



EFOS

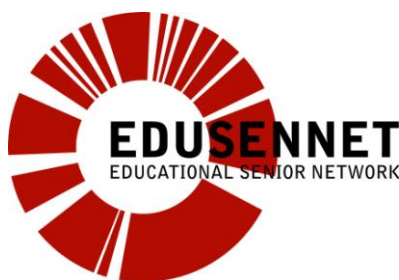
European Federation of Older Students in the Universities
Europäische Vereinigung älterer Studierender an den Universitäten
Fédération Européenne des Etudiants Âgés aux Universités



EFOS NEWS

1

2015



English edition

European Federation of Older Students

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Univerzita Komenského, Univerzita tretieho veku
e-mail: hrapkova@rec.uniba.sk

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Otto-von-Guericke Universität, Lehrstuhl für Erwachsenenbildung
e-mail: Olaf.Freymark@ovgu.de

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e-mail: odin.bjorn@gmail.com

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Contact address:

Dr. Katarina Grunwald
Červeňáková 19
84101 Bratislava
Slowakei
Tel. (00421) 264361655 Mobil (00421) 904800472
e-mail: k_grunwald@orangemail.sk

From the editor:

The present edition of the EFOS News mainly dedicated to the EduSenNet project that EFOS has started end of last year, with financial support of the EU programme Erasmus+. An introductory by Nadežda Hrapková is followed by a first project result, the evaluation of a survey about the present state of the education for older people at our member institutions.

From our president we have included her report for the meeting in Brno in April 2015 and the activity plan 2014-2018 that she wrote in cooperation with Stanley Miller.

We gladly dedicate space to articles about special activities and projects of our members. In this edition you find a description of the project group “*Ran an die Medien*” of *Studium ab 50* in Magdeburg and an abstract of a survey about intergenerational solidarity that IJda Blüm carried out among the participants of the EFOS meeting in Graz in April 2014, as part a project of the *Vrienden Senioren Academie Groningen-Friesland-Drenthe*.

Finally I would like to draw your attention to our new column “Gallery of distinguished EFOS members”. In each edition we will introduce one of our members whose work had a special impact on EFOS. To start with, Ingrid Dummer has written a laudation for our honorary president Horst Leonhard.

Of course it would be impossible to realise the EFOS News without the active assistance of the authors, the translators and the lectors. To all of them my sincere thanks.

May 2015

Peter Hug

EFOS News

Publication of the
European Federation of Older
Students in Universities

Editor:

P. Hug
Prinses Irenestraat 8
9401 HH Assen
Netherlands
Tel. +31-592-330464
E-mail: s.p.hug@planet.nl

EFOS Website:

www.efos-europa.eu

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President's report for the EFOS meeting in Brno, April 2015

Dr. Nadežda Hrapková Bratislava (Slovakia)



The EFOS meeting in Groningen brought a lot of news for the members and EFOS and I would say: it was a good starting point for a new era of EFOS.

The elections of the EFOS board brought changes in several positions.

Peter Hug, after twelve years on the executive board of which the last three years as EFOS president, decided not to continue on the board, but with the wish to be helpful and engaged in the EFOS and project tasks. I am very glad to know that Peter is prepared to continue with his previous activities dedicated to EFOS and its mission. The presidency of EFOS was passed on to me and Björn Odin from Sweden joined the executive board as my successor. I am convinced that Björn with his professional specialisation is the right person who can bring innovation and a favourable wind into our work. Olaf Freymark, our vice president since many years, is a well-oriented person, who keeps EFOS in touch with our biggest partner BagWiwa in the largest European country, represented in EFOS by many German members. Katarina Grunwald und Eveline Rudolph are a reliable tandem, which is always prepared to do perfect work.

I should very modestly say that we have not been sure, if a new Erasmus+ project would be approved or not. However, I could proudly announce that we were on the reserve list of approved projects and had a good chance to be successful. I am very glad, that in December 2014 our project EduSenNet was approved and we got financial support for the project for the period from 1. December 2014 to 30. October 2017. It is a pity that not more EFOS members could join the project and get the same budget for the mobilities and the project tasks. The first half year of the project is devoted to the description of the study possibilities and their comparison. Thanks to the enthusiasm of EFOS members and especially to the work of Katka and Peter we have almost concluded this part of the project. The brainstorming session in Groningen showed us new fields for expansion of the senior studies in rural areas and other senior communities. Other project parts and concrete tasks of the partners will be discussed during the project meeting in Brno, as there are: website, Newsletter, dissemination of the project, further meetings, etc.

I would like to point out, that we cannot separate project work from the work for EFOS. Our main interest will be focused on the EduSenNet project,

despite the fact that not each EFOS member and institution was able to join in. On the other side, the project tasks correspond with the EFOS aims and will therefore be of interest to all the members. I invite all members to contribute to the project in all the ways they can.

The EFOS action plan 2014 - 2018 presented in Groningen speaks about using the EFOS manifest for the engagement of new institutions and to attract some neighbouring countries for the membership of the EFOS. Our mutual cooperation generates other action points for the members, like getting EFOS involved with the EU and national governments through political work, propagating senior education, working in committees and consultation work for example by the membership of the Committee on Ageing in Vienna. I am glad that Katarina Grunwald joined our delegation to the Committee on Ageing.

Concerning dissemination for EFOS I can mention several updates of the website, the renewal of the EFOS folder and the preparations for the next issue of the EFOS News. These tasks haven't been in the spotlight during the past months, but I don't see any problems in finalizing them. Of course there were the new project tasks, which pushed these more traditional tasks a bit into the background, like preparation and arrangements for the project, partners' agreements, project budget and documents, modification of the project plan.

At the end I would like to thank all EFOS members who supported the Association of the UTAs in Slovakia by their participation to the conference organized on the occasion of its 20th anniversary. Presentations given by prof. Schöne, Dr. Kobylarek and ass.professor Máchal showed new ways for the international cooperation in Slovakia and spread out the information about seniors' studies.

For the coming period I would like to express my personal wish to inspire the institutions involved in the project research to produce valid results that can serve as a basis for extended cooperation in the field of European seniors' studies. Therefore I think about additional countries, which could be contacted by the partners as Croatia, Slovenia, Portugal, Italy, Hungary, France, etc. In this context I am very pleased to announce that we also can welcome the "Seniorenuni Bern" as our first member from Switzerland. On the other side the contacts with other communities and the project target groups will be something new, innovative and motivating for the further cooperation in EFOS.

On behalf of EFOS I would like to thank Lenka Shromazdilova, her team and the University of Technology in Brno for their hospitality and for the organisational work they have done.
I wish our meeting fruitful and friendly atmosphere and a lot of success.

Thank you for your trust.

Brno April 17, 2015
Nadežda Hrapková
EFOS president



EFOS meeting in Brno, April 2015

EFOS Action Plan 2014 - 2018

Dr. Nadežda Hrapková, Bratislava (Slovakia)
Stanley Miller, Keyworth (Great Britain)

The mission of this European federation, founded in 1990, continues to be based on the aims set out in its constitution. A review of these aims was initiated in 2003 and they were updated some two years ago. EFOS currently has the following aims:

1. To promote academic studies undertaken by older people alongside younger students or within special academies /universities for older people.
2. To promote the engagement of older people in joint projects throughout Europe.
3. To promote and secure access to academic education for older people, including those without formal qualifications.
4. To ensure the interests of academic education for older people are represented among politicians and in civil society.
5. To support autonomous national organisations which have similar goals.
6. To seek out ways in which the skills and expertise of older students can enhance knowledge and society.
7. To co-operate with other international organisations which support lifelong learning.

The central aim of EFOS, based on the right of older people to have access to university studies, is to protect the interests of older students in European universities. The principal activity derived from this central aim, is co-operation between universities and students nationally and across Europe. This can take the form of

- inter-institutional exchange of information, including the provision of continuing education for elderly learners;
- exchange among older people of their personal experiences in universities, within their communities, families, cities and countries;
- support and dedicated planning of programmes of study for the elderly;
- research activities within a European framework relevant to the education of older people.

Throughout its 25 years EFOS has undertaken much interesting work involving the direct participation of older students, itself one of our most important missions. Our EFOS goals, our experience and our record all enable us to devise a specific EFOS action plan.

