Non – Formal Education Activities For The Enhancement Of Knowledge And Skills: Investigation Of Non-Explicit Motives For Participation

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Abstract
 In recent years, more and more adults are seeking for opportunities for additional professional engagement and strengthening their position. Non-formal education offers such a pathway since they are designed to better suit the specific needs of adults. But to make this possible, it is important to direct the relevant scientific research towards analytical investigation of needs and incentives which motivate adults to participate in non-formal education. This investigation is useful to be directed in points beyond the obvious (e.g. acquisition of additional qualifications) to identify particular issues (e.g. need for communication) which should be taken into account for the design of efficient seminars. The purpose of this study was to contribute to the above direction by identifying individual approaches and social needs which affect participation in such actions. By focusing on specific subjects of training, literature study and surveying using questionnaires and focused interviews, it was revealed that apart from the obvious goals of acquiring new knowledge and skills, there are other "internal" needs of adults who urge them to participate in seminars. These have to do mainly with two categories of needs: - The strengthening of self-confidence in relation with continuous developments of our time
- The need to improve and strengthen social relations
These findings are an important basis for feedback on specific elements that are not often recorded and which should be taken into account during the needs analysis in order to design adult education activities.

Introduction

Adult education is a scientific field with particular growth in the last decades of the 20th century (Kokkos, 2005). Divided into Formal which provided within the formal education system, Non Formal on organized educational activities outside the formal system and covering a wide range of needs (Carr-Hill & Carron, 1991), and Informal as any other educational activity for adults (eg through associations) (Livingstone, 2001).

The bibliography (Vergidis & Prokou, 2005) (Carr-Hill & Carron, 1991) (Egbezor & Okanezi, 2008) considers the non Formal education relevant with the following needs:

- Early school leavers
- Social-Cultural Development
- Combating Social Exclusion
- Acquisition of additional skills

Studies suggest that the main trend is than non-formal education programmes are focusing mainly on the first three of the above (Hoppers, 2006; Livingston, 2001). Non-formal education emphasizes on the fight against social exclusion and poverty-unemployment (Brophy, 2003; Siakiwena, 2000).

In recent years, however, more and more adults are seeking additional pathways for professional engagement and strengthening their position. They are seeking solutions through training seminars or structured programs of graduate education related to their experiences and their work (European Infonet Adult Education, 2009). An alternative to achieve these goals are the actions of non-formal education (seminars, on the job training, etc.) which offer more opportunities and they often are better designed and adapted to the specific needs of adults (Colibara, Colibara, & Petrescu, 2011) (Porras-Hernandez & Salinas-Amescua, 2011).

But to make this possible, it is important to orient the relevant scientific research towards analytical investigation of the needs and motivations of adults, to participate in non-formal education activities of the above type (Karalis, 2013). This investigation is useful to proceed beyond the obvious motives (acquisition of an additional qualification, new knowledge, etc.) in order to identify specific points (e.g. need for communication, increase self-esteem, escape from everyday life) that should be considered for appropriate design of effective training programs for adults (Lazaropoulos, 2011). In the literature these particular motives are referred to as non-obvious and regarded as very important in the research on educational needs (Murashkino & Rozhkova, 2011).

The presented work had as a main aim to contribute towards the above direction. Two specific cases on seminars have been selected to be studied:

A. ICT seminars for schools teachers.

B. Seminars on Adult education methods.

This specific focus covers a non-thoroughly studied issue on non-formal education. The interconnection of motives for participation with non-obvious indicators related to subjective factors, combined with the social environment (Porras-Hernandez & Salinas-Amescua, 2011). Further investigation in this area will contribute to proposals in the direction of planning effective adult education actions meeting the needs of acquiring additional knowledge and skills in a context of economic crisis and insecurity.

The next section outlines the theoretical framework and the literature review of relevant empirical studies covering both directions (A and B above), in order to identify non-obvious needs and incentives which are recorded as important. Based on this investigation we then define the goal of the following research.

Theoretical background, Empirical Studies and Aim of the presented research study
Theoretical background

Beyond the obvious incentives (e.g. new knowledge and skills) forcing an adult to decide to participate in a seminar, there exist also the so-called non-obvious ones which are also extremely important (e.g. communication and networking). Adults expect (even if they don't express it as an important prerequisite) that the subjects of their education activities will contribute and relate to their everyday life and offer them indirectly positive impact at this level (Ross-Gordon, 2003).

Kollner & Schultheiss (2013) refer to these incentives as implicit and distinguish them to ones related to success, power and relationships. In the same time they are connecting them directly with the educational outcomes as they affect the way we learn in a training group and our behavior within it.

In addition, relevant theoretical (Murashkino & Rozhkova, 2011) and empirical studies (Lee, 2007) are linking these incentives (particularly the ones associated with success) with the motivation of adult learners in a educational team.

Brunstein & Schultheiss (2005) further amplify the importance of implicit / non-obvious incentives stating that they primarily mobilize adults whereas the obvious one (e.g. knowledge necessary for the job) simply define the initial objectives of participation in an educational program. Kehr (2004) documents that non-obvious motives "push" to success (while the obvious ones "pull" to it) and suggests that they should be taken seriously, always in conjunction with the obvious with which are sometimes not compatible (e.g. a manager participating in a seminar may be driven by the

non-obvious incentive for better relations with subordinates who are also involved but on the other his obvious incentive is to participate to learn more). In conclusion (based on the above references), the literature distinct the non-obvious (implied) incentives into 3 main categories:

Related with success
They concern both the interest of the adult on 'doing well' in life and work based on generally accepted standards and also address non-personal satisfaction and fears that he/she cannot succeed at something [e.g. using the Computer (Johnson, 2007)].

Associated with power over others, implying the ability to convince and impress the others (eg children or friends), and
related to the relations (need to achieve positive relationships with others, social acceptability, increase existing social networks, knowledge through social contacts).
As mentioned, non-obvious motives are useful to take into account in selected adult learning strategies (Ross-Gordon, 2003) as well as enabling the design of programs to ensure effective teaching and motivation of participants (Murashkino & Rozhkova, 2011). Especially the last point (motivating adults participating in education and training) is related with whether the educational programs are compatible with the obvious motives but also (and more importantly) with the non-obvious ones (Kehr, 2004) leading to the efficient implementation of seminars that meet eventually the participants needs and addressing issues as existing technophobias (Johnson, 2007).
This research aims to contribute to research studies leading to training needs for adults in Greece, focusing on this specific type of motives. Starting from relevant empirical studies from Greece and abroad, the research objective is defined as long as the associated research questions.

