



# “THE ROLE OF INSTITUTIONS IN THE DEVELOPMENT OF THE UNIVERSITIES OF THIRD AGE”

## WORKING PAPER n°9

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# Summary

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# Introduction du Président

Les institutions constituent un aspect de développement fondamental pour les Universités du troisième Âge.

Les Universités du Troisième Âge constitue un point central pour les secteurs public et privé concernant l'éducation tout au long de la vie.

L'engagement des institutions publiques au niveau national, régional et local constitue la base pour assurer la pérennité des U3A dans le monde.



L'exemple de nouveaux pays sera analysé dans le cadre de l'Association Internationale des Universités du Troisième âge (AIUTA), notamment la contribution des membres de l'AIUTA :

- 1- THE ROLE OF INSTITUTIONS IN THE DEVELOPMENT OF U3As
- 2- THE ROLE OF INSTITUTIONS IN THE DEVELOPMENT OF U3As IN NIGERIA
- 3- STUDENTS OF THE THIRD AGE AROUND THE WORLD
- 4- LE ROLE DES INSTITUTIONS DANS LE DEVELOPPEMENT DES U3AS EN ESPAGNE
- 5- THE ROLE OF INSTITUTIONS IN THE DEVELOPMENT OF CHINA'S ELDERY UNIVERSITIES

L'AIUTA souhaite dans le futur développer les recherches sur les institutions en partenariat avec l'ensemble des Universités du Troisième Âge, en particulier l'Association Chinoise des Universités du Troisième Âge et le UK Trust Age.

# Introduction

Institutions are a fundamental development aspect for Third Age Universities.

The Universities of the Third Age is a focal point for the public and private sectors concerning lifelong learning.

The commitment of public institutions at the national, regional and local levels is the basis for ensuring the sustainability of U3As around the world.



The example of new countries will be analyzed within the framework of the International Association of Universities of the third Age (AIUTA), including the contribution of AIUTA members:

- 1- THE ROLE OF INSTITUTIONS IN THE DEVELOPMENT OF U3As
- 2- THE ROLE OF INSTITUTIONS IN THE DEVELOPMENT OF U3As IN NIGERIA
- 3- STUDENTS OF THE THIRD AGE AROUND THE WORLD
- 4- THE ROLE OF INSTITUTIONS IN THE DEVELOPMENT OF U3AS IN SPAIN
- 5- THE ROLE OF INSTITUTIONS IN THE DEVELOPMENT OF CHINA'S ELDERY UNIVERSITIES

The AIUTA wishes in the future to develop research on institutions in partnership with all the Universities of the Third Age, in particular the Chinese Association of Universities of the Third Age and the UK Trust Age.

## 促进老年大学发展的机构的角色

工作文件 n°9 波哥大，哥伦比亚  
2017 年 12 月 简介

### 主席之言

这些机构是老年大学发展的一个基本方面，老年大学是公立和私立部门关注终身教育的一个点。

国家，大区及地方公立机构的担保是老年大学可持续发展的基础。新的国家的例子将会在国际老年大学协会机构内进行分析

· 特别是国际老年大学协会成员所作的贡献：

1. 促进老年大学发展的机构的角色
2. 尼日利亚促进老年大学发展的机构的角色
3. 全球老年学生
4. 西班牙促进老年大学发展的机构的角色
5. 机构在中国老年大学发展中的作用

国际老年大学协会希望未来和这些机构以及老年大学，特别是中国老年大学协会以及英国 Trust Age 一起致力于老年大学的发展与研究。





# 1- The Role of Institutions in the Development of U3As

MARIA CHESTER

AIUTA General Secretary and Representative of the United Kingdom



## 促进老年大学发展的机构的角色

Mrs. Maria Chester - 国际老年大学协会秘书长兼英国代表

### 法国模式和英国模式

在法国模式中，老年大学与当地大学紧密相连，并依靠它们进行教学：中年老师教授老年学生。英国选择了不同的模式，也称为“英国模式”。它是基于分享技能和经验，没有认可或验证，因为我们坚信老年学生认为学习是一种乐趣。在英国模式中“老师教学的同时也在学习和学生学习的同时也在教授知识”。采用这种模式是因为在英国人口密度不在大学周围。相反，传统上英国人更喜欢远离拥挤的城市。这种情况为创建一个遵循法国模式的老年大学带来了问题，因为在法国模式中需要有一所实实在在的大学。我们坚信，通过我们的模式，老年学生可以找到乐趣，满足，以及紧密联系的有益的网络学习。他们学习新技能，如何成为团队成员，他们扩大视野，增强社交活动，结交新朋友，从根本上，他们感到有价值。随着我们的成长，如何保证质量成为一个新的挑战，志愿者的承诺以及自主学习精神成是我们成功的基础。

The University of the Third Age – U3A was created in a historic moment, immediately after of Paris 1968 students riots who were mainly protesting against the Vietnam war. It was created in 1973 by Professor Pierre Vellas in Toulouse, France.

At the same time in the United Kingdom, the Open University- OU (established in 1969) after four years awarded its first degrees.

In the United Kingdom, U3A was born in 1981, in a place that represents high standard studies for the Britons: Cambridge. We are proud to say that our first U3A was founded in Cambridge at St. Johns College. Among notable alumni from Cambridge are Isaac Newton, Charles Darwin, Bertrand Russell and more recently, Dr. Stephen Hawking.

We can mention three key founders. They are: **Michael Young**, creator of the Open University and **Peter Laslett** Fellow of the Trinity College in Cambridge along with **Eric Midwinter** who is still an active member of our U3A and Peter Laslett.