EFOS focal points for the coming years (2014 – 2018):

1. Since its foundation EFOS has held twice-yearly meetings in various European countries. These meetings have enabled members to make presentations of their own activities, exchange experiences and discuss important topics. This system of regular meetings of EFOS members will continue in the future.
2. Meetings, such as the one held in Dresden where the focus was on democracy or others in Vienna and Bratislava where a discussion of European values was initiated, have underlined the need for space to be made for an exchange of views between our members. It is clear to me that future EFOS meetings should be combined with project meetings and workshops and should also provide an opportunity to meet older students from the host institution. The accomplishment of EFOS's basic aim and direction can be achieved through dialogue, personal contacts and international meetings the results of which are published in print or the website.
3. Our traditional work should also be supported: projects, EFOS News, continually updated website, research activity. Most important of all is that this should take place in a very friendly atmosphere where the importance of correct relationships permeates our work and co-operation.

We shall concentrate on the tasks ahead of us on the basis of the history and traditions of EFOS on the one hand and on the new situation of the EduSenNet project, which we hope will be supported, on the other.

Whether the project is approved or not, its ideas will be pursued as a priority for all members. Project co-operation offers all members (not just the project partners) the following concrete action points:

- a. With the aid of the EFOS manifesto, membership rules and constitution, recruit new member institutions which focus on the education of elderly learners. Attract membership of EFOS in neighbouring countries.
- b. Bring EFOS to the notice of the EU and national governments by political lobbying; propagate the education of older people; participate in committees and consultative work e.g. through membership of the Vienna based Committee on Ageing, etc.,
- c. Involve EFOS members in the concrete task of extending international contacts; enhance the image of EFOS nationally and abroad through attendance at international conferences and meetings.
- d. Conduct research using various methods such as questionnaires, interviews, descriptions, etc., Gather information about the education of older people in the EU, starting with our own countries. Redesign

the questionnaire and carry out a wide range survey among European U3As.

- e. Work to retain EFOS membership of one's own institution and recruit new persons to be responsible for this.
- f. Involve all EFOS members in the various publicly promoted concrete and special tasks.
- g. Increase the attractiveness of meetings for present members and guest participants through special discussion topics, brainstorming and workshops, project activities and meeting older learners in their own educational environment.
- h. Promote the learning of older people by involving older people not yet included in educational activities.

Groningen 3 October 2014

Nadežda Hrapková

{Revised 8/10/14 by S. Miller from the original version produced by Nadežda Hrapková}





New EFOS project EduSenNet

Dr. Nadežda Hrapková, Bratislava (Slovakia)



Approval has been given for a new Erasmus+ project entitled "Senior Educational Network" (EduSenNet), coordinated by the Comenius University of Bratislava for the period December 1st 2014 to October 30th 2017.

This project will identify both the specific needs of elderly learners aged over 50 and the conditions under which they learn. The project will examine the extent of possible innovation, how it may be undertaken and for whom. Identification of the learning environment can assist us in programme innovation not only in urban situations but also in specific communities and rural areas.

Objectives, needs and outcomes will be catered for in various ways, by:

- summarising experiences;
- encouraging the elderly to take part in learning activities;
- developing their interest in learning through participation in activities designed to promote and extend their knowledge and skills.

It will be necessary to examine the objectives, motivation and barriers to learning of the elderly persons taking part in the programmes as well of those who do not participate. The introduction of new programmes and the upgrading of old ones can involve the elderly in activities more suited to their needs.

The project will consist of the following meetings and activities:

1st Phase:

- **First project meeting (4/2015, Brno)** - partner's institutions will know each other better by **description (A1)** of their background.

Project plan will be discussed in more details by brainstorming.

- Details about the **"Study about learning possibilities" (A2)** will be discussed and agreed. In the Study the partners will describe offer of the study subjects, system of learning, possibilities in formal and non-formal learning courses, length of study, methodology of learning, examinations, etc. They also focus on the links between formal and non-formal learning for the elderly. Data will be collected and presented by the **Review table (A3)**. Work on it will be done between first and second project meeting.

- The Review Table will show us discrepancies and commonalities between the partners and where are the options to enrich the teaching programs in own institution. The facts will be conducted by the

project managers and will help the organizers of the involved institutions to think about new subjects or modification of study system. Peer Review table will help elderly students in their role of moderators, when they will search for other elderly not involved in the learning.

- Project **website (A4)** will be designed for the presentation of the project ideas, project partners, for the presentation of the results and dissemination of the project activities.

During the second project meeting (10 /2015, Alicante) the coordinator will present **analyses and comparison (A5)** of collected data in Peer Review table and workshop will open space for the project participants to discuss and explain findings for the final evaluation. It will promote innovation in the learning offers.

- Research ideas about motivation for studying, barriers in the study, using information technologies in learning, most interested and important learning subjects for the elderly students, their suggestions for new methods and ways of learning will be presented by the coordinator and discussed with the participants.

- The **questionnaire (A6)** for the practical research work will be prepared and agreed. Work with the questionnaires will start and is planned by the forth project meeting.

2nd Phase:

- Research **work with the questionnaires will start with the elderly students** of the partner's institutions. The project managers will **contact the study groups (A7) of the elderly learners**, will choose moderators who will be practically involved in the research work and its evaluation. Manager and moderators **will collect the data and start to evaluate them (A8)**.

- **Third project meeting (4 /2016, Uppsala):** devoted to solving problems with the practical work in the research, exchange of experiences and will focus on the partial results. On the basis of the experiences plan for searching and contacting the isolated elderly in the city communities, residential homes and rural areas will be discussed.

-Work with elderly who need to improve their learning and skills - **encouraging of the elderly, presentation of the learning possibilities, interviews (A9) with the elderly** made by moderators - elderly students, filling the questionnaire and suggestions for new subjects and modifications in the study programs.

- *Forth meeting (10/2016, Magdeburg)*: - will discuss the experience with the contacts of the elderly not involved in the learning - will be finalized research among the elderly students will be finalized and questionnaires will be evaluated. The procedure for the **evaluation of the results from the city communities, residential homes and rural areas will be discussed** and the progress in collection of the **questionnaires from isolated elderly will be evaluated** and a **plan for their groupage will be prepared (A10)**.

3rd Phase:

Researchers and moderators in each institution will finalize evaluation of the interviews and questionnaires.

- *Fifth meeting (4/2017, Chemnitz)*: **The qualitative and quantitative analyses (A11)** will be presented by each partner and data will be collected together to one common **Feasibility study (A12)**. The needs of elderly who are not included in learning will be presented. Innovation in the study programs will be discussed besides the exchange of experience and know-how. **Work on a Booklet (A13)** will start. Meeting will be combined with the **conference (A14)** gives space to present all the results for wider public.

- *Sixth meeting (9 /2017, Groningen)*: Final **evaluation of research (A15)** will be brought into agreement with the content of Booklet. **New innovative study programs (A16) and methods** will be presented.

Besides the activities mentioned above, the budget for the Management and project implementation will also include the costs for the Booklet to be published, containing the project results and the methodology for new innovative study programs. Other **printed papers (flyer, Newsletter) (A17-A18)** will be also included as well as costs for the project website.

The project partners are:

- Comenius University in Bratislava, Slovakia, as coordinator,
- Universidad Permanente Alicante, Spain,
- University of Technology, Brno, Czech Republic,
- Senioren Academie Groningen–Friesland-Drenthe, The Netherlands,
- Technical University Chemnitz, Institut für Pädagogik, Germany,
- Otto-von-Guericke University, Magdeburg, Germany,
- Seniorenuniversity Uppsala, Sweden,

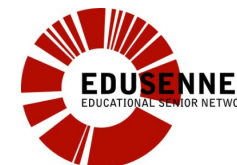
Preparatory project meetings have been organized by the University of Graz in April 2014 and by the Senioren Academie Groningen in October 2014.

Project EduSenNet

Survey among EFOS member institutions

February 2014 – April 2015

Dr. Katarina Grunwald, Bratislava (Slovakia)
Dipl. Ing. Peter Hug, Groningen (Netherlands)



Simultaneously with the application for the EduSenNet project EFOS started in the spring of 2014 a survey among its members about the present situation in the education of older people. After the start of EduSenNet in December 2014 the collection of data was completed, compiled and evaluated. The result is displayed below. The interested reader might like to compare these results with those of a previous, similar survey that EFOS held in 2007 (see EFOS News 2007 Nr. 1). The results of the present survey form the basis for the further activities in the context of the EduSenNet project. A possible second survey among EFOS members, focused on key aspects of future developments in the education for older people, is under discussion. Further results of EduSenNet will be published in future editions of EFOS News.

