Creative educators of digital arts & culture

(Creative Seniors)

Project number: 2020-1-PL01-KA227-ADU-096365

Funding programme: ERASMUS+ Key Action 2: Strategic Partnership for Adult education.

National report

Poland

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1. Introduction

1.1 Objective and scope of the research

The objective of the research is to collect data related to seniors' education system in Poland, as well as to understand better what sort of content and methods are needed in seniors' education especially in small cities and in the countryside where access to different types of courses and classes is limited. The research was conducted both among seniors and seniors' educators in order to better understand barriers, challenges and interests of both groups, which will help to create a useful educational programme within the CEDAC project.

1.2 Methodology

Desk research:

The desk research was done mostly on the internet, based on the knowledge collected within our organisation during a few years of implementing projects addressed to seniors from small cities and villages. The research was conducted from October 1st to 7th.

Online survey:

The online survey was conducted from June to the beginning of October 2021. We have collected 72 replies from seniors and 23 replies from seniors' educators. Both seniors and educators were invited to fill in the survey through e-mails and Facebook posts. In some places educators printed the surveys out and seniors filled them out in paper. Then the answers were typed in the online survey (some seniors wouldn't be able to fill in an online survey themselves).

Focus groups:

The focus group took place on October 1st. It took an hour and 15 minutes (from 4 p.m. to 5.15. p.m.). Two educators from small culture centres in Zabierzów and Zawoja took place in the interview, as well as 4 seniors from 3 different villages and small towns: Jordanów, Miechów, Mochnaczka (2 men and 2 women). The interview was done online on Zoom. Most participants knew each other before the interview, which helped to create a safe atmosphere motivating participants to speak frankly about their needs, ideas, challenges and barriers. The interview was done as a conversation in which general topics from the scenario were addressed. The participants felt free to add new themes and ideas whenever they had something on their mind.

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2. Desk Research Results

2.1 General situation in seniors' education

The share of older people in Polish society is systematically growing. At the end of 2019 people aged 60+ accounted for 25.3% of the total population. According to the forecast of the Polish Central Statistical Office the number of people aged 60+ in Poland in 2030 will reach 10.8 million, and in 2050 will reach 13.7 million. These people will constitute about 40% of the total population of Poland. More than half (65.2%) of the elderly people live in cities. 58.1% of seniors are women.

People of senior age in Poland prefer activities carried out at home: watching TV, listening to the radio, reading the press. About 40% of seniors regularly read books and seniors more and more often use public libraries. In 2019, these libraries recorded 905.1 thousand readers over 60. In annual terms, their number increased by 5.9%, and compared to 2015 - by 40.0%. More than half of senior citizens meet friends and family, usually in private homes. Among outdoor activities, seniors most often choose to go for walks and rest in the fresh air (e.g. on a garden plot). Elderly people also participate in various forms of cultural activities organized by culture centres, clubs and community centres. In 2019, more than 210,000 people over 60 were members of various teams, clubs and sections, and 54.7 thousand seniors were actively involved in art groups.

Organizations and institutions involved in seniors' education in Poland:

- Universities of the Third Age
- culture centres
- community centres
- libraries (municipal, communal etc.)
- non-governmental organizations

One of the activities carried out by elderly people in their spare time is following courses at the Universities of the Third Age (U3A). The first one was established in Poland in the 1970s. Their mission is to activate seniors through educational activities and to develop students' interests, as well as to organize active leisure activities. In 2018, 640 U3A operated in Poland. In the academic year 2017/2018, the total of 113.2 thousand seniors were U3A students.

Clubs, culture and community centres also offer to their members various activities, which in 2019 involved nearly 19.9 thousand elderly people. This means an increase in relation to the previous year by 7.5%. Most seniors (nearly 6.5 thousand) completed courses in digital literacy, which means 19.2% more than in the previous year. Foreign language courses were also popular.

For years, senior clubs run by the afore mentioned institutions have been very popular among senior citizens, both in the countryside and in the city. Activities organized by rural housewives' clubs are also popular in the countryside.

Senior policy

In the period 2021-2020 the Government Programme for Social Activity of Elderly People was implemented in Poland. The aim of the Programme was to improve the quality and standard of living of elderly people for dignified aging through social activity. One of the programme priorities was education of the elderly people. In 2020, 74 projects within this priority were approved and co-financed by the programme. Since 2021, the "Active +" multiannual programme (2021-2025) for the

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elderly has been implemented. Education of seniors is addressed within "activities aimed at increasing the participation of older people in active forms of spending free time" and in activities related to digital inclusion.

Since 2015, the Ministry of Family, Labour and Social Policy has been implementing the "Senior+" Multiannual Programme addressed to local governments (previously the "Senior-WIGOR" Programme). The strategic goal of the Programme is to increase active participation in seniors' social life by supporting "Senior+" Day Homes and "Senior+" Clubs. The operational goal of the Programme is to provide support to seniors, inter alia, through activities for social activation, services in the field of physical activity, educational, cultural and recreational offer.

Council for Senior Policy - an opinion-making and advisory body of the Minister of Family and Social Policy.

Document entitled "Social policy towards the elderly 2030. Security - Participation – Solidarity" was adopted by the Council of Ministers on October 26, 2018 (Resolution No. 161 of the Council of Ministers of October 26, 2018 on the adoption of the document Social policy towards the elderly 2030. SECURITY - PARTICIPATION - SOLIDARITY, MP from 2018, item 1169). The entity responsible for coordinating the activities indicated in the document is the Minister of Family, Labour and Social Policy. The implementation of social policy towards the elderly is monitored under the obligation resulting from the Act of 11 September 2015 on the elderly.

Current training / educational programmes and methodology of teaching seniors in Poland

Third Age Universities, senior clubs, cultural centers and other institutions offer seniors various forms of activity:

- lectures and seminars on various topics,
- regular classes (courses, workshops, interest clubs and others),
- sports and physical activities,
- language courses,
- art classes,
- computer classes,
- cultural and artistic events,
- trips, tours and tourist rallies,
- visits to cinemas, theatres, museums or other cultural institutions.

Use of computers and the Internet by seniors

In 2019, 34.1% of people aged 65–74 used computers in the last 3 months, i.e. by 2.4 percentage points. more than a year earlier. People of this age increasingly use computers on a regular basis (i.e. at least once a week). In 2019, 30.6% of people aged 65-74 regularly used a computer (an increase of 2.9% compared to the previous year). The Internet was used by 37.0% of people aged 65–74, and 33.3% of people of this age regularly used the Internet.

Elderly people most often used the Internet in private matters to read news, newspapers or magazines online (77.4% of people aged 65-74 who used the Internet in the last 3 months), to search for information about goods or services (67.8%), searching for information related to health (65.1%), sending and receiving e-mails (61.1%), and using internet banking services (41.1%). In 2019, 12.2% of

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people aged 65–74 used (in the last 12 months preceding the survey) public administration services provided via the Internet. Compared to the previous year, this percentage increased by 1.3 percentage points. In the analyzed age group, the most popular were filling out and sending forms (61.9% of people using administration services provided via the Internet) and searching for information on public administration websites (60.5%). In 2019, the number of people aged 65-74 who made purchases for private use online (in the last 12 months) increased. In the analysed year, the share of these people was 13.2%, i.e. 2.8 percentage points higher than the year before. They most often ordered clothing and sports equipment (41.0% of seniors shopping online), as well as furniture, vehicles, household appliances, toys and jewelery (33.7%).

2.2 Stakeholders

Name of an expert / institution dealing with seniors' education	**Contact data (a website address / contact person)**	**Offering (what can they deliver – trainings? Articles? Applications? Etc.)**	**Target group(s) – to whom do they focus on?**	**Other comments / additional information**
Krakowska Akademia im. Andrzeja Frycza Modrzewskiego filia w Tychach	https://www.ka.edu.pl/tychy/uniwersytet-trzeciego-wieku/aktualnosci-utw/ / tel: 32/326-51-01. e – mail: utwtychy@afm.edu.pl	courses in tourism, computer skills, drawing, handicraft, decoupage, languages, literature, music, nordic walking and others	Seniors	Recently the most popular of about seven hundred Polish Universities of the Third Age. It has about 1.5 thousand students
Uniwersytet Otwarty Uniwersytetu Warszawskiego	https://www.uo.uw.edu.pl/ / e-mail: biuro@uo.uw.edu.pl, tel. 22 55 24 040, 22 55 20 724, Patrycja Gozdowska-Tomaszkiewicz (biuro@uo.uw.edu.pl)	Open lectures, educational and cultural activities, debates, open-air concerts	people of all age, mostly seniors	Open university organized by the largest university in Warsaw
Fundacja AgeHUB	https://agehub.pl/ / tel. 534-701-114, kontakt@agehub.pl	Computer courses, manual book, individual consultations	Seniors	The foundation was established to conduct digital education of people aged 60+.
Cyfrowy Senior	https://seniorcyfrowy.pl/ Stowarzyszenie Europartner AKIE (tel.: 570 747 170, e-mail: cyfrowy.senior2018@gmail.com), Łomżyńska Rada Federacji Stowarzyszeń Naukowo-	Digital literacy and soft skills courses, psychological support	Seniors	Digital education project for seniors co-financed by the European Regional Development Fund, implemented by two institutions (see: Contact data).

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	Technicznych NOT w Łomży (tel: +86 215 05 96, biuro@notlomza.pl)			
CAM Nowolipie	https://cam.waw.pl/ / tel. 22 838 34 96	lectures, digital and language courses, monthly magazine for seniors, career office for seniors, trips, concerts, painting, sculpture and handicraft exhibitions, general fitness and anti-discopathic gymnastics, yoga, individual consultations with a physiotherapist etc.	Senior and integrational groups	Operates in Warsaw
Stowarzyszenie Pomocy Potrzebującym "Nadzieja"	http://mas.spp-nadzieja.pl/ / tel. 694 409 087, spp-nadzieja@wp.pl	Stationary and virtual courses, workshops, video magazine, health prophylaxis, support for senior councils	Seniors	Operates near Warsaw
Fundacja Partycypacji Społecznej	https://fundacja-spoleczna.pl / tel. +48 61 662 11 60, kontakt@fundacja-spoleczna.pl	Digital literacy courses and social animation	People at risk of exclusion	Realizes projects in four voivodeships (Lower and Upper Silesia, Greater Poland, Pomerania)
Fundacja im. Lesława A. Pagi		Online courses and workshops, book, online educational game	Students, people at risk of exclusion	Courses for seniors in new technologies, personal finance and health prophylaxis
Stowarzyszenie Kreatywni 50 Plus	https://kreatywni50plus.wixsite.com/ / kreatywni50plus@gmail.com, kreatywni.kursy@gmail.com, tel. 693 258 256	Digital literacy courses, free online educational materials, Senior Digital Support Centers	Seniors 50+	
Ogólnopolska Federacja Stowarzyszeń Uniwersytetów Trzeciego Wieku	https://www.federacjautw.pl/ / tel. 696 95 20 16, e-mail: federacjautw@interia.eu	Educational activities carried out by over 50 Universities of the Third Age	Seniors	Big Association of Universities of the Third Age from all over Poland

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2.3 Conclusion

The desk research proves that Universities of the Third Age (U3A) play an important role in education of senior citizens in Poland. They have different forms (can be organized at regular universities or as independent organisations usually acting in smaller cities or villages). Other actors crucial in seniors' education are local culture institutions (especially culture centres and libraries), that organise various educational programmes and activities for seniors. It is though important to say that there is no integrated educational system for senior citizens in Poland. Each organization and institution tries to adapt its offer to senior students' needs. It is important to give them not only financial support (provided in a limited way by the programmes of the Ministry of Family, Labour and Social Policy) but also methodological help and inspiration for organizing new educational activities for seniors, especially now, in the COVID-19 times, which is particularly difficult.

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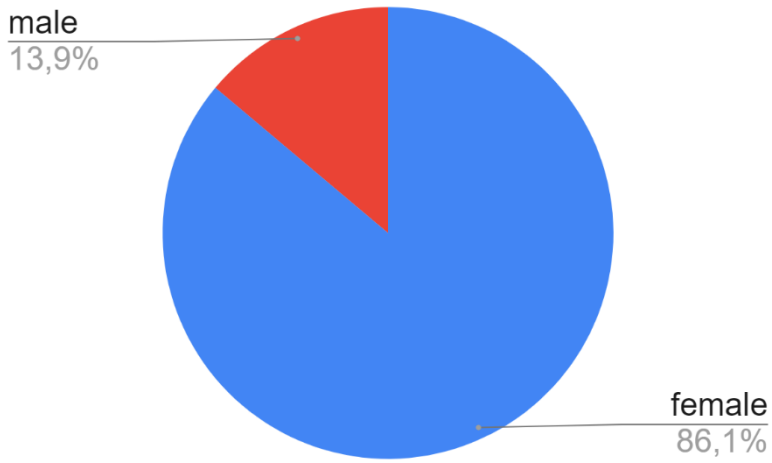
3. Online survey results

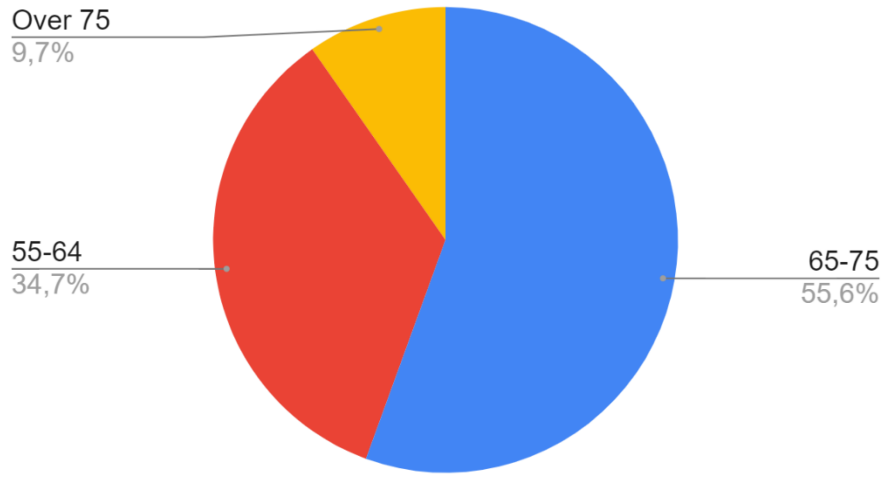
3.1. Survey among senior citizens

Gender



62 women and only 10 men were among 72 seniors who took part in the survey.

Age



More than half of the respondents were between the age of 65 and 75.

