

**IN THE SUBSEQUENT PARTIAL REPORT WE PRESENT A
DESCRIPTION OF DATA OBTAINED FROM RESPONSES PROVIDED
BY UNIVERSITIES VIA THE e – LiLL QUESTIONNAIRE**

Form of education of adult people at older age : Universities of the Third Age

In the sphere of education, respectively in lifelong learning, overlapping school learning limited to a certain age and institutions, the universities of the third age (UTA) in the Czech Republic, play a specific part. They are linked to universities, opened to the public and their educational needs. They provide general, non-professional education of interest to people at older age. They are specially interested in methodology of education with support of information technologies, selection of programmes and courses, evaluation of educational outcomes, and in a number of cases, in research and project activities.

The offer of UTA educational programmes is varied, and includes long-term and complete educational programmes in a number of branches (2-3 years), courses with support of information technologies, language conversational courses, activities for promotion of physical and mental fitness, programmes for promotion of self-directed learning at senior age, and in international teams even the time-tested cycles of popular-science optional lectures, and accompanying “leisure“ time activities.

University workplaces (university educational centres, faculties, institutions, departments)

The investigated set was formed by 32 workplaces of university type colleges, and 1 private college with health orientation, with total number of 10,958 seniors.

Participation data

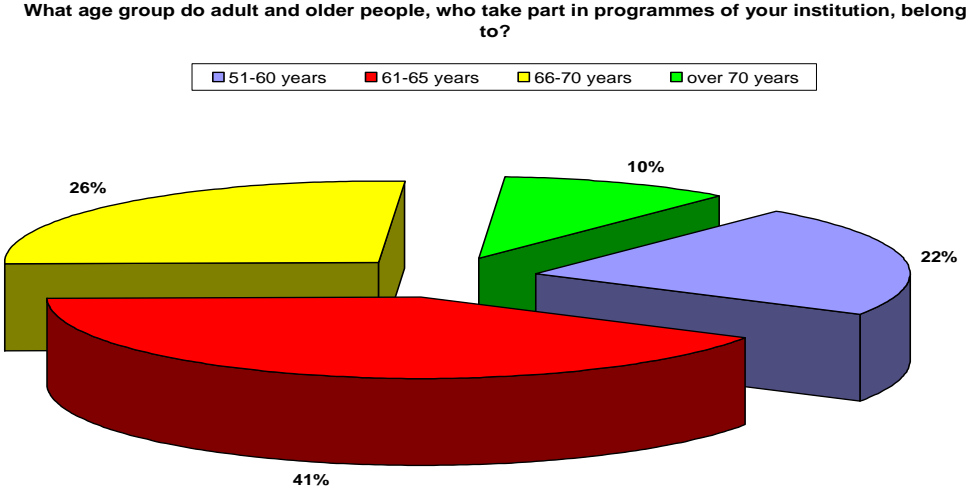
Number of students

The number of students in UTA programmes is specified by the type, nature, and professional profile of university (branches, organization, and forms of teaching). The number of students in mentioned universities ranged from 50 to 2,500 students in academic year 2005/2006.

Age

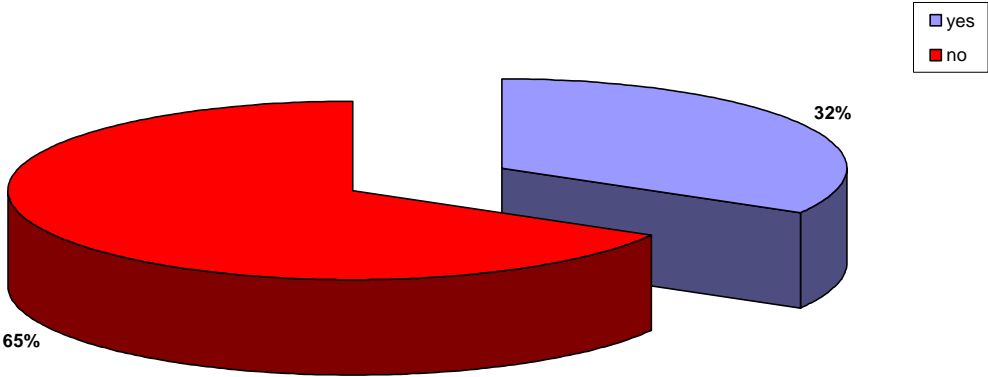
One of the established criterion for the entry into UTA programmes is *pre-senior and senior ages*. A specific group form the representatives of “50+ generation“ (22%), namely the age

group 61 – 65 (41%), and 66 – 70 years (26%). In the highest age group (10%) there are seniors, who repeatedly enter various programmes at the same or another university.



Age at the entry into UTA programmes

Do you differentiate the participants (seniors) according to their age at the entry into programmes of your institution?



The institutions, by an overwhelming majority, do not differentiate the participants according to their age at the entry into UTA programmes (65%), the limit to the entry in UTA is retirement age, i.e., 50+ and more, possibly less, when there are health and social problems, etc. If the senior programmes are specified in great detail, then their age decides for

(32%). Generation 50+, the so called pre-senior generation is a newly forming and specific group.

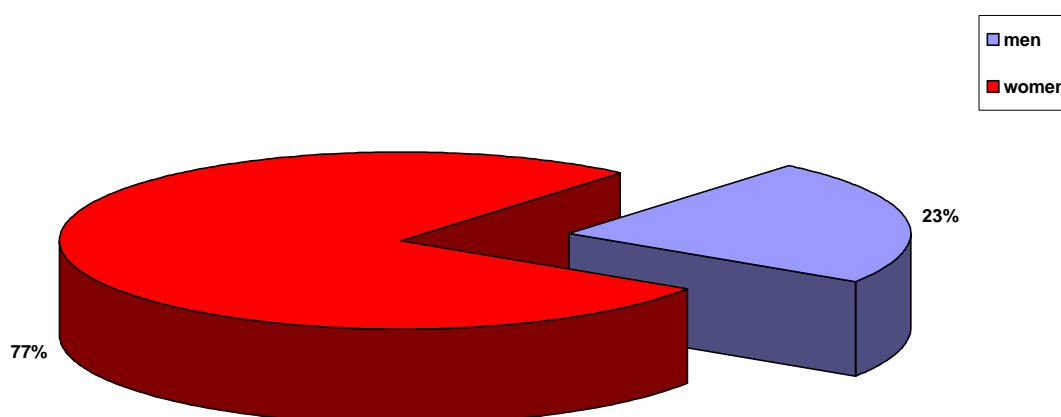
Education

In UTA programmes of Czech universities, the seniors with attained secondary and university education continue their studies. The highest representation of seniors exists in the category of higher professional education. The category of university education comes after. Degree of education is not accurately identified in 29% of respondents in the investigated set.

Representation of men and women in seniors' programmes

The women dominate in all the types of university programmes. The investigated set is formed by 77% women a 23% men.

What is the representation of men and women in educational activities given to adult people and seniors in your institution?



Educational programmes: contents and forms

Programmes and courses in the frame of UTA realized in the Czech Republic are specifically prepared for adult people at older age (for seniors). They belong to the system of lifelong learning, and are being developed at universities. Seniors are admittedly “not students“, however, they can attend the “opened“ lectures. In some cases they can take part in intergenerational activities.

