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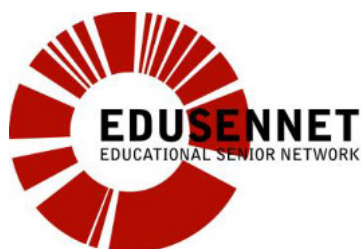
European Federation of Older Students in the Universities
Europäische Vereinigung älterer Studierender an den Universitäten
Fédération Européenne des Etudiants Âgés aux Universités



EFOS NEWS

1

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From the editor:

This year EFOS News appears a bit later than usual. Nonetheless I am pleased that we have again managed to assemble a variety of interesting articles on a number of different subjects.

We start with an article by our General Secretary Dr. Katarina Grunwald about the work of our EFOS delegation in the UN NGO Committee on Ageing in Vienna.

Obviously our Erasmus+ project EduSenNet claims an important position with a description of the present state of the project by our president and project coordinator Dr. Nadežda Hrapková. Annika Rathmann in her article summarises her research for her dissertation on the subject of "Images of ageing". At our project meeting in Uppsala her presentation about her research triggered a lively discussion. At the project meeting in Alicante we were very impressed by the energetic way the local Universidad Permanente had tackled the EduSenNet project. That's why we asked the UPUA team to describe their way of working for us. At the same meeting the senior students from Alicante showed such enthusiasm for their studies that we invited them to write an article about their experiences.

In our column "Gallery of distinguished EFOS members" we pay tribute to Herta Spitaler, our long-time General Secretary and to Dr. Jutta Arnold who was committed to EFOS for many years but sadly passed away at the end of last year.

Again, for this issue of the EFOS News, we managed to issue an English and a German version with the same content. This always involves a major translation effort. My sincere thanks go to the authors who provided their article in both languages and especially to Herta Spitaler and Stanley Miller who, as always, were most willing to assist me with translations. Finally my thanks go to Eveline Rudolph and Stanley Miller for their thorough correction reading.

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Peter Hug

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EFOS Contribution to UN NGO Committee on Ageing, Vienna

Dr. Katarína Grunwald, Bratislava (Slovakia)



National and international non-governmental organizations (NGOs), as representatives of civil societies, are non-profit organisations and have been actively engaged with the United Nations (UN) since its foundation in 1945.

They work with the United Nations Secretariat, programmes, funds and agencies in various ways, including consultations with Member States. NGOs contribute to a number of activities such as information dissemination, awareness raising, development of education, policy advocacy, joint operational projects, participation in intergovernmental processes and in the contribution of services and technical expertise.

The Non-Governmental Committees on Ageing at the United Nations were created in 1948 within the framework of the Conference of Non-Governmental Organisations (CoNGO) in consultative relationship with the Economic and Social Council of the United Nations (ECOSOC), one of the 6 principal organs of the United Nations System established by the UN Charter 1945.

Consultative status is an accreditation framework that benefits both the United Nations and the NGOs. The Non-Governmental Committees on Ageing are currently situated in New York, Geneva and Vienna.

The Vienna NGO Committee on Ageing was constituted in 1981, in connection with the Vienna UN World Assembly on Ageing 1982. EFOS – European Federation of Older Students in Universities, founded in 1990, based in Vienna, Austria and with Head Office in Bratislava, Slovakia, is a member of the Vienna NGO Committee on Ageing since 1996. The three representatives of EFOS – longstanding representatives Ingrid Dummer and Horst Leonhard and newly added representative Katarina Grunwald – regularly participate in the committee meetings. The aims of the Vienna NGO Committee on Ageing, together with EFOS cooperation in the committee, are to facilitate and support United

Nations' actions related to ageing through Committee meetings, usually six to eight times a year. In the meetings the Committee reviews the state of liaison with relevant UN bodies and 21 international committee member organisations dealing with matters concerning ageing. These include an exchange of information on improvement in the living conditions of older people, demographic change, human rights and gender issues. Further matters of consideration include health and care, competences of older persons, technology and ageing, suitable work and volunteering opportunities, getting old in rural and urban settings, positive environments, images of ageing, intergenerational dialogue and cooperation, older refugees and lifelong learning. The Committee also occasionally invites external speakers to provide more in-depth information on specific age-related topics. On the basis of this information, the Committee decides on how to contribute to the international debate in the fields of ageing policies. It, further, maintains the contact with other NGO groupings, especially the NGO Committees on Ageing in New York and Geneva.



The concern of EFOS representatives is the emphasis on the right of older people to have access to lifelong education. Through their expert arguing they point to the social and health impact of lifelong learning on active aging. The opinions of the EFOS representatives are also welcome for other issues.

The specific contribution of the EFOS representatives to the NGO Committee over the years can be judged to have been of great value.

Here are a few examples of their activities over many years:

They regularly participate in the preparation and realization of the "International Day of Older Persons", taking place every year on October 1 with the involvement of many outstanding personalities.

EFOS Representatives contributes to the publication "Strengthening Older People's Rights: Towards a UN Convention", March 2010 and made sure that the elderly's right to education was included.

They took part in initiating and publishing the brochure "Vienna NGO Committee on Ageing" about the objectives of the NGO Committee on Ageing Vienna, and the international organizations represented in the Committee, including EFOS. This was to facilitate contacts and interactions within the UN NGO communities and with partners from all sectors.

One of the initiatives of EFOS in support of the Millennium Development Goals was to arrange various presentations on the "Madrid International Plan of Action on Ageing", April 2002. In this Action Plan aging and age were particularly emphasized, as well as the demographic change in society and politics. The Action Plan contains 117 paragraphs, a portion thereof (paragraph 40, 41) concerns education for older people.

The aim of the NGO committee is to draw attention to the obligations, contained in the regional implementation strategies for this Action Plan and to contribute to its implementation.

Another initiative was the participation in the UNECE (United Nations Economic Commission for Europe) Ministerial Conference on Ageing, entitled: "Ensuring a Society for all ages, promoting quality of life and active aging" in Vienna in 2012. Through the membership of the UN Committee on Ageing and the related consultative status at the UN, the EFOS representatives in the committee and a delegation of the EFOS were invited to take part in all three parts of the conference. Our EFOS representative was

Peter Hug (former president of EFOS). The Slovak U3As were represented by Dr. Nadežda Hrapková.

EFOS participants submitted written contributions on lifelong learning to the NGO Declaration and the Ministerial Declaration, which found their way into the final declaration emphasising the importance of lifelong learning.

One of the member organizations of the NGO Committee on Ageing in Vienna - EURAG-participates in the project "Social Innovation on Active and Healthy Ageing for Sustainable Economic Growth" (SiforAGE), and is responsible for the coordination of one of the transversal Knowledge Management Units of the SiforAGE project. The research results were summarized in the brochure "Recommendations for Decision Makers to Promote Active Ageing in a Society for All Ages". The target groups for this "decision makers" are not only politicians, scientists etc., but also members of civil organizations. We, as members of the NGO Committee in Vienna have had a special workshop entitled "Recommendations to Decision Makers for on active and healthy aging" with in-depth discussions about the contents and our comments and requested amendments were delivered in writing to the decisions makers. EFOS representatives pointed out the need for more publications about lifelong learning and formal and non-formal learning, because LLL can influence the whole image of the elderly. The final version, adopted in August 2015, was sent to the focal points for aging in the 56 member states.



In 2017 the next UNECE Conference will take place. Preparations have already begun. Proposals on each topic will be presented and discussed.

In September 2015, the UN adopted 17 new Sustainable Development Goals (SDG) and 169 targets, based on the previous eight Millennium Development Goals. These should complete what hasn't been achieved yet.