Empirical studies and research objectives
The research on incentives enhancing participation in Lifelong Learning in Greece is relatively new and the most related work completed recently (Karalis, 2013) with the aim "*to investigate the degree of participation of adults, particularly those employed in the private sector, the unemployed and the self-employed, in non-formal education, as well as incentives and barriers that promote or hinder and frustrate their participation.*"
The novelty of this research (compared to similar previous attempts based on quantitative data) is associated with the adoption of a combination of quantitative and qualitative approach in order to highlight also non-

obvious items related to personal and social significations. For the implementation, a specialized questionnaire was designed from the scratch and targeted interviews were also used. The sample consisted of 1,200 questionnaires and 22 interviews. Based on the results and conclusions of this research the major direct incentives that motivate Greek participants in adult education programs are related to:

- Improving the efficiency at work.
- Maintaining a Job.
- New knowledge.
- Increase financial rewards.

However when responders are given the opportunity to answer worth more than one choice and from the interviews it was aroused that non obvious incentives are also important:

- To improve the social network ("to meet new people").

- The need for continuous learning, updating and monitoring of current developments ("to move myself further").

- To improve family relationships ("I give good example to my children"):

These factors show smaller percentages when seeking selection of the most important incentive, but on the other hand they are recorded at a remarkable level when the respondents have freedom of choice of more than one selection and also to the answers of the interviews. Further investigation of them can give useful conclusions to enhance interest and participation in adult education activities in Greece.

This conclusion is confirmed by other studies such as (Zormpas, 2006) where the "non-apparent" interpreted as "satisfaction of personal desires" occurs as an important incentive to participate in ICT seminars from 25% of the respondents. To go deeper based on the above conclusions; a study of empirical research on the two themes mentioned in the introductory chapter, has been carried out. More specifically the following papers have been thoroughly studied:

ICT Seminars for school teachers

Tzimopoulos (2002) focuses on primary and secondary education teachers participating in seminars about Information and Communication Technologies (ICTs).

Kotzampasaki & Ioannidis (2004) present a case study from an ICT seminar for novice professors. They gathered feedback (using 2 questionnaires) from 78 primary and secondary education teachers attending the 3 months seminar.

The work of Kabakci, Odabasi, Unluer, & Uzuner (2010) concerns University level Professors in Turkey and more precisely professors teaching

on students with special needs. Another important issue for this research sector is the adaptation of adult education principles to e-learning environments so as to facilitate and enhance participation (Karalis & Koutsonikos, 2003; Korres, Karalis, & Leftheriotou, 2009).

Seminars on adult education methods (for teachers coming from formal and non-formal education)

The first studied document (Hellenic Adult Education Association, 2009) is not a research paper but a valuable source of information since it gathers views from all participants in a specific seminar for the education of adult educators.

The second study (CEDEFOP, 2010) is based on the fact that although in-house training is expanded within Europe, there is no focus on the educational needs of the in-house trainers within a Company, so they will be able to train others effectively. With an aim to contribute on this, 13 empirical studies within Europe are carefully analyzed.

The research work of Leftheriotou (2005) focuses on adult educators of the Greek Secreteriat of Adult Education and the Greek institute of Continuous Education. They are professionals in the field but they lack of knowledge of current scientific evolutions in adult education.

In an effort to search for common elements among the previous studies, to be able proceed with a categorization of results, the following key conclusions are derived:

A. ICT Seminars for school teachers[2]

In all cases teachers express their will to enhance their knowledge on ICTs. They are interested to acquire basic and specialized knowledge useful for their professional development and easily adapted for practical application (the majority is willing to do this mainly to support them at the preparation of a course).

Based on the above, the main conclusion is that there exist a non-obvious and non-expressed need attitude change and the subsequent need for provision of mechanisms to encourage teachers in relation with the feasibility and importance of using ICT in the classroom. The development of the proper educational material seems to be another crucial factor (Vorvilas, Karalis, & Ravanis, 2011).

Apart from that, all studies, identified pre-insecurities concerning the subject of training (e.g. fear to stay "behind" in relation with the young generation). Such insecurities have to be taken under consideration during the design of a training program.

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[2] An additional study (Unesco, 2003) has also been used for the analysis. It involves seminars to teachers in Asia to use ICT in education and lead to conclusions - recommendations consistent with those of the three basic studied ones.

It was also revealed the high level of interest of teachers to participate in order to gain knowledge and eventually skills that will be useful on a personal level. Finally, an important element derived was the need for communication with colleagues who are also participating in such seminars.

B. Seminars on adult education methods[3]

The basic derived need is related with acquisition of new knowledge (basic and more specialized) on the subject. In all cases the willing to apply what is learnt in practice is also indicated in order to deal with preexisting insecurities and prejudices in the use of specialized adult education issues. The participants are seeing, in most cases, their training on adult education as an opportunity for additional professional involvement. It was also noted that there is a need for communication with other teachers/educators.

Finally, it is mentioned as a basic element, the need to increase the self-esteem through the acquisition of up-to-date specialized knowledge and the need to involve in the wider social context as well as the deployment of techniques that promote critical reflection (Raikou & Karalis, 2011). Trying to generalize the conclusions[4], by combining them with the 3 categories of non-obvious motives from the theoretical study, we propose the following categorization:

Knowledge and skills level (*obvious* incentives)

Participants are interested to gain knowledge on two levels / stages. They are definitely interested in acquiring basic knowledge on a theme they does not know or know very little (using PC, basics on adult education, financial data management) but do not want to stay in this knowledge only. They are interested to move quickly to specific issues so that they can use what they have learned into practice.

Individual approaches level (non-obvious incentives associated with success and power)

Even if the above knowledge is obtained, in all cases a clear need for treatment -through education- of preexisting obstacles to its efficient use, is derived. These obstacles come both from low self-esteem and insecurity in relation to the new knowledge and prejudices which are not easy to overcome.

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[3] The studies from (Leftheriotou, 2010) and (Lazaropoulos, 2011) have also been used for the analysis.

[4] For the purposes of generalization, an additional review of empirical studies of seminars on topics on Economics and Business (Nelson, 2002) and (Crowley & Kilpatrick, 1999) was also used as a tool to confirm the results.

