



Uppsala  
Senioruniversitet



# **Learning in later life at Uppsala Senioruniversitet**

**EU project “Educational Senior Network”  
funded by Erasmus +**

**Progress report No. 2 from  
Uppsala Senioruniversitet, Sweden**

**Compiled in February 2017**



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## Introduction

EduSenNet is a project funded by the European Union in which research teams from seven U3A's in six different European countries are working together in order to develop new and better ways of helping older people (50 +) to meet their learning needs. All the members of the project team at Uppsala Senioruniversitet (USU) are themselves active learners over 70 and all have a PhD or a DMsc. The project team has planned and implemented the Uppsala part of the project. The team members are: Maj Aldskogius, Alice Rinell Hermansson, Ulla Myhrman, Björn Odin (project leader), and Per Olof Osterman. For all of us it has been an interesting research-oriented educational activity to take part in this project.

The project team has got technical support from two USU staff members: Bertil Eriksson and Maria Wold Troell. The necessary administrative support concerning the survey has been given by people from the USU staff: Gudrun Bäckström, Caare Smith and Malin Åkerblom. The USU International Committee has also been provided certain back up: Brittmari Ekholm, Karin Carlsson, Anders Fredholm, Karin Hagström, Gunhild Hammarström and Christina Tellgren.

As a first part of this project we carried out a survey about seniors who were not members of Uppsala Senioruniversitet. The results from this survey were first presented in a separate progress report, *"Learning in later life for people 50"* (February 2016).

In this second part we have been carried out a survey designed to obtain basic information that will make it possible to plan suitable measures and proposals to ensure that seniors who are engaged in educational activities at Uppsala Senioruniversitet can benefit from our educational programmes and other activities regardless of background, present living situation or mobility.

The results of the survey, which are presented in this report, throw light upon the needs, restrictions, experiences and opinions of the respondents regarding different types of educational activities and how they have been involved in them. The same questions have been put to respondents in all the countries who are partners in this project. Thus it will – in a joint analysis and a final report/booklet from the EduSenNet project – be possible to describe, discuss and compare differences and similarities in the group of seven Senior Universities/U3A's in Europe.

This national report will first of all provide basic data useful for further development of the programme at Uppsala Senioruniversitet. The Swedish original version has mainly been prepared by Maj Aldskogius and the English version is compiled by Björn Odin.

Uppsala in February 2017

Maj Aldskogius

Björn Odin

## The Survey

In September 2016 Uppsala Senioruniversitet (USU) had 3 810 registered members and all members have a membership number. The oldest members have the lowest numbers and new members have the highest numbers.

To be able to draw conclusions from this survey that can be useful in planning future activities in our U3A it was important for us get a random sample of all the members. We decided to address a sample of 10 % of the members. The sample consists of 381 people which we decided was enough. We chose a systematic sample of every tenth member starting with a random number from 0 to 9. In this way we also knew that both very old and very new members would be included.

Only 9 % of the members of the sample did not have an email address. We therefore decided to send the questionnaires by e-mail from USU:s office. The people chosen were asked to complete the questionnaire and send it back by e-mail. Detailed instructions on how to do that were given. If they still were not able to return the questionnaire by mail, they were asked to send an e-mail or call the USU office and they would then get the questionnaire by regular mail with a stamped return envelope with USUs address. The 36 people which did not have an e-mail address and another 20 who could not read the attachment got the questionnaire by mail.

The USU office staff then sent a reminder to all those that had got the questionnaire by another email and made telephone calls to those who had got it by regular mail. After all this work only 45 % of the people in the sample had answered which we decided was by far too few. We had to realize that we had misjudged computer skills of our members. Even if they had an email address many could not handle attachments. We therefore decided to send new questionnaires by regular mail to the 200 that had not answered and gave them a new deadline.

After this action almost 80 % had answered but we were still not satisfied. Some of those that did not answer had specifically said that they did not want to answer. Some were too old and some were new members that had not had time to take part in anything yet and had nothing to report, others did not like surveys per se. We then asked the members in the international committee if they could call 10–12 people each, namely the ones that had not answered at all, to see if some of them would do that. We got another 25 answers and we then had 329 answers all together, 86 % of the total sample, which was even more that we had expected. But we had to work hard to get this result!

