



Pilot project "Danube Seniors' Universities" – DASUN

Transfer of good practice in university-based academic education for older adults in the Danube Region as a bridge between science and citizens



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1. Introduction to the Pilot project

Transfer of good practice in university-based academic education for older adults in the Danube Region as a bridge between science and citizens.

Introduction

All European societies are affected by the demographic change and the rapid changes of economy, science and technology. It is a necessary precondition for societal participation, in a society based on democratic values, that citizens are informed about the principles and consequences of those change processes. Only then can they position themselves and become actively involved in society. Lifelong learning (LLL) of people of every age group, also older adults, is therefore not a luxury, but a societal necessity. It is thus the responsibility of universities to attend to their mission of education also in the area of general continuing education.

Due to the improvement of health care and education systems, there are a growing number of people aged 50+ who are in possession of various competences and can bring their knowledge and their experiences to society, science and economy. Innovative science-based educational programmes should give them the opportunity to enlarge and deepen their knowledge concerning central societal issues, to connect it with their own experiences and encourage them to share it with others, especially members of the younger generations. University studies for seniors have been established in Germany since 1986; at the moment, more than 50 universities offer education for older adults.

A good example of the implementations of such science-based offers for people in the third age are the so-called "Seasons' Academies" of ZAWiW of Ulm University¹. These take place twice a year since 1992 as compact education offers for older adults. Formally, there are no requirements for participation; all people interested in further education are welcome to attend, however especially people in the third age. The concept of the "Seasons' academies" links scientific further education with the exchange of experiences and acquiring of new competences of the older and the formation of new ideas for possible useful tasks for the future. The "Seasons' academies" build a bridge between science and citizens and are a basis for the activation and societal participation of many seniors in the greater area of Ulm/Neu-Ulm.

ZAWiW initiated the European network "Learning in Later Life" (LiLL) in 1995, in which institutions of science-based further education from 21 countries exchange on a non-formal basis and use the opportunity to develop new forms of activating learning and societal participation

1 More Information about the Seasons' Academies at www.uni-ulm.de/uni/fak/zawiw/akademie/de (content in German)

in transnational co-operations, both on teachers' and on seniors' level. Through its long work in project on European level, ZAWiW has gained good insight in the structures of senior education in the different European countries. In the south-eastern part of the Danube Region, structures of general education, especially senior education, are hardly existent; in many countries, there is absolutely no contact between the universities as an engine of innovation, and the citizens. However, there is great interest in the matter from the sides of pensioners- and cultural associations, whose members try to realise LLL-offers. The universities themselves start to show an interest themselves now, to build offers for older citizens. This became, for example, apparent in the framework of a workshop, financed by the European Commission, which ZAWiW conducted this year in April with representatives from universities, NGOs and seniors from 8 Danube countries, in the learning partnership "Danube-Networkers", which ZAWiW coordinated from 2008-2010 with partners from 7 Danube countries as well as in many conversations in the framework of the five Danube Strategy Conferences of the European Commission from February until June 2010.

The pilot project DASUN

Project website: www.dasun.eu

Duration 01. December 2010 till 31. July 2011

Funded by: Baden-Württemberg-Stiftung GmbH and Heidehof-Stiftung GmbH

Partner organisations

ZAWiW der Universität Ulm (Project coordination)

Serbia: University of Belgrade, Faculty for Philosophy, the association "Universities of the third age" and National Foundation for Human Aging Dr. Laza Lazarevic

Romania: University Craiova, Institute for Adult Education and Window Association Romania

Bulgaria: University Rouse and The Pensioners' Union 2004, section Rouse

Bulgaria: State University for Library Studies and Information Technologies Sofia with The Association of the University Libraries in Bulgaria (AUL) and Pensioner association section Sofia

More information at www.dasun.eu/partner-groups

Target group

Older adults (50+) interested in further education and societal participation wanting to refresh and enlarge old competences and share them with others.

Multiplicators working with seniors and in education wanting to carry the idea into other organisations in the realm of civil society.

Summary

On this background, a pilot project was implemented with the aim of developing in cooperation with four universities (together with NGOs) from 3 Danube countries (Bulgaria, Romania, Serbia) guided and counselled by ZAWiW, Germany, concepts for academic continuing education program for older adults as a bridge between science and citizens, designed to fit to the local frame conditions. The concepts were individually adapted to the circumstances of each partner, implemented and evaluated, in order to develop sustainable concepts and educational praxis. At the start, concepts and good practice of scientific further education for older in Europe, as preparation for new tasks of the older in society, science, economy and culture, were introduced. After that, each project tandem (each university co-operates with an NGO) developed a concept for an academy day concerning the topic "Ageing and Society", implemented and evaluated it. They were supported in this process by the consultant team of ZAWiW and through an exchange with their colleagues from the other partner tandems (two personal project meetings, via mailing lists, exchanges over video conferencing). The needs and demands of the partners organisations and learners were researched and implementation models discussed. At the end, the experiences were evaluated and documented. They should serve as basis for future work on location, but also for the multiplication of such forms of academic continuing education programs on other locations.

Basic requirement for the institutions participating in the pilot project was the establishment of a project tandem between a university and an NGO. Thereby, not only the science-oriented contents and the reflexion of the methodological processes were secured (by the universities), but also the access and proximity to the target group, their needs and interests (through NGOs like pensioners associations, cultural institutes, etc.).

By developing such structures in the Danube Region in the future, older people will get the change to stay informed, acquire new knowledge and develop personal skills. Furthermore, new possibilities of orientation and new fields for meaningful, socially relevant activities can

open up for them, in which they might be able to start an exchange between the generations, nations and cultures.

Academic continuing education programs can create a realm for exchange for competent people of the third age, they give people the opportunity to stay active and engaged and open important societal resources for the future.

Project aims

The pilot project contributed to the building of bridges between universities and NGOs, exemplarily in three Danube countries, and fostered the idea of LLL and active ageing for older adults in the Danube Region. One of its main aims was to establish academic continuing education programs as regular offers in the partner organisations and foster the transfer to other universities/NGOs in the partner countries.