**Michael Young** (1915-2002) was the Founder of Consumers Association as well as the Open University in the United Kingdom. Eric Midwinter (born in 1932) was the Director of Policy on Aging, Head of National Consumer Association and Head of Public Affairs unit. **Peter Laslett** was a Fellow at Trinity College in Cambridge. He lobbied for the creation of the Open University.

### 1.1. FRENCH MODEL AND BRITISH MODEL

In the French model, U3As are closely linked to local universities and rely on them for teaching: second agers teach third agers.

UK have chosen a different model also known as “The British Model”. It is based on sharing skills and experiences in which no accreditation or validation is given because we firmly believed that third agers feel that learning is a pleasure.

In the British model “teachers learn and learners teach”. This model was adopted because in the United Kingdom the population density is not found around universities. On the contrary, traditionally British people prefers to settle far away from crowded



cities. This situation presented a real problem for the creation of new U3As following the French model, in which a university is required.

It is because of this factor that UK U3As were created thanks to the support of local communities which offered venues for the meetings and fundamentally took care of the organisation, launch and search for group leaders, which are the fundamental pillar for our everyday meetings.

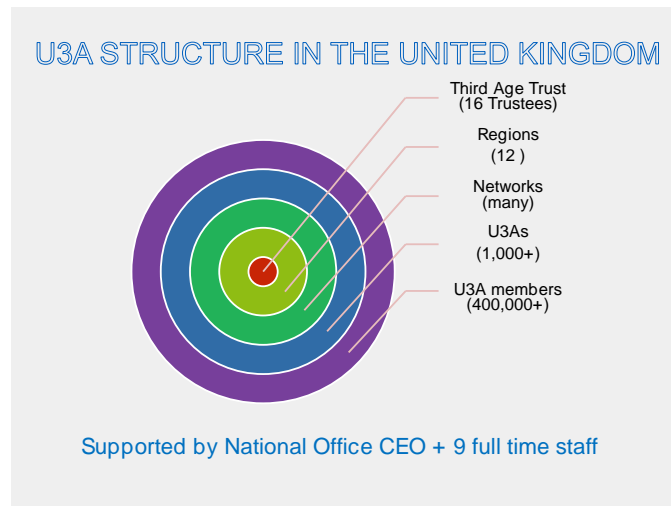
The “UK model” is also followed by other countries such as Australia and Japan.

## 1.2. BRIEF DESCRIPTION OF THE BRITISH MODEL: HOW IT WORKS

How do we work? At the core, there is our Third Age Trust – TAT which is an umbrella for all U3As in Britain. The country is divided in 12 regions: each region chose a representative or “trustee” who will have to attend to bimestrial meetings in London.



This body conformed by trustees is call NEC - National Executive Committee and it is formed by the Chairman, 2 Vice Chairmen, and the 12 trustees.



To November 2017, we already have created more than 1,000 U3As all around the country including remote islands like Orkney and Mull. We have more than 400,000 members.

All these U3As can create alternative networks. It is common to see U3As close enough in distance to develop activities together (summer schools, conferences, talks, etc.)

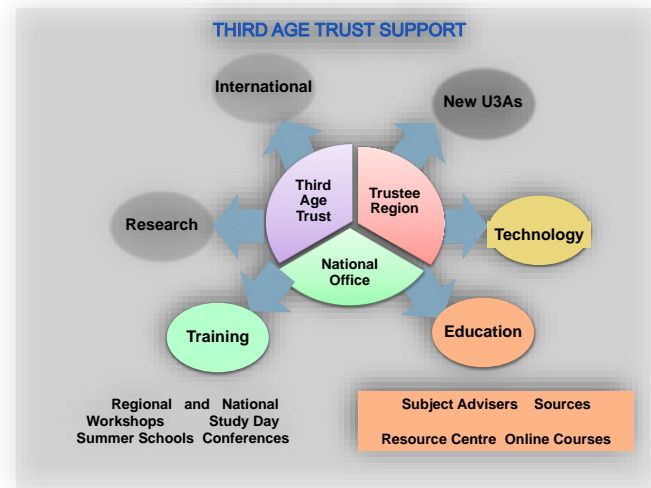
All this structure could not function without the support of our National Office CEO plus 9 full time employees who work hard to help every and each U3As when required.

TAT – The Third Age Trust nests NEC (the National Executive Committee formed by twelve Trustees) and several subcommittees such as: Education, Technology, International, Research, and Training. The Third Age Trust is the national representative body for all U3As in the United Kingdom. It is both, a limited company and a registered charity.

Recently, we moved office to a very centric place in London which allows us to use the office as a meeting venue and gathering place when visiting London.

The Third Age Trust – TAT provides educational and administrative support to our U3As throughout the country and assists in the development of new U3As.

All our group activities and our membership is covered by a very generous insurance. We also offer legal advice 24/7 for any unexpected problematic situation.



I belong to the International Committee which was created in 2015 to promote the international U3A movement internally (to our membership) and externally, by promoting cultural exchanges with other U3As abroad.

The International Committee also supports the work of AIUTA, by supporting financially the role of its Secretary General. TAT has approved my annual expenses until the end of my mandate which will be in 2020.

To improve our work, we organize National and Regional Workshops for specific topics that NEC consider important.

We also organize Study Days and Summer Schools. National Summer Schools are developed in university's campus where our members can stay and use all the facilities. I personally delivered summer courses for more than five years and I was invited to deliver another one in 2018. We use Harper Adams University and RAU Royal Agricultural University facilities for our National Summer Schools.

But there are other summers schools organized by Scotland, Ireland, Wales and Surrey U3As Network.

No summer schools, study days, conferences and interest groups can exist without the great support of our Group Leaders: they provide the knowledge needed to improve our interest groups. We believe our members are a deep reservoir of expertise that deserves to be put in use. Group Leaders are the soul of our U3As. They deliver weekly,

fortnight, monthly courses as well as summer schools and study days. All our Group Leaders are volunteers. They are not paid. TAT provides and covers all their expenses (food, travelling, homework etc.)

