



# EFOS

European Federation of Older Students at the Universities  
Europäische Vereinigung älterer Studierender and den Universitäten  
Fédération Européenne des Etudiants Agés aux Universités



# EFOS NEWS

## 2

## 2007

Results of the survey among senior students

## European Federation of Older Students

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## From the editor:

After the comparison of the Universities of the 3rd Age in EFOS News Nr.1 2007 this edition is again dedicated to a result of the EFOSEC project. This time to the survey among senior students that was carried out at 10 universities at the beginning of this year. To our regret the financial support of the project was terminated prematurely which meant that we didn't have funds for the analysis and publication of the results. Dr. Hrapková nevertheless dedicated a considerable amount of her valuable time to make the results accessible for a broader public.

The survey gives an interesting insight in the motivation and expectations of senior students. It also shows communalities and differences between the different universities and countries.

A further part of the EFOS project was the summer course in Slovakia which is described in an article of Wilma Meijer, one of the participants from Groningen.

After the premature end of the EFOSEC project EFOS has decided to prepare a new application for a Grundtvig project. Content and objectives of the project VECU (Virtual European Cultural Centre) are based on a proposal of Dr. Daniel Meynen.

The present edition of EFOS News is further rounded off with two articles: one, written by Ingrid Dummer, about the NGO's in the UN and one, written by Olaf Freymark, about the demographic changes in the new federal states in Germany and their effects on the education of older people.

For this edition of the EFOS News we again managed to produce two versions of equal content, one in German and one in English. A considerable part of the necessary translations has been carried out by my wife Sigrid Hug-Tode.

December 2007

Peter Hug

## EFOS News

Publication of the  
European Federation of Older  
Students at Universities

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## Contents

	<b>Page</b>
Premature end of EFOSEC, <i>Peter Hug</i> ,	5
Unity in Diversity, a Summer Course in Slovakia, <i>Wilma Meijer</i>	6
EFOSEC Questionnaire for Students, Summary of Results, <i>PhDr. Nadezda Hrapková</i>	8
VECU, a new project of EFOS, <i>Peter Hug</i>	30
Work of the NGO's in the UN committees, <i>Ingrid Dummer</i>	31
Demographic Development in the new federal states of Germany and education for senior citizens, <i>Olaf Freymark</i>	33

## Premature end of EFOSEC

*Peter Hug, Groningen, Netherlands*



With the EFOSEC (EFOS Enlargement and Co-operation) project, sponsored by the Grundtvig-2 programme of the EU EFOS intended to establish a network for the exchange of experiences of older students with the education for older people in Europe (see EFOS News 1 2006). The project was planned to last three years.

Twelve UTA's related with EFOS submitted a project proposal to their national Socrates agency in March 2006. Regrettably the UTA's in Bratislava (Slovakia), Wroclaw (Poland) and Groningen (Netherlands) were the only ones who got their application approved. Nonetheless we started the project on the 1<sup>st</sup> of August 2006 and the other EFOS members co-operated loyally.

The big disappointment came after one year when the Slovak agency refused the renewal for the 2<sup>nd</sup> and 3<sup>rd</sup> year. That was the premature end of EFOSEC. The disappointment was felt especially because the refusal wasn't based on the content of the project but on purely formalistic reasons.

In the first and only year good work has been delivered with an inventory of the educational programmes and of the motivation, experiences and expectations of senior students. The results have been published in EFOS News no. 1 2007 and in this EFOS News no. 2 2007. The edition no. 1 of May 2007 contains an overview of the educational programmes and of the organisation of 14 UTA's in 7 countries, summarised in a table and with a short description of each UTA. In

the present edition of December 2007 the results of a survey among 1.400 older students at 10 UTA's are summarised. These two publications form a good basis for further analysis of educational methods and for the propagation of best practices.

The EFOS flyer was printed in English/German, Polish and Slovak and was widely distributed.

As part of EFOSEC the UTA of the Comenius University in Bratislava also organised a summer course of one week with subjects of the Slovak culture, yoga, massage, swimming and excursions. The 40 participants from Slovakia, Poland, Austria, Germany and The Netherlands spent an interesting week together that greatly contributed to the mutual understanding (see article of Wilma Meijer in this edition). The Slovak senior students presented their own lectures and have been trained as potential lecturers for elderly. According to the project goals we intended to continue the training in the 2<sup>nd</sup> and 3<sup>rd</sup> year during future summer courses.



EFOSEC has given bearing to our work in EFOS and has stimulated the co-operation between the UTA's. This will have a positive influence on our activities of the coming years.

## Unity in Diversity A Summer Course in Slovakia

*Wilma Meijer, Groningen, Netherlands*



The universities of the third age of Bratislava, Wroclav and Groningen are members of the European Federation of Older Students (EFOS) and work closely together in the European Project EFOS Enlargement and Co-operation (EFOSEC). One of the activities of this project was a summer course in Slovakia. Older students got the opportunity to learn from each other and get acquainted with cultural themes of the host country.

This summer course was held by invitation of the University of the Third Age of the Comenius University in Bratislava, Slovakia (*Univerzita tretieho veku*, UTV) in Modra-Harmonia from July 1 to 7 2007.



Four senior students from Groningen signed up for this course and left with great anticipations. They were met at the airport of Bratislava and brought to the study-centre of the Comenius university in Modra-Harmonia, ca. 30 km north of Bratislava.

The UTV director Dr. Nadia Hrapkova had prepared a very varied programme with among other things lectures about the Slovakian language, culture and history. Lectures accompanied by physical exercises for older people were very appropriate. So the older students (mostly ladies) from Poland, Austria,

Germany, The Netherlands and Slovakia went swimming and walking and had a go at yoga- and aquarobic-exercises.

The excursions gave an extra dimension to the summer course. In Modra the Ludovit Stur museum was visited. The famous poet and linguist Ludovit Stur stood at the basis of the official standard Slovak language in 1848. In literature the Slovak language was already used by Anton Bernolac in the 18<sup>th</sup> century. Stur was also a national hero in the revolutionary year of 1848, when the Slovaks tried an unsuccessful uprising against the Hungarians, who controlled Slovakia in the Austrian-Hungarian monarchy. From 1867 onwards Hungarian was proclaimed the only official language for the whole country.

The Slovaks are proud of their very good wines (and their beer), consequently a wine-tasting was conducted. We found out that the regional wines are of an excellent quality. Unfortunately no wine could be bought in the cellar.

A visit to the gallery of J. Bismayer was really exciting. His permanent exposition is set up in the renovated fortress tower in Modra. His figurative ceramics with their typical forms and decorations are of great artistic value and world-famous. The technics of this art can in Modra be followed back to the 17<sup>th</sup> century.

During a previous visit to the ceramics factory in Modra, the visitors were initiated in the secrets of hand-painted Majolica ceramics. The shop there had a good day.



The participants also visited the observatory, where the telescope is primarily used to monitor the solar system.



A senior student from Bratislava accompanied the group to the castle of Cerveny Kamen. It had been owned by the Fuggers for a long time and is famous for its huge medieval grain storage cellars, the biggest in Europe. The furniture in the rooms were admired very much.

Interesting lectures were:

- Persons with great influence for Slovakia, e.g. Bernolac en Stur by Mgr. Katarina Grünwald
- World Heritage Sites of Unesco in Slovakia by Dr. Silvia Dillnbergerova
- Bread-traditions in Slovakia by Dr. Silvia Dillnbergerova
- The importance of active physical exercise for seniors by doc. Simonek
- Health resorts in Slovakia by Dr. Marlen Jankovchova
- Yoga als prevention and therapy for different ailments by Dr. Juraj Gajdos



And then there were lovely evenings with all participants singing songs from their home-countries, especially the Polish and Slovak members gave a fine performance. The barbeque and the Slovak wine provided an extra input. What the students from The Netherlands tried to sing, let's not mention it. The vice-president of EFOS, Peter Hug, presented Dr. Hrapkova some gifts from the university of Groningen, and the translators Katarina, Marlen en Margiet got Dutch sweet cookies. Apparently Slovaks are as fond of sweets as the Dutch are.

A guided tour through Bratislava and a visit of the ruins of the Slavic castle in Devin tightened the bond between the Polish and Dutch participants as well as with the Slovak organizers and translators, the others had left earlier. The hot weather made climbing up the castle tiresome, but the breathtaking view of the Danube compensated for the effort. After that Silvia Dillnbergerova offered refreshments in her beautiful house at the foot of the castle.

The Dutch took special notice of the great amount of European flags in Bratislava. Obviously membership of the EU is held in high esteem.

The farewell was warm and cordial. All expressed their wish to see each other again on a similar course in Poland. EFOS Vice-president Peter Hug is to take this wish to the next EFOS meeting.

Conclusion is that content and form of this European project have considerably contributed to feelings of unity and solidarity.



Note: Peter en Sigrid Hug made a photo reportage, see [www.efos-europa.eu/efosec-e](http://www.efos-europa.eu/efosec-e)

## EFOSEC Questionnaire for Students Summary of Results

*PhDr. Nadezda Hrapková, PhD. Bratislava, Slovakia*

As part of the EFOSEC project EFOS at the beginning of 2007 has done a survey at nine institutions for third-generation education to assess the motivation and feelings of the older students.

