

The summary of the answers in the questionnaire for the Adult Learners

1. What is the primary reason of your participation in an adult education programme? You may choose more than one response.

a) I want to be more competitive on the labour market

Croatia,	46
Latvia,	62
Lithuania	68
Poland	52
Sweden:	64

b) I did not finish a formal education programme when I was younger

Croatia,	0
Latvia	0
Lithuania	5
Poland	2
Sweden	50

c) For personal development

Croatia,	81
Latvia	78
Lithuania	76
Poland	74
Sweden	60

d) To relax after work

Croatia,	7
Latvia	3
Lithuania	2
Poland	12
Sweden	2

e) I am not satisfied with my formal education

Croatia,	8
Latvia	3
Lithuania	3
Poland	12
Sweden	21

f) To be able to move to another country

Croatia,	12
Latvia	3
Lithuania	4
Poland	12
Sweden	9

g) Because of the increasing demand for the development of new skills and competences

Croatia,	40
Latvia	39
Lithuania	77
Poland	27
Sweden	28

h) To meet new people

Croatia,	12
Latvia	16
Lithuania	34
Poland	23
Sweden	15

i) To experience something new

Croatia,	25
Latvia	49
Lithuania	42
Poland	29
Sweden	26

j) My boss / institution requires it of me

Croatia,	4
Latvia	10
Lithuania	8
Poland	7
Sweden	19

k) I want to develop additional skills so that I could be better at my job

Croatia,	48
Latvia	74
Lithuania	62
Poland	46
Sweden	22

l) I need to further develop the skills that I need to do my current job

Croatia,	29
Latvia	48
Lithuania	46
Poland	19
Sweden	18

m) I require additional competences to be able to enroll into higher education

Croatia,	2
Latvia	0
Lithuania	1
Poland	0
Sweden	58

n) Others:

Croatia	4 (legal requirements, health reasons, to develop necessary skills for the things I love doing, to communicate more easily when I go to Austria/Germany)
Latvia	

- Lithuania I want learn foreign languages because I would like to visit other countries.
- Poland 0
- Sweden 10; personal reasons (for example: sickness, death of relative, pregnancy); loss of funding

2. Please rate your level of motivation for participating in an adult education programme on a scale from 1 to 6 (1 = almost no motivation, 6 = a high level of motivation).

	1	2	3	4	5	6
Croatia	0	0	5	16	41	47
Latvia	0	2	1	13	41	44
Lithuania	0	0	2	15	39	45
Poland	0	3	8	26	39	24
Sweden	0	1	10	31	49	49

3. What would be your top THREE reasons for leaving an adult education programme? Please choose only three responses.

a) Poor quality of teaching

- Croatia 64
- Latvia 71
- Lithuania 60
- Poland 62
- Sweden 43

b) Rigid schedule

- Croatia 41
- Latvia 14
- Lithuania 14
- Poland 28
- Sweden 42

c) Lack of interaction between learners and teachers

- Croatia 26
- Latvia 25
- Lithuania 25

Poland	29
Sweden	49

d) Lack of interaction between learners

Croatia	4
Latvia	3
Lithuania	4
Poland	11
Sweden	8

e) Lack of time to regularly attend classes and do the necessary coursework

Croatia	66
Latvia	49
Lithuania	55
Poland	48
Sweden	78

f) Lack of institutional support

Croatia	4
Latvia	25
Lithuania	10
Poland	28
Sweden	21

g) Lack of adequate learning materials

Croatia	17
Latvia	12
Lithuania	28
Poland	19
Sweden	17

h) Lack of courses adapted to my individual needs

Croatia	18
Latvia	28
Lithuania	32

Poland 23
Sweden 34

i) Possibility of developing new competences and skills at my workplace

Croatia 7
Latvia 7
Lithuania 10
Poland 10
Sweden 12

j) Long commuting distance

Croatia 29
Latvia 20
Lithuania 28
Poland 21
Sweden 27

k) Inadequate facilities and poor physical conditions of adult education institutions

Croatia 13
Latvia 19
Lithuania 5
Poland 18
Sweden 14

l) Others:

Croatia 4 (lack of practical knowledge, if the course is too long, lack of ambition, the financial aspect)

Latvia 0

Lithuania For personal reason- health problems, pregnancy. When I will gain my aims. I have no reasons to leave the program.

