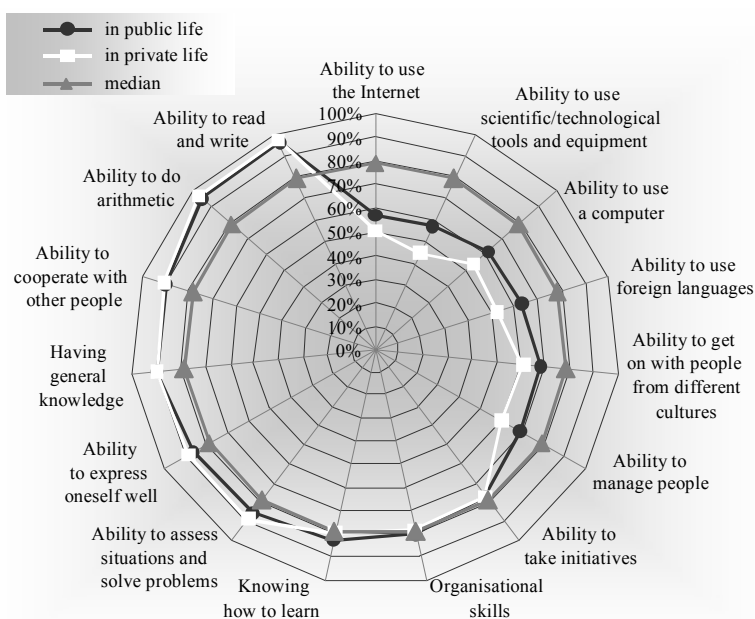
More than 90 % of citizens in the new Member States consider the traditional skills of reading/writing and arithmetic, and general knowledge as very useful in private and public life (European Commission, 2005f). This percentage is slightly higher than that observed in the 2003 survey in EU-15 (Cedefop, Chisholm et al., 2004, p. 21). The findings are consistent across all new Member States and suggest that these traditional skills are seen as basic in modern societies.

⁽⁷⁾ It should be noted that some skills are characterised by a broad variation in terms of level and scope, such as ICT skills. The two variables ‘ability to use a computer’ and ‘ability to use the Internet’ are only proxy variables not capable of fully grasping the meaning of ICT skills (Section 1.3).

2.1.1. Most skills are seen to be very useful in private and public life – but there are some notable exceptions

Respondents were asked to assess the personal usefulness of different skills in their family or private life and second to assess the usefulness of the same skills outside their family or private life ⁽⁸⁾. Figure 3 shows the strong relationship between both life spheres. It illustrates that skills considered to be very useful in private life are also perceived to be very useful in public life or vice versa. Figure 3 shows that the share of citizens who consider skills as very useful varies with the type of skill in question. While, for example, the score for general knowledge is far above the median (78.5 %), the scores for more specific skills such as using scientific tools and equipment or being able to use foreign languages are lower. Social skills score around the median. Traditional skills score higher in private life than in public life, while intercultural and technical skills score higher in public life (Table 1 in Annex 2). Generally, the results for the new Member States correspond to those of the 2003 Eurobarometer in EU-15 (Cedefop, Chisholm et al., 2004, p. 22).

Figure 3: Very useful knowledge and skills: new Member States citizens' views by life sphere



⁽⁸⁾ ‘Outside family or private life’ means above all ‘in the paid work world’ for the majority of adults, but it can also encompass leisure, community and civic life, especially for those not active in the labour market. The aim was to distinguish between the private and public spheres of life, but this terminology cannot be used in questionnaire surveys for the general population. Further, boundaries between the private and public sphere differ somewhat between cultural settings. These considerations led to the way in which the question was phrased, but the text that follows uses the terms ‘private life/sphere’ and ‘public life/sphere’ in accordance with the survey’s aim. In many cases, the current analysis combines the values for these two categories into an average, but also refers on occasion to differences between the values for both spheres (Cedefop, Chisholm et al., 2004).

Differences between countries are somewhat more pronounced regarding social skills. Findings for Hungary deviate negatively for all social skills; for example, only 32 % of Hungarians consider the ability to ‘manage people’ and only 59 % the ability to ‘assess situations and solve problems’ very useful (in life as a whole). In EU-10, on average, it is 54 % and 81 % respectively.

Regarding traditional skills, analysis does not reveal significant differences between different sociodemographic groups. There is some evidence that in the groups of those aged 55+ and those who finished formal education by age 15, fewer citizens consider general knowledge very useful; this opinion is, however, more pronounced for the public life sphere (European Commission, 2005f). The same is also true for all social skills (European Commission, 2005f).

Skills considered to be very useful in the private life sphere are also considered very useful in the public life sphere. The reverse holds to a lesser extent. A higher proportion of citizens consider scientific/technological skills, ICT skills and language skills more useful in public life than in private life.

Figure 4 shows the proportions of citizens in the new Member States who consider the skills in question very useful in public life but less useful in private life. Results are similar to those observed for EU-15 in 2003 (Cedefop, Chisholm, 2004, p. 22).

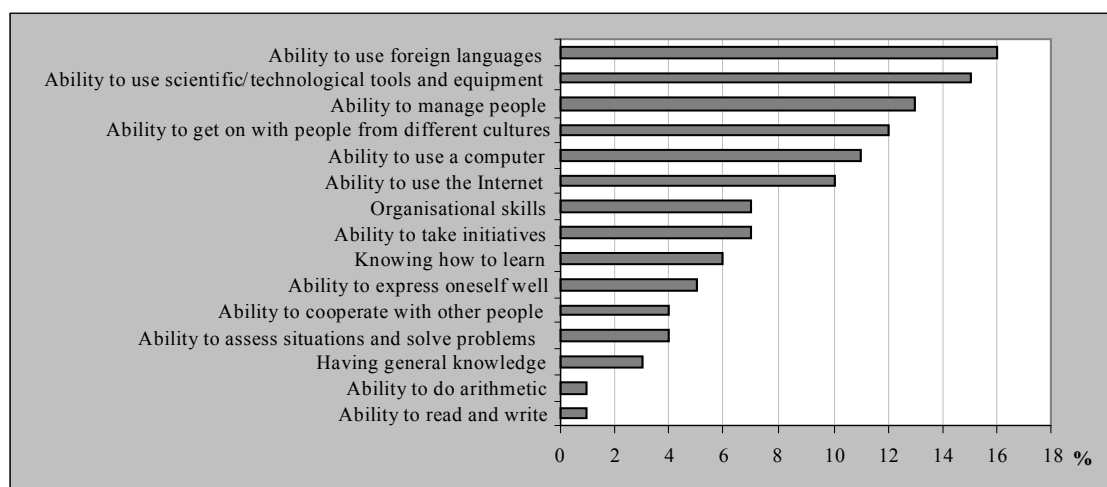
The highest proportion of citizens who consider the skills in question very useful in public life but less in private life, was observed for the ability to use foreign languages (16 %). But women are more inclined than men to think using foreign languages is mainly useful in private life (18 % versus 13 %) (European Commission, 2005g). Differences between the two life spheres are notably lower in Cyprus (7 %) and Hungary (9 %) (European Commission, 2005e);

Regarding ability to use scientific/technological tools, 15 % of citizens think they are very useful in public life but less so in private life. In this respect, proportions are highest in the Czech Republic (24 %) and Slovakia (22 %).

Fewer citizens think the ability to ‘manage people’ is very useful in public life but less so in private life (13 %). The Czech Republic and Slovakia are notably above average (19 % and 17 % respectively) and Cyprus below average (6 %). No gender differences are observed, but proportions decrease by age, and increase by level of education.

Around 10 % of citizens in the new Member States assess ICT skills as very useful in public life but less so in private life; proportions observed in the Czech Republic and Slovakia are about 20 %, but only 5 % in Cyprus. It is worth mentioning that results differ according to gender: the share of women who consider ICT skills very useful in public life but less so in private life is higher than those for men (ability to use a computer: 13 % and 9 % respectively; ability to use the Internet: 12 % and 8 % respectively) (European Commission, 2005e; European Commission, 2005g).

Figure 4: New Member States citizens considering the following range of different skills very useful in public life, but less so in private life



2.1.2. The majority consider social skills very useful – the exception is the ability to manage people

With respect to Table 5 (Annex 2), results confirm the conclusions of the 2003 survey in EU-15 (Cedefop, Chisholm et al., 2004). Most social skills are considered very useful in life as a whole (scores range from 69 % to 81 % on average). There is a significant exception: only 54 % of citizens think the ability to manage people is very useful in their lives as a whole; relevant proportions are lowest in all countries.

Results for Hungary are striking: compared to other countries, proportions are lowest for all six social skills. For ‘knowing how to learn’, the negative deviation from the average is 25 percentage points.

Depending on the skills in question, the proportions of citizens considering the skills very useful are notably high in some countries: in Cyprus (97 %) and Malta (94 %) for the ‘ability to express oneself well’ (compared to 81 % in the EU-10 on average); in the Czech Republic (92 %), Estonia and Malta (both 91 %) for the ‘ability to assess situations and solve problems’ (81 % on average); in Cyprus (90 %) and Malta (88 %) for the ‘ability to take initiatives’ (69 % on average). The proportion of citizens who judge ‘organisational skills’ very useful is highest in Cyprus (85 % compared 72 % in EU-10 on average). The score for ‘knowing how to learn’ is highest in Cyprus, Estonia and Malta (90 % compared to 75 % in EU-10 on average).

The sociodemographic analysis does not reveal significant differences by gender, except for the ‘ability to manage people’. Men are somewhat more inclined than women to assess positively the usefulness of being able to manage people (57 % versus 51 %). However, results suggest that the younger the citizen and the higher the educational level, the more skills are judged very useful (European Commission, 2005g).

2.1.3. Half the citizens in the 10 new Member States consider ICT skills very useful – but there are considerable country differences

The survey reveals that 51 % of citizens in the new Member States consider ICT skills very useful in life as a whole (Figure 4). In all countries, more citizens consider the ‘ability to use a computer’ very useful compared to ‘ability to use the Internet’, but the difference is negligible in Estonia. The findings are in line with the results of the 2003 survey in EU-15: 52 % considered using a computer and 46 % using the Internet very useful (Cedefop, Chisholm et al., 2004, p. 23).

Significant differences are observed between different countries (Figure 5). More than 70 % of citizens in Estonia and Malta consider ICT skills very useful in their lives as a whole; proportions are above average in the Czech Republic, Cyprus, Lithuania and Slovenia. Results for Hungary are significantly below average.

Sociodemographic analysis reveals the strong link to age: the proportion of citizens who considers ICT skills very useful decreases by age (Figure 5). This correlation is even somewhat stronger in the new Member States, compared to the findings in the 2003 survey in EU-15, (op. cit., 2004 p. 24).

Figure 5: New Member States citizens considering ICT skills very useful in their lives as a whole, by country

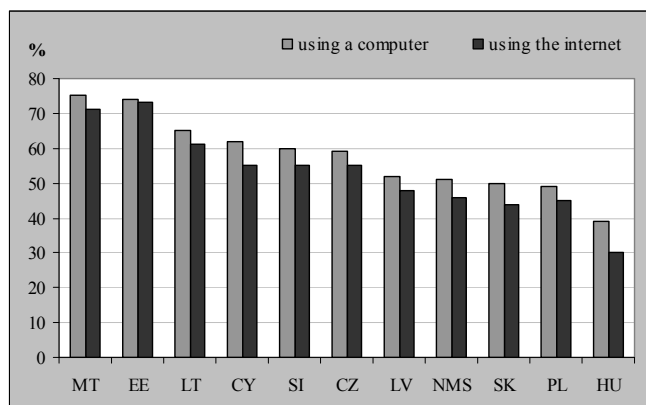
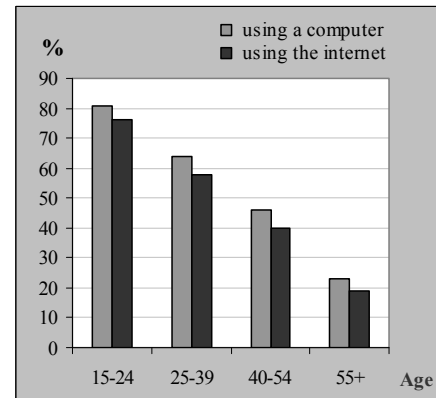


Figure 6: New Member States citizens considering ICT skills very useful in their lives as a whole, by age



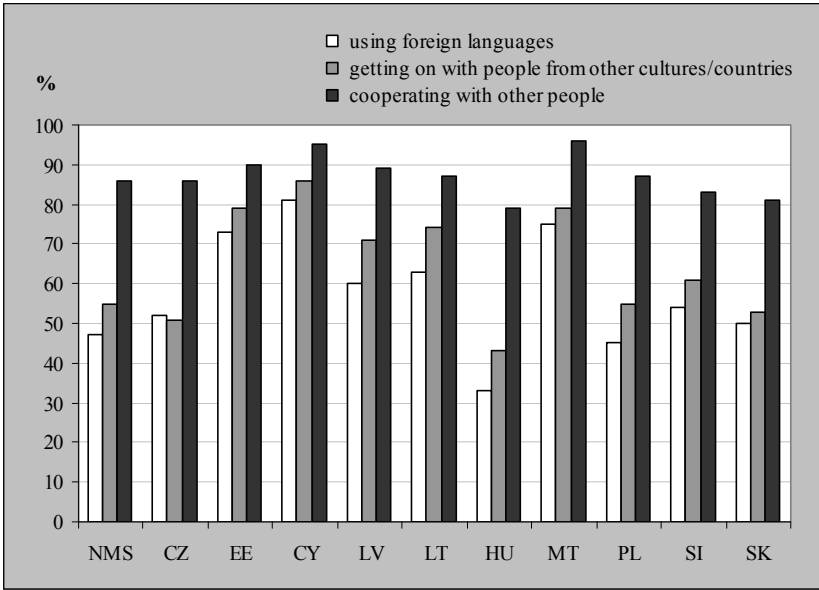
Results also provide evidence that the level of education has an impact on whether ICT skills are judged very useful (Table 2 in Annex 2). Only 14 % of those who stopped full-time education by the age of 15 judge the ability to use computers as very useful; the percentage increases to 91 % for students. This is also in line with the findings of the 2003 survey in EU-15 (op. cit., 2004, p. 102).

The survey findings confirm gender differences as observed in the 2003 analysis for EU-15. Results of the 2003 survey showed that 57 % of men and 48 % women considered the ability to use a computer very useful (Cedefop, Chisholm et al., 2004, p. 25). In the new Member States, these percentages are 55 % and 47 % respectively. Moreover, 50 % of men and 42 % of women assess the ability to use the Internet as very useful (European Commission, 2005g).

2.1.4. The majority thinks intercultural skills are very useful, but this does not hold for foreign languages

On average, almost half the citizens consider the ability to use foreign languages very useful in their life as a whole. A large majority of citizens in the new Member States (86 %) consider the ability to cooperate with other people very useful in their life as a whole; 55 % report on the ability to get on with people from different cultures/countries. In contrast, only less than half the citizens think the ability to use foreign languages is very useful. But there are remarkable differences between countries, and also within countries according to the skills in question (Figure 7).

Figure 7: New Member States citizens considering intercultural skills very useful in their lives as a whole, by country



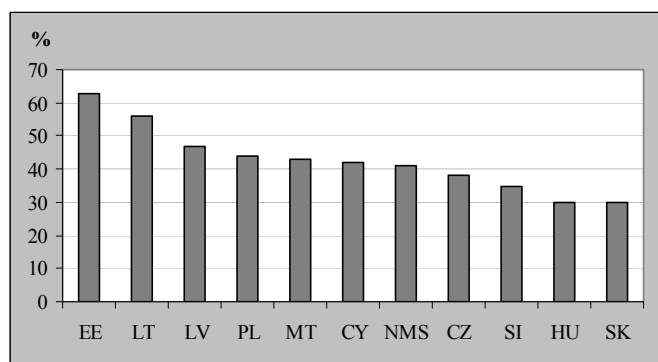
The proportion of citizens considering the ability to use foreign languages very useful is highest in Cyprus. The result suggests that Cypriots are more familiar with a multilingual environment, due to history and openness of the economy. The same holds for Malta. The proportions are also high in the Baltic countries where economies are oriented to Scandinavian markets.

Sociodemographic analysis shows significant relationships between age, level of education and assessment of intercultural skills (Table 3 in Annex 2): younger people are more likely to judge intercultural skills very useful than older people (67 % of those aged 15-24; 32 % of those aged 55+). The longer the duration of full-time education, the more likely citizens assess these skills as very useful. These findings are in line with those of the 2004 survey in EU-15 (Cedefop, Chisholm et al., 2004, p. 27).

2.1.5. Only four in 10 citizens in the 10 new Member States consider scientific/technological skills very useful

Only 41 % of citizens in EU-10 consider the ability to use scientific/technological tools very useful ⁽⁹⁾. There are notable differences between countries; proportions range from 63 % in Estonia to 30 % in Hungary and Slovakia.

Figure 8: New Member States citizens considering scientific/technological skills very useful in their lives as a whole, by country



Results vary according to age and level of education (Table 4 in Annex 2). Half the citizens aged 15-39 consider scientific and technological skills very useful in their lives as a whole. The percentage decreases to 41 % for those aged 40-54 years, to 23 % for those aged 55+ and to 19 % for those who stopped their full-time education by the age of 15. On the contrary, those who did benefit from longer education are more likely to judge these skills as very useful (55 %).

As in EU-15 (Cedefop, Chisholm et al., 2004, p. 28), gender seems to be a particularly discriminating factor. Results of the 2003 Eurobarometer show that 42 % of men but only 25 % of women consider scientific/technological skills very useful in their lives as a whole. The gender gap is also obvious in the 10 new Member States: observed proportions are 50 % for men and 32 % for women (European Commission, 2005g). Similar to the conclusion drawn in the 2003 analysis (Cedefop, Chisholm et al., 2004, p. 35), men and women are more likely to see such skills as useful in the public life sphere (men: 65 %; women: 51 %) than in the private life sphere (men: 55 %; women: 37 %) (European Commission, 2005f).

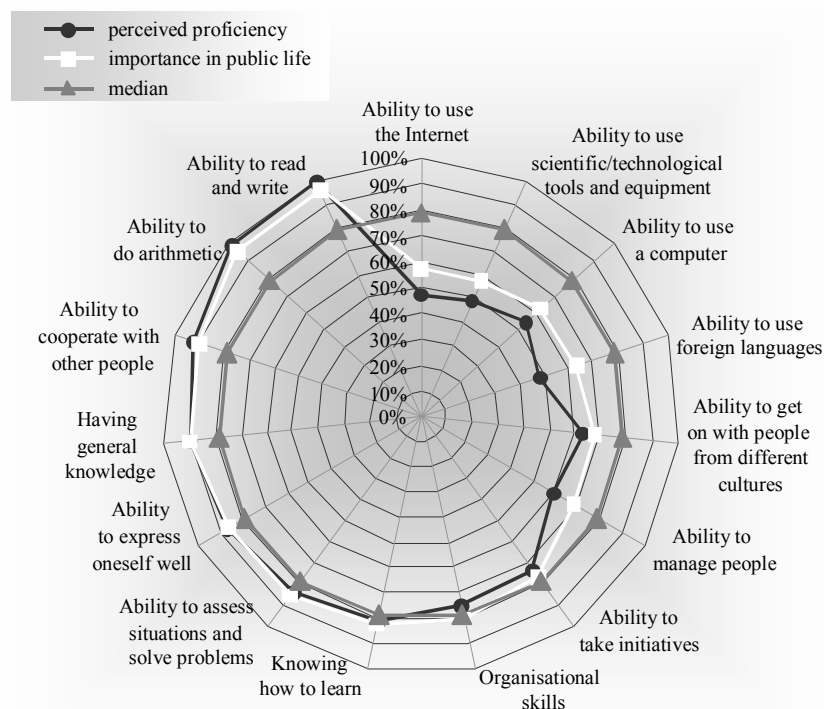
⁽⁹⁾ The 2003 Eurobarometer on science and technology (European Commission, 2003c, p. 3) shows that in candidate countries '[...] most people agree that science is good and useful. Many even think it is omnipotent. Statistical analyses, however, do not support the theory of a naïve belief in scientific salvation; there is a very strong positive correlation between the level to which people understand the most pressing science- or technology-related problems of contemporary society and optimism related to scientific progress. It is also true that the more people know scientific fundamentals, the more likely they are to generally believe that science will help to improve our world'.

2.2. Do people think they have the necessary knowledge and skills?

Respondents were also asked, for the same list of skills, if they possess the skills or not, and if they could produce concrete evidence ⁽¹⁰⁾ of possessing these skills. Results are highly policy-relevant as they reveal self-perceived skills gaps, and give an insight into training needs and possible undersupply by training markets.

Figure 9 illustrates the relationship between the judged usefulness of skills in public life and perceived proficiency. Generally, possession of skills is mainly stated for those skills judged as very useful in public life. This also implies, however, that citizens consider those skills they do not possess not very useful in public life (meaning mainly in working life).

Figure 9: Comparison between possessing knowledge and skills and whether they are very useful for public life in new Member States



Regarding foreign languages, results reveal a notable gap between self-perceived proficiency and judged usefulness (need to possess the skills). Only for basic skills, it is more likely that citizens possess these skills than they judge them as very useful.

⁽¹⁰⁾ Showing diploma/certificate, record of achievement/portfolio, employer's reference/employee performance assessment document, or objects/products that you have made/created or using the skills in practice, etc.

Results related to possession of general knowledge and social skills are given in Tables 6 and 7 (Annex 2). On average, about 90 % declare they have general knowledge. This result is in line with the survey results in EU-15 (Cedefop, Chisholm et al., 2004, p. 28).

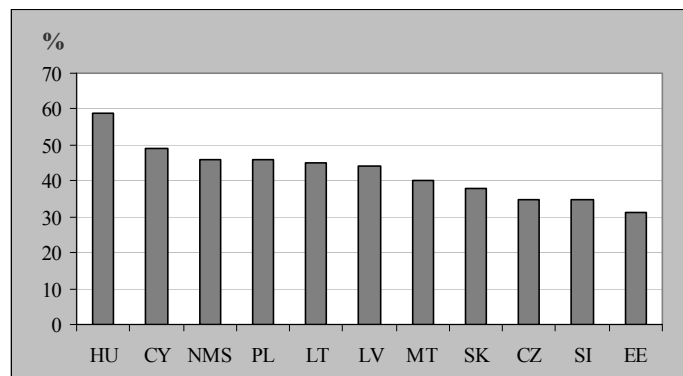
2.2.1. Almost half the citizens in the new Member States admit a deficit in ICT skills

On average, 45 % of citizens stated that they cannot not use a computer. The respective percentages are highest in Cyprus (49 %) and Hungary (59 %). In the Czech Republic, Estonia and Slovenia proportions are considerably lower (Figure 10).

Sociodemographic analysis reveals that women are more disposed to admit they do not possess ICT skills. Respective scores for computer skills and Internet skills are 48 % and 57 % for women, compared to 41 % and 48 % for men (European Commission, 2005f).

Results differ by age and level of education. While 90 % of those aged 15-24 state they can use a computer, the percentage decreases to 71 % for the 25-39 age category, to 49 % for the 40-54 age category and to 19 % for those aged 55+ (Tables 8 and 9 in Annex 2).

Figure 10: New Member States citizens who think they cannot use computers, by country



It is worth looking at the proportion of new Member States' citizens who replied they cannot use a computer and yet responded it is useful to have such skills in public/working life. On average, 13 % of citizens recognise this personal skill gap. The highest proportions are observed in Lithuania (26 %) and in Malta (24 %). In the Czech Republic, Estonia and Cyprus, almost 20 % admit using a computer is very useful in their public life but they do not think they possess the skill. The lowest scores are observed in Slovenia (7 %) and Hungary (10 %) (European Commission, 2005e). The specific situation in Hungary is linked to the fact that not even half the citizens consider ICT skills very useful in their public life (European Commission, 2005d).

More women (14 %) perceive this personal ICT skill gap (to use a computer) than men (11 %). Proportions also vary by age: they range from 4 % for the youngest, to 12 % in the 25-39 age category, to 16 % in the 40-54 category and to 17 % for those aged 55+. For citizens who stopped full-time education by the age of 15, the proportion is 16 %, whereas for

those who stopped after the age of 19 (20+) it is only 8 %. Only 1 % of those still studying perceive that skill gap. The results for the new Member States are quite in line with the findings of the 2003 survey in EU-15 (Cedefop, Chisholm et al., 2004, p. 29 et seq.)

The findings suggest missing training opportunities: no adequate offers, too high cost or no easy access. Tailor-made training measures to improve ICT skills are of major relevance in different HRD policy interventions in the new Member States ⁽¹¹⁾.