In the Declaration from "Transforming our world: The 2030 Agenda for Sustainable development" point 25 says: "We commit to an inclusive and equitable quality education and promote lifelong learning opportunities for all". This corresponds with goal 4 of the SDG.

It is in the interest of us all that EFOS continues to support these goals and offer support to all elderly persons who want to participate in lifelong learning and to actively participate in society.

This is also the goal of the EFOS representatives at the NGO Committee on Ageing in Vienna.

Current information about Erasmus+ project EduSenNet.

Dr. Nadežda Hrapková, Bratislava (Slovakia)



Project Erasmus + EduSenNet has finished its first phase and has seamlessly entered the second project phase. During the year 2015 the project partners and other EFOS members actively involved in the project took part at the **project meetings in Brno (Czech republic, April 2015)**

and in Alicante (Spain, September 2015). Research work with the questionnaires started with **the elderly in some institutions** who are not students of UTAs. The EFOS members and project partners visited some communities or groups of seniors in rural areas and conducted research about their opinions on learning in later life, possibilities and barriers. Some of the partners have already started **research with the students of their UTAs** and contacted the study groups of the elderly learners and in conjunction with the moderators have explored the research work and its evaluation. Project managers and moderators collected the data and started to evaluate them. The partial results from the research with non-students have already been presented already in Alicante as well as the **data collected in the Review table** describing study possibilities in chosen universities in Europe.



Other results will be presented at the EFOS meeting to be **held in Uppsala** (Sweden, April 2016) which will also be the **third Project meeting**. The Agenda also comprises also the **workshop on "Elderly and young working together"** because one of the **project priorities** is "Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways" together with existing priorities which are

"Contributing to a reduction in the number of low-skilled adults" and inclusion of the elderly. Therefore the project plan aims to seek and contact isolated elderly in the city communities, residential homes and rural areas.



The project meeting in Uppsala is devoted to solving problems in practical work in the research and exchange of experiences from the partial results. **Discussions focus on work with elderly** who need to improve their learning and skills and experiences as revealed in interviews with the elderly conducted by moderators - elderly students. **Other particularly relevant topics addressed** by our project are "New innovative curricula/educational methods" and international relations, international cooperation and its development. Therefore other discussions will be oriented towards possible new subjects of study and modifications or innovations in the study programs. These are tasks for the project partners in the year 2016. The fourth project meeting planned for **September 2016 in Magdeburg** is going to discuss the relevant results collected by the research in the 6 countries integrated in the project (Czech Republic, Germany, the Netherlands, Slovakia, Spain and Sweden) both within the groups of older students as well as in groups of older "non-students". The results will be analysed, compared and published during the project period and presented in May 2017 at the **project conference in Chemnitz**. All the outcomes will be used as the basis for the innovation in learning programmes for older persons.

More practical information on the project can be found on the website: <http://edusennet.efos-europa.eu/>

Images of Ageing and the Relevance of Intergenerational Experience in the Context of Continuing Education of the Elderly at the University

Annika Rathmann, Magdeburg (Germany)



Images of ageing are defined as "individual and social conceptions of age (state of being old), of aging (process of ageing) or of elderly (social group of elderly people)" (Expert Commission Sixth Report on the Elderly 2010: 27).

They can be described as social constructions that "arise in the interplay between individual and society, and are continuously changing" (Hildebrandt/Kleiner 2012: 15). Therefore, there is not a single image of ageing, but a variety of social views. Often however, one-sided images, that are either positively or negatively connoted, dominate the discussion about this topic and result in negative or positive stereotyping. For example, either the emphasis is put on physical loss, which stresses the negative aspects of ageing, or the image of active and self-determined seniors becomes the main focus on the positive side of the scale.

Age-related images in society are of great importance. They contribute to the social construction of reality and have an immediate social relevance, as they affect the lives of the elderly in a positive or negative way, directly or indirectly. They can open up or close a wider freedom of action and thus opportunities for participation. Furthermore, they are important for future cooperation between the generations and opportunities for participation of elderly.

Variability of images of ageing

What can we do to diversify the images of ageing and to avoid one-sided views? In Germany, the Federal Ministry of Education and Research (BMBF) has introduced several campaigns, that address this question, for example the photo and video competition "What's old?" or the cartoon contest about ageing "The joke?".¹ Also, the Sixth Report on the Elderly "Images of ageing in society", published in 2010, explored the topic from the point of view of different academic disciplines (cf. Kommission Altenbericht 2010).

Relevance of Intergenerational Contact

The respective notions of age and ageing determine the participation or non-participation of the elderly in education. Also, learning-possibilities and how

they deal with the participants are related to the individual and societal images of age(ing). Though direct contact between different groups can lead to different or more sophisticated perspectives of group members.

But the effect depends on various situational conditions. The social contact hypothesis by Gordon Allport (1971) and the considerations linked to it (see Filipp/Mayer 1999) can be helpful in gaining a deeper understanding of these criteria. Specifically, the following conditions should be mentioned:

- comparable status of the group members,
- no or only small differences in power,
- social climate which promotes personal, pleasant contacts and
- functional interdependence of the parties, for example, through common goals.

It is important to point out, that "differentiation" of the images of age(ing) is not simply an "improvement". One of the biggest limitations, however, is the lack of contact opportunities between different generations outside of family and kinship relations. In this context, the field of continuing Education for elderly in universities can be seen as an exception. By adding post-professional training to their portfolios, universities granted wider access to different target groups. With this development a space for non-family intergenerational contacts emerged, which can be a "social laboratory for a new relationship and an example both of conflict as productive networking opportunities" (Veelken/Gösken/ Pfaff 1998: 5f.). Linked to this contact space is the chance that different generations can learn "together", learn "form one another" and learn "about each other" (see Seidel/ Siebert 1990; Meese 2005).

Types of intergenerational learning

When learning *from each other*, one generation has an advantage in knowledge and experience in contrast to the other generation. Hence, this group can support, inform or notify the other generation. This is a typical example as we know it in the family context.

Learning *together* is characterized by an expert who stands outside the groups of both generations. None of the generations has a knowledge and experience advantage. That is the case, when an educator instructs the group of different generations or when they work together in a project.

¹ For further information see: <http://www.programm-altersbilder.de/programm/karikaturen-wettbewerb-zum-alter-schluss-mit-lustig-praemiert.html>

The concept of learning *about each other* expresses an exchange of views on the different perspectives of different generations and the conditions under which they evolved. However, learning about each other can also be more implicit. It can perform during learning together. To give an example: Ageing does not only imply physical restrictions but also opportunities for learning new things (see Seidel/Siebert 1990). Additionally, we will take a look at practical approaches. How is the continuing education in German Universities shaped? And how important are intergenerational contacts and experiences?

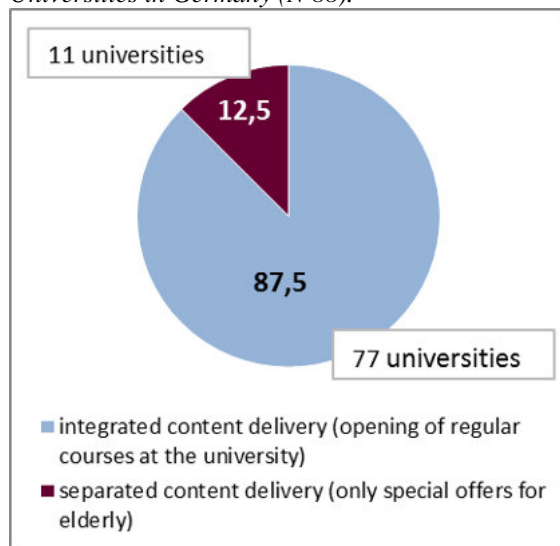
Empirical Results

a) Continuing Education for the Elderly at Universities: integrated or separated?