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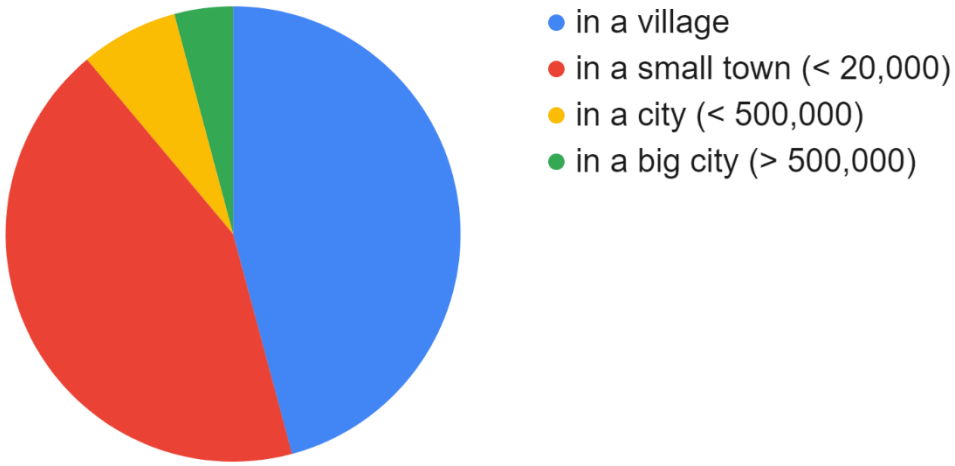
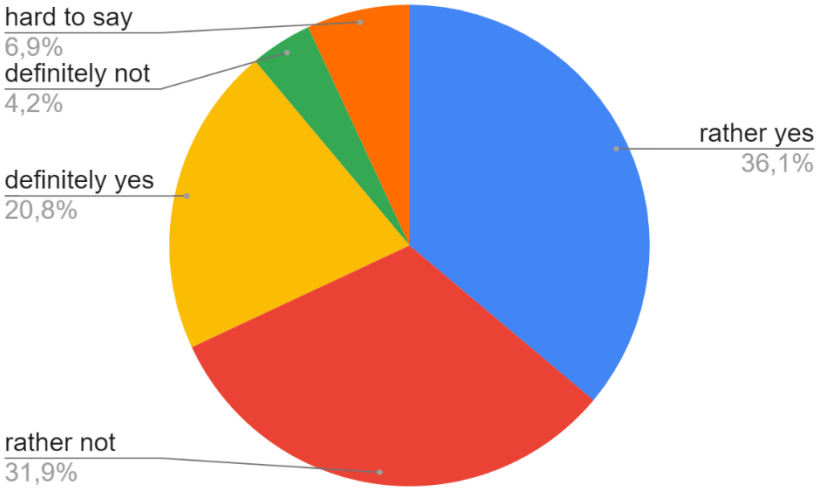
I live:



The inhabitants of large cities accounted for less than 7 percent of the respondents, and nearly 90 percent were inhabitants of rural areas and small towns, which does not reflect the structure of the Polish population by place of residence.

Has the Covid-19 pandemic changed the way you spend your free time?



About 57 percent of respondents noted the impact of the Covid-19 pandemic on the way they spent their free time. The opposite opinion was expressed by about 36 percent of the respondents.

How do you spend your free time?

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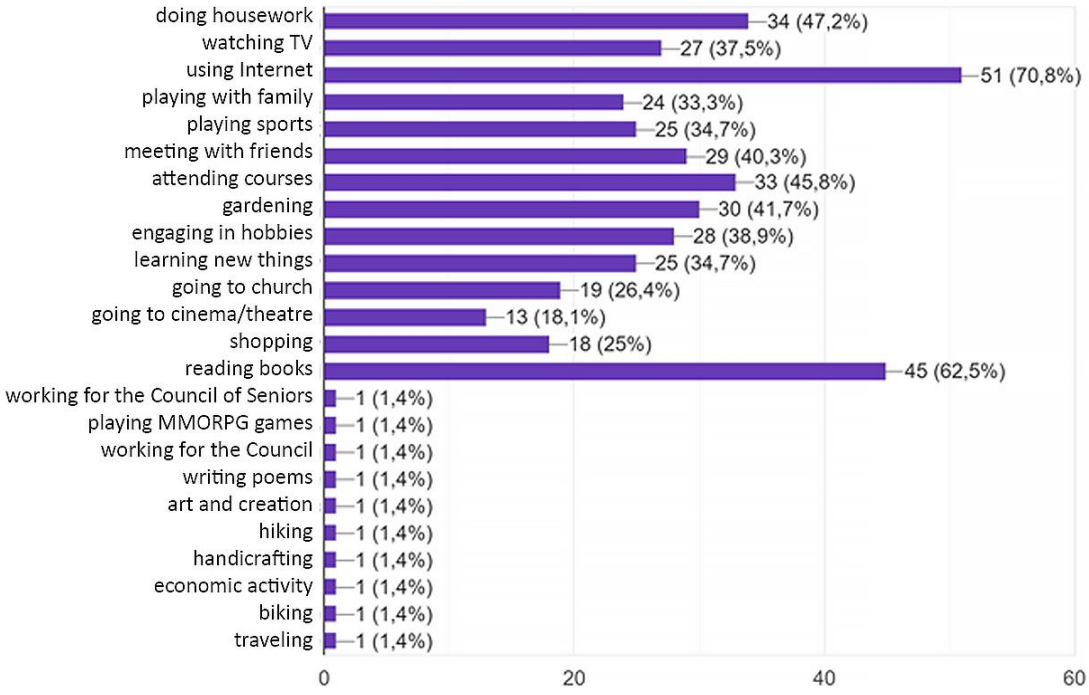
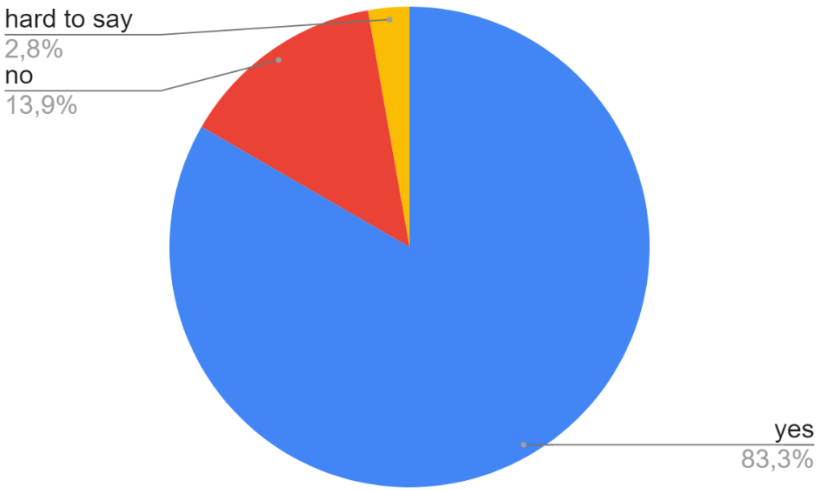


Over 70 percent of the respondents use the Internet on a daily basis – about twice as high as national senior average. The survey shows that less than half of the respondents spend their free time outside their home. Every fourth of them goes to crowded places - such as a church, cinema or theater.

Have you participated in any activities organized specially for seniors?



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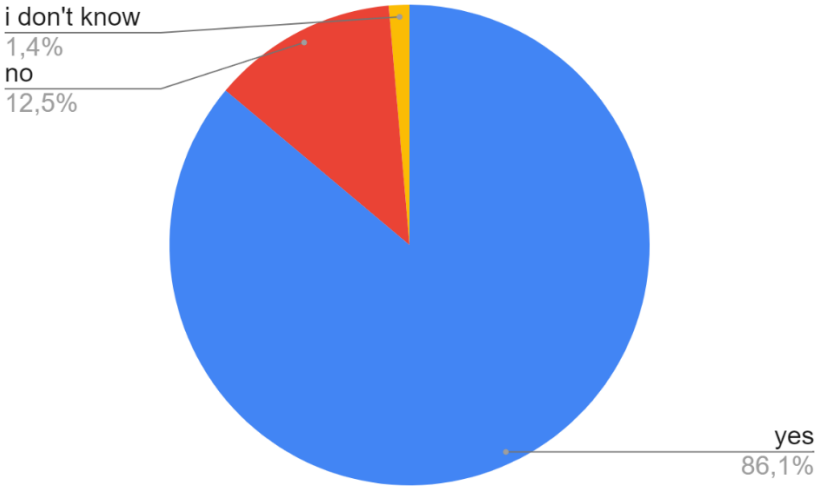
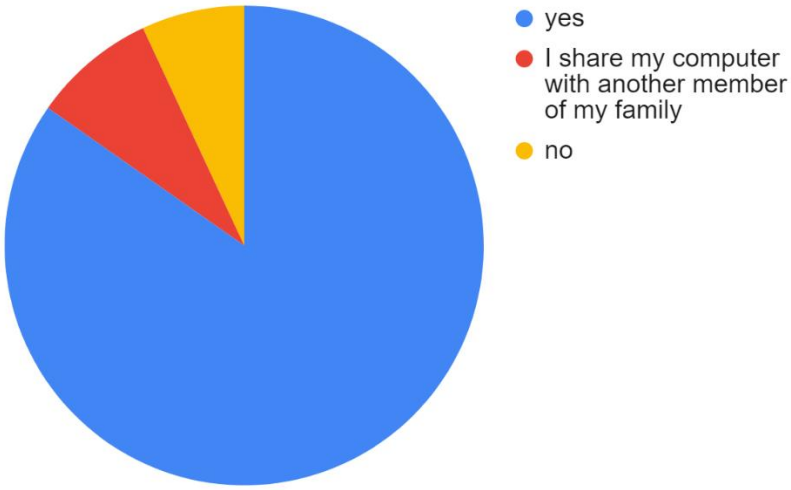
The vast majority of respondents consisted of people who had already participated in courses for seniors. Thus, it is a group characterized by higher involvement than the social average.

Are there any activities specially organized for seniors in your town?



The answers to this question largely coincide with the answers to the previous one, which indicates that the main obstacle to participation in courses for seniors is the lack of such offer in particular places or the lack of knowledge about their existence.

Do you have your own computer or laptop?



About 85 percent of the respondents have their own computer or laptop. This is ten times the number of people without such a device. Again, the survey results are more favorable than the national average.

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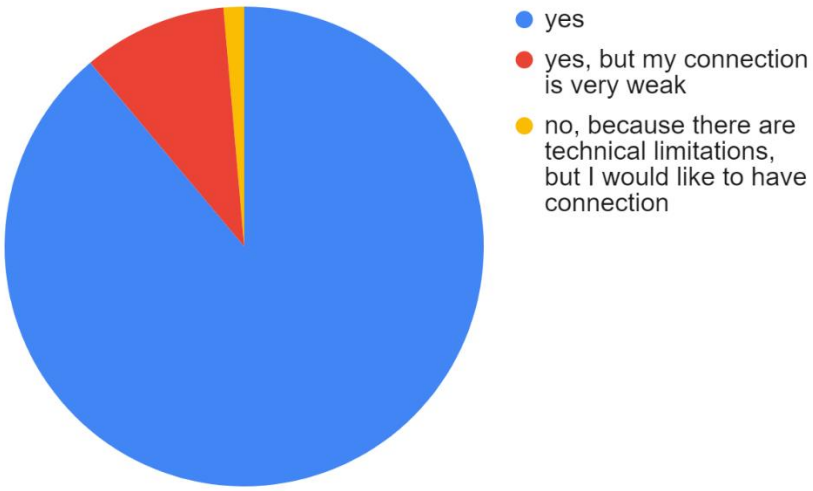
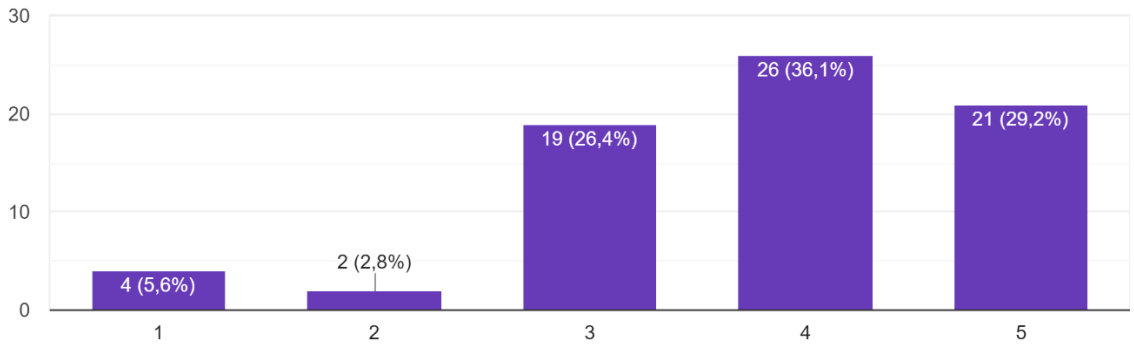
Do you have access to the internet at your place of residence?



Only 1.4 percent of the respondents do not have access to the Internet. None of the respondents answered that they do not need the Internet.

How do you handle:

- using Internet



- using applications that enable contact with friends

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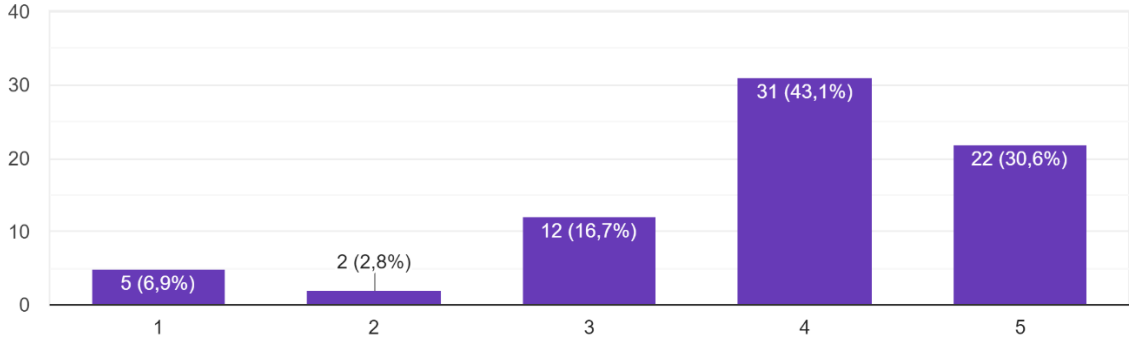
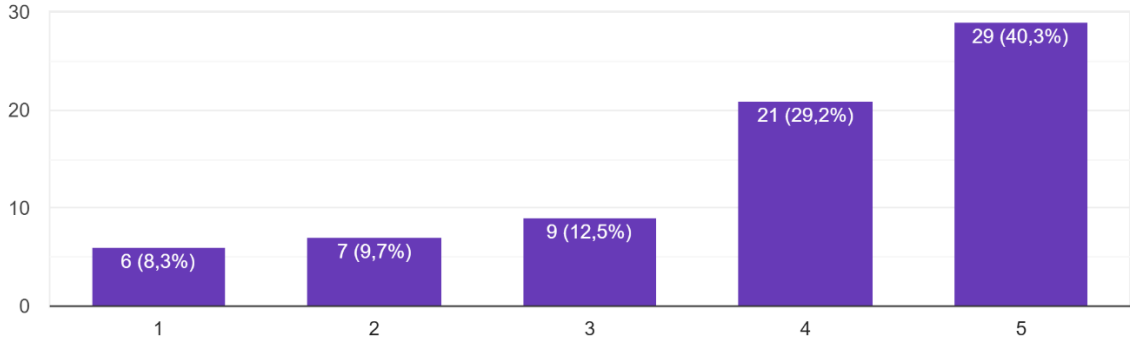
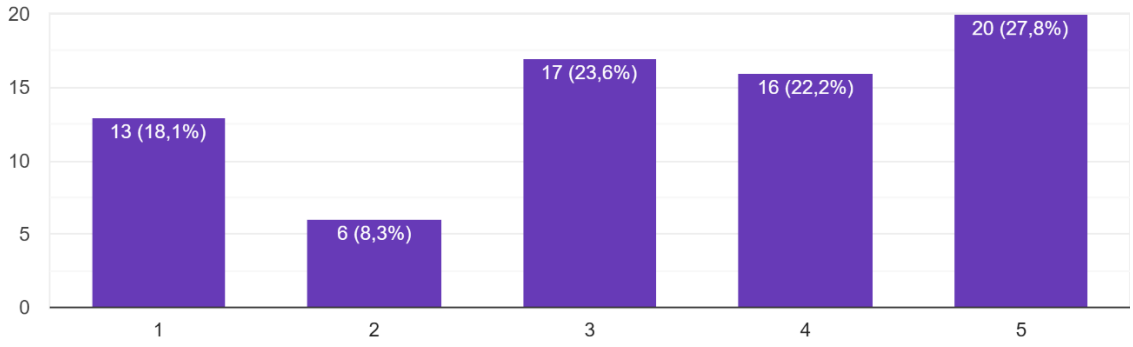