Social needs (non-obvious incentives associated with relations)

An interesting element that emerged from the analysis, is that in most cases it was recorded that the willing to gain more opportunities for communication with other professionals in the field, experienced trainers etc is an important motive for participation in a seminar.

The current research aims to further explore such signs associated with no apparent motivation to participate in seminars, in order to supplement the results / conclusions presented above, towards the efficient design of adult education strategies and programs in Greece. As a result, the objective of the research was to identify existing non-obvious individual approaches and incentives that influence participation in non-formal adult education activities. This objective is analyzed in the following sub-objectives:

1: Investigation of preexisting insecurities (eg technophobia on the effective use of new technologies, possibility to remain "behind" on the developments, need to strengthen the child control) of participants in non-formal adult education activities.

2: Investigation of communication and networking needs which may constitute a significant incentive to participate in training activities.

Methodological framework
Research Questions

Moving to the next stage, the determination of research development methodology, the specific objectives were the basis to design the specific research questions which should:

- Allow for a proper design of research method and techniques to be used.

- Take under consideration the research context (timeframe, resources, efficient sample).

The Research Questions (RQ) defined were based on the previous restrictions, are as follows:

Research Question 1: Which are the existing insecurities and preconceptions[5] *whose* addressing *is an* important non obvious incentive to participate in non-*formal adult* education actions*?*

Particularly points to consider:

1. How participants felt that the seminars contributed to their success on a personal level (beyond professional)?

2. What are the main individual approaches (prejudices, preconceptions) expressed in relation to the additional subject who choose to learn?

3. Investigation of technophobias for participants in ICT seminars.

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[5] e.g. technophobia on the effective use of new technologies, to be "behind" developments, need to strengthen control of our children, lack of personal satisfaction.

4.   Investigation of enhancing the confidence of the participants before and after the seminar. The change on this issue is considered by them as important?

5.   The ability to persuade and impress was a motive to participate? For what reason?

        Research Question 2: Which are the needs for communication and networking which may represent an important incentive for participation in the above educational activities?

Particularly points:

1. Is it really the need to communicate, an important parameter pushing the participation in additional qualification courses in new subjects? Is it mostly associated with professional or personal needs?

2. The need for positive relationships, social acceptance and increase of existing social networks are from the beginning in the minds of participants as an incentive to participate? It is regarded as an important ex post result?

All the above are investigated in total and also per seminar type (A or B). In a second level it is also important to investigate if the results are different based on parameters like sex or age.

Data collection techniques

        It was chosen to use a qualitative approach with a combination of quantitative data. This combination is widespread and accepted in recent years as more and more social researchers combine qualitative and quantitative methods (Baker, Bird, Carty, Faulkner, & Swann, 1999). It is also accepted as suitable for the export of analysis and conclusions for non-obvious motives (Kavaliayskien, 2004) by assuring the provision of research data from effortless answers of the participants.

        To implement this approach it was selected to use questionnaires and interviews in two discrete phases: In the first phase only questionnaires including closed and open type of questions have been used (assuring the delivery of qualitative and quantitative date). This technique was suitable since:

•   It is the most suitable technique to be used in specific and limited time frame (Baker et al., 1999).

•   Offers more convenience for the responders giving them the opportunity for reflection on the questions before their final responses (Hannan, 2007). This is useful to collect information related to preconceptions, prejudices and intrinsic motivation.

•   The (open-ended) questionnaires are widely used techniques for the implementation of surveys particularly where the searched data are relating to information that is not easily described such as internal experiences and needs (Tuckman, 1999).

In a second stage to assure the reliability of the findings (Cohen et.al., 2008) targeted interviews were carried out an appropriate sample to deepen on the results relating to specific research findings. This triangulation is (in relation to the use of different tools on the same research topic) gives the opportunity to check the results (Cohen et al., 2008) but also opportunities for further deepening the points that arise as early findings in an effort to validate and reuse (for further research) the findings.

Sampling

The context of this work included a basic fact: The research sample refers to the two specific target groups covering those categories of seminars presented on Chapter 1:

- Primary and Secondary Education teachers attending seminars on ICTs.

- Professionals of several academic background attending adult educators seminars.

It should be noted that for the purposes of a research review (Cohen et al., 2008) states that to achieve 5% confidence level in a sample for a population size of 10,000 to 1,000,000, you should have about 350 respondents.

The framework and the possibilities of this study, as presented above, inevitably lead to the realization of a review which cannot indeed give fully generalizable quantitative data but can be the basis for analysis to the questions on research questions based on detailed clarification derived from the qualitative type of questions that included in the questionnaires and in the additional interviews.

Apart from the element of representativeness of the population, the sample must be at least representative in terms of the categories studied (Baker et al., 1999, p.168) (Cohen et al., 2008). For our case this means that the sample of about 100 people should cover evenly the envisaged two categories of seminars. The target group selected included about 100 persons in total for questionnaires and 10 interviews from the broader social and professional circle of the researcher (convenient sampling) covering evenly both seminar categories. It is evenly spread based on gender, different professions and disciplines. Also it evenly covers two age categories: up to 35 years and from 36 years and up.

Research findings and Recommendations

In the last chapter we present the main findings of the analysis of the questionnaires and interviews data. These findings are obtained by emphasizing on the specific research questions raised. At the end of the

chapter, based on these findings, we present suggestions for further research activities triggered by these findings.

Presentation of findings

The following tables are presenting the sets of answers (in percentage) to each question for each independent variable and total. Each table is followed by a first level overall commentary on the findings, for each of the two categories of envisaged seminars and in combination. The commentary follows the order of the questions of the questionnaires containing also added evidence from interviews where appropriate. The specific commentary focusing on research questions, follows in the next chapter (Conclusions).

