



PROJECT GRUNDTVIG

COOPERATION, NEED FOR COMMUNICATION
AND RESUMPTION OF DIALOGUE
IN RELATION TO AGE-GROUPS

COOPERATION, NEED FOR COMMUNICATION AND RESUMPTION OF DIALOGUE IN RELATION TO AGE-GROUPS

Proceeding of conferences



This project is carried out with the support of the European Community as a part of the Lifelong Learning Programme, Sub-programme GRUNDTVIG, Action Partnerships.





**COOPERATION, NEED FOR COMMUNICATION AND RESUMPTION
OF DIALOGUE IN RELATION TO AGE-GROUPS**

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Vazovova 5, 812 43 Bratislava, Slovak Republic

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This project is carried out with the support of the European Community as a part of the Lifelong Learning Programme, Sub-programme Erasmus, Multilateral projects. The content of this project does not necessarily reflect the position of the European Community or National Agency, nor does it involve any responsibility on their part. The views expressed are those of the authors.

ISBN 978-80-227-4260-3 (Pdf / online version)

**Project Lifelong Learning GRUNDTVIG – CONCORDIA
Cooperation, Need for Communication and Resumption of Dialogue in Relation to Age-groups**

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INTRODUCTION

The questions of active ageing are not new, they resounded in the society since as early as 1991, when in the first World Assembly on Ageing in Vienna the International Action Plan for problems of ageing was accepted. The discussion on problems of old age, ageing and population ageing continued in 1993, which was declared for the European Year of Older People and Solidarity between Generations and later on in 1999, which became the International Year of Older Persons.

The impact of population ageing on economy, employment and society within the framework of "Complex strategy of mutually strengthening policies" was also treated by the European Council at the summit of European Council in Lisbon in March 2000. The Charter of Fundamental Rights of EU, declared in 2000 in Nice (and changed in 2007 in Strasbourg), represents legal binding catalogue of fundamental rights of European Union with the same legal force as foundation agreements. At the session of the UNO in Madrid in 2002 the International Action Plan of ageing and the World Health Organization came with its breakthrough definition of active ageing: "*Active ageing is a process in which the possibilities of health, participation and security are being optimised with the aim to improve the quality of life of ageing people. The active ageing enables the people to carry out its physical, spiritual and social potential and to involve them in the life of society. On the other hand, the society offers them adequate security and care when they need it*". In the same year, the member countries of the European Union implemented at the ministerial conference of Economic Commission of UNO for Europe (UNECE) in Berlin implemented this plan into the Regional Strategy for Europe, whereby they bound themselves to support active ageing through integration of the rights and needs of older people into the national, social and economic policies.

At its session on 14th September 2011 in Strasbourg, the Council of Europe declared the year 2012 for European Year for Active Ageing and Solidarity between Generations, which was interlinked to positive results of previous years by underlining the remarkable advancement in reflexion of older people by the society. By its focus it was linked to the European Year 2010 devoted to the fight against poverty and social exclusion. The concept of active ageing became one of the central points in the European policy agenda.

The aim of the European Year of Active Ageing and Solidarity consists in the strengthening of cooperation and removal of barriers between generations. Therefore the European Year should be focused on partnership and cooperation between generations with a view to variability and gender equality. The general aim of the European Year was to make the creation of active ageing culture, based on the association for all age categories in Europe, easier. In this connection the European Year 2012 has pointed at the changes to be carried out in the field of lifelong education too. Among the possibilities of intergeneration cooperation are ALUMNI clubs established at a number of universities in the EU and throughout the world, which have a long tradition and the system of cooperation with their graduates and employers. It was inspiration for transfer of innovations within the framework of university partnership and experience exchange and intercultural and intergeneration dialogue.

Special aims of the GRUNDTVIG programme was to react to educational problems of the dialogue, cooperation and solidarity between generations in Europe and to make easier the innovation procedures in adult education and their transfer between generations from one participating country to the others.

To these challenges followed project "GRUNDTVIG – Cooperation, Need for Communication and Resumption of Dialogue in relation to Age-groups (CONCORDIA). Partners of the project are: coordinator Association Alumni Club of the Slovak University of Technology in Bratislava, Department of International Relations, Karadeniz Technical University, Turkey, Czestochowa University of Technology, Poland and Karlsruhe Institute of Technology, Germany.

For achievement of this aim the partner universities of EU member countries organised conferences, discussions aimed at intergenerational dialogue, promotion of the contribution of the transfer of experience, knowledge, skills of older generation to the young adults, cooperation of the education sector with the labour and employment sector.

Conference I – Theme

National policies and strategies within the framework of partner countries in the field of intergeneration dialogue and solidarity. Strategies, trends and perspectives in the field of solidarity within EU. A survey of relations and views between the generations, their interaction, support, acceptance. Dimensions of diversity and integration. Internationalization process and improvement of intergeneration dialogue.

Conference II – Theme

Significance and task of ALUMNI clubs in the field intergeneration dialogue and cooperation, proposals of new approaches, innovations and transfer of good experience.

Conference III – Theme

State and possibilities of cooperation of the education sector and institution of labour market, opinions of employers on preparedness of graduates at the national and international level. Placement of school leavers at the labour market, state of unemployment, gender equality and generation discrimination within the framework of occupations and sectors, causes of this development and measures for promoting their transfer from schools to labour market.

Conference IV – Theme

The influence of mega-social trends in the world on technical education. To focus on the problem of population ageing, involvement in the further education (task of universities of the third age). The role of Alumni clubs in this problem.

Conference V – Theme

The task of intergeneration dialogue in policy. Population in the EU gets older. Is the inception of the seniors' political parties justified? Will the seniors' parties lead the way of policy for the future or will the existing political parties accept the seniors' needs? Role of Alumni clubs in policy.

Results of the project will have a positive impact on the activities of the Alumni Clubs, in particular to intensify and deepen cooperation with management of universities, universities of the third age, and employers/enterprises. Opportunity to make new international contacts, transfer of good practices, experience, innovation and the decision to cooperate in the further joint international projects.

Partners want to express their belief that the results of the project can inspire not only within the partner universities but also for other institutions.

The partnership wants to thank to all those who have contributed to the success of this project.

For the project partners Laura Gressnerová



ACTIVE AGEING – STRATEGY, ACTION PLAN AND NATIONAL PROGRAMME IN SLOVAKIA

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CONTENT

- 2012 European Year of Active Ageing and Solidarity between generations.
- 2012 Active Ageing Index 2012: a new analytical tool that aims to help policy makers developing policies for active and healthy ageing, launched by EU Commission in 2012.
- 2013 National project realized in 2010 till 2013, where one of the aim was preparation and creation a strategy of active ageing with an emphasis on employment of elderly citizens.
- Action plan for active ageing based on the National Strategy for Active Ageing.
- National Programme for Active Ageing for the years 2014 – 2020: active aging as one of its main priorities and topics and as a political priority in all its complexity.

EUROPEAN YEAR OF ACTIVE AGEING AND SOLIDARITY BETWEEN GENERATIONS 2012

- Strengthening of cooperation and removal of barriers between generations.
- Partnership and cooperation between generations with a view to variability and gender equality.
- Creation of active ageing culture, based on the association for all age categories in Europe.
- The learning partnerships oriented at information and experience exchange also oriented at intercultural and intergenerational dialogue.

The European Year is designed to serve as a framework for raising awareness on the contribution that older people make to society and the important part that young people play for a holistic society; identifying and disseminating good practice; mobilising policy makers and relevant stakeholders at all levels to promote active ageing and calling for greater cooperation and solidarity between generations.

The Active ageing is an essential part of the Europe 2020 strategy, the EU's Europe 2020 strategy aims to deliver smart, sustainable and inclusive growth with high levels of employment, productivity and social cohesion, where older persons play a crucial role. The year 2012 was intended to raise awareness of the contribution that older people make to society with the aim of:

- creating better opportunities for active ageing and strengthening solidarity between generations,

- strengthening the contribution that older people make to society and enhancing their independence.

The European Year 2012 seeks to promote active ageing in three areas:

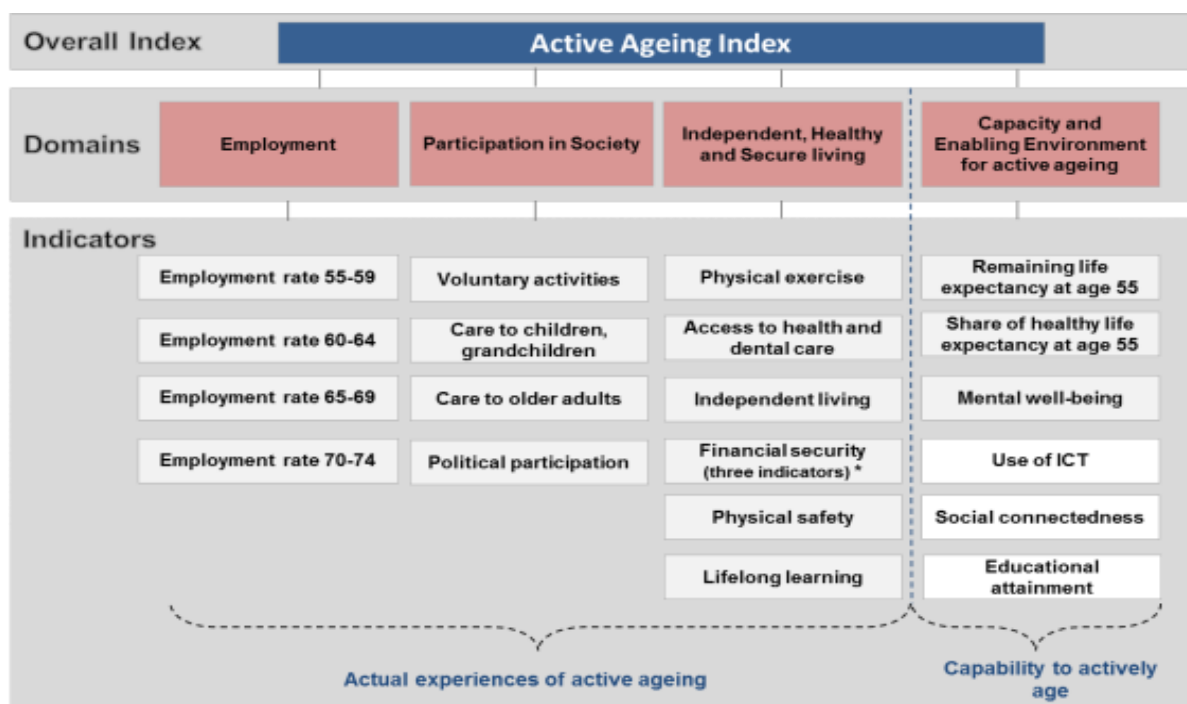
1. Employment: Important is to give older workers better chances in the labour market.
2. Participation in society – The European Year seeks to ensure greater recognition of what older people bring to society and create more supportive conditions for them.
3. Independent living.