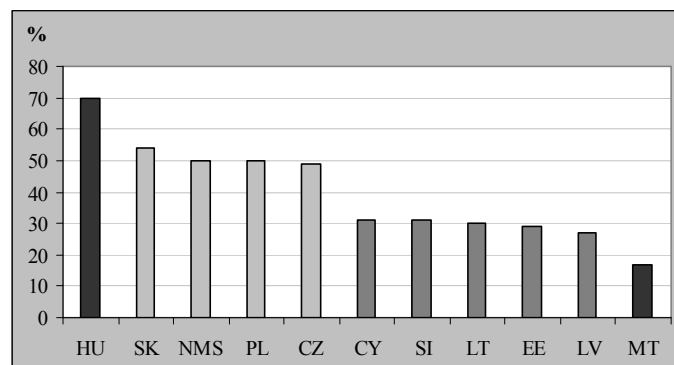
2.2.2. Most important skill gap is associated with use of foreign languages

Regarding the ability to use foreign languages, the new Member States score better compared to EU-15 (Table 10 in Annex 2). On average, 48 % of citizens in the new Member States declared they were able to use foreign languages. In the 2003 survey, only 40 % were observed in EU-15 (Cedefop, Chisholm et al., 2004, p. 105).

In EU-10 (Figure 11 and Table 10 in Annex 2), country results are as heterogeneous as in EU-15. In Hungary, 70 % stated not being able to use foreign languages, in Slovakia 54 %. In the Czech Republic and Poland, one in two citizens cannot use foreign languages. The self-perceived language gap is less dramatic in Estonia, Cyprus, Latvia, Lithuania and Slovenia: only one in three citizens cannot use foreign languages. The proportion is significantly low in Malta (17 %).

In the new Member States, no gender differences were observed, while age and level of education provide some evidence on the ability to use foreign languages. The older the citizens, the more they tend to say they cannot use a foreign language. In contrast, the longer the duration of full-time education, the more likely citizens are to declare they can use a foreign language (Table 14 in Annex 2).

Figure 11: New Member States citizens who think they cannot use foreign languages, by country



⁽¹¹⁾ This is also a conclusion from the report on local learning centres (Buiskool et al., 2005).

Eurobarometer 2003.5 (European Commission, 2004) on *Identities and values in the acceding and candidate countries* tried to explore the main motivation and goals that make people think to learn languages (¹²). The main motivation to learn other languages is getting a better job (26 %), personal satisfaction (25 %) and being able to work abroad (24 %). However, except in Cyprus, Lithuania, Malta and Slovenia, a high proportion of citizens mentioned that they do not want to learn foreign languages (51 % in Hungary); the lowest proportion was observed in Latvia (31 %). Analysis by sociodemographic parameters reveals that citizens aged 55+ are less motivated to learn foreign languages (68 %). The same is true for retired citizens and those who stopped their full-time education by the age of 15.

One in five new Member States' citizens cannot use foreign languages but still admit they are very useful in public life; in the Czech Republic and Slovakia, it is even one in three. The skill gap is less evident in Hungary (17 %), Latvia (15 %), Slovenia (12 %) and Malta (10 %) (European Commission, 2005e).

Tables 11, 12 and 13 (Annex 2) present further results related to other intercultural skill gaps. Young and higher educated citizens considering language skills as very useful seem to encounter fewer problems related to use of foreign languages, both in public life and life as a whole. The perception of skill gaps is highest among citizens who stopped their full-education at the age 16 to 19.

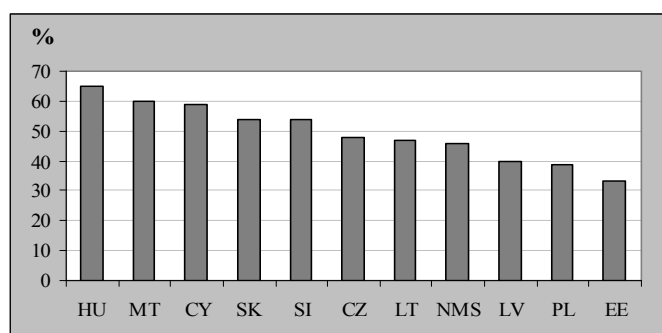
2.2.3. Scientific/technological skills gap comparable to ICT skills gap

On average, 46 % of citizens admit not being able to use scientific/technological tools and equipment (Figure 12). In 2003 in EU-15, the score was 55 % (Cedefop, Chisholm et al., 2004, p. 30). The highest percentage was observed in Hungary (65 %), the lowest in Estonia (33 %).

Gender differences are significant: while 35 % of men think they cannot use scientific/technological tools and equipment, it is 56 % for women. Perception of a skill gap is also linked to age and the level of education. Only one in three citizens aged less than 40 think they cannot use such tools, while two in three of those aged 55+. Only 26 % of those aged 20+ when they stopped their full-time education are not able to use scientific/technological tools and equipment, but 81 % of those who left school by the age of 15 (European Commission, 2005f).

(¹²) See European Commission, 2004, Chapter 4. Willingness to learn foreign languages. The question was formulated in this way: Would you be willing to learn one or more additional foreign languages? (If yes:) What would be your main motivation for doing so?

Figure 12: New Member States citizens who think they cannot use scientific/technological equipment, by country



On average, 13 % of citizens cannot use scientific/technological tools and equipment but still admit it is useful in public life. The highest percentages are observed in Lithuania (25 %) and Malta (23 %), the lowest in Poland (10 %) (European Commission, 2005e).

The conclusion drawn from the 2003 survey in EU-15, namely that the perception of skill gaps appear to be sharpest in contexts where there is a real and felt socioeconomic gap between the country and the reference points (wealthy and prosperous EU countries)⁽¹³⁾, cannot be confirmed for the new Member States.

Sociodemographic analysis shows that more women (15 %) than men (10 %) recognise they cannot use scientific/technological equipment but admit that it is still useful in their public life. Differences are less pronounced by age but still hold for the level of education (Table 15 in Annex 2).

2.3. How do citizens' views differ?

Analysis of the 2003 Eurobarometer in EU-15 combined education and occupation to define three broad socioeconomic status groups⁽¹⁴⁾. The sample of the 2005 survey in the new Member States is too small to yield such groups of sufficient size for reliable analysis. Nevertheless, within the technical limits, this analysis uses additional categories based on educational level and social status to explore attitudes towards learning. Yet a direct comparison with the results of the 2003 survey in EU-15 is not possible.

⁽¹³⁾ The specific situation in the non-EU country Iceland, where skill gaps are perceived strongest, is not relevant in this context.

⁽¹⁴⁾ Group 1: the highly educated with a high-level job;
Group 2: the low educated with a low-level job;
Group 3: the low educated who are not active on the labour market.

For the analysis of the 2005 Eurobarometer in the new Member States, four broad socioeconomic groups were defined:

- (a) advanced status group (women): highly educated with a high-level job (professional self-employed – lawyer, medical practitioner, accountant, architect, etc.; self-employed business proprietors; employed professionals – doctor, lawyer, accountant, architect, etc.; top management function or middle management function – department head, junior manager, teacher, technician);
- (b) normal status group (women): unemployed or temporarily not working, or skilled manual worker or an unskilled position (manual worker, servant);
- (c) advanced status group (men): highly educated with a high-level job (professional self-employed – lawyer, medical practitioner, accountant, architect, etc.; self-employed business proprietors, employed professionals – doctor, lawyer, accountant, architect, etc.; top management function or middle management function – department head, junior manager, teacher, technician);
- (d) normal status group (men): unemployed or temporarily not working, or skilled manual worker or an unskilled position (manual worker, servant).

This classification might allow highlighting differences between the higher and lower social segments. At the same time, it reveals gender differences within socioeconomic groups. It should be noted that middle professional functions are not represented by one of these groups. In addition, students and retired are excluded.

2.3.1. Some views differ between women and men in the normal status group

Table 16 in Annex 2 shows the scores for traditional and social skills being ‘very useful’, according to the four defined groups. People belonging to the normal status groups still concur on the usefulness of traditional skills. In contrast, perceptions are more differentiated when it comes to social skills.

Views of women and men in the advanced status group are rather similar, except regarding the ability to manage people. While 90 % of citizens (regardless of their gender) in the advanced status group believe in the usefulness of the skills in question for public life, usefulness for the private life sphere is accepted by 82 % of women and 84 % of men.

Regarding social skills in life as a whole, shares of citizens in the normal status group, considering them very useful, are significantly lower than relevant shares in the advanced status groups. This is true both for women and men. In both status groups, lowest shares are observed for the ability to manage people. In the advanced status group, shares are 79 % for men and 80 % for men, in the normal status group 42 % and 53 % respectively. In both status groups, the ability to manage people is considered more very useful in public life than in the private life sphere.

Differences between status groups are even more pronounced for ICT skills (Figure 13). About 80 % of citizens in the advanced status group rate ICT skills very useful in their lives as a whole. Only a minority of women in the normal status group consider these skills very useful in their lives as a whole. More men (47 %) than women (38 %) think ‘using a computer’ is very useful in their lives as a whole. It is interesting that in the advanced status group, men rate computer skills slightly higher than Internet skills, while for women it is nearly the same.

Views differ even more when people are asked whether using scientific/technological tools and equipment is very useful. In the advanced status groups, 60 % of women and 67 % for men judge such skills as very useful; in the normal status groups, only 28 % of women and still 51 % of men (European Commission, 2005g).

As far as using foreign languages is concerned, 77 % of men and 65 % of women in the respective advanced status groups consider it very useful, compared to 41 % and 37 % in the normal status groups (Table 18 in Annex 2). Language skills are considered more very useful in public life than in the private life sphere (Figure 14). In the advanced status groups, 91 % of men and 81 % of women, consider them very useful in public life, in the normal status group 60 % of women and 53 % of men.

Figure 13: New Member States citizens considering ICT skills very useful in their lives as a whole, by gender and socioeconomic status

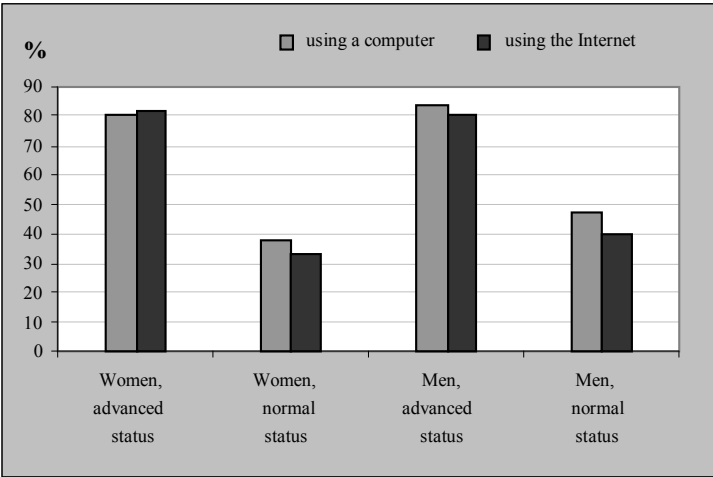
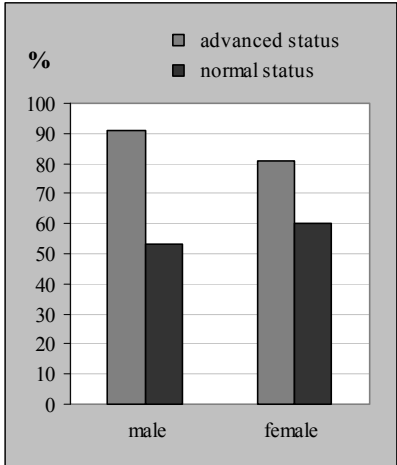


Figure 14: New Member States citizens considering foreign language skills very useful in public life, by gender and status

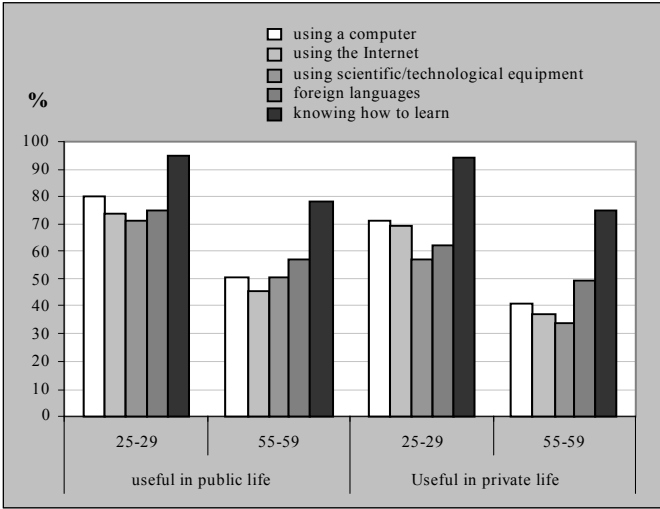


Those more inclined to rate a skill very useful are also more inclined to think they possess the skill in question (Table 17 in Annex 2).

2.3.2. Impressive age differences for five skills

As already highlighted earlier in this report, age is a very important factor affecting confidence in the usefulness of different kinds of skills. Analysis shows that differences between age groups are remarkable regarding five skills: using a computer, using the Internet, using scientific/technological tools and equipment, using foreign languages and knowing how to learn (Figure 15). Though the latter is considered very useful by the highest shares of citizens in both age groups and life spheres, it is surprising that the relevant percentages of people with more work and life experience (aged 55-59 years) are lower compared to younger people in both spheres.

Figure 15: New Member States citizens considering ICT, technological, foreign language and learning skills very useful, by contrasting age groups and life sphere



3. Lifelong learning and diverse learning contexts

Learning is only partly done in formal and non-formal contexts. A large part of knowledge is acquired informally by learning on the job or a hobby, sometimes even unconsciously ⁽¹⁵⁾. It is crucial to know more about learning contexts and citizens' preferences where to learn best to develop and implement effective policies for lifelong learning. The views of people from different social groups and countries might help adjust and shape national and EU policies for human resources development and knowledge dissemination.

3.1. In which context do people prefer to learn?

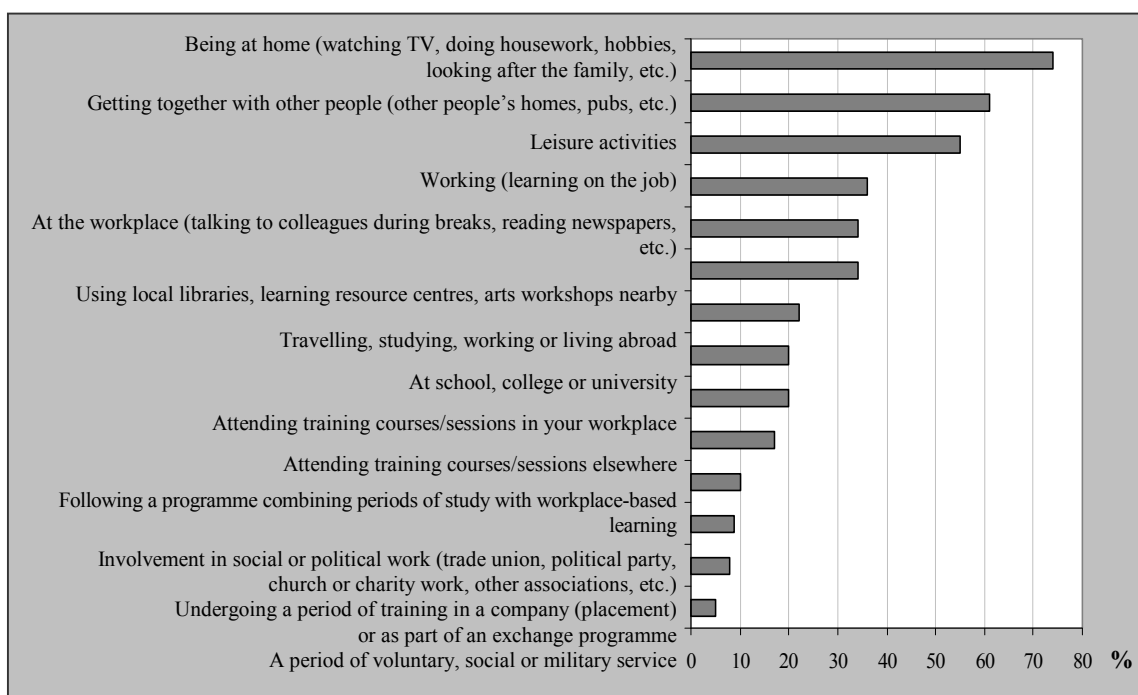
3.1.1. The majority of new Member States' citizens think they learn best in an informal context

Regarding the learning context, the results of the 2005 Eurobarometer in the new Member States show similar patterns as those obtained in 2003 in EU-15. The 2003 survey in EU-15 showed that nine in 10 citizens had learned something in at least one non-formal/informal context in the year preceding the interview (Cedefop, Chisholm et al., 2004, p. 44) ⁽¹⁶⁾. Also in the new Member States, learning in an informal context is considered as the main way to learn something (Figure 16). Only 20 % of citizens have learned something in a formal context, such as a school or university.

⁽¹⁵⁾ The terminology applied in this study differs slightly to what is usually understood under formal, non-formal and informal learning (Eurostat, 2006).

⁽¹⁶⁾ This goes along with literature on increasing interest in a social capital approach in staff development and human resources. It seems that it is both to a company's and a worker's benefit to work on establishing social relations and societal wellbeing. This means that learning in HRD programmes is no longer only job-oriented, but is also aimed at personal and social development. Additionally, one should discern a trend towards more contextual learning (Buiskool et al., 2005).

Figure 16: The context in which new Member States citizens think they have learned something in the preceding year ⁽¹⁷⁾



Almost 75 % of citizens think they have learned something through activities at home (such as watching TV, housework or hobbies), while 60 % believe they have learned through getting together with other people. More than half the citizens think they have learned something in the preceding year through leisure activities.

One in three citizens learned something in the preceding year by using local learning resources centres, libraries and arts workshops nearby. About 22 % of citizens in the new Member States have learned something by travelling abroad.

It is noteworthy that large-scale job-related learning also takes place in an informal context: through learning on the job (36 %) and talking to colleagues/reading newspapers, etc. (34 %). But still 29 % negated having learned something while working (European Commission, 2005f). Just 20 % of citizens' associate job-related learning with a formal context (training courses/sessions in the workplace). As in many other studies and surveys, results confirm that managers (71 %) are more likely to have learned in a formal context than other white collar (45 %) and manual workers (35 %) (European Commission, 2005f).

⁽¹⁷⁾ 'Learning something' was not defined or specified (see Annex 3 question QA3), respondents had to decide. Learning in an informal context was not restricted to intentional learning; results might also be biased by the working status of the respondent.

Generally, results reveal the prominent role of the non-formal/informal context for learning; the same pattern was observed in the 2003 survey in EU-15. Regarding mobility and employability aspects, results underline the importance and need to recognise ‘formally’ non-formal and informal learning. It becomes more and more obsolete to assess knowledge and skills of the workforce generally (‘low-skilled’) and individuals just based on certificates obtained in a formal context.

However, this general picture has important nuances linked to national and sociodemographic characteristics.

3.2. Who learns in which contexts?

3.2.1. Most people in the new Member States think they have learned in various contexts, but views differ per country, age and education

Almost 90 % of citizens in the new Member States think they have learned something in any informal context, only 41 % in any formal context (Table 26 in Annex 2). Virtually nobody (less than 1 %) declared having learned in a formal context only (¹⁸). The results correspond to those in EU-15, where 91 % learned in any informal context and 38 % in any formal context (Cedefop, Chisholm et al., 2004, p. 45).

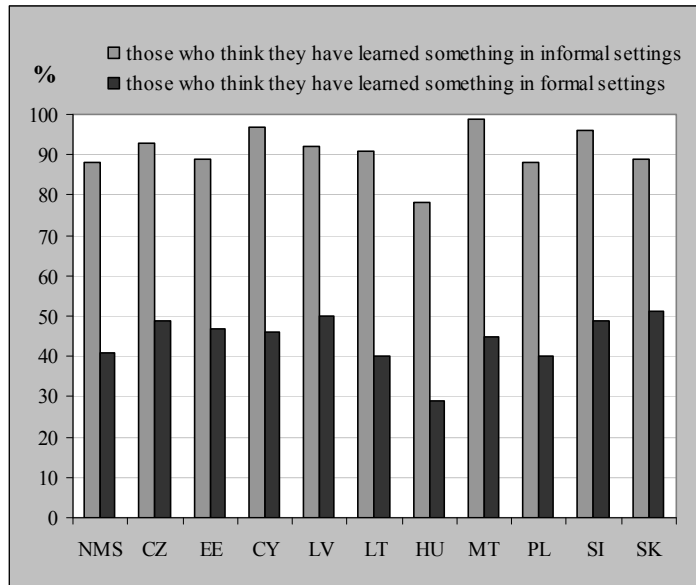
Almost everybody in Cyprus, Malta and Slovenia think they have learned something in an informal context during the past 12 months. Formal contexts are more often mentioned in the Czech Republic, Latvia, Slovenia and Slovakia. It is worth mentioning that citizens in Hungary are much less aware of having learned something compared to all other countries.

Results show that the awareness of having learned something on the job is highest in Cyprus (58 %) and the Czech Republic (52 %). Results for Hungary are somewhat a cause for concern: only 28 % declare having learned something informally at the workplace, and only 19 % by working (European Commission, 2005d).

This picture may, or may not, reflect actual learning but certainly reflects cultural differences in the extent to which people are prepared to admit openly if they have learned something or if they can identify a specific context as a possible learning situation.

(¹⁸) The low percentage for ‘only in formal settings’ might represent the small group of pupils and students who subjectively perceive to have no learning experience outside their education institution. The percentage of citizens believing to have recently learned in at least one formal setting appears to be rather high. This would mean that, in addition to pupils and students, a still substantial share of the working population is undergoing further formal education.

Figure 17: New Member States citizens having learned something in the preceding year, by learning context and country



Awareness of having learned something also depends on the personal and social situation of the respondent. There is a clear and strong link to the time spent in full-time education: the longer the education – and consequently the higher the educational level – the more likely people assess having learned something in all different contexts (Figure 18). For those having stopped their full-time education at the age of 20+, formal learning contexts seem to be logically also related to work.

The perception of learning differs between age groups (Figure 19). Logically, the younger the citizen, the more likely the person is to mention formal contexts and settings (such as school or university, or programmes combining periods of study with workplace-based learning).

Figure 18: New Member States citizens having learned something in the preceding year, by learning context and level of education

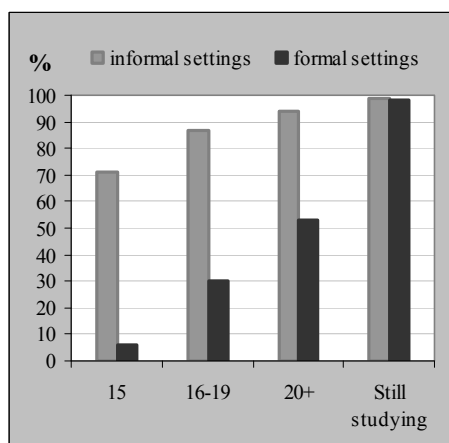
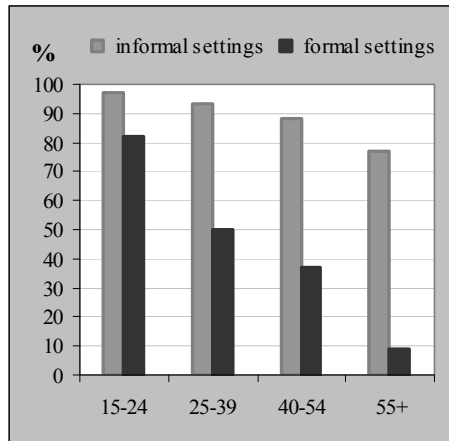


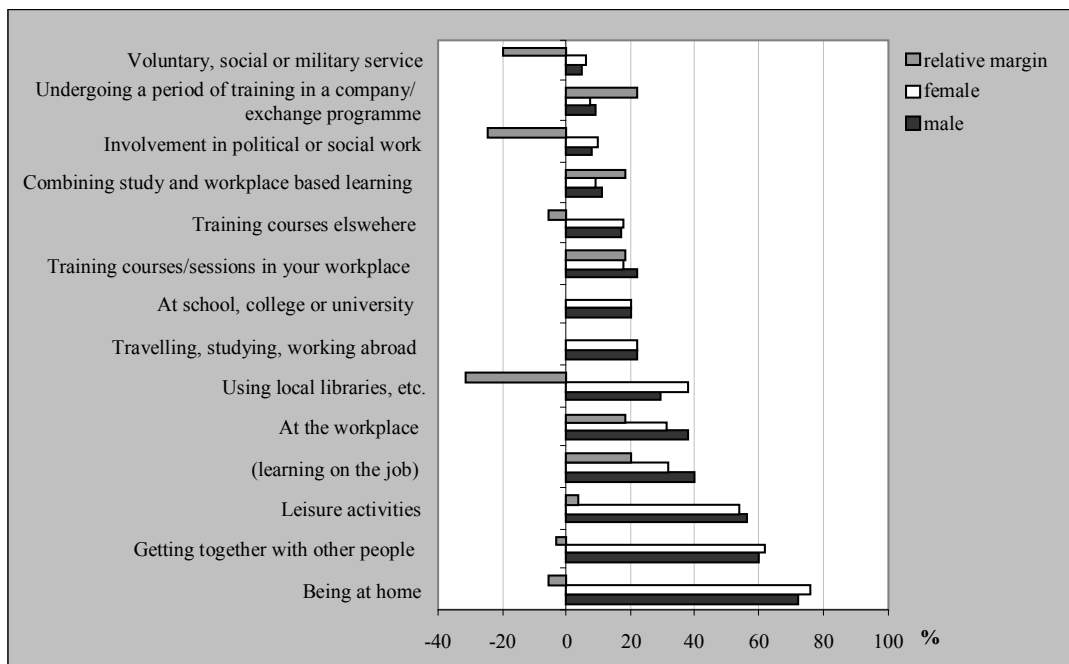
Figure 19: New Member States citizens having learned something in the preceding year, by learning context and age



3.2.2. More men than women have learned something at the workplace

Generally, informal contexts dominate learning both for men and women (being at home watching TV, etc., social and leisure activities). Gender differences in the perception of having learned something refer mainly to ‘using local libraries, learning resource centres, arts workshops nearby’, ‘involvement in political and social work’, ‘undergoing a period of training in a company/exchange programme’ and ‘working (learning on the job)’ (the relative margin is negative if the share of females is greater than that of males).