The field of continuing education for the elderly in universities is particularly diverse in Germany. Therefore, we cannot refer to a single model of senior studies, but to several versions (see Zahn 1993).

As part of a quantitative content analysis of the websites of all (88) universities in Germany, the analysis focused on whether continuing education for the elderly is integrated into the regular studies or whether only separated programs for the target group are offered. It should be investigated if the programs provide an opportunity for intergenerational contacts and experience (for more detailed information about the development of this typology see Rathmann 2016).

Abb. 1: Intergenerational Learning at public Universities in Germany (N 88).



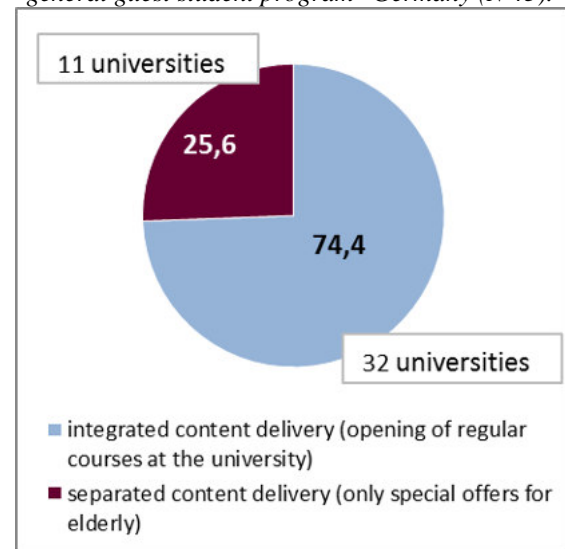
Source: Own analysis, summer term 2014.

The results show that the majority of universities integrate courses of continuing education into the regular study programs (88 percent) (see Fig. 1). As a limitation, however, it should be noted that the analysis even included those universities that only

offer courses for elderly persons interested in education as part of a “general guest student program”.

If only those universities are considered that offer programs beyond the “general guest student program”, it becomes evident that the proportion of separated programs is somewhat higher. Nevertheless, around three quarters of the education opportunities for the elderly involve regular courses offered in the universities (see Fig. 2).

Fig. 2: Possibilities of intergenerational learning at public universities with programs beyond a “general guest student program” Germany (N 43).



Source: Own analysis, summer term 2014.

Thus, the majority of programs in the field of continuing education for the elderly theoretically permit a “learning together” between younger and senior students. But what does this actually mean for the field of practice? The following questions arise in this context:

What kind of contacts exist between regular and senior students? What experiences have they engaged in as a result of joint participation in regular lectures?

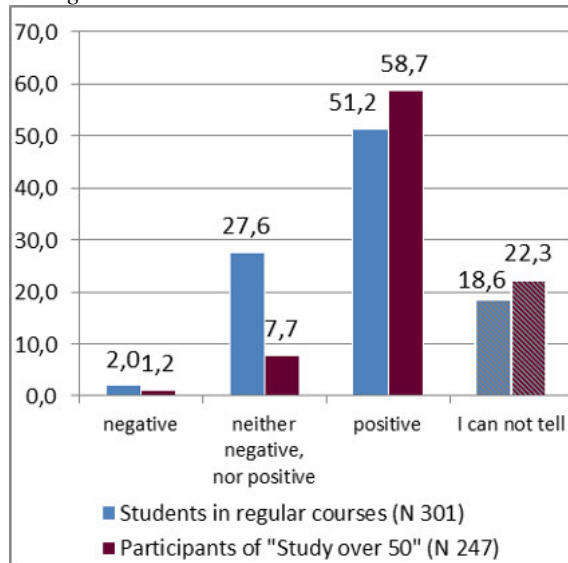
In order to answer these questions, the survey results from the summer term 2014 at the University of Magdeburg will be presented (see below).

b) Intergenerational learning at the Otto-von-Guericke-University of Magdeburg

The program “Study over 50” at the University of Magdeburg offers the opportunity for the elderly to attend regular classes. Furthermore, special courses for participants are offered as well as scientific excursions and projects. These offers are not linked to special admission requirements (such as a

university entrance qualification or a specific age). Nor does participation lead to an academic degree.

Fig. 3: Assessment of joint participation of young and old students in regular courses. Figures in per-centages.



Question: „How would you rate your experience with the common study process of young and old in general study courses?" Answer format: 1 "very negative", 2 "rather negative", 3 "neither negative nor positive", 4 "rather positive", 5 "very positive", alternative category "I can not tell". Summarized presentation of 1 and 2 to "negative" and 4 and 5 to "positive".

Source: Own analysis, summer term 2014.

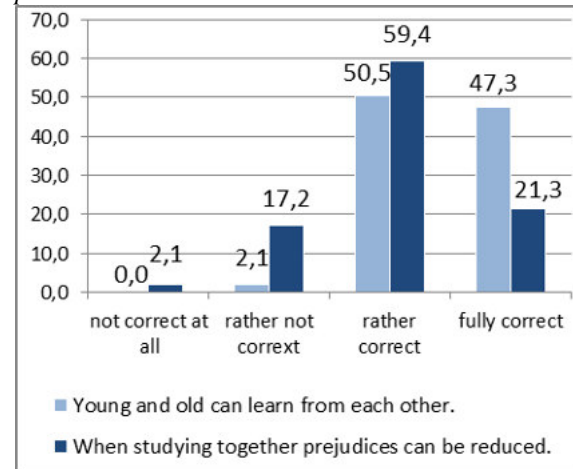
During the summer term 2014, both younger students and the participants of "Study over 50" were interviewed about their opinions of study and education. Regarding their previous experience of joint participation in regular lectures, the majority of both groups expressed positive views (see Fig. 3). It should be noted that a substantial proportion of respondents report neither a positive nor a negative experience. Also quite a large proportion indicates that they were not able to categorize their experience. Here, the frequency of former contacts should be taken into consideration.

The respondents especially report on contacts between regular and senior students that take place in and after the courses. About half of the participants of "Study over 50" indicate that they discussed the contents of different lectures together with younger students during the current semester. In contrast, other types of contact, such as joint lunch breaks, business meetings or private exchange were less likely.

The exchange rates vary among the disciplines. History or Philosophy, for example, are frequently visited by the senior students. 55 percent of the students of the humanities as well as 34 percent of social sciences comment on contacts with elderly in lectures and seminars. Within the disciplines sports

science and economics, this is only the case with approximately 18 percent of respondents.

Fig. 4: Advantages of intergenerational learning in the view of younger students (N 301). Figures in per-cent.

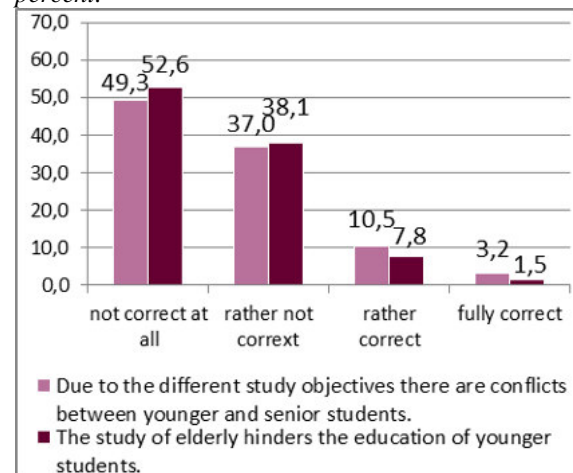


Question: "Studying together of young and old can have advantages and disadvantages. Please indicate to what extent the following statements are true in your opinion!" Answer format as shown.