Poland 0

Sweden 14; job related reasons (want to get different job, competence for future job); needs additional courses to be able to work with the diploma from my home

4. Please explain the reasons for your choices in the previous question

Croatia

The most frequent answers:

- long commuting distance (8)
- lack of time to attend courses due to work and personal obligations (20)
- poor teaching quality (18)
- inflexible schedule and teachers (12)

Interesting answers:

- traveling, support, adaptation, or physical environment are no problem. It is a problem if the teacher would be bad, or if the interaction within a group would be stiff, uninteresting, and not offer any social opportunities
- due to insufficient dedication to learning something more, I would leave the programme
- classes are held every week and my boss does not have any respect for me nor he understands that I need the morning shift every week to be able to attend classes; taking the train, going to work, then studying and writing homework is very demanding
- bad teaching quality, especially if I realise that I have more knowledge than the teacher; my employer can't or doesn't want to arrange my shifts so that I am able to attend classes
- bad quality results in incompetence on the labour market
- in case of poor teaching quality there is no sense in going to classes, while in the case of an inflexible schedule, one cannot attend classes anyway
- in order to be able to offer verified programmes, adult education institutions often need to satisfy the form and offer theoretical content similar to those learned at the university, which unfortunately means little to nothing in practice
- in case I weren't satisfied with the quality of teaching, I would give up before the end of the programme, whereas in case I didn't have enough time to attend classes regularly and if the institution were far, I would try to find a way to finish my education
- I believe that course materials (books etc.) should be included in the price of the course and that the institution should provide them to the learners
- I also believe that the relationship with the teacher is extremely important because if it is positive and good, I am more eager to attend classes and I don't feel ashamed to ask questions; furthermore, I appreciate an individualised approach – if the teacher ignored me, I would probably give up
- bad teaching quality may cause loss of motivation, a flexible schedule enables better organisation of professional and private life, time is important for me and I find long commuting to an education programme to be a waste of time, I would turn to e-learning

Latvia

The most frequent answers:

- Training must be highly qualitative (including content, training methods, good mutual relationships, practical use for professional duties). Time is very precious so I want to spend it effectively and with aim. I would like to attend only courses that are of high quality and useful for today's and individual requirements. If there is a low quality of training then time is simply wasted and nothing is obtained. The main purpose of additional training is to acquire new knowledge or to supplement existing ones; therefore the quality of teaching has the greatest

impact on my choice of learning a particular course.

- Training material should be well prepared.
- Rooms and their conditions need to be applied so that they are warm and there is a place that will ensure the comfort of the learning process. An inappropriate premise has impact on choosing training courses/institution.
- Tight schedule at work. Suddenly there is a lack of time and cannot physically visit on a regular basis.

The most interesting answers:

- There must be mutual interaction between learners and trainer.
- Training must be practical.
- Attending the courses I need to improve my knowledge of my direct job duties. If they do not meet my requirements and needs, then I do not visit them.
- If there were no employer support, there would probably be no time to attend courses.
- The time and financial disadvantages would be delays.
- After working hours, I want to relax.
- Study visits outside of working hours are not possible due to family circumstances.
- The employer is not interested in educating the employee.
- Training takes place in groups, so 100% compliance with individual needs is not possible.
- Training institutions are not close to my home city.

Lithuania

The most frequent answers:

- poor quality of training (5)
- lack of time (2)
- long distance to the educational institution, it is difficult to combine the work and learning at the same time (2).

Interesting answers:

- the program has to be quality and interesting. The most important teacher's knowledge, competence.
- the chosen program should be meet my expectations, the teacher must provide a competent teaching, a good microclimate during the training is very important.
- the program is often lacking in deeper studies because the time spent for learning is too short, the content is superficial, based on "factology", recurrent, poorly based on the latest scientific research, the lack of practical activities. Educational goals of organizations reproduce the current situation, do not pay attention to the needs of the future society, goals
- I am busy with intense mental and organizational work, often wanting to relax.
- if the material is too complicated, if too much homework, the teacher's inability to interpret the teaching material
- suitable environment, communication and interesting material are very important for learning.
- if the workshop is useful, household inconveniences, even the attitude of managers or others

towards a learner is not very important

- in order to successfully study a person in work, a very strong motivation and a visible result are required. If it is low, the goal is not at all, or it's only partially achieved.
- if the program is not meet my expectations, the atmosphere in the classroom has to be positive; if I think that teachers have lack of expertise and / or the ability to create positive relationships based on respect and cooperation, if the teaching material and content is too heavy and I have no support, I would refuse the program.
- a strict timetable imposes heavy obligations on the frame.
- if a course time would be in conflict with my work schedule, it could not complete the course.
- the lecturer's attitude to the learners is important to me.
- I want to know the innovations, and at the same time enjoy the pleasure of peer communication and cooperation.
- homework is an inappropriate form of adult education because there is no time.