As for the kinds of activities/courses which we offered and organized for seniors at asked universities (32), structured educational programmes, completed in 2-3 years, dominate. Even selective PC courses are part of these programmes.

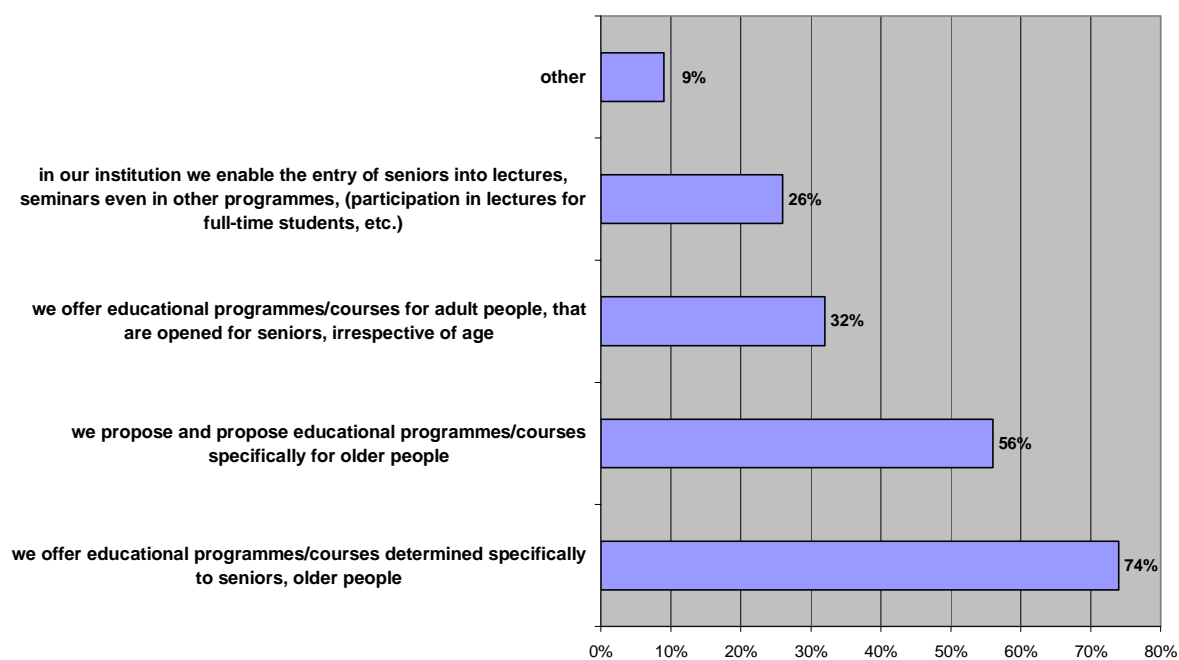
In view of that in the set of universities there are schools with a broad spectrum of branches, the offer of programmes, subjects and specialties is varied. The frequency of participants in individual programmes and subjects is given by a current offer, place and time, in which the programmes are realized. The subject distribution is wider in larger university towns. Nevertheless, we can say that the seniors generally prefer humanities, science, technique, and informatics, and choose smaller groups, mostly groups with profound interest, and previous professional orientation.

We can see the educational offer of virtual learning in senior programmes of selective universities only sporadically. Virtual learning, e-learning did not still settle down even in graduation programmes (bachelorship and master) at Czech universities, and that is why it is difficult to introduce them where the PC skills of older people are, in the majority, only being acquired, and where, in their households, the PCs are missing. The examples of good practice will as well be looked for only with difficulty.

Educational programmes of universities of the third age in the Czech Republic

Question 10

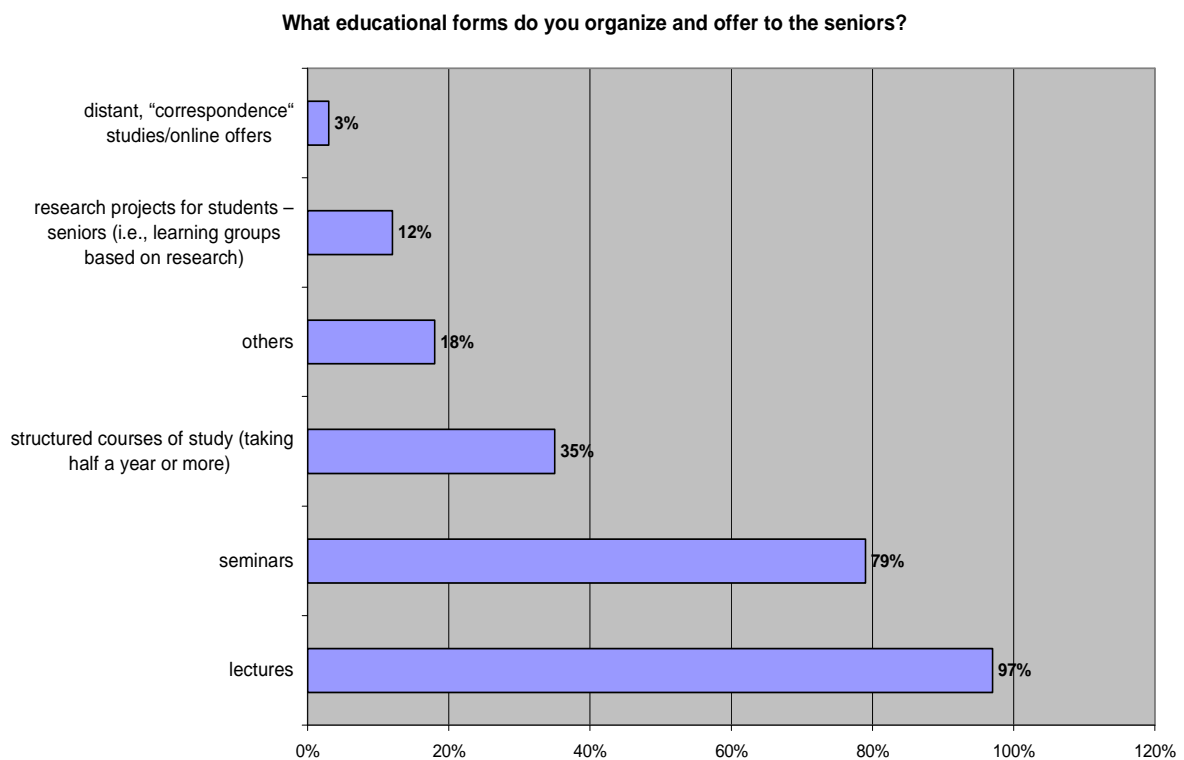
Educational programmes realized in your institution



The UTA as a specific form of education of adult and older people is realized at universities in the Czech Republic as part of lifelong learning. It offers namely educational programmes determined to seniors (74%). At the same time, in selective branches and subjects, it enables seniors the participation in lecture cycles of full-time and combined learning that are realized at faculties and universities (26%). The UTA offers PC courses for adult people, and if they are not differentiated into courses for the beginners, intermediates, and advanced, the senior age is not taken into account (32%).