The following institutions have carried out the survey:

Univerzita Komenského, Univerzita tretieho veku, Bratislava, Slovakia  
 Technical University, Brno, Czech Republic  
 Dresdner Seniorenakademie Wissenschaft und Kunst, Dresden, Germany  
 Senioren Academie Groningen & Drenthe, Netherlands  
 Former students of University Holzen, Germany  
 Kontaktstudium nach Beruf und Familie an der Christian-Albrechts-Universität zu Kiel e.V.,  
 Kiel, Germany  
 Otto-von-Guericke University Magdeburg, Germany  
 University Wien, Austria  
 Uniwersytet Wroclaw-UTW, Wroclaw, Poland

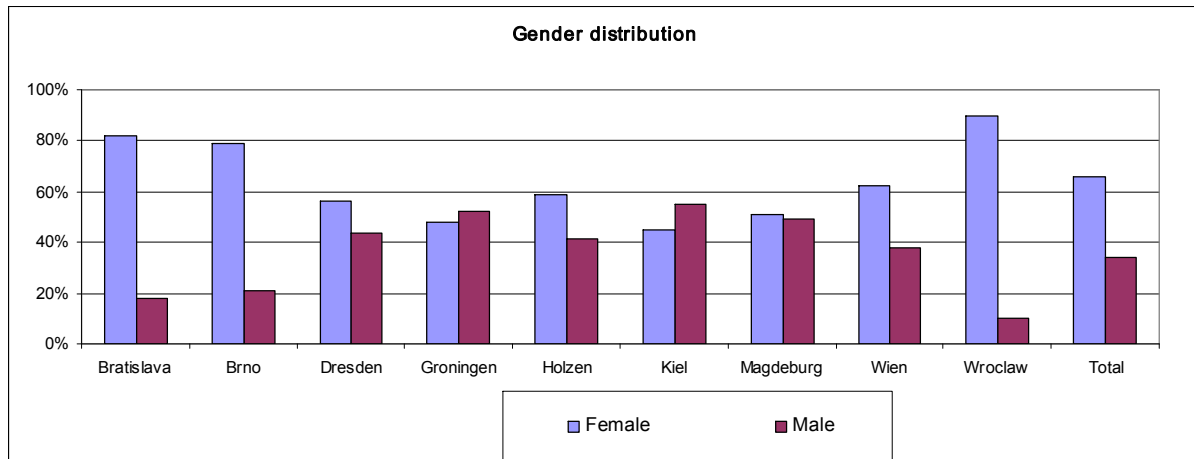
### I. Personal information:

	Number of respondents total / female	Average age	Average length of study
Bratislava	133 / 109	64,2	3,9
Brno	193 / 152	66,2	3,8
Dresden	39 / 22	69,1	7,3
Groningen	175 / 84	67,1	6
Holzen	17 / 10	70,4	7,2
Kiel	91 / 41	67,1	3,9
Magdeburg	86 / 44	67,8	8,2
Uppsala			
Wien	8 / 5	between 64 and 83 years	between 1 year and 15 years
Wroclaw	99/89		
Together	841/556	67,4	

### I.2. Number of respondents:

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total
Female	109	152	22	84	10	41	44	5	89	556 66%
Male	24	41	17	91	7	50	42	3	10	285 34%
Total	133	193	39	175	17	91	86	8	99	841





### I.3. Average age of respondents:

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total
<b>Female</b>	61,1	63,9	67.9	66.1	70.1	66.2	67.2			
<b>Male</b>	67,3	68,5	70.8	68.2	70.9	67.8	68.5			
<b>Both</b>	64,2	66,2	69,1	67,1	70,4	67,1	67,8	span 64- 83	71.2	67,4

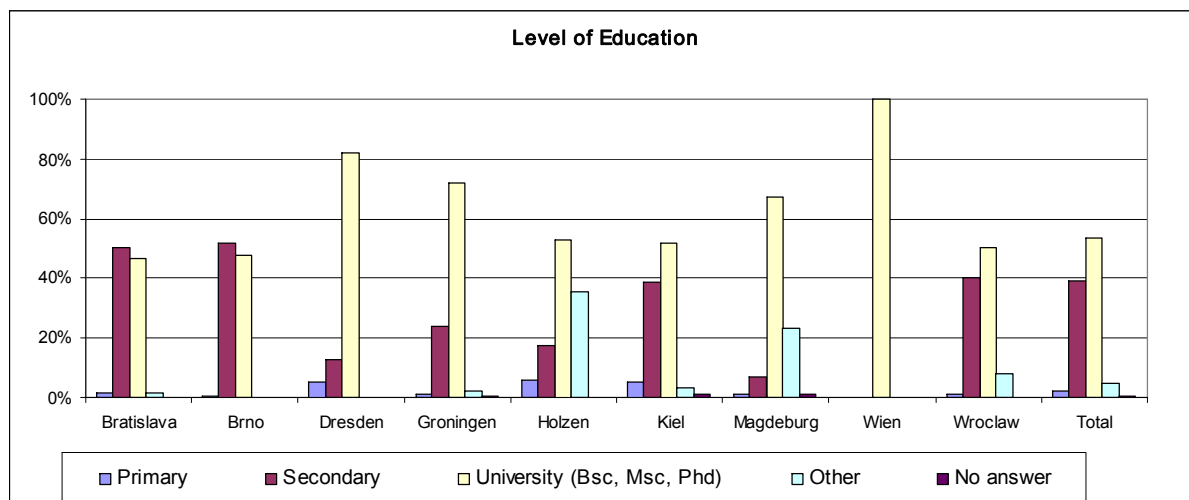
### I.4. How long have you attended education at the university/academy?

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total
<b>Avarage number of years</b>	3,9	3,8	7,3	6	7,2	3,9	8,2	1-15	3,67	5,5

### I.5. Level of education

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total
<b>Primary</b>	2 2%	1 1%	2 5%	2 1%	1 5%	5 6%	1 1%	0	1 1%	19 2%
<b>Secondary</b>	67	100	5	42	3	35	6	0	40	357

	50%	52%	13%	24%	15%	39%	7%		40%	39%
<b>University (Bsc, Msc, Phd)</b>	62 47%	92 48%	32 82%	126 72%	9 48%	47 52%	58 67%	8 100 %	50 50%	484 53%
<b>Other</b>	2 1%	0	0	4 3%	6 32%	3 3%	20 23%	0	8 9%	43 5%
<b>No answer</b>	0	0	0	1 1%	0	1 1%	1 1%	0	0	3 0%



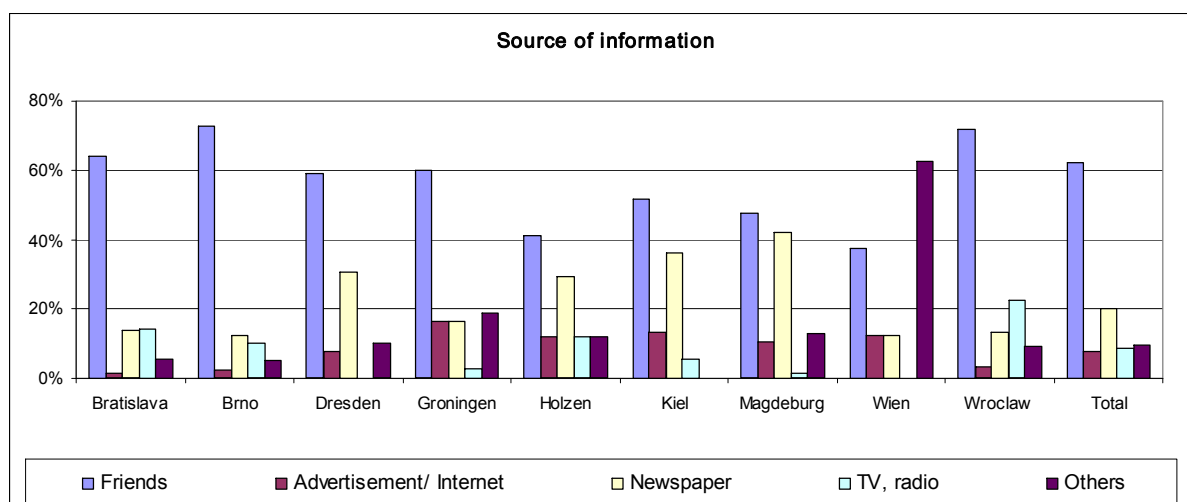
According to the research participants from Slovakia divided UTA students into the following groups:

1. people who can't exist without education (are interested in all kind of study subjects)
2. people who couldn't study before because of many different reasons (politics, religion, family), it is their desire to study now (they are interested in a specific subject)
3. people who don't feel to be enough accepted in the society (they choose subjects which are interesting for the society)
4. people who need to fulfill their free time or try to find social contacts (they are interested in any available subject)

#### I.6. Source of information about the study possibilities:

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total	
<b>Friends</b>	85	140	23	105	7	47	41	3	71	522	57%
<b>Advertise- ment/ Internet</b>	2	4	3	29	2	12	9	1	3	65	7%
<b>Newspaper</b>	18	24	12	29	5	33	36	1	13	171	19%
<b>TV, radio</b>	19	19	0	5	2	5	1	0	22	73	8%
<b>Others</b>	7	10	4	33	2	0	11	5	9 *)	81	9%

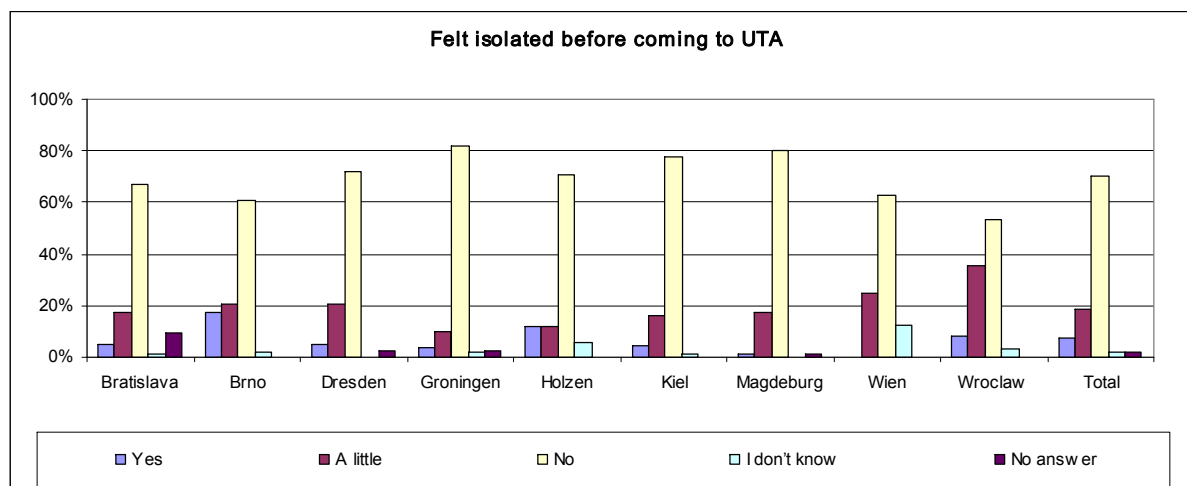
\*) from psychologist



## II. Personal feelings

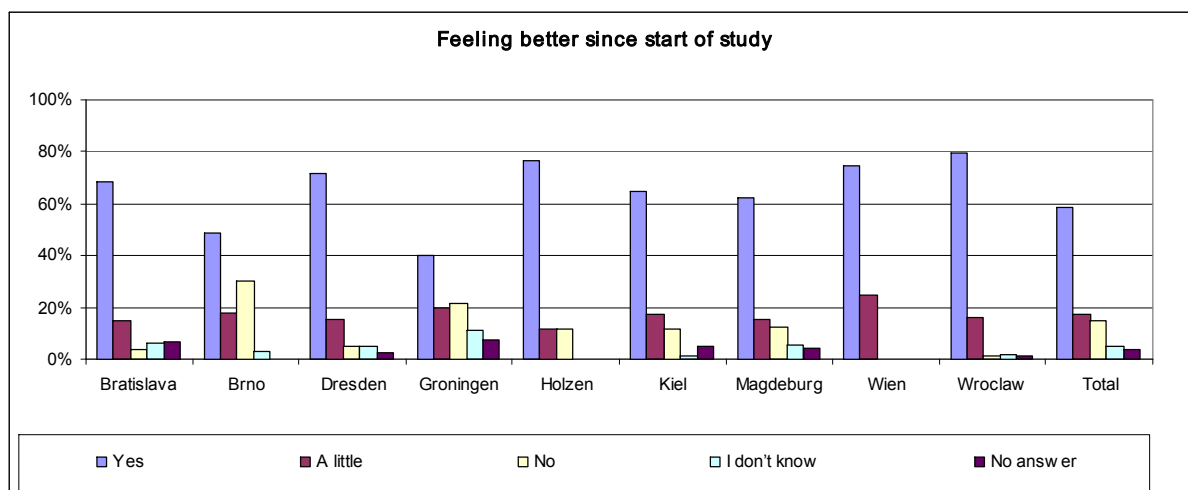
### II.1. Did you feel isolated before your coming to the university/academy?:

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total
<b>Yes</b>	7 5%	33 17%	2 5%	7 4%	2 11%	1 1%	4 5%	0 0%	8 8%	64 8%
<b>A little</b>	23 17%	40 30%	8 20%	17 10%	2 11%	16 18%	14 16%	2 25%	35 35%	157 19%
<b>No</b>	89 67%	117 60%	28 72%	144 82%	12 70%	73 80%	67 78%	5 63%	53 53%	588 70%
<b>I don't know</b>	2 2%	3 2%	0	3 2%	1 5%	0	1 1%	1	3 3%	14 2%
<b>No answer</b>	12 9%	0	1	4 2%	0	1	0	0	0	18 2%



## II.2. Do you feel better since you started the study?

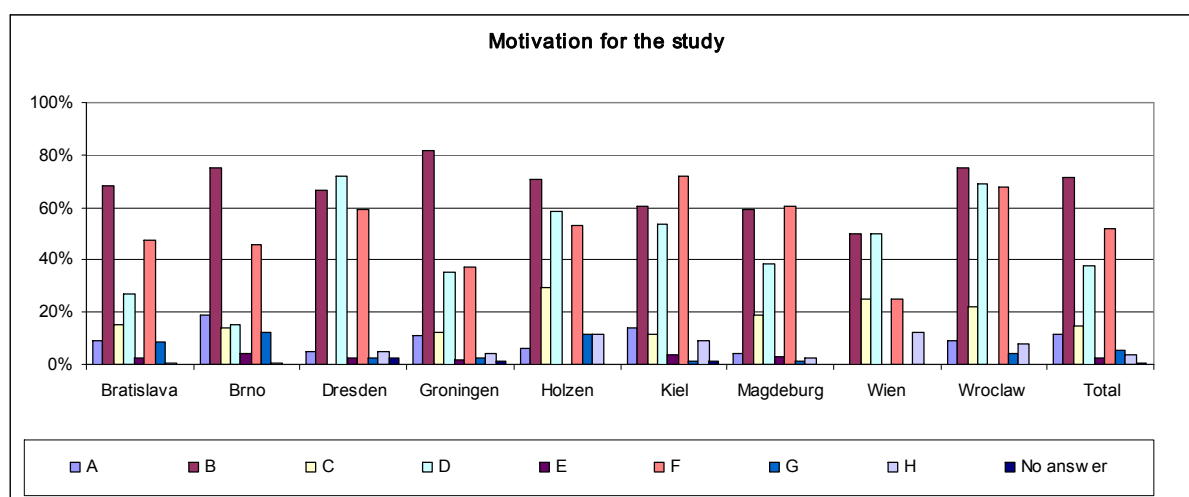
	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total
Yes	91 68%	94 48%	28 72%	70 40%	13 77%	57 63%	56 65%	6 75%	79 80%	494 59%
A little	20 15%	35 18%	6 15%	35 20%	2 12%	14 16%	15 18%	2 25%	16 16%	145 17%
No	5 4%	58 30%	2 5%	38 21%	2 12%	11 12%	10 11%	0	1 1%	127 15%
I don't know	8 6%	6 3%	2 5%	19 11%	0	5 6%	1 1%	0	2 2%	43 5%
No answer	9 7%	0	1 3%	13 8%	0	4 5%	4 5%	0	1 1%	32 4%



## II.3. What motivated you for the study at the university/academy?

a/ enlargement of knowledge in my own professional subject	11%
<b>b/ enlargement of knowledge in a different subject than my profession</b>	<b>71%</b>
c/ fulfilment of my desire to study at the university/academy	15%
d/ meeting people and social contacts	38%
<b>e/ effort to be equivalent to my partner and my environment</b>	<b>3%</b>
f/ need to have better quality of life after retirement	52%
g/ necessity to innovate knowledge for the present profession and work	6%
h/ another reason	4%

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total	
<b>A</b>	12	36	2	19	1	4	12	0	9	95	11%
<b>B</b>	91	145	26	143	12	54	52	4	74	601	71%
<b>C</b>	20	27	0	21	5	17	10	2	22	124	15%
<b>D</b>	36	30	28	62	10	35	46	4	68	319	38%
<b>E</b>	3	8	1	3	0	3	3	0	0	21	3%
<b>F</b>	63	88	23	65	9	55	62	2	67	434	52%
<b>G</b>	11	23	1	4	2	1	1	0	4	47	6%
<b>H</b>	1	1	2	7	2	2	8	1	8	32	4%
<b>No answer</b>	0	0	1	2	0	0	1	0	0	4	1%

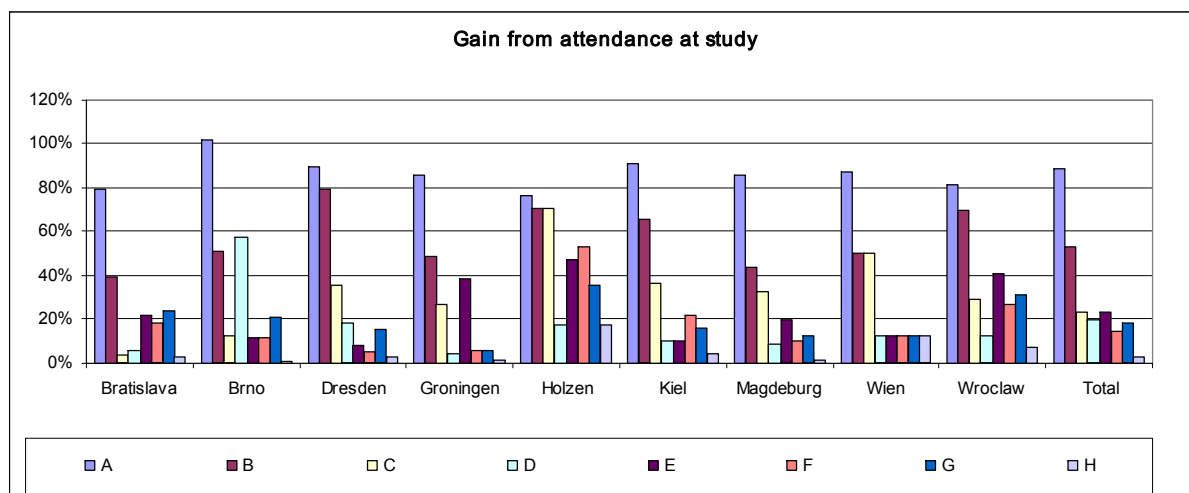


#### II.4. What do you gain from the attendance of university/academy/study courses?

<b>a/ new knowledge</b>	<b>88%</b>
b/ meeting people	53%
c/ better understanding of changes in a society	23%
d/ knowledge of new technologies	20%
e/ different view on the world	24%
<b>f/ better handling of problems</b>	<b>15%</b>
g/ stronger personality	18%
h/ others:	3%

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total	
<b>A</b>	105	197	35	150	13	78	78	7	81	744	88%
<b>B</b>	52	98	31	85	12	40	56	4	69	447	53%
<b>C</b>	5	24	14	47	12	30	31	4	29	196	23%
<b>D</b>	8	111	7	8	3	8	9	1	12	167	20%

E	29	23	3	67	8	18	9	1	40	198	24%
F	24	23	2	10	9	9	19	1	27	124	15%
G	32	41	6	10	6	11	14	1	31	152	18%
H	4	1	1	3	3	1	4	1	7	25	3%

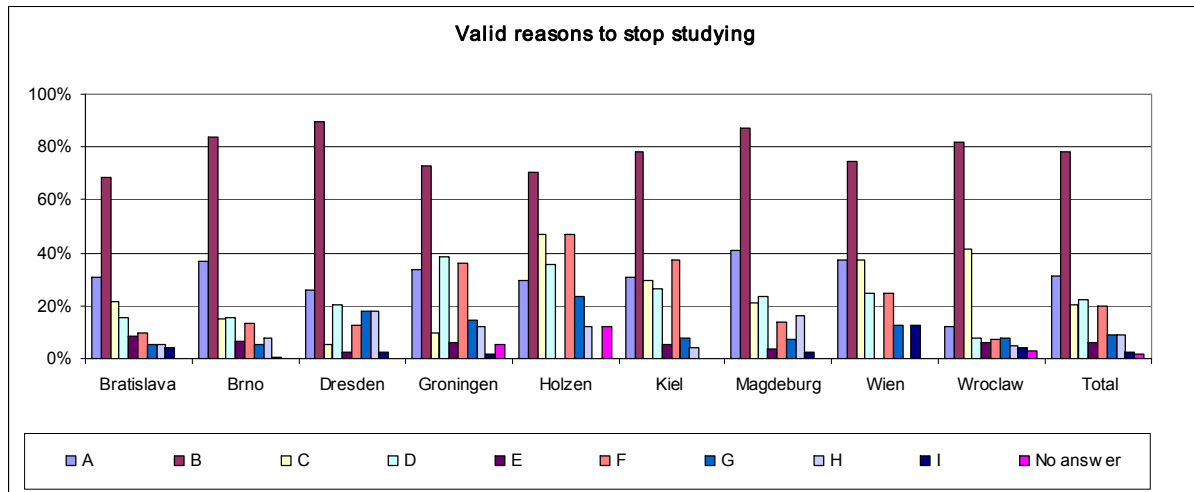


## II.5. Which would be a valid reason to stop studying?

a/ illness of my partner	32%
<b>b/ my own illness</b>	<b>79%</b>
c/ cancelling of study	21%
d/ not good enough programme for study	22%
<b>e/ bad relationships in a course</b>	<b>6%</b>
f/ no good teachers (well educated)	20%
g/ no good transport possibilities	9%
h/ my own financial problems	9%
i/ others:	2%