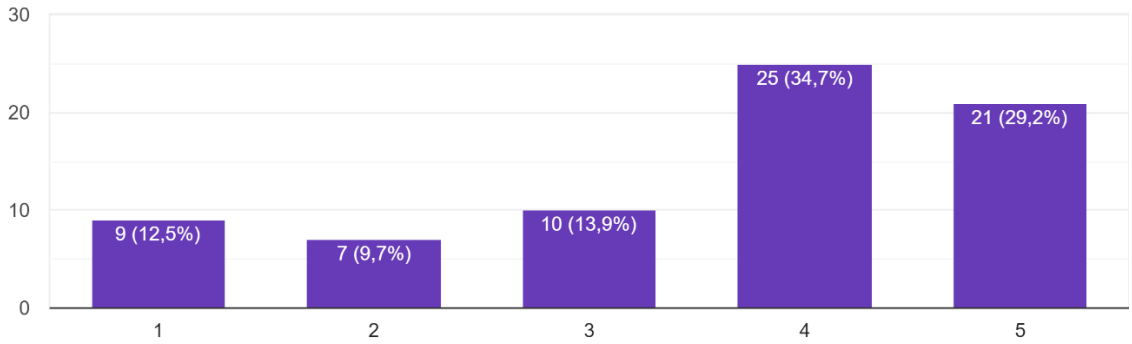
- Facebook (posts on the wall, sending photos, sharing posts)



- online shopping and payments



- dealing with matters online (paying taxes, sending e-mails, making appointments with a doctor, etc.)



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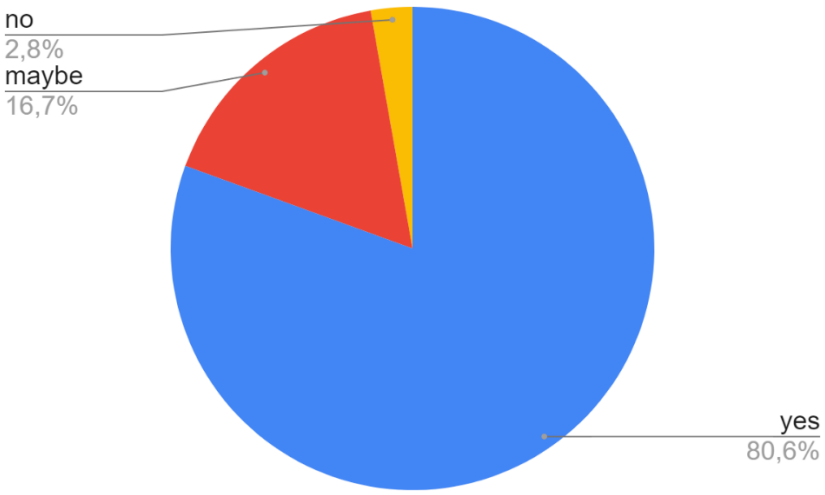
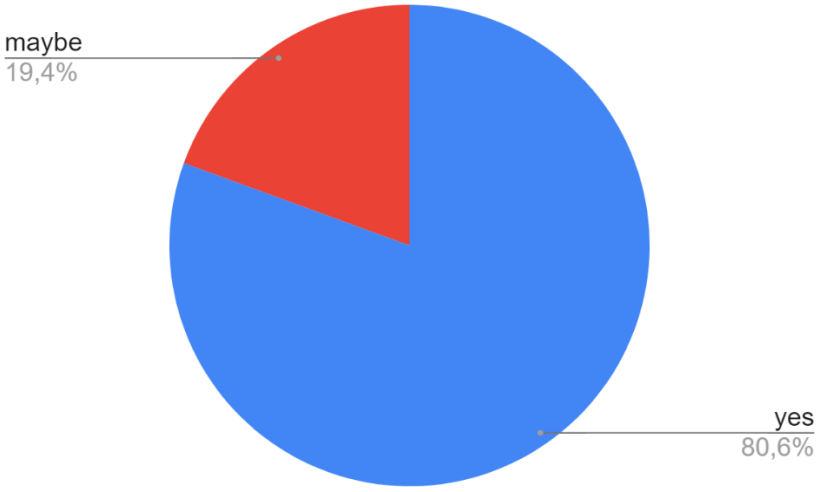
Generally, the group of respondents declares a good level of digital skills, especially in the use of social media. However, attention is drawn to the lower assessment of own competences in the field of online shopping and payments.

Would you be interested in participating in a training course where you will be able to discover digital art and creativity and make your own works using online tools?



Less than 3 percent of respondents are not interested in such a course at all.

Do you think that Internet programs are able to develop your creativity?



None of the respondents gave an unequivocally negative answer.

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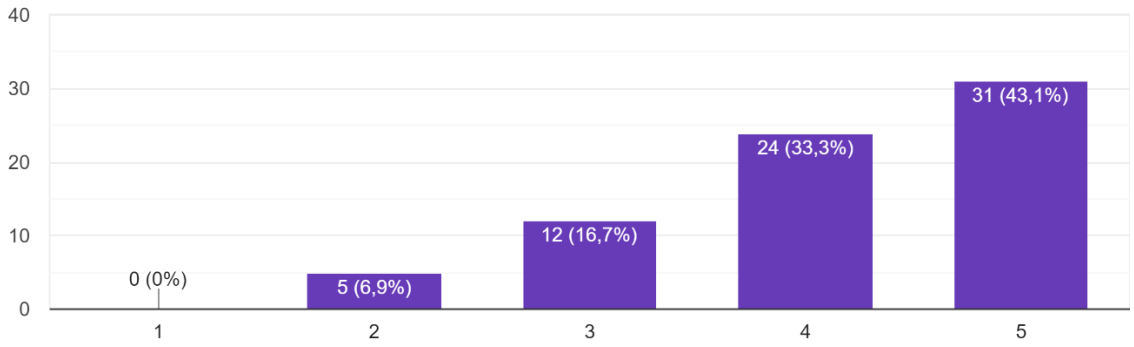
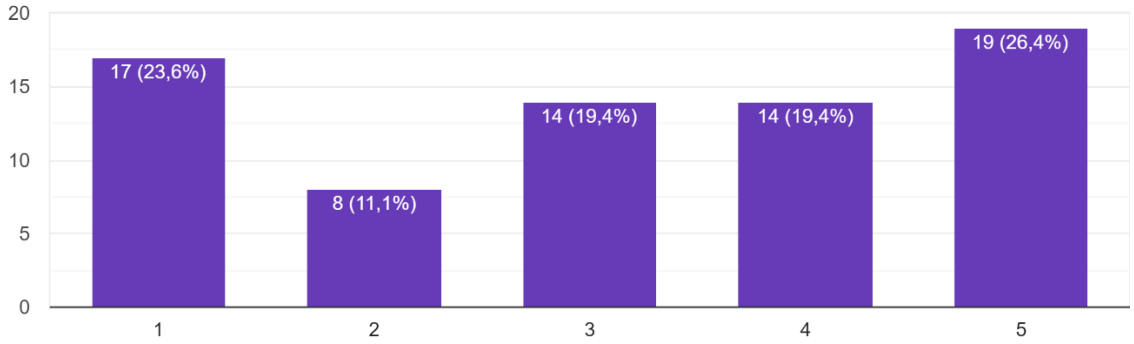
Which of the topics would you like to explore as part of the training for seniors?

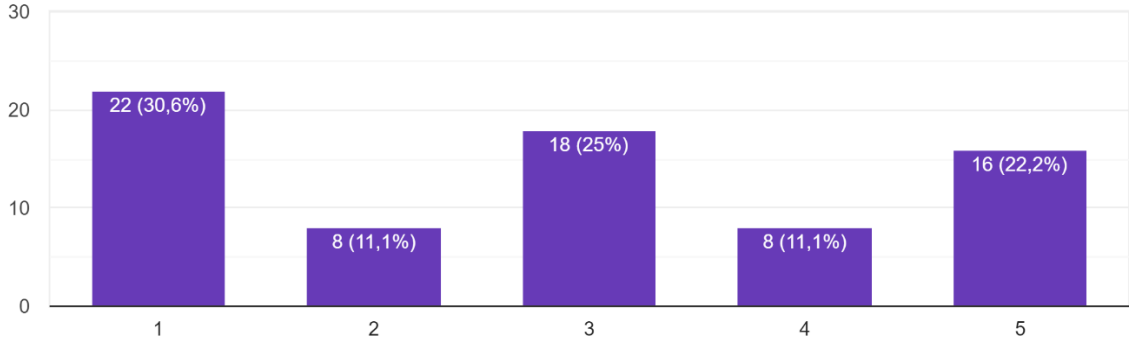
- Computer classes



- Handicraft



- Painting



- Music

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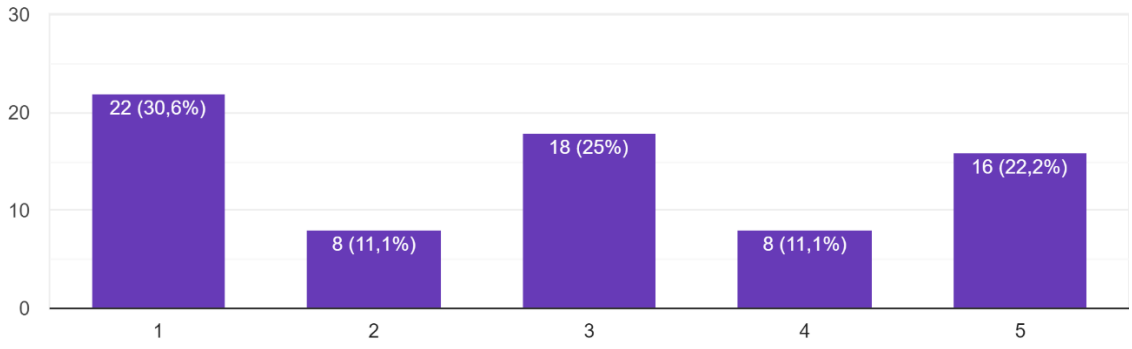
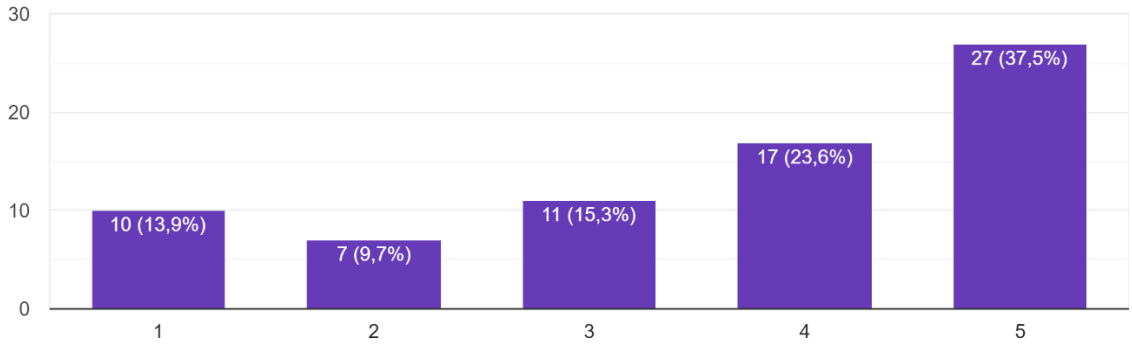
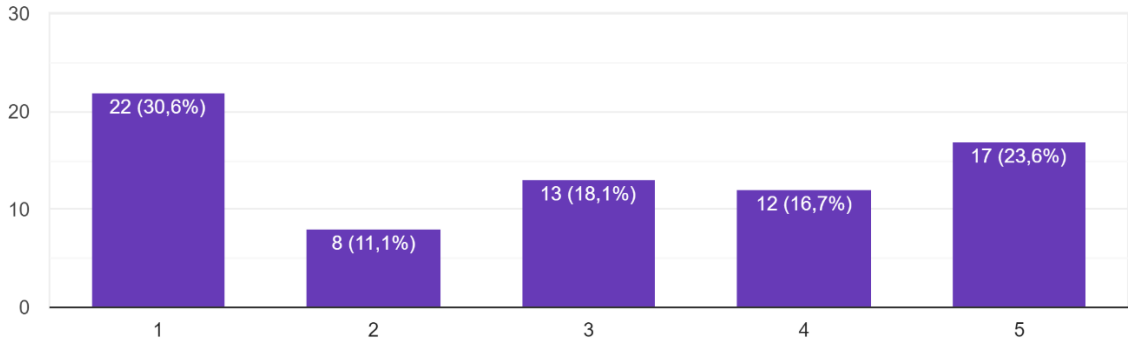