Three people from the project group have then coded all the 329 answers and one of the technical staff has provided us with the results in total numbers and percentages. For all questions we have noted all that have not answered that specific question. Only one question has very few answers: the number of attended activities last year. Perhaps they did not remember or did not bother to consider the question. USU, however, has all that information in the register files of the members and we could – if it is desirable - get this information from there with a bit of effort.

The questionnaire is divided into two parts. The first part (A) provides information about the profiles of those interviewed in terms of socio-demographical data: age; gender; level of

education, living conditions and other activities. The second part (B) provides data about the respondents' relation to and opinions about the existing educational programme at Uppsala Senioruniversitet and their ideas about further programme development.

The results are mainly presented as percentages of the total number of respondents to each question with comments about most questions. The questions have sometimes been a little bit changed compared to the original English version so as to better fit the Swedish context but the main contents of each question are the same.

## Results

(Questions by number in the international/English questionnaire)

### A. Personal data

#### A.1 Place of living - region

All (100%) of the respondents are living in Sweden. 93% are born in Sweden and 5% in another country.

(2% did not answer the question.)

#### A.2 Place of living - site

88% of all the respondents live in Uppsala and 5% in a smaller town/"tätort" in the county of Uppland. Only 4% live in a small village or in rural areas with dispersed settlement.

(2% did not answer the question.)

When we look closer at how the respondents are living we find that 62% live together with a family partner in a flat/house and 34% live alone in a flat/house. A few (2%) are living alone or together with a family partner in a private residential home for seniors /"Seniorboende".

(2% did not answer the question)

#### A.3 Gender

Most of the respondents, 67 %, are female, and 31% male. This corresponds well with the overall statistics for all USU members in 2015.

(2% did not answer the question)

#### A.4 Age

Age distribution is the following:

Age:	Number of answers	%
a) 50 – 60 years old	1	0
b) 61 – 70	116	35

c) 71 – 80	166	50
d) 81 – 90	36	11
e) 91 +	6	2

The majority of the respondents are more than 71 years old, which corresponds very well with other statistics of our members. The average age for all the members of USU is around 74 years. It is notable that 13 % of the respondents are older than 81.

(1% did not answer the question)

## A.5 Education level

The distribution of education level is the following:

Education level:	Number of answers	%
a) Primary	4	1
b) Secondary	26	8
c) University	285	87
d) Other	9	3

The vast majority have university studies as their highest level of education. In the Swedish school system this also includes different kinds of post-secondary education/high school. The secondary school system also includes “fackskola” and “folkhögskola” (vocational training schools and adult high schools).

“Other education” includes e.g. people with a military degree.

(2% did not answer the question)

## A.6 Activities in spare time

The respondents were asked to place three of the mentioned activities in order of preference: 1. Most important (Pri 1), 2. Second most important (Pri 2), 3. Third most important (Pri 3). The following table shows the distribution of answers:

Activity:	Pri 1 (%)	Pri 2 (%)	Pri 3 (%)
a) Part-time work	10	2	2
b) Full-time work	2	0	0
c) Voluntary work	6	3	4
d) “Föreningsliv”	12	17	1
e) Care for relatives (husband, wife, parents)	13	5	4
f) Care for children and grandchildren	24	17	6
g) Other education	2	4	6

h) Hobbies	20	25	21
i) Other	3	4	5
(Did not answer the question	7	23	32)

Care for grandchildren is the most important activity in the respondents' spare time. As many of the members of USU are relatively old most of them have grown-up children, which need some help with their children. Different hobbies comes high in ranking both as number 1, 2 and 3 priority.

“Föreningsliv” is a typical Swedish activity, which means work and activities in all kinds of associations from sport clubs to intellectual discussion clubs. Training and gymnastics, house and gardening, and being together with friends are frequently mentioned among other alternatives. Of those that were working full time, there was one that was 91+, maybe a research-worker?

## **B. Learning**

### **B.1 Digital activities**

The respondents were asked if they had access to and used different digital tools. As a follow up question they were asked whether they needed assistance or not to be able to use the tool.

Digital tool:	% with access	% who need assistance
a) Computer	93	18
b) Ipad	44	4
c) Smartphone	68	7
d) Other mobile phone	30	7

Almost all respondents have access to a computer and two thirds of them have access to a smartphone. The ones who have a computer *sometimes* need assistance, while those who have a smartphone or Ipad *not so often* need assistance to be able to use it.

The survey method which was used in this study underlines the fact that even if members do have access to a computer and have an email address they often do not know how to use it, e.g. handle attachments.