Poland

The most frequent answers:

- time is important for me
 - travel, length of classes,
 - effective work during classes,
 - time devoted to preparing for classes,
 - bringing together work and studies,
- quality (is important, low disqualifies training, does not help in improvement),

The most interesting answers:

- I participate willingly in trainings conducted by proven institutions. I don't want to waste time for low quality trainings, and if I have to attend, it is passive participation. Some courses are too expensive for me, and employers do not finance individual training.
- Knowledge and experience of the lecturer is the most important for me. I have met weak lecturers quite often.
- The lack of the possibility of interacting with the teacher definitely hinders the teaching process;
- I think that a lecturer who is impolite to listeners, treats them as students , would make me give up training,
- I think everybody (teachers, lecturers) should be polite.

Sweden

Most frequent answers:

- Lack of time (in general) (16)
- Lack of time due to job (16)
- Inconvenient time table; e.g. clashing courses, long breaks between lessons (13)
- Time table clashes with working hours (7)

Most interesting answers:

- Some students mention the challenges of studying for adults (2), e.g.:

- adults are not used to study therefore it is sometimes hard for them
- some adult students had difficulties in school when they were younger
- poor quality of teaching (9)

Comment: Some students mention poor facilities (7) and that the technical equipment and books are not up to date (2) as possible reasons for quitting; to us it seems like they are rather complaining about the present situation at the school than explaining possible reasons for quitting their education

5. Please state your level of agreement with the following statements on a scale from 1 to 6 (1 = completely disagree, 6 = completely agree) or, if you are not sure, choose 0. Adult education institutions should *

a) offer courses in line with the needs of the labour market

	1	2	3	4	5	6	0
Croatia	0	2	6	12	21	61	4
Latvia	1	0	2	10	29	55	4
Lithuania	0	0	2	8	23	60	9
Poland	0	4	10	4	17	62	3
Sweden	2	2	6	23	23	74	10

b) offer courses that are closely related to learners' life and work goals

	1	2	3	4	5	6	0
Croatia	1	3	4	21	30	47	3
Latvia	1	1	4	18	25	47	5
Lithuania	0	0	2	8	23	59	9
Poland	1	6	10	12	30	33	8
Sweden	0	4	11	26	34	53	12

c) allow learners to pace their studies to fit their life and work schedules

	1	2	3	4	5	6	0
Croatia	0	2	5	13	26	60	3
Latvia	0	4	15	16	25	39	2
Lithuania	1	0	2	5	31	59	3
Poland	1	2	4	10	23	56	4
Sweden	4	10	16	33	29	44	4

d) provide adequate and timely information about course requirements

	1	2	3	4	5	6	0
Croatia	0	1	1	7	21	74	5
Latvia	1	0	2	10	25	58	5
Lithuania	0	4	4	18	24	40	11
Poland	0	2	4	10	23	58	5
Sweden	4	3	5	22	29	71	6

e) provide adequate and timely information about sources of available financial assistance

	1	2	3	4	5	6	0
Croatia	0	2	9	10	16	64	8
Latvia	0	2	8	15	17	51	8
Lithuania	0	0	2	9	18	64	8
Poland	0	2	4	9	22	55	8
Sweden	4	5	14	24	28	58	7

f) have clear learning outcomes and ways of assessing their achievement

	1	2	3	4	5	6	0
Croatia	0	0	3	12	23	64	7
Latvia	1	1	3	12	23	53	9
Lithuania	0	6	1	15	24	44	11
Poland	3	2	10	6	17	56	6
Sweden	2	3	8	22	33	68	4