In detail:

- Developing university based education programmes for the target group “older adults” and making it accessible to the public in co-operation with education and culture associations.
- Defining (through analyses of the organisations, teachers and representatives of the target group) and implementing conditions that foster quality- LLL offers for older adults in the partner universities in the Danube Region.
- Giving older adults the opportunity to be further educated, to deepen their competences and implement them in new, meaningful tasks.
- Initiating and documenting the exchange of examples of good practice among the institutions of senior education
- Creating interest in the university based education programmes in the professional networks and making known the benefits for both the learners and the organisations
- Building basis for the continuation of the tested educational programmes in the partners’ organisations
- Building basis for future co-operations and a network of educational institutions and NGOs in the Danube Region

Project activities

Beginning of the project	1.November 2010
<ul style="list-style-type: none"> • Development of criteria for the analysis of framework conditions by ZAWiW. • Structure and situation analysis on locations of the partner organisations - universities and NGOs. 	December 2010
<ul style="list-style-type: none"> • Development of the project website http://www.dasun.eu 	December 2010
<ul style="list-style-type: none"> • 3-day partners' meeting at Ulm University • Introduction to forms of academic-oriented measures for older adults 50+ (e.g. Season academies at ZAWiW of Ulm University and other models) as well as new fields of engagement for the target group in connection with the transferability to national/institutional contexts • Analysis, comparison and discussion of institutional and learner-needs in the national contexts of the partners and development of ideas for new fields of engagement for older adults • Development of evaluation instruments for the analysis of the academic continuing education programs (for universities, NGOs and learners) 	January 2011
<ul style="list-style-type: none"> • Development of a concept for each national university and NGO for the implementation of an academic continuing education program in their institutional context. • Development of concepts, PR work, etc. on site • Accompanying consultation by ZAWiW • Regular Exchange via mailing lists, video conferencing; co-ordination by ZAWiW 	till June 2011
<ul style="list-style-type: none"> • Implementation of the concepts in one day pilots (minimum number of participants 50, aged 50+) in cooperation with partner organisations (university + NGO) • Evaluation, SWOT analysis 	June 2011
<ul style="list-style-type: none"> • 2-day evaluation meeting at Belgrade University; each partner presents their concepts and evaluation results; outlook on the perspectives and activities of all partners in this area 	June 2011
<ul style="list-style-type: none"> • Written documentation of the work steps and concepts on the project website 	July 2011
<ul style="list-style-type: none"> • End of the project 	31. July 2011

2. The rationale: “Lifelong learning programmes for older adults as a societal necessity in the Danube Region”

The project DASUN was initiated in context of efforts made by ZAWiW of Ulm University and partners from the informal educational network “Danube-Networkers”. The network promotes lifelong learning, social participation of older persons and intergenerational dialogue in the Danube Region. In March 2010, ZAWiW of Ulm University, with the support of the partners from the Grundtvig Learning Partnership “Danube-Networkers” and colleagues from over 50 educational, cultural and social institutions in the Danube Region countries, submitted to the European Commission a statement entitled ‘Lifelong learning programmes for older adults as a societal necessity in the Danube Region’.

The statement provides contextual background to the project DASUN and other project initiatives developed after that.

Statement in the frame of the Public consultation of the European Commission on the European Union Strategy for the Danube Region, ZAWiW of Ulm University, March 2010.

The population in the Danube Region is rapidly ageing

The countries covered by the EU Danube Strategy face an enormous demographic change. According to the newest Eurostat estimations (1/2010), 23.3 % of the population in the Danube Region will be aged 65 and over in 2030 – considering that this rate is 16.5% in 2010, the next twenty years will bring an increase of 6.6%. All Danube countries will be concerned by this development, their ageing rate even exceeding that of the EU-27 (average increase of 5.8 %). Many Danube Regions are additionally touched by migration of the working population, aggravating the age shift. These changes imply major effects on societies, with consequences for the social, welfare and economic life as well as education and culture.

Older adults are valuable human capital

Considering this transformation process, it is surprising that the importance of older adults for all of society is often not considered enough. Seniors will make up almost a fourth of the population in twenty years – it is time to regard them as a valuable constituent of society and to foster their competences.

Older adults (55+) can no longer be regarded as a homogenous group of passive people or a burden in need of care. Rather, they are an active age group with various life styles and social milieus differing considerably between and within countries – just like any other part of the population. These heterogeneous persons possess experiences and competences that are valuable to society and to younger generations, e.g. in the fields of personal, social and professional competences. Older workers and their specific knowledge are needed in the Danube Region labour markets. The active participation and social inclusion of this group of the population fosters civil society and is absolutely necessary for the prosperity of society as a whole.

In this context, lifelong learning is a necessity, not a luxury

To fully utilize the potential of older adults, they must have access to lifelong learning offers. As of today, seniors are alarmingly neglected when it comes to educational offers. This neglect is even apparent in the papers submitted in the context of the Danube Strategy: where education is mentioned as a priority, students and scientists are named as the target group. When issues caused by the ageing of society are mentioned, education isn't.

But contrary to widespread stereotypes, mental skills do not necessarily diminish in later life. Older adults just need to be stimulated by learning activities. Furthermore, brain research results show that learning improves seniors' health and is thus an important asset in health prevention.

Ageing societies like those in the Danube Region simply cannot afford to waste the enormous potential of older adults. Lifelong learning is the key to assuring that the competences and productivity of older adults aren't lost to society. It is imperative to provide this growing share of population with learning offers that are specially developed for them. Structures such as the Universities of the Third Age must be fostered and developed. Formal learning opportunities must be combined with informal and non-formal learning environments, e.g. in self-organized groups and postemployment activities. The importance of learning outside of formal structures is growing and should be acknowledged in educational policies and funding.

Lifelong learning as a bridge between science and society

In ageing societies, universities can no longer concentrate only on their traditional clientele. Offering opportunities for lifelong learning to adults age 55 and over should become a new priority. University-based lifelong learning has the task of informing people on the basis of scientific facts. It should raise the awareness for the impact that social and institutional reforms have on everybody in the Danube Region. Besides being a societal necessity, such offers directly benefit universities: they create a link between science and society that improves the dissemination of scientific results and the reputation of the university as an institution. By co-operating with NGOs, the positive societal effects can be increased even further. Structures of university-based lifelong learning already exist in numerous Danube countries, although they differ a great deal. These structures should be fostered and expanded or, where necessary, created. University-based (and other) lifelong learning offers shouldn't only address people with formal educational degrees, but rather all persons wishing to improve their education and wanting to participate actively in the learning process. Seniors can further contribute to intergenerational learning by bringing in their own know-how and experiences and transferring their knowledge to younger generations.

ICT offer great opportunities for learning and social participation

Information and communication technologies (ICT) can be an attractive way of learning together with others and of offering university-based lifelong learning outside of universities. ICT are becoming increasingly important in everyday life, be it at work or in private life. But in the domain of their use, there is a large gap between generations: all throughout the Danube Region, older people use Internet considerably less than the average of their country. But nowadays, the competence of using Internet in a productive way is a key qualification. That is why ICT are a necessary part of lifelong learning: they enable older adults to participate actively in society and to take part in e-learning activities. E-learning has the advantages of accessibility for persons in rural areas and for the physically impaired. It also offers the possibility of blending formal and non-formal learning by offering courses while fostering interactivity, communication and the creation of knowledge-based and social communities. Familiarizing older adults with Internet use in learning activities is an important step towards fostering their preparedness for political and social cooperation and participation. It enables them to make full use their potential.