Members and Group Leaders can use our Resource Centre in which we have a very rich digital library that can be lent for a period of time.

We also provide online courses even if lately TAT has recommended members to explore and use MOOC – Massive Open Online Courses which are free.

Everything we do, everything we plan, everything our membership wants to publish is shared in our magazine TAM-Third Age Matters which comes accompanied by “sources” which is a tool for group leaders.

### 1.3. EPILOGUE

We still have a long way to go...only the 3% of the British population is enrolled in a U3A. We have to look at our diversity and inclusivity policies.



We firmly believe that with our system third agers can find enjoyment, satisfaction, connection and a rewarding networking. They learn new skills, how to become a team player, they expand their horizons, enhance their social activity, can make new friends and fundamentally, they feel valued.

With our growth, it comes the challenge of maintaining quality, the commitment of our volunteers and the self-help ethos of learning that has been fundamental to our success.

## 2- The Role of Institutions in the Development of U3As in Nigeria

DR. CHARLES AFOLABI - (JP) PRESIDENT

U3A NIGERIA AND MEMBER OF THE AIUTA GOVERNING BOARD



### 尼日利亚促进老年大学发展的机构的角色

Dr.Charles Afolabi - 尼日利亚老年大学主席,国际老年大学协会理事会成员

老年人的重要性，老年人需求的改变和老年人的贡献在发展中经常被忽视。而性别，环境，儿童和青年权利等问题则经常被考虑。在我们这个快速老龄化的世界里，老年人将越来越多地通过志愿工作发挥关键作用，传播经验和知识，帮助家庭承担起关爱的责任，并增加他们参加有偿劳动力的比例。有必要开展老年与青年的合作，将老年人和青年人聚集在一起进行有成效的工作。尼日利亚的相关机构应在全国范围内为发展和传播老年大学发挥重要作用，因为尼日利亚老年大学是传播知识，结交朋友，走向成功桥梁。

May I first of all say what privilege a pleasure it is for me to have been invited to meet you all and to bring to this important occasion on the calendar of our University of the Third Age – U3A, Nigeria the good wishes of the Governing Council and Entire Members and Nigerian People.

I have followed with interest and admiration the activities of the Association of International Universities of the Third Age (AIUTA) and the Universities of the Third Age (U3As) around the world.

I can say with all sincerity that 2018 will be our year of International exchange, visits and co-operation.

I have not come here to tell you what to do, as you are the Experts in the problems facing the Senior Citizens globally. African problems need African solutions as Nigerian problems need Nigerian solutions.

My greetings to all the Participants and to People of our Host Country – Colombia.

The topic of my paper presentation is a welcome one. Again, every country is given the opportunity to discuss issues as they affect each country. This is the best way to learn and to understand ourselves, work together and for mutual benefits. I wish to congratulate Prof. Gustavo Rodriguez and his Team and most importantly our International President, Prof. Francois Vellas. More grease to your elbows.

Nigerian Government have NEVER put into consideration the plight of the Elderly in the Society.

The significant and changing needs and contributions of the Senior Citizens are routinely ignored in development. Whereas, issues such as Gender, the Environment, children and the Youth's rights are routinely considered.

In our fast ageing world, older people will increasingly play a critical role through volunteer work, transmitting experience and knowledge, helping their families with caring responsibilities and increasing their participation in the paid labour force. There is a need for intergenerational co-operation that will bring together both the Elderly



and the Youth for productive engagements. This is not so in Nigeria my Country. There is no political will. The situation is so poor to address and this is because of corruption, discrimination, non-inclusion and others.

One of the main goals of U3As in Nigeria is the promotion of sustainable PEACE through Education, Culture and Languages as part of our efforts to contribute to the United Nations sustainable Development Goals (SDGs) to eradicate poverty by 2030.

U3As in Nigeria run their independent curricular based on their vision and perceived needs. Our philosophy is Life Long Learning (LLL) for all and Pre-Retirement Training. We help the youths to prosper by empowering them with vocational Education and skill acquisition. They are encouraged to get vocational qualifications for what they know and can do.

### U3As in Nigeria

Governments both Federal, States and Local never put into consideration the plight of Senior Citizens in the Society. They are ignored in development, and this has been so, for many years. Universities of the Third Age are virtually not known in the Country. Fair enough, the first National Conference of U3A Nigeria comes up in January, 2018 which will be a shop window to bring the Organization to the door step of the Federal Government and Stakeholders in the Country.

Our thanks go to Prof. Francois Vellas, AIUTA President and Mr. Sidi Camara, President of U3A Senegal and a host of others who are keen to participate in the very important Conference.

In recent years, the International Community gave increasing recognition that older people would themselves play the main role in securing their own wellbeing, in proclaiming their worth, in developing their independence while integrated in family and the Society.

Passport to Lifelong Education lays the Foundation for Learning throughout life and the strategies for remaining active include being optimistic, proactive and continue to

learn. At all stages of life, active and healthy individuals feel connected to others and relevant in the family and community. They make positive contributions and are learning and growing. With energy and good health, people of all ages can continue to grow as individuals.

In Nigeria, many people are living to old age, policy decisions are needed if quality of life in old age is to be improved. Issues affecting the Senior Citizens must be raised by the Government and other concerned bodies making policy decisions. Institutions like the Governments, Religious Bodies, Non-Governmental Organizations, Universities and Colleges etc are not making the mark because of lack of socialization due to socio-economic problems including the gradual breakdown of family system among others. Many Senior Citizens in Nigeria are experiencing poverty, isolation, inadequate health and malnutrition. The old people's homes or villages are not even the answer because the Government and other Institutions' attention is particularly on the youths who form the larger percentage of Nigeria's population of about 200 Million people.