Forms of learning

Question 11

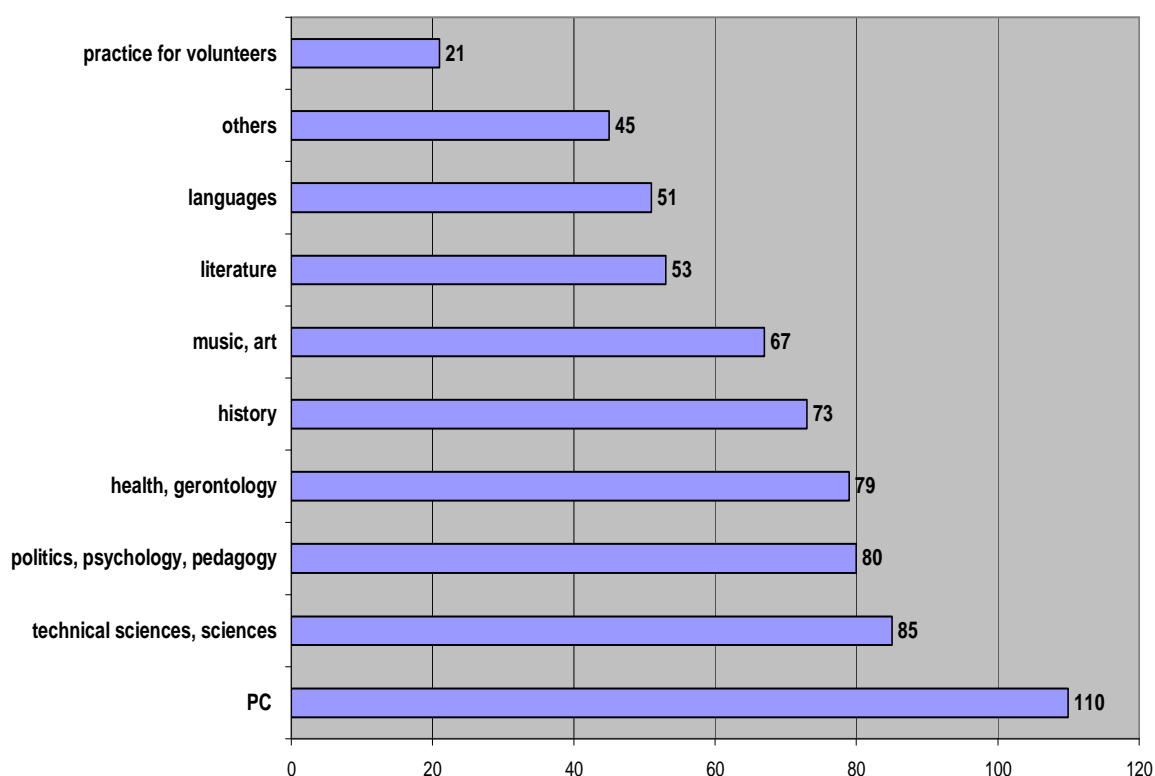


The structured courses and modules for higher number of interested persons (100), dominate in offers of educational programmes, especially at old universities. Lectures and lecture cycles (97%) are used here as the main educational forms. The seminar form of education (79%) continues on them as a rule. PC courses using up-to-date technologies (35%) dominate at universities and technically oriented colleges. Some of these courses are distant (3%). Language and physical education, and other courses belong to unspecific courses (18%). Seniors at professionally oriented universities (12%), as the Czech Technical University, Faculty of Electronics, Faculty of Health and Social Studies, etc, take part in research and intergenerational activities.

Subjects and branches at UTA

Question 13

Subjects and branches which, in the frame of education, are offered by the institution - prioritized



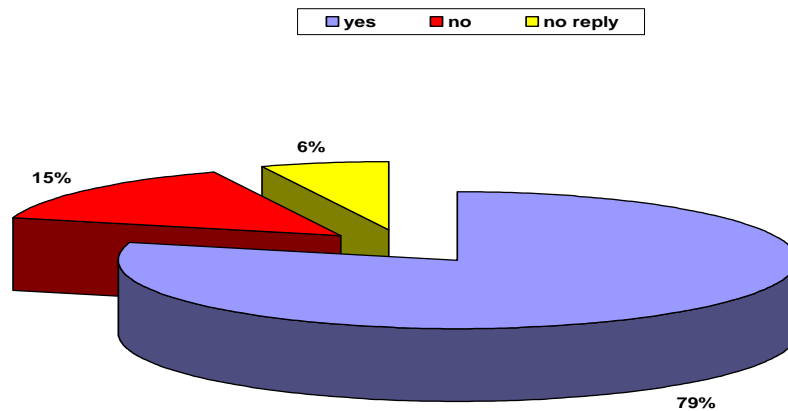
The UTA offers a broad spectrum of possibilities for development of general education of interest for people at later age. Since 2004 the colleges and universities associated in the Association of UTA in the Czech Republic have been realizing educational programmes with support of ICT (Development programmes of the Ministry of Education, Youth and Sports of the Czech Republic, 2004-2007), and into their programmes they have been specifically including computer and information literacy courses.

Technical and science subjects and courses, therefore, occupy unexpectedly the priority place in the offer of realization of UTA programmes, and they are considered important to a large extent. Social and health branches, and humanities are of great interest in seniors at selective universities such as history, politics, psychology, pedagogy, art, languages, and numerous accompanying activities.

Evaluation of the programme in institution

Question 12A

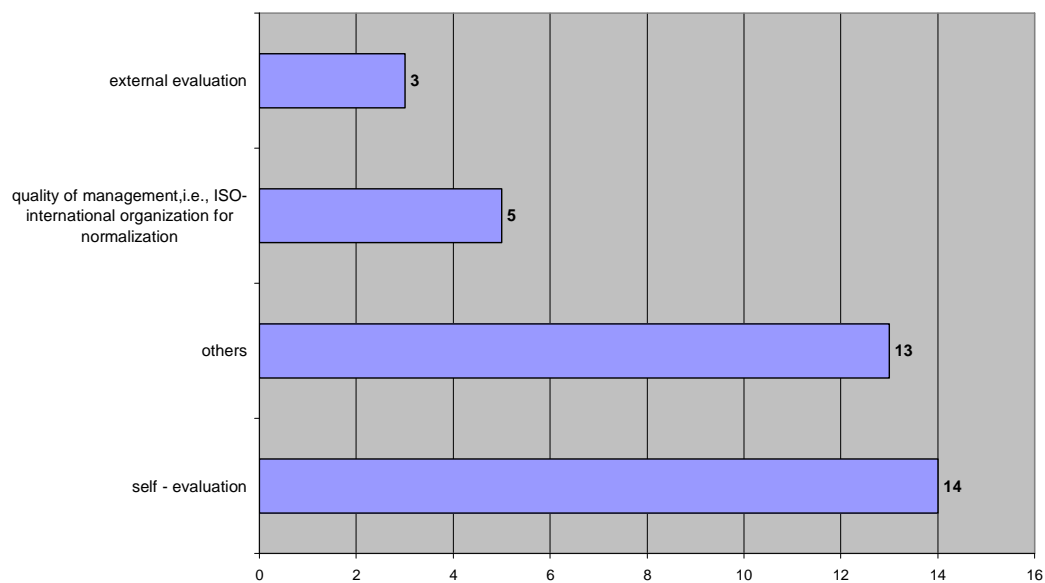
Do you conduct evaluation of programmes and courses in your institution?