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total	
A	41	71	10	59	5	28	35	3	12	264	32%
B	91	162	35	128	12	71	75	6	81	661	79%
C	29	29	2	17	8	27	18	3	41	174	21%
D	21	30	8	67	6	24	20	2	8	186	22%
E	11	13	1	11	0	5	3	0	6	50	6%
F	13	25	5	63	8	34	12	2	7	169	20%
G	7	10	7	25	4	7	6	1	8	75	9%
H	7	15	7	21	2	4	14	0	5	75	9%
I	6	1	1	3	0	0	2	1	4	18	2%
No answer	0	0	0	10	2	0	0	0	3	15	2%

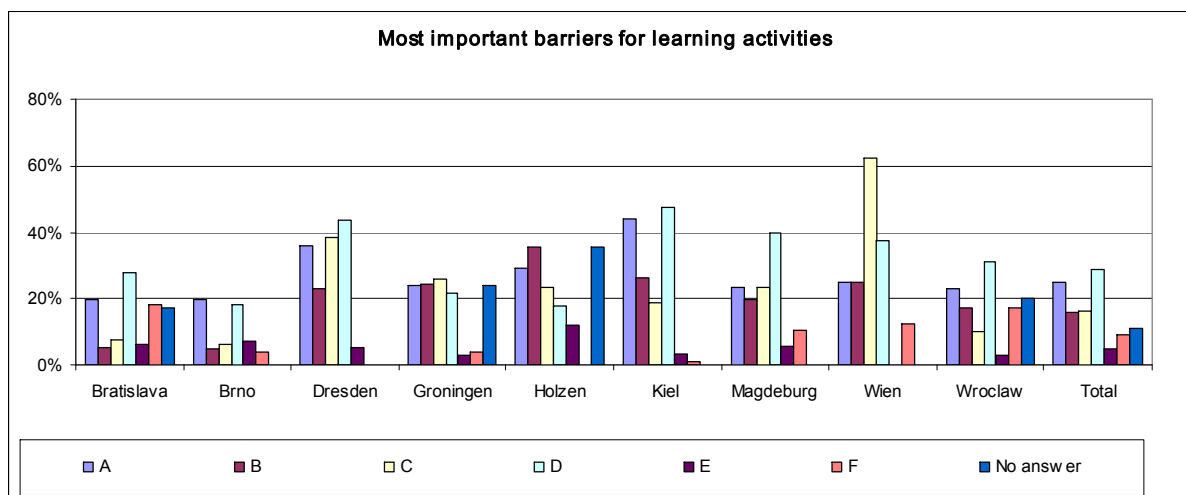




## II.6. Which are the most important barriers (in your opinion) for taking part in learning activities?

- a/ the venue, too far away 25%
- b the venue, difficult to be reached by public transport 16%
- c/ course fees too high 16%
- d/ other commitments, e.g. caring for and visiting family members 29%**
- e/ reluctance to go unaccompanied 5%
- f/ others: 9%

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total	
A	26	38	14	42	5	40	20	2	23	210	25%
B	7	9	9	43	6	24	17	2	17	134	16%
C	10	12	15	45	4	17	20	5	10	138	16%
D	37	35	17	38	3	43	34	3	31	241	29%
E	8	14	2	5	2	3	5	0	3	42	5%
F	24	7	0	7	0	1	9	1	17	76	9%
No answer	23	0	0	42	6	0	0	0	20	91	11%



**Other reasons:** no barriers. We can overcome them all.

**Personal reasons:** low self-confidence, social shyness, lack of time, orientation towards the work and family problems, apathy, fatigue, difficulties to get to U3A, especially in winter time, some of the classes start too early, not enough places, wrong programme, motivation, health, personality, character

**Social reasons:** orientation of the society towards finances, profits. Lack of interest in education, any value of education. Elderly are seen as a burden, lack of interest of the society, too many people, crowd, noise

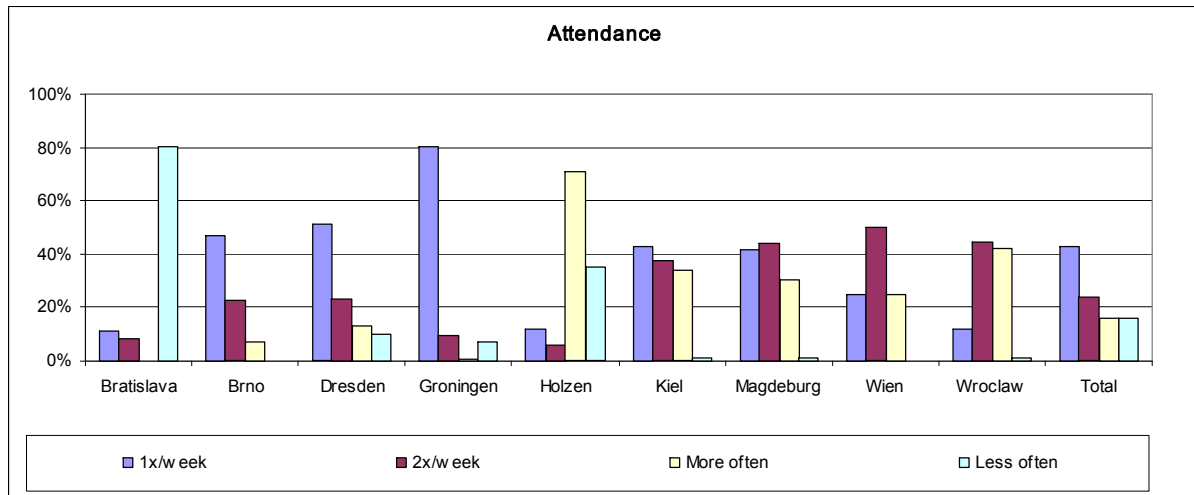
**Financial reasons:** average pension 200-300 Euro in Slovakia,

**Conditions for study:** Interests of elderly are limited by lack of rooms  
(waiting time for the acceptance is somewhere about 2 years)

### **III. Educational process at your University/academy**

#### **III.1 How often do you come to the university/academy to participate in a course?**

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total
1x/week	15	91	20	141	2	39	36	2	12	358 43%
2x/week	11	44	9	17	1	34	38	4	44	202 24%
More often	0	14	5	1	12	31	26	2	42	133 16%
Less often	107	0	4	13	6	1	1	0	1	133 16%



Does this suit you?

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total
<b>Yes</b>	123 93%	186 96%	35 90%	167 95%	12 70%	0 0%	0 0%	7 88%		530 63%
<b>No</b>	8 7%	7 4%	3 7%	3 2%	0	0	0	1 12%		22 3%
<b>No answer</b>	0	0	1 3%	5 3%	5 30%	91 100%	86 100%	0		183 22%

Some students would prefer more often than now

Answers are not complete, therefore they don't add up to 100%

### III.2. How long does your learning process last during one visit?

From 1 to 4 hours

Does this suit you?

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total
<b>Yes</b>	117 88%	186 96%	32 82%	141 81%	8	0	0	5		489 58%
<b>No</b>	13 10%	7 4%	2 5%	1 1%	1	0	0	1		25 3%
<b>No answer</b>	3 2%	0	5 13%	33 19%	8	91	86	3		218 26%

Answers are not complete, therefore they don't add up to 100%

### III.3 How many hours per week do you spend on your study?

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total
Average hours per week	3,9	3,4	5,1	5,2	11,8	5,6	4,5	18,3	4,4	

The answer to this question should merely be taken as an indication. In Groningen e.g. some respondents included the time spent at the lectures, others only filled in the study time at home.

### III.4. How many subjects of study have you started (do you attend) this academic year?

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total
Average	1	2	3	1	3	3	2	2	3	
Minimum	1		1	1	1	1	1	1	1	
Maximum	4		5	4	5	11	4	6	7	

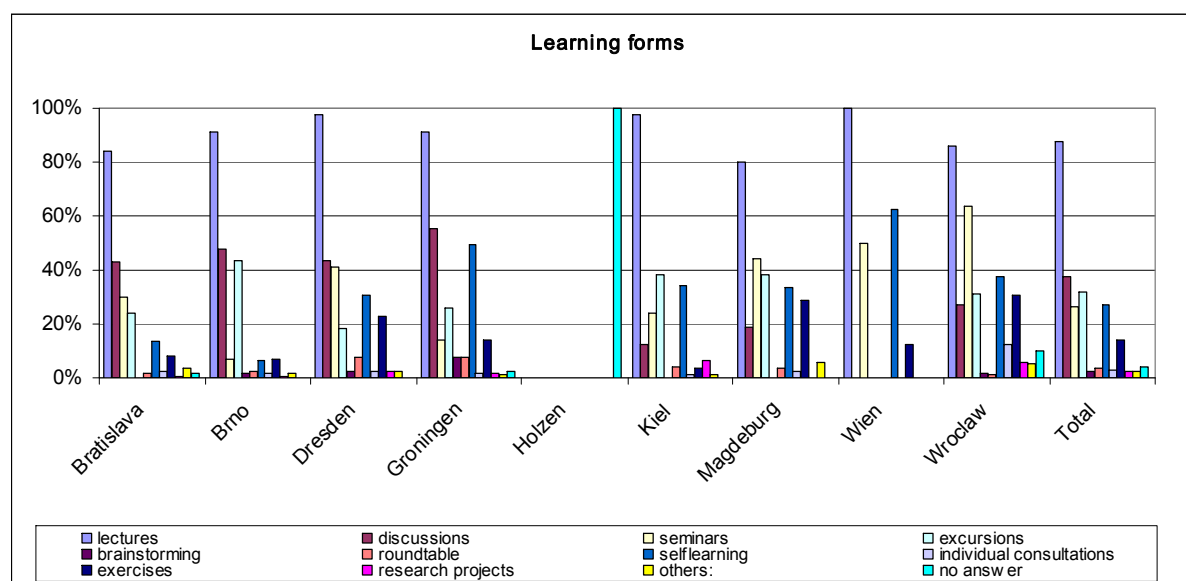
This question too was interpreted in differing ways. In Groningen for instance all courses last for one trimester. Some of the respondents answered the question with the number of courses they took simultaneously, others with the total number of courses per year.