As a response to the growing number of older people in the EU population, the aim for this year is to:

- promote active ageing in employment,
- promote active ageing in the community through volunteering and caring,
- promote healthy ageing and independent living,
- enhance solidarity between generations in order to create a society for all ages.

ACTIVE AGEING INDEX 2012

The Active Ageing Index is a newly developed tool that offers national and European policy makers a way to measure and promote the untapped potential of the older population.



Source: United Nations Economic Commission for Europe: <http://www.unece.org>.

The index measures the active ageing performance across four distinct domains that together capture the untapped potential of older people across EU Member States.

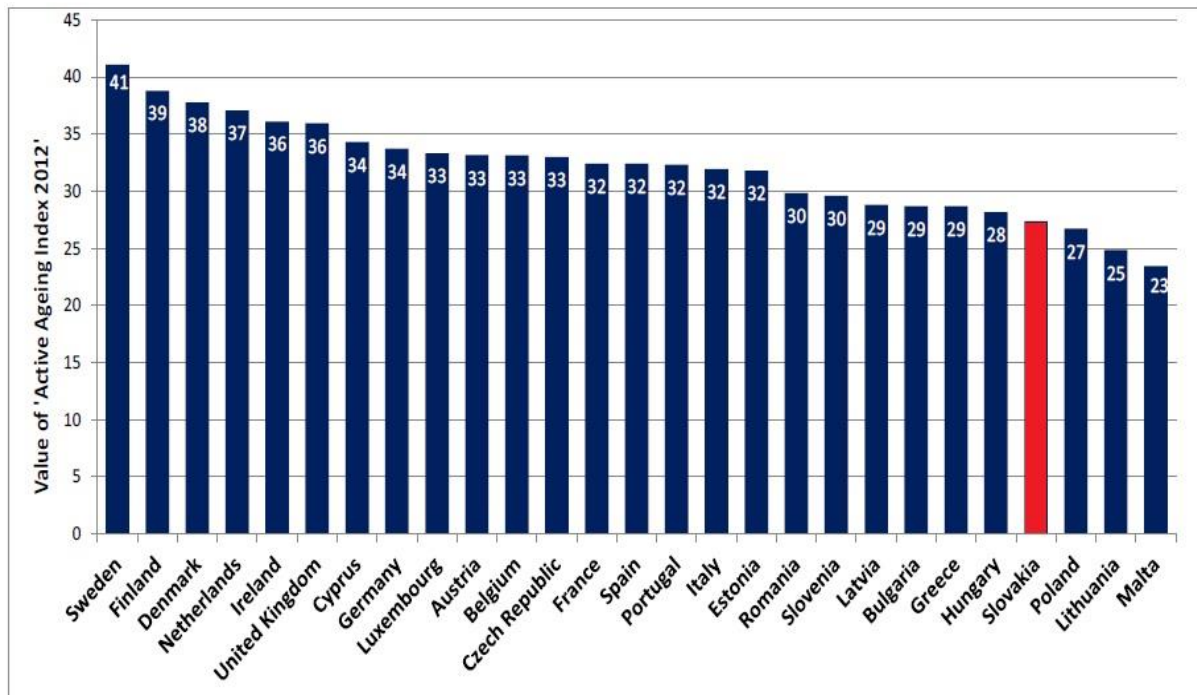
1. Employment of older workers.
2. Social activity and participation of older people.

3. Independent and autonomous living of older persons.
4. Capacity and enabling environment for active ageing.

Slovakia:

24th place out of the 27 countries within the EU (1. Sweden, 2. Finland , 3. Denmark)

23rd place in employment; 19th place in social activity and participation, 23rd place in independent living, 24th place in capacity and enabling environment for active ageing.



Source: United Nations Economic Commission for Europe: <http://www.unece.org>.

PROMOTION OF ACTIVE AGEING IN SLOVAKIA

Government of the Slovak Republic in the context of demographic trends in society as well as the main topic of the European Year, proclaimed in 2012, considers the promotion of active aging as one of its main priorities and topics.

For active ageing policy it is necessary to begin the expert discussion in society, to promote and inform the preparation of legislative acts and non-legislative measures and closely supervise for its implementation and enforcement.

The active aging as a political priority in all its complexity.

NATIONAL PROJECT: STRATEGY OF ACTIVE AGEING 2013

Impulse for the project preparation:

European Council Recommendation (March 2009) to Slovakia regarding the evaluation of employment measures of National Reform Programme: "European Council recommended to Slovakia to advance within the integrated approach based on flexi assurance in implementation of lifelong learning strategy and to continue in the reforms of education and vocational training with the aim to solve inconsistency of offered qualifications and labour market demands, and to develop a strategy

of active ageing and to improve access to employment for the long term unemployed and disadvantaged groups."

Objectives of the project

- Attract for jobs and keep more people of productive age employed.
- Increase the employment rate and reduce the rate of unemployment among people over 50, especially 55-64.
- Develop a draft of the measures to promote employment and improve employability of the elder, mainly those aged 55-64 years.

AREAS

Demographic and economic determinants of labour market and pension system

- Demographic assumptions of labour supply
- Impact of ageing on economic growth and fiscal sustainability
- Labour market and employment of older people
- Qualification requirements for employment of older people
- Impacts of population ageing on pension system

Policies for reduction of negative impact of population ageing

- Population policy
- Policy of economic growth and public finances
- Employment policies
- Policies of education, digital and financial literacy, and career guidance
- Policy of the pension system

ACTIVITIES

1. Analysis of demographic development in Slovakia and prognosis of labour supply by 2020

Outputs

- Socio-economic analysis of demographic trends in Slovakia, with particular regard to the age group of 55-64 and comparison with developments in the EU 27
- Prognosis of labour supply in Slovakia in 2020 by age, sex, region and other characteristics

2. Analysis of the legal environment of entry, residence and keeping the elderly in Slovakia

Outputs

- Analysis of motivational and de-motivational factors of entry and maintenance of jobs for older in the field of legislation.
- Recommendations for policies and regulations to enhance the participation of elderly in the labour market.

3. Analysis of factors affecting the participation of elders in the labour market

Outputs

- Sociological research concerning older employees and active aging (working conditions, education, income, social policy, compliance of work and family attitudes towards to active aging).
- Suggestions for improvement of awareness of the active aging and needs for increase the participation of older people in the labour market.

4. Creating a strategy of active aging with an emphasis on employment of elderly citizens

Outputs

- Defining the key players of implementation of the strategy
- Proposal of measures to attain the objectives of the strategy and implementation of timetable
- System proposal of indicators to measure the success of proposed measures

ACTION PLAN

Action plan for active ageing based on the National Strategy for Active Ageing. An integral part of Strategy.

1. Population policy

Main objective: To mitigate the negative impact of demographic change on the labour market.

2. Policy of economic growth and public finances

Main objective: To ensure sustainable economic growth and sustainable system of public finances in an ageing population.

3. Employment policy

Main objective: To improve the functioning of the labour market and increase the level of employment and employability of older employees.

4. Education policy

Main objective: To improve the functioning of the system of lifelong learning for the needs of the labour market and increase participation rates of elders in lifelong learning to improve their employability.

5. Pension/retirement policy

Main objective: To adapt pension system to the process of population ageing.

NATIONAL PROGRAMME

A part of the Strategy of Active Ageing. Preparation of the National Programme for Active Ageing arises from Government Declaration of the Slovak Republic "...The Government considers the necessity to develop a new national programme supporting and protecting older persons,...". New programme document aimed at promotion of human rights of elders in the field of persons through their activation by means of public support policies.

Proposal for National Programme for Active Ageing for the years 2014 - 2020 was developed in cooperation with all relevant actors, i.e. with all ministries, autonomous regions, the Association of Towns and Municipalities of Slovakia, the Slovak Union of Pensioners...

National Programme for Active Ageing for the years 2014 – 2020 aimed at promoting human rights of older persons through their activation through public support policies. It is not only about policy in the

field of employment and employability of older people (what is primarily focused Strategy of active aging), but also the policy of supporting their:

- lifelong learning,
- civic and social activities outside the formal labour market,
- promoting their independence, dignity, economic and social assurance,
- including protection against violence in all spheres of society and relationships.

Objectives of the National Programme for Active Ageing for the years 2014 - 2020

- Create better opportunities and working conditions for older workers and their application in the labour market..
- Fight against social exclusion with strengthening their active participation in society.
- Promote healthy ageing.
- Change negative attitudes to aging.
- Pay more attention to creating the conditions for a sustainable quality of life of older people, including long-term sustainability of social security, ...

National Programme for Active Ageing 2014 - 2020 includes measures to ensure the active ageing for persons older than 50 years.

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OLDER AGE, ACTIVE AGEING, AND HUMAN RIGHTS IN SLOVAKIA¹

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THE CHALLENGES OF POPULATION AGEING

Similarly to the other EU member states, Slovakia is experiencing intensive population ageing and the process will further accelerate in the coming decades. According to the demographic projections, in 2050 Slovakia's population will be among the oldest in Europe, whilst until recently it was among the youngest. From 2030 the overall population will start declining. Major changes are expected in the composition of population: the proportion of child segment will continue to decline. Despite the extended retirement age, the productive age group will also start declining. The only group to increase will be the people in post-productive age.

The coming decades are likely to bring an increasing burden on public finances as a result of the growing cost of care for old-age pensioners and the expenditure on medical services and care.² However, the rapid increase in the number of older people should also be manifested in an increasing public interest in their status and their rights. Non-discriminatory conditions and favourable environment for quality and voluntary participation of older people ought to be created in all areas of social, economic, civic and political life. Needless to say, these are prerequisites for better using the potential of the older generation.

Slovakia has a long way to go to fulfil these demands. According to the *Active Ageing Index 2012*³ Slovakia ranks 24th out of the 27 countries within the European Union. This means 23rd place with

¹ This paper is based on data from the project *Older Age and Human Rights: More Participation, less Discrimination* The project was realized by the Institute for Public Affairs thanks to the support of the Office of the Government of the Slovak Republic within the grant scheme *Promotion and Protection of Human Rights and Freedoms* in 2011 – 2013. Another important source of information was the *National Project Strategy of Active Ageing* carried out by the Education Centre of the Slovak Ministry of Labour, Social Affairs and Family in 2012 – 2013.

² In comparison with the 1980s life expectancy at birth in Slovakia has increased by five years, having reached 79.5 years for women and 72.5 years for men in 2012. Still, the country lags behind the EU-27 average (women 83.2 and men 77.4 years). As for healthy life expectancy, the situation is even more critical: men and women in Slovakia live in firm health for only 52 years, which is 10 years less than the European average.

The health of Slovaks is exposed to higher risks due to two factors (*Health and Long-term care...*, 2007). First, compared with the European average, a higher portion of Slovaks underestimate physical exercise, fail to respect the principles of healthy diet and are overweight. Second, people in Slovakia live and work in more adverse conditions – in noisy and heavily polluted environment, and suffer from more stress at work and in personal relations.