From my independent survey in many States of Nigeria, older persons are asking themselves if there is a point of living to old age when they cannot enjoy life, as they will like to be active and healthy and be independent to do what they like and not depending on others, to exist and be part of the communities they find themselves, to appreciate their wisdom and contributions.

In Nigeria, 'the young had grown, the old must die', let the new breed take over'. This is what the youths are clamoring for now.

To address these issues, U3A Nigeria and indeed the Association of Universities of the Third Age – U3As Nigeria are sensitizing the Governments, Non-Governmental Organizations, the Civil Society Organizations, Stakeholders, the Academia and others on issues on ageing in the Country to enable them through Research, Policies, Programmes, Education and Training and Services to enhance the well-being of the older persons.

There must be initiative and development of appropriate curricular and Training Programme on ageing through co-operation with Universities and Research

Institutions. We must also co-operate with U3Aa around the World for exchange of ideas and information about Lifelong Learning and other Projects.

Gerontologists, Stakeholders, Care givers, Politicians, Students as well as privileged older persons must be encouraged to attend workshops, Conferences, Seminars and the like around the World if we are to be counted worthy in Nigeria as far as ageing issues are concerned not only in the Country but the World at large.

Older people are cherished in Nigeria. A key task before U3A Nigeria is to ensure that they continue to be cherished as change sweeps across the Country. This is no small task.

Knowledge is power, it has been, and will continue to be. This is a phrase meaning that if somebody is empowered with a specific knowledge and continue to update this, he can conquer the world.

Learning is something we need to do through-out life because it is an investment.

Institutions in Nigeria must wake up from their slumber to a big task before them which must be done by having a major role to play in the development and spreading U3As across the Country as U3A Nigeria stands for Learning, Making Friends and succeeding together.

## 3 – Students of the Third Age around the World

PhDr. NADEŽDA HRAPKOVÁ

Comenius University, Centre for continuing education, U3A, Bratislava, SLOVAKIA



### 全球老年学生

Dr. Nadežda Hrapková - 夸美纽斯大学继续教育中心, 布拉迪斯拉发, 斯洛伐克

每个历史时期，取决于社会的价值观及其发展的不同，老龄化和老年人。老龄化严重影响到每个人的生活。一方面是国家的关注和兴趣的标准，另一方面是关于个人本身，他们如何影响老龄化的过程。它也提高了他们的生活质量，并防止他们陷入沮丧，并帮助那些独自呆在他们的公寓或退休之家的老年人。老年人对社会以及教育的兴趣是他们普遍融合的事实，也是个人融入社会群体的表现。我们希望开启在未来社会老年人利用新知识的可能性。在许多国家的老年人志愿者活动还没有开启，但根据欧盟教育计划的支持，可能为老年人开放新的知识应用空间。

Every historical period, depending on the values of society and its development perceived differently the aging and old age. Aging significantly affects the lives of everyone. On one side, there is the standard of attention and interest of the state, but on the other side it is on the individuals themselves, how they can influence the process of aging and old age.

### 3.1. Ageing and life-course

What is "active ageing"?

Active ageing is the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age. It applies to both individuals and population groups. Active ageing allows people to realize their potential for physical, social, and mental well-being throughout the life course and to participate in society, while providing them with adequate protection, security and care when they need. (Source: WHO)

Why it is necessary in today's civilized society to search for, and offer to older people the adequate programs for active aging?

The older adults have considerably more time when they retire. If an older person won't find a fulfilling activity, there is a big chance of him falling into depression and isolation. For many of them to become old also means to become lonely. They should not retreat to loneliness, but should try to maintain contacts with their loved ones and with their friends.

### 3.2. Social isolation

Loneliness and social isolation are problems of today's elderly. In today's society, it is not a rarity to see an older person living alone. It is especially true for women, as they are living longer than men. Social isolation is illustrating itself by people living alone either by an individual not being involved in family affairs, or collective activities. The students of UTA are more immune to these problems.

Someone, who was accustomed during his life to satisfy his individual requirements, usually continues in the same activities. We recognised the importance of education to eliminate loneliness, and the purpose of education as a prevention of isolation for the elderly.

It also improves their quality of life, and prevents them from falling into a depression and it helps those that are alone in their apartments, or retirement homes.

### 3.3. Quality of life

Quality of life has at every stage of human civilization different evaluation parameters and many dimensions. Although aging makes differences between desire and reality, it is in the power of the person to accept reality and try to satisfy and fulfil own life, to become qualitative for him.

Socio-economic concepts of quality of life focus primarily on the material conditions of life. As the indicators, we can notice: income and expenditure, quality and standard of housing, household amenities, and education.

These include such issues as standards of health and social services, the proportion of individuals in the cultural and social life of the community (museums, universities, libraries, and sports) and educational opportunities.

Psychological conceptualization of quality of life sees the quality of life by some individual view of people to their own satisfaction or dissatisfaction with life.

One of the possibilities how increase the quality of life is lifelong learning. Leisure activities fulfilled by learning can be considered as a factor retarding the beginning of involutory changes and increasing in most cases the quality of life. We asked senior students, if study at UTA improves their quality of life. From 120 respondents 117 (97%), said yes, response no was not indicated (0%) and three respondents (3%) didn't answer. Not only these results but also our personal experience clearly confirms improving the quality of life by participation in learning. Old age is not only painful losses and full of limits.

### 3.4. Socialization, equality of the opportunities

Socialization in old age means active engagement in social life, to be in company with certain social ties and relationships. Social world of the seniors depends on the society, which determines their social situation. So that seniors could not be excluded of the society and its events, it is necessary to create a wide range of programmes and equally inform them about the possibilities of leisure activities.