The UTA programmes, presented to realization at universities and faculties in a given academic year, are internally accredited. 79% of institutions present conducting evaluation of programmes, 14 institutions conduct internal evaluation (self-evaluation), 8 institutions conduct external evaluation, and 5 out of them ISO. 15% of educational institutions do not conduct evaluation.

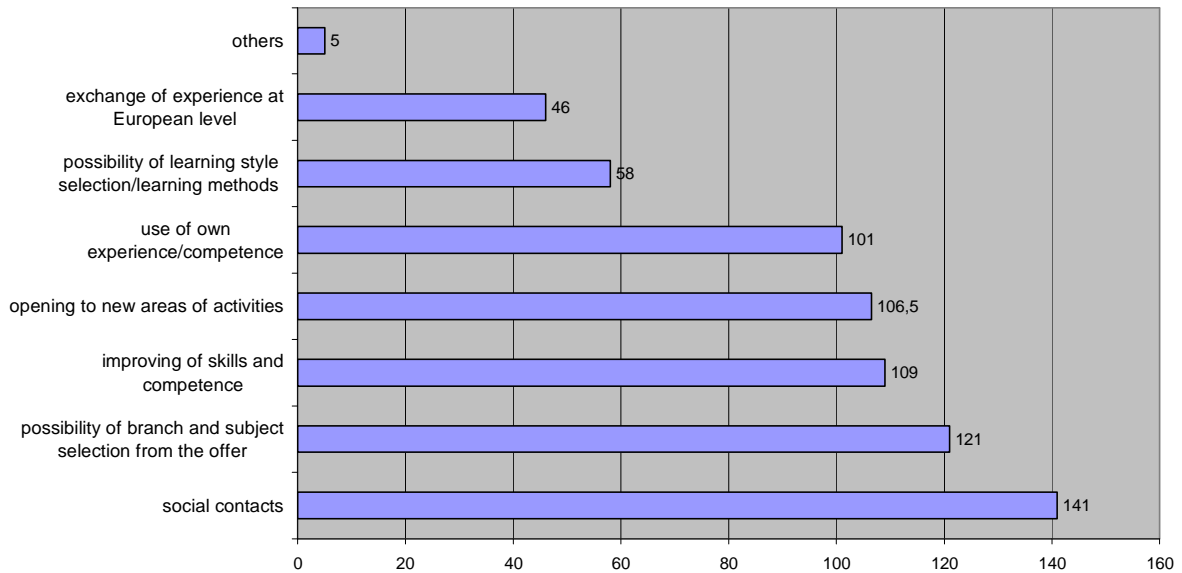
Question 12 B

How do you conduct the evaluation of programmes in your institution?



Question 15

What do, in your opinion, older people in self-education consider the most important on the base of their own experience?
prioritized

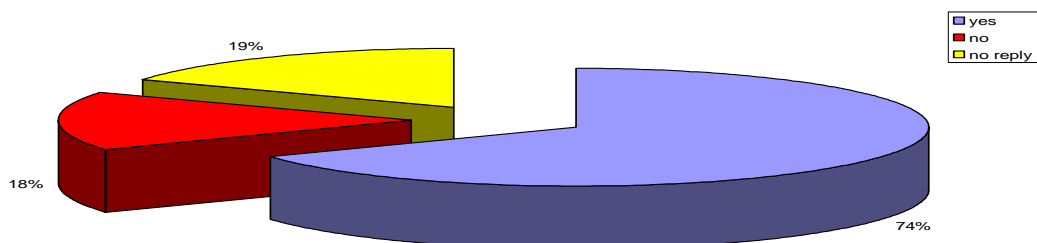


The educators attached a lot of importance to social contacts, possibilities of branch and subject selection from the current UTA offer, with respect to developing of abilities, skills, and opening new areas of activities. The possibility of development of international co-operation, and project activities that are linked to European partners occurred in obtained response.

Self-directed learning

Question 16

Do you think that self-directed learning is suitable and useful for the seniors?



The notion self-directed learning, or learning by oneself is a complex and indefinite concept

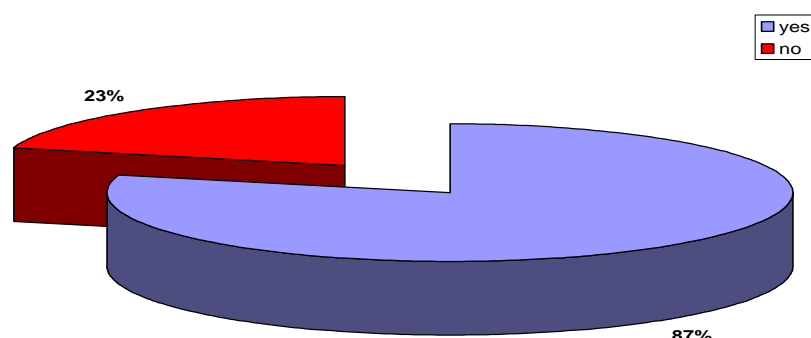
for the administrators of the questionnaire. Yet it is clear in their positive responses (74%) that seniors' competence to learn according to a certain plan, to form themselves with regard to the aim, is concerned. The fact, that 18% of the investigated answered No, and 9% did not answer the question at all, results from experience of lecturers in teaching the seniors and their skill to work on computer, especially with the "mouse". In any case, the detailed analysis of response is a topic to discussion at mutual meetings.

Information and communication technologies in seniors' education

Internet in UTA educational programmes

Question 17

Do the old people in your institution educate themselves with support of the Internet?



Noticeable representation of the Internet support in seniors' education (87%) determines the fact that PC courses and activities linked together dominate in the offer of programmes. They are realized in courses given to the beginners and intermediates. They are oriented above all on the use of the Internet (88%), and search for information (85%), as a means of self-presentation (35%), and communication (31%), and on blended learning (35%). The Internet is used sporadically in programmes and courses specifically oriented to music, art, and physical education (23%).