Figure 20: The contexts in which new Member States citizens think they have learned something in the preceding year, by gender



Worth mentioning is that men consider informal learning at the workplace or through working more frequently as the appropriate learning context than women (at the workplace, such as talking to colleagues: 38 % of men, 31 % of women); through working: 40 % of men, 32 % of women. Also formal contexts, such as training courses at the workplace, are more frequently mentioned by men (22 %) than women (18 %) (¹⁹).

As already shown in the 2003 survey in EU-15, these differences are certainly implied by the distribution of informative occupations by gender. It becomes obvious that the response category ‘not applicable’ was more often chosen by women than by men regarding the workplace-related items. This suggests that in the new Member States, the so-called ‘traditional gender roles’ and therefore different learning experiences still (or again?) influence the different perception of learning contexts.

3.3. Where do people like to pursue work-related learning? (²⁰)

3.3.1. New Member States’ citizens tend to prefer taking courses and receiving professional guidance and support for learning

About 42 % of citizens in the new Member States (42 %) would choose to follow an organised course to improve or update their professional skills now or in the future (European Commission, 2005f). On average, results do not notably differ between courses organised at schools, colleges or universities and courses organised at the workplace. However, the preferred type of course depends on age and prior level of education. Younger persons and those with a higher educational level prefer university or college courses (European Commission, 2005f).

Responses are also analysed by classifying them into learning that takes place in ‘working environment’ versus ‘non-working’ environment. On this basis, citizens in the new Member States seem to prefer learning in a working environment (50 %), especially in the Baltic States, to a non-working setting (42 %). However, the latter possibility is relatively preferred in Hungary (44 %) and Malta (44 %).

Out of the new Member States citizens, 18 % answered they would seek to learn by using open and distance learning (²¹) and 11 % selected using mobility as a learning tool. Unsurprisingly, students are slightly more likely to opt for using a study exchange programme,

(¹⁹) It is suggested that not only gender but also gender combined with employment status have a significant influence on results. The data available do not allow for analysis in this respect (breakdown only by ‘high-level job’, ‘low-level job’ and unemployed, not considering gender).

(²⁰) Retired persons are excluded in the analysis presented in this section.

(²¹) Open and distance learning includes: learning by using local facilities, learning at home, and using workplace facilities for personal use.

training or work experience abroad as a learning tool. Regarding open and distance learning tools, national results show higher preferences towards it in Poland and Slovakia with 22 % (European Commission, 2005d).

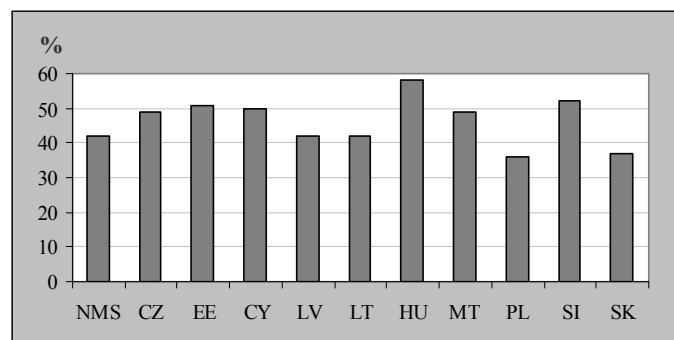
As mentioned, these findings are in line with those obtained in 2003 in EU-15 (Cedefop, Chisholm et al., 2004, p. 39 et seq.). They seem to confirm that self-directed learning is less attractive for new Member States' citizens compared to all those learning or training paths that require continuous professional guidance and/or support (Tables 19 and 20 in Annex 2).

3.3.2. Taking courses is not equally popular in all new Member States

As stated already, there seem to be significant differences between countries regarding preferred ways to update professional skills.

Figure 21 shows that in six of the 10 new Member States, the majority of citizens prefer courses for updating professional skills (Hungary, the Czech Republic, Estonia, Cyprus, Malta and Slovenia).

Figure 21: New Member States citizens who prefer courses for updating professional skills, by country



Citizens in Latvia and Lithuania, and especially in Slovakia and Poland are far less enthusiastic about this option.

Attending a course organised at a school, college, university or training centre is also the preferred option among those aged 15-24 (27 %) and, naturally, among those still studying (32 %). Generally, the preference for taking courses increases with the duration of full-time education (Tables 21 and 22 in Annex 2).

Differences between educational categories in the new Member States are less marked than in EU-15 in 2003. In EU-15, percentages of citizens that prefer 'taking courses' range from 36 % for those having stopped full-time education by the age of 15 years to 56 % for those that studied longer (Cedefop, Chisholm et al., 2004, p. 110).

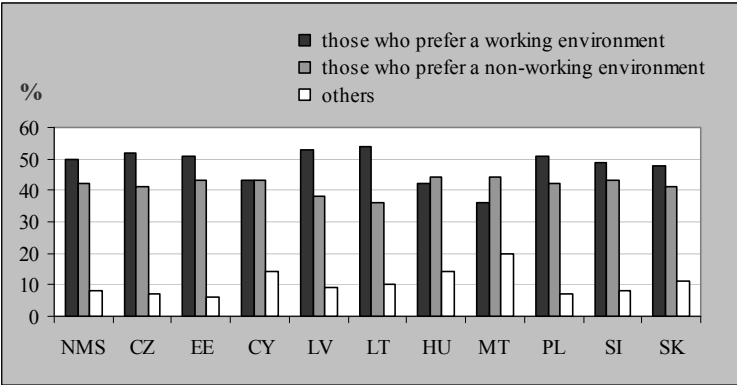
Regarding occupational status, manual workers and other white collar workers prefer taking courses organised at the workplace rather than through education and training establishments.

In contrast, managers, self-employed, house persons and students are more likely to opt for courses in education and training establishments (European Commission, 2005f). House persons, unemployed and self-employed prefer learning at home (open and distance learning) (European Commission, 2005f).

3.3.3. Work-related learning environment preferences differ greatly between countries

Differences between countries were also observed regarding learning in a working environment versus a non-working environment. Figure 22 shows that most Lithuanians (54 %) and Latvians (53 %) are more inclined towards working settings compared to those who prefer a non-working environment (36 % and 38 % respectively). This is also true but less pronounced in the Czech Republic, Estonia and Poland. Learning in a working environment is less popular in Cyprus, Hungary and Malta.

Figure 22: New Member States citizens who prefer working or non-working environments for updating professional skills, by country

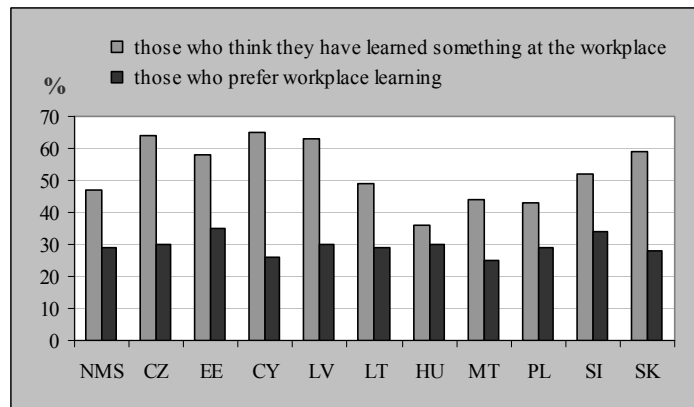


Men are more likely than women to prefer updating skills in a working environment (54 % versus 45 %) while more women than men opt for a non-working environment (European Commission, 2005f). Other white collar and manual workers opt more frequently than managers for learning in a working environment. This is also true for those aged 25-39 years compared to both younger and older citizens (Tables 23 and 25 in Annex 2).

Figure 23 shows the differences between learning experience at the workplace in the year preceding the survey (Table 24 in Annex 2) and the preference to learn at the workplace⁽²²⁾. Although in almost all countries the majority think they have learned something at the workplace, only a minority prefers workplace learning. One might suggest that this contradiction refers to the fact that learning ‘something’ is neither purposeful nor efficient. Courses might better meet real learning needs.

⁽²²⁾ The reader should note that there is a difference between the definitions of learning in a working environment and learning at the workplace.

Figure 23: New Member States citizens having learned at the workplace in the preceding year and new Member States citizens preferring workplace learning, by country



3.3.4. Only a minority consider mobility as a learning instrument

Only 11 % of citizens in the new Member States would choose (geographical) mobility as a learning tool for updating professional skills in the future. Values range from 5 % in Cyprus, Hungary and Malta, to 15 % in Lithuania. Two years ago in EU-15, this path for learning attracted only 5 % of citizens (Cedefop, Chisholm et al., 2004, p. 49).

A majority (45 %) of citizens in the new Member States have not participated in such training experience during the past 12 months. For another 46 %, this question was not applicable. On average, only 8 % of citizens reported having learned by doing a training placement/exchange or as part of an exchange programme during the year preceding the survey (Table 27 in Annex 2). Values range from 4 % in Hungary and Malta to 17 % in the Czech Republic (European Commission, 2005d). Having learned something by doing a training placement/exchange or as part of an exchange programme is more likely for those aged 25-39 years, and higher educated people (Table 28 in Annex 2).

Nevertheless, 22 % of the new Member States' citizens affirmed they learned something in the past year by travelling, studying, working or living abroad. Values range from 18 % in Hungary to 34 % in Slovenia (European Commission, 2005d).

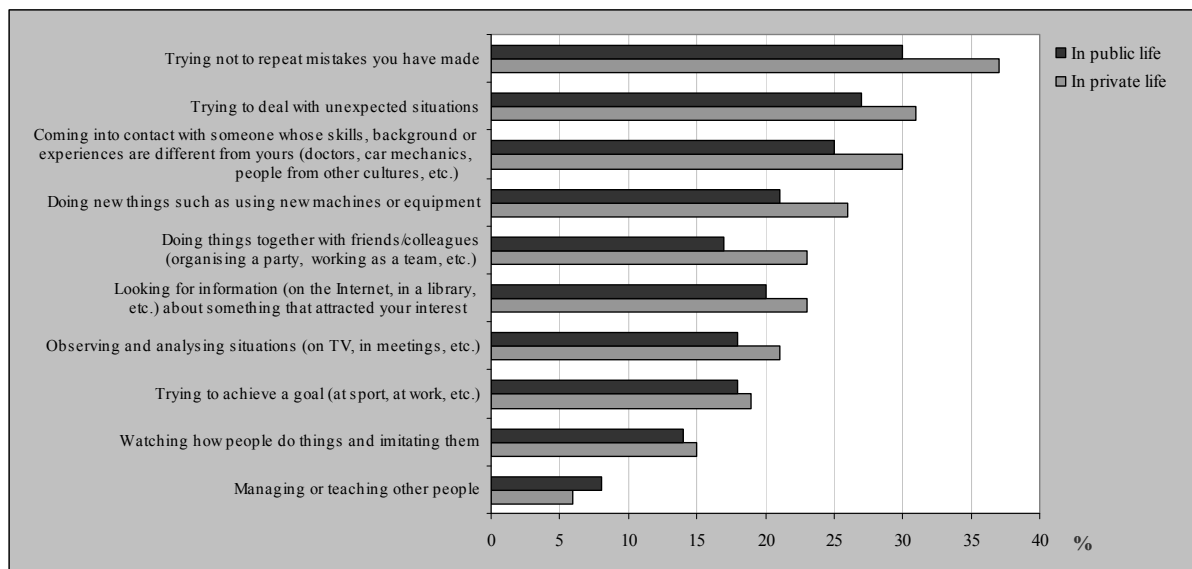
Results in the new Member States seem to illustrate there is no clear pattern yet towards mobility as a learning tool. Results in countries like Slovenia prove that past experiences of learning through mobility and awareness of it exist while the will to update skills by choosing a training or exchange programme is relatively poor (8 %). In contrast, in Member States such as Latvia or Lithuania, the preference towards these kinds of learning (exchange programme) appears relatively high compared to the EU-10 average (European Commission, 2005d).

3.3.5. Citizens in the new Member States agree more on situations in private life in which they learn something new than on situations in public life

Respondents were shown a list of 10 different situations that might offer the opportunity to learn something new for the private and public spheres of their lives.

Figure 24 shows that past experiences (‘trying not to repeat former mistakes’) appear to be the most important source of learning for citizens in the new Member States: almost four in 10 declare so regarding private life and three in 10 agree as far as public life is concerned. Dealing with unexpected situations offers, for 31 % of citizens in the private life sphere and 27 % in the public life sphere, the opportunity to learn something new. Results underline the importance of coming into contact with those whose skills, background or experiences are different for learning (30 % for private life and 25 % for public life).

Figure 24: Situations offering the best opportunity to learn new things: new Member States citizens’ views, by life sphere



Doing new things such as using new machines or equipment and looking for information about something that attracted one’s interest are also popular for learning but mainly in private life (Table 29 in Annex 2). The same is true for ‘doing things together with friends’ and ‘observing and analysing situations’. Only learning new things by ‘managing or teaching people’ is more relevant in public life than in private life. Results for the new Member States are in line with the findings of the 2003 survey for EU-15 (Cedefop, Chisholm et al., 2004, p. 52).

Women with advanced social status are more likely than men to consider contacts with someone whose skills and background are different from theirs as a learning opportunity (Table 34 in Annex 2).

For men with advanced social status, learning through past experiences (‘trying not to repeat former mistakes’) is more relevant in public life than in private life, while it is the opposite for women with the same status. The same learning pattern is reflected for ‘trying to deal with unexpected situations’.

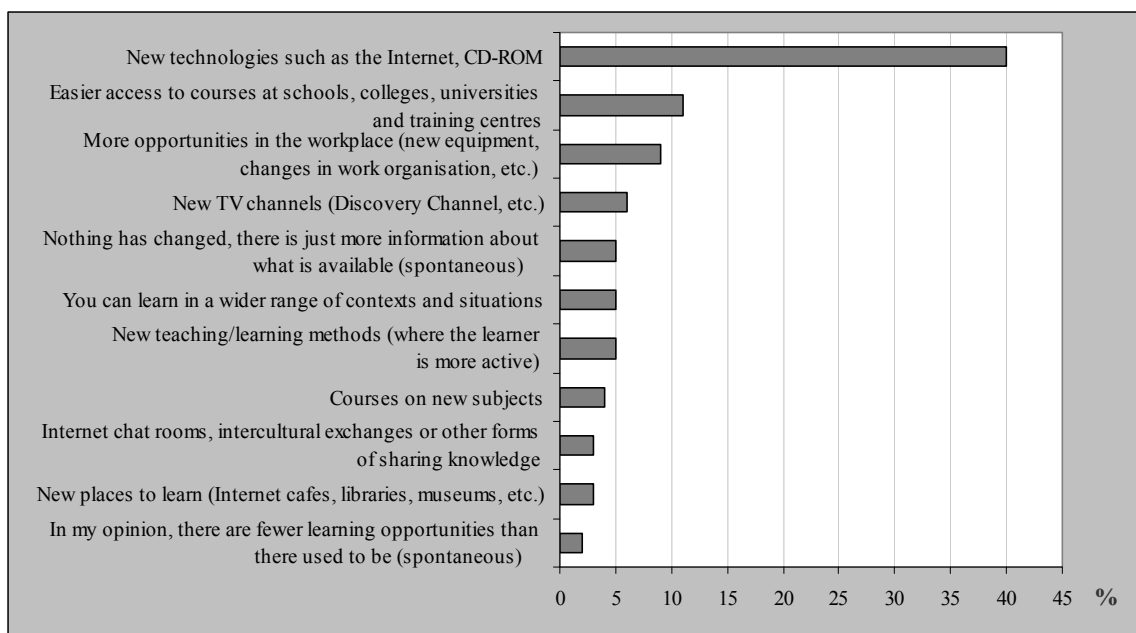
The perception of learning by doing new things such as using new machines or equipment seems to be more related to social status than to gender. But, women are more likely than men to consider social activities as a learning opportunity, especially in private life.

3.4. What kind of new learning opportunities have appeared in the past five years?

3.4.1. ICT-related learning technologies: the most important learning opportunity

Figure 25 shows that 40 % of new Member States' citizens consider new technologies, such as the Internet and CD-ROM, as the most important learning opportunity to have come about recently. This percentage is only slightly lower than that observed in the 2003 EU-15 survey (Cedefop, Chisholm et al., 2004, p. 53).

Figure 25: Distribution of self-perceived single most important opportunity that came about in the past five years, new Member States citizens' views

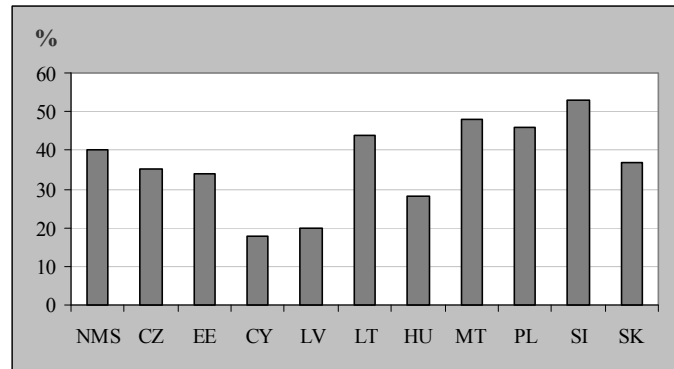


About 11 % of citizens consider 'easier access to courses at schools, colleges, universities and training centres' as a new learning opportunity, and only 9 % refer to 'more opportunities in the workplace'. The same results were observed in EU-15 in 2003.

When asking for the most important new learning opportunity to have come about in the past five years, respondents were also offered two options including the Internet: 'new places to learn' such as Internet cafes, libraries, museums, etc., and 'Internet chat rooms, intercultural exchanges or other forms of sharing knowledge'. Only 3 % of citizens confirmed these categories.

Figure 26 illustrates that the perception of the new ICT-related learning technologies differs between countries.

Figure 26: New Member States citizens selecting ICT tools and methods as the most important new learning opportunity, by country⁽²³⁾



While the majority of Slovenians confirmed new ICT-related learning technologies, less than 20 % of Cypriots did. Citizens in Cyprus seem to be more aware of the possibilities offered by new opportunities at the workplace, such as new equipment and changes in work organisation. A fairly large share of citizens is seemingly uncertain. Particularly in Estonia, Cyprus, Hungary and Lithuania, 10 % or more do not know what to answer (Table 30 in Annex 2).

Nuances are also observed between different sociodemographic groups. As expected, age and level of education are important regarding perception of ICT-related technologies as new learning opportunities. Compared to older citizens and those with low levels of education, younger citizens, students and those with a higher level of education are more likely to regard ICT-related learning technologies as the most important new learning opportunity (Table 31 in Annex 2).

3.5. How do citizens' views differ?

3.5.1. Selecting learning contexts varies according to the social status of citizens

When looking at the preferred method/setting for possible job-related learning, citizens in all social categories are more likely to choose methods linked to the working environment (Table 32 in Annex 2). This preference is significantly higher among normal skilled (61 % compared to 53 % of advanced skilled). This difference is mostly determined by the higher preference of the normal skilled for courses at the workplace (31 %). About 44 % of citizens with an advanced social status (advanced skilled; advanced level job) basically tend more to choose a learning environment not related to work than normal skilled (25 %), preferably doing a course organised at a school, college, university or training centre (European Commission, 2005f).

⁽²³⁾ The meaning differs from the question related to Figure 12, which shows the perceived inability of citizens to use that equipment.

It is important to note that persons with a high-level job are more likely to declare they learned something in the past year on the job: 81 % compared to 56 % of those with a low-level job. In the latter group, 76 % have learned something while at home (Table 33 in Annex 2).

In general, it was observed that better qualified people and people with a higher level job are more aware of having learned in different contexts, not only in work-related ones. It seems to confirm that those people probably have easier access to different learning opportunities.

3.5.2. Can gender be considered a discriminatory factor for learning contexts?

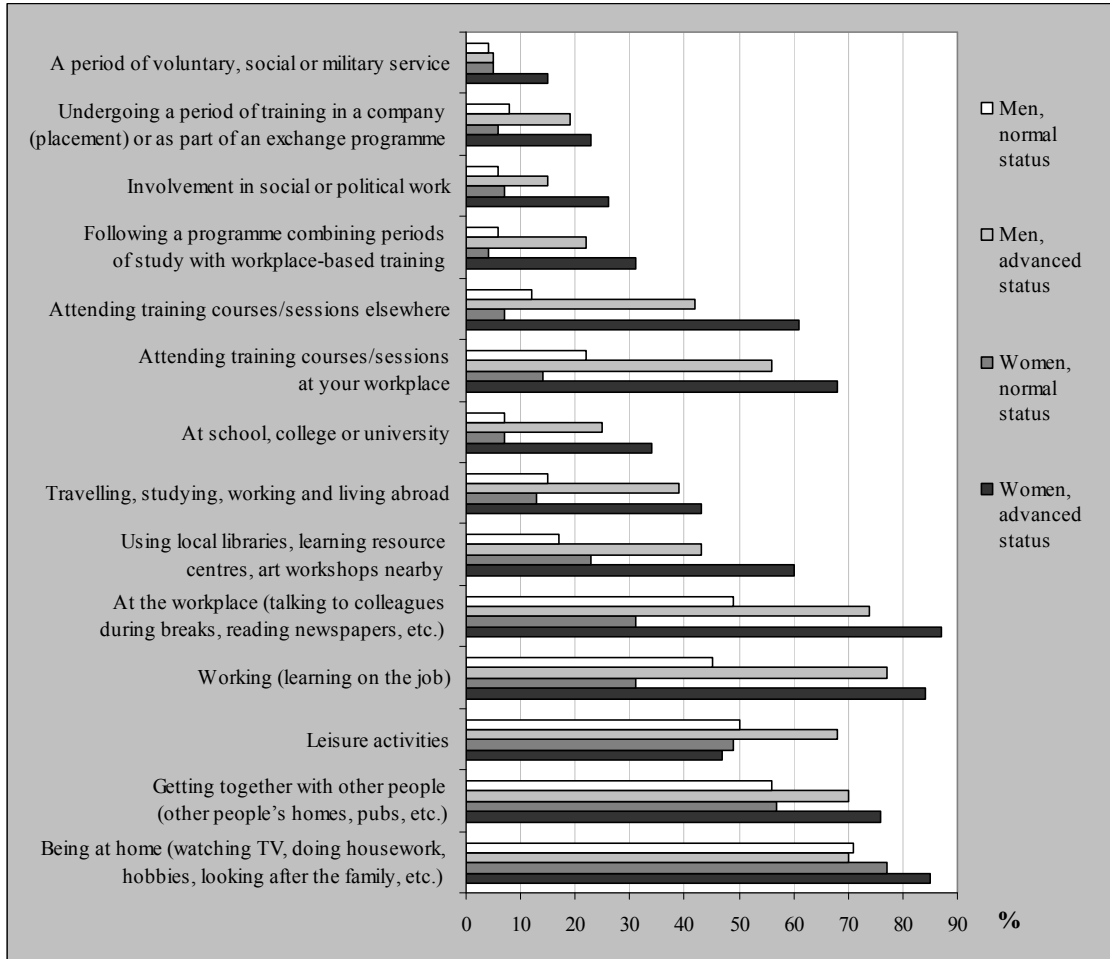
In the new Member States, gender is still a discriminatory factor, especially in an educational or professional situation ⁽²⁴⁾.