Ways of fostering lifelong learning for older adults in the Danube Region

By creating a link between universities and society as well as using ICT in lifelong learning, the creation of a democratic knowledge-based civil society will be promoted. An idea to reach such a linkage is the creation of network between universities and NGOs to foster the exchange of good practices in seniors' education. This has already been tried on a small scale in the project "Danube-Networkers" (cf. the project description submitted with this paper), which was a pilot project bringing together university-based lifelong learning, ICT use and cross-border cooperation. As it has shown, the opportunities of ICT facilitate transnational cooperation and increase the benefits to be drawn from it, e.g. by enabling the involvement of inhabitants of rural areas. Generally, the EU should acknowledge the growing significance of lifelong learning for older adults by giving political priority to their social inclusion. The Declaration of the Danube Summit in Budapest in March 2010 attributes some general importance to civil society actors in a variety of fields. This is a step into the right direction of strengthening the civil society in the Danube Region. But political will should be moved even more towards lifelong learning and the inclusion of older adults. That is what this paper aims at. For the empowerment of this large part of the population and the prosperous development of the Danube Region, the issues described above are absolutely crucial.¹

1 More information at: www.danube-networkers.eu/project-statements.html

3. The model: Spring and Autumn Academies as a form of Continuing Education for Older People in Ulm, Germany

Carmen Stadelhofer, Zentrum für Allgemeine Wissenschaftliche Weiterbildung (ZAWiW) der Universität Ulm, Germany

History of the Spring and Autumn Academies



Plenary session at the Academy Week at Ulm

ZAWiW is a scientific institute of Ulm University, whose goal is to organise and implement the Spring and Autumn Academies and to develop and test new curricula and methods in the way of praxis-related research. Its initiation is the result of a regional and structural analysis that was carried out at Ulm University in 1991¹. In order to ascertain the conditions, needs and objectives of people in the third age in Ulm and the region who are interested in continuing education .

The results of the qualitative and quantitative study shown that the participants see the education offers in Ulm as being good, but there is a clear need for academic-oriented continuing education. The goal of such education should be to learn about new findings in research and to explore it in a critical way using own experience. The University was named as the body for the realisation of these wishes.

From the analysis of this study, a model of university continuing education was developed, the continuing education weeks, that took into account the above goals and wishes of the population group concerned, as well as the possibilities and limitations of the university concerning the financial, personnel and space resources. In March 1992, the model was implemented for the first time in the form of the Spring Academy `92 with participation of 120 older persons. On the basis of the positive public resonance, an Autumn Academy with 240 participants took place the same year. Since then, two Academies take place every year, in which since 1994 between 600 and 800 persons take part each time.

The Seasons' Academies address all older persons interested in general academic-oriented continuing education, especially persons in retirement and /or family phase, as well those who are in preparation for retirement or post- family phase. (Unter Bild: Plenary session at the Academy Weeks at Ulm). In 2011 ZAWiW had celebrated 20 years of successful Seasons Academies.

1 Hertrampf, Herbert/Stadelhofer, Carmen: "Ich hab' noch viel vor...! Eine Studie über Weiterbildungsinteressen im dritten Lebensabschnitt. Eine Studie in der Region Ulm. Universitätsverlag, Ulm 1991

The concept of the Academy Weeks and central themes

The Spring and Autumn Academies take place from Monday to Friday, from 9.00 to 16.00 hours, in the rooms of the Ulm University. Each Academy Week is designed in a way that the main theme is presented and discussed from the viewpoint of various scientific disciplines in lectures that take place in the morning. In three afternoons, the participants work in one of the working groups that are offered to approx. 40-45 subject areas.

The division into working groups takes place according to the wishes of the participants that they state in their registration form. Active participation is in the foreground of the methodical structure of the working groups. Some of the working groups continue also during the semester time.

On Wednesday afternoon, guided visits are offered through the research institutes of the University and selected external institutes, that provide the opportunity to inform oneself about current research.

On Friday afternoon, all participants can learn about the work and discussions that took place in all the working groups from reports from the groups. It is also the time for criticism, suggestions for improvement and wishes for future events.

A diagram of the events: Structure and schedule



The Academies are open to all, irrespective of age or education background, who are interested in academic themes. A fee is charged for participation.

The subjects of the Academies have always one central theme and orient themselves on the disciplines of Ulm University.

Examples of some of the subjects:

- Crisis as a chance?
- What education do we need?
- About camouflaging and deluding – Reports from various scientific fields
- Germany 2020 – Challenge of the demographic developments
- Globalisation and sustainability
- Learning and forgetting
- Europe – where from? – where to? – why?

The lectures, working groups and guided tours at the Seasons' Academies are carried out by university teachers from all university institutes. They provide their know-how and their time. Thus "with the support of many university teachers, the treasury of the university were opened" ¹, to provide an interesting offer of continuing education possibilities that responds to the wide interests.

ZAWiW's concept development and implementation of continuing education offers is based on a analysis of evaluation and acceptance of the education events and the survey of participants' wishes. In the 2nd half of the Academy Week, a questionnaire is each time handed out in order to win socio-demographic data about the composition of the participants, as well as their motives for participation, acceptance of the structure and implementation of the Academy Weeks, and to ascertain the participants' wishes and needs beyond the Academy Weeks.

From: Carmen Stadelhofer "Wie ein Stein im Wasser Kreise zieht...": Frühjahrs- und Herbstakademien als Möglichkeit der Weiterbildung älterer Menschen.' In Stadelhofer, Carmen (Hrsg.): Interdisziplinäre Beiträge zur Kommunikation und zur Mensch-Technik-Verhältnis, (Band6) Bielefeld, 1998, p.10-23

More information about the Season's Academies (in German):

www.uni-ulm.de/uni/fak/zawiw/akademie/de

1 Dr. Eberhardt, Chancellor of Ulm University at the opening of the Spring Academy,92"
in: Hertrampf/Stadelhofer 1992, p.121

4. The method: Learning through Research¹

Carmen Stadelhofer, ZAWiW of Ulm University, Germany

At the beginning of 'seniors education' at German universities, the motive of 'catching up', respectively the compensation of education deficits was the priority for the many interested participants, who due to biographical reasons could not continue their school education. Today, demographic and social developments are more and more present also in 'seniors' education': the number of the 'young seniors' is on an increase, they have better school education and health than their cohorts and they have many competences that they wish to apply actively in their new field of activity. For them, the (new)orientation towards constructive application of professional and personal competences is an important motive for participating in such education programs.

It is therefore necessary to find education forms that foster individual activity of older people interested in education, also in the form of scientific research and cooperation in research projects. The older students' biographically acquired perspectives, abilities and skills should be utilised in the process of selection and work on scientific subjects.

For the realisation of these goals, the method of 'learning through research' appears to be especially promising. It combines scientific continuing education as a didactic principle of self-steered widening and deepening of existing competences with the goal of making the products of the seniors' own research and reflection available to the wider public.

'Learning through research' as a principle of academic didactic was propagated for the first time in Germany in the Bundesassistentenkonferenz (BAK). Science is not seen here as a 'static possession of particular techniques and knowledge', but as a 'dynamic execution or a process of research and reflection', in which the learners participate.

In the present continuing education concepts in Germany, little has been developed and written about forms of 'learning through research' and the participation of older people in research. This applies especially to natural scientific, medical and technical subjects.