### III.5. What kind of learning forms do you use in the learning process?

(choose 3 mostly used):

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total
lectures	112	176	38	160	0	89	69	8	85	737 88%
discussions	57	92	17	97	0	11	16	0	27	317 38%
seminars	40	14	16	25	0	22	38	4	63	222 26%
excursions	32	84	7	45	0	35	33	0	31	267 32%
brainstorming	0	3	1	13	0	0	0	0	2	19 2%
roundtable	2	4	3	13	0	4	3	0	1	30 4%
selflearning	18	12	12	86	0	31	29	5	37	230 27%
individual	3	3	1	3	0	1	2	0	12	25 3%

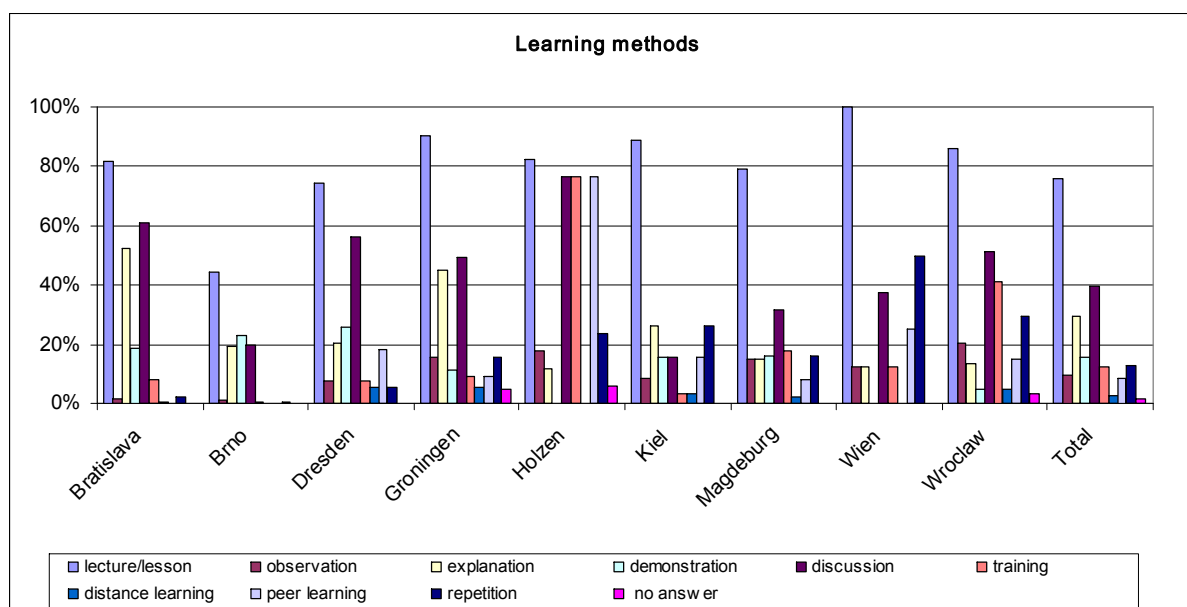
<b>consultations</b>											
<b>exercises</b>	11	14	9	25	0	3	25	1	30	118	14%
<b>research projects</b>	1	1	1	3	0	6	0	0	6	18	2%
<b>others:</b>	5	3	1	2	0	1	5	0	5	22	3%
<b>no answer</b>	2	0	0	4	17	0	0	0	10	33	4%



### III.6. What kind of learning methods do you use in the learning process?

(choose the 3 mostly used):

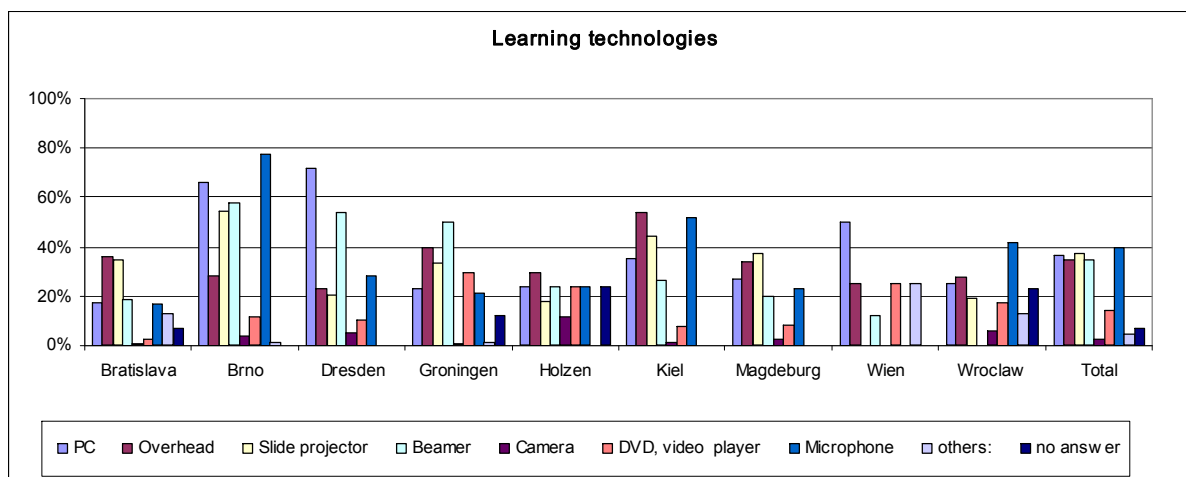
	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total	
<b>lecture/lesson</b>	109	86	29	158	14	81	68	8	85	638	73%
<b>observation</b>	2	2	3	27	3	8	13	1	20	79	10%
<b>explanation</b>	70	37	8	79	2	24	13	1	13	247	29%
<b>demonstration</b>	25	44	10	20	0	14	14	0	5	132	16%
<b>discussion</b>	81	38	22	86	13	14	27	3	51	335	40%
<b>training</b>	11	1	3	16	13	3	15	1	41	104	12%
<b>distance learning</b>	1	0	2	9	0	3	2	0	5	22	3%
<b>peer learning</b>	0	0	7	16	13	14	7	2	15	74	9%
<b>repetition</b>	3	1	2	27	4	24	14	4	29	108	13%
<b>no answer</b>	0	0	0	8	1	0	0	0	3	12	1%



### III.7. What kind of learning technologies are used during the learning process?

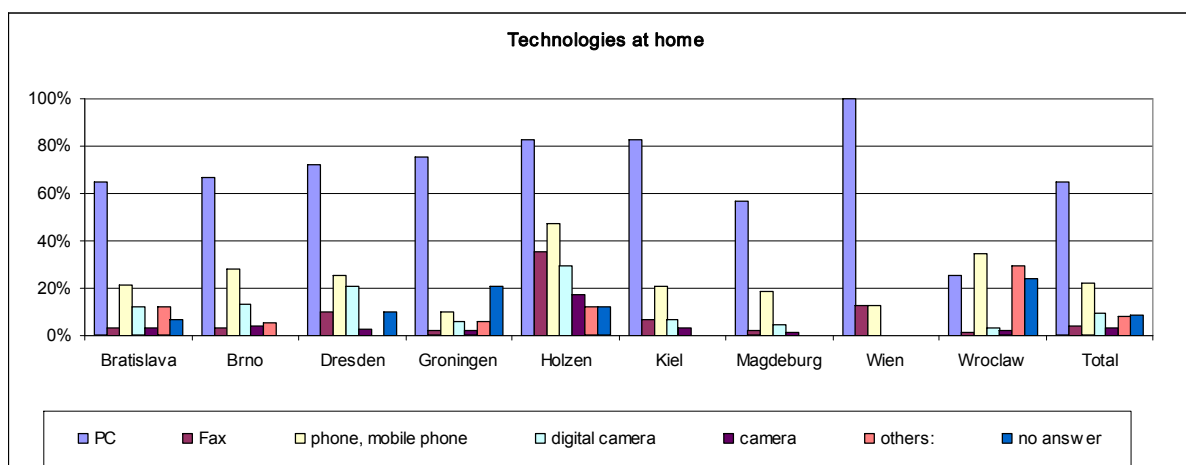
	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total	
PC	23	128	28	40	4	32	23	4	25	307	37%
Overhead	48	54	9	70	5	49	29	2	27	293	35%
Slide projector	46	105	8	58	3	40	32	0	19	311	37%
Beamer	25	111	21	87	4	24	17	1	0	290	34%
Camera	1	7	2	1	2	1	2	0	6	22	3%
DVD, video player	3	22	4	52	4	7	7	2	17	118	14%
Microphone	22	150	11	37	4	47	20	0	41	332	39%
others:	17	2	0	2	0	0	0	2	13	36	4%
no answer	9	0	0	21	4	0	0	0	23	57	7%





### III.8. What kind of technical equipment do you use at home for learning?

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total	
PC	86	129	28	132	14	75	49	8	25	546	65%
Fax	4	6	4	4	6	6	2	1	1	34	4%
phone, mobile phone	28	54	10	17	8	19	16	1	34	187	22%
digital camera	16	26	8	10	5	6	4	0	3	78	9%
camera	4	8	1	4	3	3	1	0	2	26	3%
others:	16	10	0	10	2	0	0	0	29	67	8%
no answer	9	0	4	36	2	0	0	0	24	75	9%



Others:

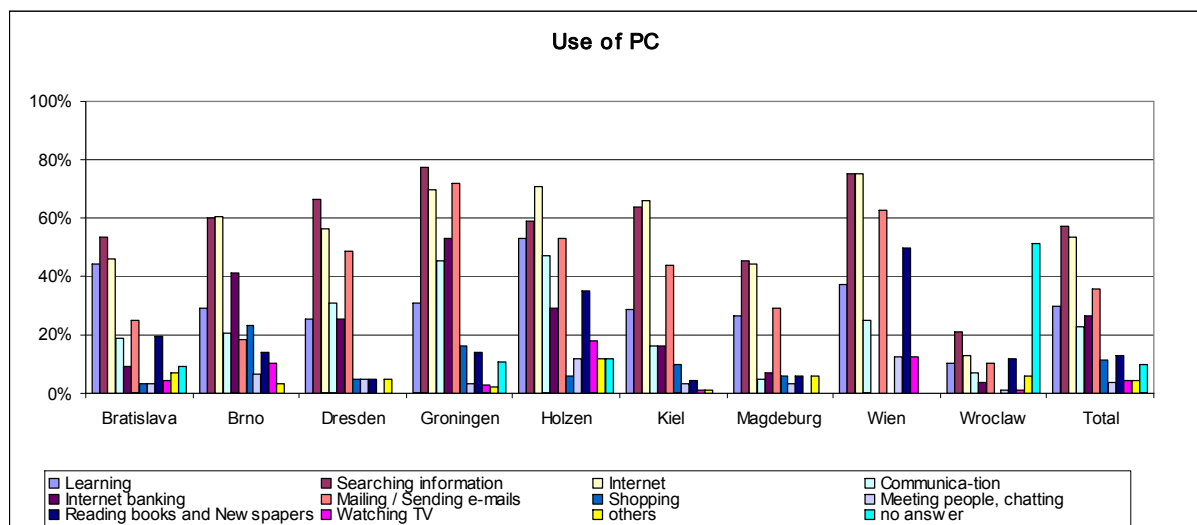
CD, Books, TV, Recorder, Camera, Video, TV satellite, CD's for learning English