Table 33 (Annex 2) shows that active women and men score identically regarding ‘having learned on the job in the past 12 months’, but active women are more likely than men to mention ‘being at home’ as a past learning setting (80 % compared to 72 % for men). The situation gets worse when combining gender and education or professional category: women with low education or low level job are less likely than men of comparable status to confirm having learned on the job.

Figure 27 reveals that, in general, highly educated women with a high-level job have a greater awareness of having learned in diverse contexts than men (with the same status). Yet fewer women than men, unemployed or temporarily not working, or with a normal level job confirm having gained some knowledge through situations related to work. In line with findings in Section 3.5.1, this might confirm that for normal level jobs, gender can condition access to training or learning opportunities.

⁽²⁴⁾ See also Figure 20 in Section 3.2.2.

Figure 27: New Member States citizens' views on how they have learned something in the preceding year, by gender and socioeconomic status



4. Participation and motivation: patterns, obstacles and incentives

Attitude to learning is the result of personal balancing of perceived advantages and disadvantages, costs and benefits associated with participation (Huys et al., 2005, p. 28 et seq.). Motivation is a major determinant for lifelong learning, though, it is a variable highly dependent on and influenced by former learning/life experience, incentive patterns, and obstacles. Since policy can create and/or alter conditions for learning, it can also influence the success of human resources development through target-oriented learning systems. Funding is one tool to increase capacity, another is furnishing adequate learning infrastructure to improve the outreach of policy. If motivation to participate is being determined by personal perceptions of the adequacy of lifelong learning structures, it is essential to examine these perceptions so policy measures can be adjusted.

‘Continued reform effort and heavy investment in human capital have enabled some countries to achieve encouraging results in some fields. The sharp increase in the number of students entering higher education has helped expand employment in services and rapid increase in direct foreign investment. But overall, education and training systems have largely been reactive, and are still ill-equipped to play an active role in future changes in the economy and employment [...]. In all countries, there is still a considerable lack of adult education and training, which is contributing to inequality and seriously affecting social cohesion’ (Masson and Guggenheim, 2004, p. 19). ‘Current initiatives being carried out and the strategies drawn up to meet the Lisbon objectives and to prepare for the knowledge-based economy, are not up to the task. They remain too focused on the supply side and the pre-eminence of the formal education system’ (ibid., p. 20). Citizens’ views must be understood against this background (ibid., p. 1-20).

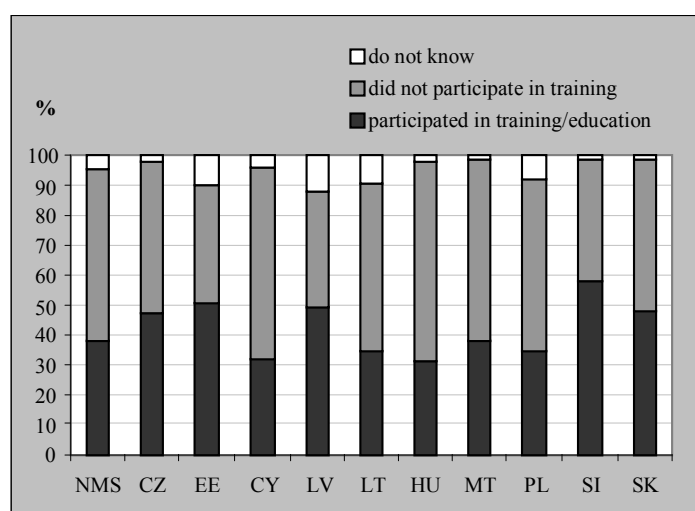
4.1. Previous education and training experiences, motivation and benefits

4.1.1. About 57 % of citizens in the new Member States did not participate in education and training

Respondents were asked if they had done any studies or training in the past 12 months. The results in the new Member States are encouraging compared with the participation rates observed in the 2003 survey in EU-15 ⁽²⁵⁾. In EU-15, 67 % of citizens did not take part in any studies or training, twice as high as the share of those who did participate (31 %). In the new Member States, 57 % did not participate in any education and training, and 38 % did (Figure 28).

⁽²⁵⁾ These figures correspond with findings of European Commission, *Special Eurobarometer 216: vocational training* (European Commission, 2005b, p. 28 et seq.).

Figure 28: New Member States citizens' participation in education or training in the preceding year, by country



Participation rates in Slovenia, Estonia and Latvia are close to those observed in the Nordic countries in 2003 in EU-15 (Cedefop, Chisholm et al., 2004, p. 61). Lowest participation rates are observed in, Poland (34 %), Cyprus (32 %) and Hungary (31 %). Worth noting is a high variation between countries for those who 'do not know'.

Logically, if students younger than 25 years are excluded, the number of citizens participating in any kind of education or training decreases slightly. Overall, 34 % of citizens did follow studies or training during the past 12 months, whereas 63 % state they did not (European Commission, 2005g). Differences between the total population and the population without students aged less than 25 years are quite homogeneous across countries.

4.1.2. Motivation to take part in education and training tends to be of a mixed nature

Table 35 (Annex 2) focuses on the main cited motives to undertake studies or training in the past 12 months chosen from a list of 13 options⁽²⁶⁾. These motives can be subgroups into work-related reasons⁽²⁷⁾ and personal reasons⁽²⁸⁾.

⁽²⁶⁾ Since the question was asked to the total population, the list also included options for those who did not take part in education or training during the past 12 months. Thus, the figures refer to the total population and not only to those who participated in education and training.

⁽²⁷⁾ This refers to both job and career-related reasons. It includes the following answers: to be less likely to lose one's job/to be forced into retirement, to be able to do one's job better, to be able to take greater responsibilities/to increase one's chances of promotion, to change type of work, to get a job and to improve one's chances of getting another job.

⁽²⁸⁾ This refers to non-work related or personal motives. It includes the following items: to meet new people, to enjoy better free time/retirement, to obtain a certificate/diploma or qualification, to manage better everyday life, to gain personal satisfaction and to gain general knowledge.

Overall, 31 % of citizens of the new Member States indicate at least one personal motive whereas 27 % select at least one work-related motive, 10 % select only personal motives and 6 % only work-related motives (European Commission, 2005g). This result is quite in line with that found for EU-15 (Cedefop, Chisholm et al., 2004, p. 62), and as found in that former survey, results contrast with findings from literature on adult learning, where a higher proportion of learners are driven by work-related motives (OECD, 2003, p. 45). Citizens in countries with a higher level of participation select more motives whereas, in countries where the level of participation is lower, fewer motives are chosen. However, there is a not significant relationship between the level of participation and the type of motives chosen.

The motive with the highest score is work-related (Table 35 in Annex 2): 19 % of citizens have done studies or training to be able to perform better at work. To be able to take on greater responsibilities or to increase one's chances of promotion was chosen by 7 %. Other frequently cited motives belong to the personal sphere: to obtain a certificate/diploma or qualification (14 %), to increase one's general knowledge (13 %) and to obtain more personal satisfaction (8 %).

Results are rather homogeneous across countries, with distinctive features in few countries. In Slovenia where participation rate is highest, citizens indicate more motives than citizens in other countries; motives chosen more often than in other countries are to increase their general knowledge, to manage better their everyday life and to obtain more personal satisfaction. In Malta, the most cited motives refer to personal satisfaction and to doing the job better. Acquiring a certificate is the most important motive for Estonians and Latvians. Latvians frequently said they followed education to manage better their everyday lives. Overall, motivation to do the job better is more pronounced in the Czech Republic, Estonia and Slovakia.

4.1.3. Reasons to participate in education and training are extrinsic for a majority of citizens

Citizens having followed some kind of education in the past 12 months were asked if they were advised or required to undertake this education or training (Tables 36 and 37 in Annex 2). They had the possibility to indicate a maximum of three reasons. Reply options in the questionnaire allow separating participants into two distinct categories: the 'influenced' participants (for whom the source of decision is extrinsic) and the participants on own initiative (for whom the source of decision is intrinsic).

Figure 29: New Member States citizens' participation in education or training in the preceding year, by country

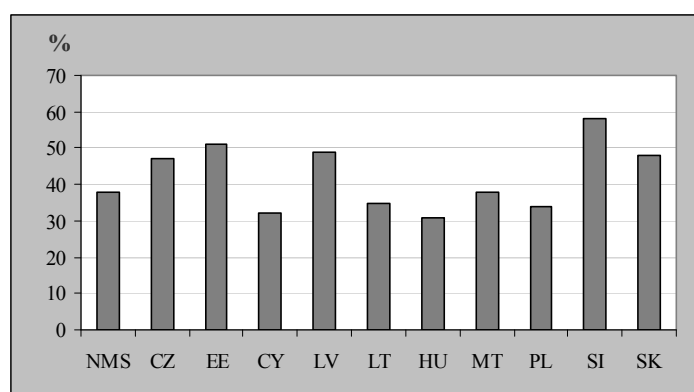


Figure 30: Citizens' participation in education or training in the preceding year, by country and source of decision

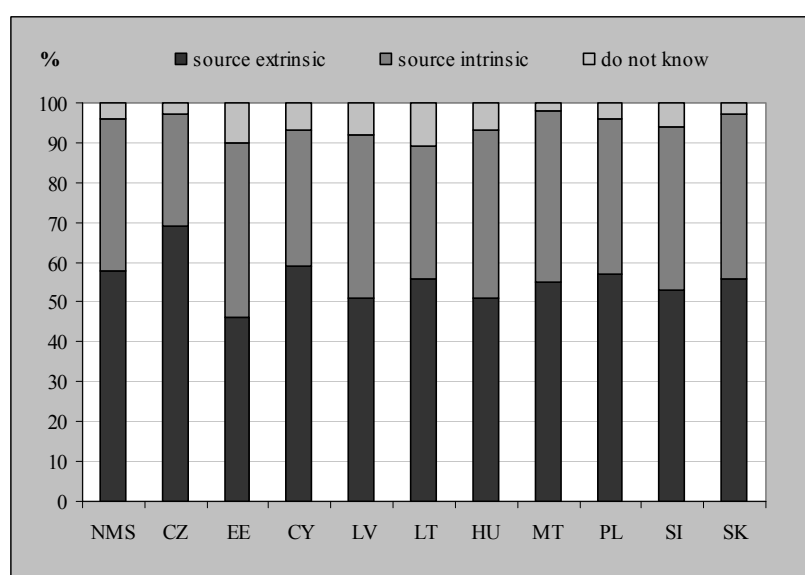


Figure 30 shows that for the majority of participants extrinsic reasons are decisive (58 %). Two countries differ significantly from the average ⁽²⁹⁾: the Czech Republic, where even 69 % of participants were advised or required to follow some kind of education or training, and Estonia, where only 46 % indicate an extrinsic source of decision. Sociodemographic analysis reveals that the source of decision is more often intrinsic among younger participants (age category 15-24). Less than 50 % of young participants indicate extrinsic sources, but the proportion rises to about 66 % among those aged 25-54 (European Commission, 2005f).

Overall, most frequently indicated extrinsic reasons are: education and training required (28 %) or paid (18 %) by the employer, a trade union or a professional association. Slightly more men than women indicate this source of influence. On average, 13 % of participants

⁽²⁹⁾ Country figures are only indicative since only 38 % of the main population participated in education or training. Hence reduced sample sizes imply an increased error variation of results.

point out that their training was required by law. Almost the same proportion (12 %) indicate they were pushed by their partner/family, whereas 11 % were advised by friends and 7 % by colleagues. Advice given by someone in the social context of work, family or friendship network is more important in the Czech Republic, Cyprus, Lithuania, Malta and Slovenia. Slightly more women than men indicate this source of influence to participate in education or training.

On average, 38 % of participants were motivated by intrinsic sources in general. This is slightly less than that found for EU-15 in 2003 (Cedefop, Chisholm et al., 2004, p. 118). Three detailed intrinsic determinants were considered: not being excluded in a group of friends studying or following a course, triggered by a colleague getting ahead more quickly, and own initiative. Results show clearly that own initiative is the major determinant in the new Member States.

4.1.4. Personal benefits outweigh work-related benefits

Section 4.1.2 focuses on the main motivation leading people to undertake studies or training in the past 12 months. The same list of items was shown to respondents to analyse the main benefits of past education or training. Participants were allowed to give a maximum of three answers. They could also answer spontaneously that they have not gained any benefit from their training experience. However, on average, only 3 % of participants chose this option.

Table 38 in Annex 2 shows the results regarding the most important benefits. The most frequently indicated benefit is work-related: being able to do the job better is a benefit for 43 % of participants. Nevertheless, participants report personal rather than work-related benefits. Almost 40 % consider they have gained general knowledge, and 30 % indicate they have met new people. Personal satisfaction is also pointed out by almost 30 % of participants. Acquiring a certificate is mentioned by 25 % of participants.

As 82 % of participants indicate at least one personal benefit, only 54 % indicate at least one work-related benefit. The contrast is even more perceptible among those who indicate only one type of benefit: 37 % of participants chose only personal ones whereas 10 % chose only work-related ones (European Commission, 2005f). It is worth mentioning that, in Poland, 45 % of participants selected only personal motives, whereas in Slovakia only 21 % did (European Commission, 2005e).

Gender and age are notable factors: 41 % of women selected only personal motives whereas only 34 % of men did. Age groups less than 25 years and 55+ picked more frequently only personal benefits (61 % and 51 % respectively) whereas the score for those aged 25-54 years is 25 %.

Women indicate more often personal benefits than men: 33 % versus 25 % for having met new people, 31 % versus 25 % for personal satisfaction, 39 % versus 36 % for general knowledge. However, acquiring a certificate seems to be more often cited as a benefit by men than by women (27 % versus 23 %). That is also the case for doing one's job better which is pointed out by 45 % of men and 41 % of women (European Commission, 2005f).

Only 20 % of young participants (15-24 years) reply they can do their job better whereas this answer is given by more than 50 % of participants aged 25-54. Work experience before and after training is of course a major factor in this context.

Instead, younger participants (15-24 years) benefit from meeting new people during their training (40 %) which is less the case for 25-54 year-old participants (somewhat more than 20 %). About one third of younger participants gained personal satisfaction whereas only one quarter of older citizens (25-54) report the same experience. In the youngest age group, participants mention slightly more frequently gaining general knowledge as one of the main benefits (43 % against 35 % and 37 % for those aged 25-39 and 40-54). As expected, 'better enjoying free time/retirement is significantly more pronounced by 55+ citizens (European Commission, 2005f).

In general, results in the new Member States confirm those in EU-15. The survey in 2003 also found that personal benefits outweigh work-related ones (Cedefop, Chisholm et al., 2004, p. 64).

4.1.5. Initial motives for training are to some extent also seen as benefits

This section analyses whether the motives given as reasons to have undertaken education and training in the past year correspond to benefits this education or training has provided. The cross-tabulation depicts that benefits from education and training correspond to the motives of people to undertake education and training (³⁰).

Comparing initial motives and benefits of education/training, reveals the following pattern:

- (a) 68 % of those who undertook some kind of course, to be able to do their job better, reply they are now able to do their job better;
- (b) 62 % of those who wished to meet new people did so;
- (c) 55 % of those who desired to increase their general knowledge state this as a benefit of their training;
- (d) 54 % of those who were looking for more personal satisfaction indicate they reached their goal.

Scores of other past motives and actual benefits of education and training where participants got what they expected to get, range between 30 % and 50 %, with the significant exception of those who indicate they have taken up a course to find a job or to improve their chances to find another job. Only 5 % and 10 % respectively cite these motives as benefits of training as well. The motivation-success realisation is rather inelastic in general, and also even less elastic than in EU-15 where the score of comparisons between motives and benefits ranged from 40 % to 75 % (Cedefop, Chisholm et al., 2004, p. 65). Thus, people tend to overestimate respective chances and opportunities after having undergone training. This is quite serious for the unemployed aiming at finding a new job or the employed aiming at finding a better job. Training has seemingly a low real relevance for improving job opportunities among

⁽³⁰⁾ The analysis is based on the cross tabulation of questions QA4a and QA5 (Annex 3).

unemployed and employed people. As already stressed in Cedefop, Chisholm et al. (2004, p. 65), this is an important policy-relevant finding requiring further research.

Further, results show that participants recognise additional benefits than the ones they cite as reasons for participating in education or training (described in Section 4.1.4.). For example, those who cite, as a personal motive, that they followed some kind of a course to obtain more personal satisfaction, reply, besides the course giving them a lot of personal satisfaction (54 %), they have met new people (38 %), they can better enjoy their free time (12 %) and they can better manage their everyday lives (31 %).

Patterns are similar when analysing work-related motives. Those who indicate to have followed a course to be less likely to lose their job, feel they are less likely to after the course (42 %). They also indicate they can do their job better (60 %) and they can take on greater responsibilities (19 %). Of those who had intended to do the job better, 60 % also found that after training, losing the job has become less likely. Compared to the low rate of success for the motives ‘finding a job’ and ‘getting a better job’ (see above), it seems that training is apparently more successful in protecting people against losing jobs ⁽³¹⁾.

The *Special Eurobarometer 215: Lisbon* asked how European citizens (EU-25) see the place of training in their professional careers (European Commission, 2005a, p. 48 et seq.). ‘Although 45 % of people currently in employment consider they do not need training to progress in their professional careers, 49 % take the opposite view, and consider it indispensable. [...] In the Czech Republic, Portugal, Luxembourg, Greece and Slovakia, a strong majority of citizens (around 60 % consider they can rely on existing qualifications and experiences to progress in their work. However, in Slovenia, Denmark, Poland and France just over a third of citizens in employment share that view. The most “frustrated” people, that is to say those who are aware of the need or acquire new skills to progress in their career but who cannot do so at the current time, are mainly found in the new Member States: Slovenia, Lithuania, Poland and Latvia, more than a third of citizens find themselves in that situation’.

From the sociodemographic point of view, approximately half the managers and manual workers consider that more specialised training would enable them to progress more easily in their careers. Further analysis of replies of these two subgroups of employed differs: 29 % of manual workers would like to receive training but do not have the possibility at the current time, compared with 15 % of managers.

4.1.6. Those whose participation in education or training was initiated, tend to recognise work-related benefits afterwards

It seems that reasons of one’s past education or training experiences influence the orientation towards the benefits of this education or training. Those whose training was required, advised or paid for, are more inclined to see work-related benefits than those who decided to take part

⁽³¹⁾ It is important to note that different either personal or work-related motives are highly correlated making it difficult to distinguish clearly between them and isolate relevant factors.

in education or training on their own initiative. This was already an important finding of the 2003 survey in EU-15 (Cedefop, Chisholm et al., 2004, p. 66).

The pattern is quite clear: people having decided on their own training in the past are more eager to mention personal benefits, whereas those who were required or encouraged to take up education or training are more keen to mention work-related benefits ⁽³²⁾:

- (a) 16 % of ‘influenced’ participants declare they are less likely to lose their job or be forced into retirement while only 4 % of participants on own initiative agree with this option;
- (b) 54 % of the ‘influenced’ participants indicate they can do their job better, the percentage decreases to 30 % for participants on own initiative;
- (c) acquiring a certificate is mentioned by 28 % of ‘influenced’ participants while 23 % of participants on own initiative mention this issue;
- (d) 15 % of ‘influenced’ participants reply they can now take on greater responsibilities or were promoted after finishing the training, whereas 7 % of participants on own initiative chose these benefits;
- (e) 18 % of ‘influenced’ participants reply they can better manage their everyday lives, whereas, with 22 % score, participants on own initiative indicate this benefit more often;
- (f) personal satisfaction is cited, as one of the three most important benefits, by 23 % of ‘influenced’ participants while 37 % of participants on own initiative code this answer;
- (g) acquiring general knowledge is indicated by 35 % of ‘influenced’ participants while 43 % of participants on own initiative see this as a benefit.

4.2. Future plans for learning: obstacles and incentives

4.2.1. Motives to take part in future education and training are diverse, but personal motives slightly dominate

Respondents were asked to indicate the three main reasons for doing some studies or training in the future. Respondents were shown the same list to indicate motives and benefits of education or training in the past 12 months (see Sections 4.1.2 and 4.1.4). Responses can be grouped accordingly into job/career related motives and personal motives: 63 % of citizens selected at least one personal motive and 59 % selected at least one work-related motive; 19 % indicated only personal motives whereas 14 % indicated only work-related motives (European Commission, 2005g) ⁽³³⁾.

⁽³²⁾ Data are from the cross tabulation of questions QA4a and QA4b (Annex 3).

⁽³³⁾ The 2003 findings for EU-15 do not differ much: 71 % put forward at least one personal motive and 54 % at least one work-related motive; 10 % selected only work-related and 28 % only personal motives (Cedefop, Chisholm et al., 2004, p. 66).

Comparing countries, citizens in Estonia, Cyprus, Malta and Slovenia indicated more frequently at least one personal motive but in Malta and Slovenia fewer citizens indicated at least one work-related motive. In Slovakia, more people mentioned both kinds of motives. Cypriots, Maltese and Slovenes selected more often only personal motives and less frequently only work-related motives (European Commission, 2005e).

Gender differences are quite similar to those observed in the previous sections: women are somewhat more inclined to select personal motives, while men choose more often work-related motives (European Commission, 2005f).

The pattern observed for age groups is not identical to the findings in previous sections: the older the citizen, the more likely they pick only personal motives. Citizens in the age group 25-39 selected more often only work-related motives. Predictably, only 3 % of those aged 55+ selected only work-related motives (European Commission, 2005g) ⁽³⁴⁾.

As for the other questions, the motive selected most often was ‘ability to do one’s job better’ (28 %). To ‘improve one’s general knowledge’ was selected by 24 % of citizens, ‘more personal satisfaction’ by 21 %. Acquiring a certificate is a motive for 20 % of citizens (Table 39 in Annex 2).

The ability to do one’s job better is a driving motive for future studies or training above all for citizens in Estonia and Cyprus, but less considered by citizens in Hungary and Slovenia. Improving general knowledge is a main motive for future studies or training mainly for citizens in Estonia, Cyprus, Latvia, Malta and Slovenia. Personal satisfaction is a key motive for citizens in Malta and, to a lesser extent, in Cyprus and Slovenia. However, citizens in Hungary, Latvia and Lithuania are less inclined to consider personal satisfaction as a main motive for learning something in future. Acquiring a certificate is more often considered in Cyprus and Latvia.

It is alarming that 19 % of citizens in the new Member States reply spontaneously they would never want to do any studies or training in future. By comparison, in the 2003 survey in EU-15, 14 % did not want to do any education and training in future (Cedefop, Chisholm et al., 2004, p. 67). In Hungary, the situation is most worrying as 24 % of citizens do not consider any studies or training in future, and in Poland 21 % (European Commission, 2005d).

Analysing the response pattern of motives for future studies or training of those participating in such activities during the preceding year reveals interesting results ⁽³⁵⁾.

Those who were already involved in studies or training in the preceding year tend to consider their past motives when deciding about future activities. With the exception of better managing one’s everyday life and increasing one’s general knowledge, for all other motives,

⁽³⁴⁾ The employment status of the respondents is not considered in the analysis.

⁽³⁵⁾ The following analysis is based on the cross tabulation of questions QA4 and QA6 (Annex 3).

the proportion of citizens selecting the same incentive for future studies or training as for their past training is higher than the relevant proportion in the total population selecting the incentive in question (ranging from 20 % to 35 %).

Results reveal some continuity in the different motives. Those who did studies or training in the past to take on greater responsibilities or to increase their chance of promotion, are more than others inclined to do future activities to be less likely to lose their job, to be able to do their job better and to obtain a certificate. Those having done studies or training in the past, to obtain a certificate, are also more keen to follow future training to be able to take on greater responsibilities or to increase their chances of promotion or to find another job more easily.

This pattern also holds for personal motives. Those having done studies or training in the past to obtain more personal satisfaction tend to follow future courses to enjoy better free time, meet new people, increase their general knowledge or to manage better their everyday lives.

Nevertheless, we should also note interdependency holds between some personal and work-related motives as well. Those having followed past education to increase their general knowledge are more likely to justify their future education with reasons such as doing their job better, being less likely to lose their job or taking on greater responsibilities.

The ability to better do one's job is systematically and significantly more often indicated as a motive for future studies or training by those having benefited from past activities (ranging from 4 % to 26 % depending on the past motive).