In the Centre for General Scientific Continuing Education (ZAWiW) of Ulm University, since some years, working groups are initiated in which senior students work systematically over longer periods of time on subjects selected by them using scientific methods and evaluating and documenting the results. The individual project groups are created in a process: within the frame of the Academic Weeks (see below), or through ZAWiW's other education programs,

1 Forschendes lernen: Stadelhofer, Carmen (Hrsg.): Forschendes Lernen als Beitrag zu einer neuen Lernkultur im Seniorenstudium. Neu-Ulm 2006

seniors interested in particular subjects get together and initiate a working group with the aim of working on a subject which is of scientific interest for them. The working groups work generally two to three years on one subject. There are 15 working groups at ZAWiW at present in the areas of 'Natural science, ecology, environment', 'Humanities, social sciences and economy', 'Medicine' and 'Informatics, in which approximately 150 students take part.

This involves:

- Individual work of senior students
- Work in working groups (partly intergenerational)
- Cooperation of senior students in research projects of the departments at Ulm University

The 'learning through research' of some working groups consists of systematic research of a selected issue, using the scientific instruments of the particular field, archive work, quantitative and qualitative methods of social research, microscopy, etc. And so the working group 'History' examines the demographic developments of various locations in the Ulm region, while the working group 'Time witness work' examines the 'Post-war in Ulm under American military government'. The working group 'Botanic' is concerned with the regional flora. Other working groups aim at testing and evaluating new methods in continuing education, they work in the way of action research in the frame of ZAWiW's research projects. The senior students in the working group 'Seniors and the Internet' develop and test methods and materials, which make older people's access to the Internet easier. The working groups 'European contacts' and 'Old and young together' test in creative way new forms of intergenerational and intercultural cooperation. Depending on need and demand, all seniors can take part in introductory seminars on the 'Methods of scientific thought and work' and on special methods.

In all working groups the Internet is a familiar media for information retrieval, research, communication, cooperation and self-presentation. Cooperation takes place over forums and mailing lists and chat, the working groups have each their own websites. The groups document the results of their 1-3 year work also in the form of exhibitions and brochures.

The experiences from the projects indicate that older people engage themselves in the way of 'learning through research' in the above mentioned areas, when the institutional preconditions are offered to them. The contributions, which the older people bring in, could be referred to - analogous to the concept of voluntary social engagement - as 'voluntary research engagement'.

As experience shows, the participants of the 'learning through research' working groups profit themselves considerably. A bonus is naturally the gained knowledge and competences in the fields worked on. The older learners see a special benefit in the result-oriented work in a group of people, who bring in very different life and professional experiences and in which there are no formal hierarchies. The shared challenge of focusing a subject, the stipulation of the methodical approach, the realization and the discussion of the individual working steps, the documentation of the results in the form of reports, exhibitions and brochures, require not only expert knowledge and the widening of existing knowledge, but also communicative, social and practical competences (for example the development and the layout of texts for brochures and exhibition boards), which have to be already there or be acquired.

Through this kind of project work interesting personal contacts come to being outside of the project group. The thematic work often becomes a bridge to younger people, who are interested in the perspectives or the older people's clustered (expert) knowledge or are asked as experts or discussion partners. Initiated are also talks in the family and friends' circles, where the participants get often large support for the researches or surveys, but are also challenged to legitimate their action.

It is clear, that the participating older people find it important to 'achieve something' through their work. And so the results of the work should contribute to bringing relevant social issues and not yet researched subjects to the attention of the general public. Their actions should also make contribution to science, for example through bringing attention to previously unregarded research fields, or when the views, perceptions and experiences of older people are taken into consideration in research issues and the development of research designs (for example in questionnaires). Typical situation is the exchange with other groups or persons, who work on the same or similar issues.

More information (in German) at www.uni-ulm.de/uni/fak/zawiw/forschendes_lernen/de

5. Experiences of the project partners: Belgrade, Serbia

DASUN – Spiritus Movens for seniors in Serbia

Natalija Milosevic, University of Belgrade

In the project “Danube Seniors’ Universities” (DASUN), which is funded from December 2010 to July 2011 by the Baden-Württemberg Foundation and the Heidehof Foundation, possibilities for science-founded education for older adults were analysed at the universities of Belgrade, Serbia, Craiova, Romania, Sofia and Rousse, Bulgaria in close cooperation with cultural and educational institutions. After the analysis, educational offers for seniors were developed and tested in each of the partner organisation. The “academy weeks” of ZAWiW, the co-ordinator and scientific lead of the project, served as a model. Each university determined the needs and interests of the seniors with the help of a questionnaire and developed a concept for an education day for seniors at their university. These seniors’ education days were held in May-June 2011.

Serbian team consisted of University of Belgrade – Faculty of Philosophy, as a university partner, and National Foundation for Human Aging Dr. Laza Lazarevic and University of the Third Age, as NGO partners.

In Serbia, situation looks like this: there are some institutions dealing with seniors. Most of them are homes for the elderly or they are related to health care. But the University of the Third Age is concerned about their mental condition and offers different non-formal educational programs like foreign languages, computer literacy, Yoga and Tai Chi, dance classes and art workshops of patchwork. Therefore, DASUN project offered very interesting new form of education for seniors – university-based academic education, which has not been established in Serbia so far.

Preparation

We were interested in our seniors’ attitude when it comes to these type of programs and the most important results of the initial questioning are:

84.5% of the 85 respondents would like to participate in programs of continuing education;

Regarding subject areas of educational programs, most of them are interested in foreign language, PC and Internet. On the “second place” are cultural themes and health;

Regarding the goals that the respondents connect with continuing education, 48.2% of them chose “I want to deepen my knowledge”, 40% of them want to stay mentally fit, 24.7% want to get together with people with similar interests and 23.5% of them want to understand things better.

Academic Day

The main event of the project was so called the Academic Day, held on Saturday, 11.06.2011. in the Faculty of Philosophy, in Belgrade, Serbia, in which the academic educational contents were presented to the participants. They were invited by the National.



Foundation for Human Aging Dr. Laza Lazarevic and the University of the Third Age to participate in this event and to bring up their impressions as well as ideas for the improvement and for the next Academic Day. The concept of this Day included lectures about experiences in education in the third age and the psychology of adulthood and aging, and also four workshops of the four departments from the Faculty of Philosophy: Ethnology and Anthropology, Art History, Archaeology and History.

Outcomes

The participants' impressions speak for themselves: 38.5% of the 52 participants liked this event, 59.6% said that it was very interesting and inspiring for them, and 1.9% of participants chose the answer "Other" and gave also positive comment: "I didn't expect this day to be so interesting". This refers to the Academic Day in general.

The participants' proposals for the next Academic Day and actions in this field, which interested us very much, were: to organize the Academic Day more often; to organize it as Academic Days/Week, not only as a one-day event; to organize workshops at different times, so that participants can attend not only one of them, but more if they are interested; to inform people about the project – especially through the media and associations/ organizations of pensioners; to expand the Academic Day to other faculties of the University of Belgrade and its scientific fields.