(Around 25% did not answer the question about assistance)

### **B.2 First contact with Uppsala Senioruniversitet**

There are many ways to get a first contact with a Senior academy/U3A. The respondents have answered how they got in contact with USU. The following table shows the distribution of answers:

Way of contact:	Number of persons:	%
a) Via family, friends etc.	228	69
b) Via USU brochure	31	9
c) Via internet	35	11

d) Via Uppsala University or SLU*	19	6
e) Via the 50+ fair	2	1
f) Via another way	9	3

It is obvious that face to face contact is the most common way to get the first contact, followed by internet and USU brochure.

\*Swedish University of Agriculture Sciences in Uppsala

(1% did not answer the question)

### B.3 Motives for educational activities

The respondents were asked about their main motives for engaging in educational activities. The following table shows the distribution of answers:

Motive:	Number of answers	%
a) Gain knowledge/insight	121	37
b) Learn practical skills	31	9
c) Further development of myself	57	17
d) Get background on current topics	35	11
e) Valuable use of free time	62	19
f) Meet people with same interests	15	5
g) Other motives	1	0

The dominating answer is that the main motive is to gain new knowledge and insight, an incentive which is quite close to getting background information on current topics. Both answers are in one way a part of the answer “further development of myself”.

(2% did not answer the question)

### B.4 First attendance at activity at Uppsala Senioruniversitet

The respondents were asked when they became members of Uppsala Senioruniversitet and first attended an educational activity: courses, study trips, seminars, discussions, workshops. The following table shows the distribution of answers:

Time:	Number of answers	%
a) This year (2016)	40	12
b) 1 year ago (2015)	29	9
c) 2 – 4 years ago (2012 – 14)	115	35
d) 5 – 9 years ago (2007 – 11)	77	23
e) 19 -14 years ago (2002 – 06)	30	9
f) More than 15 years ago	20	6

The majority became members between 2 and 9 years ago. The answers also reflect the sampling procedure where people representing different length of membership were selected. USU has recently seen a rapid increase in the number of members, especially in the last few years.



(5% did not answer the question; maybe because they did not remember when they became members if it was long time ago).

## **B.5 Expectations about education activities**

The respondents were asked to what degree the attended education activities had come up to their expectations.

Degree:	Number of answers	%
a) Completely	99	30
b) To a relatively high degree	191	58
c) Partly	18	5
d) Not at all	1	0

As many as 88% of the respondents are of the opinion that the attended education activities have been completely - or to a relatively high degree - up to their expectations.

(6% have not answered the question)

## **B.6 Reasons why not attending USU activities**

This question was only put to those that did not take part in any activities last year. The question was: "If you did not attend USU activities, what was the reason?" The following table shows the distribution of answers:

Reason:	Number of answers	%
a) Lack of time	58	18
b) No interesting subjects	16	5
c) Health reasons	9	3
d) Too expensive	2	1
e) The time did not suite me	52	16
f) Personal circumstances	12	4
g) It was taking too much time	3	1
h) Too long distance	4	1
i) Other reason	9	3

The time factor is the dominating and limiting one for taking part in USU activities: Lack of time or a time that was not suitable (34%). Health and economy are not any limiting factors for most members.

(19% have answered that they had taken part in activities and thus not answered the question)

## **B.7 Plans for attending USU activities in 2016-17**

The question was raised about the respondents' plans for attending USU activities in the fall term in 2016 and the spring term in 2017.

Planning to attend	81%
Not planning to attend	5%
Do not know	14%

A majority are planning to attend USU activities but a few have not made up their minds yet.

(1 person did not answer the question)

## B.8 Reasons for not attending USU activities in 2016-17

The question is a follow up of the answers from respondents who were not planning to attend activities. The following table shows only the distribution of answers from those 36 respondents. Some of those who did not know have also answered this question and are included in the following table:

Reason:	Number of answers:
a) Bad experiences of USU activities	3
b) Lack of time	12
c) No interesting subjects	7
d) Health	5
e) The time does not suit	2
f) Personal circumstances	2
g) Other reason	5

The time factor seems to be the dominant reason for not attending activities. Among other reasons we can find occasional answers like “Too expensive” and “Transportation problems”.