6. Teachers in adult education should

a) provide timely feedback about learners' progress

	1	2	3	4	5	6	0
Croatia	1	1	11	16	16	63	1
Latvia	1	2	5	11	43	34	5
Lithuania	0	4	10	19	21	40	7
Poland	3	2	8	16	28	43	0
Sweden	2	0	7	19	35	72	5

b) encourage learners to participate in class

	1	2	3	4	5	6	0
Croatia	0	3	7	10	19	69	1
Latvia	1	1	2	16	40	39	2
Lithuania	0	2	5	13	20	60	1
Poland	2	0	14	15	34	35	0
Sweden	2	8	11	22	36	53	8

c) show learners how to learn

	1	2	3	4	5	6	0
Croatia	5	2	5	19	21	56	1
Latvia	9	4	14	18	26	24	6
Lithuania	0	2	8	7	22	60	2
Poland	2	3	11	15	20	40	0
Sweden	1	4	23	31	24	51	6

d) explain things to help learners understand

	1	2	3	4	5	6	0
Croatia	0	0	1	7	15	85	1
Latvia	3	1	1	8	23	60	5
Lithuania	0	1	1	4	13	79	3
Poland	0	1	7	8	42	42	0
Sweden	2	1	5	13	19	96	4

e) care about their learners as individuals

	1	2	3	4	5	6	0
Croatia	1	6	14	17	30	38	3
Latvia	3	8	15	21	27	20	7
Lithuania	2	2	7	25	24	35	6
Poland	0	0	7	22	32	39	0
Sweden	5	5	10	28	36	50	6

f) provide learners with necessary learning materials

	1	2	3	4	5	6	0
--	---	---	---	---	---	---	---

Croatia	0	0	5	8	21	72	3
Latvia	1	1	0	7	30	56	6
Lithuania	0	1	0	2	20	75	3
Poland	0	5	6	15	36	38	0
Sweden	5	7	18	30	27	42	11

g) continuously assess learners' progress

	1	2	3	4	5	6	0
Croatia	0	4	12	21	26	45	1
Latvia	1	8	16	27	23	19	7
Lithuania	3	4	8	22	25	34	5
Poland	5	3	10	22	28	32	0
Sweden	2	1	11	24	46	48	8

h) use a variety of teaching strategies and techniques

	1	2	3	4	5	6	0
Croatia	0	0	7	10	26	65	1
Latvia	1	1	6	9	27	53	4
Lithuania	0	1	2	12	18	64	4
Poland	3	2	6	15	34	40	0
Sweden	0	7	8	24	36	55	10

i) encourage interaction among learners

	1	2	3	4	5	6	0
Croatia	0	2	13	20	25	48	1
Latvia	3	3	11	32	22	25	5
Lithuania	1	2	5	17	29	42	5
Poland	3	0	14	17	33	33	0
Sweden	5	4	17	30	33	46	5

j) allow learners to express their honest opinion in class

	1	2	3	4	5	6	0
Croatia	0	3	7	14	20	63	2
Latvia	1	1	6	18	28	41	6

Lithuania	0	2	4	11	22	59	3
Poland	3	0	10	15	34	38	0
Sweden	2	4	5	17	32	73	7

k) always have a smile on their face

	1	2	3	4	5	6	0
Croatia	5	9	16	26	17	29	7
Latvia	16	10	19	29	13	7	7
Lithuania	0	5	6	21	30	34	5
Poland	2	5	17	28	30	18	0
Sweden	8	4	14	21	30	53	10

l) find out more about their learners' private and professional lives

	1	2	3	4	5	6	0
Croatia	19	23	22	23	13	7	2
Latvia	26	26	24	15	3	3	4
Lithuania	19	14	13	19	19	10	7
Poland	25	20	10	13	20	12	0
Sweden	19	17	22	32	18	15	17

m) guide learners' career and life goals

	1	2	3	4	5	6	0
Croatia	10	21	21	28	15	12	2
Latvia	27	17	22	19	4	2	10
Lithuania	11	11	13	18	26	16	6
Poland	3	5	16	21	34	21	0
Sweden	12	12	13	35	30	32	6

n) have perfect knowledge of the subject matter they teach

	1	2	3	4	5	6	0
Croatia	1	1	6	8	23	66	5
Latvia	3	0	1	4	28	61	4
Lithuania	0	1	0	3	8	86	3
Poland	0	0	5	10	37	48	0