4.2.2. Age is the most important barrier to take up future education

Respondents were asked about the three most likely obstacles that would prevent them to undertake some kind of studies or training. A maximum of three options could be chosen from a list of options, not including time and money as explicit items ⁽³⁶⁾.

On average, 29 % of citizens in the new Member States do not see any obstacles at all; the corresponding percentage is highest in the group of students. This outcome is identical to the one obtained in the 2003 survey in EU-15 (Cedefop, Chisholm et al., 2004, p. 67). Results are quite homogeneous across the new Member States (Table 40 in Annex 2), though the corresponding proportion in Slovenia is 36 %, and drastically lower than the average in Malta (15 %) and Cyprus (19 %) (European Commission, 2005d). In EU-15, the highest percentage was observed in Denmark (46 %).

⁽³⁶⁾ Not including time and money explicitly in the list of response items was deliberate as many would select these 'automatically', which would not be informative on real obstacles. Therefore, the concept of time was translated into 'work commitments', 'family commitments' and 'threat to leisure/free time activities'. Money was not included in the list of obstacles, only in that of incentives (Section 4.2.3).

Age is considered the main obstacle to undertaking some kind of studies or training: 18 % of citizens think they are too old to learn (European Commission, 2005d) ⁽³⁷⁾. In Hungary, even 29 % of citizens feel too old for further learning which might explain partly the significant deviations of results for many other topics of the survey. Age and traditional roles of younger versus older people have enormous cultural influence on behaviour and preferences of people in many spheres of life.

Overall, 16 % of citizens in the new Member States consider family commitments an obstacle. The percentage is remarkably higher than the average in Cyprus (43 %) and in Malta (32 %). Only 9 % of Lithuanians state family commitments as one of the main obstacles (European Commission, 2005d).

To abstain from free time for leisure activities to decide in favour of further learning is considered an obstacle by 13 % of citizens. In Malta, the percentage is far above average (26 %) (European Commission, 2005d).

Job commitments are judged an obstacle by 10 % of citizens. The percentage is significantly higher in Cyprus (26 %), Malta (19 %), Latvia and Slovenia (both 16 %) and Estonia (15 %) (European Commission, 2005d).

Regarding sociodemographic aspects, 32 % of men do not see any obstacles to undertake future studies or training, whereas the share for women is lower (26 %) (European Commission, 2005f). Women and citizens in the 25-54 age group are more inclined to say their family commitments would take up too much energy (21 % of women versus 10 % of men). However, men indicate more often their job commitments: 13 % versus 8 % for women (European Commission, 2005f). To abstain from one's free time or leisure activities is more often judged as an obstacle by persons younger than 40.

4.2.3. Flexible working hours seen as most effective incentive

Respondents were also asked about the three most likely incentives to encourage them to undertake some kind of studies or training. A maximum of three options could be chosen from a list of options that are of high policy relevance.

Not only 19 % of citizens in the new Member States say they would never want to do any studies or training in future (see Section 4.2.1), 20 % indicate spontaneously nothing could encourage them to take up studies or training again. In Hungary, 31 % of citizens share this view (Table 41 in Annex 2).

⁽³⁷⁾ This result differs from that in the 2003 survey in EU-15. Time-related obstacles were more pronounced than age (Cedefop, Chisholm et al., 2004, p. 119).

Flexible working hours to allow for study time comes up as the most indicated incentive (19 %). It is relatively often indicated in Cyprus (31 %), Estonia (29 %), Slovenia (25 %) and Malta (24 %) but to a lesser extent in the Czech Republic and Slovakia (both 14 %).

Receiving a certificate or a diploma follows closely indicated by 18 % of citizens. This incentive seems to be more effective in Slovakia (25 %), Cyprus and Latvia (both 23 %).

The ability to choose the most suitable methods of study scores equally (18 %). This incentive is more suitable in the Czech Republic (24 %) and Slovakia (23 %) but less in Lithuania (12 %) and Slovenia (15 %).

Availability of courses that suit the present level of knowledge and skills would encourage 16 % of citizens to undertake some studies or training in future. It is a rather strong incentive in Estonia and Cyprus, but less effective in Hungary (12 %).

Having access to good quality information and advice tailored to needs is seen as an incentive by 16 % of citizens, and seems to be helpful above all in the Czech Republic (21 %) and Lithuania (20 %). In Estonia, Cyprus and Hungary, this incentive seems to be less successful (all 12 %).

A belief that training would be socially recognised or valued is seen as an incentive to take part in future studies or training by 15 % of citizens. It is the most important incentive in Slovakia (32 %) but of less importance in Cyprus (9 %), Malta, Estonia and Slovenia (all 11 %).

The response pattern diverges regarding gender and age. Flexible working hours to allow for study time is more often cited by men (22 %) than by women (17 %). This incentive seems to be the most encouraging for those under the age of 40 (about 30 %). Care facilities for children and family members, are, as expected, more often put forward by women (13 %) than men (4 %), and by those aged 25-39 years (19 %). The younger the respondent the more important is a certificate (34 % for the 15-24 age category, 15 % for those aged 40-54). Men feel more often than women that taking up studies is a requirement by the employer or an employment office, rather than based on one's desired social or professional recognition. The scores are 18 % for men and 10 % for women (European Commission, 2005f).

4.3. Non-participants

Non-participants are an important control group for developing adequate lifelong learning strategies. Knowledge of their opinions on lifelong learning in general, on the reasons why they do not participate and whether they are motivated or not is crucial for focusing on the most relevant and effective measures to increase participation in lifelong learning. Figure 31 shows the overall non-participation rates in countries.

4.3.1. The typical non-participant is more likely not to be particularly interested in education and training

Non-participants can be grouped into two distinct categories:

- (a) motivated non-participants: people who did not participate in education or training but who would like to do so;
- (b) unmotivated non-participants: people who did not participate in education and training and who are not particularly interested in doing so.

Figure 32 shows the results for the total population and not just for the group of non-participants. A non-negligible proportion of non-participants spontaneously replied they did not participate in education and training for other (non-specified) reasons.

More than half the non-participants replied they are not particularly interested. Of the total population, 14 % declared they had not participated in any kind of education but at the same time would like to do so.

Figure 31: Non-participation rate in the preceding year, by country

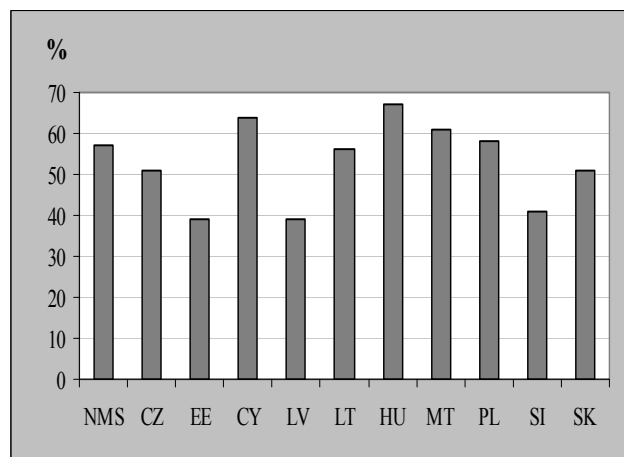
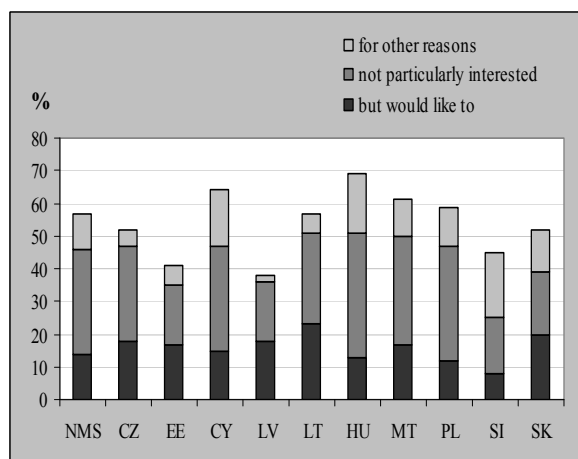


Figure 32: Non-participation in education or training in the preceding year, by country and by reason

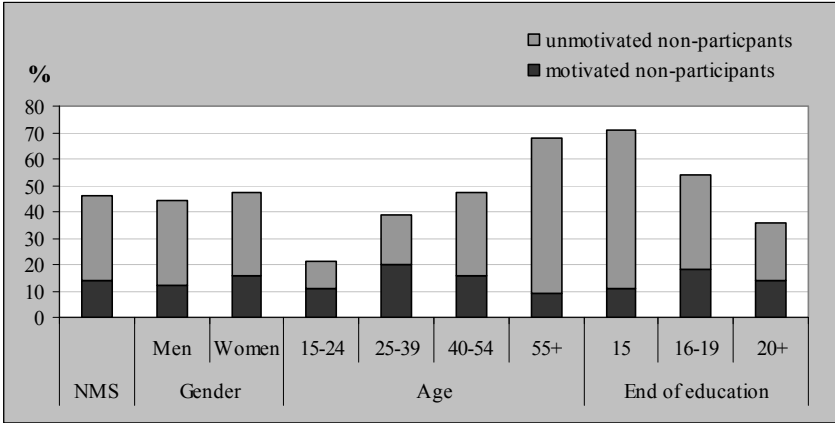


In Estonia, Latvia and Slovakia, where non-participation rates are relatively low, as many non-participants tend to say they would like to participate as those who say they are not interested. In Hungary, the country with the highest non-participation rate, there are three times more non-participants not interested than those who would like to take part in further education or training. The situation is identical in Poland though non-participation rate is slightly lower. In Cyprus and Malta where non-participation is very high, there are twice as many unmotivated non-participants as motivated ones.

Since one of the priorities of lifelong learning policies is to give everyone the chance to update professional skills, it is quite interesting to have a close look at the sociodemographic profile of non-participants (Figures 33 and 34).

Figure 33 shows that female non-participants are somewhat more motivated than male non-participants to do studies or training in the future.

Figure 33: Motivated and unmotivated non-participants, by gender, age and level of education

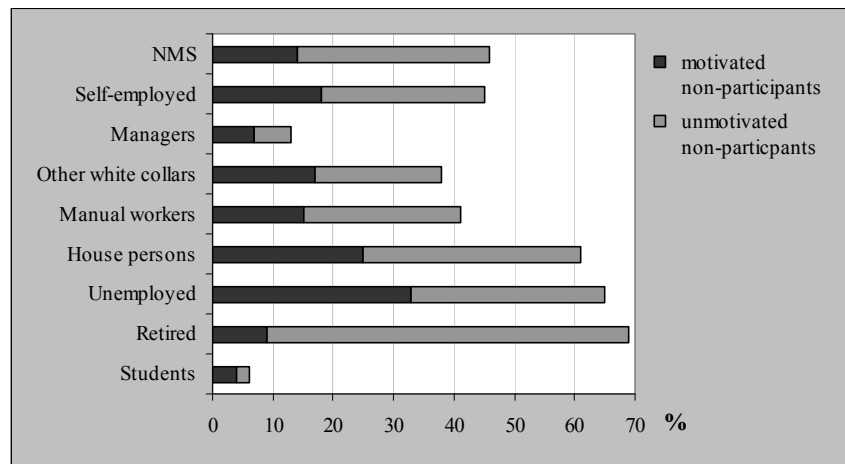


Non-participants who are easily motivated to take up studies or training seem to belong to the 25-39 age-category. People aged 40-54 are also somewhat more inclined to follow training.

Older non-participant and those who stopped full-time education at age 15 are more inclined not to be interested in education and training.

Figure 34 shows the situation in terms of occupation. As one might expect, the highest non-participation rates are observed among those who are retired, unemployed or house-persons. About 60 % of retired persons are not interested in further learning. The proportion of unemployed motivated non-participants is as high as the proportion of those who are unmotivated. As one would expect only a very small minority of unemployed being unmotivated, results suggest that training is considered as a less successful measure in finding a job (Section 4.1.5).

Figure 34: Motivated and unmotivated non-participants, by occupation



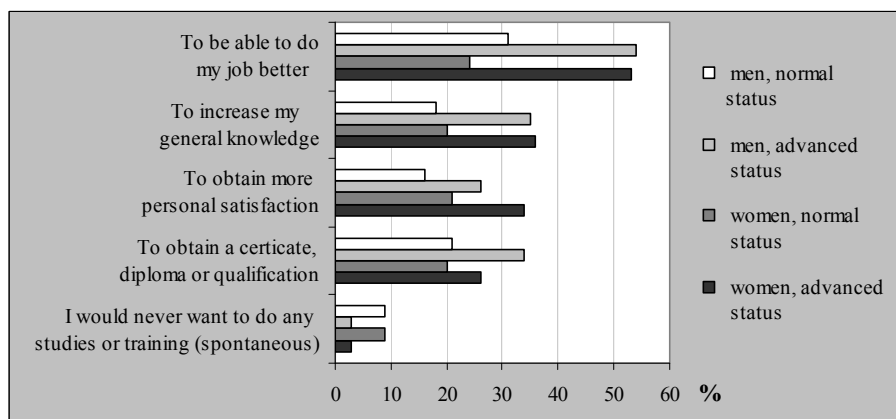
Survey results confirm once again that higher skilled persons in higher level jobs have greater chances to participate in training: non-participation rates are lowest for managers.

4.4. How do citizens' views differ?

4.4.1. Motivation, reasons and decisions to participate in learning vary among socioeconomic status groups

This section highlights the links between socioeconomic profiles of citizens and their opinions, based on the categories defined in Chapter 2, namely advanced and normal social status groups.

Figure 35: New Member States citizens' main learning motivations, by gender and socioeconomic status

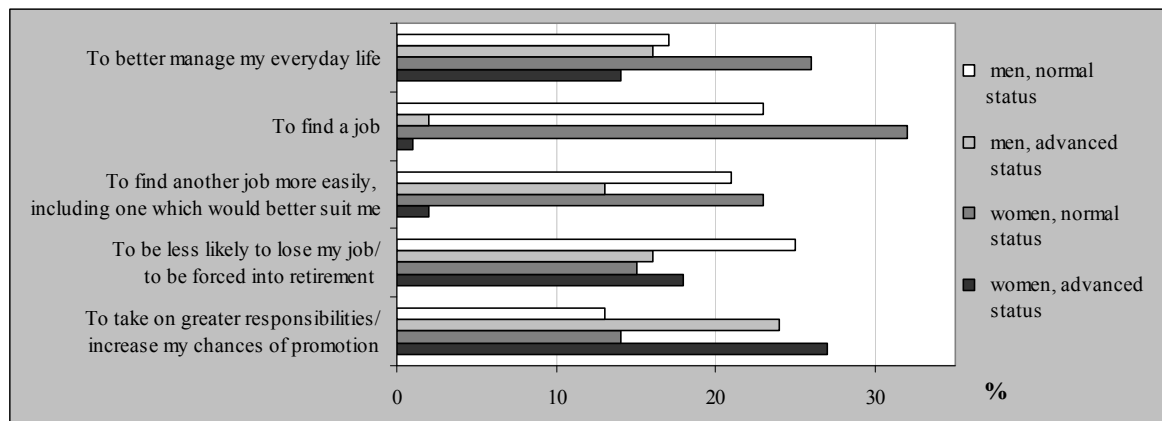


Since people with a lower educational level and unemployed are more likely to be non-participants than those with a high level job, it is interesting to look at the source of motivation (advice or request) for training in these three categories (Table 42 in Annex 2). Although the majority in these three categories reply they followed a course because they were

advised or requested to do so, it seems to be somewhat more the case for those who have a normal level job. Apart from that, far more of those belonging to this group state that their training was required by their employer, a trade union or a professional association. Those who are unemployed were more often forced into training because family or friends advised them to do so.

Differences between the different status groups regarding motives for doing studies or training are quite marked (Figures 35 and 36). To be able to do one's job better is an important motive for further training, particularly for highly educated people with a high-level job.

Figure 36: New Member States citizens' main learning motivations, by gender and socioeconomic status

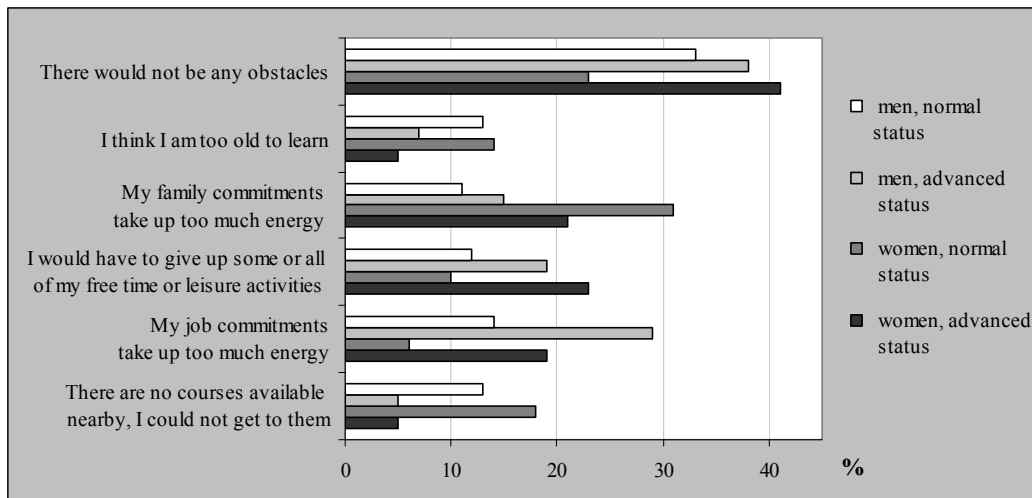


Generally, and also other motives such as increasing one's general knowledge, more personal satisfaction and obtaining a certificate are cited more frequently in the advanced status group.

In the advanced status group, women consider personal satisfaction more often a motive than men. Men indicate more often than women they would be motivated to take up training to obtain a certificate or diploma.

In the advanced status group, more men (80 %) and women (86 %) selected at least one personal motive compared to the normal status group (59 % and 67 % respectively). In contrast, in the normal status group, men (28 %) and women (22 %) selected at least one work-related motive more frequently compared to the advanced status group (14 % and 11 % respectively) (European Commission, 2005g).

Figure 37: New Member States citizens' main learning obstacles, by gender and socioeconomic status



Survey results show a clear link between the socioeconomic status of citizens and the obstacles for undertaking further education (Figure 37). While the percentage of citizens in the advanced status group indicating there would be no obstacles at all is higher compared to the normal status group, the percentage is also higher related to abstaining from free time or leisure activities and related to job commitments. Within the advanced status group, slightly more women than men indicate there would be no obstacles. More men than women consider job commitments an obstacle for doing some studies or training. Family commitments, on the contrary, are seen in both status groups as a barrier more frequently by women.

Although citizens in the normal status group addressing obstacles such as the need to be equipped, for example with computers, more frequently than those in the advanced status group, many would never like to go back to school or restart learning, and believe they do not have the necessary skills to follow a course.

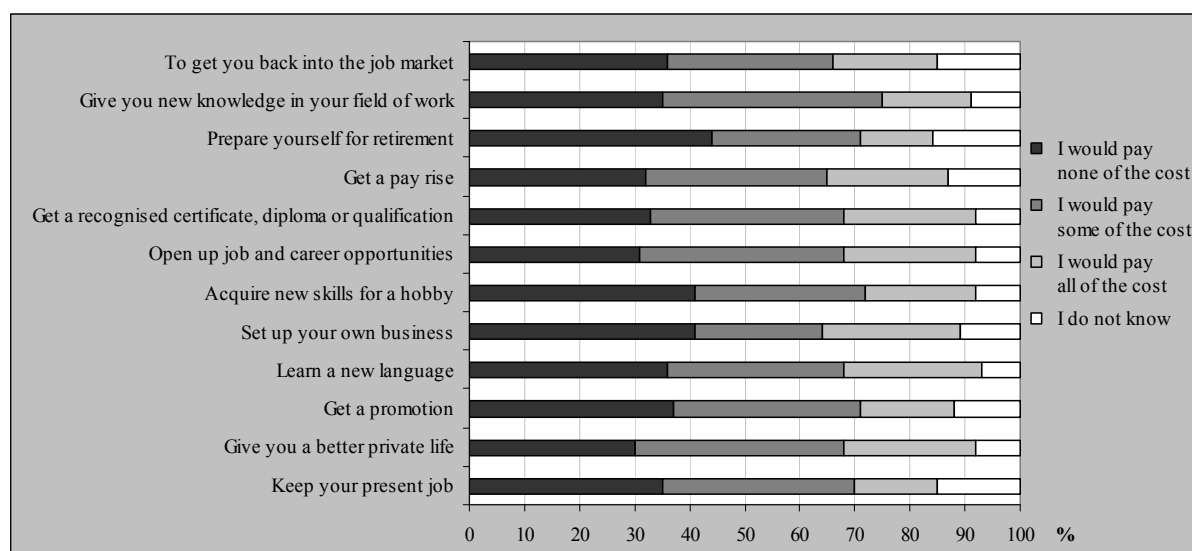
5. Other spotlights

5.1. Citizens and financing lifelong learning

Respondents were presented a list of purposes for learning, and were asked to indicate if they would pay all, some or none of the cost.

The 2003 Eurobarometer in EU-15 has shown that the percentages of citizens who would pay all, some or none of the cost were almost equivalent for each learning purpose (Cedefop, Chisholm et al., 2004, p. 85 et seq.). In the new Member States, the percentages of citizens who would not cover any of the cost are lower than in the old Member States.

Figure 38: New Member States citizens' willingness to pay for education or training, by purpose

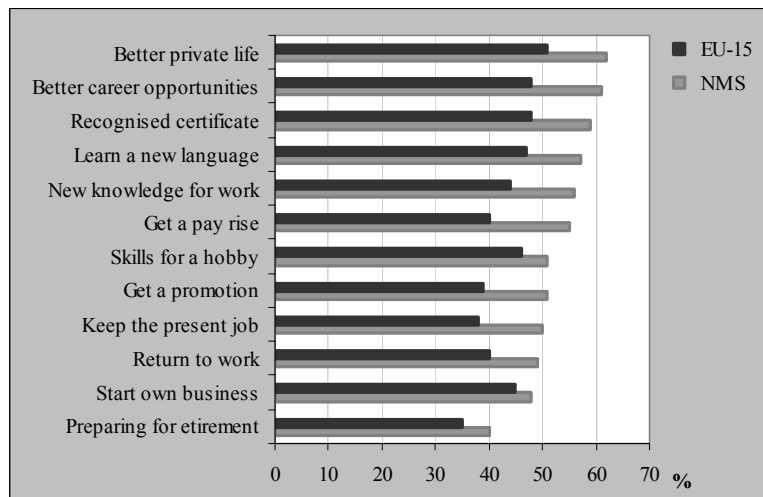


Citizens in the new Member States are more reluctant to cover any training cost themselves to prepare for retirement, set up their own business or acquire new skills for a hobby. Citizens would rather invest in training to get a better private life as well as to open job and career opportunities (Figure 38).

Regarding spending on training to set up their own business: a relatively large share of citizens are either not at all willing to pay (41 %) or ready to pay all the cost (25 %). This purpose of training is the only one where more citizens are ready to pay all costs than only to bear part of the costs.

Figure 39 shows that the overall willingness to pay for training varies according to different training purposes. Though response patterns are in principle similar in EU-15 (op. cit., p. 123) and the new Member States, the share of those willing to pay is higher in the new Member States for each purpose (Figure 40).

Figure 39: Willingness to pay with respect to specific aims



Overall willingness to pay for training varies across countries (Table 45 in Annex 2):

- (a) in Hungary, percentages of those who would pay are below average for each learning purpose, while in Slovenia, all are, above average. In Slovakia, citizens are also more prepared to pay towards the cost of learning for most of the purposes;
- (b) compared to the average, citizens in Cyprus, Poland and Slovenia are more inclined to pay towards their learning to get a better private life. On the contrary, the scores are significantly lower than average in the Czech Republic, Latvia, Lithuania and Hungary;
- (c) there is a greater willingness to pay for opening-up job and career opportunities in Cyprus, Slovenia and Slovakia than in other countries;
- (d) citizens in Cyprus, Latvia and Slovakia are more willing to pay for learning to obtain a recognised certificate;
- (e) paying to learn a new language is more accepted in the Czech Republic, Cyprus, Slovenia and Slovakia;
- (f) the willingness of citizens in Lithuania to pay the cost of training that would help them keep their present job (42 %) is significantly lower than the average (50 %). Citizens in Cyprus, Latvia and Hungary are also reluctant to pay for this learning purpose. Further, citizens in Lithuania and Malta are less willing to pay towards the cost of any studies or training to get back on the job market (38 % in comparison to the average of 49 %);
- (g) paying for education and training to set up one's own business is far more accepted in Cyprus (64 %) but less in Hungary (35 %).