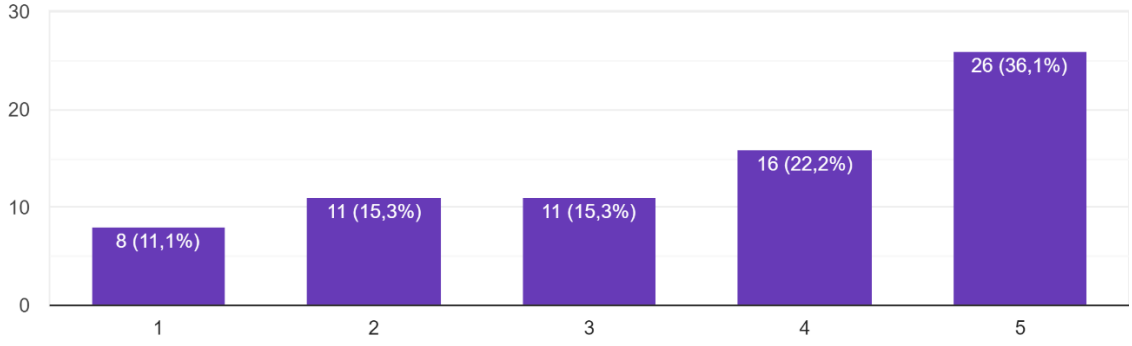
- Photography



- Cooking



- Literature and poetry



- Creativity in everyday life

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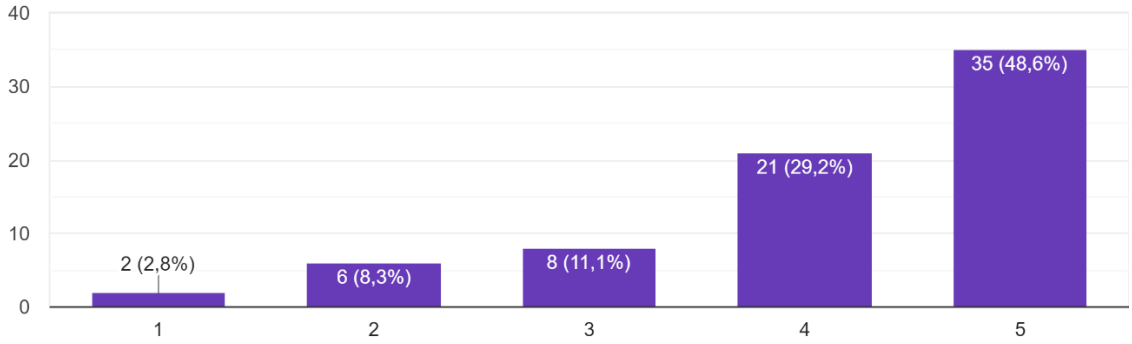
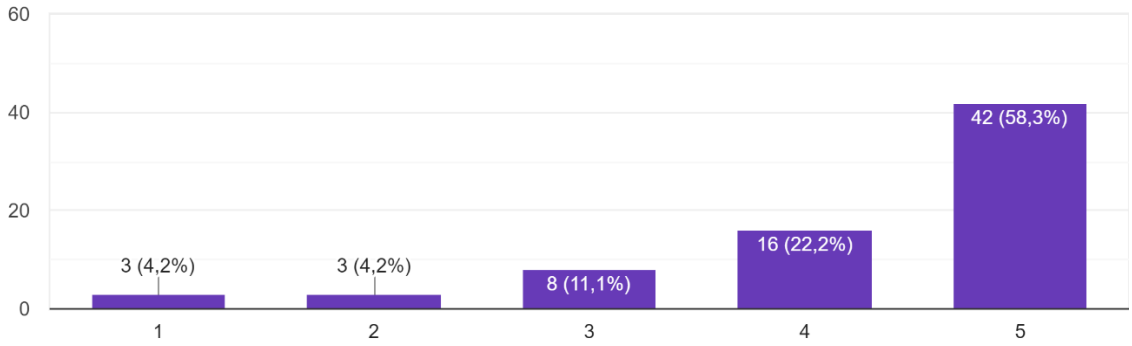
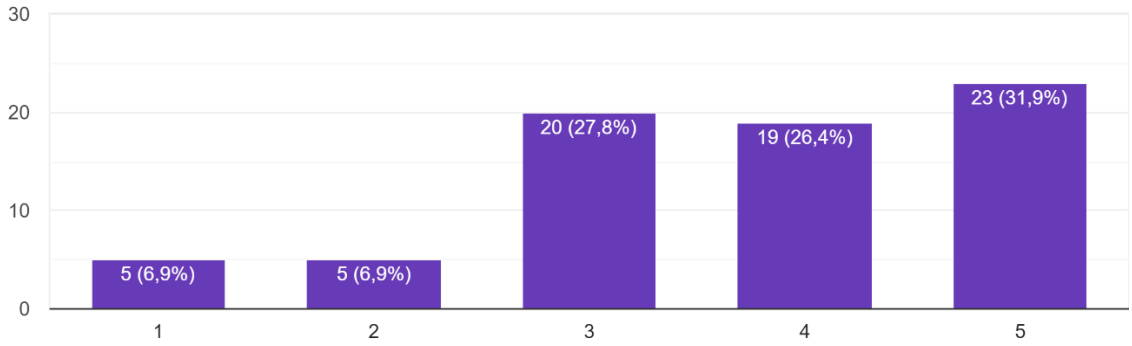


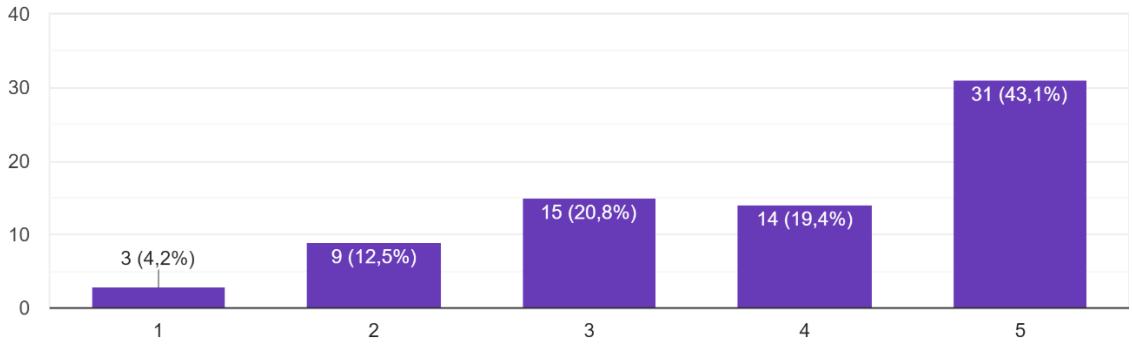
- Brain training



- Sports



- Dancing



- History of art

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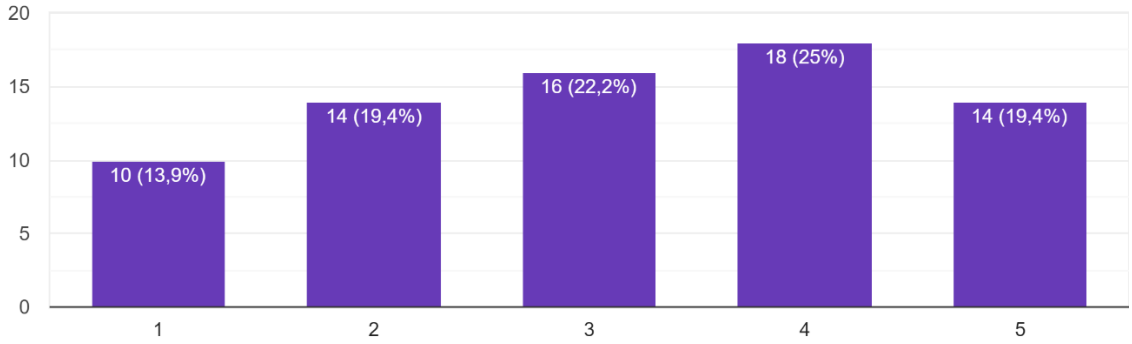
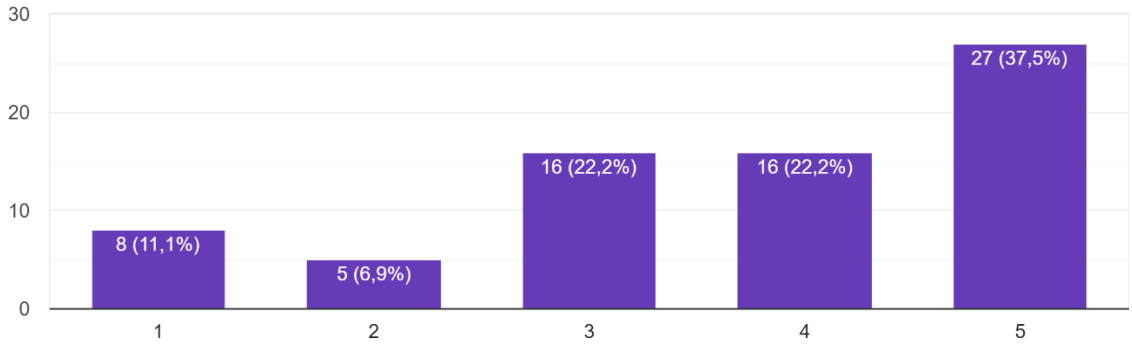
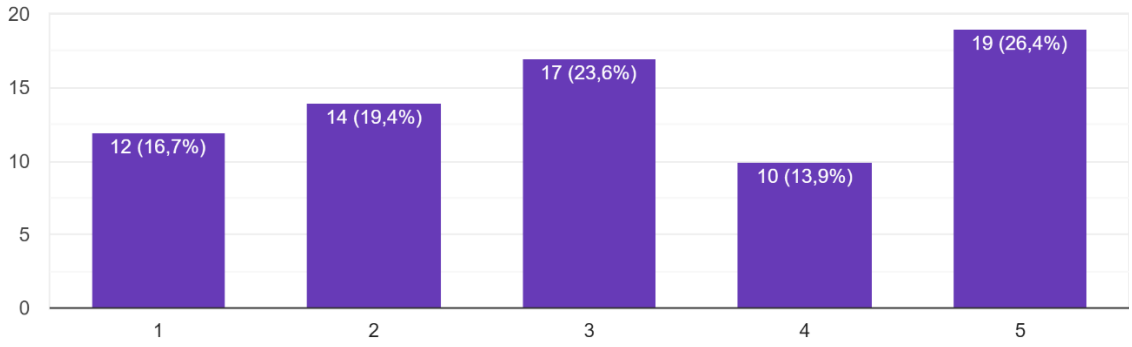


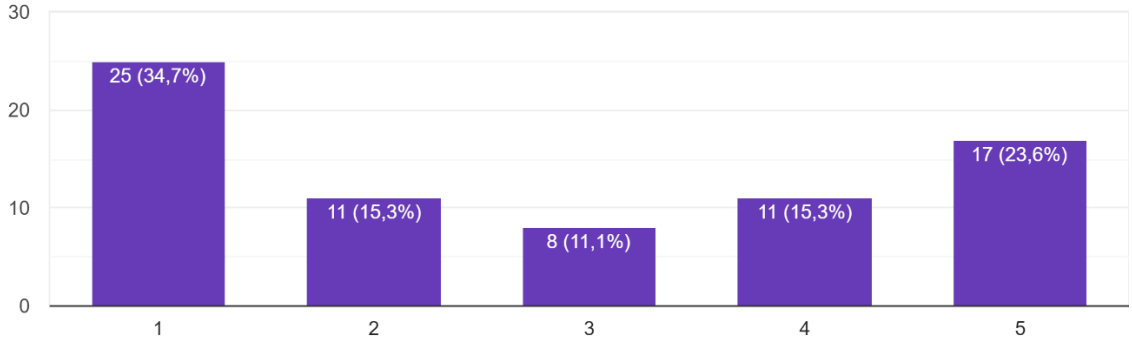
- Theatre



- Storytelling



- Singing



- Sculpture

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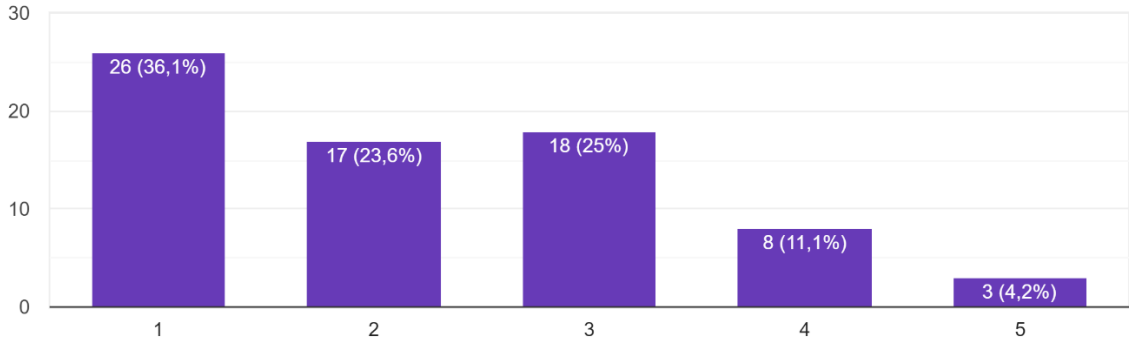
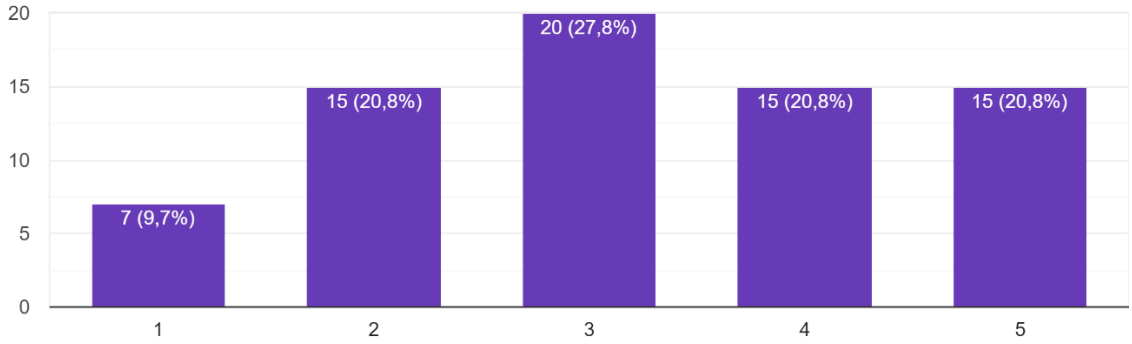
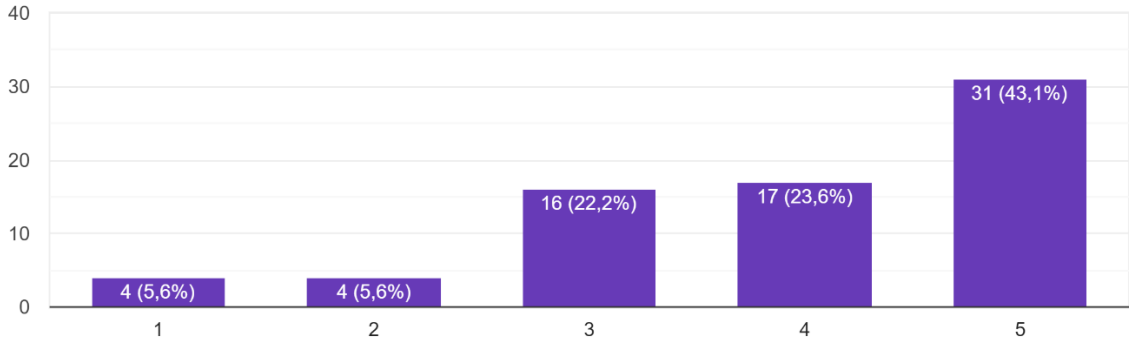


- Cinematography



- Soft skills (communication, motivation, personal development)



The results clearly indicate that seniors are interested in courses which were not available to them during their school and college education, ranging from computer and photography courses to creativity and interpersonal skills courses. The exceptions to the rule are dance and literature. Brain training was also rated highly, which indicates conscious aging.

Please rate which of the topics below would be useful for you during the Digital Art and Creativity training?