Lifelong learning is a means of socialization and coping with aging. Lifelong learning is understood as preventing social isolation of seniors, the possibility of carrying out own life goals. The word “active” refers to continuing participation in social, economic, cultural, spiritual and civic affairs, not just the ability to be physically active or to participate in the labour force.

Education and participation in programmes designed for seniors gives participants:

- the chance of integration into society,
- The opportunity to pass on their own experience,
- The ability to use them for the society and in their own environment within the family, friends, clubs or between pensioners,
- Opportunities for self-realization and participation in the life of society.

### 3.5. Education and its utilization

Learning outcomes acquired a certain degree that besides the self-realization in life and at work helps person solve problems in life situations, allowing him to be equal in a team, family and social environment. Education has gained importance not only for the individual and his surroundings, but for society as a whole. By level of education, obtained skills and qualifications, is person throughout his life considered and accepted for a jobs. Individual quality of life is increasing by planned physical and mental activities and active lifestyles.



Information empowers individuals, give him a sense of security, well orientation, give him a greater ability to adapt, orientation in new environments and in changed conditions. Educated senior has a different view of the world, is more flexible, able to change his own ways of life and be better oriented in a society. In this context, we believe that education, as an active mental activity is an important way of contributing for building the quality of life of individuals.

The importance of learning in solving life problems is also evident in the Memorandum on lifelong learning (2000) developed by the European Commission, where it says that "Education opens the door for building a satisfactory and productive lives regardless of the status and prospects at work... One of the key messages of the introduction of lifelong learning into practice is:

- to ensure that everyone has easy access to quality information and advices about learning opportunities throughout Europe and throughout their lives,
- To encourage in active participation in all spheres of modern public life.

Education and training of seniors has great influence on the younger generation. Today, at the time of shifting the retirement age, unfortunately older people - grandmothers and grandfathers cannot devote time to younger generations, to grandchildren, as in the past.

The value of knowledge and education and the value of family life are undermined and crashed. So, the mental education of the young generation is impoverished, as well as transmission of cultural and historical values and own traditions. Cultural heritage of every country in the world is often overlapped by the property values and by the need to provide ourselves and society mainly economically.

### Why to learn?

- slows the aging process, stimulates brain activity;

LLL helps:

- cope better with everyday life; be able to live independently as long as possible;

- understand technical progress (new media, PC, mobile phone);
- develop oneself;
- continue in active involvement in social life;
- have a say, especially with young generation (children, grandchildren);
- understand globalization, to gain information (especially about politics and society);
- maintain one's mental health and curiosity;
- maintain exchanges with others, meet interesting people.

### What motivated you for the study at the university?

(T: 841, European Project Grundtvig: EFOSEC, 2008):

Category	Number	%
a/ enlargement of knowledge in a different subject than my profession	601	71,5%
b/ need to have better quality of life after retirement	434	51,6%
c/ meeting people and social contacts	319	38%
d/ fulfilment of my desire to study at the university/academy	124	14,7%
e/ enlargement of knowledge in my own professional subject	95	11,3%
f/ necessity to innovate knowledge for the present profession and work	47	5,6%
g/ effort to be equal to my partner and my environment	21	2,5%
h/ another reason	32	3,8%

### 3.6. Characteristics of the elderly who do not learn:

- Persons **without interest** to learn;
- Persons **with some problems**, which are not able to minimize (with handicaps, health limits...);
- Persons **with the barriers** possible to eliminate (transport, care of children...);

- People who **do not feel strong enough to learn** – without self – confidence;
- Elderly **who need encouragement and support** to decide;
- **Isolated people** with some psychological problems (fear from new people, new environment, new situations, new obligations, time schedule...);
- Elderly **who have different interests and obligations**;

## Conclusion

Social and educational interests of seniors are facts of their general integration as well as integration of individuals within social groups.

Social activities help to increase the proportion of seniors in the life of society. They are usually voluntary and are often directed at improving health and social situation of old people, for mutual assistance, active share in the legislative changes and participation in municipal administration in matters relating to seniors.

Educational activities of older people, according to the latest EU interests, focus (except as we mentioned above) on the need for more flexible use of acquired knowledge with a wider application in the labour market.

We want to open new possibilities of knowledge utilization of older people in favour of society. Seniors volunteer activities in many countries haven't found their place, but support for educational programmes by the EU could open space for the application of knowledge also in old age.

- There is a considerable potential of seniors who would like to go on learning but **have not (yet) attended courses for various reasons** - costs, distance and public transport to course venue, health problems;
- Learning at higher age is **good for wellbeing and engagement in society**;
- Seniors in remote areas prefer to get courses in their vicinity. **The course should be brought nearer to the people**;
- The **most important motives for Elderly to take part** in senior education are „Finding out things and acquiring new knowledge” and “Meeting people and improving social contacts”;

- A considerable part of the seniors **are open to the use of new technologies and internet** but need training.

(Source: European project Erasmus+ “Educational Senior Network”)

## 4 – Le Role des Institutions dans le Développement des U3A en Espagne

MONTSE AMOROS

AIUTA Governing Board



### 西班牙促进老年大学发展的机构的角色

Mr. Montse Amoros - 国际老年大学协会理事会成员

在西班牙，这些机构一直在发展老年大学方面发挥非常重要的作用。其意义取决于西班牙人口寿命的延长和预期寿命的增加，社会结构的变化和家庭结构的变化，社会和医疗保障的发展以及提前退休。这些因素导致老年人集体在近几十年来在西班牙社会中具有非常重要的价值，不仅在资金方面，而且在生活质量指标方面。

参与西班牙终身学习计划的不同机构为所有教育层面的老年人提供了基础性工作。我们不仅需要培养情感，认知和体能，还必须考虑其他可以改善社会生活和智力发展的活动，例如三代人之间的活动或老年旅游。

En Espagne les institutions ont toujours dégagé un rôle très significatif dans le développement des Universités du Troisième Âge.