Equipment of UTA institutions and workplaces with computers

Question 18

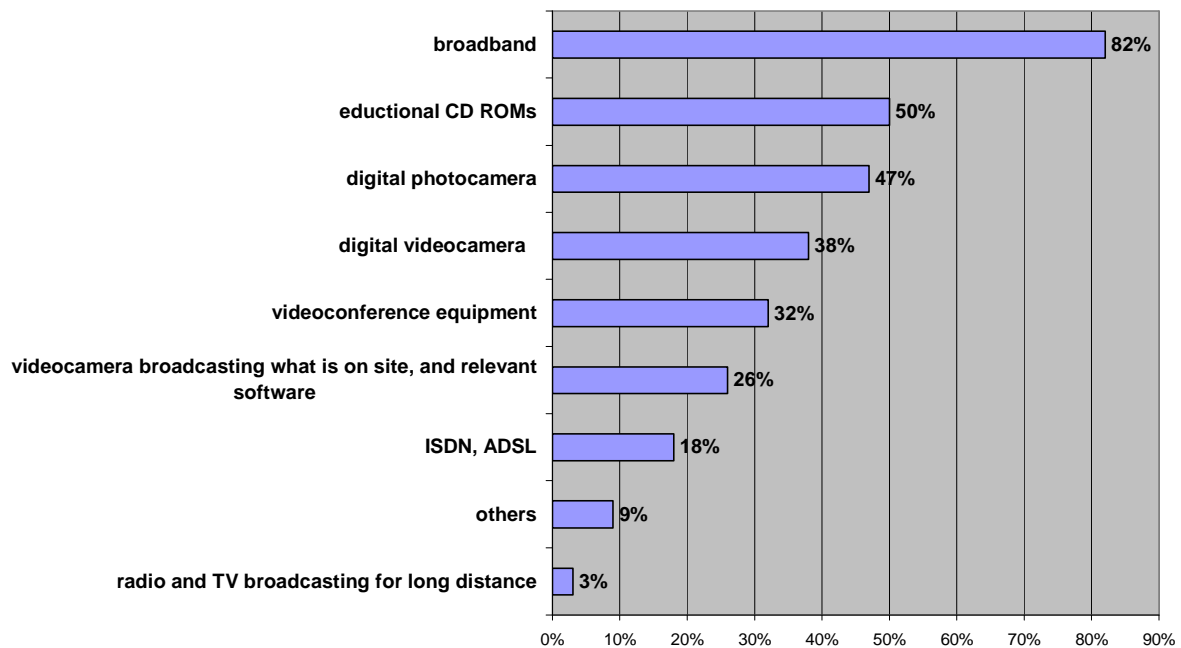
The UTA workplaces at asked universities (32) with programmes for seniors were, in years 2004-2007, developed and funded by Development programmes of the Ministry of Education,

Youth, and Physical Education of the Czech Republic. The current technical background and infrastructure of UTA at faculties realizing seniors' education is overstandard, at 68% of universities the computer pools, and the Internet studies are built up, at 53% workplaces the seniors use computers together with students. One quarter of workplaces (24%) show limited number of PCs destined for seniors, and at the same time a higher demand of seniors for courses overlapping the offer and possibilities of existing institutions and their workplaces with PCs. Other, non-specific possibilities of equipment are shown in 15% UTA workplaces at universities.

Equipment of UTA institutions and workplaces with information and communication technology

Question 19

Is the following and some other technical equipment available in your institution?

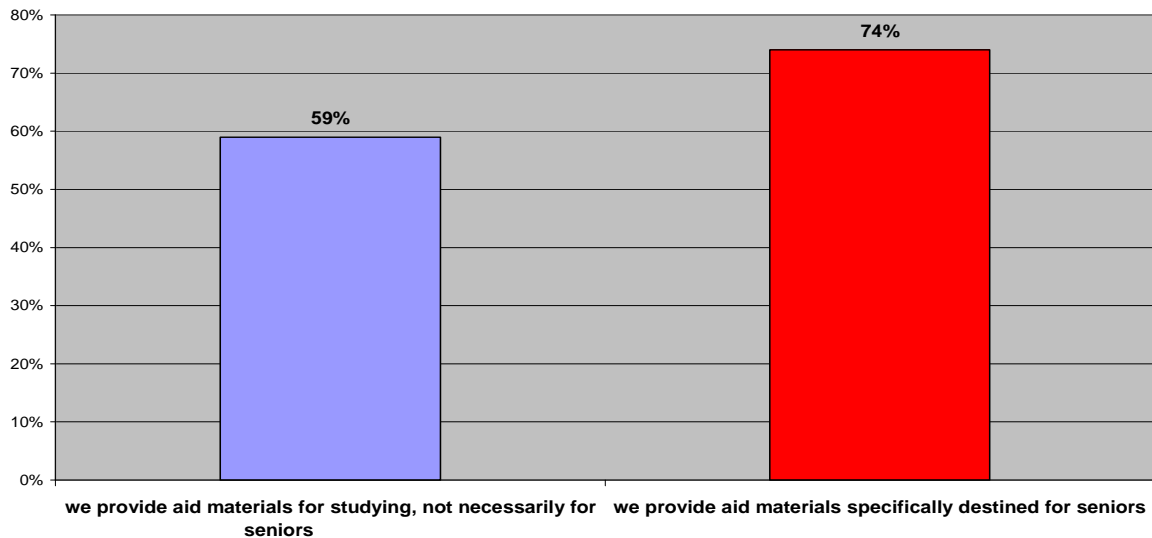


UTAs are linked to universities, and they are usually carried out at university ground. Detached workplaces, especially those situated out of statutory cities and faculties, build their educational background continuously, or use the background at secondary schools. The system of computer linking on the Broadband is owned by 82% workplaces, 32% high university workplaces possess the equipment for holding videoconferences, and educational CD-ROMs, digital cameras and videocameras belong to their standard equipment.

Educational supports for coping with and using the Internet

Question 21

Does your institution provide study branches for seniors in order that coping with and using the Internet can be easier?

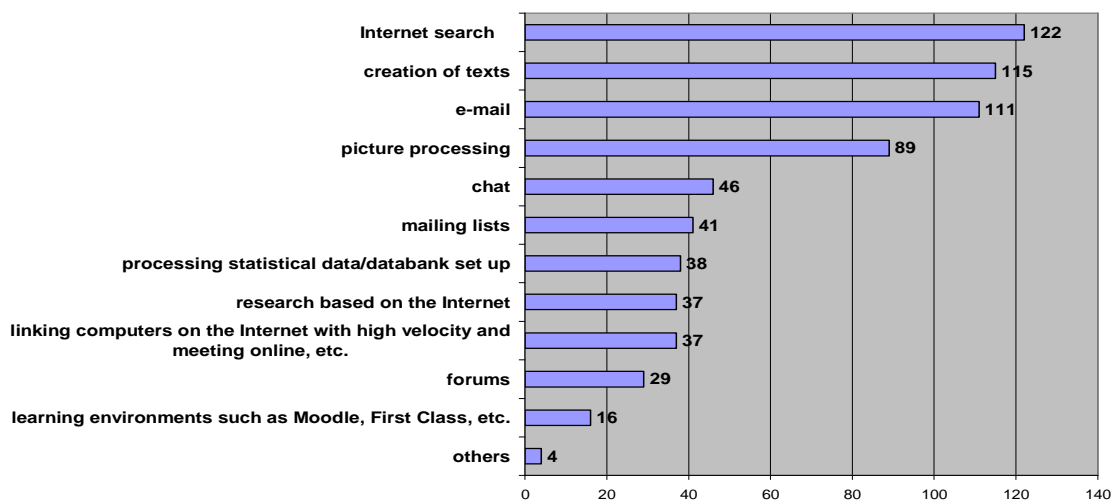


Universities of the third age as specific workplaces at universities provide for adult people and seniors the auxiliary educational materials, learning texts, manuals, and support for self-study, CD-ROMs (74% UTA workplaces only for seniors), in other 27% workplaces the seniors have at not only study supports, but also professional and technical assistance at their disposal (21%), together with other participants of courses they can use counselling, assisted help, and use computer pools and Internet workshops and educate themselves (59%).

The use of information and communication technologies in senior activities

Question 22

In what activities do the seniors in your institution use information and communication technologies?