Willingness to pay all or some of the cost of training depends strongly on the age of respondents (Table 46 in Annex 2). Differences between the age groups 55-59 years and 25-29 years range from nine to 35 percentage points, depending on the learning purpose.

Within the group of those aged 55-59, the majority is not willing to pay for training that enables them to set up their own business (55 %), obtain a recognised certificate (53 %) and could help open-up job and career opportunities (50 %). Within the age group 25-29, the shares are significantly lower (25 %, 22 % and 15 % respectively).

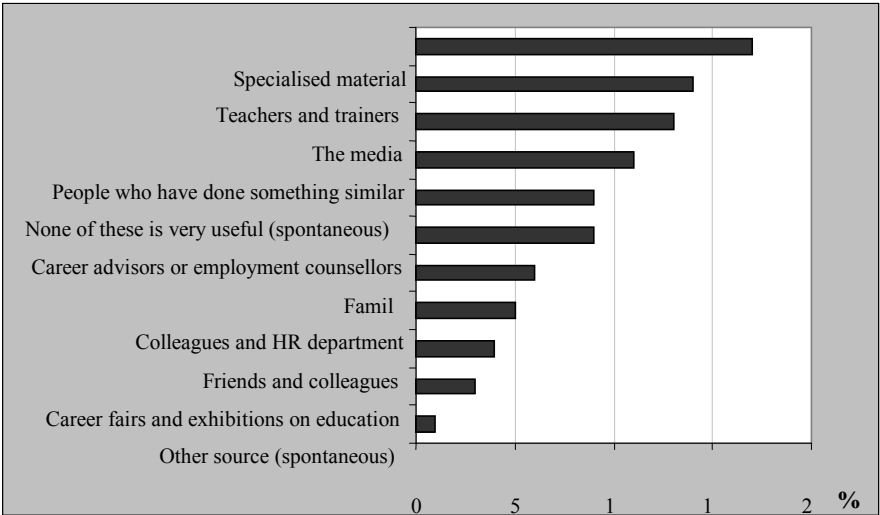
Table 47 in Annex 2 presents the results according to gender and socioeconomic status. The percentage of those not willing to pay training costs is highest among women in the normal status group. Men in this status group are somewhat less reluctant than women to pay for training. People in this status group are unemployed, temporarily not working, skilled manual workers or unskilled workers. It is evident that likely lower income does not allow finding the money for training.

Accordingly, people in the advanced status group (professional self-employed, self-employed business proprietors, employed professionals, people in top/middle management function) are less reluctant to pay training costs. While scores are almost identical for men and women for each training purpose, women are more inclined than men to pay for studies or training to keep their present jobs but somewhat less to acquire new skills for hobbies or for setting up their own businesses.

5.2. Citizens and guidance and counselling

The quality of guidance and counselling determines the outcome and adequacy of learning activities by citizens, and is highly policy-relevant. Respondents were asked to select from a list the most useful source of information to help improve study and career prospects. While in EU-15, 20 % of citizens indicated teachers and trainers as the main source of guidance and counselling (Cedefop, Chisholm et al., 2004, p. 124), in the new Member State citizens consider specialised material as the most important source of guidance (17 %); guidance by teachers and trainers comes second (14 %) (Figure 40).

Figure 40: New Member States citizens' views on the most useful sources of information to improve learning and career prospects



It is worth mentioning that 17 % of citizens in the new Member States indicate that none of the listed sources is particularly useful, do not know or would opt for other sources.

Results vary across countries (Table 48 in Annex 2):

- (a) specialised material such as interactive software available from libraries, employment services or the Internet is most useful for citizens of the Czech Republic (24 %), Estonia, Malta and Slovakia (23 % all) and Slovenia (22 %), and with least practical effect in Hungary (9 %);
- (b) teachers and trainers are most useful for citizens in Cyprus (22 %), and least helpful in Slovenia and Slovakia (11 % both);
- (c) the media are considered as most useful in Malta (23 %) and least useful in Cyprus (5 %);
- (d) people who have done something similar are the most useful source of information to improve learning and career prospects in the Czech Republic and Slovakia, and least considered in Malta (6 %);
- (e) career advisors or employment counsellors play a most useful role in Cyprus (20 %, far above average).

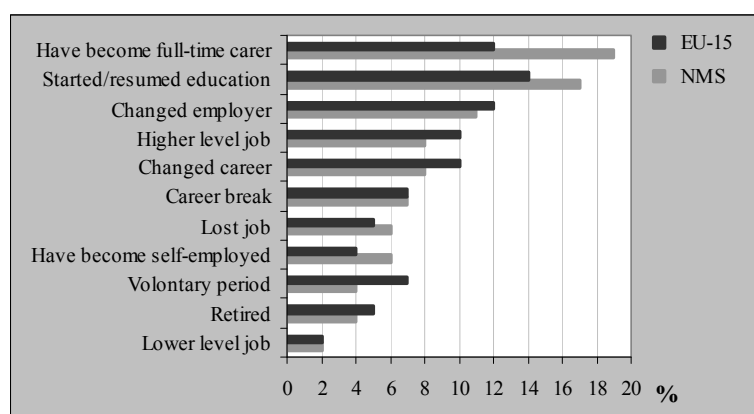
Citizens' views depend on their sociodemographic profile. The older the respondents, the less inclined they are to favour specialised material and teachers and trainers, and consider media and the family the most useful sources of information help to improve learning and career prospects. It should be kept in mind that generally those aged 55 and more are more likely to indicate their lack of interest and motivation.

5.3. Citizens and vertical mobility

Respondents had to specify, as far as their work situation is concerned, changes that had taken place in the two years preceding the survey (vertical mobility). Since people could have experienced more than one kind of change during this period, multiple answers were allowed.

The most frequently cited changes relate to taking care of someone full-time (19 %), to start or resume education or training (17 %) and to change employer (11 %). Generally, the response pattern is similar to that in the 2003 survey in EU-15 (Figure 41).

Figure 41: New Member States citizens having changed their main activity during the preceding two years



Changes which have affected specific sociodemographic profiles of citizens are quite similar in the new Member States and EU-15 (Cedefop, Chisholm et al., 2004, p. 92). Women (28 %) and those aged 25-39 (28 %) more frequently started to look full-time after someone. Regarding working status, this change was indicated by 57 % of house-persons and 30 % of unemployed (Table 49 in Annex 2).

Citizens aged 15-24 or students most frequently stated they have started/resumed education or training within the past two years (37 % and 43 % respectively). Among managers, 41 % have started/resumed education or training within the past two years.

Getting a higher level job within the past two years is most frequently indicated by managers (28 %) and other white collar workers (24 %). Such a change was observed for 5 % of women, compared to 10 % of men.

6. Citizens' views on lifelong learning: outlook for EU-25

After a special Eurobarometer survey on lifelong learning was carried out in early 2003 in EU-15, an analogous Eurobarometer survey was done in spring 2005 in the new Member States. In the previous chapters, relevant comparisons were made between the results of surveys, revealing differences and similarities of results. This chapter gives a very condensed outlook for EU-25 as a whole, though conclusions have to be drawn with caution due to the time-lag of two surveys.

Generally, citizens' views on lifelong learning in the new Member States are in many respects in line with citizens' views in EU-15. This might be an indication that integration in Europe with respect to learning has well advanced. Around 89 % of EU-25 citizens disagree that lifelong learning is not important (Figure 42) ⁽³⁸⁾.

Regarding the opinion in EU-25 whether lifelong learning is only relevant for specific periods in life, slightly more than 85 % disagree that it is only for young people and about 75 % disagree that it is only for middle aged. Opinions in the new Member States seem to be slightly more conservative than in EU-15 (Figure 43).

Figure 42: Lifelong learning is not important', citizens who disagree

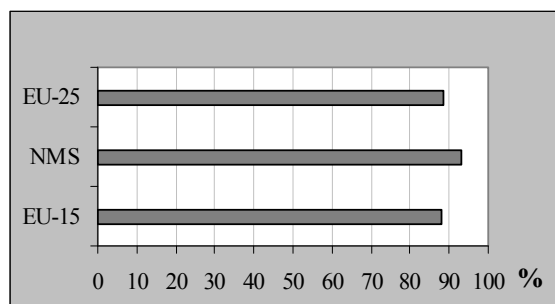
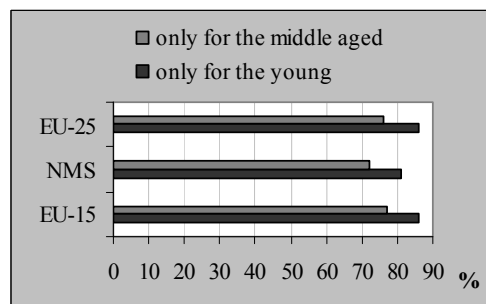


Figure 43: Citizens who disagree that lifelong learning is 'only for the young' or 'only for the middle aged'



About 90 % of EU-25 citizens think that basic skills such as literacy and numeracy, and general knowledge are important for life as a whole. Fewer citizens consider scientific and ICT skills very useful. Whether social and intercultural skills are judged very useful, depends much on the specific skills in question. Findings for EU-15 and EU-10 are quite similar.

⁽³⁸⁾ EU-25 averages are calculated by a simple weighting procedure, based on the population in countries (Eurostat population data) (Annex 1).

As regards ICT skills, around 44 % of citizens in EU-25 believe using the Internet and 52 % using the computer as very useful in their lives as a whole (Figure 44).

Figure 44: Citizens considering ICT skills very useful in their lives as a whole

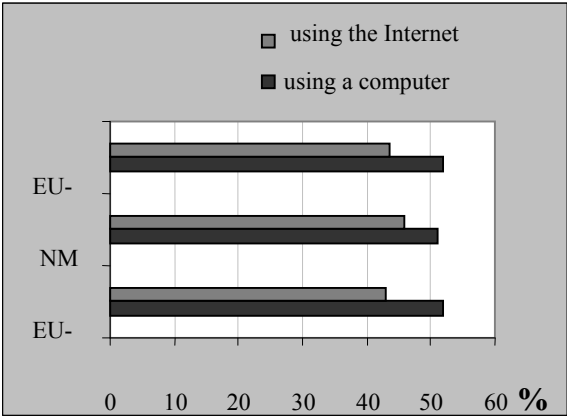
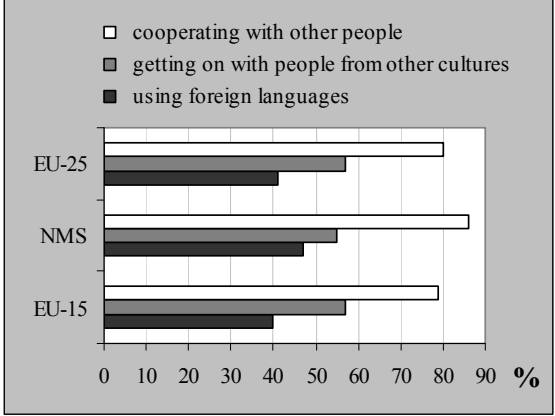


Figure 45: Citizens considering intercultural skills very useful in their lives as a whole



Concerning intercultural skills, more than 80 % of EU-25 citizens find cooperation with other people very useful (Figure 45). About 57 % of citizens think that getting on with people from other countries or cultures is very useful in modern life, while using foreign languages is recognised by about 41 % only. More citizens in the EU-15 than in the EU-10 consider using foreign languages very useful.

Regarding the perceived lack of skills, it is worrying that 56 % of EU-25 citizens say they cannot use foreign languages (Figure 46). About 42 % of EU-25 citizens state they cannot use computers, while 34 % think they are unable to use scientific/technological tools and equipment.

Figure 46: Citizens who think they cannot use computers, foreign languages and scientific/technological equipment

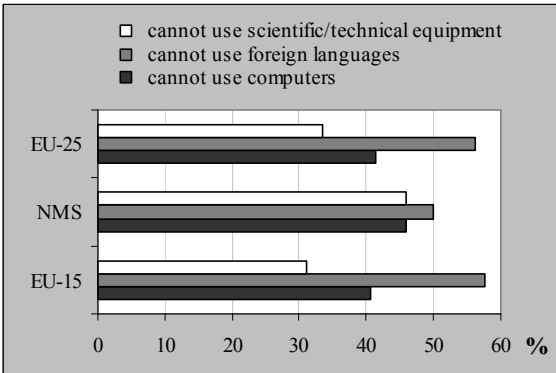
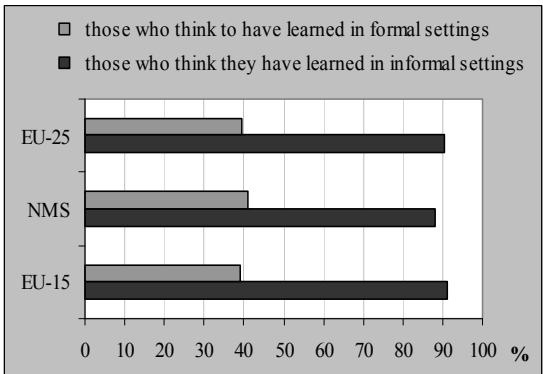


Figure 47: Citizens having learned something in the preceding year, by learning context



Learning takes place in formal, non-formal and informal settings and contexts. In EU-25, more than 90 % think they have learned informally, while around 40 % said they have learned in formal contexts (Figure 47).

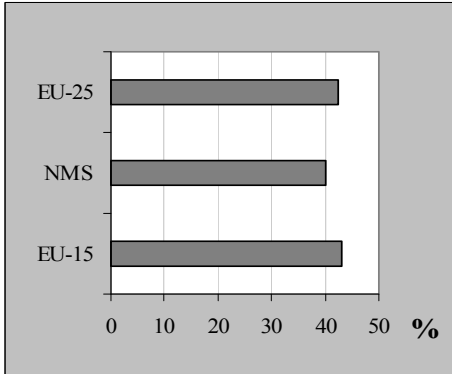
About 51 % of EU-25 citizens prefer learning at the workplace, while 27 % think they have learned there (Figure 48). In the new Member States, only 47 % of citizens prefer workplace learning while 29 % think to have learned at the workplace.

About 43 % of EU-25 citizens believe ICT tools and methods are the most important new learning opportunities (Figure 49).

Figure 48: Citizens having learned at the workplace in the preceding year and citizens preferring workplace learning



Figure 49: Citizens selecting ICT tools and methods as the most important new learning opportunities



In EU-25, about 32 % of citizens participated in training in the preceding year, while 65 % did not. Participation is somewhat higher in EU-10 (Figure 50).

Regarding the reasons not to participate in studies or training, 35 % of EU-25 citizens are not particularly interested, 19 % would like to undergo training and 12 % are unable to do so at the moment (Figure 51). On average, fewer citizens in the new Member States are motivated non-participants.

Figure 50: Participation in education and training in the preceding year

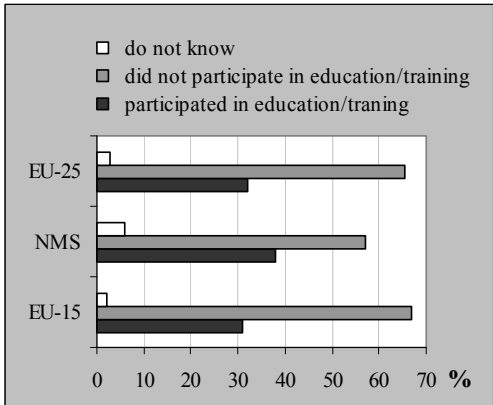
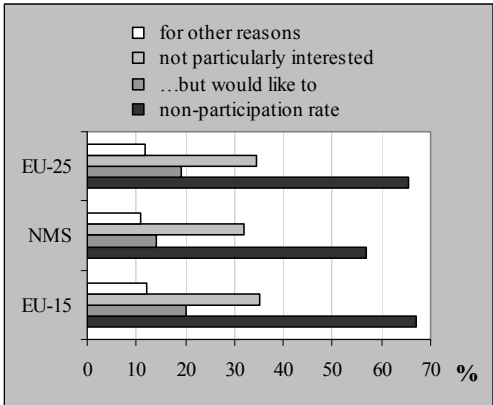


Figure 51: Non-participation in education or training in the preceding year



Only one third of EU-25 citizens would be ready to pay fully the cost of education or training, though willingness to pay depends much on the purpose of learning. Regarding guidance and counselling, citizens feel they benefit most from specialised material and teachers and trainers.

Annex 1. Methodological and technical information

Methodological approach

Between 16 March and 16 April 2005, TNS Opinion and Social, a consortium created between Taylor Nelson Sofres and EOS Gallup Europe, carried out wave 63.3 of the Eurobarometer, at the request of the European Commission, Directorate-General Press and Communication, Opinion Polls. This report is based on that Eurobarometer report and has been further reviewed and complemented by *Research voor Beleid* (RvB). The RvB team consisted of Douwe Grijpstra, Rolf Bergs and Tom Pätz.

The *Special Eurobarometer 231* is part of wave 63.3 and covers the population of the respective nationalities of EU-25 Member States, resident in each of the new Member States and aged 15+. The basic sample design applied in all States is a multistage, random (probability) one. In each country, sampling points were drawn with probability proportional to population size (for total coverage of the country) and population density. To do so, the sampling points were drawn systematically from each of the ‘administrative regional units’, after stratification by individual unit and type of area. They thus represent the whole territory of the countries surveyed according to Eurostat NUTS II-level (or equivalent) and according to distribution of the resident population of the respective nationalities in terms of metropolitan, urban and rural areas. In each of the selected sampling points, a starting address was drawn at random. Further addresses (every Nth address) were selected by standard ‘random route’ procedures from the initial address. In each household, the respondent was drawn, at random (following the ‘closest birthday rule’). All interviews were conducted face-to-face in people’s homes and in the appropriate national language. As far as data capture is concerned, CAPI (computer assisted personal interview) was used in those countries where this technique was available.

Abbreviations	Countries	Institutes	Number of interviews	Fieldwork dates		Population 15+
CZ	Czech Republic	TNS Aisa	1 145	23.03.2005	07.04.2005	8 571 710
EE	Estonia	Emor	1 002	18.03.2005	07.04.2005	887 094
CY	Cyprus	Synovate	503	22.03.2005	08.04.2005	552 213
LV	Latvia	TNS Baltic Data House	1 041	19.03.2005	10.04.2005	1 394 351
LT	Lithuania	TNS Gallup Lithuania	1 010	23.03.2005	06.04.2005	2 803 661
HU	Hungary	TNS Hungary	1 000	20.03.2005	07.04.2005	8 503 379
MT	Malta	MISCO	500	16.03.2005	07.04.2005	322 917
PL	Poland	TNS OBOP	1 000	19.03.2005	16.04.2005	31 610 437
SI	Slovenia	RM PLUS	1 015	18.03.2005	12.04.2005	1 663 869
SK	Slovakia	TNS AISA SK	1 019	21.03.2005	06.04.2005	4 316 438
Total			9 235	16.03.2005	16.04.2005	60 626 069

For each country a comparison between the sample and the universe was carried out. The universe description was derived from Eurostat population data or from national statistics offices. For all countries surveyed, a national weighting procedure, using marginal and intercellular weighting, was carried out based on this universe description. In all countries,

gender, age, region and size of locality were introduced in the iteration procedure. For international weighting (EU averages), TNS Opinion and Social applies the official population figures provided by Eurostat or national statistical offices. The total population figures for input in this post-weighting procedure are listed above.

Readers are reminded that survey results are estimations, the accuracy of which, everything being equal, rests upon the sample size and the observed percentage. With samples of about 1 000 interviews, real percentages vary within the following confidence limits:

Observed percentages	10 % or 90 %	20 % or 80 %	30 % or 70 %	40 % or 60 %	50 %
Confidence limits	± 1.9 percentage points	± 2.5 percentage points	± 2.7 percentage points	± 3.0 percentage points	± 3.1 percentage points

This is extremely important in cases, where subsamples are viewed. The approach of the survey included questions which were subdivided through a binary variable (yes/no). The remaining ‘yes’ sample size is lower than the whole sample which is 9 234 people interviewed. This is for instance an issue for the question QA 13b (please tell me if you have the following skills; if yes would you be able to produce concrete evidence?). If it comes to regional data with such subdivisions, subsamples are sometimes less than 100 persons (question QA 3.1b: ‘if you are a student, tell me whether or not you think have learned something in each of the following contexts in the past 12 months’).

The EU-25 average (Chapter 6) is calculated by a simple weighting procedure (weighted arithmetic mean). The percentages are weighted by the population in both groups of countries (Eurostat population data).

Results for Hungary

As stressed in Section 1.3, results in Hungary deviate in many respects from results in other countries. The Hungarian partner agency that carried out the survey was interviewed in this respect. The reply was as follows: ‘All the studies conducted about such topics in Hungary reflect the same situation, that is: Hungary is lagging behind most other countries in the regions, behind the Czech Republic, Slovakia and even Croatia. The gap is even greater in the case of skills and use versus penetration figures – use performing even worse: we know that the use of computers, Internet, other scientific/technological tools (e-mail, e-work, e-banking, e-commerce, etc.) and equipment in Hungary is below countries in this region. We also know that the costs of a PC, Internet connection, etc., are higher in Hungary compared to prices in EU-15 and also compared to the region. I would expect Poland to have somewhat similar Internet penetration (but this is different from actual skills) figures but most other countries perform better than Hungary. The government is continuously working on developing different programmes to improve these figures. About language skills: the proportion of those speaking another language besides Hungarian is significantly lower compared to EU-15 (19 % [National Census 2001] versus 53 % in the EU-15). The geographical and historical background should also be considered (no minorities, which of course has an impact on the number of languages spoken)’.

Annex 2. Additional tables

Table 1: Citizens considering intercultural skills very useful in public life and in private life, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
In public life											
Using foreign languages	63	76	87	87	81	82	42	86	60	72	70
Getting on with people from other cultures/countries	68	72	89	91	85	86	54	88	67	76	68
Cooperating with other people	90	96	94	96	93	92	84	98	90	89	91
In private life											
Using foreign languages	52	57	76	85	64	67	41	79	49	59	56
Getting on with people from other cultures/countries	61	56	82	88	75	77	50	83	62	66	61
Cooperating with other people	91	89	93	97	92	91	84	98	93	88	85

Table 2: Citizens considering ICT skills very useful in public life and in private life, by age and level of education

	%							
	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
Using a computer	81	64	46	23	14	43	68	91
Using the Internet	76	58	40	19	11	38	63	86

Table 3: Citizens considering intercultural skills very useful in their lives as a whole, by age and level of education

	%							
	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
Using foreign languages	67	55	40	32	18	41	62	76
Getting on with people from other cultures/countries	62	58	56	45	35	52	66	68
Cooperating with other people	92	93	86	74	68	86	92	93

Table 4: Citizens considering scientific/technological skills very useful in their lives as a whole, by age and level of education

	%							
	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
Using scientific/technological equipment	53	51	41	23	19	37	55	57

Table 5: Citizens considering social skills very useful, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
In life as a whole											
Be able to express yourself well	81	90	90	97	79	76	69	94	81	72	84
Be able to assess situations and solve problems	81	92	91	90	87	85	61	91	82	78	83
Be able to take initiatives	69	71	73	90	75	77	59	88	70	75	61
Have organisational skills	72	76	75	85	68	74	59	76	75	72	65
Be able to manage people	54	55	66	70	55	60	32	64	57	68	51
Know how to learn	75	80	90	91	76	77	50	91	79	80	75
In public life											
Be able to express yourself well	86	95	94	98	89	88	77	96	85	82	92
Be able to assess situations and solve problems	86	96	94	92	91	89	70	95	86	84	88
Be able to take initiatives	77	82	85	92	82	86	67	91	78	81	73
Have organisational skills	80	87	86	87	78	84	66	83	81	80	77
Be able to manage people	68	76	79	76	69	76	42	75	70	78	70
Know how to learn	82	90	94	93	83	84	57	94	84	86	86
In private life											
Be able to express yourself well	88	93	94	99	83	80	75	96	91	77	87
Be able to assess situations and solve problems	88	94	94	95	91	89	70	94	90	84	88
Be able to take initiatives	77	78	78	94	81	82	66	92	80	81	70
Have organisational skills	78	82	80	92	76	79	68	81	81	80	73
Be able to manage people	60	61	69	77	61	65	38	70	64	73	59
Know how to learn	79	83	93	95	79	81	57	93	83	85	80

Table 6: Self-reports on possession of general knowledge and the capacity to prove it, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
I have general knowledge	90	90	95	87	91	91	78	88	93	94	89
... and I can produce concrete evidence*	84	86	83	82	91	89	71	72	87	88	74
I do not have general knowledge	7	7	4	10	7	6	19	10	5	5	8
I do not know	2	3	1	3	2	3	3	2	2	1	3

* These percentages refer to the proportion of respondents reporting possession of the skill in question.