L'implication vient déterminée à la longévité croissante et l'augmentation subséquente de l'espérance de vie de la population espagnole, les changements dans les modèles des structures sociales et familiales, des progressions en aides sociales et sanitaires et les retraites anticipées. Ces facteurs provoquent que le collectif des personnes âgées a une valeur très significative dans la société espagnole depuis quelques décennies, non seulement dans un nombre d'intégrants mais aussi dans les indicateurs de qualité de vie.

Cette réalité a favorisé la sensibilisation progressive de la société vers les conditions de vie, d'attentes et les besoins de ce collectif, en occasionnant que, de nos jours, les personnes appartenant au même sont plus vitales, plus actives, plus impliquées dans des sujets sociaux, beaucoup plus cultivées et beaucoup plus prédisposées à la formation.

D'un autre côté, depuis déjà quelques décennies, un nouveau concept de la formation était consolidé, tant dans la société en général comme dans les institutions éducatives. C'est le nommé *Long Life Learning* ou "l'apprentissage tout au long de la vie", basée sur une nouvelle conception de valeurs, de connaissances et de culture, entendus comme axes pour le développement personnel, l'exercice de la vie en commun et de l'engagement civique et social.

Cette situation, similaire dans presque tous les états du monde développé, a favorisé la création de différentes institutions, comme les Universités du Troisième âge, adaptées aux changements des sociétés actuelles et futures et chargées d'assumer la gestion de cette tâche.

Les institutions espagnoles se trouvent impliquées dans ce processus social, éducatif et formatif dans tous les domaines politiques: étatique, autonome, municipal, en étant aussi détachable la participation d'entités d'autres très divers facteurs.

En Espagne, pendant la transition démocratique ont été fondées les premières *Aulas de la Tercera Edad* (comme on dénomme là aux *Universités du Troisième Âge*) à Saint-Jacques de Compostelle et en Murcie, les années 1978 et 1979, respectivement. Par la suite, l'initiative s'est développée en Catalogne, en Cantabrie et dans la Communauté Valencienne.

Les *Aulas* dépendaient dans cette première époque du Ministère de Culture et suivaient le modèle français proposé par le professeur Pierre Vellas à l'Université de Toulouse. Elles ont été définies comme "des services culturels pour des personnes de plus de 55 ans" comme réponse à leur besoin de rester au courant dans une société de changements accélérés et à leur désir de continuer d'être actives, participatives et utiles à la société.

La philosophie et la praxis qu'elles ont inspirée d'abord était basée sur un double versant: culturel (un accès plus grand aux biens culturels, un soin de leur santé physique et mentale, une promotion d'activités spécifiques de vie en commun, un avantage du loisir créatif, etc.) et social (une intégration des plus âgées dans la société en face de la ségrégation).

Actuellement, existent plus de 200 *Aulas*, plusieurs d'elles dénommées *de Extensión Universitaria*, assignées à une Université qui supervise sa programmation et ses activités. La plupart sont autonomes dans sa gestion, indépendantes et apolitiques.

La programmation est très variée et s'en tient à la réalité territoriale de l'endroit où l'Aula se trouve. Dans quelques régions espagnoles, les *Aulas* se trouvent groupées dans des entités de 2<sup>nd</sup> niveau (AFOPA, en Catalogne; ATEGAL, en Galice; FEVATED, dans la Communauté Valencienne; UNATE, en Cantabrie) et plusieurs d'elles sont associées, à son tour, à la CEATE (Confederación Española de Aulas de la Tercera Edad).

Actuellement environ plus de 150.000 personnes âgées profitent chaque année des variées et multiples activités socioculturelles qui sont réalisées dans toutes et chacune d'elles.



Depuis quelques années, il existe dans la population espagnole un secteur compris entre les 55 et 70 ans qui, pour des causes très concrètes, n'a pas pu compléter son éducation. Il a dû abandonner sa scolarisation et il n'a pas pu satisfaire son rêve de suivre un cours d'études universitaires.

Compte tenu de cette situation, les *Programas Universitarios para Mayores* ont surgi sur l'initiative des Universités espagnoles, publiques et privées, et d'autres entités avec une personnalité juridique, dans le but de développer la formation universitaire pour des personnes d'âge supérieure à 50 ou 55 ans.

En 2004 a été créée la Asociación Estatal de Programas Universitarios para Mayores (AEPUM), dont le but principal est la promotion de ces programmes éducatifs de caractère universitaire, dénommés *Programas Universitarios para Mayores*, contribuyendo al desarrollo formativo y cultural de este colectivo de personas mayores.

Les *Programas Universitarios para Mayores* sont dessinés, développés et supervisés par les propres Universités, en utilisant leurs ressources: leur personnel enseignant, administratif et des services et leurs installations.

Actuellement, il y en a 38 Universités associées, publiques et privées et 50.000 élèves.

De façon parallèle et complémentaire, les Conseils Municipaux ou des déterminées entités sociales ont développé dès 1981 les dénommées *Universidades Populares*. Ce sont des expériences menées dans plusieurs endroits de la géographie espagnole, majoritairement dans les environnements ruraux, qui partagent la même démarche et l'orientation formative.

Elles sont organisées dans un réseau et sont groupées à l'Association Territoriale (d'un domaine régional, provincial, insulaire ou de district).

En 1982 on a créé la FEUP (Asociación Española de Universidades Populares) comme entité rassemblée, coordinatrice et représentative dans les domaines nationaux et internationaux pour appuyer la mise en valeur de leur grande expérience et la défense

de ses intérêts communs. C'est l'organisation espagnole que représente aux *Universidades Populares* devant l'ICAE (Conseil International de l'Education d'Adultes), en étant aussi membre de l'EAEA (Association Européenne d'Education d'Adultes).