## III.9. What do you use the PC for?

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total	
<b>Learning</b>	59	56	10	54	9	26	23	3	10	250	30%
<b>Searching information</b>	71	116	26	135	10	58	39	6	21	482	57%
<b>Internet</b>	61	117	22	122	12	60	38	6	13	451	54%
<b>Communication</b>	25	40	12	79	8	15	4	2	7	192	23%
<b>Internet banking</b>	12	79	10	93	5	15	6	0	4	224	27%
<b>Mailing / Sending e-mails</b>	33	35	19	126	9	40	25	5	10	302	36%
<b>Shopping</b>	4	45	2	28	1	9	5	0	0	94	11%
<b>Meeting people, chatting</b>	4	12	2	6	2	3	3	1	1	34	4%
<b>Reading books and Newspapers</b>	26	27	2	25	6	4	5	4	12	111	13%
<b>Watching TV</b>	6	20	0	5	3	1	0	1	1	37	4%
<b>others</b>	9	6	2	4	2	1	5	0	6	35	4%
<b>no answer</b>	12	0	0	19	2	0	0	0	51	84	10%

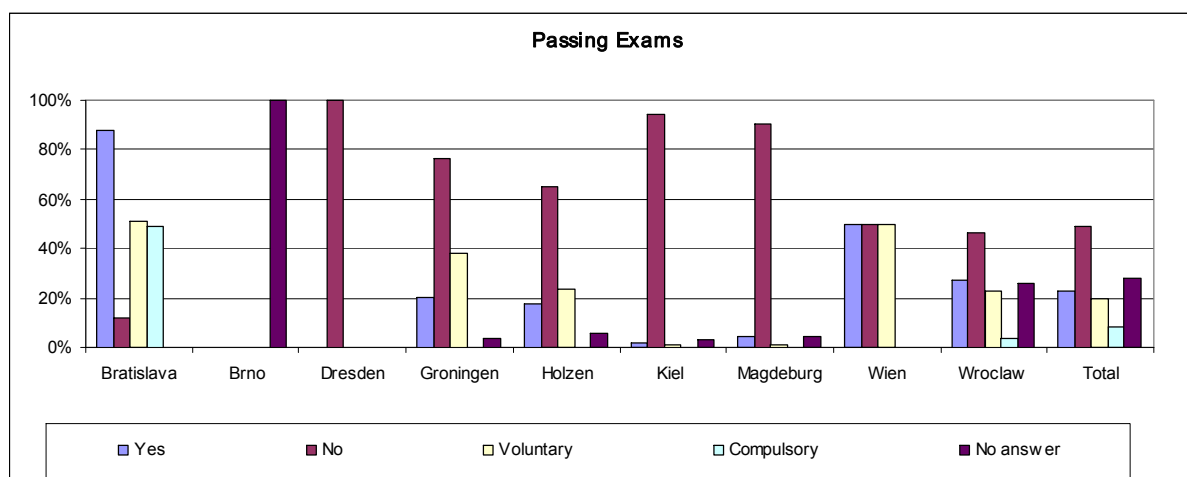
**Others:**

watching gallery of photos and old postcards, games, selection of the best solutions



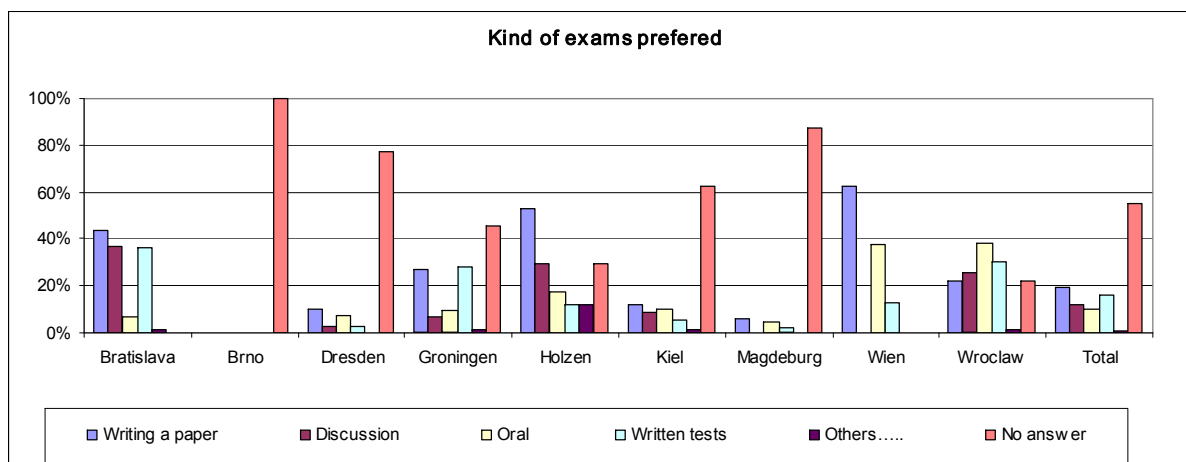
## III.10. Do you pass exams during your study?

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total	
<b>Yes</b>	117	0	0	36	3	2	4	4	27	193	23%
<b>No</b>	16	0	39	134	11	86	78	4	46	414	49%
<b>Voluntary</b>	68	0	0	67	4	1	1	4	23	168	20%
<b>Compulsory</b>	65	0	0	0	0	0	0	0	4	69	8%
<b>No answer</b>	0	193	0	7	1	3	4	0	26	234	28%



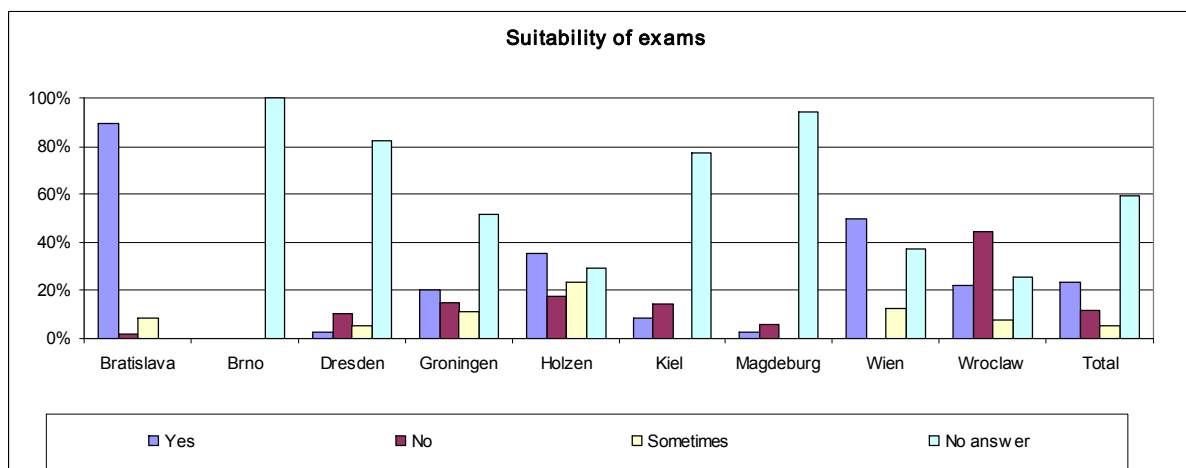
## III.11. What kind of exams do you prefer?

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total	
<b>Writing a paper</b>	58	0	4	47	9	11	5	5	22	161	19%
<b>Discussion</b>	49	0	1	12	5	8	0	0	25	100	12%
<b>Oral</b>	9	0	3	16	3	9	4	3	38	85	10%
<b>Written tests</b>	48	0	1	49	2	5	2	1	30	138	16%
<b>Others.....</b>	2	0	0	2	2	1	0	0	1	8	1%
<b>No answer</b>	0	193	30	80	5	57	75	0	22	462	55%



### III.12. Do the exams suit you?

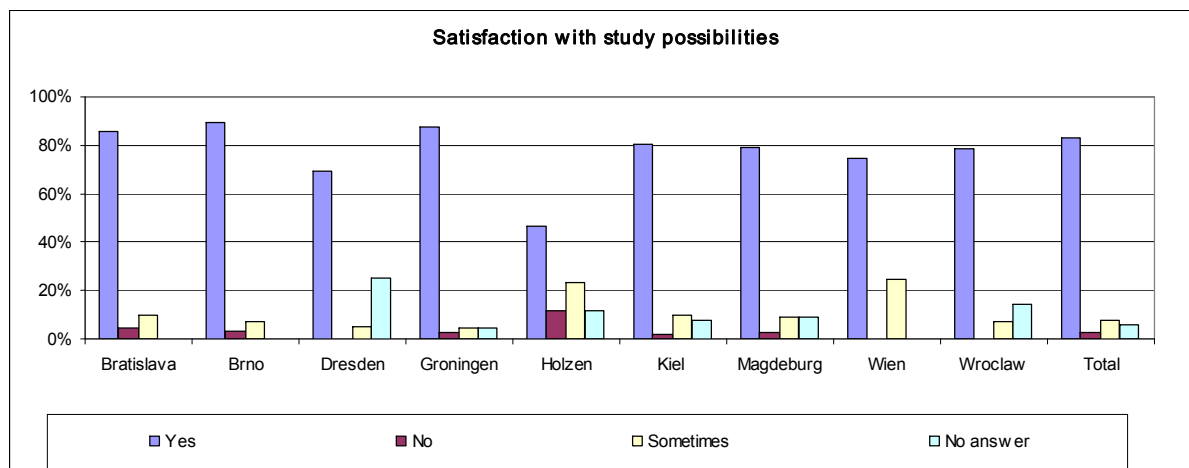
	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total	
<b>Yes</b>	119		1	35	6	8	2	4	22	197	24%
<b>No</b>	3		4	26	3	13	5	0	44	98	12%
<b>Sometimes</b>	11		2	19	4	0	0	1	8	45	5%
<b>No answer</b>	0	193	32	90	5	70	81	3	25	499	59%



### III.13. Are you satisfied with the possibilities of study?

	Bratislava	Brno	Dresden	Groningen	Holzen	Kiel	Magdeburg	Wien	Wroclaw	Total	
<b>Yes</b>	114	173	27	153	8	73	68	6	78	700	83%
<b>No</b>	6	6	0	5	2	2	2	0	0	23	3%

<b>Sometimes</b>	13	14	2	8	4	9	8	2	7	67	8%
<b>No answer</b>	0	0	10	8	2	7	8	0	14	49	6%



## Why?

**In Wien** there is too little offer of courses for seniors, courses are oversubscribed.

### **In Wroclaw:**

- the process of learning is all right. I can enlarge knowledge
- I'm satisfied because I learn a lot
- I'm satisfied with the way of teaching at U3A, the seminar and lectures are interesting

### **Comments to the arrangement of study:**

#### **In Bratislava:**

- Reduce number of students in one study group to be a maximum of 20 participants
- Extend each study year about one month and add to each subject an advanced study
- Don't reduce possibilities to attend more than one subject in one study year
- Extend the scale of study subjects and offer more subjects for seniors (currently 28)
- Add more lectures about important people
- To offer learning for getting qualification

### **Comments to the educational process:**

#### **In Bratislava:**

- Extend the duration of the lectures and always have the break in the middle.
- Offer study material (electronically or written) in each lecture.
- Use more visual and graphical materials and IT during the lectures.
- Manage after each lecture the seminar and discussion at the end of lesson.
- To use bilateral communication (between teacher and students) and allow for reactions. The senior student doesn't want to be a passive listener.
- To establish more strict requirements for students at the end of semester (written report) because of the aspect of transmission of their knowledge to the young generation.