Problems to resolve

The main problem and barrier of participation of the potential students is financing these programs. Seniors in Serbia cannot afford to participate in educational programs because they have small pensions, have to pay medical treatment and medicines and often help their children who are possibly unemployed or have small salary. Therefore, we have to devise a special strategy to find sponsors, so that this idea can begin to live in Serbia and satisfy the hunger for knowledge and companionship of our old people.

Experience is our friend this time, but the irrefutable fact is that the elderly in Serbia want to be heard, that they want to have a part of the educational system as their own spiritus movens, so they can satisfy their educational and social needs.

6. Experiences of the project partners: Sofia, Bulgaria

Associate Professor Dobrinka Stoykova, SULSIT

The partners in the project DASUN in Sofia, Bulgaria were the State University of Library Studies and Information Technologies (SULSIT) in partnership with the Association of University Libraries (AUL). For all activities we received advice from the Zentrum für Allgemeine Wissenschaftliche Weiterbildung (ZAWiW) der Universität Ulm.

Preparation

During the first meeting in Ulm at the beginning of the project we made a brainstorming and decided some basics re thematic direction and structure of the planned education event for adults 50+ at our university. We made several assumptions about the learners' as well as institutions' needs and interests. That helped us to design a questionnaire. A sociological survey was conducted with 140 respondents. Included were adults from 50 till 90 years, with different professions and level of education. We aimed to receive information about the respondents' computer skills and if they are interested to improve their knowledge in that field. Then we had to clarify the form, themes, length of the education. Concerning the form, the biggest interest was shown in lectures, followed by practical education. Preferred were shorter education forms. Most popular themes were: "healthy manner of life"; "ideas for leisure time" "information for treatment of illnesses" and "information about heritage". This provided the basis for the design of our Academic Day.

Academic Day



The Academic Day was held on 8th June, starting from 9.30 until 17.00 o'clock. In the morning we had two lectures. The first one was "The Thracians and their belief in immortality" by Prof. Valeria Fol. The second lecture was "Typical third age diseases. Prophylactic and therapy possibilities"; hold by Dr. Petrov. All participants received leaflets with web addresses on the above themes. After lunch we made several short presentations, disseminated leaflets with useful information and made practical exercises. There was a computer for every participant

and tutors to help. The participants learned how to use Skype, how to send an e-mail, how to communicate per facebook. Others were interested in how to find information in the Internet

Outcomes

The participants filled also a feedback form. As a motivation for the presence on the Academy Day most of them indicated - "I want to learn something new". The majority of the respondents answered that they liked all presentations (70, 7%). They also said that the first lecturer was interesting, wonderful and incredible. Others indicated that they learned something new and interesting on the topic. The second lecturer was perceived as practical specialist in the most common diseases for that age. The most valuable was considered that the lecturer provides easy to implement information. Also all other presentations were highly appreciated. Special interest was shown in the practical exercises with the Internet, when the participants wrote their own e-mails, addresses in facebook and searched for practical information in Internet. We hope that this will help for better communication between older people. We hope that they will be more confident in searching for the necessary information on the web. In this we see the benefits of adult learning 50+ in universities.

The biggest percentage positive answers we received for the organization of the event. Most of the answers were - "I liked everything" or "I liked it because the topics were interesting, professional; presented in understandable language; there was a direct contact with the lecturers; the Academy Day was organized dynamically, I received useful information on an academic level." There were no negative answers. Most importantly, 94% of the participants were willing to attend future academic days..

Problems to resolve

In Bulgaria the work activity of the adults 50 + is very high and organization of the Academy Days must be comply with the working time.

In conclusion, we understood that SULTSIT, in partnership with AUL, disposes of enough technical equipment and premises for realization of Academy Days and other similar events. Both organizations can provide quality education how to use information technologies. In the future the Academy Days can be realized as cyclic initiatives. The target groups can be defined more clearly according to their life position and interests. Another option is to create special virtual programs to improve the information knowledge of working people 50+. We can also arrange for adults 50 + guided trips to new cultural and historical sites.

7. Experiences of the project partners: Rouse, Bulgaria

Emilia Velikova, University of Rouse

Abstract. The paper presents a concept for an academic program for continuing education of seniors created by the University of Rouse under the project DASUN.

Introduction

The project DASUN: Danube Seniors' Universities was supported by the Baden-Württemberg Stiftung, the Heidehof Stiftung and the Zentrum für Allgemeine Wissenschaftliche Weiterbildung (ZAWiW) der Universität Ulm.

Its main objective was the development of a concept for academic program for continuing education of seniors as a bridge between science and civil society.

Concept background

A research instrument (questionnaire) was developed with the methodological help of ZAWiW



team, to study the old people needs and the necessity of getting specific knowledge and abilities.

The survey conducted in Rouse showed that the seniors are interested mainly in: forming and development of skills in computer and Internet usage (93%); healthy lifestyles (13%); Bulgarian and foreign cultural-historical heritage (12%); intergenerational activities (12%), etc.

The most important expectations of the seniors from the continuing education are: to be together with people who have similar interests (20%); to be able to follow new social developments (15%); to be able to discuss things with other people, also younger ones (12%).

Four training groups were organized with four scientific subjects:

- 1.Group A: Healthy Lifestyle. Geragogy, Andragogy, Ethnologic, Physical Culture and Sport, Methods of Instruction in Physical Activities and Sport.
- 2.Group B: Bulgarian and Foreign Cultural-historical Heritage - Travelling from the Past to Tomorrow. Architecture, Ethnology, Folklore, Anthropology, History, Art.
- 3.Group C: Solidarity between Generations - a Message to the Future. Social Pedagogy, Age Pedagogy, Psychology, Sociology.
- 4.Group D: Computer and Internet Usage. Computer Sciences, Geragogy

The training in the first three groups took place on 14 June, 2011, the training in the last one took place every Saturday from April to July.

Academic Day



The “Academic Day” was an application of the concept created by the University of Rousse. The announcements were made on various occasions by Prof. DSc. H.Beloev, Rector of RU,

by Prof. N.Mihailov, the Coordinator of the project in Rousse and Vice Rector of RU and by Eng. Y.Kazakov, President of the Union of Pensioners’2004–Rousse (UP).

The Academic Day was open by official representatives of the national and regional government organizations and NGOs. 146 participants took part in it.

Group A. The subject was Geragogy and especially the impact of the aging processes on old people’s learning abilities and life quality, the psychological processes and scientific methods for their measuring, values system development. Important methods for healthy life style were presented by the lecturers and by the participants.

Main conclusion: do not leave your spirit inactive, do not stay alone, move and communicate!

Group B. The content was a lecture on the legislation of finding, preserving and popularizing the archaeological findings in Bulgaria and on the liaison between the archaeological findings and the current customs and traditions.

The participants presented customs, unique national costumes created 200 years ago.