- Communication and collaboration (sending messages, running a Facebook profile, using the internet)

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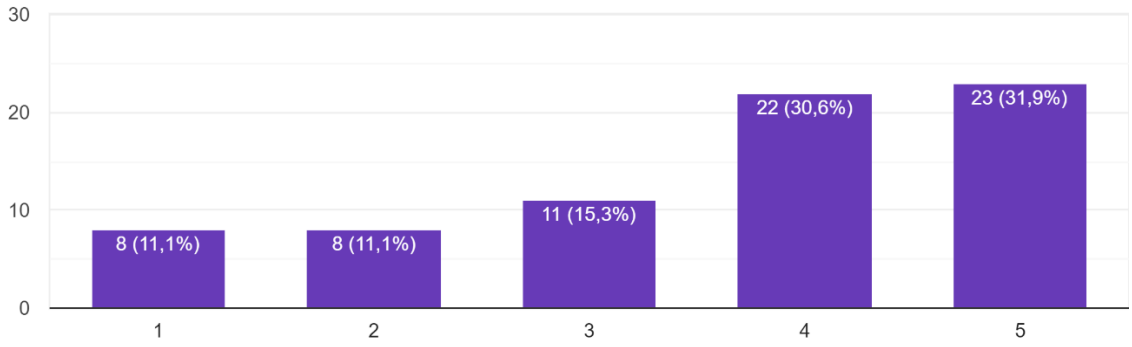
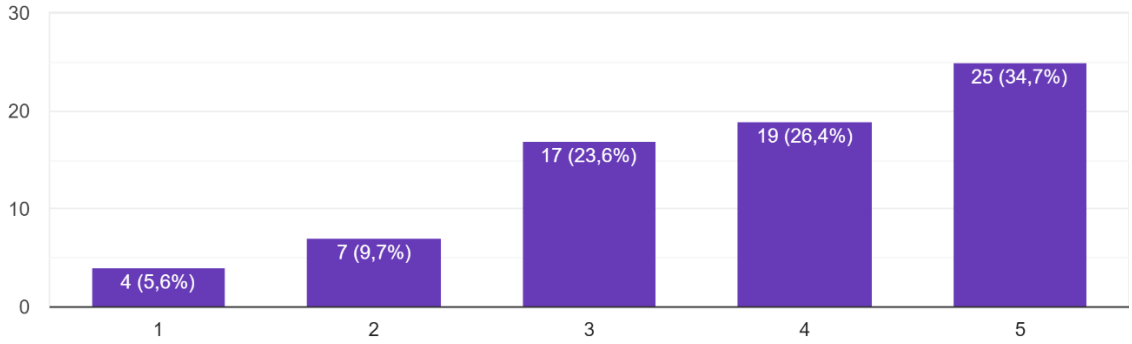
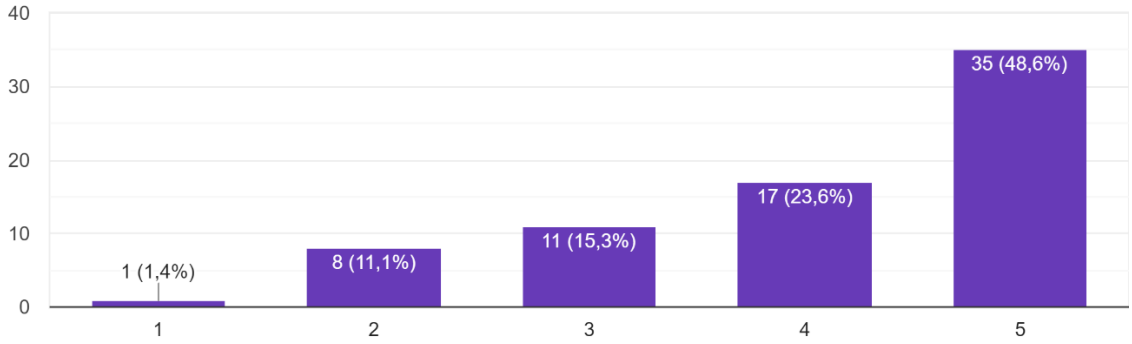


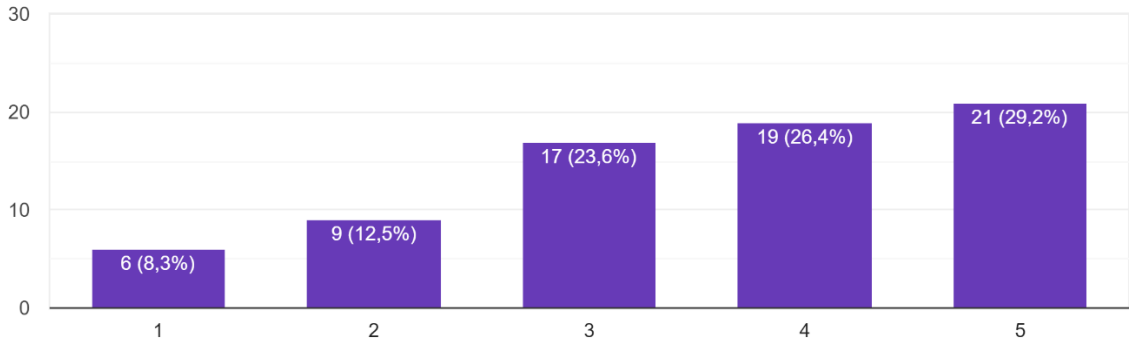
- Useful applications to stay in touch with family and friends



- Applications you need every day



- Sharing experience on the web



- Creative problem solving

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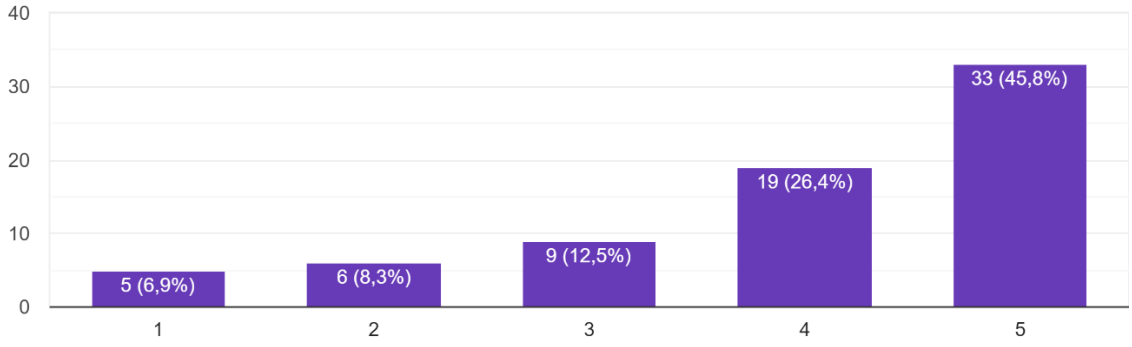
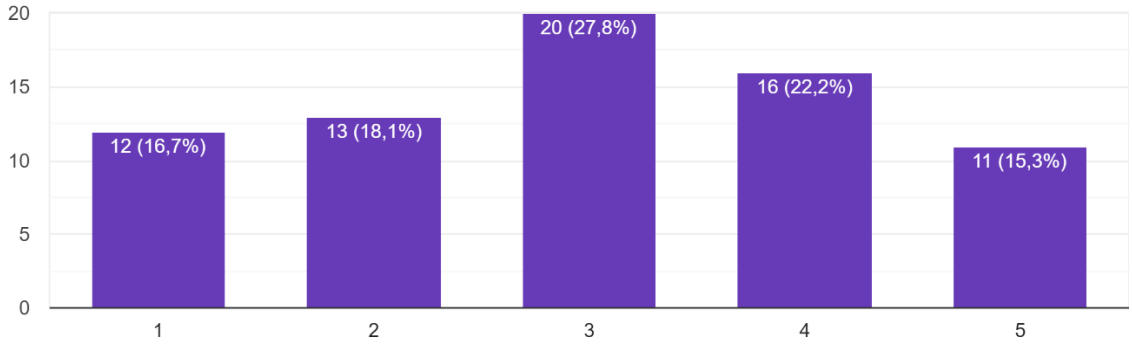
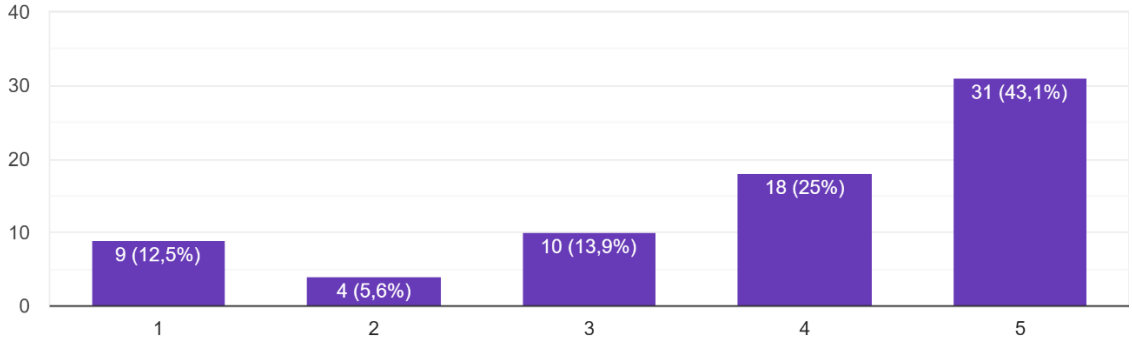


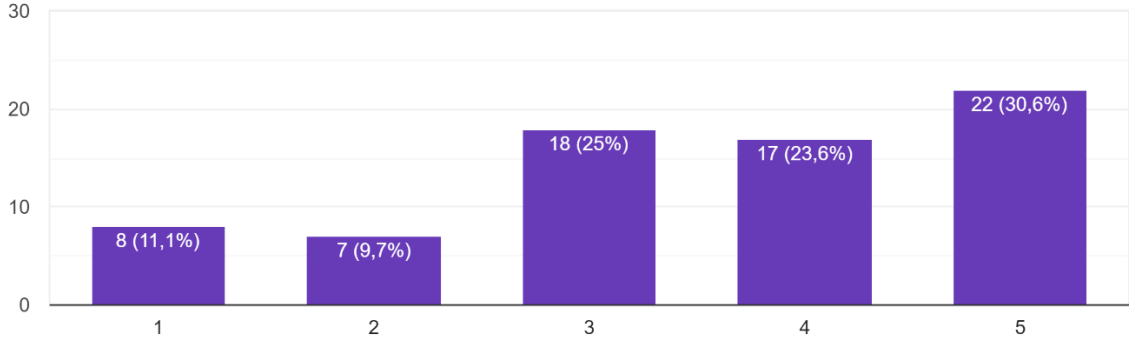
- Digital painting/drawing



- Image editing classes



- Sharing opinions and information (civic engagement)



- Amateur digital content production (prosumers, i.e. consumers of digital culture, who express a relationship with it through their own content)

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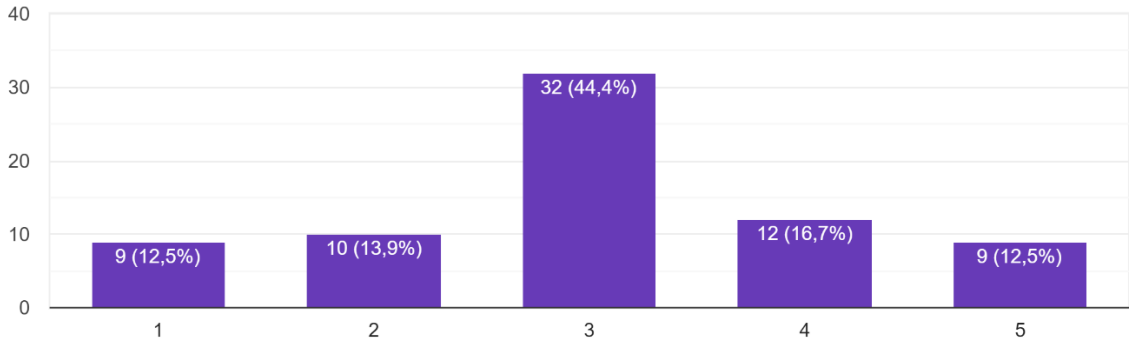
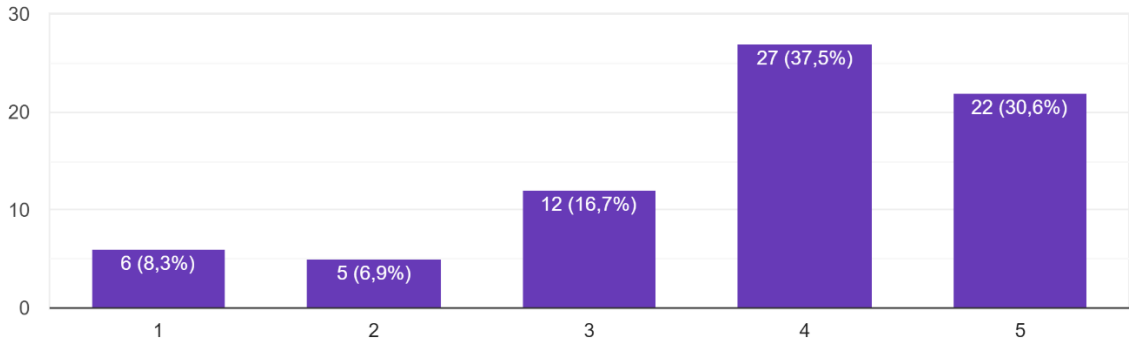
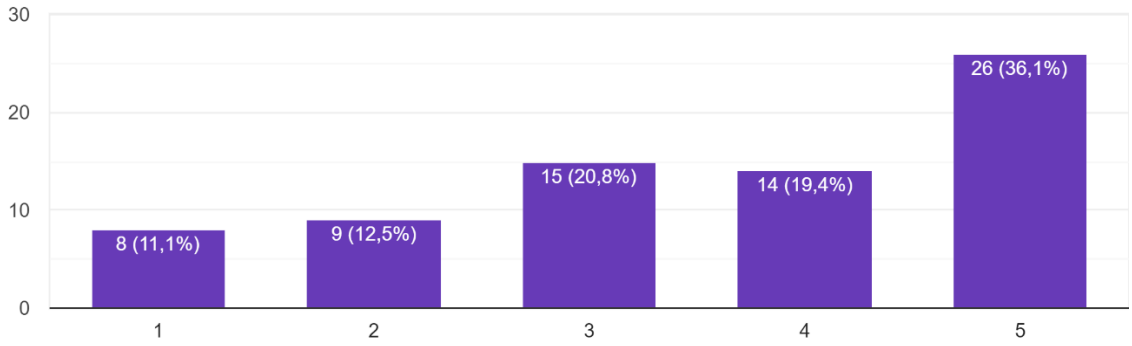


- Using the Internet for purposes related to cultural heritage



- Soft skills development (expressing emotions, non-violent communication, assertiveness, etc.)



The respondents gave the highest ratings for the need for a course in the applications that are necessary on a daily basis and for a creativity course. Less interest of the respondents aroused painting and drawing on a computer - non-digital visual arts may still be seen as more attractive - as well as (probably enigmatic to them) amateur digital content production.

What kind of training do you expect?