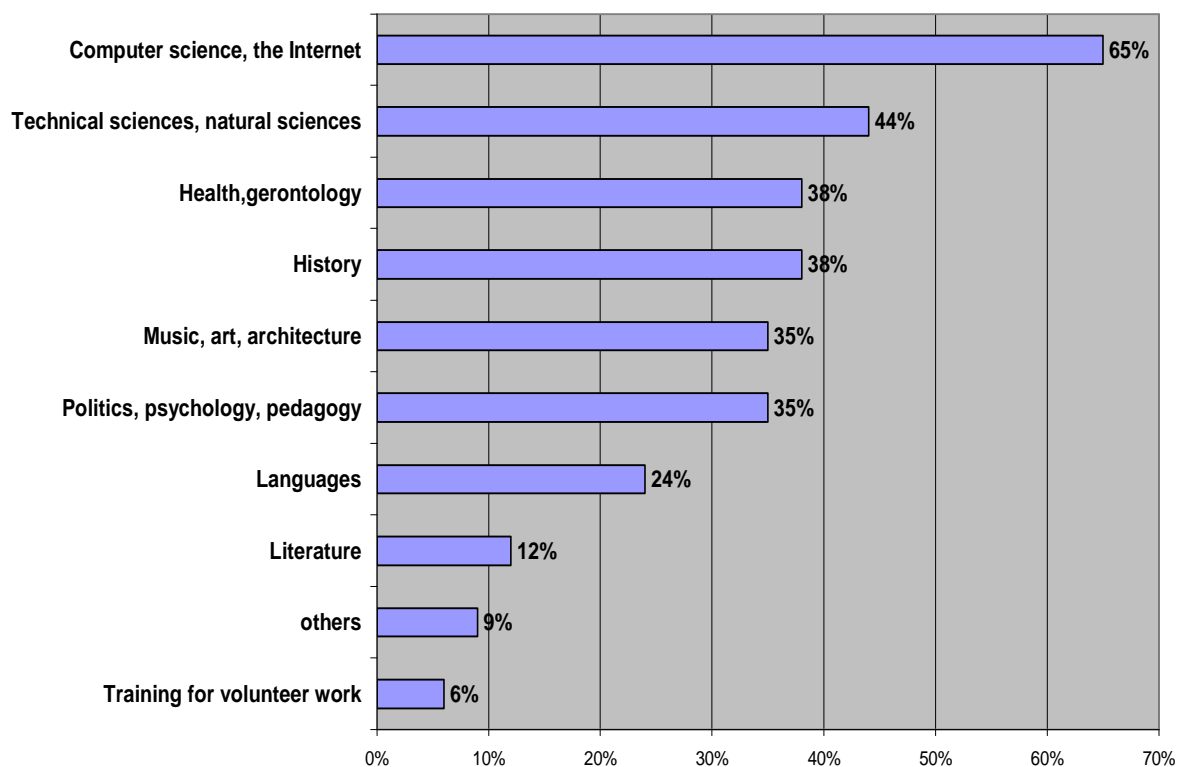


As for the use of information and communication technologies by seniors in UTA programmes, not only technical background and the level of workplace infrastructures, but also learning motivation and coping with barriers in acquisition of computer skill, and also even material background (computer in the household) of seniors decide. The entrance level of senior groups decides on activities that individual institutions realize in their workplaces from a spectrum of offers. From common courses to obtaining computer literacy at faculties with humanities and social studies, they can reach even very specialized programmes and projects at technical faculties (Czech Technical University in Prague, Technical University in Brno, etc.). From the overview of obtained data it is apparent that the most frequent activities in the area of using technologies by seniors are searching for information on the Internet, forming texts, e-mail communication, and imaging. Highly professional activities with using current technologies by seniors with previous technical education at technical and specialized universities and faculties cannot be missed.

Use of the Internet in educational branches

Question 23

In what branches do older people in your institution use the Internet?

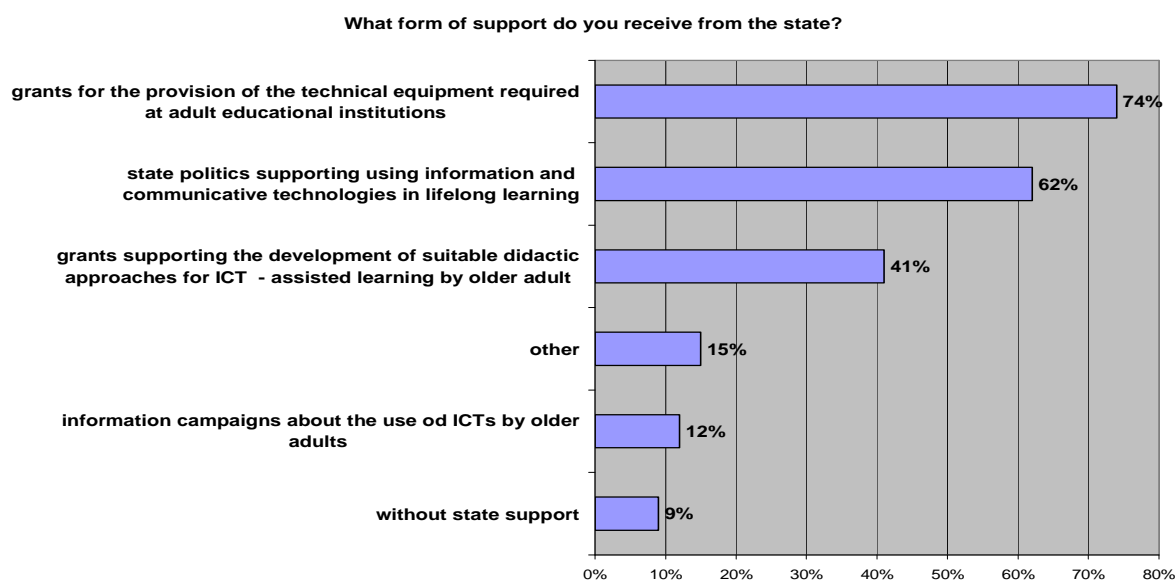


Semestrial programmes and courses for support of computer and information literacy

dominate in the offer of senior programmes at universities in the Czech Republic. 65% of addressed UTA universities and faculties realize them. Technical universities add to them successive specialized courses for selective “advanced“ senior groups (44%). 35% UTA workplaces offer the education with support of the Internet in health branches, history, music, art, and architecture, politics, in psychological and pedagogical disciplines, and only 12% workplace offer language teaching.