#### **In Groningen:**

- Would like to do a formal study in addition to my present degree.
- I have a busy life. The courses I like I have chosen to enjoy, to relax
- The programme is not varied enough
- I would like more but shorter courses
- There are many interesting classes but the courses are quite expensive and parking facilities are poor and/or costly
- good courses are often too far away

#### **In Dresden:**

- More history courses

### III.14. What would you like to add to the learning process?

#### In Bratislava:

- More literary studies, language training in smaller groups

#### In Wroclaw:

- to learn to use computer, Internet - computer courses
- to learn to use the mobile phone, digital camera
- to change the topics of lectures, seminars - more actual topics e.g. about art., history of art, culture, literature, social life, not only about illnesses and age - more modern and interesting topics - a wider range of lectures
- to get sheets after lectures or seminars which would help us with the process of learning
- small discussion groups and more space at the lectures
- new subjects e.g. Italian
- more trips
- selection of the teachers
- some sports e.g. volleyball
- more hours for classes
- gymnastics for free

#### In Groningen:

- teaching programme must be broad, alpha, beta and gamma sciences. Don't forget biology, climate etc. painting, writing, cinema, theatre, music
- After many years in industry this Senior Academy feels like an oasis where there is place for free thinking and learning according to your ability without the pressure of testing to a standard level
- more input from students on the choice of subjects
- The seminars are an indispensable element for me. My choice of courses is mainly guided by whether or not there are seminars.
- more contacts with students from other European countries

#### In Kiel:

- more seminars
- more medicine
- more history
- more excursions
- language courses: e.g. Italian, Spanish

#### In Magdeburg:

- more variation
- more room for own experiences

### III.15. Your opinion on why people do not participate in adult learning

#### In Bratislava:

- other interests,
- financial problems,
- no education centers for seniors,
- too long way to university
- family tasks
- laziness and idleness
- fear of entering university



- not curious
- too many young students
- too high tuition fees

**In Wroclaw:**

**Outside elements**

- not enough U3A in Wroclaw
- limited capacity at U3A, lack of information about the possibilities - not enough advertising
- lack of possibilities of getting to U3A
- too far to U3A - difficulties to get to U3A
- no one prepare us to retired and to take advantage of free time
- low pensions

**Inside elements**

- laziness
- bad health; duties
- lack of time
- they are busy with housework or family (take care of grandchildren)
- non acceptance of family
- lack of interest and motivation
- lack of tradition because people think that old people should take care of grandchildren
- to be tired of life
- no good physical conditions
- wrong contacts with people - fear of contact with other man
- they are not enough active
- they don't know the value which give lifelong learning
- lack of models
- they think that learning belongs to the younger people and adults shouldn't learn
- they have difficulties to assimilate new knowledge

**In Groningen:**

- time
- too expensive
- afraid of academic level
- not aware of possibilities
- no intellectual interests
- bad health, traveling
- too busy with other things (mostly social)

**In Dresden:**

- unknown with facilities
- little self-confidence
- no interest or other interests

**In Kiel:**

- too far away
- too expensive
- no information, no interest

**In Magdeburg:**

- lack of interest
- costs
- other activities
- afraid to fail

**III.16. Your ideas about what would constitute an ideal learning environment:**

**In Bratislava:**

- all age-groups,
- smaller recreation rooms,
- smaller study groups
- contact with colleagues
- special studies offering training for an occupation for seniors: sports, health, environment, diet, web-design, languages etc.

**From Bratislava Messages to the society:**

- Elderly students are very thankful for the possibility to learn in their age at the UTA, enlarge their intellect and be still active
- They appreciate the good management and the special qualification of the UTA staff
- They feel the necessity to use their knowledge in the society and wish to have opportunities to present it
- Challenge the government to plan in the budget regular financial support for the UTA
- Challenge to the government to be more focused on the learning elderly at the UTA because of:
  1. positive effect on their health, less depressions
  2. elderly students are good example for young generation
  3. higher self-confidence, different view on the world

**In Wroclaw:**

- open the branches of U3A
- easier way to get to U3A
- more professional rooms e.g. photography studio, room for learning languages
- more rooms with good equipment
- to have at U3A computer laboratory
- small groups - to organize the lectures, seminars better
- the lectures and seminars more interesting and better prepared
- to use new technologies in teaching

**In Groningen:**

- good teachers who know the wishes of the older students
- equality of teachers and students
- knowledgeable teachers. Not more than 20 participants
- a university building for older students
- better equipped rooms. Good sound system. No barriers for invalids
- more mixing of young and older students
- near to public transport
- a dedicated teacher and ca. 12 interested and intelligent students, half male, half female. A building with a long history situated in a garden

**In Magdeburg:**

- Seminars
- People with common interests

**III.17. What else would you like to add?**

**In Bratislava:**

- Some students are afraid to take away a study place of a young student,
- senior studies are a luxury which I greatly estimate,
- more international studies,
- introduction of studies for peace concepts, strategies against overpopulation, new ideas

**In Wroclaw:**

- more possibilities to tour and to take part in the social life

- organize more trips to change the monotony of life
- more U3A in Wroclaw because people need them
- to open U3A at different High Schools not only at pedagogy
- I suggest to show non-typical hobbies e.g. by organizing presentations and discussions about that passions
- clubs of interest, discussions about the art, meetings with the artists, few seminars and lectures about the illnesses and the age!
- make more attractive lectures about the city, country, world, news
- lectures about the new technology, especially medicine and biology
- possibilities to let the students make suggestions
- more discipline at U3A, better social conditions at the rooms
- the programme of U3A is all right I don't want anything to change
- U3A is a place where the seniors fulfill their ideas
- I'm happy to be a student at U3A – the programme is ok
- the discussion during and after lectures
- folders, flyers for students
- professional teachers of languages
- consultations
- to make questionnaire spreadsheets to define the interest of the students of U3A especially students of the first year
- to be in good physical and mental condition
- better financial situation
- to be active with the learning process

**In Groningen:**

- most important: freedom of choice and using your own life experience, be active with the learning process
- until now I'm very satisfied with the courses I attended and I hope it will be possible for me to continue for many years to come
- distant learning in addition to courses in the Senioren Academy
- organize more often questionnaires like this, also with forum discussions of people who work with the older students
- The attitude of tutors should be focused on (re)vitalising the thinking process of their older students and not pouring facts upon them
- more contacts with students from other European countries
- I like small groups in which you can introduce yourself to the others

**In Dresden:**

- study in Dresden is very varied and well organised
- exchanging ideas with others is important

**In Kiel:**

- more information needed
- meeting points for older people
- more discussions

## VECU A new project of EFOS

*Peter Hug, Groningen, Netherlands*

Now that EFOSEC has finished EFOS, during its meeting in Wrocław in September 2007, decided to work on a new application for a project under the Grundtvig „Learning Partnerships“ programme of the EU, based on a proposal of Dr. Daniel Meynen.

The Project should result in a “Virtual European Cultural Centre” (VECU), in which Europeans can discuss their everyday customs and literary traditions. It pursues the following aims:

- To give the participants confidence when dealing with Europeans with other cultural traditions.
- To test a process by which Europeans can reach an *intercultural* understanding about their respective traditions.
- To test a process by which adults and youths can come to an *intergenerational* understanding about cultural heritage and traditions: what should be retained and what should be revived.
- To make the results of the intercultural and intergenerational understanding available in a “Virtual European Cultural Centre” to those not involved in the project.

From the many and large areas of European culture two areas should primarily be explored: *everyday culture* and *literary culture*. The first task is to agree with another project partner upon which of the two suggested cultural spaces to concentrate.

### **The Process**

The process involves:

- Every participating group looking for a partner group in a country with a different language. The two groups should then agree upon a “Cultural Sphere”, that they wish to work on together.

- Both groups first of all agreeing upon a common framework. What counts as everyday culture? What counts as literary culture? Which language should be used for communication?
- Both groups agreeing upon points of emphasis within this framework that they wish to work on. Which questions or areas should be dealt with in more depth?
- Bringing about a many-sided exchange of ideas on the points of emphasis. How can traditions be explained to the partners abroad? How can their traditions best be understood?
- Looking for a school or youth group in their own countries and exchanging ideas with them about their own customs and those of the others, in order to sensitise them to the similarities and differences. How to best explain their own customs and the customs of the others to the young people?
- Then describing and visualising these cultural customs with the help of the youth or school group for other young people or adults. The results of this step should be made available for all on in the Virtual Culture Centre. How to convey to others what is similar and what is unique in our traditions.



## Work of the NGO's in the UN committees (Non- Governmental Organizations)

*Ingrid Dummer, Kiel, Germany*



Since the United Nations are fully aware of the fact, that in addition to governments civil societies are essential too, they admitted NGO's as partners in the UN-system.

NGO's are civil non-profit organizations, active on local, national, or international level. There are about 1.500 NGO's all over the world. They try to perform humanitarian tasks, express opinions of citizens to their governments and observe political environments. They provide analyses and expertise and are precious connections between the United Nations and citizens all over the world.

Different pressure groups with goals conforming with the UN-Charta (human rights, equality, economic and social progress etc.) have the opportunity to propagate their interests within the world organization and work on their realization, and they can help to communicate and realize UN-resolutions in the society.