## B.9 Number of attended education activities in 2015 -2016

In the Swedish version of the questionnaire the respondents were asked to mention which of the following activities they had attended during 2015 -2016: Tuesday lectures; Lecture series; Study circles; Study trips/visits. In the following tables they are presented separately:

### Tuesday lectures

Number of lectures attended:	Number of persons:	%
a) 0	1	0
b) 1	46	14
c) 2	2	1
d) 3	2	1
e) Do not know how many	96	29
f) No answer	181	55

The every fortnight Tuesday lectures are the only free of charge activities in the USU. One Tuesday lecture seems to be the dominant answer, but many people (29 %) have attended

several but do not know how many. More than half of the respondents did not answer this question.

### Lecture series

Number of series attended:	Number of persons:	%
a) 1	54	16
b) 2	58	18
c) 3	36	11
d) 4	23	7
e) 5	5	2
f) 6	3	1
g) 7	0	0
h) 8 or more	2	1
i) Do not know how many	28	9
j) Did not answer	119	36

One to three lecture series is the most common answer but a third of the respondents did not answer this question.

### Study circles

Number of circles attended:	Number of persons:	%
a) 0	3	1
b) 1	44	13
c) 2	29	9
d) 3	1	0
e) 4	5	2
f) 5	1	0
g) Do not know how many	14	4
h) No answer	232	84

One or two circles in a year are the dominating answers, which is quite understandable as they each need concentration and often includes some time for individual studies.

### Study trips/visits

Number of study trips:	Number of persons:	%
a) 0	7	2
b) 1	24	7
c) 2	9	3
d) 3	2	1
e) 4	1	0
f) 5	1	0
g) 8 or more	2	1
h) Do not know how many	7	2
i) No answer	276	84

One or two study trips/visits in a year are the dominating answers. A few people take part in many study visits but most respondents did not answer this question (84 %).

## B.10 Frequency of attended activities before the autumn of 2015

The respondents were asked whether they had attended more or less activities before 2015.

Frequency:	Number of answers	%
a) More per year	51	16
b) Less per year	28	9
c) As many	177	54
d) No answer	72	22

Most of the respondents attend approximately the same number of activities throughout the years. Some who were very active in earlier days do not attend as many activities later on in life. This has probably to do with the fact that people simply have not got the same capacity when they become older.

## B.11 Subject interests

The respondents were asked which of a number of subjects were of most interest to them. They were also asked to make a priority list between the subjects by ticking three of them. Here is the sum of pri 1, pri 2 and pri 3 of their priorities:

Subject*:	Ticked by x number of persons:	% of all answers
a) Human sciences	185	19
b) Religion.	155	16
c) Language	103	10
d) Natural sciences	150	15
e) Literature	245	25
f) Economy	32	3
g) Other subject	20	2
h) No answer	97	10

- Human sciences including psychology, sociology and law
- Religion, philosophy and history
- Languages (classic and modern languages)
- Natural sciences, technical sciences and medicine
- Literature, arts and music
- Among other subjects, politics and environment are mentioned

Literature, arts and music are the most interesting subjects among the respondents, followed by human science and religion.

## B.12 + B13 Preferred time for attending activities

The respondents were asked to tell when they would prefer to attend an activity and also to tick alternatives (pri 1, pri 2, and pri 3).

The following table shows their priorities:

Period:	Pri 1		Pri 2		Pri 3	
	Number	%	Number	%	Number	%
a) Weekdays in daytime, as now	320	97	2	1	1	0
b) Weekdays in the evening	4	1	99	30	11	3
c) Weekends	1	0	23	7	53	16
d) Concentrated studies, e.g. a week	0	0	15	5	26	8
e) Summer course	0	0	9	3	30	9
f) No answer	4	1	179	54	205	63

A very clear majority want to have the activities in daytime during weekdays, which is how it has been at USU for many years. Half of the respondents have only chosen that alternative. As a second priority 30 % have chosen weekdays in the evening and 16 % have chosen weekends as their third priority. Concentrated studies during one week and summer courses are less attractive.

## B.14 Preferred length of lecture series and study circles

These questions were not answered by those who only recently have become members.

### Preferred length of lecture series

The respondents were asked how long they thought a lecture series should be.