³ The Active Ageing Index is a tool for policy makers which should enable them to devise evidence-informed strategies in dealing with the challenges of population ageing and its impacts on society. For details see *Active Ageing Index 2012...*, 2013.

respect to employment of older people, 19th place in terms of their social activity and participation, 23rd place in independent and autonomous living of older people and 24th place in terms of capacity and enabling environment for active ageing (*Active Ageing...*, 2012).

THE STATUS OF OLDER PEOPLE AS SEEN BY PUBLIC OPINION

According to the prevailing public opinion in Slovakia older people have lower social status than the younger ones (*Empirical Data...*, 2013). The 2011 Eurobarometer survey has shown that, among the EU-27 countries, the general public in Slovakia ranks above-average in negative perception of people aged over 55. Slovaks have a less positive view of the role of older people within the society and of their contribution in different areas of life (*Active Ageing...*, 2011).

As Table 1 shows, the general public believes that the two most urgent issues related to older people are low living standards and inadequate social security (59%), along with declining health and poor state of health care (50%). Overall discrimination of older people and discrimination on labour market rank third and fourth (22%), whilst crime against older people, their exclusion from society that leads to a sense of isolation, uselessness and hopelessness rank fifth and sixth (14%). Ten percent of the public believe that the major problem faced by older people is poor state of social services – their financial inaccessibility, limited availability and quality. Similarly, 10% see the key problem in the declining flexibility and adaptability of older people, in their lagging behind in education (particularly in digital literacy and language skills), and deteriorating orientation in the world. Another problem (6%) is poor family relations, neglect, even abuse and mistreatment of older people by relatives.

Table 1:

„Which problems of the older people are the most pressings ?“ (opinions of the entire population – in %)

Low living standards, inadequate social security	59
Declining health and poor state of health care	50
Discrimination in general	22
Discrimination on labour market	22
Crime against older people	14
Exclusion from the society, sense of isolation, feelings of uselessness	14
Poor state of social services	10
Declining flexibility and adaptability, lagging behind in education	10
Poor family relations, neglect, abuse and mistreatment of older people	6

Source: Institute for Public Affairs, December 2011.

Majority of people in Slovakia consider age to be the key factor of discrimination in society (*Empirical Data...*, 2011). The public sees labour market as the main field of discrimination (identified spontaneously by 51% of respondents), followed by medical services and health care (34%), services and administrative authorities (transport; shops; banking and insurance, telecommunications and other services – 28%). Additional areas of discrimination include crime against older people (12%), carelessness and insensitivity of younger generation towards older people (12%), living standards and social security (11%), family (8%), social marginalisation and exclusion of older people (6%).

Based on the 2009 Eurobarometer survey, Slovakia is among the EU-27 countries with the highest proportion of people who experienced or witnessed age discrimination in workplace or when searching for a job, in health care, in access to financial products and services, as well as in education and training. As for the frequency of personal experience of age discrimination in general Slovakia ranks second within the EU-27 (*Discrimination...*, 2009).

There are several factors limiting more active defence of older people against discrimination. They include the failure to incorporate legislative standards of the antidiscrimination law in implementation procedures, information campaigns and relevant professional training. The number of complaints and claims of discrimination on grounds of age is increasing, yet discrimination is hard to demonstrate. The absence of successful cases of defence against discrimination drains other people, who feel discriminated, of the courage and willingness to fight.

Hence the widespread atmosphere of civic helplessness in which discrimination is merely passively acknowledged whilst there is no sufficient effort to curb it. An active effort to advocate the rights of older people is, however, the vital prerequisite for better use of their potential within the society.

OLDER PEOPLE AND WORK

The last two decades have brought a significant increase in the number of economically active people aged 45-64. In 2012 their share in the total economically active population reached 37.5% and the rate of their economic activity was 69% (Bútorová et al., 2013).

Slovakia has a pension reform in place since 2004. It increased the retirement age to 62 for both men and women. For men it added two years of work, whilst for women it meant much more, depending on the number of children. For example, for women with two children it meant seven additional years. According to the amendment to the *Social Insurance Act* of 2012, the retirement age should further increase depending on the rise in average life expectancy.

People aged 45-64 are part of the population whose life is most affected by legislative changes. Within a very short time they had to come to terms with the extension of work activity by a number of years. The change occurred relatively quickly, without preparing the public for longer work life, and even without training employers to manage older workforce. Without the support of public policies, people aged 45-64 have to cope with various adverse circumstances that obstruct their final stage of careers – from age discrimination to working conditions that had not been adapted to the needs of older workers.

One of the most pressing problems in Slovakia is unemployment. The situation of the unemployed in older age is particularly complicated as they face more limited chances of finding a job. From among the 45-64 year olds 12.1% were unemployed in 2012. Their experience of unemployment is, however, much more extensive: 47% of them have been jobless at some point in life.

What value do older people attribute to their work? According to Table 2, working people aged 50-64 consider economic benefits to be of utmost importance: 63% welcome the opportunity to financially support the household, 39% enjoy financial independence from relatives and 26% a chance to financially secure their old age. Other significant values include professional self-fulfilment (19%) and social contacts (18%), along with the opportunity to apply knowledge and skills (13%), acquire social status (9%) and a sense of usefulness for other people (7%).

Table 2: “What do you appreciate most about your work?” (opinions of working people 50- 64, in %)

Being able to financially support my household	63
Being financially independent from relatives	39
Being able to financially secure my old age	26
Being able to do what I like to do, professional self-fulfilment	19
Being in contact with other people	18
Being able to use my knowledge and skills	13
Being able to earn social status	9
Being useful for other people	7

Source: National Project Strategy of Active Ageing, Education Centre of the Slovak Ministry of Labour, Social Affairs and Family 2012.

Majority of older people, particularly those with higher education, are satisfied with their work. They appreciate working hours, interpersonal work relationships, the chance to use their education, skills and experience, their employer's attitude to staff and the effect of work on health. Working pensioners differ from the younger workers in overall greater satisfaction with work, though also in lesser sense of job security.

What concessions would older workers be willing to make in order to maintain employment? Most of those who do not yet qualify for pension benefits are willing to accept longer working hours (60%), greater commuting distance (59%), lower wage (55%) and work below their qualification level (55%). However, only a minority is open to the possibility of doing inferior, less healthy job (45%) and to the option to start their own business (20%).

CHANCES OF OLDER PEOPLE ON THE LABOUR MARKET

According to people aged 50-64, age is the most common reason for discrimination on the labour market (Table 3). Most agree that, compared to the thirty year olds, people over 50 have more limited chances to find a job, are less likely to sustain employment during job cuts, have fewer opportunities of professional growth and promotion, and fewer opportunities to participate in retraining and learning.

Table 3:

“Are people in Slovakia disadvantaged or discriminated against on the labour market for the following reasons?” (% of answers “very and quite often” – views of the entire population)

Older age	81
Health condition or handicap	63
Pregnancy or maternity	58
Race or ethnicity	46
Gender	46
Care for adult relatives	36

Source: Institute for Public Affairs,
Februarv 2013..

Employers view the situation in their own organisation far less critically. Most of them claim that workers over 50 have opportunities equal to those in their thirties (*Analýza exogénnych a endogénnych faktorov...*, 2013).

The public believes that the chances of job applicants are affected by age, as well as by gender (Table 4). Older women and older men in particular, but also middle-aged and young women have more limited chances than middle aged and young men who enjoy preferential treatment by employers. Yet the public not only sees lesser chances for older women and men vis-a-vis employers, but also tends to identify with this attitude. If the respondents were in the position of an employer, they would most often prefer a middle-aged and young man, then a middle-aged and young woman. Only a few would appoint an older woman or man.

Table 4:

- A. „Given common hiring policies at Slovak companies. which three categories of job applicants have the lowest chance to get a job?“
- B. „Imagine you are the head of a company and have to choose from among categories of job applicants. All of them meet job requirements. Whom would you choose on the first, second and third place?“ (opinions of the entire population – in %)

	A	B
Older woman	59	14
Older man	56	14
Woman in middle age	34	42
Yong woman	33	43
Man in middle age	27	49
Young man	23	57

Source: Institute for Public Affairs, February 2013.

Most employers believe that the performance of older people starts declining from certain age. According to them there is a contradiction between their requirements put on employees in general and the qualities of older workers.

The key employer requirements on workers include working discipline and reliability, good work performance, ability to respond flexibly to new situations, loyalty to the organisation, sound health and interest in professional growth and learning.

According to employers, people over 50 comply with only two requirements on the list: work discipline and loyalty to the organisation. On the other hand, they are weak in meeting the requirements for flexible response to new situations, sound health, and an interest in professional growth and learning.⁴

Employers admit that older workers have additional strengths, but they do not consider them a priority. These include lifelong experience of older workers, their ability to contextualise, as well as rare sick leaves due to care for a family member.

About a fifth of people aged 45-64 have personal experience with age discrimination after reaching the age of 45. Among them are more often women, people with low education, unskilled manual workers, and the unemployed. These groups are least prepared to actively confront discrimination (*Empirical Data...*, 2012).

As Table 5 indicates, the most frequent discriminatory situations encountered by workers aged 45-64 include unfair treatment by the manager in assigning task and remuneration; gossip and mockery by colleagues; injustice in job appointments and dismissals; and underestimation by younger colleagues.

Table 5:

“Have you or your colleagues experienced one of the following situations over the past 10 years?” (% of affirmative answers of employed women and men aged 45 and above)

	Experience of men	Experience of women
Discrimination by a superior	40	49
Gossip and mockery by colleagues	30	45
Injustice in job appointments and dismissals	29	35
Underestimation by younger colleagues	15	29
Bullying by a superior	12	14
Physical conflict or attack	8	3
Unwanted sexual attention	2	11
Sexual harassment	1	5

Source: Institute for Public Affairs, January 2012.

⁴ The self-perception of workers aged 50-64 is quite different. When assessing their own coping with physical and mental demands of work, a vast majority of them find it good. The prevalence of a positive evaluation of overall job performance contradicts the stereotypical image of poor work ability of older people in general.

A majority of respondents aged 45-64 believe that older people should defend themselves against discrimination (*Empirical Data...*, 2012). However, almost two fifths of respondents (37%) had no idea how to do it. Only 24% of them had a concrete notion about active defence against discrimination (within or outside a company). A sense of helplessness and resignation is quite common (17%), as is the preference of passive resistance – leaving the workplace without an attempt to confront the discrimination (15%). Because of the economic crisis, public interest in active defence against discrimination has declined, whilst the inclination to escape strategies has increased.

AGE-SENSITIVE OR AGE-IGNORANT APPROACH OF EMPLOYERS?

What should be the appropriate approach of employers to older workers? In 2012, only 23% of people aged 50-64 believed that employers should create working conditions that would accommodate the needs of different age groups. (Table 6). By contrast, 52% thought that they ought to provide equal conditions for all, regardless the age. The prevalence of the age-ignorant approach over the age-sensitive attitude is even more pronounced among employers (59% vs. 18%).

Table 6:

„Employers should...