Institutional support to senior education

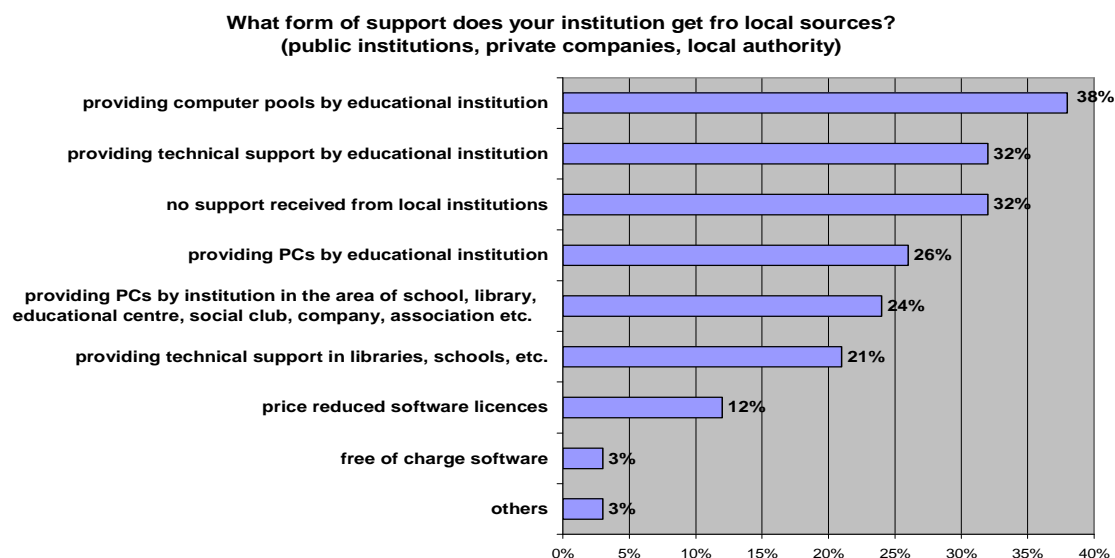
Question 24



Institutional (state) support of lifelong learning at universities, and an exemplary activity of the Association of Universities of the Third Age in the Czech Republic produced, in years 2004 – 2007, a great contribution into development of infrastructure and UTA educational programmes. 62% UTA workplaces acquired technical equipment from state funds for development, and 74% workplaces from grant funds, and 41% workplaces used finances from development programmes in didactic and pedagogical areas. All the support reflected to equipment and priorities of senior education.

Local, regional support to senior education

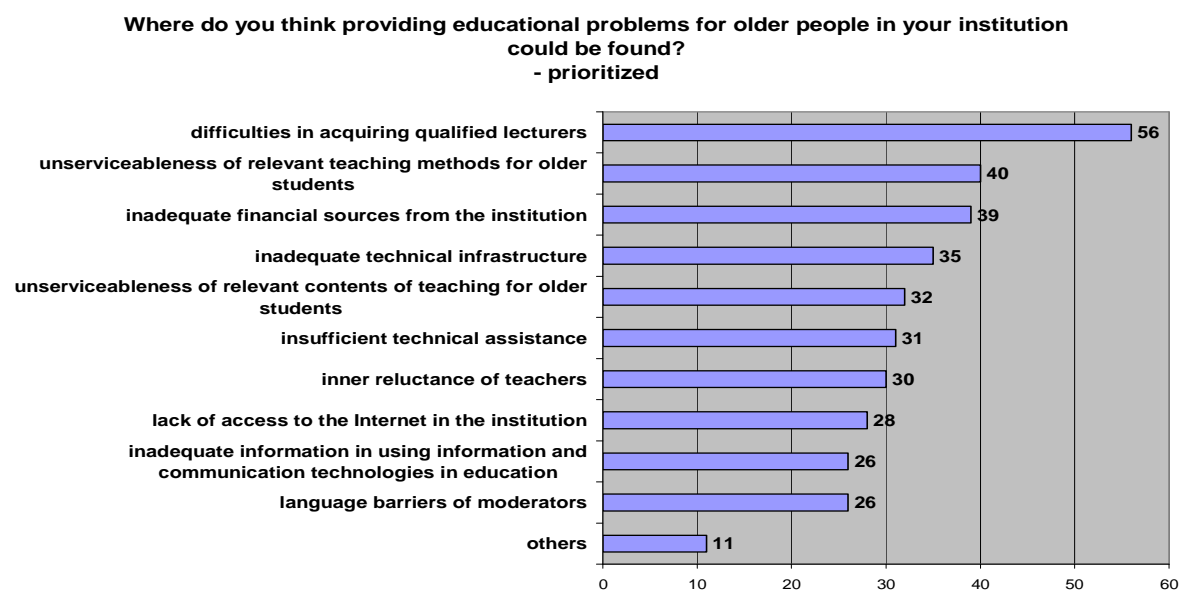
Question 25



Support to senior education from local sources reflected internal possibilities of institutions. It showed the support in providing PCs (26%), providing computer pools (38%), into technical and counselling assistance within the institution. From the whole and partial percentage of support of local sources it can be said that senior education is the major interest of addressed institutions, however, at the same time the fact that 32% of them realize their programmes without local sources, cannot be omitted. Only 3% of institutions search for and use other sources.

Barriers and problems in realization of senior education

Question 26

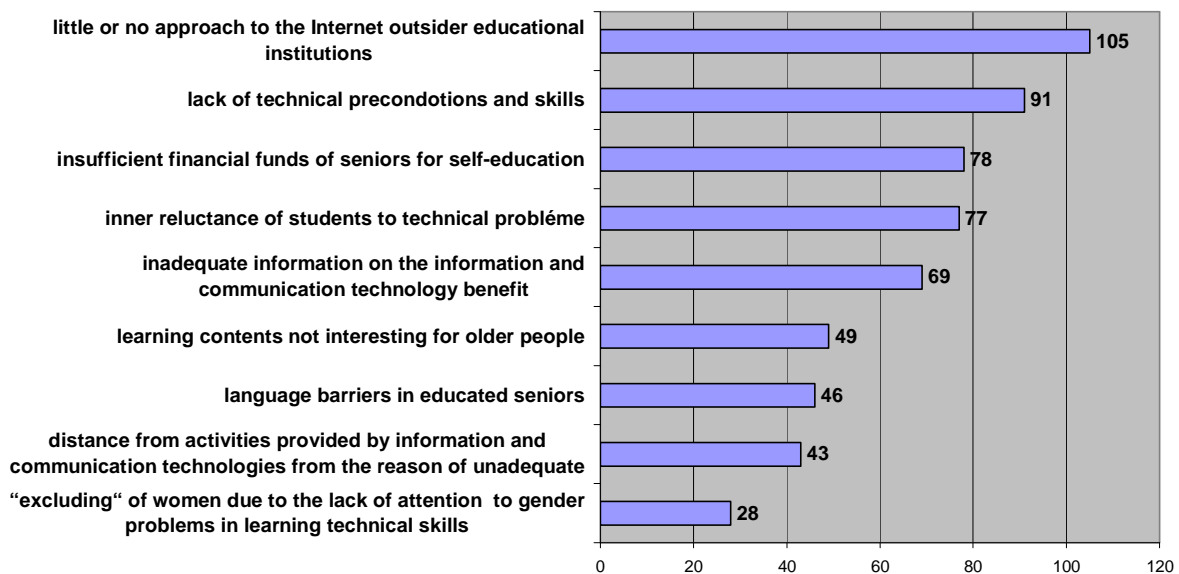


Senior education has its own special characteristics, it does not demand only technical background, i.e., adequate infrastructure in institution and equipment with computer and the Internet in the seniors' household. Insufficient technical background, little support of individual and group education in institutions, namely Insufficient or missing computers in the households of seniors belong, in educators' opinion, to important obstacles in providing quality educational services for seniors.