Also presented by seniors and by students from the club "Keep Bulgarian Identity were traditional foods and other things of interest.

Main conclusion: in order to be preserved, the customs have to be popularized by older people among the younger ones, because losing them would mean losing our Bulgarian identity.

Group C had young and old participants. There was a lecture on the historical roots of the relationships between the different generations, scientific research on age and its physical and psychological characteristics. Young members of BRC showed life-saving methods for seniors.

Main conclusion: both young and old people have something to learn and to help each other.

Group D. The trainers were students – future teachers in mathematics and informatics and pensioners from Rousse.



Conclusion

Generally, the participants were satisfied by the activities of the Academic Day. The University of Rousse and the UP supports the ideas of the DASUN project and joins the conclusion that continuing education of seniors is necessary.

8. Experiences of the project partners: Craiova, Romania

Alexander Strunga PhD, University of Craiova

The University of Craiova is one of the largest educational and research institutions from Romania. The University intends to build partnerships between the institutions that are actively involved in working with seniors and geragogy and tries to address seniors' needs by developing educational programs and networks in the local (and national) community. The Academic Day is a part of the vast educational project, with the cooperation of the NGO Window Romania and other interested parties and stakeholders. The leaders of the University are also very interested to involve seniors in the educational activities, thus building bridges between people from different educational areas and interests.

Motto: "Seniors and University: together for successful education"

Participants involved in the project

Almost 50 seniors were involved in the project directly via collaboration with the NGO 'Window Romania' Association from Craiova, Romania. However, in the Academic Day, also young participants took part, especially from the Department of Education Sciences at the University of Craiova. Included in the group of seniors were also several persons with disabilities. The group was well balanced also from the gender point of view.

General description of activities

The project consisted in organization, implementation and evaluation of academic adult education (and more particularly seniors' education) event called Academy Day that is regularly implemented by ZAWiW of Ulm University in Germany. At the University of Craiova we organized a series of lectures held by the following professors: Corneliu Novac, Associate Professor of Psychology and Education Psychology; Remus Mogonea, Junior Professor, Junior Professor of Education Psychology; Claudiu Bunăiașu, Junior Professor of Education Sciences; Alexandru Strungă, Teaching Assistant in Education Sciences. We established a very good communication with the NGO



Professor Novac lecturing

Window Romania' and before the implementation of the program we organized together a round table to discuss our perspectives of the Academy Day and to make a survey in order to address seniors' learning needs. This information was subsequently used for the design of the curriculum of the Academic Day.

Achievements

The most important achievement was that the seniors became aware of the necessity of learning at an older age. They were highly interested in the lectures' topics and were also very active, i.e. putting questions and collaborating. They also requested to continue this program after the completion of the project which was our intention as well. Besides this exciting atmosphere of learning and enjoyment, the universities' leaders were also receptive: the Rector and Vice-Rector are becoming more and more interested in seniors' education encouraging us to establish a European Institute of Geragogy. The number of seniors who wish to take part in the next Academic Day is also growing. Also highlighted in the lecture of Professor Novac was the European dimension of collaboration and communication between seniors living in the Danube Region and we think that it is important to use in the future events a topic with European (and regional) relevance.

Impact, visibility and follow up

In our opinion the event was a success, creating a new tradition at the University of Craiova. The feedback from the seniors was very encouraging and the professors were proud to make a contribution to this very important subject that was neglected in our country for so long – seniors' education. We also plan to organize the event again in Craiova and also to develop this idea in other cities i.e. Timisoara (with the help of Cultural Association 'C. Brancusi') and in Drobeta Tunu - Severin (a university centre subordinated to the University of Craiova). Also, an article about DASUN will be soon published in the next number of our journal – Annals of the University of Craiova, Psychology and Pedagogy series. Finally, the posters we used provided our seniors with more information about the event. We also

danube seniors' universities „dasun”
Ziua Academică a Seniorilor
 14 Iunie 2011, Craiova, UCV, camera 321.322

<p>Rolul artelor in dezvoltarea imbatranirii active</p> <p>Această prelegere se adresează rolului din ce în ce mai mare pe care îl au artele în menținerea unui stil de viață creativ și activ la vârsta înaintată. Artetele pot contribui la dezvoltarea unei stări bune de sănătate, mentale și spirituale pentru seniori. Vor fi discutate mai multe aspecte legale de desen, muzică, pictură, teatru și altele, posibilități de colaborare între seniori și la nivel intergenerațional.</p> <p>Vor lua cuvântul: Cornelia Novac, Conferențiar dr., Universitatea din Craiova</p> <p>Expert Psihologia educației și Psihologia artelor, Psihologie</p>	<p>Sănătate și sport pentru seniori: perspective contemporane</p> <p>Potrivit mai multor cercetări, sănătatea este un subiect foarte interesant pentru seniori. În special în statele unde serviciile medicale nu sunt bine dezvoltate, informațiile privind alimentația sănătoasă, activitățile fizice, cele mai comune boli și resursele asociate cu acestea sunt de o importanță critică. În prelegere vor fi prezentate cele mai noi informații referitoare la cum își pot proteja seniorii sănătatea prin sport.</p> <p>Remus Mogonea, Lector Universitar dr., Universitatea din Craiova</p> <p>Expert în Psihopedagogie Socială, Pedagogie, Psihologie</p>	<p>Noi metode de învățare pentru seniori</p> <p>Această prelegere se concentrează pe cele mai utilizate metode de învățare utilizate de seniori, combinând cercetările empirice cu cele mai noi perspective psihologice și pedagogice referitoare la educația la vârsta a treia. Vor fi prezentate metode și instrumente de învățare, acordându-se o atenție deosebită unei perspective practice de a aborda probleme concrete ale seniorilor din viața de zi cu zi, prin utilizarea calculatoarelor și internetului.</p> <p>Claudia Bunișaga, Asistent Universitar dr., Universitatea din Craiova</p> <p>Expert în Expert în Pedagogie și Curriculum</p>
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hope that our professors as well as the collaborators from the NGO will serve as multipliers for the project DASUN, making the methods of the Academy Day known to the general public.

Conclusions

In our opinion, the Academic Day was a great success, because we accomplished all our objectives, creating in the same time an efficient network for seniors education.

The majority of seniors (82% from our feedback mini-survey) suggested to continue the event next year, being very interested in the topics (74%). The Academic Day was the first event centered on a partnership between UCV, NGO and seniors from the municipality of Craiova. We hope we will organize other events of this kind as well.

We received positive feedback from the TSTD's Director, Professor Viorel Ionel and from a UCV's vice-rector. Also the cooperating NGOs encouraged us to continue, offering their support and experience.

The main obstacle was that there aren't many NGOs specialized in seniors' education in Craiova and pensioners' associations are not so well organized so it was sometimes difficult to get in contact with the target group. But we've managed to overcome this with the help of ZAWiW that has a lot of expertise in this field and with the support of Cultural Association 'C. Brancusi' from Timisoara.