- A. Create equal work conditions for all employees, regardless of their age.
- B. Create work conditions accommodating the needs of different age groups.“ (opinions of people 50 – 64 and of the employers – in %)

	People 50 – 64	Employers
Support of A	52	58
Undecided	25	24
Support of B	23	18

Source: National Project Strategy of Active Ageing, Education Centre of the Slovak Ministry of Labour, Social Affairs and Family 2012.

That also corresponds with the limited application of provisions supportive of older workers. In 2013, only 25% of companies offered training and retraining to staff aged 50 and above; 21% offered flexible working hours; 20% a chance to work part-time; 20% the possibility to modify job description to enable them to pass experience to younger colleagues; 12% offered an opportunity to change job description to reflect the changing work ability of older employees; 8% made changes in the work setting to accommodate the needs of older people; 5% provided an option of working from home. Vast majority of employers has not even considered such measures (*Analýza exogénnych a endogénnych faktorov...*, 2013).

Rejection of age-sensitive approach by employers is not only motivated by their effort to minimise the financial cost, but also by their inaccurate explanation of equal opportunities. They interpret equality of opportunities as similarity or rather uniformity of conditions for all employees. Employers are concerned that measures to encourage older workers might be seen as a violation of equal opportunities for all employees, or perhaps even as discrimination against younger workers.

ATTITUDES TOWARDS RETIREMENT

People have a predominantly negative attitude to increasing the retirement age. Most common concerns are those about negative health effects of working in old age, a sense of injustice in limited opportunities to enjoy retirement and pursue family life and hobbies, and concerns about the unemployment in old age.

Employers are also largely critical about the increase in retirement age. Not only do they fear negative health consequences for older workers, but they are concerned about their reduced work performance that would have to be compensated by higher cost. Other risks include limiting job opportunities for young people, inadequate age composition of work teams and an increase in intergenerational tension.

Even after a decade of the pension reform people remain largely critical about the elimination of differences in retirement age for women and men. The prevailing view is that a mother who raised children should have the right to retire earlier than a man. This perception persists also because the matching of the retirement age for women and men was not complemented by any effective public policy to enhance child care services and help reduce the challenges of combining work and family commitments faced by women during their working careers.

The public view of the ideal retirement age for men and women differs from the official retirement age of 62. In 2012 people aged 45-64 considered the ideal retirement age to be lower: an average of 59.9 years for men and 56.3 years for women (*Empirical Data...*, 2012). This disparity shows that mental concepts change more slowly than the legislative reality and the actual behaviour of individuals.

Most people believe that the official retirement age should come shortly after crossing the threshold of older age. The belief is characteristic of the philosophy of the right to early exit from the labour market (Guillemard, 2008). The pension reform of 2003 marked the first step towards the creation of an institutional framework for the gradual strengthening of the philosophy of the right to work in older age.

People in Slovakia enter retirement in a relatively uniform way. Sudden departure outweighs gradual transition to retirement. Regarding timing, clear majority waits to qualify for a pension to immediately become old-age pensioners. A smaller proportion of people opt for early retirement. The smallest segment is people who qualify for retirement, but do not draw their pension and remain employed.

Opinions of people aged 50-64 about the optimal way to retirement are quite heterogeneous, suggesting that there is an erosion of the standard retirement age in public perception. Only 51% consider it ideal to enter retirement in a single step and remain out of work forever. Another 23% would opt for immediate retirement, but still would like to work occasionally. Twenty two percent of people prefer gradual transition to retirement. As for the timing of retirement, 61% prefer leaving work immediately after qualifying for retirement, whilst 26% wish to continue working afterwards. Only 7 % favour early retirement.

Among the workers over the age of 50, those who are more interested in extending work activities include people with higher education, those performing more complex work, enjoying better health, individuals who are more satisfied with their work life and with life in general, and those who feel younger than their peers. Unemployed people aged over 50 more frequently prefer the strategy of immediate retirement.

THE CONCEPT OF ACTIVE AGEING IN PUBLIC PERCEPTION

How do people in Slovakia imagine ideal life of new retirees? To what extent are their normative ideas compatible with the notion of active ageing? According to Table 7, most respondents aged 18 and above agreed with the statement that the new retirees should enjoy life and do whatever they never had the time to do whilst working (84%), participate in upbringing and care for their grandchildren (73%) and help older people in their milieu (59%). About half of them agreed with the assertion that new retirees should be involved as volunteers in solving problems in their towns and communities (50%), promote rights of older people within the society (48%), and learn and keep up with the pace of times (46%). Considerably less popular is the notion that new retirees should be actively involved in politics (22%) and even less so the demand to continue working after reaching retirement age (12%).

Table 7:

„According to your opinion, should people who recently reached retirement age perform the following activities? To what extent are they performing them in reality?“ views of the entire population – in %)

	Ideal behaviour	Actual behaviour
Enjoy life and do things they could not do before	84	44
Take care of their grand-children	73	72
Help other older people around them	59	32
Actively promote the rights of older people in the society	58	20
Participate as volunteers in solving problems of the community	50	13
Continue learning and keep pace with changing times	46	13
Actively participate in the political life	22	12
Continue working after retirement	12	30

Source: Institute for Public Affairs, February 2013.

Note: Ideal behaviour is indicated by the percentage of answers „they should perform this activity“. Actual behaviour is indicated by the percentage of answers „they are performing the activity almost always or often“.

However, as column 2 of Table 7 shows, general public in Slovakia believes that actual behaviour of new retirees corresponds with normative ideas about the desired conduct only in two of eight instances: fulfilling the grandparent role (a significant majority of the public expects it from new retirees and sees it also in their actual conduct) and participation in political life (only few respondents expect it from the retirees and also perceive it in their actual conduct).

Frequency of five of the above activities, however, lags behind the declared normative expectations of the public. New retirees enjoy life and develop hobbies to a lesser degree. It also applies to helping older people in their environment, the promotion of rights of older people, lifelong learning and involvement in solving community issues. There is only a single opposite case: the continuation of work after reaching the retirement age. According to general public, active participation of pensioners on the labour market is more common in reality than is deemed ideal. Most people do not realize that working retirees do not see themselves as victims. On the contrary: they perceive their situation much more positively than their non-working peers. They value the financial benefits and welcome being part of a team, a sense of usefulness, an opportunity to use their skills and knowledge, retaining youthful esprit, greater self-confidence and enjoying work.

Let us now look at the expectations of the people approaching retirement about the changes in their life after leaving work. Among respondents over 45 optimism prevails (52%) over ambivalent feelings (28%) and over pessimism (10%). The source of optimism comes particularly from the expectation of more time for family life (28%), for rest and recreation (28%), the liberty to decide about how to spend time (25%), greater opportunities for hobbies (24%), and the relief from the inconveniences and work-related stress (18%). On the other hand, they fear declining living standards (50%), deteriorating health (24%), loneliness (15%), and a sense of social uselessness (12%).

In reflecting the actual changes experienced after their transition into retirement new retirees are more positive (53%) than ambivalent (36%) or negative (6%) about them. Most of them value the extension of leisure time and liberty to decide about how to spend it (40%), the absence of work-related inconveniences – including the stress of keeping or finding a job (31%), more time for family (30%), rest and recreation (27%), and hobbies (16%), as well as the availability of pension a secure source of regular income (16%).

Financial problems dominate among the adverse changes after retirement (46%). They are followed by a loss of social contacts (16%), a sense of uselessness, difficulties in finding a new meaning of life (9%) and deteriorating health (9%).

Hence, the assessment of changes after retirement is not very different from the expectations in the pre-retirement age. This similarity reflects the fact that the pros and cons of retirement are not a taboo within the society: the experience of the transition to retirement is sufficiently visible not only to those who live through it first-hand, but also to those around them –relatives, colleagues, friends, or neighbours. Thus retirement is not a step into the unknown. The basic contours of a new life are imaginable and predictable, even if individual responses might be and are different.

It should be emphasised that when people over 45 in Slovakia imagine ideal life in retirement, they rarely associate it with self-improvement, learning and keeping up with the times. They are even less interested in contributing as volunteers to their community and fellow citizens. They do not project into their ideas about life in retirement their own participation in defending and promoting the rights of seniors.

Thus for people in Slovakia, life in retirement is rather associated with voluntary withdrawal into privacy than with active participation in public life and involvement in helping to solve social problems. In this regard, the society in Slovakia lags behind the advanced democratic countries where seniors play an important active role in the public sphere.

The findings suggest a scenario of a desirable future for the seniors in Slovakia. It should bring the strengthening of their participation in various walks of public life – in the spheres of labour, civic engagement and politics. In other words, the challenge ahead is the implementation of the concept of active ageing.⁵

Slovak political establishment has long been underestimating the issue of active ageing. Until recently, the older generation was perceived more as a subject of the care that a generation with a great potential which has not been used so far. Finally, 2013 brought three strategic documents. The first two of them, *The Strategy of Active Ageing* and the *Action Plan of the Implementation of the Active Ageing Strategy*, focus on the connection between population ageing, the labour market and the pension system. The *National Programme of Active Ageing for 2014–2020* aims to comprehensively address the issue of active ageing. Let us hope that the adoption of the *National Programme*, which is still ahead, will mark a new beginning.

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⁵ 2012 was marked by the European Year for Active Ageing and Solidarity between Generations. A repeated survey prior to 2012 and shortly afterwards (*Empirical Data...*, 2011 and 2013) showed that people in Slovakia have rather vague ideas about the concept of active ageing. In late 2011, as many as 55% of respondents over 18 did not know the notion of active ageing or misunderstood its meaning. During 2012 public understanding of the notion slightly improved: by the beginning of 2013, the share of respondents who failed to properly interpret the notion of active ageing dropped to 43%.

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NATIONAL POLICIES AND STRATEGIES OF TURKEY WITH RESPECT TO INTERGENERATIONAL DIALOGUE AND SOLIDARITY

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ABSTRACT

Ageing of the population is one of the most important demographic facts of the 21st century. The statistical data signify that Turkey is making a transition to a new demographic structure. The calculations based on the assumption that current demographic trends of Turkey would continue indicate that especially in the second half of the 21 century will be a century of the elderly. The issue on intergenerational dialogue and solidarity come into prominence particularly as a result of increased rate of elder's population connected with decreased fertility rate and prolongation of life expectancy. Turkey is aware of potential adverse effects of ageing population and takes measurements to prevent or to reduce these negatives effects. Decisions taken by government in development plans, the rights guaranteed by law, new instutional structures established as a result of necessities stem from social, cultural, economic and demographic changes, different projects carried out in the local and national level are arising in this context. This study aims to reveal national policies and strategies of Turkey within the framework of intergeneration dialogue and solidarity. After a brief information on international studies dealing with this issue, demographic structure of Turkey will be presented. Then how different factors related to demographic, social and economic characteristics of Turkey affect on intergenerational relations and solidarity will be examined. Lastly, national policies, strategies and applied project works will be introduced.