Source: Own analysis, summer term 2014.

From the younger students' perspective, joint attendance at lectures with senior students is usually seen as beneficial. Some 98 percent of the respondents consider it to be true that young and old can learn from each other (see Fig. 4). Even a reduction of prejudice (learning about each other) is rated to be possible by the majority of respondents. Overall, 81 percent confirm the statement "When studying together prejudices can be reduced".

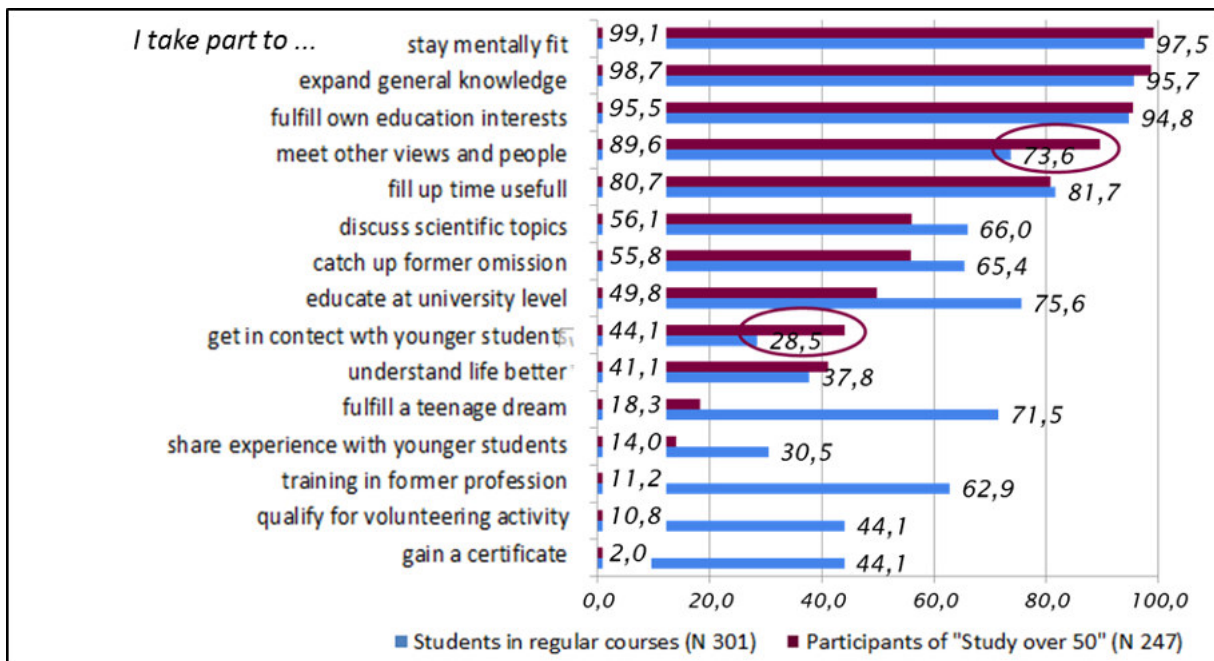
Fig. 5: Disadvantages of intergenerational learning in the view of younger students (N 301). Figures in percent.



Question: "The studying together of young and old can have advantages and disadvantages. Please indicate to what extent the following statements are true in your opinion!" Answer format as shown.

Source: Own analysis, summer term 2014.

Fig. 6: Motives for participation in „Study over 50“ in the view of participants and younger students in regular courses. Figures in per-cent.



Question for participants: „What are your expectations and goals concerning your participation in „Study over 50““

Question for younger students: Elderly can decide for various reasons to participate in „Study over 50“. What do you think, how important are the following aspects?

Answer format: 1 "not correct at all", 2 "rather not correct", 3 "rather correct", 4 "fully correct". Summarized presentation of 3 and 4.

Source: Own analysis, summer term 2014.

Conflicts between younger students and elderly, which result from the different study objectives, are mentioned by only 14 percent of respondents. Roughly 9 percent consider "Study over 50" as an obstacle to the education of the young students.

The possible negative aspects of learning together are seen to be of little consequence by most of the younger students (see Fig. 5).

Furthermore, we need to consider the self-perception and the perception by others of the two groups of regular and senior students. As a first step, the senior students were asked about their motives for attending the program "Study over 50". The results show that the desire for maintaining mental health, expansion of education and the satisfaction of their own educational interests in particular have led them to participate in the program. In each case about 90 percent of the participants express those motives (see Fig. 6). In a second step, the self-assessments of senior students were compared with the views of younger students. It is surprising to find that even the younger students express the same three "top motives". These results show a high congruence between self-perception and perception by others.

However, if we consider the motives for participating in more detail, some large variations

in the views of both groups become apparent. Generally, the reasons for participation are given greater weight by younger students than is the case for the senior students. This is particularly evident in those aspects that are discussed within scientific training under the rubric of "catching-up education". It includes, for example, the motives "fulfill a childhood dream" and "to study further at university level". Almost three-quarters of the younger students in regular studies assume that these motives were important for the elderly in their decision to participate in the program "Study over 50". The senior students themselves, however, only partially agree: 18 percent see participation as a "teenage dream" and 50 percent rate the "university level" as important. In addition, another unusual event is highlighted (see Fig. 6). Only two reasons for participation are considered as more important by the senior students than is the case for the younger students.

These include the motives "get to know other views and people" and "come into contact with young people". As we can see, those subjects that are related to the exchange and contact between different people are especially important for participants of "Study over 50", while younger students assume that these motives are rather less

important, based on the current configuration of the program and their previous contact opportunities.

Images of Ageing an intergenerational Learning in the field of Senior Studies

There are three different forms of intergenerational learning in universities: learning together, learning from one another and learning about each other. Learning together can also lead to learning about each other under certain conditions. Learning outcomes of “learning about each other”, for example can be perceived as more diverse and less one-sided images of age and ageing. The results of a study among younger students in regular studies shows that the respondents have complex views on the topic (see Rathmann 2016). For instance, not only negative or only positive aspects are mentioned. In addition, the statements about age and ageing mainly focus on different topics. Students with positive experience consider age and ageing as more diverse. In their images of ageing, education and the ability to learn are important.

The results show that the images of ageing can be modified and depend on situations (which vary according to the social situation). Intergenerational contacts and experiences can play an important role in this connection.

Finally, it should be emphasized that the participation of younger and older students in regular lectures can only be considered as a first basic step in this direction. As the results of the surveys show, contacts between regular and senior students are often only surface issues. Intergenerational projects could be helpful for a more intense exchange. They address the attainment of a common goal to a greater extent, which can support the “learning about each other”. Antz et al. (2009) provide an interesting collection of different methods with which this can be successfully managed in the field of practice.

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Specific teaching programmes for older adults in Spain: The Permanent University of the University of Alicante. Training and research through the EduSenNet project

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THE PERMANENT UNIVERSITY

The Permanent University of the University of Alicante (UA) is a scientific, cultural and social development programme of the UA which has as its aim to promote Science and Culture, as well as intergenerational relationships.

The UPUA programme is integrated into the framework of specific university education for older adults and responds to such demands as the need for a deeper democratisation of knowledge, a reduction of social inequalities, a greater social involvement of older adults in society, and the enhancement of intra- and intergenerational relationships, all of which can contribute to maintenance of their quality of life and will additionally enlarge the range of options available for them to continue active life outside their normal working environment.