Sweden	2	2	5	12	31	84	4
--------	---	---	---	----	----	----	---

o) create a relaxed and friendly learning atmosphere

	1	2	3	4	5	6	0
Croatia	0	0	3	9	18	76	3
Latvia	3	4	7	17	35	32	3
Lithuania	0	1	0	5	19	74	2
Poland	0	1	5	19	29	46	0
Sweden	2	1	6	18	41	66	6

p) adapt their teaching methods to learners' individual needs

	1	2	3	4	5	6	0
Croatia	3	2	17	20	36	28	3
Latvia	1	6	13	19	36	22	4
Lithuania	0	1	5	18	31	43	3
Poland	0	3	4	19	31	43	0
Sweden	3	10	17	33	29	43	5

r) acknowledge learners' cultural, social and religious background

	1	2	3	4	5	6	0
Croatia	7	9	9	24	17	36	7
Latvia	9	11	15	28	19	13	6
Lithuania	1	4	8	20	21	42	5
Poland	3	2	8	12	35	40	0
Sweden	7	5	10	19	24	65	10

s) acknowledge learners' previous knowledge and learning experiences

	1	2	3	4	5	6	0
Croatia	2	5	9	14	33	44	2
Latvia	1	8	9	26	32	22	3
Lithuania	1	3	6	11	31	44	5
Poland	0	1	9	13	33	44	0
Sweden	3	4	11	25	40	51	6

t) try their best to empower their learners to succeed with their studies

	1	2	3	4	5	6	0
Croatia	3	2	5	15	24	59	1
Latvia	4	3	5	22	26	35	6
Lithuania	2	1	1	18	18	55	6
Poland	2	0	7	15	34	42	0
Sweden	2	3	7	17	30	62	19

u) use multimedia content in teaching

	1	2	3	4	5	6	0
Croatia	0	3	5	18	26	53	4
Latvia	2	2	7	25	27	33	5
Lithuania	0	2	3	21	25	36	14
Poland	2	2	10	20	30	36	0
Sweden	2	8	15	32	34	38	11

w) be empathetic and understanding of the challenges faced by adult learners

	1	2	3	4	5	6	0
Croatia	0	1	6	15	28	57	2
Latvia	1	2	7	23	27	33	8
Lithuania	1	4	2	11	30	45	8
Poland	0	2	6	16	39	37	0
Sweden	2	5	15	21	32	63	2

7. Please describe in your own words what makes a good adult education teacher.

Croatia

The most frequent answers:

- gives real life examples (4)
- patient (3)
- has an interesting teaching style (9)
- knows how to transmit knowledge according to learners' level and needs (18)
- encourages learners to learn and achieve good results (8)
- motivated person who is a motivator (4)
- adapts his/her teaching style to learners' needs (7)
- an expert in his/her field (9)
- experienced (4)
- creates a pleasant and relaxed atmosphere (6)

- a friendly, open, positive and cheerful person (12)
- has good communication skills (5)
- explains the subject matter until everyone has understood it (9)

Interesting answers:

- a good teacher gives examples to learners; e.g. after a beekeeping course the learner can within a year preserve a bee colony and achieve good results
- professional knowledge, pleasant personality, age/looks/style, desire to both lecture and answer questions, and ability to enjoy time with the group (heavily dependent on the group, of course)
- for me a good adult education teacher has to encourage the participants of the course in every segment (participating in class, doing homework, interacting with other students and teacher)
- a teacher that is able to step back from tedious theoretical exposition of teaching materials and present the content through real life examples
- interesting, communicative person with a clear teaching style, good energy and a friendly approach, with whom learners can identify
- a person that uses a lot of modern technology, tapes their classes (of course, with the learners' consent) and uploads them for those who couldn't attend them
- a teacher that enters the classroom with a smile on their face, who first talks a little bit with the learners instead of rushing with the content
- a good adult education teacher is the one that inspires with their work
- for me a good teacher knows how to transmit knowledge in a fun way, that has patience for every learner and, if necessary, repeats something a 100 times
- a good listener, i.e. an active interlocutor
- a good teacher is an expert in the subject matter they teach, elevates the classroom atmosphere and understands and accepts different backgrounds and needs of learners
- a person that motivates and offers support, while understanding how adults learn

Latvia

The most frequent answers:

- The most popular answers in different words were Professional in fields, competent with practical experience in field.
- Professional and knowledgeable, motivated, has experience in field. Shares practical examples from professional life. Is able to explain complicated topics in simple words.
- Kind, empathetic, friendly but not too familiar, eager to communicate, want to help others, inspires and motivates, good sense of humour, tolerant.
- That is a trainer who regularly provides feedback on the progress of learners, explains things in such a way that all learners understand, always give out study materials, use different learning strategies and methods, as well as multimedia content in the learning process to make learning more exciting and dynamic, creates a friendly learning atmosphere and strives to plan lessons so that each learner can succeed in the learning process.
- Knowledgeable, competent, preferably a practitioner with a great experience, not only theoretical knowledge. Open to questions, discussions, clearly able to argue his point. With a good sense of humour, explain the complex principles in simple language. Able to refer to current affairs in industry and to give examples from real life.