INTRODUCTION

In almost every country, the proportion of old age especially people aged over 60 years is growing faster than any other age group. Ageing of the population has major consequences and implications for all aspects of human life. It is summarised in economic, social and political areas by UN. In the economic area, population ageing will have an impact on economic growth, savings, investment, consumption, labour markets, pensions, taxation and intergenerational transfers. In the social sphere, population ageing influences family composition and living arrangements, housing demand, migration trends, epidemiology and the need for healthcare services. In the political area, population ageing may shape voting patterns and political representation (UN 2009).

The combined effects of them requires adjustments in social and economic policies and the societal infrastructure. Policy adjustments are needed to reflect the new realities, with particular attention given to developing new economic and social opportunities, strengthening patterns of reciprocity and exchange, and maintaining mutual support structures (Young People in a Globalizing World 2003).

Therefore, solution seeking on possible problems stem from with the phenomenon of ageing are in progress. In the developed countries, several studies and assessments are conducted on the effects of ageing of the population on the socioeconomic structure, while efforts to ensure that elderly people continue with their lives without being detached from social life gain importance (SPO 2007a).

All of studies, First World Assembly on ageing, organized by a committee consisted of experts from World Health Organization (WHO), aimed at to discuss the problems of elderly and to produce solution in Vienna, in 1982 (Bilir 2006: 14) can be given as a starting point. Vienna International Plan of Action on Ageing had been adopted at the end of this Assembly (Young People in a Globalizing World 2003).

By the year 1995, with the agenda at the World Summit for Social Development, under the theme of “*A society for all*” – an posited inclusive society model came the fore aimed at social integration. After, this theme turned to “*A society for all ages*” in 1999 and the same year was announced as the “International Elders Year” by WHO. At this point, the importance of active and productive elderliness progress was focused by emphasising a mistake on the perception of elderly as not contributed to their family and society (Gökçe 2006). “International Plan of Action on Ageing” prepared by United Nations with the purpose of improving the quality of living for the elderly population, ensuring their social integration, resolving their sustainance and health problems and the formation of policies that encompass all age groups accepted in Madrid, in 2002.

In line with the “International Plan of Action on Ageing”, European Action Plan has prepared. The year 2012, was selected as a “Active Ageing and Intergenerational Solidarity” by the European Union. There are two principal objective of this theme. The first is to make 60 years and above people in business and not to retire early age and the other to provide taking part in 'active citizenship' initiatives by supporting the participation of elderly people in social activities (Özmete 2012). Subsequently, active ageing and improving the quality of life and approaches sustained with striving on this issue deal with and progress evaluated at the Ministerial Conference held in 2012, on the subject of a society for all age groups (EU Ministerial Conference 2012)

Notwithstanding of ageing often more visible in developed countries, is an issue that needs to be evaluated with much significance also in developing countries. However, each country experiences their own demographic transformation process in a unique way as a result of their history and complicated social process.

From a historical point of view, elderlies were under the protection in Turkish society almost in each period of time when looking at social patterns. Particularly, elderly people are seen as being the leaders of their families. They are respected and served by the younger generations for their family members. Thus, respect and serve elderly are seen as the traditional attitudes of Turkish societies. In addition to this, receiving their good blessing and approval while taking on a new initiative or on various issues – like marriage – is considered to be a very valuable assets for younger generation.

After acceptance of Islam, Koran guides to people on how to behave elderly by referencing several verses- in Isra Sura- connected to help for elderly and disabled (Dülger 2012a: 35-36). Thus, people continued to help elderlies and disadvantaged people for the sake of their belief. Fitre (special form of islamic charity) and zekât (alms) were given primarily to the elderly make it meaningful. In the light of historical instutional structure for elderlies, it is possible to say that elderly people were very important for all ancient Turkish societies. For instance first instution which protect elderly was established in the era of Seljuks. At the period of Ottomans, almshouse, public soup kitchen, islamic monasteries and waqfs (foundation) were known as a place providing various services for elderlies. For example, Darülaceze was founded by Sultan Abdulhamit II, in the hope of giving shelter to all beggars, homeless children living in the streets and homeless people sleeping in the courtyards of mosques. Today, Darülaceze is still alive institution which has nine departments for people who need help, a nursery for children, a rehabilitation center which has a library and ten service buildings within the body

of Darülaceze (Darülaceze web site). In the Republican era, the support and interest towards disadvantaged groups including elderlies continued and new institutional structures have been established in accordance with legal regulations.

Today, rapid upsurge of the elderly population within the total population requires dealing with elderly population's problems such as health, care, active participation in every aspect of the society and so on. When the literature is searched on studies carried out on elderliness, it is possible to say that the concern towards elderlies and elderliness issues increased after 1990s in Turkey. This work generally focused on social politics and social services, environment, demographic factors, family, intergenerational relations, conflict and social relations, health, care and dressing, psychological and psychiatric (Kalaycıoğlu 2003). Yet, intergenerational dialogue and solidarity is a salient issue recently. In order to draw attention and establish a road map on this issue symposiums and conferences are being organized by public and private institutions at the national and local level. Also, various projects are being carried out by different institutions for the sake of bringing generations together and by this way increasing dialogue and solidarity among them. Thus, the elderly problems making themselves felt in developed countries, as well in Turkey and increased concern for the research on elderlies (Arslan 2009).

How Turkey's demographic transformation progress gains importance herein. In this study a brief information on demographic determinants of population ageing; the effects of social and economic developments such as education, migration, urbanization, income sources- on intergenerational cooperation and solidarity will be described. After, the national legislation put into effect on this subject and services provided to the elderly and several projects conducted within the intergenerational cooperation and solidarity will be introduced.

DEMOGRAPHIC DETERMINANTS OF POPULATION AGEING

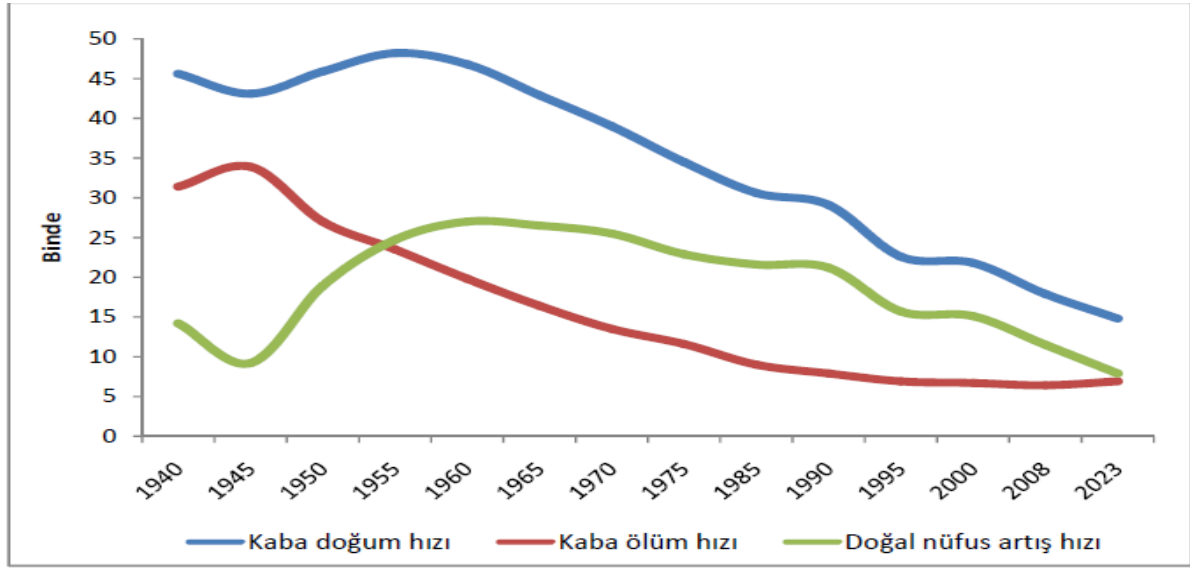
Although there are commonly used definitions of old age, there is no general agreement on the age at which a person becomes old (WHO web page). Yet, generally, the age of 60 and above roughly equivalent to retirement ages in most developed countries, is said to be the beginning of old age. The population was classified as 'middle', 'elderly' and 'aged' by WHO (1963). In this context, 'middle age' has defined as being 45-59 years, 'elderly' as being 60-74 years and the 'aged' as over 75 years of age.

Another classification is seen by taking into consideration of 65+ aged group's ratio in whole population (Özmete 2012 and Dülger 2012b). According to this classification, "*young population*" is defined as being 65+ aged group's ratio smaller than % 4, "*mature population*" as being 65+ aged group's ratio between 4 % and 6,9 %, "*old population*" as being 65+ aged group's ratio between 7 % and 10 % and lastly "*very old population*" as being 65+ aged group's ratio above 10 %. From this classification, Turkey's population can be defined as "old population" since the ratio of 65+ aged group corresponds to 7,5 % in whole population.

Apart from this, the changing feature on the fertility, mortality and population growth rates give clues on how a country's population is ageing. Particularly decreasing fertility rate is seen the primary cause of population ageing. It is stated that as fertility moves steadily to lower levels, people of reproductive age have fewer children relative to those of older generations, with the result that sustained fertility reductions eventually lead to a reduction of the proportion of children and young persons in a population and a corresponding increase of the proportions in older groups (UN 2009).

Although Turkey has a young population in terms of the high rate of fertility and growth rate of recent past, today's current demographic feature- such as fertility, mortality and population growth rate- points out that the population are altering the age structure in new way.

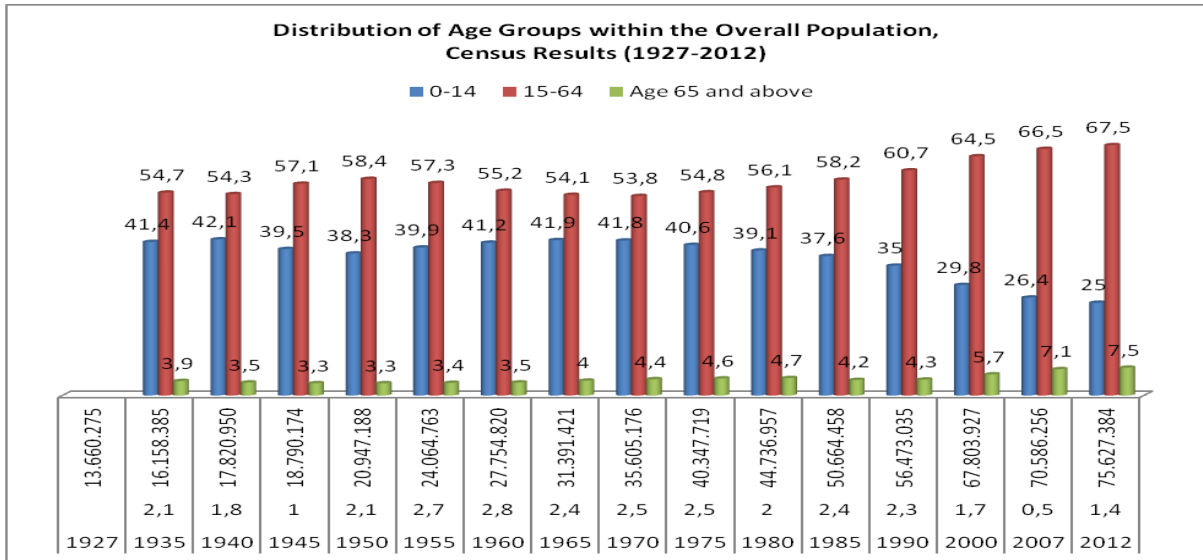
Graph I: Changing Figure on Crude Birth Rate (blue line), Crude Mortality Rate (red line) and Population Growth Rate (green line)



Source: H.Ü. TNSA (2008) Türkiye'nin Demografik Dönüşümü.