The Permanent University was inaugurated in 1999 and now has over 1,400 students at the San Vicente del Raspeig Campus and at the Alicante Town University Venue. More than 100 teachers conduct their subjects between October and June every year in the context of this programme.

The academic programme consists of 120 subjects distributed across the following thematic areas: Humanities; Computer Science; Sound and Image; Experimental Sciences; Health and Social Action; and Social Sciences. It is complemented by a wide range of supplementary activities (workshops, seminars, publications, theatre, cultural activities, ...) in collaboration with the UPUA Students & Alumni Association and with the coordination of the Deputy Vice-Chancellorship for Studies Planning, Training Actions and Quality Standards.

The Permanent University finds its target population amongst people aged 50 or older who are residents in the Valencian Community and wish to improve their sociocultural status. No previous qualifications are required.

The UPUA programme, designed by teaching staff from different University of Alicante departments and other associated centres and specialists, is an open one. More information can be found at <http://web.ua.es/en/upua/>

OBJECTIVES

1. To help the process of adaptation of older adults to the technological and socio-

economic changes that characterise the present time.

2. To provide older adults who could not receive it in the past with a chance of having access to higher education.
3. To offer educational alternatives to professionals who wish to widen their knowledge.
4. To recognise, enrich and enhance the experience acquired by older adults during their professional life.
5. To encourage those people who have accumulated personal and/or working experience to reflect on their skills within a theoretico-practical framework so that they can assume a more active and efficient role in the development of society.
6. To give professional advice to older adults so that they can reorient their life with the aim of becoming more useful to their family, their social community and their country, thus strengthening their collective participation and social integration levels.
7. To encourage ongoing training and lifelong learning as tools for personal development and cultural integration within the knowledge society.
8. To contribute to active ageing with a special focus on the management of the demographic changes that characterise the 21st century.
9. To offer the opportunity to share knowledge and experiences through interaction in different work groups.

SPECIALISATION, RESEARCH PROGRAMME, NATIONAL AND INTERNATIONAL COOPERATION

The Permanent University also develops specialisation initiatives within the framework of research projects and national as well as international cooperation schemes.

Since 2010, the Permanent University has held the presidency of the AEPUM – Spain's National Association of University Programs for Older Adults (<http://www.aepumayores.org/en>), to which 43 Universities with a total of more than 43,000 students belong.

EDUCATIONAL SENIOR NETWORK (EDUSENNET)

The Permanent University of the University of Alicante, whose focus has always been on improving its training offer and adapting to the needs of all 50+ citizens regardless of their geographical location and social condition, showed an interest to participate in the EduSenNet Project. This EU-funded project Educational Senior Network (*EduSenNet* <http://edusenet.efos-europa.eu/>) not only seeks to identify the specific needs of learners older than 50 as well as the conditions under which they learn but also examines the scope of possible innovation, how it could be undertaken, and to whom it should be addressed. Identifying a learning environment can help us schedule innovation in urban locations as well as in specific communities from rural areas.

Researchers from 6 different European countries work together to find the best possible ways of helping older people fulfil their learning needs through the later years of their working lives and during retirement. The project focuses on how later life can be further enriched through learning activities of all kinds.

Objectives, needs and outcomes are catered for in various ways:

- a) summarising experiences;
- b) encouraging older adults to take part in learning activities; and
- c) developing an interest in learning through the participation in activities designed to promote and extend both knowledge and skills.

It will be necessary to examine the objectives and motivation, together with the 'barriers to learning' faced by the older adults who take part in programmes as well as by those who do not. The introduction of new programmes and the upgrading of old ones can involve older people in activities better suited to their needs.

The EduSenNet project is designed to gather and share information, to make a wider and improved use of all these enriching experiences, building upon them, analysing and assessing their value and impact on seniors, disseminating research evidence and, of course, creating a network to do all this.

During this first stage, our work at the UPUA has revolved around a survey questionnaire designed to provide and obtain the basic information that will make it possible to plan the most suitable measures and proposals oriented to ensuring that many other people can benefit from these senior-centred training programmes and actions, no matter their

background, their socio-cultural status or their level of autonomy and mobility.

The aforesaid questionnaire asks interviewees about their needs, fears, formative experiences and opinions regarding the different types of training and how to become involved in them. This survey carried out by each one of the network partners allowed us to achieve interesting outcomes as well as to prepare the national report that we from the Permanent University of the University of Alicante are now presenting.

METHODOLOGY AND APPROACH ADOPTED FOR THE STUDY PERFORMED AT THE UPUA

Our attention focuses on those older adults who are interested in learning but need some guidance or assistance to join educational programmes. The attached questionnaire has as its aim to supply essential information so that we can devise appropriate measures.

The survey is divided into the following areas of analysis: two separate sections, the first one referring to socio-demographic aspects as tools used to define our interviewees' profiles (Age; Gender; Level of Education; and Domestic Situation); and a second one related to training (the importance that respondents give to mature life; how they have got to know it; what experiences they are familiar with; which ones they see as the most appropriate and why; the social relevance of training as well as the format preferred by interviewees; and finally, some measures or suggestions which, in the respondents' opinion, are necessary for them to be able to become more deeply involved).

Seniors to whom the EduSenNet surveys are addressed

The targeted older adult respondent population was found amongst different groups belonging to the context of seniors. A distinction can be drawn between: a) seniors' associations which carry out leisure and free-time activities (usually at Pensioners' Centres and Homes and regional houses or centres); b) Municipal Community Social Centres; c) Preventive Care Centres for seniors: *CEAMs* and *CIMs*; d) Third-Age Homes and Day Care Centres; and e) Residents' and Housewives' Associations.

- a) The so-called Pensioners' Homes are municipal public non-residential service establishments created to provide social relationships and, in general, to ensure the personal development of their members and users.
- b) Municipal Community Social Centres are open and provide environment-interactive facilities,

a common space of both the formal and the informal sector which helps socialise and revitalise the community. They make it possible to develop projects and activities that promote coexistence as well as Community Social Mediation Services meant to improve coexistence between residents and to boost communication between individuals and groups of different ages. They also have an intergenerational nature, even though older unemployed or retired people are the ones frequenting them more often.

- c) Preventive Care Centres for seniors: CEAMs and CIMs offer specialised services and focus on keeping seniors in a physical and emotional condition that allows them to manage by themselves and to stay in their family and social milieu, ultimately seeking to postpone their admission to homes and hospitals. They are configured as units for prevention, health maintenance, rehabilitation, training, information, and for the development of activities focused on culture, leisure, coexistence and social promotion, oriented to favour healthy lifestyles while simultaneously revitalising group and interpersonal relationships. The aim sought is to prevent loneliness and rootlessness by becoming a support resource not only for seniors but also for their relatives –thus helping older people to remain within a familiar environment as long as possible. A number of requirements must be fulfilled to become a user of preventive care centres, namely: being 60 years old; and not suffering from any infectious-contagious disease or psychopathy which could disrupt the normal life of the centre.
- d) Third-Age Homes and Day Care centres. They offer permanent housing and overall attention to seniors who, due to their health- or family-related, social or economic problems, as well as because of limitations regarding their personal autonomy, cannot be looked after at their own homes.
- e) Residents' Associations are the ones legally organised as institutions for participation in public life and the achievement of shared goals by residents or people who live in the same community (the so-called «neighbourhood movement»). The community's territory defines the area within which each one of the residents' associations operates: it can be a neighbourhood, a city, a small town, a village, a residential area or any other type of urban arrangement. These organisations stem from the movements and dynamism of their members who feel encouraged to gather for reasons of good neighbourhood –they must not

be confused with homeowners' associations, though. Residents' associations –as well as Housewives' Associations, which have a stronger protest and social component focused on defending women's rights and interests– stand out as an essential element in Spain when it comes to processes aimed at social achievements; and seniors are usually represented and organised to a large extent inside them.