Review Table

Respondents:

EduSenNet partners

- Comenius University in Bratislava / Centre for Continuing Education (Slovakia)
- Uppsala Senioruniversitet (Sweden)
- Otto-von-Guericke-Universität, Magdeburg (Germany)
- Seniorenkolleg an der TU Chemnitz (Germany)
- Senioren Academie Groningen-Friesland-Drenthe, Groningen (Netherlands)
- University of the Third Age - Brno University of Technology, Brno (Czech Republic)
- Universidad Permanente, Alicante (Spain)

Other EFOS members

- Uniwersytet Wroclawski, Uniwersytet Trzeciego Wieku, Wroclaw (Poland)
- Österreichische Hochschülerinnen- und Hochschülerschaft Karl-Franzens-Universität Graz (Austria)
- EFOS, Wien (Austria)
- Freunde und Förderer der Dresdner Seniorenakademie Wissenschaft und Kunst, Dresden (Germany)
- Berliner Akademie für weiterbildende Studien e.V., Berlin (Germany)

Section A, questions 1 to 4**Partners EduSenNet**

	<i>Slovakia</i>	<i>Sweden</i>	<i>Germany</i>		<i>Netherlands</i>	<i>Czech Republic</i>	<i>Spain</i>
	Bratislava	Uppsala	Magdeburg	Chemnitz	Groningen	Brno	Alicante
Established in (year)	1990	1979	1993	1993	1986	2000	1999
Name & role of respondent	Nadia Hrapkova, Methodologist of the University of the Third Age	Björn Odin - Member of the international group of USU	Olaf Freymark, wissenschaftl. Mitarbeiter	Roland Schöne, manager	Peter Hug, senior student	Lenka Shromazdilova, administrator	Concepción Bru Ronda, Director
How do you define 'older student'?	40+, 50+, secondary education	above 58	above 40	above 65/67, seniors college open for all ages	above 50	Above 50, secondary education (?)	above 50

Other EFOS members

	<i>Poland</i>	<i>Austria</i>		<i>Germany</i>	
	Wroclaw	Graz	Wien	Dresden	Berlin
Established in (year)	1976	1945	1994	1994	1985
Name & role of respondent	Alexander Kobylarek, manager	Rosemarie Kurz, Referentin für Generationen- fragen	Herta Spitaler, Seniorstudentin	Stefan Ritter, Rosemarie Becker, Geschäftsführ. Vorstände	Traugott Klose, Vorsitzender

How do you define ‘older student’?	No age limit (?) Studying, learning or formally assisting with lectures	Women above 40, Men above 45	Women above 40, Men above 45	above 65	Older citizens, interested in further education
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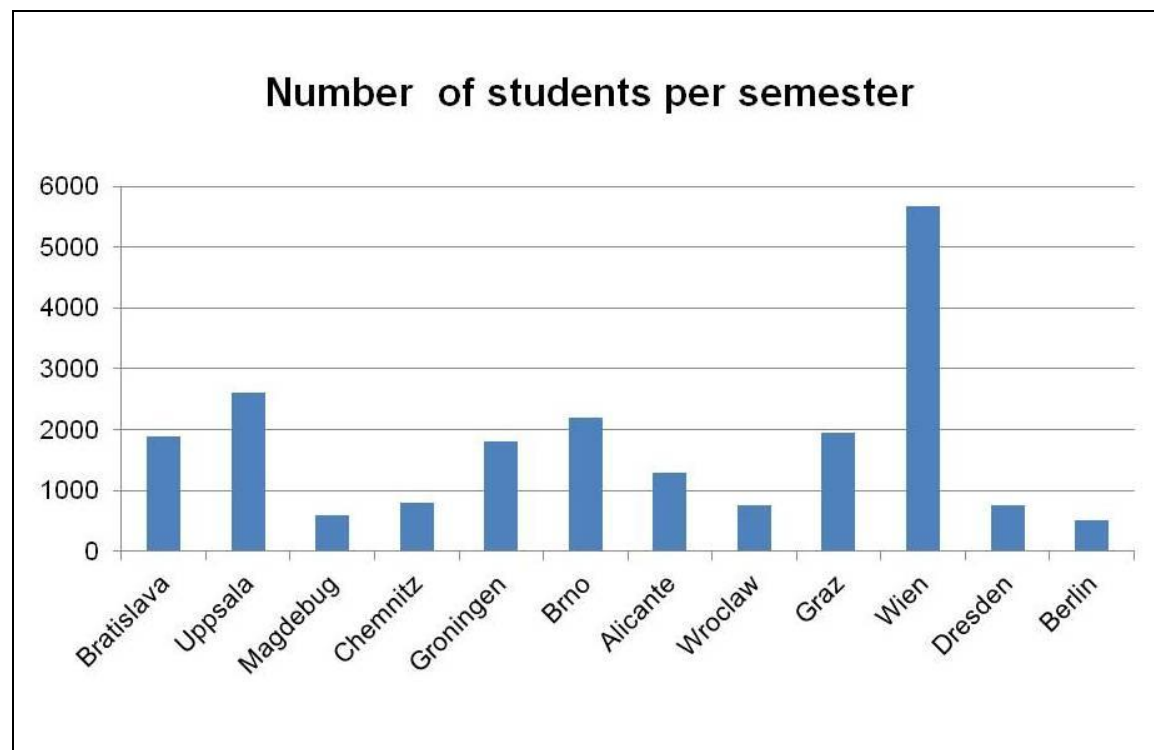
- We see a wide variety in organisations for academic education for older people.
- The definition of an ‘older student’ varies also quite a bit, with (lower) age limits from 40 to 65. Remarkable is the differentiation in starting age for women (40) and men (45) in Graz and Wien. Wroclaw and Berlin don’t apply any age limit. Chemnitz stipulates an age limit but doesn’t apply it in practice.

Section B

Questions 5 and 6

	<i>Slovakia</i>	<i>Sweden</i>	<i>Germany</i>		<i>Netherlands</i>	<i>Czech Republic</i>	<i>Spain</i>
	Bratislava	Uppsala	Magdeburg	Chemnitz	Groningen	Brno	Alicante
Part of or linked to a university /higher education institution	Full part	Linked	Full part	Full part	Linked	Linked	Full part
Name of university/ institution	Comenius University in Bratislava / Centre for Continuing Education	University of Uppsala	Otto-von-Guericke-Universität	University of Technology Chemnitz	Rijksuniversiteit Groningen, Hanzehogeschool Groningen, Stenden Hogeschool	Brno University of Technology	University Alicante
Number of fulltime/parttime students per semester	PT 1887	PT 2600	PT 586	PT 800	PT 1800	PT 2201	PT 1300

	<i>Poland</i>	<i>Austria</i>		<i>Germany</i>	
	Wroclaw	Graz	Wien	Dresden	Berlin
Part of or linked to a university /higher education institution	Full part	Linked	Linked	Linked	Linked
Name of university/ institution	Uniwersytet Wroclawski	Karl-Franzens Universität Graz	Alma Mater Rudolphina – Universität Wien	Technische Universität Dresden, Musikhochschule Carl Maria von Weber, Deutsches Hygienemuseum, Staatliche Kunstsamm- lungen. Research centresHelmholtz, Max Planck a.o.	Freie Universität Berlin, Humboldt- Universität zu Berlin, Technische Universität Berlin, Universität der Künste Berlin
Number of fulltime/parttime students per semester	FT 765	FT/PT 1957	FT 5582 PT 96	PT 750	PT 500



- All institutes have a link of some sort with one or more universities and/or other institutes for higher education. Only the UTAs of Wroclaw, Magdeburg, Bratislava and Alicante are an integral part of the university.
- Only Wroclaw, Graz and Wien state that they have fulltime students. In Graz and Wien these fulltime students carry out a regular academic study. In Wroclaw they attend special courses for seniors.
- Wien has by far the most senior students, but the majority of them are between 40 and 55 years old