Committees are formed to discuss and express their concern and support the UN programmes. The committees consist of representatives of NGO's with the common goals. They meet regularly, discuss and write proposals to the next level. Minutes are kept of each meeting.

The committees remind decision makers in every country of their signed decisions and demand their realization. Consequently for instance Germany called in the NGO's for important conferences and included their advices and wishes in their decision making.

An established way of cooperation within UNO is the consultative status of the NGO's at the economic and social council (ECOSOC),

one of the five main institutions. It takes care of the further transfer of the requests.

A conference of non-governmental organisations established in 1948 is an independent, international and non-profit association, the so-called CONGO. (Conference Of Non-Governmental Organizations )

It has to see to it that NGO's are present at governments' world conferences.

As the NGO's are associated with the UN press and information department (DPI), they have access to information about the varied fields of activity of the UN and can provide people with a better understanding of goals and tasks of the world organization.

One committee is the „Committee on Ageing“ in Vienna. It consists of delegates of more than 20 organizations committed to older people.

Its goals are creating awareness of the many consequences of increased expectation of life on society and politics. Furthermore it tries to accomplish that activities, initiated in the International Year of Older People in 1999 and on the second World Convention on Ageing in 2002 will be continued. It calls attention to the government commitments of the international actionplan on the subject of ageing (2002) and the regional strategies as challenge for politics and civil societies.

It tries constantly to contribute to the implementation of the goals. It is one of the valuable parts of the UN and very much appreciated.

The committee is lobby and mouthpiece for senior citizens to responsible decision-makers and proves that you can make a difference, if you untiringly plead for a good case.

At the same time it is to stimulate citizens to become active themselves. It can support these efforts for a better future, a society of generations where older people are respected as full members. This hope motivates the members of the committee to go on, even if there are set-backs and the influence of the UN is very often limited.

My work as delegate for EFOS is our contribution to the realization of the UN-charta goals for a better future for older people: The right to participate in education and culture, the opportunity of life long learning in order to improve the quality of life and the social position. The opportunity of acquiring knowledge and skills in order to make life easier.

EFOS contributes to the efforts of achieving UN-goals by joint study projects and its connection with older students in whole Europe.

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## Demographic Development in the new federal states of Germany and education for senior citizens

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### 1. Notes about the development of the population in the new federal states

The demographic basic structure and processes for the next decennia in the new federal states are the following:

Contrary to the trend in Germany as a whole, there will be the trends of the predictions will be intensified in the five new federal states. This applies to the birth rate and the shift in age structures but also to the development of life expectancy. Mecklenburg-Vorpommern is the federal state with the lowest life expectancy in Germany. The migration deficits between east and west will persist. (1)

Example of the population development in the regional capital of Magdeburg

- 10.000 people moved into Magdeburg in 2004
- Just as many moved away. Especially the young ones move out of the new federal states, 6.500 in 1998, 3.200 in 2002, 1.900 of them went into the old federal states.
- The population of Magdeburg was 266.115 in 1994 and 228.610 in 2005. (2)

The population development in the area of the former GDR shows a dramatic situation. 15,9 million people lived there in 1989 – 18,7 % of

whole Germany, 15 years later only 13,5 million – 16,4%. (3)

The development in the new federal states:

- Continuous decline of population in Mecklenburg-Vorpommern, Sachsen and Thüringen
- Sharp decline in Sachsen-Anhalt, 15 % compared with 1989.
- Moderate decline and now increase in Brandenburg
- Death surplus of 50.000 persons
- Net immigration of foreigners
- Strong denatality

Prognosis:

- The decline of population in the new federal states will continue. There will be 10 to 20 % less inhabitants in 2020 than there are now.
- Only Brandenburg – Berlin will show a positive development.
- In Sachsen and Mecklenburg-Vorpommern the pace of decline will slow down, in Sachsen-Anhalt people will emigrate increasingly.
- The decline of population will increase after 2020. The new federal states will have less than 10 million inhabitants. But then the birthrate of 1,4 children must be kept.
- Age structure: The percentage of adolescents will decrease more than one third, the percentage of children will stay at 11 to 12 %.
- 25 % of the population will be between 50 – 65 years old. People between 60 and 65 years old will be relevant for the working force.
- The percentage of the old ones (80 years and older) will triple.
- The percentage of students will also go down. About 40 % less students will be expected in 2030.(4)

and how the competences will work.  
(6)

## 2. Models of senior education at universities and colleges

Education for seniors is focussed on the question: What is the added value of studies for older people?

In general we can state that all former models will be playing a part in the organisation of senior education. Independent learning suits the older students, as they want to study without pressure and conform their own wishes. Attending normal lectures and seminars will remain the core business. This is what we always wanted for senior studies: „Young and old study together“.

We have to ask ourselves, what kind of education do we want?

The educational concept includes gaining more autonomy, self-responsibility and self-initiative, aims at the creation of an independently and responsibly acting personality and enhances competences by participating in society. (5)

Social learning is part of life-long learning

- Universities have the monopoly in teaching theoretical and practical new knowledge of scientific specialisms. Why should we refuse seniors access to this knowledge?
- Education is relevant to every day life
- Show ways and methods to use knowledge,
- Look into cognitive strategies and behaviour competences and how to use them through education. It will be necessary to pay attention to underchallenge.
- Education has to be communicated as a value, therefore we have to answer the following questions: How do we reach the elderly? How do we motivate them to attend education?
- How to gain competences is not very much investigated yet. We have to find out, which conditions in a learning group, which encouragement in the social environment and which methods and contents of education will lead to a successful build-up of competences

## 3. Models of senior education in Magdeburg:

### *Model „Experience Life“ SIFE – Students in Free Enterprise*

SIFE – Students in Free Enterprise is a project of students of the faculty of economic science at the university. With the demographic change in mind it is the aim to show older people the opportunity of a second career and use their experience and knowledge. A regional contact point for cultural activities and further education will be created.

### *Model Citizen's University*

In this project opportunities of learning and education in Magdeburg are bundled in a combined information system arranged in themes, ways of offer, schedules and districts. It is accessible via internet.

In a second step expansions are planned in the districts as an open „learning-exchange“ especially for key skills for every day life, like learning languages, dealing with itc, questions of law, health promotion, music, local history etc.

In the sense of a „learning exchange“ free learning and matching offers by competent persons are included and new practise oriented learning and matching opportunities are developed in public places in different districts.

The third step will be the citizen's university as a self-supporting, self-regulating learning institution, which coordinates supply and demand of learning and teaching.

Idea:

- Modernisation of further education, i.e. create access to information and knowledge
- Conveyance of media competences
- Connect old and new media
- Self-controlled learning, create conditions for learning in own organizations
- Integration and concentration of resources

*Model city guide in Magdeburg*

A model of self-controlled learning is the further training of city guides. Conform the criteria of their German federal association the city guides of Magdeburg organize their own training and make sure that they meet the quality-criteria. Courses in consolidation of history-knowledge, church architecture, communication and psychology are offered. An ambitious project, where participants stimulate each other and check by themselves, whether a tour was successful. One goal is to support new members, there are partnerships inspiring younger people to become a city guide.

*Model European Federation of Older Students – learning partnerships*

EFOS aims at:

- Fostering the studies & training of older people (above 50) at universities
- Joint projects with other older students throughout Europe
- Studying together with young students
- Ensuring access to higher education for older students, also in case of missing qualifications, by admitting them to supplementary exams
- Public support of matters of education policy
- Improving quality of life and social standing of older persons by giving them the possibility to study at the university
- Fostering of autonomous national organisations with similar aims
- Making the talents and knowledge of older students beneficial to the society

**4. Summary:**

- The number of seniors interested in further education will increase, many well-trained employees will retire during the coming years. They start a new way of life by setting priorities and needs. They plan their lives consciously, they want a high quality and contentment of life. As their social environments are very divers we have to explore, what kind of people come to us and what they are interested in.
- In humanities and economic and social sciences new models are needed, in

order to understand the knowledge based society and the relationship of people and to overcome the problems of this new society.

- There will be a great number of people in the new federal states, who are not interested in further education. The reason can be long-term unemployment, frustration, illness and a restricted ability to get in contact with the social environment. This we have to bear in mind.
- Investigating and discovering new cognitions as well as scientific further education will be the task of universities.
- The development of values as pleasure, self-realisation, cultural values, and curiosity for knowledge will be preferred.
- Emotional intelligence will play a big part in life strategies: self-assessment, uncover and understand your own feelings, needs, motives and goals. Self-management, skills to understand others and development of social competences will be in the centre of further education.
- We also have to consider skills to control own feelings and moods, to adapt to changing situations, to show initiative and to gain self-motivation.
- We have to understand that learning happens at all levels of society. It becomes efficient as a way of dealing with present challenges in cooperation. Learning takes place in old age too. New knowledge is produced constantly.

This all changes the skills needed by staff in further education:

- Cultural competence
- Pedagogic competence
- Advisory competence
- Competence in specialized scientific knowledge
- Didactic competence
- Practical professional competence
- Teaching is learning as well

Function of universities:

**On the one hand** we see the old scenario of big workload, high number of students and no time for further education.

**On the other hand:** Universities are places of teaching and research and therefore stand in the middle of the process of a scientific learning culture. They have to reflect on their self-image, methods, contents and further education.

This asks for the development of a **new marketing concept of further education**.

What does this mean concretely?

- The institutions have to continuously redefine and further develop their „core business“ in permanent education.
- The set-up of further education in universities is an instrument to help people to design their lives.
- The pluralization of learning-manners follows directly the tendencies in economics and society, e.g. differentiation, specialization and individualization. It asks for a transition from old to new learning habits. As there are: Learning in the process of work, in the social environment, in institutions and in the world wide web. These are requirements according to practise.
- The institution of further education will become a learning-service. We have to adapt to an infrastructure of life-long-learning, which is shown us from outside. We have to understand the relationship between the (senior)student and learning habits.
- We have to offer a programme with the obligation: Main product of working with knowledge is the

production, process and dissemination of knowledge. The product is knowledge. The product has to be developed on demand and not on offer.

- Professionalize action and concepts. Clarify the relationship between aims, realization and reflection in practise. Offers have to be evaluated.
- Knowledge-based society and social cooperation: Goal is to help understanding the factors that play a part in knowledge and society. We have to pay attention to economic, political, social, cultural and cognitive aspects of knowledge as well as to the dynamic contents of knowledge and its technological alternating effect. The regional development needs special attention.

What does this concretely mean for the future concept of senior study?

- A demand analysis is needed.
- The offer has to be developed demand-orientated.
- Organization and realization have to be looked at with a professional eye.
- Reflecting and monitoring the model on contents and accomplished aims in order to stay open and sensitive to new ways.

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