Length	Number of answers	%
a) Less than 12 hours	46	14
b) 12 hours (as today)	265	80
c) More than 12 hours	9	3
d) No answer	11	3

Most members (80 %) were content with the present arrangement (6 x 2 hours)

### Preferred length of study circles

The respondents were asked to tick the most preferred length of a study circle in language and in all other subjects. The following table shows the distribution of answers:

Length:	Languages		Other subjects	
	Number	%	Number	%
a) Less than 12 hours	—	—	22	
b) 12 hours (as now)	35	11	200	61

c) 18 hours	56	17	33	10
d) 24 hours (as now)	148	45	11	3
e) Other length	4	1	4	
f) No answer	86	26	59	18

For the time being most of the study circles in languages have a length of 24 hours (divided into 12 x 2 lessons). This is what most people prefer according to the answers in the survey. Other study circles – not languages – have today a length of 12 hours (6 x 2 lessons) and the majority of the respondents want to have it that way. Those who have not taken part in any study circles have not answered this question.

## B.15 Location of education activity

The respondents were asked which factors were most important regarding the location of an education activity.

Factor:	Number of answers	%
a) Distance to location	80	24
b) Public transport facilities	65	20
c) Transport time	5	2
d) Transport cost	5	2
e) Audio/hearing quality	72	22
f) Audio/hearing aids available	23	7
g) Visual quality of pictures shown	34	10
h) Other factors	13	4
i) No answer	32	10

Distance to location, availability of public transport and audio/hearing aids available are the most important factors. Costs and time for transport to location are not important factors. Some respondents regard visual quality of pictures shown as important. Among other factors are mentioned that the locality must be comfortable, e.g. the seats.

## B.16 Factors of importance for the choice of an education activity

The respondents were asked to rank the three most important factors for the choice of an education activity.

Factor:	Pri 1		Pri 2		Pri 3	
	Number	%	Number	%	Number	%
a) The subject	274	8	27	8	5	2
b) Weekday and time of the day	18	5	98	30	128	39
c) A friend's attendance	4	1	11	3	30	9
d) The "lecturer"	25	8	170	52	73	22
e) The cost	3	1	11	3	30	9
f) No answer	5	2	9	2	38	12

The dominating factor is the subject itself. Number two is the lecturer and number three the day and what time of the day. Costs and social aspects are not important factors. Among other factors the following are mentioned: - a study trip or visit is arranged in combination with the lecture series of study circle.

## **Conclusions and reflections**

### The USU students - who are they

All respondents are living in Sweden but a few are born in another country – mainly in Europe and often in our neighbouring countries like Finland.

In Uppsala we have quite a number of inhabitants who are not born in the Nordic countries and some of them are now seniors. Since many years more than half of the population growth in Sweden is linked to immigration. These immigrants are now Swedish citizens but very few of them are members of the USU. When we made this observation the project team started to discuss how to engage those people in education activities. The institutions within the EduSenNet have tried different ways to reach them, but this has been a difficult task. In a separate paper, Ulla Myhrman describes these efforts, plans and ideas about how to proceed. Innovations like this take time to implement. One of the most crucial factors is to find the right contact people in different groups of people with very varying cultural backgrounds. This innovative process has started in the USU and will hopefully continue even after the end of the EduSenNet project.

Most of the members are living in Uppsala and most of them have a university degree. Less than 10% are not living in the city itself. From an earlier survey of non-members (February 2016) we know that many people outside Uppsala do not feel “at home” with an organisation labelled “University”. At the same time there are a number of study organisations with a long tradition of organizing educational activities all over Sweden, which many people are more familiar with than the USU.

Most the USU members live in their own flats/houses, only a few live in residential homes of different kinds.

There is a noticeable gender imbalance in the group of respondents (67% are women), but this reflects very well the overall situation in the USU, most people are living in their own flats/houses which in the context of the present study means that the sample is representative of the population - all the USU members. Not much has happened over the years, and different initiatives have been taken to attract more men. But it must of course be remembered that women in general live about five years longer than men. But this is perhaps something that the board might have to discuss more. Do we have a program that is more attractive to women?

Fifty percent of the respondents are between 71 and 80 years of age. Some are as old as 91+ and only one person is younger than 61. We know from other statistics that the average age

among the USU members is 74 years. Compared to other U3As in different countries the USU members are older than students from other universities. Lifelong learning is attractive even at a high age!

More than 87% of the students have an academic degree or an equivalent educational background. This is both positive and demanding when it comes to the quality of education activities offered by the USU.