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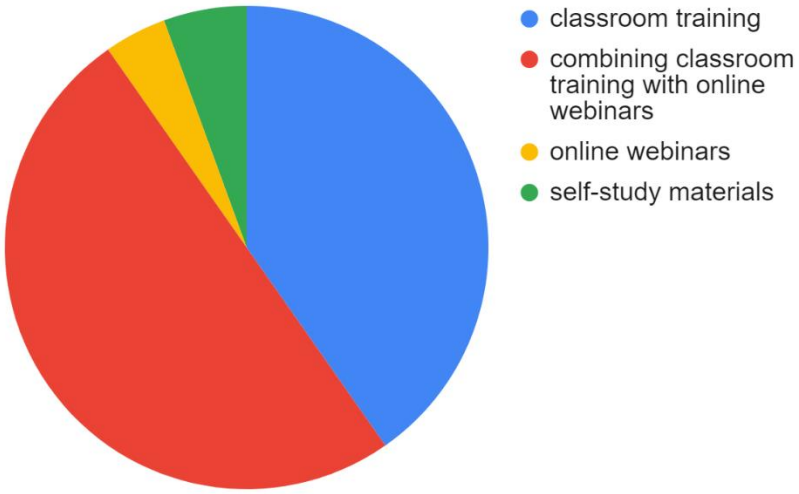
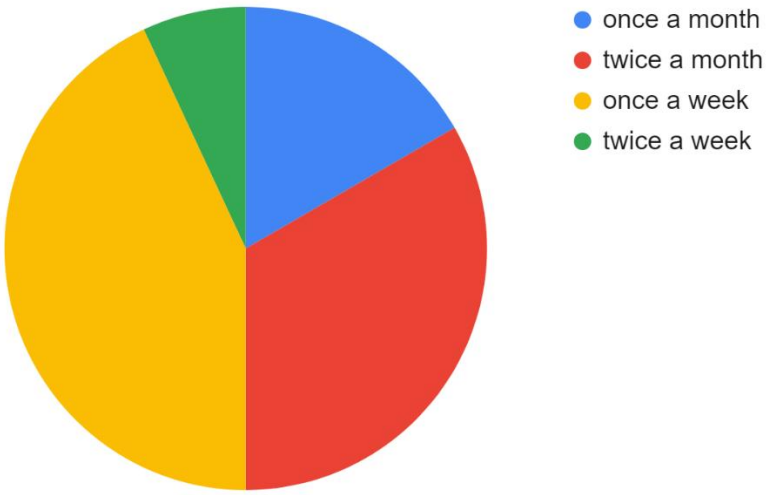


Less than 10 percent of the respondents would like to take courses without group lessons.

If you choose to attend the training, how often would you like to attend the training sessions?



Exactly half of the respondents would like to participate in classes at least once a week.

During the project, Seniortube will be created – an internet channel with videos for seniors. What content would you like to see there?

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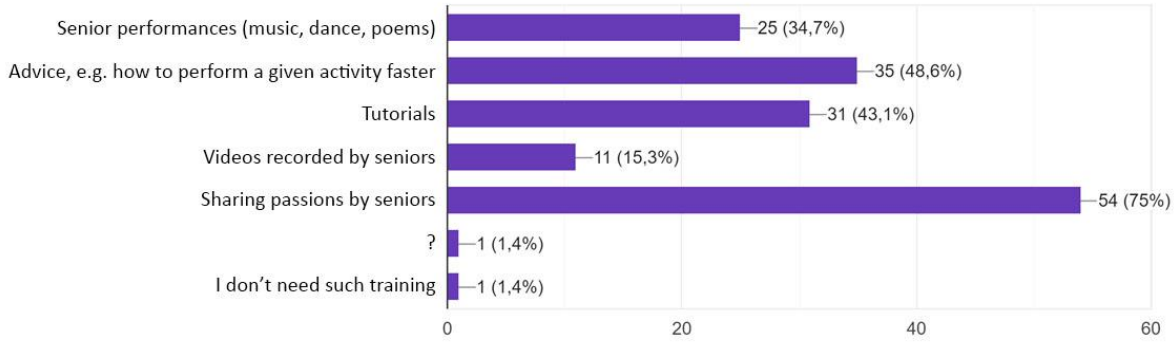
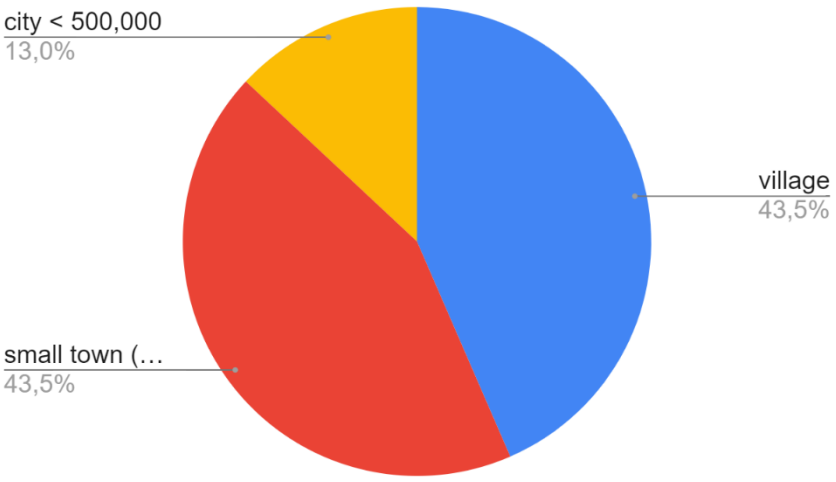


Three-quarters of respondents would like to use Seniortube to share their passions, but most of them do not want to do it by recording a video.

3.2 Survey among trainers / educators of seniors

Place of work



87 percent of respondents work in the countryside or in a small town.

How long have you been conducting courses for seniors?

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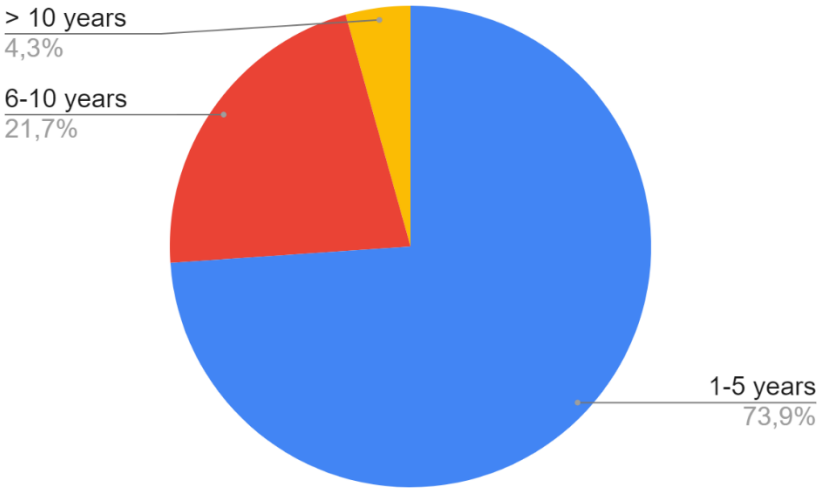
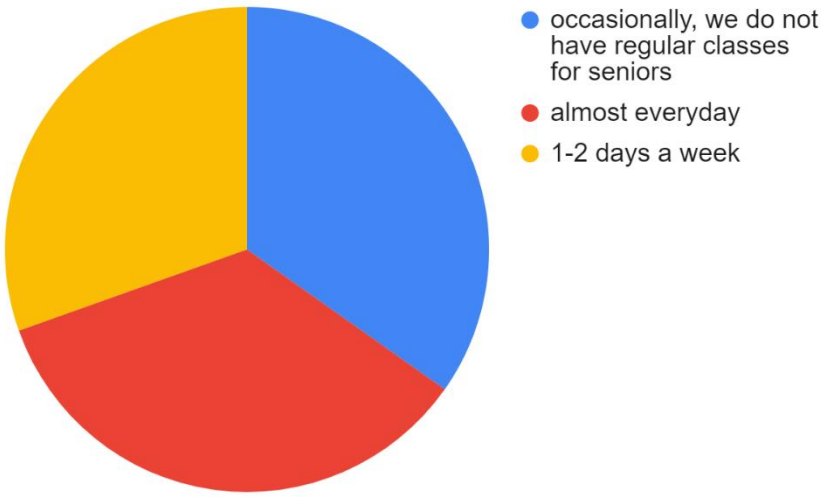


As the idea of active aging by participating in courses for seniors is still quite new in Poland, most of the trainers have experience of less than 5 years.

How often do you conduct courses for seniors?



More than a third of adult trainers work in this profession occasionally, due to the lack of regular classes for this age group.

What classes does your institution / non-governmental organization offer to seniors? (you can choose more than one answer)

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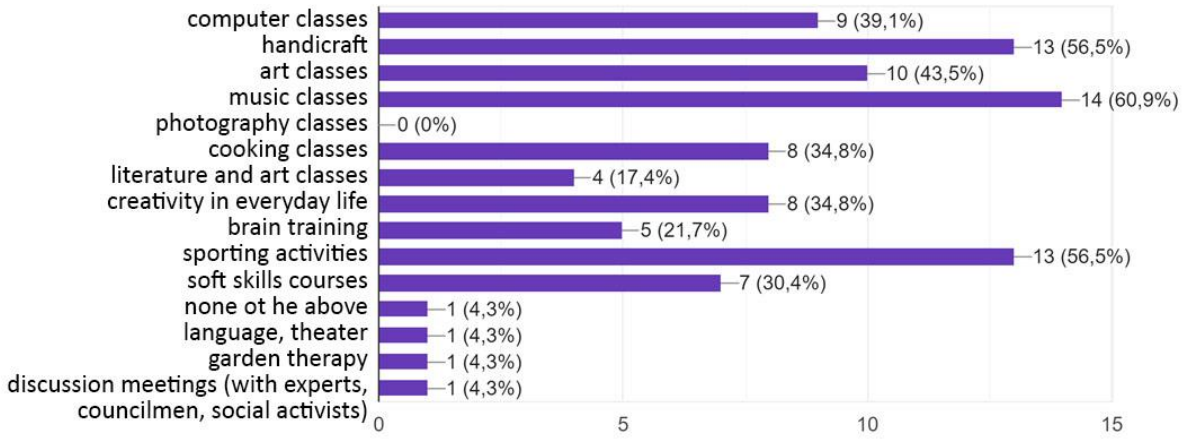
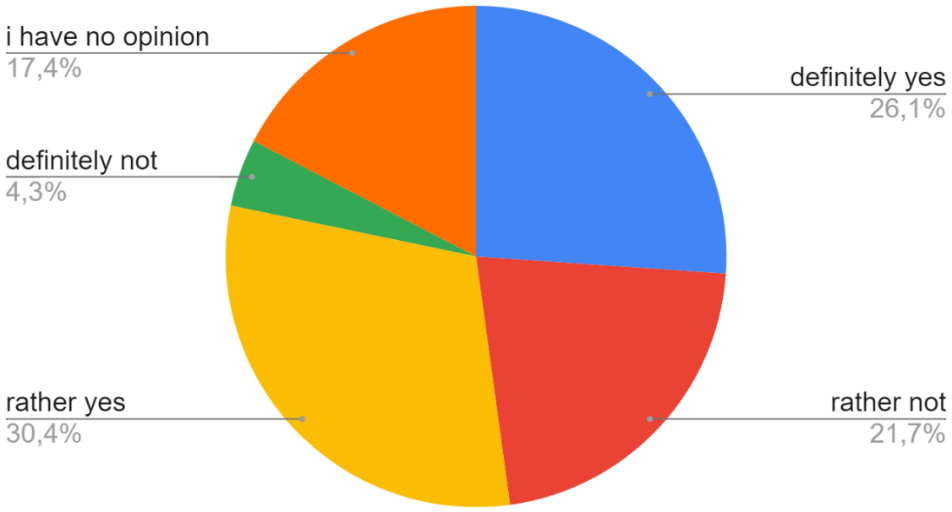


The most common courses for seniors are traditional skills classes such as needlework, singing and sports. Less than 40 percent of trainers conduct computer literacy courses, about one-fifth conduct brain training. This structure does not correspond to the needs expressed by seniors in the survey.

Has the Covid-19 pandemic changed the way you work?



56.5 percent of respondents noticed the impact of the Covid-19 pandemic on their work, 26 percent did not. These results are very similar to those obtained in a survey among seniors about their free time.

What is your level of competence in conducting online classes (e.g. using Zoom, GoogleMeet or other online tools)?

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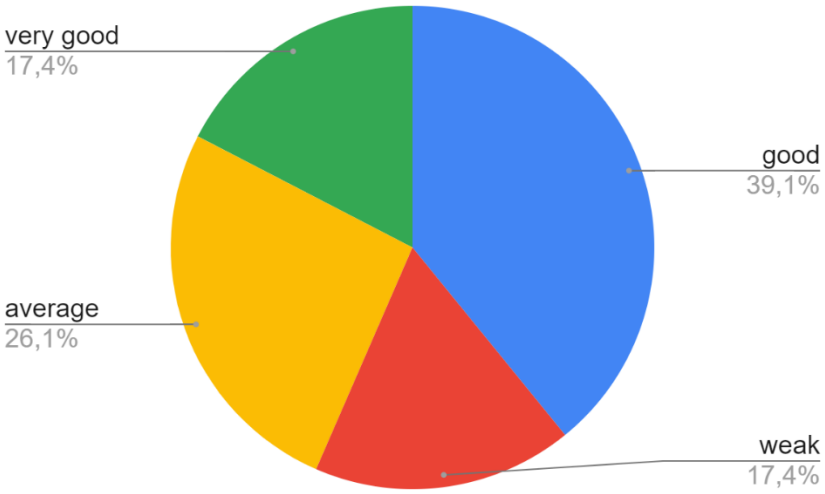
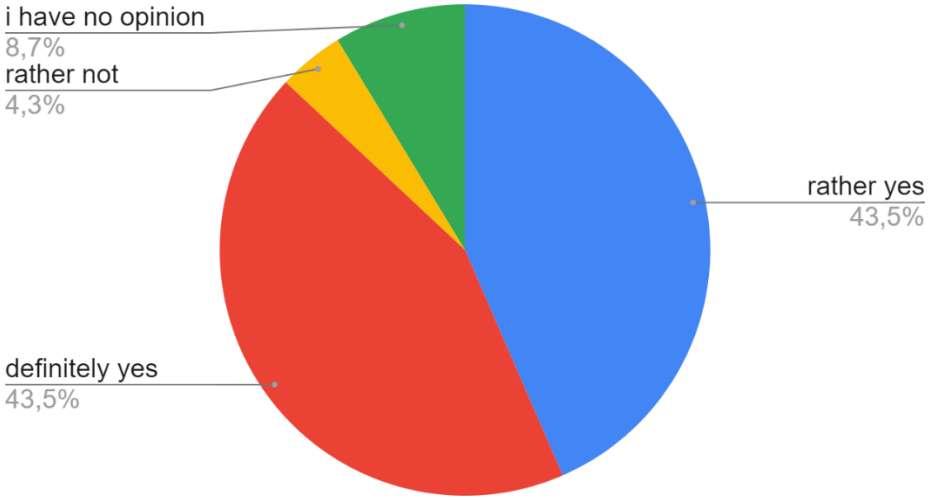


43.5 percent of the trainers rated their competence in the field as average or weak.

Do local seniors eagerly participate in activities organized by your institution / non-governmental organization?



In the opinion of the instructors, 87% of seniors do not require strong persuasion to participate in the courses.

What topics would you like to explore as a person working with seniors (please select 3 most important)?