Leur but est d'arriver avec la culture, la formation et l'entrepreneuriat aux lieux où les Universités officielles ne peuvent pas offrir leurs activités académiques ou leurs prestations officielles, pour garantir ainsi l'égalité des chances de tous les citoyens.

Actuellement, en Espagne existent plus de 250 *Universidades Populares*. Elles disposent de plus de 2.500.000 élèves et une équipe de 4.000 enseignants.

Au niveau municipal existent d'autres initiatives, comme la *Convenció de les Veus de les Persones Grans*, célébrée chaque quatre années à Barcelone, promue par le Conseil Assessor de la Gent Gran (CGAC) de la Mairie de Barcelone, dans le cadre du Pla Municipal per a les Persones Grans (2013-2016), et prolongée jusqu'au 2020.

La IV Convenció (2016) a été un espace de participation et débat des personnes âgées, pour faire un bilan des actions réalisées jusqu'alors en ville et pour formuler des propositions d'avenir, en adoptant de nouvelles stratégies, engagements et accords. Sous la devise *Els protagonistes de la ciutat*, on a structuré quatre principaux axes;

1. Les personnes âgées actives et compromises.
2. Les personnes âgées avec bien-être et santé.
3. Les personnes âgées avec égalité et bon traitement.
4. Les personnes âgées dans la vie quotidienne.

La formation continue et les activités des Aulas de la ville figuraient dans le 4ème point.

La IV Convenció a culminé avec un *Acord ciutadà per a una Barcelona inclusiva*, où la politique municipale a été fixée pour ce collectif jusqu'à 2020.

À niveau étatique, dans la célébration du Congrès du Partido Popular espagnol a Madrid, en février de cette année, on a pris les accords suivants qui ne touchent pas directement au traitement de la formation continue des personnes âgées

- La promotion et le déploiement de la participation active et du leadership des personnes âgées dans la société pour générer de nouvelles opportunités favorables du vieillissement actif, productif et sain, de la solidarité et de l'échange intergénérationnel.
- L'appui des femmes qui habitent dans un environnement rural pour qu'elles puissent recevoir une attention exprimée et profiter de toutes ces mesures étatiques.
- La promotion du bénévolat entre les personnes âgées comme outil efficace pour la maintenance active.
- La promotion de la figure du *coach* ou du *tuteur sénior*.

### Conclusion:

Les différentes institutions impliquées dans les programmes d'apprentissage permanent en Espagne dégagent un travail fondamental dans le processus formatif continu des personnes âgées, à tous les niveaux éducatifs. En plus d'obtenir quelques résultats importants dans l'obtention de l'alphabétisation d'un pourcentage minimal de personnes avec cette caractéristique déficitaire, des résultats excellents ont été obtenus dans le domaine d'habileté instrumentale, de notoire connaissance des TICs et des innovations technologiques actuelles.

À l'égard de l'offre actuelle et la participation des programmes offerts tant par les *Aulas de la Tercera Edad* comme par les *Programas Universitarios para Mayores*, ils s'adaptent tous à la demande du secteur de la population qui met à profit ce service éducatif. Il faut tenir en compte que c'est la première génération qui revient à l'école dans l'Histoire de l'humanité, après sa permanence obligatoire ou abandon forcé et que les programmations offertes par toutes les institutions impliquées satisfaites complètement cette demande et les besoins de cet ensemble des élevés.

Cependant, on doit contempler que le profil de population âgée que rapproche les U3As sous n'importe quelle forme, chaque fois possède un niveau plus élevé d'études et de diplômes académiques de 2ème ou 3ème degré et/ou une spécialisation professionnelle de compétence ou qualifiée. Cela entraîne que la demande de services formatifs sera de plus en plus concrète, détaillée et exigeante au fil des ans.

Par tout cela, l'offre académique devra être tracée, puisque davantage les personnes âgées sans une expérience universitaire au long de sa vie seront moins. Elles auront besoin, donc, d'une offre la plus complète de formation continue, attractive et la plus appropriée possible à son niveau éducatif préalable et, par conséquent, d'une ensemble d'activités intellectuelles et complémentaires différentes qui leur permettent:

- Continuer de se maintenir actifs.
- Développer leurs capacités et habiletés comme citoyens de plein droit, non méprisés par l'âge ni par l'inactivité professionnelle.
- Favoriser son autonomisation après avoir laissé l'activité de travail.
- Etre intégré dans une communauté de valeurs.
- Cultiver de nouvelles relations sociales et culturelles.
- Partager et transférer de bonnes pratiques.

Non seulement on sera tenu de développer des capacités émotionnelles, cognitives et physiques, mais on devra se considérer d'autres alternatives participatives pour les améliorations de la vie sociale et du développement intellectuel, telles que les activités entre trois générations et/ou le tourisme senior.

# 5 – The Role of Institutions in the Development of China's Elderly Universities

Professor ZUMEI SHI

CAUA Academic Board



机构在中国老年大学发展中的作用

中国施祖美教授

中国老年大学目前已有 6 万多所，在校学生 700 万，还有 300 远

程老年教育的学生，老年大学成为一道亮丽风景线。这得益于政府主导办学的中国模式。

## 一、政府在老年大学发展中的主导作用

在中国，老年大学的发展主要依靠各级政府来推动，将其作为公共服务产品提供给老年群体。政府的组织、教育、文化、民政等机构直接办学。

## 二、非政府组织——协会在老年大学发展中的巨大作用

1988 年，中国老年大学协会成立，这是组织全国各地老年大学开展协作与交流的全国性非营利社会组织。目前，中国协会有 448 所会员校。中国协会 1994 年加入 AIUTA。

协会内设办公室、社会活动部、国际联络部、事业发展部。

## 三、高等院校在老年大学发展中的助推作用

在中国，高等院校的教育理念、教育模式、教育方式对老年大学发展起着引导性作用，老年大学是在借鉴高等教育发展模式的基础上，充分利用其丰厚的教育资源，不断创新发展的。

未来，高校在中国老年教育中将发挥更大。

At present, China has a total of over 60,000 elderly universities with 7 million students; another 3 million take part in distance learning. Elderly universities, or U3As as it is called otherwise, have become a remarkable phenomenon, thanks to the Chinese model where the government leads the operation and management.