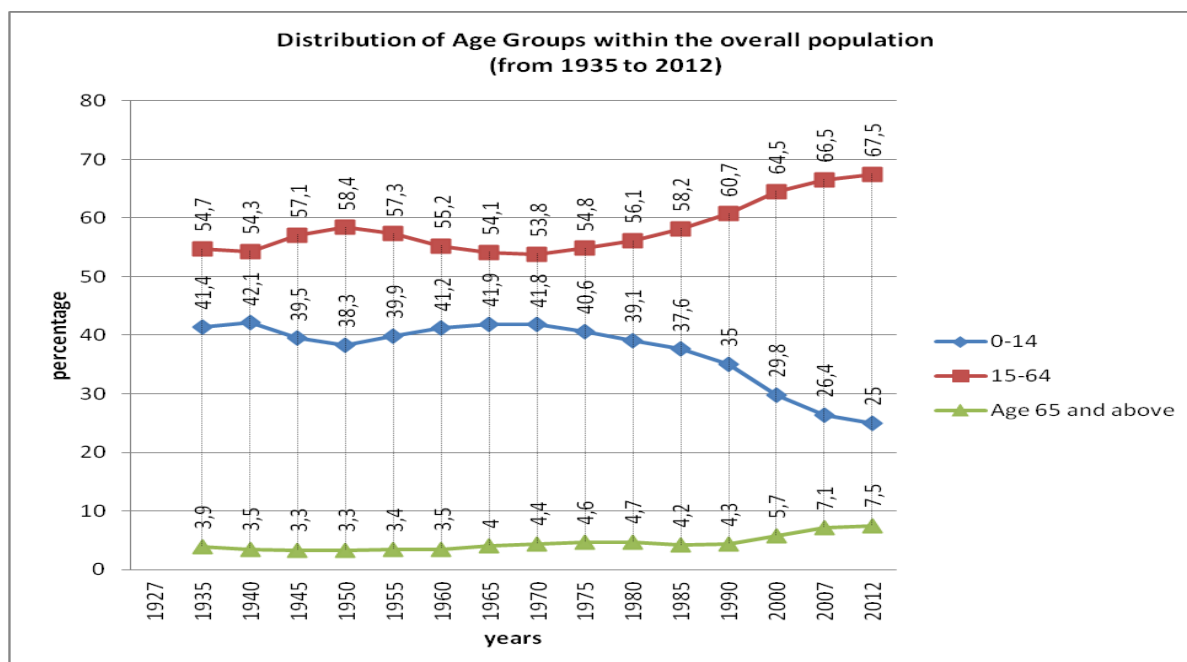
Graph 1 shows that fertility rate has been dramatically declining since 1960. Parallel to this development, mortality rate has also continued to decline. As a result of reaching low level and remaining low in fertility rate and declining rate in mortality particularly at older ages gain importance as a cause of population ageing. In addition to this, the percentage distribution of age groups within the overall population and its growth rate considered as the most important source for understanding of Turkey's population transition from younger to elderly. On account of this, relevant data at the censuses held during the period from the establishment of the Republic of Turkey up to the present was given below Graphs 1- 2.

Graph II: Percentage Distribution of Age Groups within the Overall Population, Census Results (1927-2012)



Source: Turkish Statistical Institute, Censuses. (<http://www.tuik.gov.tr>)

Graph III: Distribution of Age Groups within the overall population



Source: Turkish Statistical Institute, Censuses. (<http://www.tuik.gov.tr>)

Turkey's population have been identified as 13,6 million in the first national census. At the period of 1955-1960s, population was twiced increased reached to 27,7 milion and growth rate increased average % 2,8 for per year. On the other hand, between 1990 – 2000s, the growth rate declined average as % 1,7 for per year and total population reached 67,8. Between 2007-2012s, the growth rate decreased average as % 1,4 for per year and total population reached to 75,6 million. One third of population is under 15 years of age whilst the proportion 65+ comprises only % 7,5. Between the date of 1965 and 2012, while the percentage of young population is declining, the population of 65+ age is increasing sharply. It is expected that elderly population will rise 8,6 million people, its rate to 10,2 %; in 2050 to 20,8 %; in 2075 to 27,7 % (TSI 2013: Population Projections, 2013 – 2075). Also, although the size of total population is increasing, the growth rate is declining gradually in Turkey. Therefore, it is inevitable of transforming our society from “young society” to “aged society” in the event of continuing the current trends in the demographic indicators (Hotar 2012).

SOCIO-CULTURAL AND ECONOMIC DEVELOPMENTS

Comparing Turkish society today with the social and economic life of four or five decades ago reveals that tremendous transformations have taken place – regarding urban and rural life and livelihoods alike (World Bank 2010). For the inhabitants of metropolitan areas daily life is similar to the Western countries, on the other hand people living in outskirts of urban areas and rural settlements are relatively conservative and traditional (TNSA 2008). At this point, the solidarity and dialogue among generations reveals different perspectives.

Today, majority of the total population (77,2 %) live in the urban areas in Turkey (2012 ADNKS). Looking at urban-rural differences, the proportion aged 65+ is greater in the rural population than in the urban population (10 and 6 percent, respectively). Yet, especially the proportion of aged 15-64 years is significantly higher in the urban population than rural population (TDHS 2008). This finding may reflect the effects of rural-to-urban migration and urbanization process on the population.

Due to migration and urbanization process, family structure is changing and correlatively the role and the importance of elderlies are changing in the family. According to the result of household structure research (Ministry of Family and Social Policies 2011) reveals the transition of the family structure from extended family to core family. It means that the ratio of core family is 68,6 % and extended family is 10,1. The extended family is seen especially in rural areas. While the ratio of extended family is 8,8 %, in urban areas, this rate is 13,2 % in rural areas.

As far as elderly people's preferences in determining their living quarters are concerned, survey results indicate that 7 out of every 10 elderly persons live in the same house, building, street or neighborhood with their children. (TDHS 2008). However solidarity and relation between ages in the family differ from rural or urban areas. As a result of migration, especially young generation left from their rural area to urban and so elder people were alone. Some of them help their children in providing agricultural product. Yet, some of them are in poverty and alone, especially as the years passed they were forgotten by third generation (Dülger 2012: 36).

As for education level which plays a major role in the welfare of communities both economically and socially, Turkey has different aspects on education level. Thanks to spreading of education in recent decades in Turkey, younger generations are more educated than older generations. Women who live in urban areas are much more likely to have higher education than their rural counterpart (TNSA 2008). Looking at the educational levels of the elderly population (aged 65+), we see that 38,4 per cent of women did not receive any education at all or dropped out of primary school (illetteracy). For men, it is 9,2 per cent. The share of women who received high school or university education within the elderly population is 1 per cent, and that of men is 2 per cent (TUIK ADNKS 2011).

According the World Bank report (2010) socio-economic status of grandparents- measured by the education they attained roughly forty or fifty years ago- retains a powerful link to the well-being and changes of their children today. Within this scope, the mobility among generation in terms of education level is low in Turkey. In other words, data on education level of young adults and their parents reveal that intergenerational mobility in Turkey is quite low (Aslankurt 2013:2).

Finally, means of livelihood of the elderly person becomes important in terms of revealing their economic conditions. There are significant differences between male and female elderly population with regard to income sources. While 75 per cent of men are entitled for an income, the percentage drops down to 38 per cent for women (TDHS 2008)

Looking at the analyses on the source of income, 46 per cent of elderly men cited their pension, while other sources cited were old-age pension and rental/interest income. Only 10 per cent of elderly men work. While only 6 per cent of elderly women are entitled for pension of their own, percentage of women who cited indirect pension as their source of income was 16 per cent. 10 per cent of elderly women are entitled for old-age pension and only 1 per cent still work (TDHS 2008).

The women's social income depend on working and occupation status vary in accordance with where they live. Working women who lived in urban areas, in the more developed regions and women in the higher education group and highest wealth quintiles are more likely to have social security than their counterparts (TDHS 2008).

LEGAL AMENDMENTS AND POLICIES

Looking at analyses on the policies, it is seen that Turkey put into effect a great number of policies on elderly issues upto day. Firstly, in 1930s, municipalities are given rights to open up Nursing homes and to prepare care for elderly. In 1963, with the 363 law, General Directorate of Social Services was established under the Ministry of Health.

Then, policies related to elderly people foremost implemented in the development plans¹ of Turkey. These policies aiming at elderly people have almost always been included in these plans, the eighth of which is on the agenda currently, sometimes under social security and at other times under social services headings. In the Ninth Development Plan took a decision in the way that elder people should maintain their life without depending on someone else and contribute to the society (SPO 2007b).

Social security was recognised as a fundamental right for elderly in articles 60, 61 and 62 of the 1982 Constitution based on Republic of Turkey is a Social State. The state assumes a protective role through social insurances in addition to its obligation to prevent social risks (old-age, disability, occupational accidents, diseases, motherhood, family expenses and unemployment) (SPO 2007) .

Institution for Social Services and Children Protection (SHÇEK) was established by Law No. 2828 in 1983. Then, in 1997, by the law 571, Directorate of Administration for Disabled was established.

Turkey's "International Plan of Action on Ageing" prepared during the Second World Assembly on Ageing, by means of participation and collaboration of the Undersecretariat of State Planning Organization, General Directorate of Social Services and Child Protection and non-governmental organizations from Turkey related to the issue. The section comprising the actions to be implemented includes current situation analyses on the topics of Elderly People and Development, Improvement of Health and Welfare at old ages, Provision of Supportive Environments, Offering Various Opportunities for elderly and Recommendations on these actions (SPO 2007).

Finally, "Ministry of Family and Social Policies" connected Prime Ministry established by the Law No. 633 on 12 June 2011. As a result of this, issues related to women, family and the handicapped and social assistance was being gathered under a single roof. The duties on the coordination of determining national politics and strategies, applying, following and evaluating on handicapped and elderly, was given to General Directorate of Handicapped and Elder Services in the Ministry.

In terms of the main services provided to elder people in Turkey, services are generally divided into three headings as social aids, social security and social institutions services. Particularly social institutions services, classified under two main headings; "Nursing Home " and "Day Care" services, are provided by Public Institutions and Organizations, Local Authorities, private and Non-Governmental Organizations. Nursing Home services are presented by Public Nursing Home Services and Nursing Rehabilitation Center connected to SSCPC and other private Nursing Homes opened within the other institutions.