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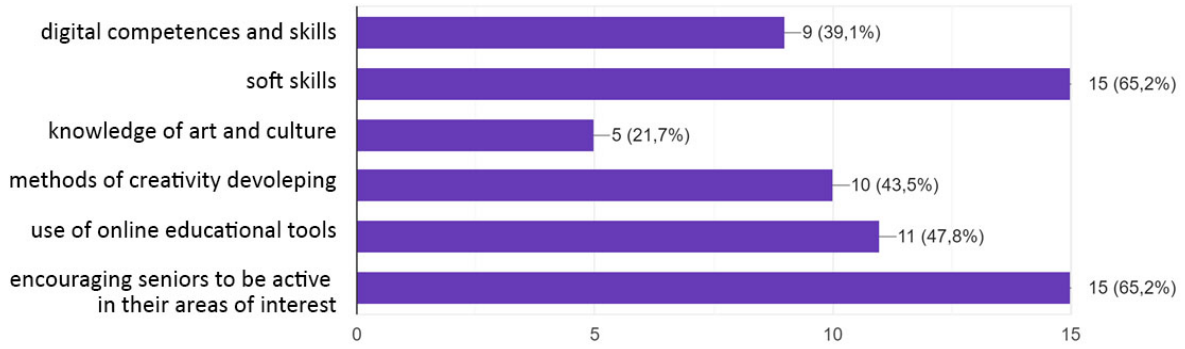
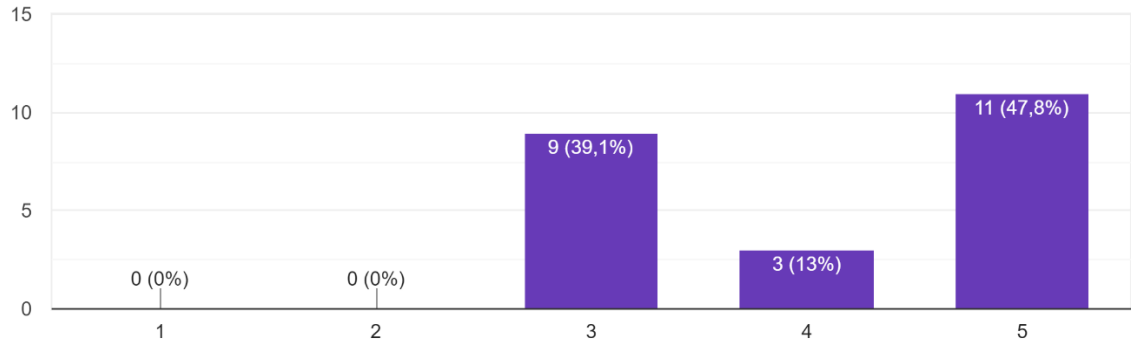


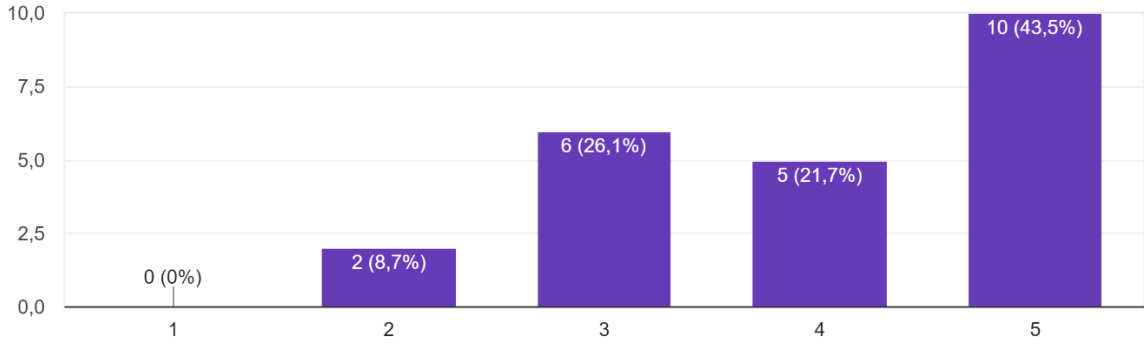
Only 39.1 percent of the respondents indicated digital competences, which exactly corresponds to the number of people teaching computer skills. More, almost half of them, would like to teach seniors how to use online educational tools. About two thirds of the trainers are interested in conducting soft skills courses and the same number – in encouraging seniors to increase their activity.

Which of the topics will be the most important during classes for seniors?

- Communication and cooperation (sending e-mails, running Facebook, using the Internet)



- Useful internet applications to contact other people



- Applications for everyday use

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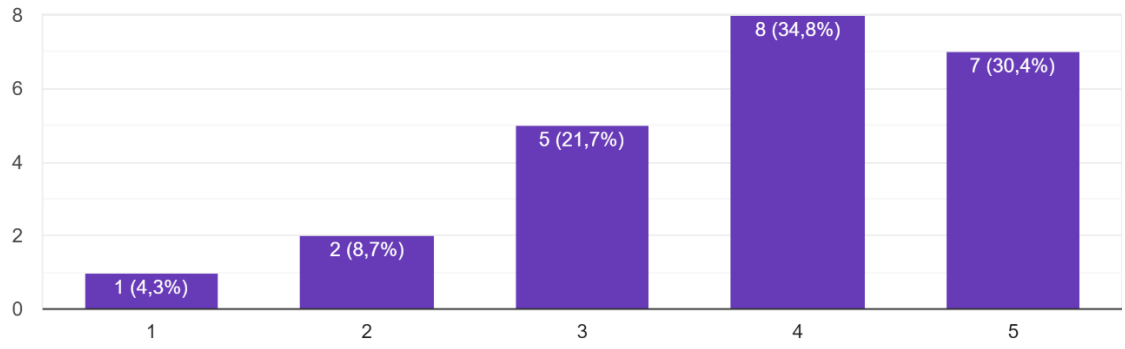
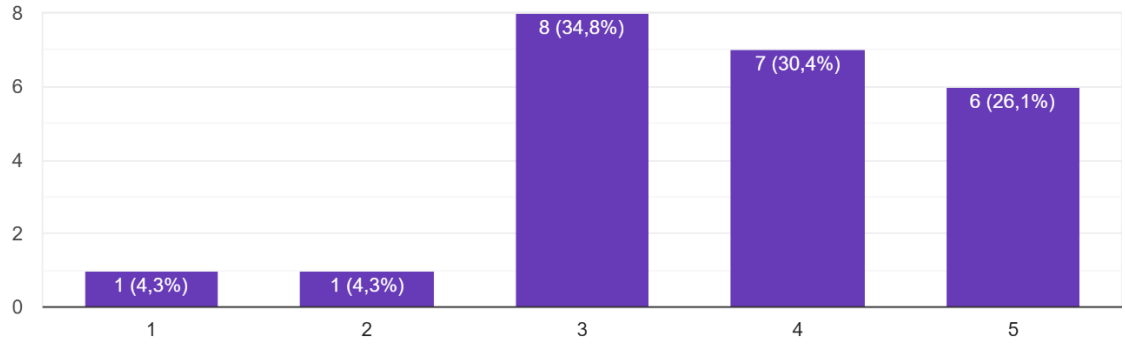
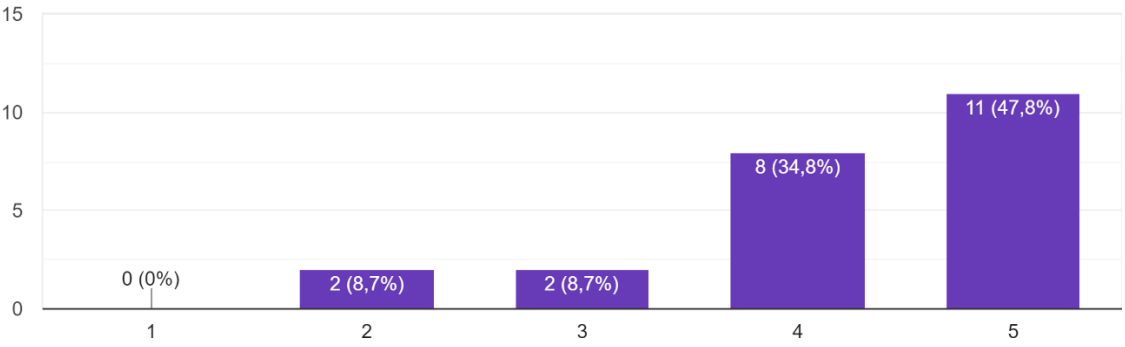


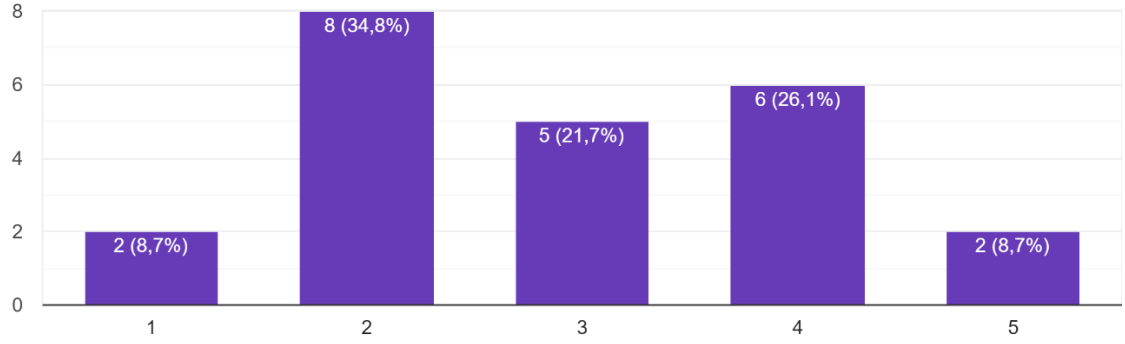
- Sharing experience on the web



- Creativity in solving problems



- Digital painting / drawing



- Image editing

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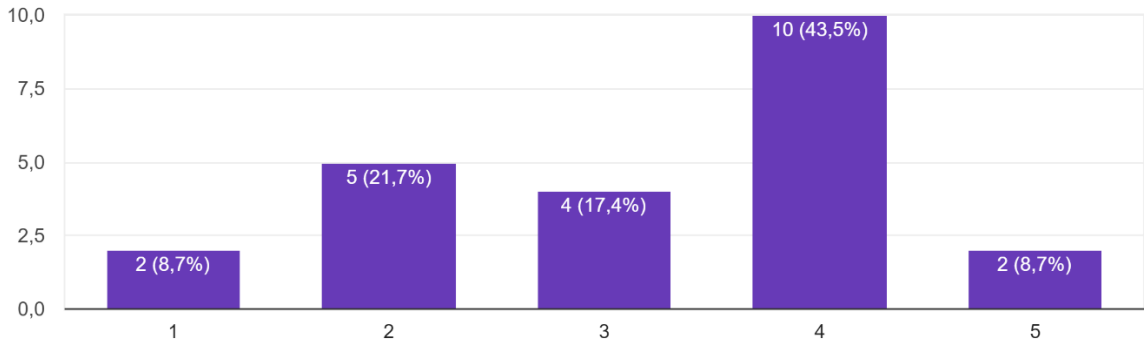
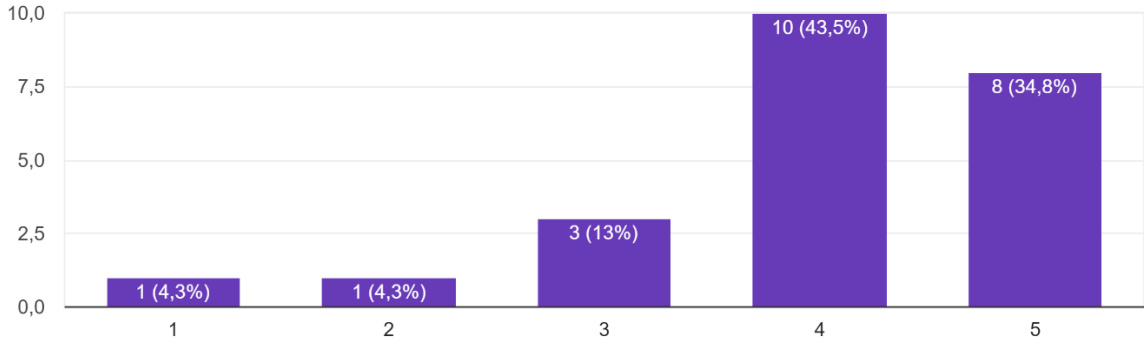
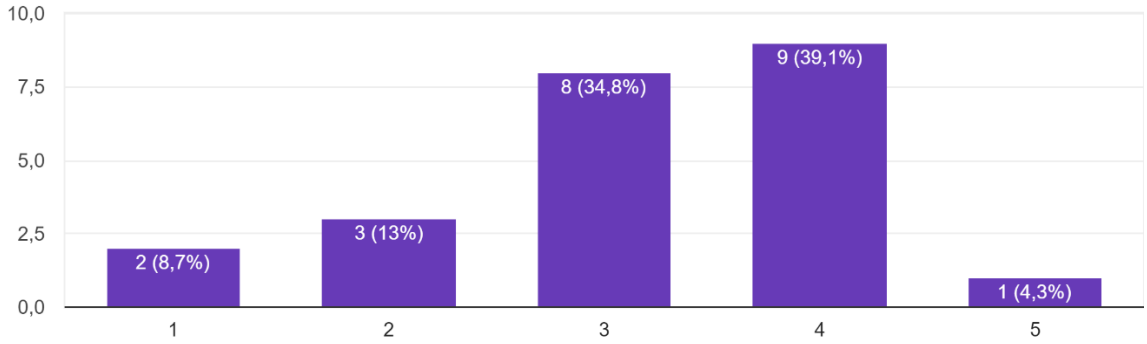


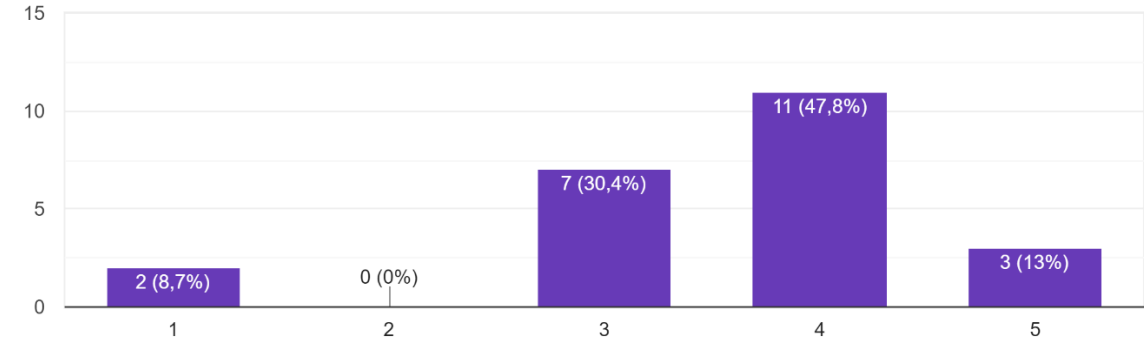
- Sharing opinions and information (civic engagement)



- Amateur digital content production (prosumers, i.e. consumers of digital culture who express a relationship with it through their own content)



- Using the Internet for purposes related to cultural heritage



- Development of soft skills (expressing emotions, non-violent communication, assertiveness, etc.)