Reasons for attending the seminars
ICT Seminars

Table 1. Reasons for attending ICT seminars

	Total	M	F	-35	36-
To acquire another certification (Average of responders giving 4 or 5 answer in a Likert scale)	57%	63%	56%	67%	53%
It was needed for my work	53%	53%	53%	60%	50%
It was needed on personal and/or family leve	25%	25%	25%	25%	25%
To fill in my free time	10%	5%	12,5%	13,5%	8,5%
To make new acquaintances on a personal level	10%	0%	15,5%	13,5%	8,5%
To enhance my self confidence	11,5%	15,5%	9,5%	6,5%	14%
To avoid staying behind the new advances in ICTs	55%	52,5%	56%	46,5%	58.5%
To increase my income	15,5%	26,5%	9,5%	33,5%	8.5%
To be able to find a better job	33,5%	37%	31%	66,5%	19.5%
Because I like learning new stuff	59%	68,5%	53%	60%	58,5%
Because education must last within our whole life	55%	58%	53%	53,5%	55,5%
To present a good example to my children	17,5%	16%	19%	33,5%	11%
Because at the past I didn't managed to study everything I wanted to	11,5%	15,5%	9,5%	0%	16,5%
To be a more integrated citizen	21,5%	26,5%	19%	20%	22%
To escape from the problems of everyday life	4%	5%	3%	13,5%	0%

The main reasons for attending seminars of type A are as follows:
- Because I like learning new stuff (59%)
- To acquire another certification (57%)
- To avoid staying behind the new advances in ICTs (55%)
- Because education must last within our whole life (55%)
- It was needed for my work (53%)

The above are not particularly differentiated by gender except only the option "because I like to learn new things" in which men give more importance (68.5%). Significant differences are recorded in relation to the work, as the under 35 give little importance to the incentive "not to stay behind my time," but show a significant importance on the incentive "to find a better job" (66.5%). On a personal level it was assessed by 1 of 4 (in all sub-categories) as an important motivation the usefulness on a personal level. Very small were the percentages of respondents that went to the seminar to escape from everyday problems (4%). Notable, however, is the 13.5% of those, with age <35, who responded positively to this item as motivation.

Seminars for Adult Educators

Table 2. Reasons for attending

	Total	M	F	-35	36-
To acquire another certification	72%	65%	76,5%	60%	77%
It was needed for my work	60%	45%	70%	80%	51,5%
It was needed on personal and/or family level	22%	25%	20%	20%	23%
To fill in my free time	6%	10%	3,5%	6,5%	5,5%
To make new acquaintances on a personal level	6%	15%	0%	0%	8,5%
To enhance my self confidence	30%	25%	33,5%	26,5%	31,5%
To avoid staying behind the new advances in the adult education science and practices	66%	65%	66,5%	66,5%	65%
To increase my income	28%	20%	33%	33%	26%
To be able to find a better job	44%	20%	60%	53,5%	40%
Because I like learning new stuff	48%	15%	70%	53,5%	40%
Because education must last within our whole life	48%	15%	70%	73,5%	37%
To present a good example to my children	14%	10%	16,5%	0%	20%
Because at the past I didn't managed to study everything I wanted to	32%	55%	16,5%	6,5%	43%
To be a more integrated citizen	18%	20%	16,5%	20%	17%
To escape from the problems of everyday life	0%	0%	0%	0%	0%

The main reasons for attending seminars of type B are as follows:
-        To acquire another certification (72%)
-        To avoid staying behind the new advances in the adult education science and practices (66%)
-        It was needed for my work (60%)
-        Because I like learning new stuff (48%)
-        Because education must last within our whole life (48%)
        The above findings differentiate depending on sex. Men participants do not pay attention to the last two but consider as a very important

motivation (55%) that "in the past they have not been able to study what they wanted.". In women it appears as a significant incentive (60%) the willing "to find a better job." This item is assessed as significant also by the age group up to 35 years old (53.5%). The age group 36 years and above evaluates as significant (by more than 50%) only the three first of the above. It worth to mention that by 25% (in all sub-categories), it is considered as an important motivation the provision of benefits on a personal level.

Training subject usefulness
ICT Seminars

Table 3. Evaluation of usefulness (ICT)

	Total	M	F	-35	36-
How useful do you consider the subject of the seminar on personal level;	37%	31,5%	40,5%	33,5%	39%
How useful do you consider the subject of the seminar on professional level	63%	68,5%	59,5%	66,5%	61%

The obvious usefulness at work is confirmed by more than 60% in all categories. In retrospect it is evaluated also as important on a personal level from 37% of the responders (greater than the percentage initially evaluated this as an important incentive for attending the seminar – as presented in the table of paragraph 4.3.1). More "confident" on this are the women responders and the age group of over 36. Indicative answers to explanatory questions and interviews show that this outcome is related with:

- Acquisition of non-*pre-existing knowledge* on the use of commonly used tools*:*

”We saw how to use the internet” (Female, -35, Interview), ”Useful in a high degree because it helped me in my daily life” (Male, -35, Reply to an explanatory question).

- With pre-existing phobias for not having the opportunity to acquire such knowledge due to lack of time:

”I learned things that need much time in order to learn on my own” (Male, -35, Reply to an explanatory question), ”the knowledge if coming from an expert it saves you from a worthless loosing of time” (Male, 36-, Reply to an explanatory question).

Seminars for Adult Educators

Table4. Evaluation of usefulness (Adult Education)

	Total	M	F	-35	36-
How useful do you consider the subject of the seminar on personal level	58%	70%	50%	46,5%	63%
How useful do you consider the subject of the seminar on professional level	78%	85%	73,5%	80%	77%

The usefulness in a professional level is valued as important in a percentage of more than 75% in all categories. In retrospect seminars are evaluated as important on a personal level by 58% (significantly greater than the percentage initially evaluated as an important incentive). More confident on this result are the men responders and the age group of more than 36.

Indicative answers from the explanatory questions and interviews show that this relates to:

- Need for acquiring knowledge useful in general for our time
"After so many years of my studies I felt that I had to learn new things and broaden my horizons" (Male, 36-, Interview).

"I consider as important to keep up with my era, to be informed about recent trends and generally to place myself in a continuous learning and training process» (Female, 36-, Interview).

- Understanding of our social circle

"Understanding and dealing with mental habits of adults around me» (M, -35, Reply to an explanatory question).

"You learn how you "handle" people» (F, -35, Reply to an explanatory question).

Application difficulties
ICT Seminars

Table 5. Expected difficulties

What kind of difficulties you were expecting?	**Total**	**M**	**F**	**-35**	**36-**
Difficulty to apply in practice)	47%	37%	53%	66,5%	39%
Not enough time available within the seminar	37%	42%	34%	60%	28%
I thought that I cannot easily comprehend the new technological innovations	27,5%	21%	31%	20%	31%
Need for constant support from the trainer	8%	10,5%	6%	13,5%	6%
Collaboration with colleagues	2%	0%	3%	0%	3%
Lack of theoretical training	2%	5%	0%	0%	3%
Little teaching time and a big curriculum	2%	5%	0%	0%	3%
Seminars timing	2%	0%	3%	0%	3%
Lack of free time	2%	0%	3%	0%	3%
None	2%	5%	0%	0	3%

Table 6. Practicality

	Total	M	F	-35	36-
Can you apply what you learned, in practice?	59%	63%	56,5%	66,5%	55,5%

The main expected difficulties are: 47% difficulties on apply in practice, 37% not enough time during the seminar, 27% "I thought that I cannot do this any more". From the qualitative / explanatory responses it is indicated that younger responders go to seminars with greater expectations for practical applications [and therefore more easily expressed prejudice that it would not be feasible eventually eg "Not enough training time so I can implement efficiently all that I learned in practice"(F, -35, Answer to an explanatory question)].