Ours is an extensive social group of older adult citizens distributed across different geographical areas in the Alicante province who have contributed enriching views and valuable outcomes to the EduSenNet study.

All the answers and conclusions supplied by these groups of interviewees and collected in this report attempt to offer a general overview of the situation.

MAIN OUTCOMES AND CONCLUSIONS DRAWN FROM THE STUDY

The survey was administered in neighbourhoods located on the outskirts of Alicante Town (with 55.34% of interviewees) and small municipalities and rural areas (the remaining 44.66%). In any case, these are areas where we have worked with the survey in: a) seniors' associations which carry out leisure and free-time activities (usually at Pensioners' Centres and Homes and regional houses or centres); b) Municipal Community Social Centres; c) Preventive Care Centres for seniors: CEAMs and CIMs; d) Third-Age Homes and Day Care Centres; and e) Residents' and Housewives' Associations.

The predominant gender is female (61.17% of those who responded) and the prevailing age group is the one going from 61 to 70 years of age (39.81%), followed by another significant group –71-to-80-year-olds– accounting for 28.16% of interviewees. It is additionally worth highlighting that the 81+ group (with 16.50%) slightly exceeds that of 50-to-60-year-olds (15.53%) –the involvement shown by this group of individuals of a more advanced age in our survey being highly significant.

Up to 55.34% of older adult citizens live in their own house or apartment/flat with their family; and the proportion of those who live in a pensioners'/old age home (25.24%) exceeds that of those living alone (only 19.42%); finally, up to 25.24% claim to have health problems which prevent them from following or being able to carry out formative activities.

The majority of this interviewed population had completed either Primary studies (34.95%) or Secondary ones (27.18%), and up to 88.35% recognise that training for learning in later life is important and show an interest in taking part in learning activities.

73.79% of our respondents say that the knowledge about possible training activities reaches them through friends, relatives and colleagues –it is also worthy of mention that according to 26.21%, this information comes to them from the Internet.

It also deserves to be highlighted that 58.25% of our respondents do not know what Universities of the Third Age are, as opposed to the remaining 41.75%, who do.

For the majority of them, the main reason to participate in training activities is “Finding out about things and Getting new information” (66.02%), even though “Meeting People and improving social contact” is also a strong reason (58.25%), together with “Being more active” (48.54%) and “Improving quality of life in retirement” (33.01%). Likewise, an outstanding proportion –19.42%– mention “Overcoming isolation” as their main reason.

According to 72.82% of interviewees, the possibility of receiving more information and a higher availability of training activities would be a way to boost their level of participation and this is actually one of the measures that they suggest in their answers to the last item on the survey questionnaire.

By contrast, another 27.18% would still not take part in such activities, for reasons mainly associated with personal and health problems (32.14%), due to lack of suitable means of transport (35.71%) or distance from venues (35.71%). These factors linked to dependence, reduced (or lack of) mobility or difficulty to get to the place where the formative action develops, along with lack of spare time (10.71%) and personal commitments –e.g. taking care of relatives– (14.29%) explain why that high percentage of individuals do not (or would not) participate.

The social aspect of training (learning in a group and in direct contact with the teacher) appears as essential for 96.12% of interviewees, with a prevailing role being played by aspects such as socialising, being able to ask questions and interact and enjoying the pedagogy and knowledge of a good teacher, in addition to finding a good reason to leave home for many seniors who thus find a

strong reason to take care of themselves (dressing up and looking good): going out, walking, and spending time with other activity partners.

However, it is worth stressing that up to 45.63% of our respondents would be willing to use new technologies and the Internet –either on their own or in groups– to follow a training programme. This percentage includes a majority of people who, despite claiming not to be familiar with ICTs or not to master them, would like to learn if someone helps them. Similarly, a small group highlights the advantages of this option in terms of convenience because you can learn from home and with flexible timetables, and they also point out that a huge number of possibilities for zero-cost learning are available on the Internet.

With regard to questions about the subjects or topics that respondents would like to focus on or develop, they cover a very wide spectrum, as specified in the answers to the question posed on page 15. They can be summarised in groups of subjects: 1) Most answers stress the interest to learn new things, because they believe that it is very good and important to keep acquiring knowledge and to know more and more; 2) Age and its relationship with the fast changes that take place; this is important in justifying participation in training; 3) The usefulness of training for physical and emotional well-being; 4) The aims of “distraction, entertainment, desire to socialise and participate”; 5) Covering personal aspirations of personal achievement and development by means of an education that they did not receive while they were children or youngsters; 6) As a necessary step in the preparation for retirement; 7) The need to continue professional training as part of a process to update active seniors’ knowledge and to improve their self-esteem; 8) Training to feel useful and help others.

Interviewees suggest launching personalised dissemination campaigns (lectures) which show them the value of these training actions and their practical side (with specific examples or cases); they ask for proximity and convenience so that they can take part in them (in their centres, near them, with flexible timetables); and with teachers, instructors or volunteers who are capable of satisfying the formative needs of older adults (pedagogy, patience, empathy) sometimes limited by physical and emotional issues or others related to culture or studies.

Finally, it deserves to be mentioned that our group of interviewees includes highly diverse realities when it comes to personal autonomy, cultural level, place of residence, the variety of services available

to them, economic situation, as well as the motivation which encourages them to participate. This is consequently a very heterogeneous group

that would require different responses and action plans suited to their respective demands and needs.



Participants of the 2015 Alicante project meeting of EduSenNet

Peer-to-peer training and active ageing: Becoming familiar with new technologies at the UPUA within a collaborative learning atmosphere

José Luis Casal and Felipe Castejón, Alicante (Spain)
Senior Students and Peers

TRAINING BETWEEN PEERS AND ACTIVE AGEING: CLUB EUCONET -A 'GOOD PRACTICE'-

Club EuCoNet constitutes a 'Good Practice' derived from the EuCoNet Project, the objective of which was to help seniors to use the Internet.

Club EuCoNet has as its aim to favour the creation of an environment for the learning and acquisition of skills using the New Information and Communication Technologies (NICTs) where participants share their knowledge and capabilities with a learning-teaching style that is appropriate to those NICTs. People with a greater knowledge help and share their skills with other participants who have amongst their personal goals to acquire such knowledge and capabilities.

In 2005 the University of Alicante joined the European NICT learning projects for seniors through the Permanent University Programme.

Prior to the challenge of facilitating Internet access for most Europeans, a considerable number of European senior citizens risked being left out of this technological development. Age was an evident exclusion factor at the end of the past century.

EuCoNet (European Computer Network) was born back in 2005 with the specific objective to deal

with this problem. It was a project sponsored by the European Community within the framework of the Socrates-Grundtvig Programmes and created to facilitate access to the Internet, especially for older adults.

The aforesaid EuCoNet project served to undertake numerous research studies, as well as to develop methodological analyses along with practical and didactic experiments, in order to design materials, tools, learning systems and best practices, as well as courses specifically designed for senior citizens who wished to learn how to use the new technologies. This has allowed seniors to share their basic knowledge regardless of time- and space-related circumstances, and within the framework of new technologies. Multimedia systems, blended learning, virtual classrooms and authorised learning projects have been the key aspects of EuCoNet.

With this aim in mind, the different national groups belonging to the project worked in close collaboration via the Internet, using already existing channels or creating new ones. The instructors for these courses and best practice models were recruited amongst the most advanced older adult students.