Table 7: Self-reports on possession of social skills and the capacity to prove it, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
Be able to express yourself well	87	91	83	98	82	69	72	93	92	84	84
...and I can produce concrete evidence*	63	72	65	77	61	81	43	60	64	63	63
Be able to assess situations and solve problems	84	89	87	91	89	84	68	89	87	86	77
...and I can produce concrete evidence*	57	59	59	70	58	76	37	62	61	52	48
Be able to take initiatives	73	75	73	91	80	76	65	87	75	80	64
...and I can produce concrete evidence*	58	57	62	72	58	78	38	61	62	49	51
Have organisational skills	75	75	74	85	74	66	65	70	79	77	68
...and I can produce concrete evidence*	61	62	64	75	60	80	41	68	65	60	56
Be able to manage people	59	62	63	70	65	57	34	65	64	75	59
...and I can produce concrete evidence*	66	67	66	75	63	81	49	66	68	59	60
Know how to learn	81	82	93	93	83	77	56	93	86	88	83
...and I can produce concrete evidence*	84	86	83	82	91	89	71	72	87	88	74

* These percentages refer to the proportion of respondents reporting possession of the skill in question.

Table 8: Self-reports on possession or lack of ICT skills, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
Using a computer											
I can use a computer	54	64	68	51	55	54	40	60	53	64	61
I cannot use a computer	45	35	31	49	44	45	59	40	46	35	38
I do not know	1	0	0	0	1	1	1	1	1	1	1
Using the Internet											
I can use the Internet	47	56	65	41	48	47	30	55	47	57	51
I cannot use the Internet	53	44	35	59	50	52	69	45	52	42	48
I do not know	1	0	0	0	1	0	1	1	1	1	2

Table 9: Self-reports on possession of ICT skills, by age and level of education

	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
Using a computer	90	71	49	19	7	46	76	98
Using the Internet	86	61	40	13	4	36	69	96

Table 10: Self-reports on the ability to use foreign languages and the capacity to prove it, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
I can use foreign languages	48	50	70	69	71	68	29	83	47	67	43
...and I can produce concrete evidence*	83	86	86	88	83	90	63	82	84	84	81
I cannot use foreign languages	50	49	29	31	27	30	70	17	50	31	54
I do not know	2	2	2	0	2	2	1	0	3	2	2

* These percentages refer to the proportion of respondents reporting possession of the skill in question.

Table 11: Self-reports on the ability to get on with people from other cultures/countries and the capacity to prove it, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
I can get on with people from different cultures/countries	63	71	84	90	81	71	55	84	60	80	62
...and I can produce concrete evidence*	55	49	57	69	58	80	36	61	60	55	49
I cannot get on with people from different cultures/countries	28	20	12	8	14	19	38	12	31	18	29
I do not know	8	9	5	3	4	10	7	5	9	2	9

* These percentages refer to the proportion of respondents reporting possession of the skill in question.

Table 12: Citizens considering intercultural skills very useful in their lives as a whole, but reporting they do not have these skills, by age and level of education

	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
It is very useful to be able to use foreign languages, but I cannot use them myself	8	14	13	11	10	16	9	5
It is very useful to be able to get on with people from other cultures/countries, but I cannot do it myself	7	4	5	4	6	5	4	7
It is very useful to be able to cooperate with other people, but I cannot do it myself	1	3	2	3	4	1	2	2

Table 13: Citizens considering intercultural skills very useful in public life, but reporting they do not have these skills, by age and level of education

	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
It is very useful to be able to use foreign languages, but I cannot use them myself	13	23	23	21	20	26	14	8
It is very useful to be able to get on with people from other cultures/countries, but I cannot do it myself	12	9	9	8	10	9	7	11
It is very useful to be able to cooperate with other people, but I cannot do it myself	2	3	2	4	6	2	2	3

Table 14: Self-reports on possession of intercultural skills, by age and level of education

%

	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
I can use foreign languages	76	52	39	33	15	37	69	87
I can get on with people from different cultures/countries	67	67	65	56	44	61	75	71
I can cooperate with other people	95	95	93	88	81	94	96	96

Table 15: Citizens considering scientific/technological skills very useful in public life, but reporting they do not have these skills, by age and level of education

%

	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
	13	13	14	13	13	15	10	10

Table 16: Citizens considering traditional skills and social skills very useful, by gender and socioeconomic status

%

	Women, high level status	Women, low level status	Men, high level status	Men, low level status
In life as a whole				
Be able to read or write	100	95	98	93
Be able to do arithmetic	100	93	97	92
Be able to express yourself well	95	78	93	75
Be able to assess situations and solve problems	97	78	95	81
Be able to take initiatives	89	66	90	73
Have organisational skills	92	68	91	73
Be able to manage people	79	42	80	53
Know how to learn	96	78	94	73
In public life				
Be able to read or write	100	97	100	96
Be able to do arithmetic	100	95	98	95
Be able to express yourself well	97	86	97	83
Be able to assess situations and solve problems	99	85	98	86
Be able to take initiatives	95	77	95	80
Have organisational skills	97	78	96	82
Be able to manage people	92	61	91	66
Know how to learn	99	84	97	80
I private life				
Be able to read or write	100	96	98	96
Be able to do arithmetic	100	95	97	94
Be able to express yourself well	97	86	95	84
Be able to assess situations and solve problems	98	86	96	88
Be able to take initiatives	92	75	92	78
Have organisational skills	93	76	94	77
Be able to manage people	82	50	84	60
Know how to learn	96	83	96	79

Table 17: Self-reports on possession of traditional skills and social skills, by gender and socioeconomic status

	%			
	Women, high level status	Women, low level status	Men, high level status	Men, low level status
Be able to read or write	100	99	100	99
Be able to do arithmetic	100	97	99	99
Be able to express yourself well	96	86	97	81
Be able to assess situations and solve problems	97	77	97	82
Be able to take initiatives	89	67	93	75
Have organisational skills	92	69	94	74
Be able to manage people	83	46	92	58
Know how to learn	98	84	98	80

Table 18: Citizens considering intercultural skills very useful, by gender and socioeconomic status

	%			
	Women, high level status	Women, low level status	Men, high level status	Men, low level status
In life as whole				
Using foreign languages	65	37	77	41
Getting on with people from other cultures/countries	71	44	69	52
Cooperating with other people	97	85	94	88
In public life				
Using foreign languages	81	60	91	53
Getting on with people from other cultures/countries	81	62	86	63
Cooperating with other people	99	91	98	92
In private life				
Using foreign languages	70	42	78	46
Getting on with people from other cultures/countries	77	52	73	59
Cooperating with other people	97	90	95	92

Table 19: Citizens seeking guidance and support of a teacher or trainer to update their professional skills, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
	49	58	56	56	48	49	64	54	42	57	44

Note: Seeking guidance and support = those who would take courses of any kind or would seek to learn from experienced colleagues.

Table 20: Citizens seeking guidance and support of a teacher or trainer to update their professional skills, by age and level of education

	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
	51	52	46	31	38	49	48	51

Note: Seeking guidance and support = those who would take courses of any kind or would seek to learn from experienced colleagues.

Table 21: Citizens preferring taking courses of any kind to update their professional skills, by age and level of education

	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
	44	46	40	26	36	43	42	44

Table 22: Citizens preferring different kinds of courses to update their professional skills, by age and level of education

	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
Doing a course organised at a school, college, university or training centre	27	16	13	8	8	14	18	32
Doing a course organised at my workplace	8	19	18	12	21	19	14	6
Doing a course organised elsewhere	8	10	9	7	8	10	10	5

Table 23: Citizens preferring different environments for updating their professional skills, by occupation

	Self-employed	Managers	Other white collar workers	Manual workers	House persons	Unemployed	Students
Those who prefer the workplace	29	23	33	42	26	26	19
Those who prefer a working environment	44	52	58	57	39	43	45
Those who prefer a non-working environment	45	45	37	31	47	46	48
Others	11	3	5	12	14	11	7

Table 24: Citizens preferring learning at the workplace for updating their professional skills, by country

	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
	29	30	35	26	30	29	30	25	29	34	28

Table 25: Citizens preferring different environments for updating their professional skills, by age and level of education

	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
Those who prefer the workplace	21	31	34	32	44	33	26	19
Those who prefer a working environment	46	53	49	45	50	50	51	45
Those who prefer a non-working environment	48	43	38	24	26	40	45	48
Others	6	4	13	31	24	10	4	7

Table 26: Citizens having learned something in different contexts in the preceding year; by country

	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
In informal settings	88	93	89	97	92	91	78	99	88	96	89
Only in informal settings	17	26	27	24	15	25	22	0	10	23	27
In formal settings	41	49	47	46	50	40	29	45	40	49	51
Only in formal settings	0	0	1	1	0	0	1	0	0	0	1

Table 27: Citizens having learned something on a company training placement or as part of an exchange programme in the preceding year, by country

	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
	8	17	8	14	15	15	4	4	5	14	15

Table 28: Citizens having learned something on a company training placement or as part of an exchange programme in the preceding year, by age and level of education

	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
	10	13	9	2	1	8	13	6

Table 29: Looking for information on something that attracts one's interest as the best opportunity to learn new things, by age, level of education and life sphere

	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
In private life	36	30	20	11	4	20	34	40
In public life	31	27	17	9	4	18	17	32

Table 30: The single most important learning opportunity in the past five years; citizens' views, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
New technologies such as the Internet, CD-ROM	40	35	34	18	20	44	28	48	46	53	37
Easier access to courses at schools, colleges, universities and training centres	11	14	11	7	12	8	12	19	10	14	14
More opportunities in the workplace (new equipment, changes in work organisation, etc.)	9	11	11	22	14	9	6	7	9	7	9
New TV channels (Discovery Channel, etc.)	6	5	2	5	7	4	7	7	6	3	5
New teaching/learning methods (where the learner is more active)	5	5	4	5	4	4	6	5	5	5	5
You can learn in a wider range of contexts and situations	5	6	8	7	12	6	7	3	3	2	7
Nothing has changed, there is just more information about, what is available (spontaneous)	5	4	6	9	9	1	8	0	4	5	4
Courses on new subjects	4	6	7	7	6	5	3	4	3	2	4
New places to learn (Internet cafes, libraries, museum, etc.)	3	4	3	2	3	2	3	2	3	2	4
Internet chat rooms, inter-cultural exchanges or other forms of sharing knowledge	3	4	1	0	1	2	2	1	3	1	4
In my opinion, there are fewer learning opportunities than there used to be (spontaneous)	2	1	1	2	3	3	3	0	1	1	2
Other opportunity (spontaneous)	1	0	1	5	1	1	2	1	0	1	0
Do not know	7	5	12	11	9	10	14	4	6	3	4

Table 31: The single most important learning opportunity in the past five years: citizens' views, by age and level of education

	%							
	Age				End of education			
	15-24	25-39	40-54	55+	15	16-19	20+	Still studying
New technologies such as the Internet, CD-ROM	49	48	37	30	23	36	54	54
Easier access to courses at schools, colleges, universities and training centres	10	11	11	13	10	12	11	10
More opportunities in the workplace (new equipment, changes in work organisation, etc.)	8	9	14	6	7	12	8	5
New TV channels (Discovery Channel, etc.)	3	5	7	7	8	6	5	3
New teaching/learning methods (where the learner is more active)	6	5	5	4	2	5	5	8
You can learn in a wider range of contexts and situations	4	4	5	5	7	4	4	4
Nothing has changed, there is just more information about, what is available (spontaneous)	2	3	6	7	11	5	2	0
Courses on new subjects	4	3	4	4	4	4	3	3
New places to learn (Internet cafes, libraries, museum, etc.)	5	3	2	3	2	3	2	7
Internet chat rooms, inter-cultural exchanges or other forms of sharing knowledge	6	3	2	1	1	3	2	4
In my opinion, there are fewer learning opportunities than there used to be (spontaneous)	1	2	2	2	3	2	1	0
Other opportunity (spontaneous)	0	0	1	1	1	1	0	0
Do not know	2	2	5	16	21	7	3	0

Table 32: Preferred ways to update professional skills: citizens' views, by gender and socioeconomic status

	%			
	Women, high level status	Women, low level status	Men, high level status	Men, low level status
Doing a course organised at a school, college, university or training centre	20	15	21	9
Doing a course organised at my workplace	16	17	9	24
Secondment to another organisation or participating in an exchange programme for study, training or work experience abroad	19	6	16	8
Learning by doing my everyday work	6	11	11	13
Doing a course organised elsewhere	11	11	9	8
Learning by using local training facilities	11	9	6	9
Being taught by an experienced colleague	5	5	12	7
Learning at home (open or distance learning, etc.)	4	9	5	3
I will never want to improve or update my professional skills (spontaneous)	1	5	2	5
Learning through regularly changing tasks and responsibilities (job rotation schemes, etc.)	4	3	3	2
Using workplace facilities for my own personal use	2	2	3	4
I am never going to work for pay (spontaneous)	0	1	0	1
Other way (spontaneous)	0	1	1	0
Do not know	1	6	2	6

Table 33: Citizens having learned something while working and at home, in the preceding year, by different classifications

	%	
	Working (learning on the job)	Being at home
Socioeconomic status		
High level job	81	77
Low level job	56	76
Unemployed	19	71
Contrasting age groups		
25-29	54	80
55-59	29	71
Contrasting gender category 1		
Inactive women	11	73
Active women	67	80
Inactive men	15	72
Active men	66	72
Contrasting gender category 2		
Young women (25-29)	44	86
Young men (25-29)	62	74
Middle-aged women (55-59)	24	74
Middle-aged men (55-59)	34	68
Contrasting gender category 3		
Women, education 20+	54	80
Women, education 19-	28	72
Men, education 20+	54	69
Men, education 19-	40	69
Contrasting gender category 4		
Women, high level status	84	85
Women, low level status	31	77
Men, high level status	77	70
Men, low level status	45	71

Table 34: Situations offering the best opportunity to learn new things: citizens' views by life sphere and by gender and socioeconomic status

	%							
	In private				In public life			
	Women, high level status	Women, low level status	Men, high level status	Men, low level status	Women, high level status	Women, low level status	Men, high level status	Men, low level status
Trying not to repeat mistakes you have made	33	42	29	38	28	31	39	32
Trying to deal with unexpected situations	34	36	29	35	22	29	33	26
Coming into contact with someone whose skills, background or experiences are different from yours (doctors, car mechanics, people from other cultures, etc.)	45	28	32	30	38	23	23	24
Doing new things such as using new machines or equipment	31	26	33	34	27	18	26	25
Looking for information (on the Internet, in a library, etc.) about something that attracted your interest	44	20	46	16	35	18	36	15
Doing things together with friends/colleagues (organising a party, working as a team, etc.)	30	23	24	27	20	18	14	19
Observing and analysing situations (on TV, in meetings, etc.)	13	21	17	18	15	21	13	15
Trying to achieve a goal (at sport, at work, etc.)	18	22	26	20	22	18	32	20
Watching how people do things and imitating them	12	19	11	16	10	17	12	15
Managing or teaching other people	12	3	19	3	21	5	15	9

Table 35: Main cited motivation for undertaking education or training in the preceding year, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
To be able to do my job better	19	26	25	16	19	17	13	17	17	22	26
To obtain a certificate, diploma or qualification	14	15	20	17	22	14	14	16	13	17	17
To increase my general knowledge	13	15	20	13	19	14	8	14	11	28	18
To obtain more personal satisfaction	8	10	12	5	8	5	5	17	7	17	11
To be able to take on greater responsibilities, increase my chances of promotion	7	7	6	9	7	6	4	8	7	13	8
To better manage my everyday life	7	6	14	4	11	5	4	8	7	18	9
Participated in education or training	38	47	51	32	49	35	31	38	34	58	48

Table 36: Extrinsic source of decision to take part in education or training in the preceding year, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
It was required by my employer/trade union/ professional association	28	38	20	19	16	19	20	21	27	20	33
It was paid for by my employer/trade union/ professional association	18	25	16	10	13	18	13	17	16	16	23
It was required by the employment service	3	3	2	1	27	5	2	3	2	2	3
It was paid for by the employment service	3	4	2	0	3	1	5	3	3	2	3
It was required by law	13	13	12	13	10	16	11	7	14	11	11
I got a grant from the government	3	2	1	3	2	3	4	1	3	1	2
My colleagues advised me to do it	7	9	9	6	8	12	4	12	6	8	12
My friends advised me to do it	11	14	12	10	13	12	8	12	10	15	8
My partner/family advised me to do it	12	16	8	32	12	16	16	19	9	23	9
Extrinsic source of decision	58	69	46	59	51	56	51	55	57	53	56

Note: Only 38 % has participated in education or training. Country figures are only indicative.

Table 37: Intrinsic source of decision to take part in education or training in the preceding year, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
All my friends were studying or following a training course, I did not want to be left out	4	3	6	4	3	2	5	1	3	2	8
I saw colleagues getting ahead more quickly than me	2	1	4	2	1	2	4	2	2	3	4
I decided to do it on my own initiative	34	24	41	32	39	31	40	43	37	40	29
Intrinsic source of decision	38	28	44	34	41	33	42	43	39	41	41

Note: Only 38 % has participated in education or training. Country figures are only indicative.

Table 38: Main benefits gained from past education or training experience, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
I can do my job better	43	50	47	51	42	45	34	41	42	37	51
I gained general knowledge	38	43	49	38	37	49	35	48	13	57	37
I have met new people	29	30	34	33	35	29	29	38	29	29	34
It has given me a lot of personal satisfaction	28	26	25	34	23	20	22	44	31	28	24
I obtained a certificate, diploma or qualification	25	25	29	37	31	26	23	36	25	24	25

Note: Only 38 % has participated in education or training. Country figures are only indicative.

Table 39: Main motivation for future education or training, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
To be able to do my job better	28	33	37	37	28	34	22	27	28	22	32
To increase my general knowledge	24	26	33	32	33	30	23	34	21	36	30
To obtain more personal satisfaction	21	20	18	33	15	14	15	37	23	32	22
To obtain a certificate, diploma or qualification	20	20	20	32	27	18	21	21	19	17	23

Table 40: Main obstacles for future education or training, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
There would not be any obstacles	29	30	33	19	28	30	29	15	28	36	30
I think I am too old to learn	18	16	17	19	15	20	29	16	16	20	17
My family commitments take up too much energy	16	15	16	43	13	9	16	32	16	15	15
I would have to give up some or all of my free time or leisure activities	13	13	11	16	11	15	10	26	13	18	17
My job commitments take up too much energy	10	13	15	26	16	8	8	19	9	16	12

Table 41: Main incentives for future education or training, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
Flexible working hours to allow for study time	19	14	29	31	20	22	17	24	21	25	14
Receiving a certificate or a diploma in recognition of my achievements	18	21	16	23	23	17	18	19	16	17	25
Being able to choose the methods of study that suits me best	18	24	21	18	17	12	16	19	17	15	23
Availability of courses that are suited to my present level of knowledge and skills	16	16	20	21	17	18	12	17	16	17	18
Having access to good quality information and advice tailored to my needs	16	21	12	12	18	20	12	14	16	16	16
Being convinced that it would be socially recognised or valued	15	17	11	9	15	14	12	10	14	11	32
Nothing could encourage me to take up studies or training again (spontaneous)	20	16	12	22	14	16	31	24	20	23	14

Table 42: Main type of source of advice or request, by socioeconomic group

	%		
	High level job	Low level job	Unemployed
It was required by my employer/trade union/professional association	36	48	10
It was paid for by my employer/trade union/professional association	26	28	6
It was required by law	15	11	11
My partner/family advised me to do it	8	7	25
My friends advised me to do it	6	8	21
My colleagues advised me to do it	11	9	5
It was required by the employment service	2	2	19
It was paid for by the employment service	1	4	14
I got a grant from the government	3	4	2
Extrinsic source of decision	60	69	58

Table 43: Citizens agreeing with a list of statements about lifelong learning, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
To improve job and career prospects	93	93	96	97	95	91	83	96	95	92	92
Because these days no one can expect to do the same things throughout their working life	91	90	88	91	91	87	82	83	94	89	92
To live a full and satisfying life	88	85	93	92	93	89	75	92	92	94	87
To improve the lives of disadvantaged people	87	83	83	93	87	79	78	91	94	87	72
To cope with rapid changes in society	87	85	92	95	87	88	73	93	91	92	84
To take one's life into one's hands	83	83	87	93	89	84	62	87	87	89	82
To avoid unemployment	80	78	87	90	90	84	54	89	84	90	87

Table 44: Citizens agreeing with 'lifelong learning is mainly for people who did not do well at school', by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
	31	26	29	23	44	25	34	55	31	20	34

Table 45: Citizens ready to pay towards the cost of their learning, by country and learning purpose

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
Give you a better private life	62	56	64	71	57	57	54	60	67	75	60
Open a job and career opportunities	61	64	60	66	62	58	51	60	61	69	71
Get a recognised certificate, diploma or qualification	59	63	57	72	65	54	48	63	59	63	67
Learn a new language	57	63	60	71	58	52	39	59	58	67	68
Give you new knowledge in your field of work	56	45	58	51	58	51	47	52	60	64	68
Get a pay rise	55	63	56	48	60	61	47	53	52	59	67
Get a promotion	51	53	50	48	50	48	37	49	52	65	57
Acquire new skills for a hobby	51	54	50	63	41	44	34	60	56	63	55
Keep your present job	50	52	47	44	45	42	45	49	50	59	61
To get you back into the job market	49	52	45	53	46	38	40	38	51	54	55
Set up your own business	48	52	44	64	47	45	35	50	50	52	49
Prepare yourself for retirement	40	18	44	51	26	43	29	58	48	49	49

Note: The remaining respondents are either not willing to pay at all or do not know.