For women, it appears more insecurity in relation to new technologies and greatest fear not to stay behind the current evolutions ["I saw that I did not know actually. So I went to learn and not to stay back" (F, 36-, Interview)]. Eventually, after the seminar the younger responders see as more feasible the practical applications as they had more "aggressive" attitude from the start (they mainly attended to be able to do practical applications). They are noteworthy, the rates (in all categories) who feel an ex post insecurity on the practical applications (particularly during teaching and not just as an lesson organizing help). From the qualitative answers and the interviews it is derived that this is due to:

- *They do not see clear / easy use on their job as teachers.*

"in practice what you learn it is not entirely applicable because the routine work is shaped differently" (Male, 36-, Answer to an explanatory question),

"Applicability is possible but not entirely because we have a specific time limit to finish the mandatory sections for the final exams" (Female, 36-, Answer to an explanatory question).

- *Infrastructure problems.*

"Most computer labs are incomplete and outdated" (Female, 36-, Answer to an explanatory question).

"The school equipment complicates the application of what I learnt" (Male, 36-, Answer to an explanatory question).

- *Difficulties with the students.*

"You deal with adolescent which can put you your of your plans at any time" (Female, 36-, Answer to an explanatory question).

"In many times the conditions in classrooms as well as the different educational background of the students, make the process difficult" (A, -35, Answer to an explanatory question).

Seminars for Adult Educators

Table 7. Expected difficulties

What kind of difficulties you were expecting?	Total	M	F	-35	36-
Difficulty to apply in practice	44%	35%	56,5%	60%	37%
Not enough time available within the seminar	34%	25%	40%	53,5%	23%
I thought that I cannot easily comprehend the new pedagogical theories	16%	45%	10%	13,5%	28,5%
Need for constant support from the educator	18%	10%	26,5%	26,5%	14%
Lack of free time	4%	10%	0%	0%	5,5%
None	4%	0%	6,5%	0%	5,5%

Table8. Practicality

	Total	M	F	-35	36-
Can you apply what you learned, in practice?	48%	40%	53,5%	40%	51,5%

The main expected difficulties are: 47% difficulties on apply in practice, 34% not enough time during the seminar. In the individual categories considerable variation is shown in women and in the age under 35. For these categories a great need for support from the trainer and greater anticipated difficulty on applying in practice are expressed. On the other hand, men and responders over 36 express insecurity on learning new pedagogic innovations.

From the qualitative responses, it is indicated that men have a bigger pre-existing phobia on the thematic. [”Until then i didn't had any involvement. Only some years ago when is just made lessons with powerpoint presentations. Even then I felt a fear on what I could face during the lesson so it was helpful to me that a had a pre-prepared powerpoint presentation to carefully follow” (Male, 36-, Interview)].

Eventually, after the seminar the men who originally expressed greater fear on the thematic (they thought they cannot learn any more new pedagogical theories), say they faced the greatest difficulties. Overall in relation to the difficulties of implementing adult education theories in practice, the qualitative answers and the interviews show that overwhelmingly they relate to the learners:

”A more “free“ participation of the trainees is needed, meaning to convince them to feel free and not afraid to be exposed” (Female, -35, Answer to an explanatory question).

”The nature of the team sometimes makes it difficult to apply the techniques learned in the seminar, because the team does not care to approach a problem differently and adheres to traditional ways of learning” (Female, -35, Answer to an explanatory question).

"In nany times there exist several entrenched attitudes on learning in adult learners which are difficult to treat" (Female, -35, Answer to an explanatory question).

Pre-existing insecurities
ICT seminars

Table 9. Assessment of pre-existing insecurities (ICTs)

Before the seminar did you have any insecurities/difficulties over the use of ICTs?	Total	M	F	-35	36-
No	57%	68,5%	50%	46,5%	61%
On personal level	27,5%	10,5%	37,5%	40%	22%
On professional level	27,5%	26,5%	28%	26,5%	28%

More than half from the responders, declare an insecurity (in relation with ICTs) either on personal or on private level:

"I was afraid to even turn the PC on in case I ll destroy it! " (Female, 36-, Answer to an explanatory question).

"in many case the software had some problems which I thought were unsolvable" (M, 36-, Answer to an explanatory question).

"I faced difficulties in usage (e.g. for Word) and as a result it was difficult for me to create my own notes for Chemistry lesson to give to my students using the proper symbols" (Female , 36-, Answer to an explanatory question).

"I knew only how to write, with difficulty, a Word document. As a result I refused to use PC" (Female, -35, Answer to an explanatory question).

In retrospect, the qualitative responses indicate that around half of those who were insecure state that something changed:

"I show that the software had s structure which, if you understand it, you can manage quite easily" (Male, 36-, Answer to an explanatory question).

"I acquired a capability to use the PC in the classroom" (Male, 36-, Answer to an explanatory question).

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Table10. Assessment of pre-existing insecurities

Before the seminar did you have any insecurities/difficulties over the use of active learning techniques?	Total	M	F	-35	36-
No	36%	20%	46,5%	40%	34%
Yes	64%	80%	53,5%	60%	66%

64% stated in advance uncertainty in matters of active learning techniques (53,5% for women which confirms that for men the initial

insecurity is higher as derived also from the answers to the previous questions):

"It seems important to keep up with times, to monitor, update and generally seek to place yourself in a continuous learning and training process" (Female, 36-, Interview).

"Because the trainees were older than me I felt insecure to reach them" (Female, -35, Answer to an explanatory question).

"My difficulty is focused mainly on the experiential educational techniques – I didn't know if I was ready to expose myself to the team and if there is a real need to do this. However, as the seminar proceeded and after the bond and the connection with the rest of the team this difficulty was decreased and it was easier for me to be involved in such educational activities" (Female, 36-, Answer to an explanatory question).