Question 7**Age range**

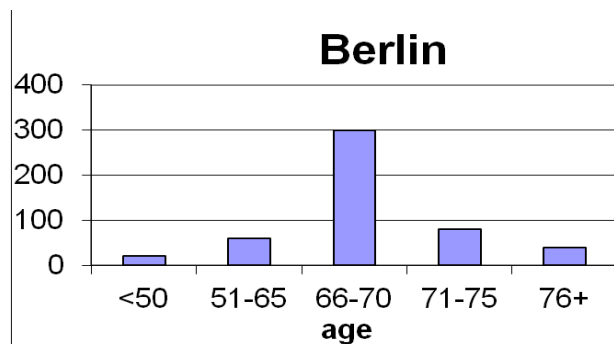
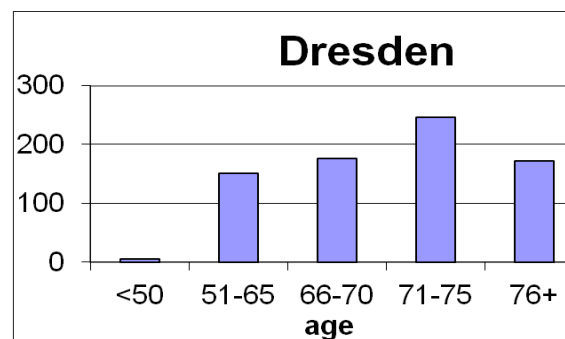
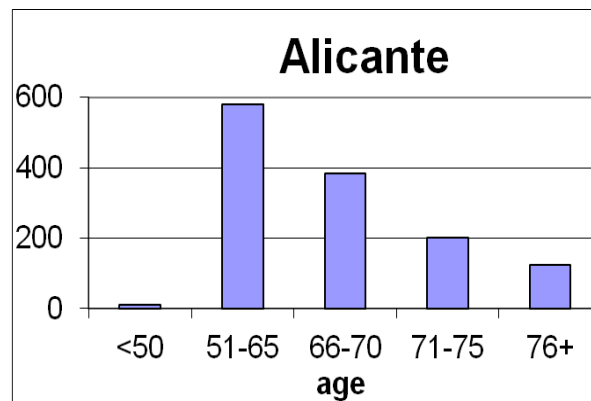
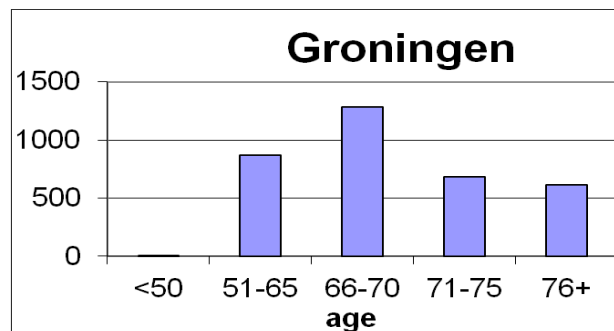
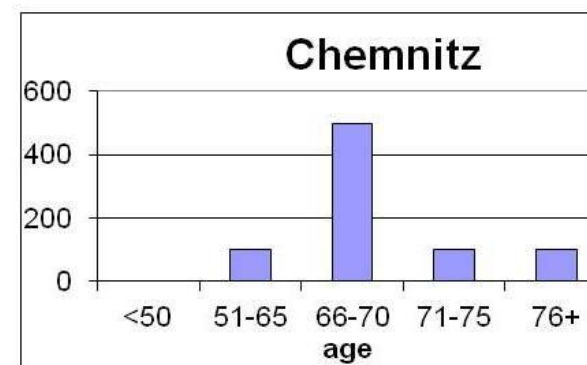
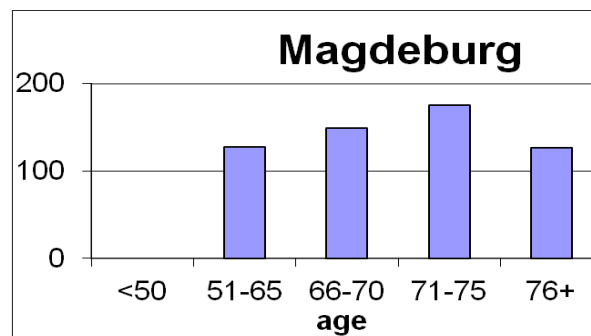
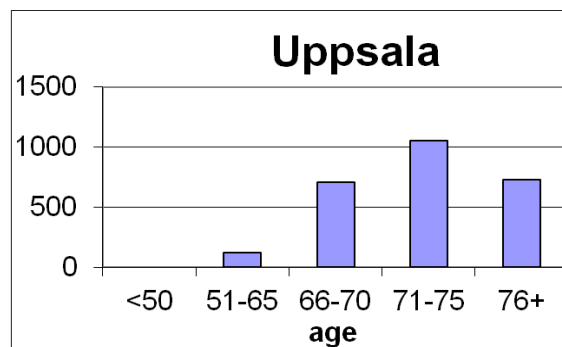
	< =50	51 - 65	66 - 70	71 - 75	76+
Uppsala	0	120	705	1050	725
Magdeburg	0	127	149	175	126
Chemnitz	0	100	500	100	100
Groningen	4	869	1285	679	615
Alicante	10	581	384	200	125
Dresden	5	152	176	246	172
Berlin	20	60	300	80	40

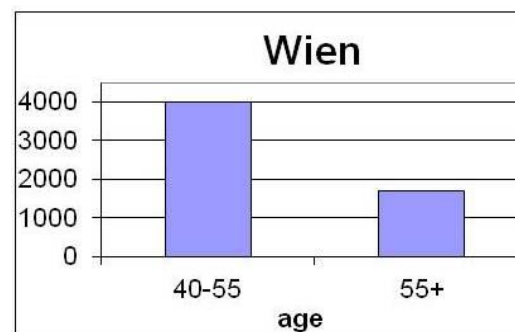
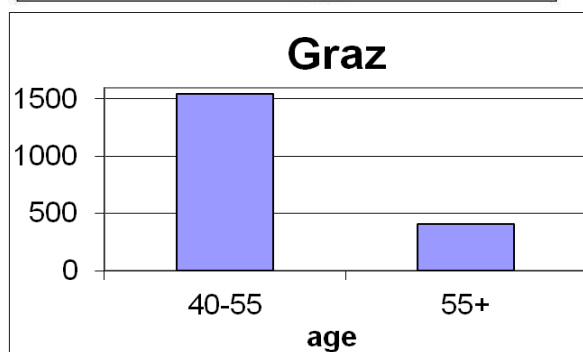
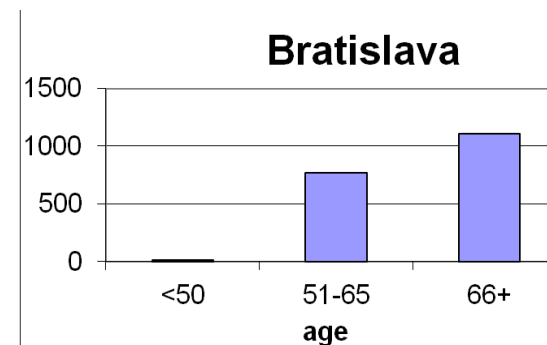
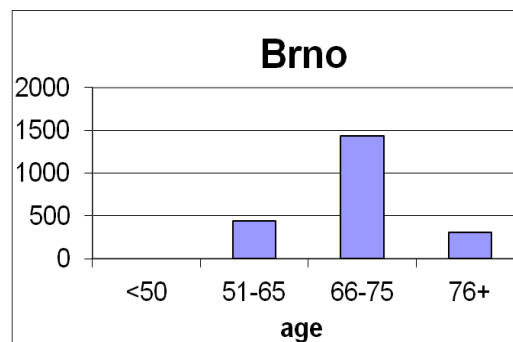
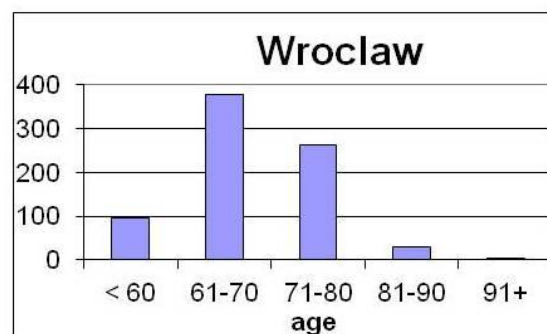
	< =60	61-70	71-80	81-90	91+
Wroclaw	95	379	263	31	3