Table 46: Citizens not willing to pay towards the cost of their learning, by selected age group and learning purpose

	%		
	NMS	25- 29	55-59
Prepare yourself for retirement	44	42	51
Acquire new skills for a hobby	41	33	47
Set up your own business	41	25	55
Get a promotion	37	28	53
Learn a new language	36	21	51
To get you back into the job market	36	25	50
Give you new knowledge in your field of work	35	21	47
Keep your present job	35	28	43
Get a recognised certificate, diploma or qualification	33	22	53
Get a pay rise	32	22	47
Open a job and career opportunities	31	15	50
Give you a better private life	30	18	43

Table 47: Citizens not willing to pay towards the cost of their learning, by gender, socioeconomic status and learning purpose

	%			
	Women, high level status	Women, low level status	Men, high level status	Men, low level status
Prepare yourself for retirement	33	48	37	42
Acquire new skills for a hobby	29	50	23	44
Set up your own business	31	48	22	41
Get a promotion	29	39	27	38
Learn a new language	18	44	14	44
To get you back into the job market	23	37	25	32
Give you new knowledge in your field of work	18	39	14	33
Keep your present job	18	38	23	37
Get a recognised certificate, diploma or qualification	15	39	17	35
Get a pay rise	22	35	20	26
Open a job and career opportunities	15	32	14	30
Give you a better private life	19	34	16	27

Table 48: Citizens' views on the most useful sources of information to improve learning and career prospects, by country

	%										
	NMS	CZ	EE	CY	LV	LT	HU	MT	PL	SI	SK
Specialised material	17	24	23	15	17	20	9	23	16	22	23
Teachers and trainers	14	15	15	22	13	16	12	16	15	11	11
The media	13	14	11	5	11	13	15	23	13	12	15
People who have done something similar	11	17	13	12	13	11	8	6	10	12	17
Career advisors or employment counsellors	9	6	4	20	4	5	8	4	10	8	8
None of these is very useful (spontaneous)	9	1	5	7	9	3	11	9	12	6	3
Family	6	3	4	4	6	3	10	5	6	6	4
Personnel departments, line managers or employees themselves	5	7	4	5	6	7	7	3	4	8	4
Friends and colleagues	4	5	6	2	7	4	3	3	5	4	4
Career fairs and exhibitions on education	3	4	2	2	4	1	3	2	4	3	4
Other source (spontaneous)	1	0	0	1	0	1	2	1	0	3	0
Do not know	7	4	13	5	9	16	11	5	5	4	8

Table 49: Changes which happened in the life of citizens within the past two years, by gender, age and occupation

%

	NMS	Gender		Age			
		Male	Female	15-24	25-39	40-54	55+
I have started to look after someone full-time	19	15	23	10	28	19	17
I have started or resumed education or training	17	16	17	37	20	13	3
I have changed employer	11	13	9	11	19	13	1
I have changed career	8	9	7	8	15	8	2
I have a higher level job	8	10	5	6	16	7	1
I have taken a career break for family, personal or health reasons	7	7	8	6	12	9	3
I have become self-employed	6	7	4	7	8	6	1
I have lost my job and I have not found another one yet	6	6	5	4	10	8	1
I have retired	4	4	5	-	0	3	13
I have done a period of voluntary, social or military service	4	4	4	7	2	3	3
I have a lower level job	2	3	2	2	4	3	1

	NMS	Occupation scale							
		Self-employed	Managers	Other white collar workers	Manual workers	House persons	Unemployed	Retired	Students
I have started to look after someone full-time	19	24	20	15	16	57	30	17	6
I have started or resumed education or training	17	15	41	19	15	15	8	1	43
I have changed employer	11	11	16	27	26	4	10	1	2
I have changed career	8	11	13	20	17	3	7	1	2
I have a higher level job	8	11	28	24	13	-	-	-	-
I have taken a career break for family, personal or health reasons	7	2	8	5	10	25	18	4	1
I have become self-employed	6	24	8	6	6	3	2	2	3
I have lost my job and I have not found another one yet	6	-	-	-	-	14	47	-	-
I have retired	4	-	-	-	-	-	-	15	-
I have done a period of voluntary, social or military service	4	2	8	3	4	4	2	2	7
I have a lower level job	2	1	3	7	8	-	-	-	-

Annex 3. The questionnaire

A	Your survey number																																																						
	<input type="text"/>																																																						
	EB63.2A																																																						
B	Country code																																																						
	<input type="text"/>																																																						
	EB63.2B																																																						
C	Our survey number																																																						
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	EB63.2C																																																						
D	Interview number																																																						
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	EB63.2D																																																						
Q1	What is your nationality? Please tell me the country(ies) that applies(y) (multiple answers possible)																																																						
	<table border="1"> <tr><td>Belgium</td><td>1</td></tr> <tr><td>Denmark</td><td>2</td></tr> <tr><td>Germany</td><td>3</td></tr> <tr><td>Greece</td><td>4</td></tr> <tr><td>Spain</td><td>5</td></tr> <tr><td>France</td><td>6</td></tr> <tr><td>Ireland</td><td>7</td></tr> <tr><td>Italy</td><td>8</td></tr> <tr><td>Luxembourg</td><td>9</td></tr> <tr><td>Netherlands</td><td>10</td></tr> <tr><td>Portugal</td><td>11</td></tr> <tr><td>United Kingdom (Great Britain, Northern Ireland)</td><td>12</td></tr> <tr><td>Austria</td><td>13</td></tr> <tr><td>Sweden</td><td>14</td></tr> <tr><td>Finland</td><td>15</td></tr> <tr><td>Republic of Cyprus</td><td>16</td></tr> <tr><td>Czech Republic</td><td>17</td></tr> <tr><td>Estonia</td><td>18</td></tr> <tr><td>Hungary</td><td>19</td></tr> <tr><td>Latvia</td><td>20</td></tr> <tr><td>Lithuania</td><td>21</td></tr> <tr><td>Malta</td><td>22</td></tr> <tr><td>Poland</td><td>23</td></tr> <tr><td>Slovakia</td><td>24</td></tr> <tr><td>Slovenia</td><td>25</td></tr> <tr><td>Other countries</td><td>26</td></tr> <tr><td>Do not know</td><td>27</td></tr> </table>	Belgium	1	Denmark	2	Germany	3	Greece	4	Spain	5	France	6	Ireland	7	Italy	8	Luxembourg	9	Netherlands	10	Portugal	11	United Kingdom (Great Britain, Northern Ireland)	12	Austria	13	Sweden	14	Finland	15	Republic of Cyprus	16	Czech Republic	17	Estonia	18	Hungary	19	Latvia	20	Lithuania	21	Malta	22	Poland	23	Slovakia	24	Slovenia	25	Other countries	26	Do not know	27
Belgium	1																																																						
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Republic of Cyprus	16																																																						
Czech Republic	17																																																						
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Other countries	26																																																						
Do not know	27																																																						
	EB63.2 Q1																																																						

Ask D15b only if not doing any paid work currently – code 1 to 4 in D12a

D15a What is your current occupation?

D15b Did you do any paid work in the past? What was your last occupation?

D15a	D15b
Current occupation	Last occupation

Non-active

Responsible for ordinary shopping and looking after the home, or without any current occupation, not working	1	1
Student	2	2
Unemployed or temporarily not working	3	3
Retired or unable to work through illness	4	4

Self employed

Farmer	5	5
Fisherman	6	6
Professional (lawyer, medical practitioner, accountant, architect, etc.)	7	7
Owner of a shop, craftsman, other self-employed person	8	8
Business proprietors, owner (full or partner) of a company	9	9

Employed

Employed professional (employed doctor, lawyer, accountant, architect)	10	10
General management, director or top management (managing directors, director general, other director)	11	11
Middle management, other management (department head, junior manager, teacher, technician)	12	12
Employed position, working mainly at a desk	13	13
Employed position, not at a desk but travelling (salesmen, driver, etc.)	14	14
Employed position, not at a desk, but in a service job (hospital, restaurant, police, fireman, etc.)	15	15
Supervisor	16	16
Skilled manual worker	17	17
Other (unskilled) manual worker, servant	18	18

Never did any paid work 19 19

EB63.2 D15a D15b

Ask all

QA1 We are talking about changes which might have happened in your life within the last two years. For each statement, please tell me if it applies to you or not

(one answer per line)

(read out)	Yes	No	DK
1 Within the last two years, I have started to look full-time after someone (children, elderly or sick people, etc.)	1	2	3
2 I have become self-employed within the last two years	1	2	3
3 I have lost my job within the last two years and I have not found another one yet	1	2	3
4 I have started or resumed education or training within the last two years	1	2	3
5 I have retired within the last two years	1	2	3
6 I have changed career within the last two years	1	2	3
7 I have done a period of voluntary, social or military service within the last two years	1	2	3
8 I have changed employer within the last two years	1	2	3
9 I have taken a career break for family, personal or health reasons within the last two years	1	2	3
10 I have a higher level job than two years ago	1	2	3
11 I have a lower level job than two years ago	1	2	3

EB63.3 NEW

QA2a	Which three of the following do you think offer the best opportunities to learn new things in your private, family, social life?
------	--

QA2b	And outside your private, family, social life?
------	--

(show card – max.3 answers)

(read out)	QA2a	QA2b
	In your private, family, social life	outside your private, family, social life
Trying to deal with unexpected situations	1	1
Observing and analysing situations (on TV, in meetings, etc.)	2	2
Doing new things such as using new machines or equipment	3	3
Watching how people do things and imitating them	4	4
Looking for information (on the Internet, in a library, etc.) about something that attracted your interest	5	5
Coming into contact with someone whose skills, background or experiences are different from yours (doctors, car mechanics, people from other cultures, etc.)	6	6
Doing things together with friends, colleagues (organising a party, working as a team, etc.)	7	7
Managing or teaching other people	8	8
Trying to achieve a goal (at sport, at work, etc.)	9	9
Trying not to repeat mistakes you have made	10	10
Other situations (spontaneous)	11	11
Do not know	12	12

EB63.3 NEW

QA3	We are talking about changes which might have happened in your life within the last two years. For each statement, please tell me if it applies to you or not
-----	---

(show card – one answer per line)

(read out)	Yes	No	Not applicable. Have not been	DK
1 At school, college or university	1	2	3	4
2 Attending training courses, sessions in your workplace	1	2	3	4
3 Attending training courses, sessions elsewhere	1	2	3	4
4 Undergoing a period of training in a company (placement) or as part of an exchange programme	1	2	3	4
5 Following a programme combining periods of study with workplace-based learning	1	2	3	4
6 Working (learning on the job)	1	2	3	4
7 At the workplace (talking to colleagues during breaks, reading newspapers, etc.)	1	2	3	4
8 Involvement in social or political work (trade union, political party, church or charity work, other associations, etc.)	1	2	3	4
9 Being at home (watching TV, doing housework, hobbies, looking after the family, etc.)	1	2	3	4
10 Travelling, studying, working or living abroad	1	2	3	4
11 Getting together with other people (other people's homes, pubs, etc.)	1	2	3	4
12 Using local libraries, learning resource centres, arts workshops	1	2	3	4
13 Leisure activities	1	2	3	4
14 A period of voluntary, social or military service	1	2	3	4

QA4a	Have you done any studies or training in the past 12 months? Please choose the three answers that best describe your situation.
------	---

(show card – read out – max. 3 answers)

Yes, to meet new people	1
Yes, to be less likely to lose my job/to be less likely to be forced into retirement	2
Yes, to better enjoy my free time/retirement	3
Yes, to be able to do my job better	4
Yes, to obtain a certificate, diploma or qualification	5
Yes, to be able to take on greater responsibilities/increase my chances of promotion	6
Yes, to better manage my everyday life	7

Yes, to change the type of work I do altogether, including starting my own business (for retraining, etc.)	8
Yes, to obtain more personal satisfaction	9
Yes, to get a job	10
Yes, to improve my chance of getting another job, including one which would better suit me	11
Yes, to increase my general knowledge	12
No, I have not, but I would like to	13
No, I am not particularly interested	14
Yes, for other reasons (spontaneous)	15
No, for other reasons (spontaneous)	16
Do not know	17

EB63.3 NEW

If 'yes', code 1 to 12 or 15 in QA4a – others go to QA6

QA4b	Where you advised or required to do these studies or training? Please choose the three answers that best describe your situation
------	--

(show card – read out – max. 3 answers)

Yes, it was required by my employer/trade union/professional association	1
Yes, it was paid for by my employer/trade union/professional association	2
Yes, it was required by the employment service (appropriate name in each country)	3
Yes, it was paid for by the employment service (appropriate name in each country)	4
Yes, it was required by law	5
Yes, I got a grant from the government	6
Yes, my colleagues advised me to do it	7
Yes, my friends advised me to do it	8
Yes, my partner or family advised me to do it	9
No, but all my friends were studying or following a training course, I did not want to be left out	10
No, but I saw colleagues getting ahead more quickly than me	11
No, I decided to do it on my own initiative	12
Do not know	13

EB63.3 NEW

QA5	What were the three main benefits of the studies or training that you have undertaken in the past 12 months?
-----	--

(show card – read out – max. 3 answers)

I have met new people	1
I am less likely to lose my job/to be forced into retirement	2
I can better enjoy my free time/retirement	3
I can do my job better	4
I obtained a certificate, diploma or qualification	5
I can now take on greater responsibilities/I was promoted after finishing the studies/training	6
I can better manage my everyday life	7
I could change the type of work I did altogether, including starting my own business (for retraining, etc.)	8
It has given me a lot of personal satisfaction	9
I found a job/I found another job more easily, including one which better suited me	10
I gained general knowledge	11
I do not think I have benefited much from it (spontaneous)	12
Nothing yet, because it is not yet completed (spontaneous)	13
Other benefit (spontaneous)	14
Do not know	15

EB63.3 NEW

Ask all

QA6	Imagine you wanted to do some studies or training in the future. What would be the three main reason for you to do so?
-----	--

(show card – read out – max. 3 answers)

To meet new people	1
To be less likely to lose my job, to be less likely to be forced into retirement	2
To better enjoy my free time, retirement	3
To be able to do my job better	4
To obtain a certificate, diploma or qualification	5
To take on greater responsibilities, increase my chances of promotion	6
To better manage my everyday life	7
To change the type of work I do altogether, including starting my own business (for retraining, etc.)	8
To obtain more personal satisfaction	9
To find a job	10
To find another job more easily, including one which would better suit me	11
To increase my general knowledge	12
I would never want to do any studies or training (spontaneous)	13
Other reason (spontaneous)	14
Do not know	15

EB63.3 NEW

Do not ask if 'retired', code 4 in D15a

QA7	Imagine you wanted to improve or update your professional skills, either in your current job or in your future choice of profession. How would you best like to do this?
-----	--

(show card – read out – one answer only)

Doing a course organised at a school, college, university or training centre	1
Doing a course organised at my workplace	2
Doing a course organised elsewhere	3
Secondment to another organisation or participating in an exchange programme for study, training or work experience abroad	4
Learning by using local training facilities	5
Being taught by an experienced colleague	6
Learning at home (open or distance learning, etc.)	7
Learning by doing my everyday work	8
Learning through regularly changing tasks and responsibilities (job rotation schemes, etc.)	9
Using workplace facilities for my own personal use	10
I will never want to improve or update my professional skills (spontaneous)	11
I am never going to work for pay (spontaneous)	12
Other way (spontaneous)	13
Do not know	14

EB63.3 NEW

Ask all

QA8	Suppose that you wanted to take part in some kind of studies or training, what could be the three most likely obstacles for you?
-----	--

(show card – read out – max. 3 answers)

There would not be any obstacles	1
My job commitments take up too much energy	2
My employer would not support me	3
My family commitments take up too much energy	4
My family would not support me	5
I would have to give up some or all of my free time or leisure activities	6
I would not like people to know about it in case I did not do well	7
I think I am too old to learn	8
I do not have the necessary qualifications to take up the studies or training course I would like to	9
I have never been good at studying	10
I would not want to go back to something that is like school	11
There are no courses that suit my needs	12
There are no courses available nearby, I could not get to them	13
I would need some equipment that I do not have (computer, etc.)	14

I do not know what I could do that would be interesting or useful	15
Other obstacle (spontaneous)	16
Do not know	17

EB63.3 NEW

QA9 Which three of the following would most encourage you to take up studies or training again?

(show card – read out – max. 3 answers)

Flexible working hours to allow for study time	1
Help at work so that I have the time and energy to study	2
Care facilities for children and family members whilst I am studying	3
Receiving a certificate or a diploma in recognition of my achievements	4
Being convinced that it would be socially recognised or valued	5
If my employer or the employment office (appropriate name in each country) required me to do so	6
Availability of courses that are suited to my present level of knowledge and skills	7
Availability of flexible study opportunities (part-time, distance learning, etc.)	8
Being able to choose the methods of study that suit me best	9
Having access to good quality information and advice tailored to my needs	10
Having the support of a tutor or a mentor	11
Having access to a computer, the Internet	12
If it did not cost me as much to study (spontaneous)	13
Nothing could encourage me to take up studies or training again (spontaneous)	14
Other (spontaneous)	15
Do not know	16

EB63.3 NEW

QA10 In your opinion, what is the most useful source of information to help improve your study and career prospects?

(show card – read out – one answer only)

Personnel departments, line managers or employees themselves	1
Specialised material and interactive software available from libraries, the employment service, the Internet, etc.	2
TV, radio, newspapers, magazines including advertisements	3
Teachers and trainers	4
Career advisors or employment counsellors	5
Career fairs and exhibitions on education (open days, etc.)	6
Celebrities and public figures (TV stars, singers, politicians, etc.)	7
Family	8
Friends and colleagues	9
People who have done something similar	10
I don't think any of these sources are very useful (spontaneous)	11
Other source (spontaneous)	12
Do not know	13

EB63.3 NEW

QA11 Imagine you had to study, in each of the following situation, would you be willing to pay all, some or none of the cost of that course to ...?

(show card – read out – one answer per line)

	(read out)	I would pay all of the cost	I would pay some of the cost	I would pay none of the cost	DK
1	keep your present job	1	2	3	4
2	give you a better private life	1	2	3	4
3	get a promotion	1	2	3	4
4	learn a new language	1	2	3	4
5	set up your own business	1	2	3	4
6	acquire new skills for a hobby	1	2	3	4
7	open up job and career opportunities	1	2	3	4
8	get a recognised certificate, diploma or qualification	1	2	3	4
9	get a pay rise	1	2	3	4
10	prepare yourself for retirement	1	2	3	4

11	give you new knowledge in your field of work	1	2	3	4
12	to get you back into the job market	1	2	3	4

EB63.3 NEW

QA12 Please tell me whether or not the following is very useful to you in your family or private life to ...
(one answer per line)

	(read out)	Very useful	Not very useful	DK
1	be able to read or write	1	2	3
2	be able to do arithmetic	1	2	3
3	use a computer	1	2	3
4	use the Internet	1	2	3
5	use scientific/technological tools and equipment	1	2	3
6	be able to express yourself well	1	2	3
7	use foreign languages	1	2	3
8	be able to assess situations and solve problems	1	2	3
9	be able to take initiatives	1	2	3
10	have organisational skills	1	2	3
11	be able to get on with people from different cultures/countries	1	2	3
12	be able to cooperate with other people	1	2	3
13	be able to manage people	1	2	3
14	have general knowledge	1	2	3
15	know how to learn	1	2	3

EB63.3 NEW

QA12 And outside your family or private life is it very useful or not to ...?
(one answer per line)

	(read out)	Very useful	Not very useful	DK
1	be able to read or write	1	2	3
2	be able to do arithmetic	1	2	3
3	use a computer	1	2	3
4	use the Internet	1	2	3
5	use scientific/technological tools and equipment	1	2	3
6	be able to express yourself well	1	2	3
7	use foreign languages	1	2	3
8	be able to assess situations and solve problems	1	2	3
9	be able to take initiatives	1	2	3
10	have organisational skills	1	2	3
11	be able to get on with people from different cultures/countries	1	2	3
12	be able to cooperate with other people	1	2	3
13	be able to manage people	1	2	3
14	have general knowledge	1	2	3
15	know how to learn	1	2	3

EB63.3 NEW

QA13 Please tell me whether or not you have the following skills
(one answer per line)

	(read out)	YES	NO	DK
1	be able to read or write	1	2	3
2	be able to do arithmetic	1	2	3
3	use a computer	1	2	3
4	use the Internet	1	2	3
5	use scientific/technological tools and equipment	1	2	3
6	be able to express yourself well	1	2	3
7	use foreign languages	1	2	3
8	be able to assess situations and solve problems	1	2	3
9	be able to take initiatives	1	2	3
10	have organisational skills	1	2	3
11	be able to get on with people from different cultures/countries	1	2	3
12	be able to cooperate with other people	1	2	3
13	be able to manage people			

14	have general knowledge			
15	know how to learn			

EB63.3 NEW

Ask each skill if 'yes', code 1 in QA13a for the skill concerned

QA13b	If you were asked, would you be able to produce concrete evidence (showing diploma/certificate, record of achievement/portfolio, employer's reference/employee performance assessment document, or objects/products that you have made/created or using the skills in practice, etc.) that you have the following
-------	---

(one answer per line)

	(read out)	YES	NO	DK
1	be able to read or write	1	2	3
2	be able to do arithmetic	1	2	3
3	use a computer	1	2	3
4	use the Internet	1	2	3
5	use scientific/technological tools and equipment	1	2	3
6	be able to express yourself well	1	2	3
7	use foreign languages	1	2	3
8	be able to assess situations and solve problems	1	2	3
9	be able to take initiatives	1	2	3
10	have organisational skills	1	2	3
11	be able to get on with people from different cultures/countries	1	2	3
12	be able to cooperate with other people	1	2	3
13	be able to manage people			
14	have general knowledge			
15	know how to learn			

EB63.3 NEW

Ask all

QA14	In your opinion, which of the following represents the most significant opportunity for learning to have come about in the past five years?
------	---

(show card – read out – one answer only)

New technologies such as the Internet, CD-ROM	1
New TV channels (Discovery Channel, etc. – appropriate name in each country)	2
More opportunities in the workplace (new equipment, changes in work organisation, etc.)	3
Easier access to courses at schools, colleges, universities and training centres	4
Courses on new subjects	5
New places to learn (Internet cafes, libraries, museums, etc.)	6
New teaching/learning methods (where the learner is more active)	7
Internet chat rooms, intercultural exchanges or other forms of sharing knowledge	8
You can learn in a wider range of contexts and situations	9
Nothing has changed, there is just more information about what is available (spontaneous)	10
In my opinion, there are fewer learning opportunities than there used to be (spontaneous)	11
Other opportunity (spontaneous)	12
Do not know	13

EB63.3 NEW

QA15	For each of the following statements, please tell me if you tend to agree or tend to disagree. Lifelong learning ...
------	--

(one answer per line)

	(read out)	Tend to agree	Tend to disagree	DK
1	is important in order to live a full and satisfying life	1	2	3
2	is important to improve the lives of disadvantaged people	1	2	3
3	helps people to avoid unemployment	1	2	3
4	enables people to take their lives into their own hands	1	2	3
5	helps people to cope with rapid changes in society	1	2	3
6	is mainly for people who did not do well in school	1	2	3
7	helps to improve job and career prospects	1	2	3
8	is mainly for middle-aged people	1	2	3
9	is important because these days no one can expect to do the same things throughout their working life	1	2	3

10	should only take place when you are young	1	2	3
11	is not at all important	1	2	3

EB63.3 NEW

DEMOGRAPHICS

Ask all

D1 In political matters people talk of 'the left' and 'the right'. How would you place your views on this scale?
(show card) – (int.: do not prompt – if contact hesitates, try again)

left										right				
1	2	3	4	5	6	7	8	9	10	6	7	8	9	10

Refusal (spontaneous)	11
Do not know	12

EB63.2 D1

No questions D2 to D6

D7 Could you give me the letter which corresponds best to your own current situation?
(show card – read out – one answer only)

Married	1
Remarried	2
Unmarried currently living with partner	3
Unmarried having never lived with a partner	4
Unmarried having previously lived with a partner, but now on my own	5
Divorced	6
Separated	7
Widowed	8
Other (spontaneous)	9
Refusal (spontaneous)	10

EB63.2 D7

D8 How old were you when you stopped full-time education?
(Int.: if 'still studying', code 00 – if 'no full-time education', code 98 – if 'K', code 99)

--	--

EB63.2 D8

No questions D9

D10 Gender

Male	1
Female	2

EB63.2 D10

D11 How old are you?

--	--

EB63.2 D11

D15a and b asked before QA2

No questions D16 to D24

D25 Would you say you live in a ...?

Rural area or village	1
Small or middle-sized town	2
Large town	3
Do not know	4

EB63.2 D25

No questions D26 to D39

D40a Could you tell me how many people aged 15 years or more live in your household, yourself included?
(Int.: read out – write down)

--

EB63.2 D40a

D40b	Could you tell me how many children less than 10 years old live in your household? (Int.: read out – write down – if ‘none’ please code 00)
	<input type="text"/>

EB63.2 D40b

D40c	Could you tell me how many children aged 10 to 14 years old live in your household (int.: read out – write down – if ‘none’ please code 00)
	<input type="text"/>

EB63.2 D40c

D41	You personally, were you born ... ? (show card – read out – one answer only)
-----	---

in (our country)	1
in another EU Member State	2
in Europe, but not in a EU Member State	3
in Asia, in Africa or in Latin America	4
in Northern America, in Japan or in Oceania	5
Refusal (spontaneous)	6

EB63.2 D41

D42	Which of these proposals corresponds to your situation? (show card – read out – one answer only)
-----	---

Your mother and your father were born in (our country)	1
One of your parents was born in (our country) and the other was born in another EU Member State	2
Your mother and your father were born in another EU Member State	3
At least one of your parents was born outside of the EU	4
Do not know, refusal (spontaneous)	5

EB63.2 D42

D43a	Fixed telephone available in the household?
------	---

D43b	Mobile telephone available in the household?
------	--

	D43a	D43b
	Fixed	Mobile
Yes	1	1
No	2	2

EB63.2 D43a D43b

INTERVIEW PROTOCOL

P1	Date of interview
----	-------------------

<input type="text"/>	<input type="text"/>	day	<input type="text"/>	<input type="text"/>	month
----------------------	----------------------	-----	----------------------	----------------------	-------

EB63.2 P1

P2	Time of the beginning of the interview
----	--

(int.: use 24 hour clock)

<input type="text"/>	<input type="text"/>	hour	<input type="text"/>	<input type="text"/>	minutes
----------------------	----------------------	------	----------------------	----------------------	---------

EB63.2 P2

P3	Number of minutes the interview lasted
----	--

<input type="text"/>	minutes
----------------------	---------

EB63.2 P3

P4	Number of persons present during the interview, including interviewer
	Two (interviewer and respondent) 1
	Three 2
	Four 3
	Five or more 4
	EB63.2 P4
P5	Respondent cooperation
	Excellent 1
	Fair 2
	Average 3
	Bad 4
	EB63.2 P5
P6	Size of locality
	(local codes)
	<input type="text"/> <input type="text"/>
	EB63.2 P6
P7	Region
	(local codes)
	<input type="text"/> <input type="text"/>
	EB63.2 P7
P8	Postal code
	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	EB63.2 P8
P9	Sample point number
	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	EB63.2 P9
P10	Interviewer number
	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	EB63.2 P10
P11	Weighting factor
	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	EB63.2 P11
	ask only in EE, LV and MT
P13	Language of interview
	Language 1 1
	Language 2 2
	Language 3 3
	EB63.2 P13

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