"Mainly I prefer the safety of a frontal presentation. Most of my teaching hours are in the PC laboratory where teaching is through practice so I did not have the knowledge to apply the techniques in the laboratory" (Male, 36-, Answer to an explanatory question).

"It depends on the circumstances and the level of the trainees" (Female, 36-, Answer to an explanatory question).

After the seminar, nearly 3 from 4 see that something has changed in relation to the initial insecurities (men express this at a lesser rate than women).

"I felt more confident for myself and I was strengthened with methods to deal with the authenticity of trainees" (Female, -35, Answer to an explanatory question).

Confidence
ICT Seminars

Table 11. Evaluation of the confidence enhancement (ICTs)

	Total	M	F	-35	36-
You think that generally strengthened your confidence after attending of the seminar? [On a personal level]	47%	42%	50%	40%	50%
You think that generally strengthened your confidence after attending of the seminar? [At family level]	11,5%	5%	16%	20%	8%
You think that generally strengthened your confidence after attending of the seminar? [In your broader social surroundings]	27,5%	21%	31%	26,5%	28%
You think that generally strengthened your confidence after attending of the seminar? [At professional level]	70,5%	63%	75%	86,5%	64%
How important do you consider the effect of strengthening your self-confidence (in any of these levels)?	55%	52,5%	56%	60%	53%

They are recorded at a small portion (from the first question) those who consider strengthening self-confidence as an important incentive for participating in the seminar. In retrospect, however, 47% believe that his/her confidence was strengthened at personal level, 11.5% at family level, 27.5% in the social environment, 70.5% on a professional level.

From answers to explanatory questions and interviews, it appears that the majority of respondents consider it as a major tool to assist on the job training ["it helped me to do my work faster" (Female, 36- Answer to an explanatory question), "I managed to organize on my own, applications for teaching and evaluation without asking colleagues to help me" (Female, 36-, Answer to an explanatory question)]. For women, these figures are increased everywhere (50,16,31,75) since, as resulted from the previous question, they had pre-existing larger insecurities ["we had to do a project needing powerpoint. I feel that I can say that I can participate too. Previously I would not felt like this" (F, -35, Interview)]. Another noticeable difference occurs in younger people who consider much more that boosted their confidence at professional level, and assess this as important result at higher levels.

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Table 22. Evaluation of the confidence enhancement

	Total	M	F	-35	36-
You think that generally strengthened your confidence after attending of the seminar? [On a personal level]	74%	65%	80%	80%	71,5%
You think that generally strengthened your confidence after attending of the seminar? [At family level]	24%	35%	16,5%	26,5%	23%
You think that generally strengthened your confidence after attending of the seminar? [In your broader social surroundings]	52%	45%	56,5%	60%	48,5%
You think that generally strengthened your confidence after attending of the seminar? [At professional level]	86%	90%	83,5%	93,5%	83%
How important do you consider the effect of strengthening your self-confidence (in any of these levels)?	74%	85%	66,5%	80%	71,5%

In the first question it is recorded at 30% the percentage of those who consider that strengthening of self-confidence is an important incentive for participating in the seminar. In retrospect, 74% consider that their confidence was strengthened at personal level, 24% at household level, 52% in the social

environment, 86% at the professional level. There is a significant difference between men and women in relation to enhancing confidence at household level. Probably men are connecting the new pedagogical knowledge with the upbringing of their children and the insecurity on this item.

In general terms, however, the total of the answers and explanations suggest that the majority consider new knowledge mainly as a working tool ("for handling situations in classroom" (Female, -35, Answer to an explanatory question) "Professionally i feel now that I have more knowledge in the field of adult education") (F, -35, Answer to an explanatory question). Finally, the 74% assess the confidence enhancement as an important result although initially they didn't considered this as such.

Ability to discuss and persuade
ICT seminars

Table 13. Assessment of the enhancement of ability to discuss and persuade (ICTs)

	Total	M	F	-35	36-
Do you think that the seminar has strengthened your ability to exchange views in your social circle on the theme of new technologies?	67%	68%	65%	60%	69,5%

67% of respondents give a positive answer to this question. (69.5% for age of > 36). The significance of this result is documented and in the explanatory answers and interviews:

"I had more knowledge and not sit silent in such discussions" (Male, 36-, Answer to an explanatory question).

"you feel that you can participate in a conversation and you can support your arguments or transfer a new thought" (Female, 36-, Answer to an explanatory question).

"I now feel more familiar with the new technologies and I can easily participate in relevant discussions" (Female, 36-, Answer to an explanatory question).

"for many tools I didn't even knew that they exist, I heard about them and I didn't knew what it is" (Male, 36-, Answer to an explanatory question).

From the high percentage of positive responses to this question and the explanations, it results a pre-existing insecurity on new technologies and the heightened importance given by participants to enhance the ability to convince others on their views on new technologies (need for social self-confirmation).

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Table 34. Assessment of the enhancement of ability to discuss and persuade

	Total	M	F	-35	36-
Do you think that the seminar has strengthened your ability to exchange views in your social circle on the theme of new technologies?	84%	75%	90%	93,5%	80%

An 84% (90% for women, 93,5 % for -35) gives positive answer on this question:

"I now know the thematic" (Male, 36-, Answer to an explanatory question).

"I got into it! " (Female, 36-, Answer to an explanatory question).

"I communicate often enough with adult educators whom I met in seminars and we are discussing adult education issues" (Female, -35, Answer to an explanatory question).

"It is important to know that you acquired more knowledge which differentiate you from others" (Male, 36-, Interview).