As drawbacks we observed that some seniors were reserved, not being so much interested in workshops. This passive attitude reflects, in our opinion, a certain mentality of the Romanian seniors, that after you retire you can't really continue your education or bring substantial contribution to the society. It is a mental representation that must be challenged!

Also the communist regime had a big influence in terms of seniors not being organized and without initiative for their own interests.

Recommendations

1. Continue building up a seniors education network in Craiova with the help of the University, ACB and Window Associations.
2. Workshop with UCV's and other professors with the topic of didactical methods used in geragogy, especially on how to activate seniors, raise their interest in academic-based education
3. Continuing searching for new ways of self-financing of the project and at the same time gathering additional funding and support from EU and Romanian local, regional and national authorities.
4. Doing further research in the field and publishing the results.
5. Lobbying for the creation of educational policies for seniors.

9. Outcomes and conclusions

Results of the SWOT¹-Analysis conducted by the partners and plans for the development of Academy Days at the partner institutions.

In the 3 partner countries Bulgaria, Serbia and Romania scientific-based continuing education for older adults had not existed before. The positive aspect is the high motivation of the participating partners in initiating scientific-based education programs for older adults and their recognition of the need of such programs in view of the changing demographic and social situation in the Danube Countries. All partners wish to continue offering such programs. Especially constructive was the cooperation of the Universities and the NGOs with their knowledge of the target learner groups of older people. This cooperation was recognized as essential to the success of the education offers and a start to developing education networks.

With DASUN being a pilot course that pioneered the idea of scientific-based continuing education for seniors at the partner institutions, some of the partners reported initial obstacles such as “lack of traditions in training seniors” and “lack of policy for training of seniors (Rousse), “not having a specific team for organization of the education event” (Belgrade), “university structures rigid” (Craiova), non-availability of infrastructure and resources (rooms, technical support) at the university during semester-time and the fact that in Bulgaria many older people are still working (Sofia). However, all partners were positive that such obstacles will be overcome.

The partners’ good experience from the pilot event, the positive response from the participants, the development of fruitful networking structures with other institutions and networks in the partner countries as well as current changes in education policies such as in Serbia should contribute to the change of the education culture at those institutions.

The partners’ concrete plans for the future were: to create differentiated educational strategy for people 50+ in retirement and who are still working and to develop eLearning offers that take place out of usual working times (Sofia), to continue building up a senior education network in cooperation of the University and relevant NGOs and promoting the subject of Geragogy at the University (Craiova), to create administrative capacity for continuing education of seniors and develop sectoral regional strategy for the development of continuing education of seniors (Rousse), to form a team with the task of organizing the future academic days, external and internal targeted marketing actions for public, funding bodies, etc. as well as relevant faculties at the university; application for financial support was made at the beginning of 2012 with the Society of Andragogy (Belgrade).

1 SWOT: Strengths, Weaknesses, Opportunities and Threats

Two surveys were made in the project DASUN: one to ascertain the older peoples' educational interests and needs and a second to evaluate the educational events organised in the frame of the project. The partners used questionnaires that were developed, tested and applied in the same contexts by ZAWiW of Ulm University and adapted them for implementation in their location.

A) Questionnaire for ascertaining the older people's educational interests and needs

1. Gender

- 1.1. Male
- 2.2. Female

2. Age

- 2.1. 40-50
- 2.2. 50-60
- 2.3. 60-70
- 2.4. over 70

3. Education level

- 3.1. Primary education (up to 9th class, 14-15 years of age, no school qualification for university, no professional training)
- 3.2. Secondary education with A-levels (can be also apprenticeship or professional training other than higher education, usually up to 18th years of age, the next level would be university, college, professional training)
- 3.3. Degree – University, technical college

4. Where do you live?

- 4.1. I live near the university and walk there
- 4.2. I take a bus
- 4.3. I have a car
- 4.4. I go with other people
- 4.5. I am not very mobile
- 4.6. Other.....

5. Occupation

- 5.1. Pensioner
- 5.2. Housewife
- 5.3. In a pre-pension period

- 5.4. In full employment
- 5.5. In part-time employment
- 5.6. Unemployed

6. In what kind of courses are you interested to take part:

- 6.1. Communication in mother language
- 6.2. Communication in foreign language (what language)
- 6.3. Internet & PC use and forms of application
- 6.4. Civic activities / voluntary work
- 6.5. Entrepreneurial education
- 6.6. Intergenerational activities
- 6.7. Science courses - natural sciences (medicine, ecology, geography)
- 6.8. Science courses – humanities (psychology, history, sociology, economy)
- 6.9. Cultural development (artistic creation, literature, music)
- 6.10. Modern team work, project work
- 6.11. Other.....

7. Which form should the offered education have (choose 3 answers)

- 7.1. Individual lectures or courses
- 7.2. Intergenerational learning activities, projects
- 7.3. Workshops
- 7.4. Seminars
- 7.5. Research/ project groups
- 7.6. eLearning
- 7.7. Circular lectures or courses going over period of some weeks, months
- 7.8. Other.....

8. Do you have access to a personal computer (PC)?

- 8.1. Yes
- 8.2. No

9. When you think about voluntary work, what kind would you be prepared to practice

- 9.1. Working with people in need in the neighbourhood
- 9.2. Teaching others
- 9.3. Engaging myself in a organizational work in a association or a club
- 9.4. Other.....
- 9.5. I am not interested

10. Do you have access to Internet?

- 10.1. Yes
- 10.2. No
- 10.3. I don't know

11. Did you ever enquire about the possibilities of continuing education for (older) adults?

- 11.1. Yes
- 11.2. No

12. Do you know institutions that are offering courses for adults?

- 12.1. Yes
- 12.2. No

13. Do you know institutions that are offering courses for seniors

- 13.1. Yes
- 13.2. No

14. How much time are you prepared to spend on education?

- 14.1. 1x- 2x monthly
- 14.2. 1x weekly
- 14.3. 2x weekly
- 14.4. 3x or more weekly
- 14.5. Several day seminars
- 14.6. Other.....

15. Which expectations, goals do you connect with continuing education (<3 examples)

- 15.1. I want to understand things better
- 15.2. I enjoy it
- 15.3. I want to deepen special interests
- 15.4. To come together with people who have similar interests
- 15.5. Because my friends/partner take part
- 15.6. To stay mentally fit
- 15.7. As a way to prevent boredom
- 15.8. As a way to stop loneliness
- 15.9. To realize what I did not have time for before
- 15.10. To be able to follow new social developments
- 15.11. To be able to discuss thing with other people, also younger ones
- 15.12. To increase my employment chances
- 15.13. Other reasons.....

16. Are you interested in a certificate or other form or confirmation of your attendance in the course?

16.1. Yes

16.2. Not important

16.3. I don't know yet

17. Do you think that adult education courses are useful for you?

17.1. Very useful

17.2. Useful

17.3. Not useful

18. Would you invest money to participate in adult education courses?

18.1. Yes

18.2. No

19. What could you pay for participation in (Here please enter your own categories and fees):

e.g. Workshop in natural sciences /humanities (1 day with lectures, working groups)

Computer and Internet courses (2 hours a week over period of 2 months)

eLearning course (3 week moderated eLearning course in your subject of interest)

Other.....