### 1. The leading role of the government

In China, development of U3As depends largely on governments at various levels, which provide elderly education as a public service. Official agencies for organization, education, culture and civil affairs are directly involved in the operation work.

First, the government has written elderly education into the law: revised in 2015, *Law on Protection of the Rights and Interests of the Elderly*, states that, “the elderly have the right to further study. The State advances elderly education, bringing it into the lifelong learning system as well as encouraging the society to run U3As of various kinds. Governments of all levels shall strengthen their leading role, make concerted planning and enhance their input.” Besides, in 2016, the State Council issued *Development Plan for Elderly Education 2016-2020* (hereinafter referred to as the Plan), for the first time making overall designs at the top level. With emphases on balance, efficiency, flexibility and convenience, the Plan promotes the integration and proper distribution of resources, thus making elderly education a true element of national will and systems. As a result, many provinces and metropolises, such as Shanghai, Guangdong, Anhui, Zhejiang, Sichuan and Guizhou, have presented their own plan or opinions, including the issue as an objective of government work.

Second, financial injection. Elderly education funds come mostly from the government. The majority of them, as administrative spending, are appropriated by local authorities for the construction of facilities, purchase of equipment and hiring of teachers. For instance, Shanghai Municipal Government stipulates that, investment in U3As, to be shouldered mainly by the government, shall get

enhanced year by year with increases in elderly population and government revenue. Meanwhile, funding at the city level shall be included in the budget of educational authority of the same level. Take Fujian Province as another example--in 2016 a sum of 54, 759, 200 yuan was invested, with 42, 904, 900 yuan coming from the government, accounting for 78.35%.

Third, the management. In China, elderly education has a massive scale, posing challenges in coordination. The Plan designates a managing system where Party Committees take the lead, governments coordinate, agencies for education, organization, civil affairs, culture and old age collaborate, while other agencies take part. All departments are expected to fulfill their respective duties and, through planning, deliberation and oversight, work together to solve the problems arising in the course of expansion.

## 2. Significance of the National Association

In 1988, China Association of Universities for the Aged (CAUA) was established as a non-profit institution to facilitate cooperation between elderly universities around the country. Today, it has 448 member U3As. CAUA joined AIUTA in 1994.

CAUA operates a general office and departments for social activities, international liaison, and development issues.

Under the Governing Board are six committees, specifically for academic research, distant education, teaching & learning, publicity & publishing, U3As by companies and by universities.

CAUA has been incorporating elderly universities that are well equipped and operated as its members. For the sake of coordination and guidance, members

nationwide are divided into several groups according to their regions, such as the North China Group, the South Central Group, etc.

For the past thirty years, CAUA has carried out government policies in a consistent manner; it also helps to work out regulations in this area. As a bridge connecting U3As around China, CAUA has been promoting the purposes of “gaining knowledge, enriching life, cultivating taste, enhancing health & serving the society”; moreover, it builds consensus on issues like principles, objectives, programs, and management of U3A. Through the six committees, CAUA identifies and publicizes best practices; it also attaches great importance to theoretical studies, so as to offer guidance on the practical work.

Up till now, CAUA has hosted a great number of national events: theoretical conference: twelve times; artistic performance: five; contest for painting&calligraphy, piano, photography: five, two, three times respectively; besides, there have been president workshops for five seasons, themed seminars for 20 times, and 30 research projects.

Activities by regional groups and local associations are even more.

### **3. Higher education institutions as a booster**

In China, higher education institutions, or universities, with their philosophies, patterns and strategies, offer guidance to elderly education. Building on their models and massive resources, U3As have been making strides all the way.

On one hand, some universities have created their own U3As, admitting staff retirees or elder citizens from the society. In 1984, the prestigious Beijing Normal University founded its own elderly college; since then, and especially after the Ministry of Education created the U3A Union in 2015, elderly colleges have been



gaining momentum. Nowadays, there are about 200 universities nationwide engaging in elderly education; and 66 of them belong to the CAUA committee.

On the other hand, some universities form a partnership with U3As, providing to them teaching personnel, equipment, textbooks, training, etc. Teachers and doctorate candidates from these universities take a large proportion of U3A teaching staff. Theoretical studies are also shouldered by academics from the same universities, and an institute may also be established as an affiliate. At present, a few universities even set up the subject of elderly education to train students to be management professionals. For example, Fujian Senior-Citizen University and Fuzhou University have jointly created an Elderly Education Institute. Over the past years, the Institute has published three monographs and opened an exhibition platform for grass-root research, raising to a new level the study work of the province. At the same time, the institute has recruited master degree candidates in order to supply expert personnel to this field. In 2016, the first group of students have graduated as masters of elderly education.

In the future, higher education institutions are expected to play a bigger role. Of the 6200-word text of the Plan by the State Council, contents involving universities' participation cover more than 1100 words. With strict instructions and practical measures, the Plan asks universities to do more in running U3As, sharing resources, broadening enrollment, creating research centers, enhancing the teaching staff, etc. Thanks to these measures, vast opportunities are being created for universities to study the issue of elderly education.