Communication
ICT Seminars

Table 45. The communication as an incentive for participation (ICTs seminars)

You consider that the need for communication was a major incentive for your participation	**Total**	**M**	**F**	**-35**	**36-**
YES. The need for communication on personal level	13,5%	15,5%	12,5%	13,5%	13,5%
YES. The need for communication with other teachers	15,5%	0%	25%	20%	13,5%

Table 16. Networking as an incentive for participation (ICTs seminars)

	Total	M	F	-35	36-
How important was the need for new personal acquaintances as an incentive for participating in the seminar [significance Rating]	6%	0%	9,5%	6,5%	5,5%
How important was the need for new professional acquaintances as an incentive for participating in the seminar [significance Rating]	29,5%	42%	22%	40%	25%
Eventually, after the end of the seminar do you consider as an important the result of acquiring new friends and / or enhance your personal networking?	47%	47%	47%	33,5%	53%
Eventually, after the end of the seminar do you consider as an important outcome the additional professional networking?	76,5%	73,5%	78%	100%	66,5%

Table 57. Personal / Professional contacts after seminar's ending (ICTs seminars)

Have you kept in touch with other participants of the seminar?	Total	M	F	-35	36-
YES Personal	25%	25%	25%	27%	24%
YES Professional	29%	32%	28%	33%	28%
YES Personal and Professional	20%	26%	16%	13%	22%

Approximately 70% do not evaluate the need for communication as important (as an incentive to participate in the seminar). An important element is that the women consider as important the need to communicate on a professional level (25%). Concerning the acquisition of new acquaintances as an incentive to participate, this is recorded as important in the professional level (foremost for men and for the age group of -35). However, about 1 to 2 evaluate as an important the result of the acquisition of new personal acquaintances and 3 out of 4 new professional acquaintances ["I met people with common interest, causes, experiences and thoughts, which was very important" (Male, -35, Interview), "Contacting new persons widened my circle of acquaintances since among the participants I made contacts with similar interests" (Male, -35, Answer to an explanatory question)]. A differentiation occurs in younger responders which are evaluating lower the importance of enhancing effect of personal acquaintances and at 100% the importance of acquiring new professional acquaintances (putting more emphasis on this type of acquaintances). Important also is the fact that about 3 in 4 in each category have kept some kind of contact with other participants in the seminar.

Seminars for adult educators
Table 18. The communication as an incentive for participation

You consider that the need for communication was a major incentive for your participation	Total	M	F	-35	36-
YES. The need for communication on personal level	14%	10%	16,5%	14%	14%
YES. The need for communication with other teachers	24%	20%	26,5%	20%	20%

Table 19. Networking as an incentive for participation

	Total	M	F	-35	36-
How important was the need for new personal acquaintances as an incentive for participating in the seminar [significance Rating]	6%	10%	3,5%	6,5%	5,5%
How important was the need for new professional acquaintances as an incentive for participating in the seminar [significance Rating]	26%	40%	26,5%	20%	37%
Eventually, after the end of the seminar do you consider as an important the result of acquiring new friends and / or enhance your personal networking?	66%	80%	56,5%	66,5%	65,5%

Table 60. Personal / Professional contacts after seminar's ending

Have you kept in touch with other participants of the seminar?	**Total**	**M**	**F**	**-35**	**36-**
YES Personal	22%	15%	26,5%	40%	14%
YES Professional	22%	10%	30%	33,5%	17%
YES Personal and Professional	32%	55%	16,5%	13,5%	40%

62% do not evaluate the need for communication as important (as an incentive to participate in the seminar). An important element is that in this category, women recorded as significant the need to communicate on a professional level (26.5%). Concerning the gaining of new acquaintances as an incentive to participate, this is recorded as important professionally and foremost for men and in for the age over 35. However about 65% evaluate as an important result the acquisition of new personal acquaintances and 80% of new business acquaintances. ["Finally you get to know notable people with whom you can exchange views, share experiences and positions over common objectives." (Male, -35, Answer to an explanatory question), "I was not motivated by the need for acquisitions but finally I made remarkable acquaintances who helped sharing different ideas, opinions and approaches" (Female, 36-, Answer to an explanatory question)]. Differentiation occurs in women giving lower evaluation to the importance of the effect of new acquaintances. Important also is the fact that about 3 of 4 in each category have kept some kind of contacts with other participants in the seminar.

Findings per research question
Research question 1: Which are the existing insecurities and preconceptions whose addressing is an important non obvious incentive to participate in non-formal adult education activities?
Findings are summarized per particular investigation point of 3.1.

1.   How participants felt that the seminars contributed to their success on a personal level (*beyond* professional)*?*

Common finding for both seminars categories studied - with individual variations in rates for the independent variables - is that the most important motives that lead an adult to participate are:

-        ”To avoid staying behind of our era”.

-        ”Because it was important for my work”.

-        ”Because I like learning new things”.

-        ”Because education must last for our whole life”.

These results are compatible with other relevant research findings from the last years in Greece (Karalis, 2013) which are stating that the acquisition of new knowledge and new opportunities for professional development as the most important incentives.

The fact that the answer “not to stay behind” is presented with remarkable percentages in all sub-categories is also compatible with the findings of this research (Karalis, 2013). It is an important finding which (based on explanatory answers and interviews) seems to connect with the personal needs (”for my daily life”, ”helpful on personal daily tasks” ”knowledge and skills which a consider as important and helpful on personal and family level”.

Going deeper in the responses for each category of seminars it is concluded that participants in ICT seminars are not considering in advance as important the coverage of their personal needs. On the other hand they evaluate as important the need to learn new things in order not to stay behind. These results are confirmed also from the explanatory answers and the interviews. From them it is evident that the fear not to stay behind of our era and the current evolutions in ICTs is connected also with personal manners (non-obvious motive) but it is expressed mainly on professional level (e.g. the need to deal with issues resulting from the comparison with the knowledge of other colleagues (directly expressed motive). There are not emerging any differences by gender or age (beyond the obvious that younger represent a smaller percentage that are interested not stay behind their times).

From the participants of adult educators seminars it is evident that initially they are not evaluating the seminar as useful on personal level. However this is changed in retrospect (especially for men and for the age group of >=36). This result is higher comparing with the findings from the ICT seminars participants.

From the responses on the questionnaires and the interviews, several interesting conclusions are resulting, explain the above differentiations:

- This subject is connected on higher level with the awareness of the importance of lifelong learning (”I consider as very important the issue to be

compatible with our era and to monitor the evolutions in a constant procedure of training and education”).

- The age group of >=36 connects in a higher percentage the involvement in such a seminar in order to be able to ”set an example for their children”.

- Men seem to be more uncertain in relation to their existing pedagogical training. A remarkable diversity on gender level is that specifically for the category of adult educators training seminars, men evaluate as an important incentive the fact that previously have not been able to study what they wanted (maybe due to the fact that they recognize in retrospect the importance of having pedagogical training).

Finally it is evident that, for both seminars categories, the respondents understand the usefulness of the seminar on issues related to their personal needs but for different reasons in each subject.

As a result, retrospectively it is evaluated in a larger percentage as important on a personal level the outcome of the seminar (comparing to the initial evaluation as a participation incentive). However this finding is more intense for the type B seminars (adult educators seminars) comparing with ones of type A (ICTs) although we would anticipate that new technologies would be evaluated as more important on personal level comparing with the pedagogical training. It is concluded that the need to acquire general pedagogic knowledge (e.g. how to handle and mobilize groups) is evaluated as more important (and directly expressed from the beginning).