B) Example of a questionnaire for ascertaining the response to the education events

Dear participant of the „Spring Academy 2011“

Our aim is to continually improve our education programs. And so we are always happy about praise, critical comments and suggestions from you. Please be so kind and answer the questions below about the lectures, the working groups and the special half day offers of the “Spring Academy 2011“ and about our future offers.

Background: we always hear comments that differ very much. What is seen as being positive by one person, can be experienced by another one totally differently. This can be determined by different expectations, conditions, interest focus.

So that we can gain a comprehensive impression, it is important for us from the ZAWiW-team as well as for the tutors, to get as large as possible feedback (positive as well as critical). We are also very interested in ideas and wishes for future subjects.

So please give feedback on the following points:

- 1a) The whole of the academy week
- I found it interesting and inspiring
 - I liked it
 - I did not find it all that interesting and inspiring
 - Other: _____

- 1b) The form of the lectures from different perspectives
- I found it interesting and inspiring
 - I liked it
 - I did not find it all that interesting and inspiring
 - Other: _____

Main lectures:

- 2a) The lecture from Prof. Dr. Jones: „XXXXX...“
- I found it interesting and inspiring
 - I liked it
 - I did not find it all that interesting and inspiring
 - Other: _____

- 2b) The lecture from Prof. Dr. Jörg M. Fegert: „XXXXX...“
- I found it interesting and inspiring
 - I liked it
 - I did not find it all that interesting and inspiring
 - Other: _____

- 2c) The lecture in Wednesday from Dipl. Phys. Smith: „XXXXX...“
- I found it interesting and inspiring
 - I liked it
 - I did not find it all that interesting and inspiring
 - Other: _____

Comments to the overall thematic field of the Academy:

Working groups

3a) The working group no. _____ moderated by _____
On the subject _____

- I found it very interesting and inspiring, because _____
- I liked it, because _____
- It did not inspire me all that much, because _____

3b) My expectations on the subject of the above group were

- fully satisfied
- only partly satisfied
- not at all satisfied

The reason:

Wednesday offer: (The Wednesday offers can be lectures, excursions, seminars on various subjects, not only on the subject of the academy, but other thematic areas that are of interest to the learners)

4 The Wednesday offer no. _____ moderated by _____
On the subject _____

- I found it very interesting and inspiring
- I liked it very much
- I did not find it very inspiring, because _____

5 Do you have suggestions for other Working groups in the Season's Academies (name of the tutors or subjects)?

6 We search for ideas, how we can win people in the 3rd age for the Academy Weeks.
We are grateful for your proposals.

University of Belgrade



Universität Belgrad Logo University of Belgrade is the biggest and the oldest higher education institution in the region, founded in 1905, which consists of 31 faculties, 11 research institutes, the University Library and the 6 centers, with about 90 000 (ninety thousand) students and almost 7 000 teachers, researchers and assistants. Study programs are compliant with the Bologna Declaration principles since 2005. The University is composed of the following faculties, classified according to scientific fields in the faculty group: group of Social Sciences and Humanities (where is the Faculty of Philosophy), group of Medical Sciences, group of Sciences and Mathematics and group of Engineering Sciences and Technology.

Faculty of Philosophy is the oldest faculty in University of Belgrade. Classes are held in ten study groups – philosophy, sociology, psychology, pedagogy, andragogy, ethnology and anthropology, history, art history, archeology and classical sciences. Programm of study group of andragogy is based on studies of a number of andragogy disciplines that deal with general and specific problems of adult learning and education.

TSTD University of Craiova



The Teaching Staff Training Department (TSTD) is an academic unit of the University of Craiova, directly subordinated to the University Senate; it functions according to its own regulations and it cooperates with all the faculties which require a special training of the students for the teaching process; it develops and has a wide range of educational partnership with the School Inspectorates, Teaching Staff Centers etc. More than 7,500 students follow the courses of TSTD. The academic staff consists of 13 professors (being specialized in Pedagogical Sciences, Psychology, and Educational management) 5 and 39 Associate Professors (specialized in Didactics, Computer Assisted Training, and Pedagogical Training).

University of Rouse



The University of Rouse has long traditions in education and in carrying out projects on local, national and international levels, among them implemented projects within the CEEPUS and other programs as well as the participation in Erasmus thematic networks and intensive programs. The numbers of implemented programs and projects are: 95 in LLP (ERASMUS, ERASMUS MUNDUS, COMENIUS, MINERVA, LEONARDO da VINCI, GRUNDTVIG), 3 in CEEPUS and 12 in FP6 & FP7, 1 CIRCE, 3 NATO, etc. The University has a total of 498 academic

staff members, including 31 Full Professors and 177 Assoc. Professors, 12 DSc degree holders and 269 PhD degree holders. More than 12 000 students are taught in modern laboratories and classrooms. Establishing the centre for European Integration, International Cooperation and Mobility has strengthened the research and scientific sector of University of Rouse. As a result of its long traditions and the support of the European Union through the TEMPUS programme, all technical courses have been updated and diversified (http://www.uni-ruse.bg/ECTS_package/index_en.php). Also, a wide spectrum of new courses has been introduced in the fields of technology, the humanities, management and economics.

SULSIT Sofia



The State University of Library Studies and Information Technologies (SULSIT) is a state higher education institution created with the National Assembly Resolution on 2nd September 2004, transformed with a Resolution of the National Assembly on 02.09.2004. SULSIT is a successor to the Library Institute, founded in 1950, transformed into the College of Library Studies and Information Technologies on 3rd April 2003. SULSIT become officially University with decision of the Parliament and this decision was published in the State Newspaper on 05.10.2010.

During its brief history as university institution, SULSIT became one of the most prestigious higher education institutes. According to the rating of the 48 Bulgarian universities and higher education institutes, annually published by the newspapers, for the last 3 years, SULSIT has been always ranked within the first 5.

SULSIT is accredited by the National Accreditation and Evaluation Agency to perform education in Bachelor, Master, and Doctoral degrees.

ZAWiW Ulm University



Since 1994 the Zentrum für Allgemeine Wissenschaftliche Weiterbildung (ZAWiW) of Ulm University designs and organises activating pedagogical approaches and education activities for older adults and mixed age groups, often with European thematic. At the core of its work, ZAWiW sees the establishment of a bridge between science and society fostering social inclusion and participation of older adults. In this context, dialogue between young and old is especially encouraged in various projects.

One of its aims is opening Internet access to those who are presently not part in the digital world by designing target group oriented approaches.

ZAWiW has co-operations with NGOs on regional, national and international level. It is one of the founders and coordinator of the European Network Learning in Later Life (LiLL) and initiator of virtual communities of older people i.e. the German network ViLE e.V.

DASUN - Pilot project Danube Seniors' Universities

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