As one of the first steps, the Project partners additionally released a whole series of publications meant to encourage the senior population to use the

Internet. These informative campaigns were developed with the help of all the available mass

media, i.e. newspapers, radio and television, sought to ensure a wide dissemination of the message.



In some countries, cybercafés as well as seniors' associations served to spread this information even more widely. The informative brochures and CD-ROMs specifically designed to cover the needs of this population segment equally contributed to the achievement this aim.

The activities resulting from the Euconet Project have largely increased in terms of both frequency and intensity during the last few years. In this way, the project sponsors have managed to reduce the fears and reservations which used to prevent the European senior population from taking advantage of the multiple applications of computers. Likewise, an effort was made to make people with limited mobility aware of the great possibilities to overcome their difficulties to move around and, therefore, to remain up to date in terms of training, education, and communication, and to prevent the growing isolation suffered by aged and disabled people in modern society.

In short, EuCoNet has sought to connect older adult citizens, both virtually and physically, so that they can develop their own capacity to communicate with one another making use of new technologies. And on a broader, more international scale, the achievement of those goals through the EuCoNet Project has served not only as a bridge between the different generations but also as a connecting link between people from the highly diverse European cultures.

A direct outcome of this project was the innovative initiative —*Club EuCoNet* [Euconet Club]— set in motion during the 2003-04 academic year thanks to the efforts of a group of voluntary students enrolled in the Permanent University of the University of Alicante who formed part of the EuCoNet international work and research group, which sought to help UPUA students to become familiar with computer use. In fact, the practical results of

the project were highly valued by the European Union as an example of good practice in a report released in 2007.

CHARACTERISTICS AND AIMS OF TECHNOLOGICAL VOLUNTEERING: CLUB EUCONET

The main objective consisted of helping other students interested in approaching the New Technologies. Above all, the project was oriented towards every student wishing to start working with computers as well as to those who wanted to solve specific problems, and more importantly, to overcome their fear of computers.

The Euconet Club which —as noted above— started functioning in 2003, offering a type of learning and improvement in the mastery of the new Information and Communication Technologies (ICTs) for seniors developed within a collaborative environment where training between peers with a similar age and life experience, sought to ensure the personal and overall development of participants.



The PEERS or F1 receive an emotional reward in return, since they have the chance of sharing their skills and experiences, which in turn helps them to grow as individuals and to age in an active way, being helpful to the society around them.

The central aim is to meet the specific objectives explicitly mentioned in the proposal document for the creation of the Club, which arose from the reflection undertaken by the research group within the framework of the EuCoNet Project, namely:

- Developing and standardising *Campus Virtual* (UA's intranet) not only as a tool of contact with the University of Alicante but also as a working context for students. Hence our insistence on the need for training courses as well as on the tutoring and supervision of the training received.
- Promoting contacts between the UPUA students keen on learning about ICT utilisation.

- Generating a culture of voluntary service through the creation of a small group of 'cybervolunteers' who can collaborate with the Club
- Establishing training and collaboration forums in environments where New Technologies prevail
- Consolidating a guided Learning and Self-Learning Project based on materials, tools and support groups: (as highlighted above, the focus is always placed on students who want to take their first steps in the field of the Internet and ICTs, leaving behind their fear not only of computers but also of university as a whole).



Other longer-term objectives that will become feasible as the Euconet Club reinforces its structure and significantly increases the number of its members –as it has been happening during these years– are: the preparation of research papers, along with the organisation of conferences, debates, seminars and workshops, as well as the contact with different study and self-learning groups.

FUNCTIONING

The club brings together Students-Tutors (F1) and Student-Participants, and sometimes receives the support of experts and academics in special sessions revolving around current, high-impact issues.

UPUA's collaboration with the Diploma Senior lecturers as well as the Computer and Space Management Services of the University of Alicante led to the availability of NT-equipped classrooms for this initiative, along with the implementation of a support and monitoring system for the EuCoNet Club, which focuses on tasks of maintenance, content update and improvement of the software and hardware required.

At the beginning of each academic year and once the Diploma Senior students have enrolled in the Permanent University, those who show an interest in joining the Club are summoned to an information

meeting, during which the registrations are made and the following aspects become established:

- The work schedule
- The Club's timetables
- The distribution of tutors and students between groups

Enrolment is free of charge but a *sine qua non* is to have enrolled in one of the subjects included in the UPUA programme of the current academic year, thus following the general regulations concerning enrolment and operation at our academic centre.

General Sessions on Specific Themes are held on a quarterly basis. During these sessions, the specialists and academic coordinators deal with specific issues of common interest within the context of research initiatives associated with relevant topics in both ICT-related or social matters.

METHODOLOGY

The learning style is a 'cocktail' with the following 'ingredients':

- An active self-learning base
- A great dose of well-defined specific personal objectives
- 'Pinches' of punctual help, if necessary, provided by F1 collaborators

MATERIALS

Ever since the *Club Euconet* started operating, a variety of workshops and seminars have been organised thanks to both the collaboration of experts in certain fields or subjects, and the enthusiasm of students. This joint effort has led to the creation of materials which are now at the disposal of other older adult students and, of course, all the members of our Club.

A web portal in Spanish, English and Catalan was set up, which has acted as a platform for the development of activities focused on the acquisition of a more in-depth knowledge about computer skills, within a participatory, collaboration-based environment that allows students to play a starring role in their own learning –and, most importantly, at their own pace. The steadily growing number of participants shows the success achieved by this initiative, which in turn greatly favours the dissemination of the various materials developed:

- Picasa Instruction Manual
- Configuration of Outlook Express for Gmail
- Configuration of Outlook Express for UA's webmail

- Configuration of Outlook Express for Yahoo
- Basic computing (Power point presentation)
- Aggressiveness on the Net
- PC Maintenance (free of viruses, spyware and other 'aggressors')
- Lost in Google
- Search for hotels
- Flight ticket purchase
- Computer-based leisure web-addresses
- Publishing on the Internet

Access is additionally provided to links of interest which can help participants with their knowledge, practice and training:

- *Direcciones de Ociomática* [Computer-based Leisure Web-Addresses]

Impact, transferability and sustainability

Impact

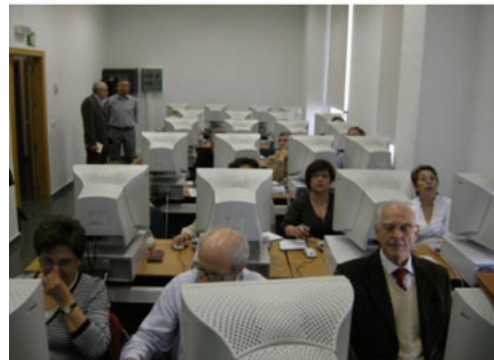
This Good Practice has resulted in the creation of a Social Network on Facebook ('Club Euconet' Facebook Group) which has as its aim to boost learning and improvement within the area of New Information and Communication Technologies (NICTs) for seniors.

The success of this initiative made it necessary to increase the number of hours and classrooms dedicated to this good practice (4 hours a week at present), as well as the number of tutors (currently 6), special attention being paid to intergenerational activities and various current and high-impact topics such as 'use of smartphones' or 'social networking,' amongst others).

With the invaluable support offered by the Permanent University of the University of Alicante, the Euconet Club has organised gatherings and workshops with other local centres, institutions and associations. These aim to ensure transfer of knowledge to other interested organisations, to make impacts as well as to implement other best practices with similar characteristics.

Participation and impact reports

A total of 269 students participated in the 34 sessions held between October and June of its first year, figures that rose to 1,494 participants and 58 sessions in 2014. Those who attend the Club's sessions demand more and more new training every year, in different skills adapted to the ICT breakthroughs which appear in an ever-changing world and a highly-advanced technological society like ours.