Furnishing of the household with the Internet is rather costly matter for a lot of seniors. Problems and obstacles are apparent even in the sphere of human sources. Learning in later life needs a methodical and didactic approach taking into account seniors' age, quality lecturers, language skills of moderators, and even adequate promotion of practice. All these aspects are considered important in educators, however, the degree of importance of individual aspects is always related to actual investigated set. It means that their order could be variable.

Barriers and problems preventing seniors from education with support of the Internet
Question 27

**What circumstances, problems can arise in seniors in education with support of information and communication technologies?
-prioritized**



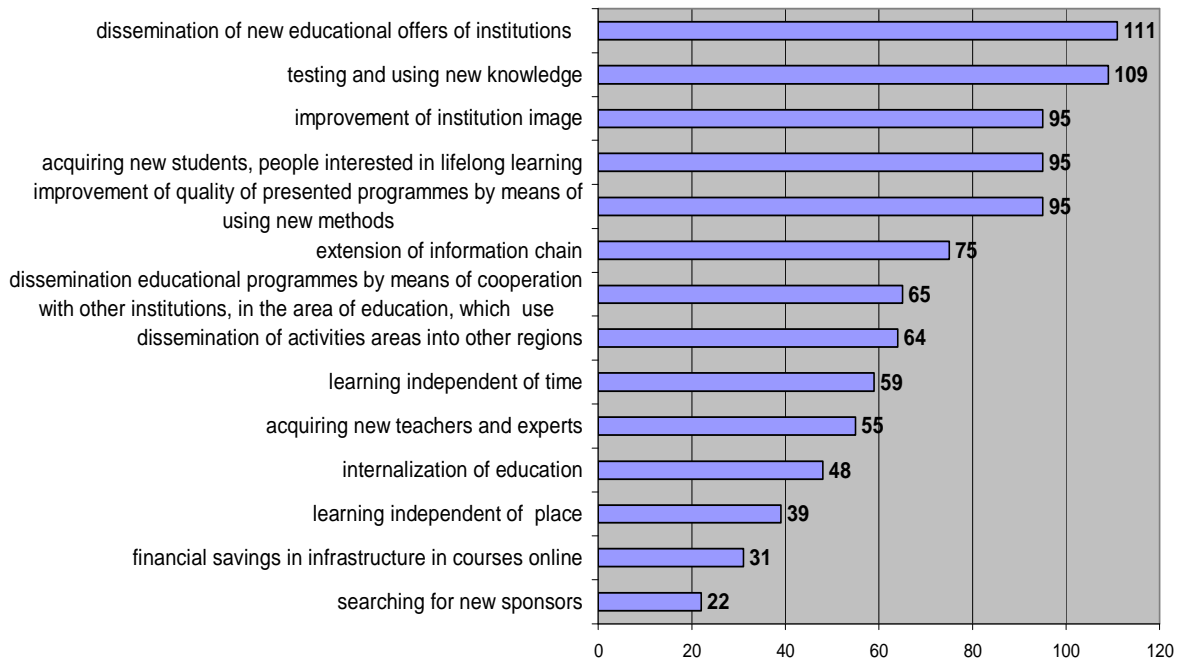
The fundamental obstacle preventing seniors from acquiring skills of computer work continually is poor access to computer technique including the Internet. Little or almost any possibility to practice obtained knowledge and skills, technical help in place and at time, missing supervision in acquiring new steps and experiences often belong to unsurpassable

circumstances preventing seniors from learning. The important thing is that incipient difficulties with operating the “mouse“ discourage from further learning and confirms the seniors that doping with the computer is beyond them and their financial possibilities. Computer fear, little language preparedness and orientation in technical computer terminology create other barriers.

Asset of the university of the third age programmes with support of information and communication technologies for the educator

Question 28

Where can you see the asset of educational programmes with support of information and communication technologies destined for seniors for a given institution? - prioritized

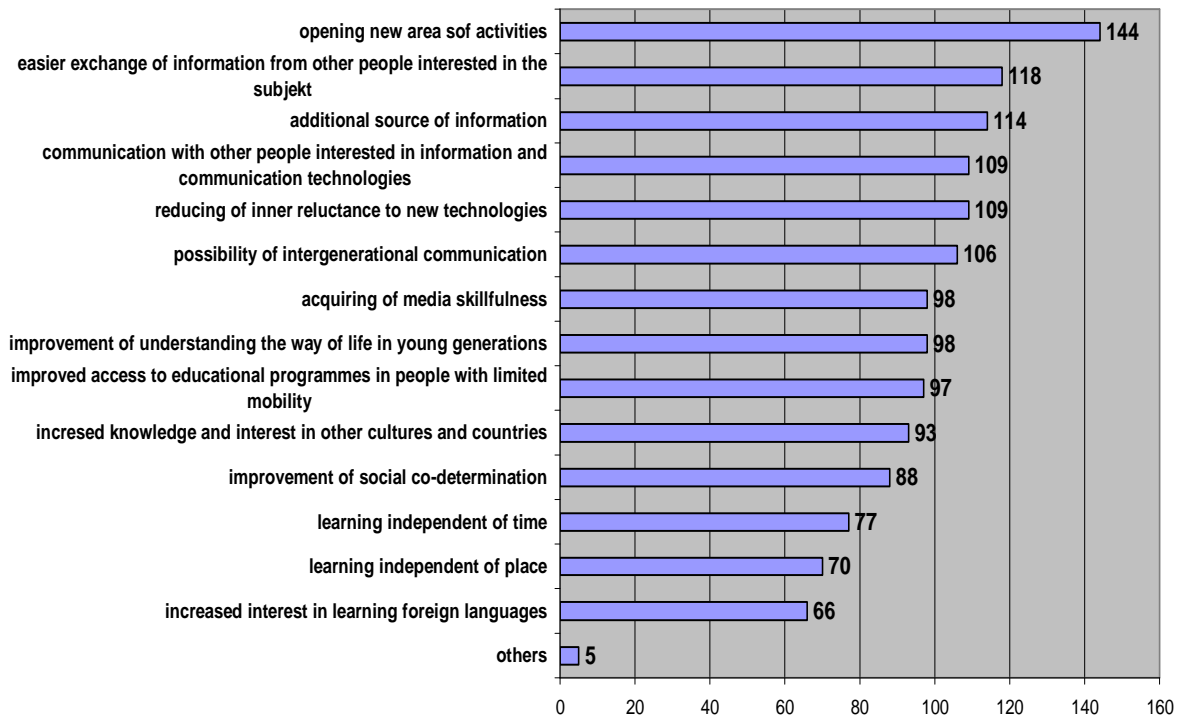


In view of universities and their critics the benefit is believed in a row of areas Above all it is the trademark of a “good“ university with a varied spectrum of study programmes, including UTA, of dissemination educational offers by means of new technologies, using eLearning programmes, and acquiring new students and people interested in lifelong learning.

Asset of education with support of information technologies for seniors

Question 29

What does education in later life bring seniors in the area of information and communication technologies prioritized



Education with support of information and communication technologies opens the seniors wide areas of knowledge in branches close to them professionally, but even in branches which were unknown and unforgotten to them before. It gives them the chance to communicate better and “up-to-date“ between generations, to present medially, and to cultivate in language. It widens knowledge and interest in happenings around, in meeting other people, in mutual learning and acquiring and extending social contacts.