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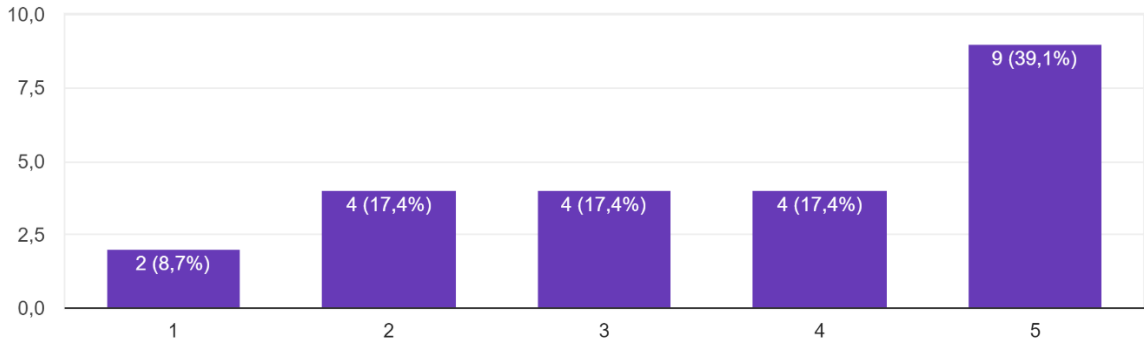
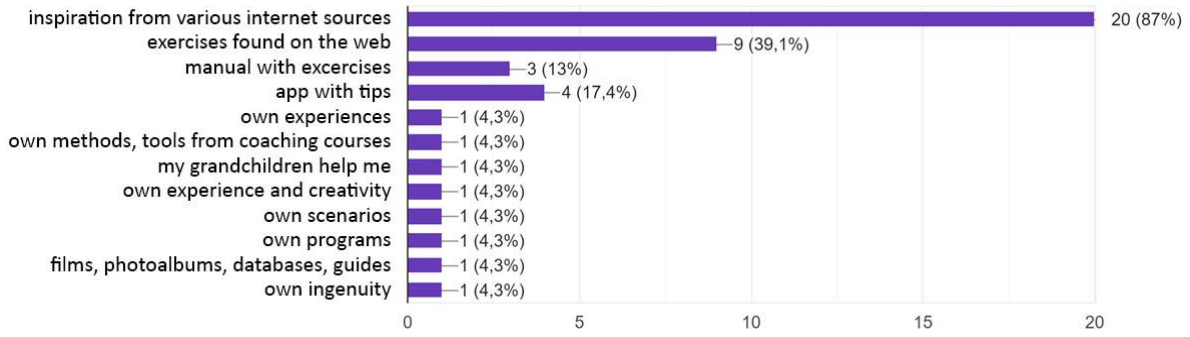


Trainers share with seniors the belief that the least important of the skills listed are related to digital images and amateur digital content production. They highly rate the necessity to use the most important applications by seniors and to use the web for communication and civic engagement.

What kind of tools do you use when working with seniors? (You can choose more than one answer)



The absolute leading source of inspirations for trainers is web research, only 13 percent of them use manuals.

Which digital applications / tools have you ever heard of? (You can choose more than one answer)

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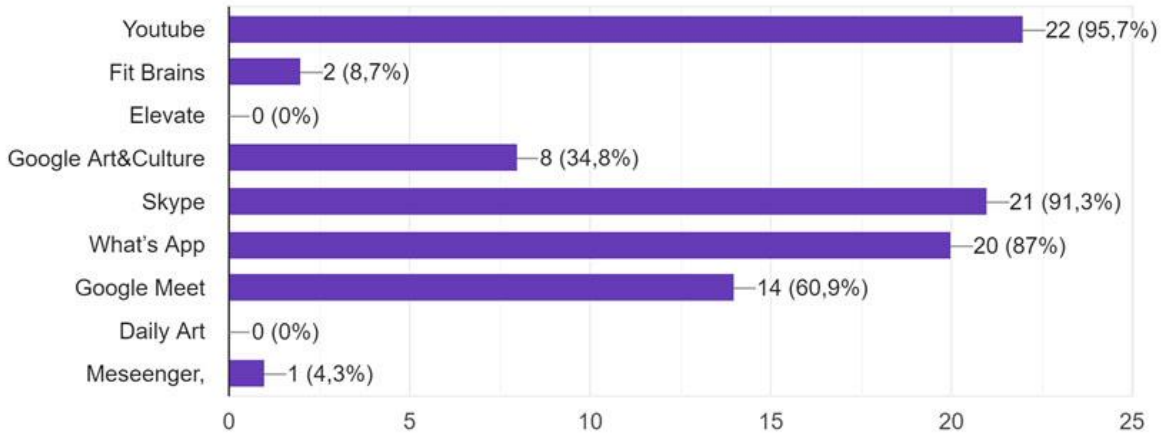
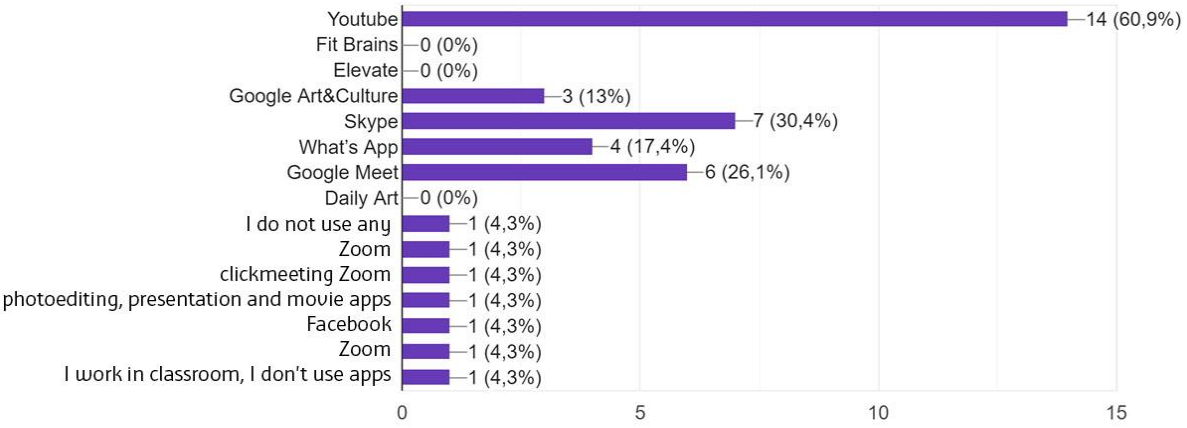


With the exception of Messenger, the vast majority of trainers know the most popular applications in the world. More than a third have heard about Google Art & Culture, and only less than 9 percent know the Fit Brains application. None of the interviewees had heard of Elevate or the Daily Art.

What applications do you use while conducting classes? (You can choose more than one answer)



YouTube is the only app used by most of the coaches in their courses. Several dozen percent use applications for video communication: Skype, Google Meet or Zoom.

What would be important for you if you decided to take the e-learning course (Please select the 3 most important answers):

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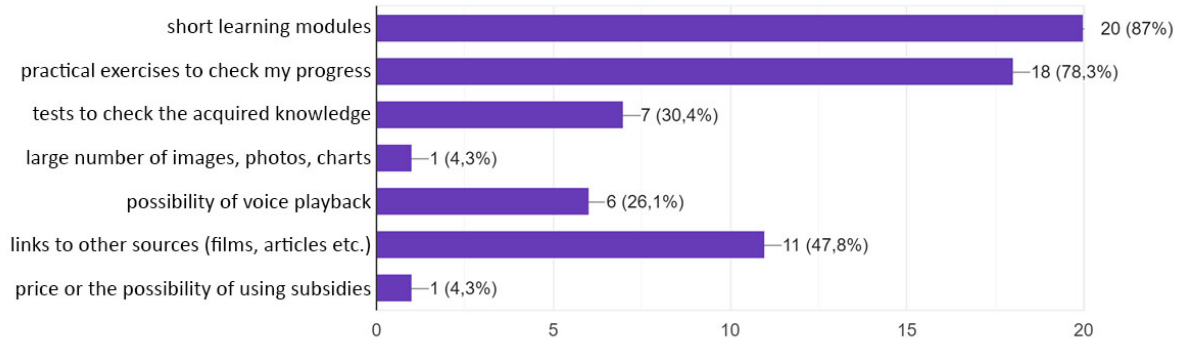

Most of the surveyed trainers do not show much interest in multimedia additions, such as photos, pictures or voice playback. 87% are interested in access to short learning modules, less than 80% – in practical exercises, which they value much higher than tests.

3.3 Conclusion

72 seniors, mostly women from the countryside and small villages, have answered to the survey, which shows their interest to the topic of the foreseen training programme and the webportal. The group of respondents corresponds very well to the target group of the project, however a small number of men proves that we should undertake special actions in order to encourage men to take part in the project activities and use the project results. The vast majority of respondents are eager to broaden their knowledge and skills in the fields proposed, however seniors show different preferences of topics and skills they would like to acquire. The general competences (like computing, online communication, soft skills, brain training) seem to be very interesting to the vast majority of them. More detailed topics like poetry, history of art, photography, cinematography, music, dance, handicraft seem to be more dependent on individual interests and hobbies, which is quite understandable. Thus, the idea of developing basic and thematic training modules that can be chosen for different groups seems to correspond to the actual needs.

20 seniors' educators, also mostly from the countryside or small towns took part in the second part of the survey. The research shows that most of them don't give regular classes for seniors – we can expect that this is a project based activity conducted only when their institutions manage to raise funds for it. Also, the most common actual topics of classes for seniors (sports, handicraft, music) don't correspond to seniors' needs described above. Educators show interest in acquiring new competences especially in soft skills and activating seniors to undertake their own initiatives. They expect an e-learning course divided into short classes and additional inspiration / resources that can be found on the internet.

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4. Focus groups results

4.1 Interviewees presentation

Briefly present the interviewees, their backgrounds, experiences and expertise

AA	Name	Profession	Organization	Additional information (age, big city / countryside, etc.)
1.	Tomasz Szczotka	Senior, biologist	Polish Ecological Club in Krynica-Zdrój	69, small city
2.	Anna Czech	Senior, Seniors Council's leader	City Seniors Council in Jordanów	65, small city
3.	Katarzyna Mroczek	Seniors educator	Culture & promotion centre in Zabierzów	42, village
4.	Stanisław Zembol	Senior, seniors council's member	City Seniors Council in Jordanów	70, small city
5.	Jadwiga Wszół	Senior	City Seniors Council in Miechów	69, small city
6.	Regina Wicher	Seniors educator	Babia Góra Culture Centre in Zawoja	38, village

4.2 Topics discussed

Describe the collected results per question and at the end write a short summary with conclusions. You are free to add more questions if you feel they will help us to understand needs and barriers of seniors and seniors' educators from small CCS sector.
***Remember:** a focus group interview should be a discussion, not a "face to face survey". Allow people to talk, to start new topics and thoughts. It's useful to record the interview.*

Topic 1: **General overview** What is your general view of educational programmes for seniors? Are they needed? Are they tailored for seniors' needs? How has the COVID-19 pandemic changed the situation?
Summary of the discussion: There are not so many educational programmes for seniors in small cities and in the countryside. On the other hand senior citizens often say they would participate and then, when an opportunity occurs, they say they don't have time, they must take care of their grandchildren, their gardens etc. Apart from general education, it would be interesting to organise educational programmes about nature or tourist attractions accessible around us. A library for seniors would also be an interesting idea. There are some courses in digital competences but not so many seniors have participated. Another problem is that seniors forget very quickly their digital skills when they don't practice (most of them don't because they have no motivation / need). The COVID-19 has changed the situation a lot. Some seniors stayed home and it's difficult to attract them again.

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Topic 2: **Education themes** What should seniors learn? What do they want to learn? Why? What is the place of arts and culture in educational programmes?
Summary of the discussion: Online education offers a lot of opportunities, one can learn in small groups, from distant places and search for common interests with those who are far away. Culture and art is often pushed away as a topic, we all tend to think that "there are more important things", we haven't been taught that it is important. Quite rarely we think of spending time in a museum or art gallery (especially in the countryside). Internet gives us opportunity to "go out" to a museum. It would also be interesting to discuss online with other seniors for example about books or films (sometimes in local community we don't have friends who would be interested in such topics). There are too much information around, it'd be interesting to share opinions in an online discussion club. Among seniors there are many who are interested in excursions to the cinema or theatre. There are also artistic seniors groups (theatre groups, choirs etc.) that prove that even senior can "still" give something to the community but that's a minority. Most senior people are oriented for "taking", not "giving".
Question 3: Methods of education What are methods that are currently used to teach seniors? Are they efficient? Why yes or why not? Would you be interested in learning new methods?
Summary of the discussion: Computing classes are not always successful. We need something that will attract seniors to using Internet and maintain their motivation. Something that will prove them that the Internet can be "fun" – for example when one uses Facebook or Messenger for group communication. An important barrier is that many seniors still have old phones, they are afraid of smartphones. Seniors learn very well one from another. Often they come to classes to meet others, not necessarily to learn something. For this reason it is important that seniors can meet face to face but also that those with specific interests could meet online. It is also important to repeat the same material many times. Seniors need time to learn. They also need to learn things that are as practical as possible, that they will really use in the future (i.e. how to receive e-mails, how to make a film on smartphone etc.). They don't need to make tables in Word, etc.
Question 4: Seniors' educators Who is a great seniors' educator? Why? Which competences should such educator have? What support is needed for educators (especially in small CSS sector)? What should we take into account while preparing a training programme for them?
Summary of the discussion: A great seniors' educator is a person who has a lot of patience, a sense of humour, great empathy. One has to be psychologically resistant, because probably won't be able to make everyone happy – assertiveness is also necessary. Sometimes one needs to find a difficult equilibrium between empathy and setting limits. A good educator should be able to notice those who need more attention, support. An individual approach is needed, a good assessment of participants' ability to learn things (often in one group there are seniors with different potential, memory and the educator has to take that into account). It is crucial not to exclude those who need slower pace. Seniors can be a great support one for another – a good educator should use this potential of the group. Concrete tools for working with seniors would be a great thing for educators.
Question 5: Seniors' needs

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What do you think are seniors' educational needs (especially in small cities and countryside)? Can we reach them through arts and culture? What sort of barriers should we take into account?
Summary of the discussion: Most things have already been answered above. It is important that seniors have a possibility to be in touch with the educator between classes in order to ask additional questions, get support when they forget some things and get stuck etc. Breaks for integration and relax are also necessary 😊
Question 6: Seniortube We're planning to create a seniortube – an international webportal for seniors within the project. What do you think it should contain? What should we think about when designing it?
Summary of the discussion: The idea seems very nice. Videos and photography give a lot of options. Different languages can be a significant barrier though. Seniors could present their handicraft, drawings, paintings etc. Videos about seniors with passion who could inspire others would also be a great idea (Fundacja LIS has such a project on Youtube).
Question 7: Surprising results *Question of your choice: Choose at least one result of the online survey among seniors and/or educators that surprised you and ask your interviewees what they think about it, why respondents answered this way.*
Summary of the discussion: Something which is maybe not so surprising but persists is the fact that it is very difficult to attract men seniors (only 10 of them out of 72 took part in the survey). How can we change it? The most important thing is the reason to act, motivation. Seniors need to have a purpose of going out. It's easier to attract younger seniors because they've already "tasted" possibilities they have but the elder ones (over 70) "got stuck in the same place and see no reason to change their lives, to become open to new opportunities". The purpose should be useful! For example we collect photos of plants for a new book. The feeling of being needed, useful is very important. For example lot of seniors are eager to participate in Christmas help actions – they feel they do something useful.

4.3 Conclusions

Please, provide a short paragraph concluding the results of the focus group interview. How did the interview broaden your knowledge about the situation? What new information has it revealed compared to the online survey?

The Focus group interview shows what should be taken into account in the process of designing the training programme, e-learning course and webportal: namely strengthening interpersonal skills of educators for working with seniors (their patience, attentiveness, assertiveness, ability to create motivation for learning, being active etc.). It is also important that in small communities seniors who have special interests may be limited – creating links between different places and people is an interesting possibility for personal development, which should exploited within the project.

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