The most interesting answers:

- In adult training roles teacher-student does not work well, because in many areas the “student” may have greater knowledge than “teacher”.
- Trainer must understand that everyone is learning alongside their direct work.
- A good trainer is able to encourage the desire to learn. Trainer must lead courses so that they are intense, interesting and developing.
- It is important for the teacher to share their knowledge and everything related to the learning process. Personal life should be left at home.
- The instructor should be aware that he trains adult learners who have chosen to study themselves, so they have found their own motivation, so trainer do not have to try to make the learning process too entertaining in order to create a motivation.

Lithuania

The most frequent answers:

- professional, an creative expert in his subject (19)
- positive, communicative, optimistic (6)
- having a good sense of humor, always in good mood (3)
- the one who learns himself (2)

Interesting answers:

- empathetic, respected learners
- motivating, creating a good working and psychological atmosphere.
- knows his subject and feels responsible that learners must not only be interested, but they must also acquire certain competences (not only facts, but also skills).
- able to attract and involve everyone in the learning process, create a good working atmosphere.
- knowing the specifics of working with an adult who knows how to teach.
- knows how to teach
- sincere, warm, sharing the knowledge and personal experience
- tolerant.
- creative, able to engage in interesting teaching material, perfectly managing IT.
- assistant, consultant, partner in the learning process.
- one that gives wings to fly
- charismatic, not boring
- adult teacher should have good professional knowledge, be friendly, try to find a common language with the students, as well as provide practical examples of information from textbooks. Find more interesting ways of teaching.

Poland

The most frequent answers:

- understanding,
- competent,
- empathic,
- open to the needs of listeners
- should have background education,
- be a professional

The most interesting answers:

- Should know how to motivate the students and diagnose the level of education
- The educator should show certain character and personality traits, good reputation, unquestionable sociological and philosophical competences and necessary psychological preparation as an adviser and consultant. He should also be able to establish interpersonal contacts, know how to reduce tensions arising in other people, relieve stress and carry out therapy.
- An adult education teacher should first of all remember what group of recipients he or she is exposed to.
- A good educator will teach and explain complicated subjects in a simple way, evaluates rather than constantly criticizes.

Sweden

The most frequent answers:

- Teach in comprehensive way
- Possessing knowledge
- Understanding/empathy; e.g. understanding that adults have a job and therefore less time for their studies

Most interesting answers:

- Those emphasizing the peculiarities of adult education: “the students are adults”; for example:
 - teachers should understand that adult students often have a job and a more demanding private life and less time to study or to attend lessons (6)
 - teachers should treat students as adults (4)
 - teachers should respect the students’ life experience and consider it in the lessons
- A great number of answers refers to personal traits such as joyful/happy (10), dedicated (10) friendly/likeable (9), positive (6)
- Teacher should be/act ‘pedagogic’

Comment: Overall, it is noticeable that the students' responses very often focus on the teachers' behavior towards the students (in total 84 mentions). In addition, the students mentioned very often personal qualities as important characteristics of a good adult educator (in total 71 mentions). Many of these personal traits regard also interpersonal interaction (e.g. friendly,

helpful, patient, inspiring)

The participants:

	Croatia	Latvia	Lithuania	Poland	Sweden
female	64	84	94	69	85
male	45	17	7	31	40

The age:

	Croatia	Latvia	Lithuania	Poland	Sweden
15 – 19	2	0	0	1	5
21 – 30	42	22	3	60	61
31 – 40	34	33	12	14	39
41 – 50	20	27	30	7	16
51 – 60	9	16	49	13	5
61 +	2	3	7	5	0

What is the highest level of formal education you have completed?

	Croatia	Latvia	Lithuania	Poland	Sweden
I haven't completed any kind of formal education	0	0	0	0	5
Primary school diploma	3	0	0	2	35
Secondary school diploma	30	0	3	32	77
University degree	76	101	97	66	13

What is your current occupation status?

	Croatia	Latvia	Lithuania	Poland	Sweden
Unemployed	23	0	0	18	44
Employed full-time	76	101	85	33	35
Employed part-	7	0	13	30	50

time					
Retired	3	0	3	6	0