Nursing homes established for the aged 60 and above people provided services such as catering, sheltering, psychological support. The number of nursing house is 295 and its capacity consists of 24.296 people (General Directorate of Disabled and Elderly Services 2012). Apart from this, Care Services at home aims to help daily activities of elderly. There are five Elderly Services Center and it has 1100 members. (General Directorate of Disabled and Elderly Services 2012).

As to social security service for workers, it is largely conducted by the hand of the government. The social security system covering pensions and health insurance consisted of three institutions; the Retirement Chest for civil servants (ES) established in 1949, the Social Insurance Institution (SSK) established in 1945 for workers, and Bag-Kur (BK), established in 1971 to provide coverage of pensions and health insurance for the self-employed and agricultural workers (Duyulmuş 2009). Before the establishment of Social Security Institution in 2006, these three different institutions had different regimes- which provided social security services for workers. However, this kind of social security system distorted the unity of norms and standards between rights and commitments of workers who were subject to different types of social security laws (SSI Web page)

¹ The planned development efforts initiated in 1963 in Turkey have been pursued until the present through the five-year development plans with the purpose of developing policies in all areas.

In order to conduct a social security reform on the purpose of unifying norms and a sustainable social security system, these three institutions were gathered under a single roof as “Social Security Institution” (SSI) by Law number 5502. With this reform, insurance rights and commitments were equalized and foundation of a single financially sustainable retirement and health insurance system was prescribed (SSI Web page). The social security reform in Turkey involved the restructuring of pension and health care systems with the administrative reform of social security institutions with enacted reform laws in 2008 (Duyulmuş 2009). An amendment was made on the pension system.

The changes on the pension system aim mainly to establish a single pension system where the reform has foreseen “gradual increases in the retirement age, which will be kept at 58 for women and 60 for men until 2035 and will be raised gradually afterwards until 2075 to reach 68 years of age” with the increases in life expectancy (Duyulmuş 2009).

Within the scope of Day Care and Care Services at home, the Ministry of Health, undertakes care services at home including social and psychological counseling, physical examination diagnosis, medical inspection and analysis, treatment, medical care, rehabilitation services and follow-up as well as social and psychological counseling to individuals in their home and family environment (Koç ve Ark. 2012). Apart from this, some of the university hospitals include geriatrics department that is a branch of science, concerned with ageing of society. It is interested in protection of people’s health, prevention of disease, maintenance of life without isolation from society, and based on multiperspective assessments treatment.

As regards social aids, General Directorate of Social Aids under the Ministry of Family and Social Policies, provide citizens take part in the framework of the law 3298, various social aids programmes being applied as such; Family Aids (Food, Shelter and firewood), Health Aids (medical expenses-green card), Education Aids, Disabled Aids and Ad Hoc Aids (public kitchens)

As for services provided by local authorities, municipalities make nursing homes to accommodate the elderly who are in need of assistance, make free inspection and medicine, food, free charge of getting on buses. As economically and culturally highly developed municipalities, seminars and outpatient services, a soup kitchen meal food distribution and cash assistance in the name of the social aids, an ambulance service for home based health care, special day celebrations, cinema and theater, municipal and voluntary organizations invitation programs are organized by them.

In addition to this, services provided by non-governmental and private organizations, researches and studies on elder and elderliness are being conducted, symposiums, congresses and meetings organized, staff training certificate programs on care services for the elderly-disabled people are organized and services presented in this area. Also, social aids are being carried out by means of some of the non-governmental or private organizations.

SAMPLES PROJECTS ON INTERGENERATION COOPERATION AND SOLIDARITY

Different projects put into effect by the initiatives of different institutions and cooperation with other organizations. In this scope, “Youngsters and Elders are Hand in Hand” project conducted by İzmir Metropolitan Municipality, aims to support the psycho-social rehabilitation of the rising solitary elderly population, ensuring that youngsters take part in social responsibility projects and strengthening inter-generational equality and solidarity, can be given as an example project.

Both physical and social negativities that the elderly experience reveal the importance of raising awareness of the society regarding the aging issue with the help of various social projects and works. In this context, the target of the Youngsters and Elders are Hand-in-Hand Project is taking steps aiming the increase of productive sharing, organizing meetings that make it easier for people of all ages coming together by avoiding age discrimination, promoting the opportunities for maintaining and developing the

intergenerational relations together with conducting studies for the encouragement and reinforcement of intergenerational solidarity (Izmir Metropolitan Municipality Social Projects Center)

Other project called "Grandfather-Grandmother and Grandchild" carried out by the cooperation with İzmir Konak Municipality, İzmir Police Office and İzmir National Education Directorate. This projects aims to increase intergeneration dialogue by bringing together elder people living in Nursing Home and young generation. In this scope, elderly people have a chance on having a day outside with youth and conveying his/her experiences to them.

Another Project carried by Yeditepe University, students from Department of Public Relation and Advertising was "From 7 to 70 Intergeneration Solidarity" Project brought different generations together by meeting elder people living nursing home with pupils studying in primary schools.

İkizdere Social Assistance and Solidarity Foundation, put into practice a social responsibility work titled as "Do not forget our elderly" in the northern part of Turkey in Rize. This work aimed at get some supplies to elderly who are helpless and in need. So, elderly people have been visited and a packet including basic nutrition requirements during all winter season have been distributed to these people.

One of the branches of "Kimse Yok Mu?" ("Is Anybody There?") Association, gives care services at home for 40 old people by a project, namely "You are not alone, we accompany with you". Association volunteers meet 65 aged and above people's daily needs-bathing, shaving, repairs, food allowance, physical examination- at the scope of the Social Support Program.

Apart from this, Turkish Geriatry Association has several projects which are prepared for coming to realize. Firstly, "*Health Mobile Vehicle*" has some functions including improvement of health, activities on general informing for health awareness, diagnosis, laboratory service, struggling with chronic diseases, academic researches. Second, Contest for "*Active and Healthy Ageing*" will be started in order to support on projects affiliated with active and healthy ageing, drawing attention on the elderly's problems, providing of elderly's participation to the daily life, increasing awareness of NGO and private sector to this issue. Third is called "*Life Houses Project*" that a project for privileged groups such as elderly, disabled, level in low socio-economic status, living in rural areas, illiteracy, women, children and young to sustain their education, cultural, sportif activities in it.

Finally, a contest themed on investigation, researching and documenting is being conducted by the initiatives of the Ministry of Youth and Sport, titled as "*Generations are Coming Together*". This contest aims to mobility of youth from urban to rural or rural to urban. Youth will have an interview with elders by visiting them. During interview, youth will have chance to document by imaginary data recording. Ministry of Family and Social Politics announced 2013 as a elderly year.

CONCLUSION

Turkey's population characterised by young is ageing rapidly. This population ageing can be seen as a success story for public health policies and for socioeconomic development, but it also challenges society to adapt, in order to maximize the health and functional capacity of older people as well as their social participation and security (WHO we page).

All changes arising in socio-cultural and economic area together with demographic lead to broad effects on political area. When looking at particularly politics and programs related to elderly, it can be said that services for elderly people much more focused on their health care and soacial prtotection system and social security systems. Turkey is an important level of elderly care services offered by public institutions, but the services offered in their homes is extremely limited and insufficient (Abduşoğlu 2012: 87).

To increase the life quality of elderly, active and successful ageing and intergenerational solidarity and cooperation is gaining importance as a key concepts in designing of population. In this regards, the concepts of active and successful ageing requires delibarete approaches connected with education, culture, health and other issues.

The changes in traditions, cultural aspects and values, increase in population of the elderly are posing elderliness as a social issue and their relations with young generations. Hence, intergenerational solidarity and co-operation with many projects implemented is gaining impetus. Prevalence of these studies, increasing the cooperation between the different generations, bring solutions to the problems likely to arise in the future, is important to be inspired for the care of political decisions

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INTERGENERATIONAL DIALOGUE AND SOLIDARITY POLICIES IN POLAND

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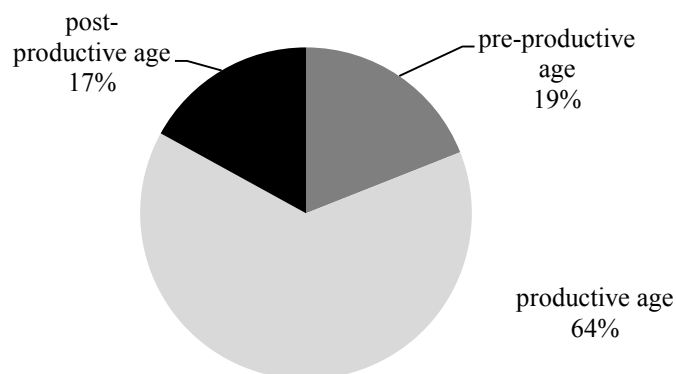
INTRODUCTION

In the Substantiation to establish 2012 as The Year for the Universities of the Third Age in Poland the following information may be found: "Poland is one of the 18 world countries with the oldest population and with the highest dynamics of ageing". Thus it is crucial to make many millions of Polish seniors fully participate in social and economic life of the country especially that aspirations of the 3rd and the 4th generations of Polish people rise as well as the popularity of different actions aimed at the group is also higher every year.

DEMOGRAPHIC AND SOCIAL CHANGES IN POLAND

By the end of 2010 there were 38,2 million people living in Poland and 17% of them are at the post-productive age (Figure 1). It is predicted that by the end of 2035 the number will reach the level of 27%¹.

Figure 1: Polish society by the end of 2010



Source: *Rządowy Program na rzecz Aktywności Społecznej Osób Starszych na lata 2012-2013*, Ministry of Labour and Social Policy, 2012, p.3.

As a result of better life conditions the average length of the life reaches the level of 72,1 years in case of male and 80,6 in case of female Polish citizens. According to sociological prognosis by 2035 the share of people in the age of 75+ will reach the level of 4,5 million (2,4 million in 2010)².

¹ Instytut Spraw Publicznych Analizy i Opinie, nr 118, 2011.

At the moment Polish seniors' activeness covers participation in NGOs, the universities of the third age, senior clubs, local communities (including denominational ones). Still the group 50+ is not too active in the social area, also when comparison with other European countries' citizens is conducted – in Poland 12% of people over 55 declare volunteering (European average is 27%)³. At the same time specialists indicate that the group of seniors involved in different social activities is very creative. They eagerly participate and inspire initiatives performed by the universities of the third age, that become developing very quickly after 1989 – the time of significant changes in Poland. The specialists indicate that the level of involvement depends on enormity of the town in Poland – the smaller they are the societies of seniors are tend to be more resilient⁴.

Moreover, as it is indicated, in last 25 years the system of working has changed dramatically in Poland. Former generations used to work in one place for many years and it was easy for them to get involved in social activities because they grew in local environment. Nowadays as the mobility of people increase, as well as the fluctuation of their employment, people do not have the possibility to get attached to one place, an organization or an idea. This way they are not eager to get involved in different social initiatives. This role may be undertaken by seniors in Polish society and there is a strong need to orientate social actions in that direction.