	< =50	51 - 65	66 - 75	76+
Brno	0	438	1431	311

	<= 50	51 - 65	66+
Bratislava	10	772	1105

	40 - 55	55+
Graz	1541	406
Wien	3987	1691



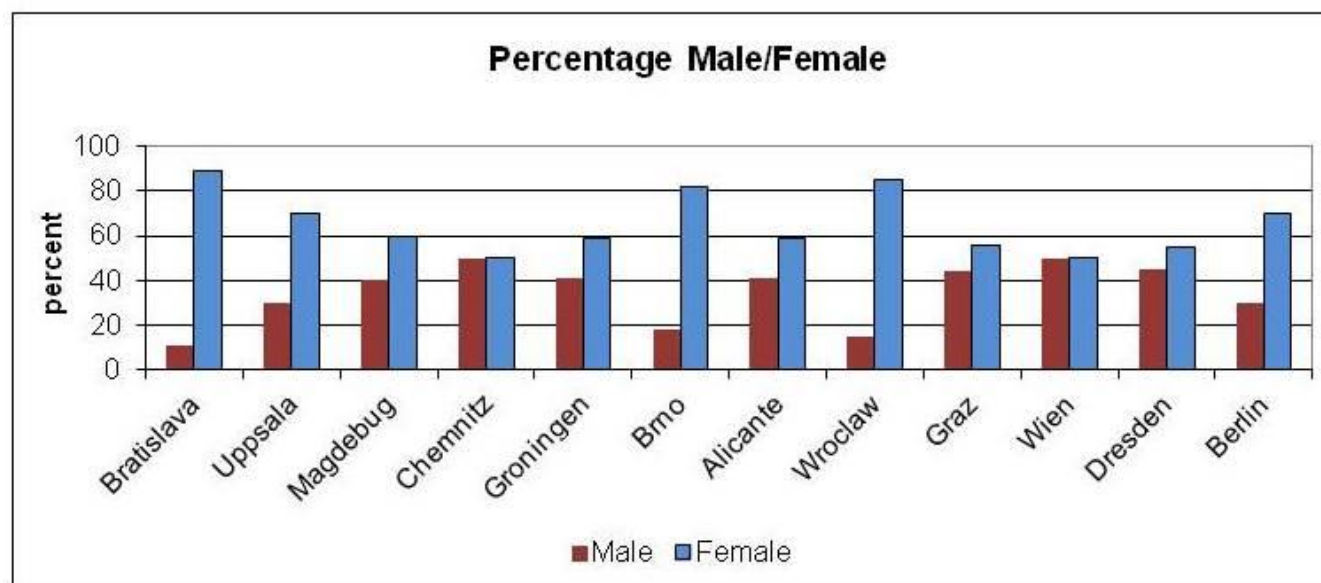


- In most of the institutes the peak lies between 66 and 75 years. The remarkable exceptions are Alicante on the one hand with a notably younger population (peak 51-65 years) and Magdeburg and Dresden on the other side with a notably older population (peak 71-75 years).
- Graz and Wien clearly have a different population of senior students, with the majority below the age of 65.
- Some institutes used different age intervals, making a direct comparison difficult.

Question 8**Percentage Male/Female**

	<i>Slovakia</i>	<i>Sweden</i>	<i>Germany</i>		<i>Netherlands</i>	<i>Czech Republic</i>	<i>Spain</i>
	Bratislava	Uppsala	Magdeburg	Chemnitz	Groningen	Brno	Alicante
Male	11	30	40	50	41	18	41
Female	89	70	60	50	59	82	59

	<i>Poland</i>	<i>Austria</i>		<i>Germany</i>	
	Wroclaw	Graz	Wien	Dresden	Berlin
Male	15	44	50	45	30
Female	85	56	50	55	70



- Everywhere there are more females than males. Chemnitz is the exception with a 50/50 distribution, but this might be a mere estimate.
- In Bratislava, Brno and Wroclaw the differences are the biggest.

Questions 9 to 11

	<i>Slovakia</i>	<i>Sweden</i>	<i>Germany</i>		<i>Netherlands</i>	<i>Czech Republic</i>	<i>Spain</i>
	Bratislava	Uppsala	Magdeburg	Chemnitz	Groningen	Brno	Alicante
Pre-qualifications required	secondary education	None	None	None	None	secondary education	none
Duration of study/ Course	2-3 years	no time limit	1 semester	1 semester	5-10 weeks	1 semester/ 2 semester	Free choice by annual offer
Cost , fees Contributions	€ 75,- working people € 65,- Retirees per year: (2 semesters)	€25,- plus €30-80 per semester for lectures series and work groups	€ 50,- per semester. For special courses € 10-25 Max. € 50	35 € for semester lectures , Courses PC 30€	€ 102-202 per course	€ 14-33 depending on the type of course	65 € per course. Each course 40 hours

	<i>Poland</i>	<i>Austria</i>		<i>Germany</i>	
	Wroclaw	Graz	Wien	Dresden	Berlin
Pre-qualifications required	none	University level	Abitur, university entrance exam	None	None
Duration of study/ Course	None (it could be up to the end of the life)	Up to 8 semesters, according to the specific studies leading to BA and MA	according to the discipline of study, 8-12 semesters	free choice by semester offer	1 semester Sommeruni 1 week
Cost , fees Contributions	100 zł.(ca. € 25) per year	€ 18,- per semester	€ 20,- per semester	€ 40,- per semester	€ 50 for Sommeruni

- At most places the education for older people is open to everybody (exception: Brno, Bratislava)
- Since the senior students in Austria attend regular studies at the universities they must have the respective pre-qualifications
- The costs are the lowest in Austria and the highest in Groningen. They differ by a factor 10.

Section C

Question 12

Types of studies *

	<i>Slovakia</i>	<i>Sweden</i>	<i>Germany</i>		<i>Netherlands</i>	<i>Czech Republic</i>	<i>Spain</i>
	Bratislava	Uppsala	Magdeburg	Chemnitz	Groningen	Brno	Alicante
Formal / non-formal	non-formal	non-formal	non-formal	non-formal	non-formal	non-formal	non-formal
Integrated / separate	integrated, separate	separate	integrated, separate	integrated	separate	separate	separate

	<i>Poland</i>	<i>Austria</i>		<i>Germany</i>	
	Wroclaw	Graz	Wien	Dresden	Berlin
Formal / non-formal	non-formal	formal	formal, non-formal,	non-formal	non-formal
Integrated / separate	separate	integrated	integrated	integrated	separate

* *formal* = education certified by the government, with diploma and/or academic title

non-formal = education not certified by government, e.g. attendance at university lectures without formal exam; special courses or studies for seniors

integrated = younger and older students study together

separate = special studies for older students

- Only in Austria formal studies at the university are listed under education for older people.

- The separated education is slightly favoured.