Peer-to-peer training has great advantages, both for those to whom it is addressed, who feel more at ease, and for those offering that training activity on a voluntary and altruistic basis, who feel rewarded by the recognition received. For both parties, it constitutes a stimulus for active ageing through training in ICTs.

FIs carry out an assessment of the activities performed on a yearly basis and keep a diary or 'log' throughout their development, which collects the perceptions, needs, problems, achievements and expectations for the following year, together with proposals for the future and alternatives for improvement.

All the above is shared with the Permanent University, which then offers support in terms of infrastructures and physical resources (classrooms, hardware and software) needed to carry on with this project successfully.

For more information, visit

<http://www.universidadpermanente.com/iniciativas/es/content/antecedentes-el-proyecto-euconet>

Gallery of distinguished EFOS members

In memoriam

Dr. Jutta Arnold

13.1.1936 - 27.11. 2015



With the passing of Jutta Arnold EFOS has lost a longstanding active member. From 2000 onwards, health permitting, she regularly took part in EFOS meetings representing the Berlin Academy for Continuing Education (*Berliner Akademie für weiterbildende Studien e.V.*).

Immediately following the collapse of communism Jutta Arnold set about trying to establish joint activity in East and West Berlin in the field of continuing academic education of older people, which led to the creation of the Berlin Academy for Continuing Education. From then on she continued to be an important link between the two parts of the city and made a significant contribution to the design of a cohesive educational programme.

In this context she established and nurtured partnerships with universities and institutions in Germany and beyond and thus ensured that the Berlin Academy had a firmly established place within academic continuing education. She also provided a solid link with EFOS.

I personally made Jutta Arnold's acquaintance at the end of 1990 during an exchange between the Berlin Academy, 50+ students from Magdeburg and the Groningen Senior Academy. She immediately stood out as a driving force in the design of the programme and as an active contributor to the discussion. For this reason I was very pleased to meet her again in 2002 at the EFOS meeting in

Bratislava. She not only made an active contribution to the programme of the meeting but also obviously enjoyed the social get together in the evening. Personal contact with the other EFOS members was very important for her. It was just the same at later meetings. Above all in her contributions to discussion there was an emphasis on the design of older persons' education and the contribution that EFOS could and should make to its development.

Even during her serious illness Jutta Arnold maintained her contact with EFOS and kept us fully informed of developments in the Berlin Academy. Unfortunately it was only possible for her to take part in a few more EFOS meetings with the last occasion being in 2014 in Graz. After that our contact was limited to emails and a few phone calls. The last time I met her and her husband Wolfgang was in August 2015 during a stay in Berlin. She was already showing marked signs of her illness but in spite of this she had not lost her interest in the affairs of EFOS.

Jutta Arnold's lively and committed contribution to EFOS and her personal contact will be missed by us all.

Peter Hug

(Translation from German: Stanley Miller)

Mag. Herta Spitaler

General Secretary of EFOS from 1996 to November 2011



For our series of „EFOS members contributing to the development of EFOS“ in which we will present one of our members in each edition of EFOS News, we have chosen this time our colleague and valued friend of many years, Herta Spitaler.

And so one snowy winter morning I took the train from Bratislava to Vienna to ask Herta some questions as an „amateur journalist“. When I arrived at Herta's home I was greeted also by EFOS colleague Mag.a Gerti Zupanich. And so we started our talks.

Question: How did you learn of EFOS?

A friend of our family, Erika Wergetis (who died several years ago), was already in contact with the students' organization at the Vienna University (OeH). She introduced me to Horst Leonhard who was also active in the OeH. Horst in his charming and convincing manner described the advantages of EFOS to me and at the same time got me to work with him together for the senior students. This was in 1994. In that year I also took part for the first time in an EFOS meeting together with AIUTA in Vienna.

Question: What did you expect from your membership in EFOS?

I had always had been interested very much in foreign languages and I hoped that in EFOS I could use my knowledge of English, French and Italian. Later on the work in EFOS projects allowed me to use those languages for the project work as well as for the friendly contact with other senior students throughout Europe whom I got to know through EFOS.

I very much liked (and like) the idea of „lifelong learning“ and through my work at the students' association I was able to speak to other interested seniors in Vienna who wished to take up academic studies.

Because of my love of other European countries, languages and literature I think of myself as a true European and not only as an Austrian person. (Austria is a small country and thus my life would

be very restricted). The European idea was always important to me and the international contacts and the network of senior students in other European countries was one of the main reasons why I wanted to be a member of EFOS.

Question: How did your work in EFOS continue?

Many persons in EFOS were important to me. Besides Horst Leonhard, there was also Adrien Veillon from Basel who was a very nice person with his enthusiasm for EFOS and the meetings he arranged in Klingenthal.

In 1996 I took over the position as General Secretary of EFOS from Rosemarie Kurz from Graz which I then passed over to you, Katharina, in November 2011 at the meeting in Vienna.

Question: Aims of EFOS – How can we translate them into action? How can this happen in Vienna?

I identify myself with the aims of EFOS. I think it is important that older people continue to study, to take over new tasks and to get in contact with other persons of similar interests who wish to participate actively in society. It is important to support the causes of older people in the community and within political parties. Unfortunately, in each field there is always a shortage of money available for seniors.

Katharina:

You are a very active senior. Besides the membership in EFOS you are singing in the choir of the Vienna University „Femmes vocales“ and you practise Yoga and gymnastics.

Your husband Wolfgang, who last year in June had his 80th birthday, has also been an EFOS member of many years, like you he is interested in music and languages. As a senior student at the Vienna University he studied the Slovak language. Through his contacts with the Slovak language and through EFOS membership he can take advantage of the contacts with people from Slovakia.

Question: Your cooperation with your husband Wolfgang? Which items and projects?

The work regarding „values“ was interesting for us, i.e the „Value study 2011“ and „Values and morality from the point of view of seniors, 2012“. The aim of these projects was to further exchanges and mutual understanding as well as the acceptance and tolerance of special features in various countries. Or the topic of intergenerational solidarity.....and so on.

Both Wolfgang and I took part in the EFOSEC and VECU projects. The work with the proverbs and the cooperation with other colleagues on the same topic was an instructive and also amusing time especially with the answers and results from young people.

Question: What should be done for the future of EFOS?

For me it is very important to disseminate the idea of EFOS throughout Europe. We should do more in

terms of public relations; interviews, discussions with politicians, letters to newspapers etc.

In Vienna it gets more difficult to recruit people to come to the EFOS meetings in other countries because we no longer receive financial support from the Vienna students' organization and so people have to pay the travel from their own pockets. I personally like the work in EFOS since I met many friends in other countries with whom I am still in contact outside of EFOS meetings. I still feel close to EFOS and will come to the EFOS meetings in the future, as long as possible.

Katarina:

Dear Herta, I thank you for our conversation. I hope that we will have many opportunities in the future to spend „EFOS time“ together.

Dr. Katarina Grunwald



News in Brief

Berliner Sommeruni

The ‘*Berliner Akademie für weiterbildende Studien*’ is organising their ‘Sommeruni’ (summer university) from 29 August till 4 September 2016, this year in cooperation with the Technical University Berlin. The theme is “FUTURE OF THE CITY, challenge for society and science”. Further Information on http://www.berlinakademie.de/su_ankuendigungen.php.



40 years University of the Third Age in Wroclaw

From 4 to 6 July 2016 the University of the Third Age of the University Wroclaw (Poland) will be celebrating her 40th anniversary with an international scientific conference about „Seniors for culture”. Further information via utw.wroclaw@gmail.com.