2.   What are the main individual approaches (prejudices, preconceptions) expressed in relation to the additional subject who choose to learn? and

3.   Investigation of technophobias for participants in ICT seminars

An integration of conclusions on these two points has been decided because they are related with prejudices and fears on the subject.

The participants in ICT seminars, in their majority, consider the subject useful only as a supporting tool and not to be used directly in the classroom (this finding is compatible with the findings of the bibliographic research). A great difficulty and uncertainty on practical implementation (ex ante and ex post), is recorded especially by women. Also it is recorded as a significant in advance, a phobia that participants would not be able to respond to the seminar requirements.The interviews show that this has more to do with how fast the developments in Information Technology run, which leads to a fear that they will not be able to ”catch up”.

The youngers show greater impatience in relation to the subject and immediately expect many practical applications (the biggest recorded in advance point of view in relation to the seminar: that there will be practical applications as appropriate). In the individual categories it is displayed a

considerable variation in women and at the age of -35 which show great phobia on facing difficulties in practice.

From the participants in adult educators' seminars there is also a significant attention on the application in practice. Additionally it is recorder as significant the problem that in retrospect some seminars were considered as highly difficult. From the responses at the explanatory questions and interviews derives an interesting finding for this category of seminars. The biggest expressed fear of respondents is related with their belief that it is not always feasible to apply active adult education techniques. They are connecting this belief (almost in all responses) with the trainees which are not ready to accept such techniques, and not with their role and skills as adult trainers. This outcome is recorded in a greater rate in men.

Trying to lead to some basic common conclusions, for both types of seminars it is recorded as a of high importance the need for practical applications (which is compatible with the findings of the initial bibliographical research). Also it is recorded in both cases, an insecurity for practical application after the end of the seminars. The respondents in both types of seminars are connecting this insecurity with their students or trainees and not with their own skills.

4. Investigation of enhancing the confidence of the participants before and after the seminar. The change on this issue is *c*onsidered by them as important?

Participants in ICT seminars give very little attention to the element of strengthening their self-confidence, especially the younger ones. In retrospect this is considered as an important outcome of the seminar for all categories (and especially the younger ones). It appears from the qualitative responses, a latent need for improved self-confidence which is bigger for the youngers.

The confidence is associated with the fast developments of our era which are very difficult to keep up with, on a professional and personal level.

Rather unexpected was the result that participants in ICT seminars are not clearly link the outset of the knowledge they gain with strengthening their self-confidence. This is probably related with the fact that the ICT developments run so fast which eventually leading to reconcile with the opinion that we cannot fully follow them.

Participants in adult educators' seminars, give more attention on the effort to enhance their self-confidence comparing with the participants in ICT seminars. In retrospect this is recorded as an important outcome (in bigger percentage comparing with ICTs although one would expect that gaining new knowledge in ICTs would lead to highr and more valued self-confidence). Adult educators' seminars participants see as more feasible to equip to face their insecurities, comparing with the ICT seminars

participants. They give much bigger attention on this result by connecting it on higher level with their self-confidence (pedagogic skills seem to be more important for this, comparing with technological skills).

Finally, it is recorded a significant difference between men and women in relation to the importance of strengthening of their self-confidence at household level. It is likely that men are linking pedagogical knowledge acquired with upbringing and contact with their children in a greater proportion of women who have not pre-existing uncertainty on this.

5. The ability to persuade and impress was *a* motive to participate*?* For what reason?

From the respondents from ICT seminars, this element is considered as important only in retrospect which means that it is connected with an un-expressed pre-existing need. In retrospect participants in such seminars are expressing a high level their interest on the enhancement of their capability to persuade others over their views technological issues (need for self-confirm on social level). They are also expressing the important on keep-up with other people knowledge on ICTs (on personal, family and professional level – "now I have the needed knowledge not to stay silent in such conversations"-).

From the participants in adult educators' seminars, this element is considered as even more important. However, this is expressed mainly on professional level ("I communicate often enough with adult educators whom I met in the seminars and we are discussing adult education issues").

Research question 2: Which are the needs for communication and networking which may represent an important incentive for participation in the above educational activities*?*

Findings are summarized per particular investigation point of 3.1.
1.   Is it really the need to communicate, an important parameter pushing the participation in additional qualification courses in new subjects? Is it mostly associated with professional or personal needs?
and

2. The need for positive relationships, social acceptance and increase of existing social networks are from the beginning in the minds of participants as an incentive to participate? It is regarded as an important ex post result?

The findings, with respect to communication and networking needs, are generally common to both categories.
-       Before: It is not assessed as important the incentive for participation but from the interviews it is concluded that the participants have in mind and expect it as a possible positive outcome.
-       After: It is assessed as a highly important result.

-       The majority mentions that he/she maintains contacts with other participants (personal and professional).

Conclusion

Focusing on non-obvious motives of the bibliographical study (Section 2) and the results of the literature review (which is also given in Section 2), we consider as basic conlcusions obtained by combining the findings of our survey, the following:

Individual approaches level

Participants in ICT seminars are interested in implementing practical applications through seminars but in retrospect, the majority do not intend to apply what they learned but only in a supportive way (not actually in classroom). They think that the immediate application in the classroom is not feasible due to problems unrelated to themselves and their abilities but with students, infrastructure etc. Also, they are connecting the usefulness of ICTs on personal level with their willingness to try not to stay behind "our times" (not only with the younger generation but also in relation to their colleagues and their social context).

Participants in adult educators' seminars also consider as a key element of their training the practical applications, but represent in a large percentage an uncertainty in the implementation of active techniques for adult learners.

This outcome is linked with their consideration that learners are not mature in the application of such techniques (the respondents are not linking this with their own insecurities. On a personal level, they are linking the seminars attended with improving their overall self-esteem through the acquisition of new pedagogical knowledge (especially men and older).

Social needs

An interesting point that emerged from the analysis is that in most cases it is recorded as a need to be covered through participation in the seminars, the one related with communication with other professionals in the field, with experienced trainers etc.

In both categories (common finding) is it recorded as important (but not directly expressed from the beginning) the need to improve social relationships by attending the seminar, on two levels: Improving the ability of persuasion and participation in discussions on the subject of training and strengthening of social networks through the acquisition of new acquaintances.

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