Even though the average age is high among the respondents there are some who still carry out full or part time work. Many of the respondents mention care for grandchildren as the most important activity in their spare time, besides different hobbies. Voluntary work and activities in clubs and societies are other typical traditional Swedish activities for people of this generation which are ranked high among important activities in their spare time.

### The USU students – experiences and ideas about learning

More than 90% of the respondents have access to a computer and have an email address. But when it comes to the practical use many people could not fill in and send back a questionnaire by email. The same goes for smartphones; 68% have one but a few of them need assistance to be able to use it fully. This indicates that there is a need for training in how to use computers and smartphones. Probably many people now get assistance from children/grandchildren and friends when needed, but it would be recommendable that courses in this were available as was the case earlier within the USU program until a new generation is joining the USU, with better digital knowledge than the present members.

Most respondents got their first contact with the USU via family or friends, but some got it via the internet or the USU brochure. This indicates that the brochure has a certain value for the first contact, but it is probably more a question of how it is diffused and where it is available. It is astonishing that so few have got information via Uppsala University or the University of Agriculture. Maybe this has to do with an overall lack of information nowadays about “getting retired” and different opportunities for being active as a retired person. Very few organisations have any elaborated information or courses about retirement when their employees are approaching retirement. Maybe it could be possible for the USU to offer some sort of short courses for people who are soon going to be retired. Probably this can be done in close cooperation with other organisations for seniors.

The survey indicates that most people are motivated to gain new knowledge and insights in order to further personal development as seniors. Most of them attended their first education activity at the USU 2 to 9 years ago and many have been active for a long period after retirement. People who have started to study at the USU often continue, and the fact that many new members have joined the USU during the last few years must be looked upon as a positive assessment of the USU activities. It is also encouraging that as many as 88% of the respondents are of the opinion that the attended education activities have completely, or to a relatively high degree, matched their expectations.

The reasons for not attending the USU activities of course vary a good deal. The time factor is the dominating and limiting one. Either people lack the time or the hours of the activity do not suit them. For most members health and economy are not any limiting factors. To try to make



it possible for more members to take part an experimental test project has been developed as an innovation linked to the EduSenNet project, under the name of the “film project”. Per Olof Osterman who is the person in the project team in charge of the film project will report about it in a separate paper. During the project all “Tuesday lectures” have been filmed and members have - during a period of 14 days - the possibility to see it in their own computer or together with others in a more organised way. By the “film project” the time factor has become much less critical for many people. The time factor was also dominating for people who planned to take part in USU education activities in 2016/17.

In 2015/16 most of the active members attended one or two lecture series during the year, but a few attended three and even four series. In the case of study circles most people had attended one or two circles during the same period of time. In the case of study trips people normally did not join more than one or two. Relatively many people also attended Tuesday lectures - which take place every second week.

People attend approximately the same number of activities throughout the years, but as they get older – and possibly become more tired – not so many continue with as many activities as before.

The subject/topic of activities are of course very important when people choose between different activities. Literature, art and music are the most popular/interesting subjects among the respondents, followed by social sciences and religion. In social sciences we include psychology, sociology and law. Many people are also interested in natural sciences, technical sciences and medicine and almost as many people are interested in learning modern or classic languages. The USU, situated in a city with two universities, is in a fortunate position with many professional and well-known lecturers available in different subjects, which makes it possible to offer a wide scope of educational activities in most subjects.

The USU has traditionally carried out the different activities on weekdays in daytime, and this is also what most people prefer. A vast majority want the lecture series to last for  $6 \times 2 = 12$  hours as is the case today. The study circles are either  $6 \times 2 = 12$  hours in most subjects but twice as many hours in languages ( $12 \times 2 = 24$  hours) as this is what most people seem to want even if other alternatives are mentioned by some.

Distance to the location of an education activity together with the availability of public transport are the most important factors when a person is considering whether to take part in an activity. Costs and time for transport to a certain location are not mentioned as important factors. It is much more important that the venue has good audio-visual facilities.

The subject is the most important factor behind the choice of an education activity. This factor is mentioned by 83% of the respondents. The second most important factor mentioned was the lecturer. The USU is fortunate in having many highly qualified lecturers and some who consistently draw quite large audiences. The third most important factor is the weekday and the time of day. It is remarkable that very few respondents mention that they attend an activity just because a friend does so too. The social factor is important but it apparently does not affect the choice of activities that much. The cost factor is not important for our members. This is partly due to the fact that the USU can keep the fees low thanks to the work of about 80 volunteers.