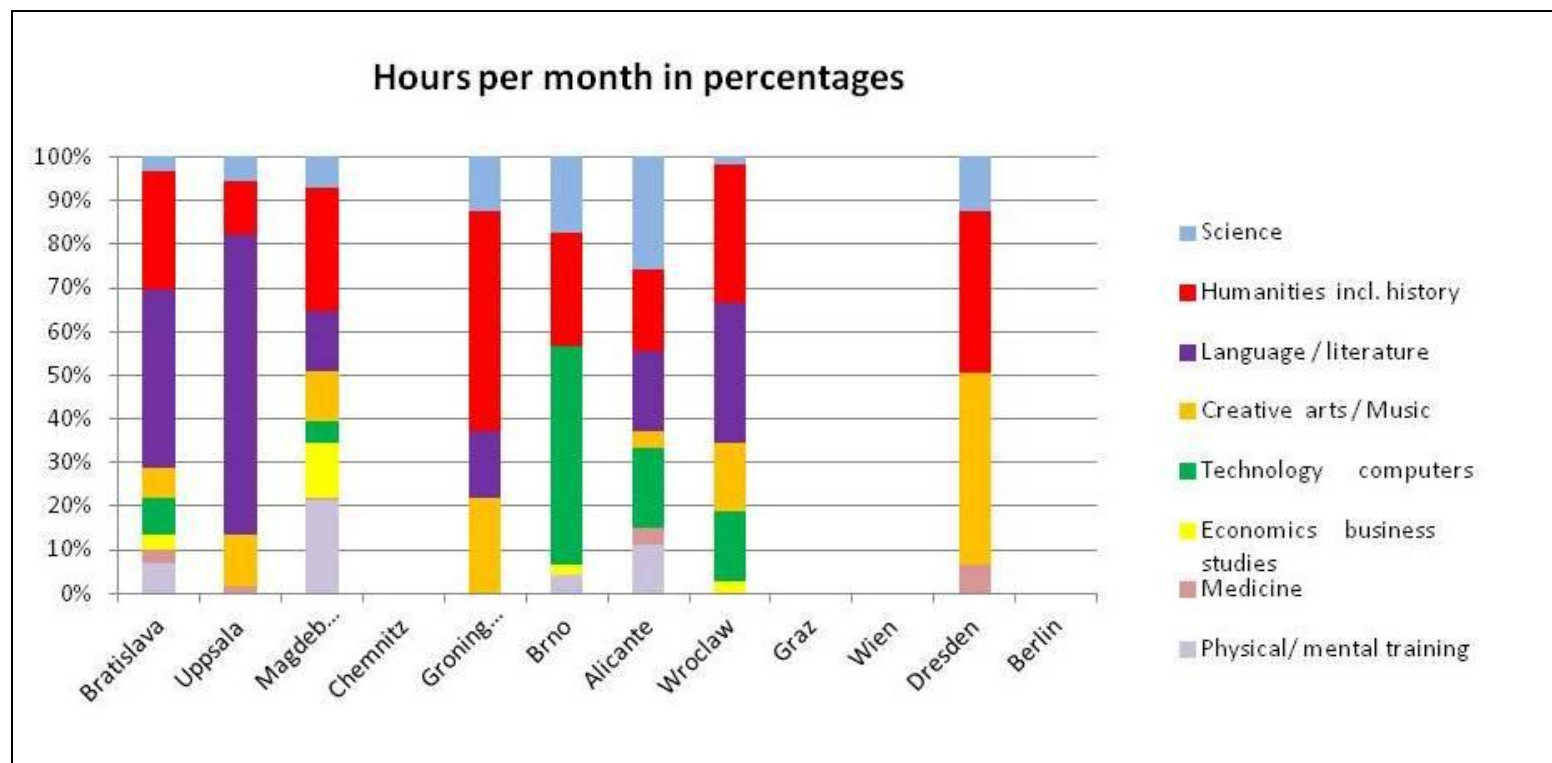
Question 13 Subject areas

Hours per month

	<i>Slovakia</i>	<i>Sweden</i>	<i>Germany</i>		<i>Netherlands</i>	<i>Czech Republic</i>	<i>Spain</i>
	Bratislava	Uppsala	Magdeburg	Chemnitz	Groningen	Brno	Alicante
Science	8	28	70	x	37	32	280
Humanities incl. history	64	60	280	x	152	48	200
Language / literature	96	344	136	x	45		200
Creative arts / Music	16	60	112	x	66		40
Technology computers	20		50	x		92	200
Economics business studies	8		125	x		4	0
Medicine	8	8	2				40
Physical/ mental training	16		214			8	120
<u>others:</u>							
Methodology							
Creativity training	8						
Sightseeing+ History	20	30	52				
UNESCO, Museologie	8						
Company skills	1						

Society	4						
General class	12	4					

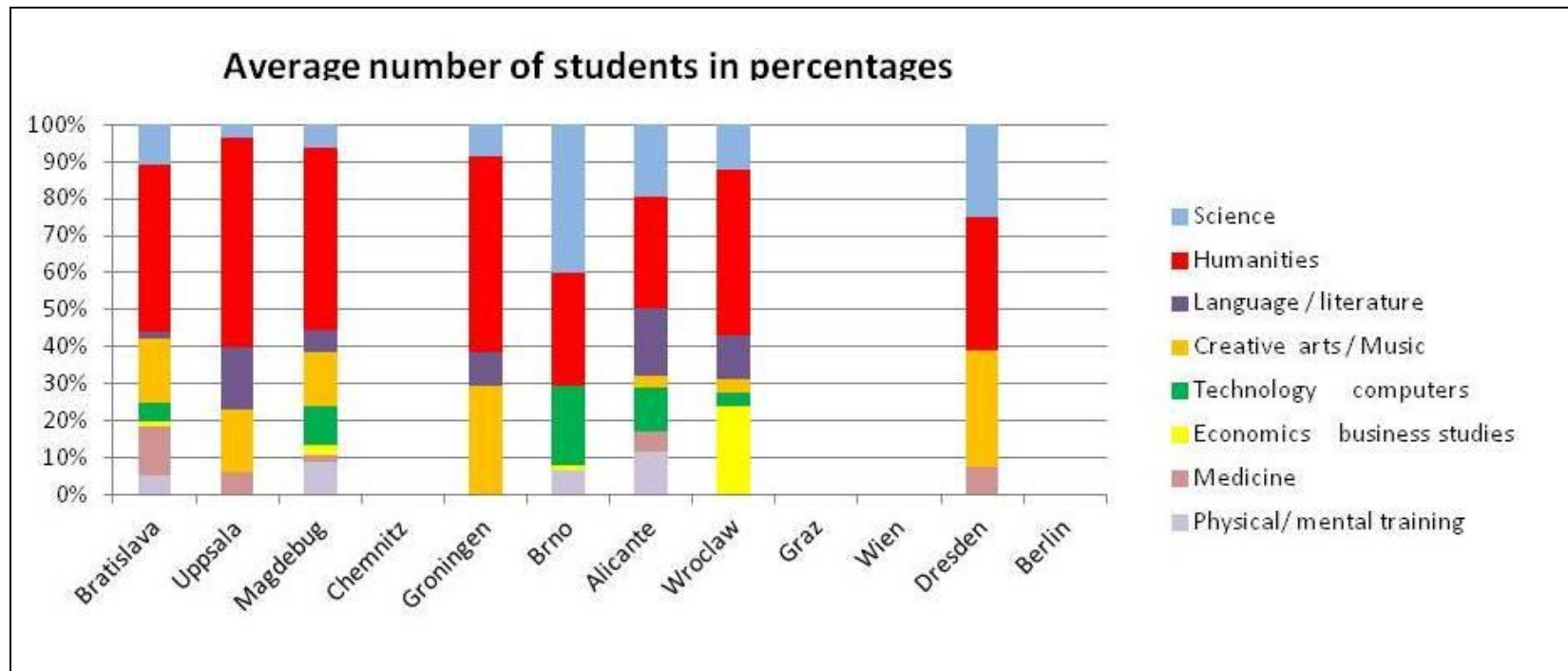
	<i>Poland</i>	<i>Austria</i>		<i>Germany</i>	
	Wroclaw	Graz	Wien	Dresden	Berlin
Science	6		x	11	
Humanities incl. history	120		x	33	
Language / literature	120		x		
Creative arts / Music	60		x	39	
Technology computers	60				
Economics business studies	10				
Medicine	x			6	
Physical/ mental training	x				
<u>others:</u>					
Methodologie	x				
Creativity training	x				
Sightseeing+ History					
UNESCO, Museologie					
Company skills					
Society				20	
General class					



Average number of students per month

	<i>Slovakia</i>	<i>Sweden</i>	<i>Germany</i>		<i>Netherlands</i>	<i>Czech Republic</i>	<i>Spain</i>
	Bratislava	Uppsala	Magdeburg	Chemnitz	Groningen	Brno	Alicante
Science	136	112	187	x	105	456	138
Humanities incl. history	565	1850	1527	x	650	345	215
Language / literature	19	556	175	x	115		129
Creative arts / Music	220	550	449	x	360		25
Technology computers	62		318	x		244	84
Economics business studies	15		95	x		19	0
Medicine	166	195	48				39
Physical/ mental training	66		273			73	81
<u>others:</u>							
Methodologie							
Creativity training	21						
Sightseeing+ History	88	120	666				
UNESCO, Museologie	90						
Company skills	11						
Society	42						
General class	294	450					

	<i>Poland</i>	<i>Austria</i>		<i>Germany</i>	
	Wroclaw	Graz	Wien	Dresden	Berlin
Science	200		x	245	
Humanities incl. history	750		x	353	
Language / literature	200		x		
Creative arts / Music	60		x	308	
Technology computers	60				
Economics business studies	400				
Medicine	x			71	
Physical/ mental training	x				
<u>others:</u>					
Methodology	x				
Creativity training	x				
Sightseeing+ History					
UNESCO, Museologie					
Company skills					
Society				133	
General class					



- Everywhere humanities are well represented. At Technical Universities natural sciences play a more dominant role than at general universities.
- Graz, Wien and Chemnitz could not answer.
- Probably, most of the respondents had to apply some mathematical tricks to produce the requested values

Question 14 Learning and Teaching

	<i>Slovakia</i>	<i>Sweden</i>	<i>Germany</i>		<i>Netherlands</i>	<i>Czech Republic</i>	<i>Spain</i>
	Bratislava	Uppsala	Magdeburg	Chemnitz	Groningen	Brno	Alicante
lectures	Reg	Reg	Reg	Reg	Reg	Reg	Reg
workshops / seminars	Rare	Reg	Reg	Reg	Occ	Rare	Reg
debates/discussions	Occ	Occ	Reg	Occ		Rare	Reg
excursions	Reg	Occ	Reg	Occ	Rare	Rare	Reg
student activities	Rare	Reg	Reg	Occ			Reg
research	Occ	Occ	Occ	Rare	Rare	Rare	Reg
activities with young people	Rare	Rare	Occ	Occ			Reg
act. with local community	Reg	Occ	Occ	Occ			Reg
intern. col-laboration	Reg	Reg	Reg	Occ	Reg		Reg

	<i>Poland</i>	<i>Austria</i>		<i>Germany</i>	
	Wroclaw	Graz	Wien	Dresden	Berlin
lectures			Occ	Reg	Reg
workshops / seminars			Reg	Reg	
debates/discussions				Reg	Reg
excursions			Rare	Reg	
student activities			Rare	Reg	
research				Rare	
activities with young people		Reg	Reg	Rare	

act. with local community				Reg	
intern. col-laboration				Reg	

Reg = regularly

Occ = occasionally

Rare = rarely

- Lectures and workshops are most common
- Activities with young people (intergenerational) aren't popular
- Most of the respondents offer an educational programme with a great variety learning and teaching methods.

Question 15 Certificates awarded

	<i>Slovakia</i>	<i>Sweden</i>	<i>Germany</i>		<i>Netherlands</i>	<i>Czech Republic</i>	<i>Spain</i>
	Bratislava	Uppsala	Magdeburg	Chemnitz	Groningen	Brno	Alicante
None		x	x	x	x		
Up to 50%						x	
50-100%	x						x

	<i>Poland</i>	<i>Austria</i>		<i>Germany</i>	
	Wroclaw	Graz	Wien	Dresden	Berlin
None	x			x	x
Up to 50%			x		
50-100%		x			

- Certificates are not a common instrument among the respondents. Graz, Wien, Brno, Bratislava and Alicante are the exceptions

- In Graz and Wien, where senior students attend regular studies, a completed study leads to a degree.
- Brno, Bratislava and Alicante issue certificates for special courses for seniors

Intergenerational solidarity among EFOS members, a test survey

IJda Blüm, Groningen (Netherlands)



Introduction: During the EFOS meeting in Graz in April 2014, the workgroup from Groningen seized the opportunity to test their questionnaire on intergenerational solidarity in an international surrounding.

14 completed forms were returned by the participants of the meeting, together with useful suggestions for improvement. Since the cooperation between generations is a vital element in the EduSenNet project, the outcome of this small survey provides interesting information, as summarized below.

3 Components of the attitude “solidarity towards the young”

- Cognitive (norms and values): 4 statements in this category. The scores diverged, a certain resistance emerged against the idea that this type of solidarity should be imposed by society. In contrast, reciprocal solidarity between the generations met with general approval.
- Emotional: 3 statements in this category. All met with next to unanimous positive scores. No wonder that in the grandparents’ segment warm feelings toward the young prevail!
- Behavioural: 3 statements, about investing time and money in the wellbeing of the young. Positive scores preponderant, but less convincing than above: in financial budgets other priorities can intervene.

Frequency of contact: One of our principal research questions was if this might influence (in positive or negative sense) the solidarity with the

young. Our sample was too small for a conclusion.

Concern with weaker groups in general, and “why are there people in this country who have to live in need?”: The concern about vulnerable fellow countrymen is widely spread, and the reasons presumed for this incongruity display feelings of solidarity: “Bad luck, injustice of our society, inevitable because of modern progress” N.B In Groningen, the young respondents show here a shift to less solidary presumptions: “Lazy, themselves to blame”...

What kind of support can you offer to the young?

This was an open question. Some respondents commented that here a differentiation between young family members (love, homework, money) and more distant youngsters (‘coaching of pupils, child care, integration of young refugees’) would make the answers more specific.

Concluding remarks: Warm solidarity of the old towards the very young has solid biological fundamentals and provides a fertile soil for reciprocity and equality to develop between generations of young adults and seniors. Our small survey confirms an enormous potential of goodwill in our aging continent. This should be treated with care. Family ties are changing, the calculating clan member becomes common practice.

Conflict of interests may threaten the solidarity between generations: Finances, space and time are scarce goods: strategic navigating, both in the private and in the public domain, is required at both sides. A fruitful and profitable cooperation may be the result!

Magdeburg Media group

Karin Braune, Magdeburg (Germany)



Who are we?

For 11 semesters now there has been co-operation between students on the Media Studies, visual culture and communication course and the on-line group of

50+ students of the Otto-von-Guericke-University in Magdeburg.

The on-line group was set up in May 2009 through participation in the internet portal www.unserezeiten.de and was run under the name "Magdeburg Hemispheres".

Under the motto "*Love and Ageing*" the group produced various projects such as the creation of a radio play, a short video and a picture collage. The presentation of these projects took place at the annual conference of media education in Erfurt. Professor Schorb and Dr Anja Hartung were responsible for the academic inputs and evaluation and it appeared in the series of papers published by the Thuringian Land Media authority.

In 2010 the group made a presentation at the Loccum Academy on the theme of "The Challenge of the Image of the Elderly".

In addition, discussions took place with the Applied Science and Art departments of the University in Hildesheim on the subject of providing internet based advice for older people at transition points in life. In this matter the group's opinion was very much in demand.

A further project of the Group was a 30-minute media presentation about the "emergence of the Magdeburg Hemispheres". It was based on the drafting of the texts and the mapping of the collected material.

Since 2011, alternating between Leipzig and Magdeburg, regular meetings have taken place with the "Leipzig Lions" media group of the University of Leipzig for the mutual exchange of experience.

Under the direction of students from the University of Magdeburg our group participated in the poster project "*meet new media*", in order to demonstrate the interaction of new media between the generations and to draw attention to the courses on offer for the over 50s.

See website

<http://uni-halbkugeln.weebly.com/plakatprojekt.html>

After the Gender Institute of Sachsen-Anhalt became aware of the Magdeburg Hemispheres, in 2013 representatives of the group were invited to participate in the EU project TYNET 50 plus. For this purpose workshops in Sweden and Athens had been set up under the auspices of the "National Agency for European Education" in Bonn. The aim

of the project was to promote intergenerational learning in the European context. Representatives from eight European countries took part.

In the summer of 2013 the group discussed which project to start next. Given the great interest in the creation of a video film, a brainstorming session for ideas took place immediately. It was decided to take as the theme that it was not only the young who could make use of the new media. One participant related a true story from her own personal experience in which an insurance company could not believe that she was capable, unaided, of sending an email. The rest of the group quickly adopted this idea and with a slight modification, it was used as the plot for a video film. This would offer an example to encourage older people to get to grips with new media. Shot and edited by the participants themselves, the project was completed in December 2013 and presented on the University's Internet site.

The video is used to advertise the "50+" study programme of the Otto-von-Guericke-University in Magdeburg and can be found at

<http://uni-halbkugeln.weebly.com/werbefilm.html>

(Running time approx. 1 minute)

In order to further emphasise the prejudices concerning the degree of knowledge of the new media as between young and older adults, the group produced a second video entitled "Yes, we (s)can!" which in a rather more light hearted form aims to draw attention to this theme. The work of our group and also this video were taken up by a student as the basis for his thesis which he passed with a grade of 1.7 – much to our delight. In addition, with this video we took part in the national competition "Video of the 2015 generation". We have received an invitation to be judged at the National Festival at the end of June.

<http://uni-halbkugeln.weebly.com/yes-we-scan.html> (Running time 4 minutes)

From the summer term 2015 we are changing the name of our group and we will now call ourselves „*Ran an die Medien*“ – *Die Projektgruppe „Magdeburger Halbkugeln*“ (Let's go with media – the Project Group of the Magdeburg Hemispheres) which will make it clear that we are not exclusively involved with Internet projects.

Please visit our homepage: <http://uni-halbkugeln.weebly.com/>.

Karin Braune

Studieren ab 50, Magdeburg

April 2015

[Translation from German by Stanley Miller 2015]



„RAN AN DIE MEDIEN“

Die Projektgruppe „Magdeburger Halbkugeln“

Sie interessieren sich für *Neue Medien* und wollen sich mit diesen intensiver auseinandersetzen? In unserem Seminar werden die Inhalte praxisnah an die Interessen der Teilnehmer angepasst. Neue Teilnehmende und ihre Ideen sind willkommen.

SPASS

- Entspannte Atmosphäre
- Zusammenarbeit mit jungen Studierenden
- Seminarübergreifender Kontakt



MEDIEN

- Umgang mit unterschiedlichen Medien
- Technische Hürden werden *gemeinsam* überwunden
- Orientierung an den Wünschen und Vorstellungen der Teilnehmenden
- Arbeit am eigenen Laptop
- Gemeinsamer Austausch



BISHERIGE PROJEKTE

- Internetseiten
- Kurzfilme
- Hörspiele
- Die kleinen Dinge des Medienalltags
- Teilnahme an bundesweiten Wettbewerben



Weitere Informationen:

Scannen Sie den nebenstehenden QR-Code oder besuchen Sie unsere Webseite www.uni-halbkugeln.weebly.com

Kontakt:

Karin Braune, Studieren ab 50
karin.braune@ovgu.de



Gallery of distinguished EFOS members

Congratulations to our honorary president Horst Leonhard on the occasion of his 90th birthday

Retrospect & laudation

Ingrid Dummer, Kiel (Germany)



On 18th July, 2013 Horst Leonhard celebrated his 90th birthday at his domicile in St. Andrä, Lower Austria, together with his large family, many friends and neighbours as well as some guests from EFOS.

I accepted with pleasure the task to write the laudation for Horst, our honorary president. I think he is a very special person because he has been living for decades the values representing the fundamental principles of EFOS. Therefore first of all let me express my personal thanks to Horst for the friendly, harmonious, stimulating, cooperative and successful cooperation in the team of the EFOS delegates at the UN. By his sincerity, cooperativeness, altruism, acceptance and high regard of other nations and cultures he shows to be a true representative of our organization which has the aim to contribute in Europe and beyond to a just and peaceful future.

In the name of all EFOS members let me try to mention what we know about him and what we appreciate: What name could better suit him than the term „honorary president“? Because during many, many years of his voluntary work for senior students in Europe he earned honours and rendered great service to senior studies. As one of the oldest members of EFOS and as a senior student himself

he is and was always very concerned about the fate, the acceptance and the achievements of the aims of EFOS. During the years since the establishment of EFOS he was almost always present at conferences, meetings and discussions with decision-makers in local authorities or universities. His word and his arguments had and still have weight. Up to the present day he supports in many ways the reputation, the acceptance and the consolidation of our organization. His interest to find new ideas, projects, new possibilities and to win new members and friends for EFOS is still unbroken. In the discussions he is never afraid to express his opinion with arguments and examples sometimes even vehemently and contrary to other ideas. He never tires trying to bring together people with other people. He wishes to convince them that it is necessary to cooperate with the older generation in a friendly way and to recognize and ensure their right to study and to broaden their knowledge. He shows this by his behaviour: He is open minded, friendly, sometimes charming, always chivalrous (like a real Viennese gentleman), he is reliable but also an admonishing and criticising voice if he deems it necessary. Sometimes he also gets annoyed but in this case he soon reverts to his usual love of peace.

He generously praises the activities and the work of the younger EFOS members who are now

organizing the work although he first regards critically certain decisions. He expresses both his joy about each progress of our organization but also sometimes his displeasure, if any. In such a case we are grateful to Inge, who as an experienced wife can calm him down in her quiet way, if necessary. Sometimes he makes us smile because of his obligatory, occasional, short and discreet nap after hours of discussions.

Horst has found a lot of friends in a number of countries both as an active member of the „friendship force“ and as a sportsman, older student or through his commitment to the aims of EFOS. He often speaks about his experience and friendly relations with former colleagues. The cooperation with students of other European universities in various projects of the EU with regard to the education of older persons is very important to him. He has been working for many years as a delegate of EFOS in projects of the Committee on Ageing at the UN in Vienna. Since the foundation of this committee Horst has represented EFOS therein. He always has been an active and admonishing voice for the rights of seniors and their participation in education and culture but he has also been fighting for their financial security. He supports powerfully the colleagues at the committee in looking for solutions regarding social problems as well as educational policy. In connection with the latter item he also participated in Vienna in September 2012 in a special part of the UNECE minister conference on Ageing to which for the first time representatives of the NGOs were invited for collaboration.

For many years he was busy as the president of EFOS as well as treasurer at the UN committee.

In his family Horst is a patriarch who keeps an open house for all his family members young or old. He admires his wife Inge and enjoys her care for himself and for all the other family members. Horst and Inge both love music and art, the nature and animals and they have horses, dogs and cats.

It is almost incredible that our honorary president is already 90 years old. Whenever there are EFOS meetings throughout Europe Horst is there, of course almost always together with Inge. But it is mostly Horst who participates in all activities with admirable staying power. Even with the European EFOS friends he is always among the last to stay in the evening and to enjoy a beer or a glass of good wine. It seems to keep him fit so that already several times journalists wrote about him as the oldest active basketball player of Austria and as an example for active ageing through physical and intellectual activity. Therefore it is not surprising that both Inge and Horst pay attention to their health and that Horst jumps almost every morning into the rather cold water of his indoor swimming pool to do his laps in the water. After breakfast one of the couple takes out the beloved family dog. By the way, it was a gift from a former EFOS friend from Belgium.

It is left to us to consider whether this is all possible owing to the satisfaction with his activities or owing to the long, loving, understanding and patient (but not always easy for her) care by his wife. However, perhaps the growing and prospering of EFOS is also good for his health. Certainly the respect and the appreciation of his life's work given to him by young and old is also a source of strength for him. We hope that it will be maintained for a long time yet.

In this hope we would like to congratulate our honorary president again with all our heart and wish him many years in good health in our midst.

We would like to thank him for his long honorary commitment to EFOS and its aims. Let us call out to him „THANK YOU, DEAR HORST!“

Ingrid Dummer

March 2015

{Translation from German by Herta Spitaler}

News in Brief

Letter to the candidates for the election of the European Parliament 2014

EFOS has made up a [letter](#) addressed to the candidates for the European Parliament, pointing out the important contribution of the education of older people to their well-being and their inclusion in society. For more specific demands the EFOS Manifesto is attached.

EFOS members are invited to send this letter to candidates in their region.



Oldenburger Declaration of BAGWiWA

At her yearly convention 2013 at the C3L the Oldenburg University BARWiWA formulated **five demands for the fostering of academic further education of older people** and published these in September 2013 as the Oldenburger Erklärung.



Guide for distance learning for older people

The German *Portal Fernstudium Direkt* has produced a guide to assist older people with the choice of an educational programme.

The guide can be found in the *Magazin bei Fernstudium Direkt* under <http://www.fernstudium-direkt.de/magazin/senioren-fernstudium.html> to read online or to download in pdf format.



ForAge Lexicon of Terms

The ForAge Project aims to collect together knowledge, ideas and experience about later- life learning in Europe. The language of later-life learning (at least in English) is sometimes ill-defined and inexact; sometimes its usage is unclear and confusing. Therefore there was a strong case to create a glossary of terms with the ForAge Lexicon of Terms as a result. It is available under: www.foragenetwork.eu