GOVERNMENT EFFORTS TO INCREASE INTERGENERATIONAL INTEGRATION

Problems of ageing societies are crucial and significant enough to be noticed and included in Polish and European legislative acts. The Council of Europe's and other European and Polish institutions' reports include the statement that as the society based on knowledge has been developed, the importance of lifelong education is increased. Moreover, the rules of competence, lifelong learning and knowledge for everybody form the basis of the Lisbon Strategy.

The need to integrate society and prevent elderly citizens from exclusion is discussed in Poland widely and several actions are undertaken to decrease the number of excluded and to enable including of elderly in the life of the society. Among others: discussions, meetings and programs are conducted at different levels to enable solving the problem. For example at preschools children are discussing what grandmas and grandpas contribute to a family life, seniors are invited to preschools and schools to read books, present performances and talk to children. Also children and youth vary meetings of seniors by different performances.

Polish government has undertaken many initiatives that are aimed at development of lifelong learning and social activation of older citizens, preventing exclusion and discrimination. In Polish parliament the Parliamentary Group for Elderly People and the Parliamentary Group for the Universities of the Third Age were established. The Parliament also announced 2012 as the Year for the Universities of the Third Age. In 2011 the Human Rights Defender established a group of experts on different aspects of ageing. The National Plan for the European Year for Active Ageing and Solidarity between Generations 2012 includes many regional, national and local initiatives to be introduced. The Ministry of Labour and Social Policy prepared and has been guiding the *Rządowy Program na rzecz Aktywności Społecznej Osób Starszych na lata 2012-2013* (the Government Program for Social Activeness of Elderly People 2012-2013) that is aimed at improvement of quality and the level of life of older citizens. The program includes:

² *Rządowy Program na rzecz Aktywności Społecznej Osób Starszych na lata 2012-2013*, Ministry of Labour and Social Policy, 2012, p.8.

³ Eurobarometer Research 2011, http://ec.europa.eu/public_opinion/archives/ebs/ebs_378_fact_pl_en.pdf

⁴ E.g. *Problemy, które nie znają granic*, „Biuletyn sądeckiego UTW”, nr 27, 2011, p. 10-11

1. System component – preparing the long-term senior policy as the answer to social challenges (ageing) and as the stimuli for public policies.
2. Contest component – including four priorities: education of older people, social activeness promoting internal and intergenerational integration, social participation of older citizens and provision of social services for them.

The government program is an integral element of actions focused on introduction of: *the National Development Strategy 2007 – 2015, the Social Policy Strategy 2007 – 2013, the Strategy for Support of Civil Society Development 2009 – 2015, Europa 2020 – The Strategy for intelligent and Sustainable Development Causing Social Inclusion, the Perspective for the lifelong learning* [strategic document] and *The Council Resolution on a renewed European agenda for adult learning*.

The Social Policy Strategy 2007 – 2013 includes: introduction of active social policy, complex rehabilitation and elicitation of disabled, creation of the support system for people in the post-productive age, activeness and mobilization of local partners and social and public partnership as a base for development of social services.

The Strategy of Support of Civil Society Development 2009-2015 indicates four main directions: active, aware citizens and active local societies, strong NGOs, development of NGOs to support social integration and development of social economy.

The Government Program for Social Activeness of Elderly People 2012 – 2013 is focused on efficient usage of social and vocational potential of older citizens by rising the significance of their social roles in the public life. For the program the following goals were indicated:

1. Creation of variability and improvement of quality of the educational offer including preparation of offers for citizens who are socially excluded/isolated,
2. Enabling internal and intergenerational integration using existing social infrastructure,
3. Development of different forms of social activeness including popularization of volunteering, participation in public decision making processes including participation in public policies.
4. Incensement of accessibility and quality of social services as well as supporting self-help and self-organisation by: development of systems supporting satisfying specific needs especially in case of older people not fully able-bodied as well as development of social services in the area of sport, tourism, recreation and culture.

Within the Program the following actions are planned by the Ministry:

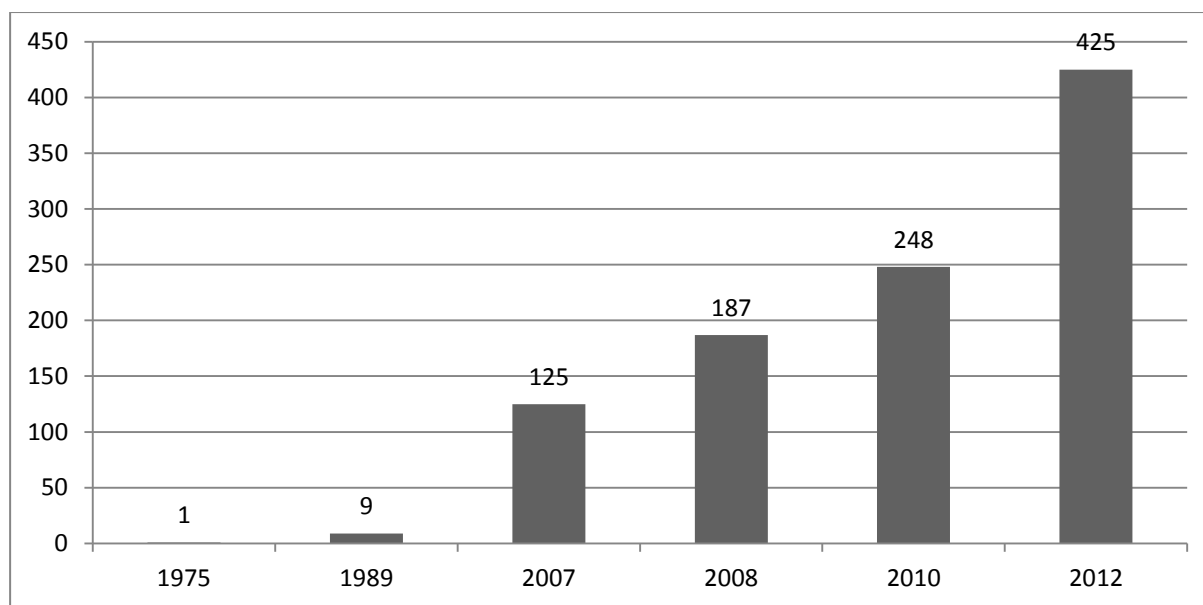
1. Financing the development and creation of new educational offers as well as incensement of accessibility of educational initiatives,
2. Supporting different forms of education and learning to develop skills of elderly people, including computer skills,
3. Training of personnel involved professionally and voluntarily in elicitation of elderly people,
4. Financing of different forms of activeness in the group,
5. Adjustment of social offers to needs and abilities of disabled elderly people or the ones with limited mobility.

As mentioned above very strong accent has recently been put on stimulating Polish citizens in the post-productive age to participate more effectively in the life of the society. One of the activeness supported by the government in that efforts are the Universities of the Third Age.

THE UNIVERSITIES OF THE THIRD AGE IN POLAND

The first University of the Third Age was established in Poland in 1975 (2 years after the first one was established in Europe). At the moment there are more than 420 Universities in Poland⁵ (Figure 2) with more than 120 thousand participants. They operate in very different organizational structures including: units of high education organisations (the French model), associations, foundations and operating within local government units (in cultural centres, libraries, lifelong education centres, etc.).

Figure 2: The number of the universities of the third age in Poland



Source: W.Borczyk, W.Nalepa, B.Knapik, W.Knapik, *Standardy działania Uniwersytetów Trzeciego Wieku w Polsce*, Nowy Sącz 2012, p. 10; Biuletyn Sądeckiego UTW, nr 34, 2012, s.11.

Technological progress, civilization changes, demographic processes, lengthen life cycle, the need to stay in psychophysical shape caused the situation that educational programs aimed at elderly people should include current and modern problems. As generally, also in Poland, the universities of the third age are aimed at including older citizens in multidimensional process of education, activation and integration basing on civilization, social and cultural changes. Involving seniors in different – social, cultural and pro-health activities are aimed at preventing exclusion and discrimination to assure their significant place in the society. The universities of the third age are the most numerous senior institutions in Poland. They need to face the problems of ageing society and to overwhelm negative results of demographic process. At the moment in Poland the discussion is conducted on the need to standardize formal, legislative, essential and organizational aspects of the universities' operation as well as their cooperation with public administration, NGOs and private sector. Thus, among other programs conducted to support development of the Universities of the Third Age, there is the project titled: *Profesjonalne Uniwersytety Trzeciego Wieku w Polsce* [Professional Universities of The Third Age in Poland]. It is aimed at preparation and creation of the Book of Standards and its adjustment and introduction within 15 universities in Poland. The project includes: trainings, advisement and certification of the universities by the group of experts⁶.

In 2007 the Universities of the Third Age Federation was established in Poland. It is aimed at affiliation of different organisations concentrated on education and activation of seniors by supporting

⁵ According to Polish Federation of the Universities of the Third Age

⁶ http://www.frzg.pl/pl/70875/0/Profesjonalne_Uniwersytety_III_Wieku_w_Polsce.html

them organizationally, legislatively, logistically and financially. The Foundation represents the universities internationally, while their contacts with local governors and other institutions. It also supports Polish Senior Olympics "Seniorzy na Start". On the web page of the Foundation (www.federacjautw.pl) current information about the actions undertaken by different universities can be found.

Within the Federation:

1. the Leader Academy (Akademia Lidera) that organizes workshops on management, organisations and standards of actions undertaken by the universities was created,
2. Information and Consultation Point was established. It provides professional advice and information. It is also to support creation of new universities,
3. The Project Team operates that prepares and conducts projects supporting the universities,
4. Many educational initiatives and conferences are conducted.

The Federation also co-created the Third Age Forum as a conference accompanying the Economic Forum in Krynica. The event focuses on debates considering demographic changes within societies. The Federation's initiative resulted in creation of Universities of the Third Age National Consultancy Council as an influential and consultancy national body.

The Year for the Universities of the Third Age was recognized by the senior groups as a significant contribution in the celebration of European Year for Active Aging and Solidarity between Generations. The celebration was really effective and caused many fruitful results including:

1. Senior problems have become reckon as important by being honoured by the act issued by Polish Parliament's Senat⁷.
2. Organisation of the first Congress of the Universities of the Third Age in Poland.
3. The President's wife – Anna Komorowska was a patron of The Year celebration.
4. The parliamentary group for the universities of the third age was established.
5. Within the structure of the Ministry of Labour and Social Policy the Department of Senior Policy was established. It is the first unit of central administration responsible for creation and development of actions aimed at seniors.
6. The government's financial and logistic support for the initiatives developing social economy (including seniors' organisations).

There are many efforts that have been undertaken in Polish society to make our senior citizens more active and involved in problems of the society and its groups. The dialog between generations is really important in the situation when solidarity between generations become more and more significant and even required because of demographic and other changes that take place within European societies. Also Polish seniors have been changing. Their expectations are no longer connected only with provision to their families. They are frequently well educated, still proficient citizens whose capital has been constantly wasted for many previous years. They have already proved many times that they do need even encouragement from younger members of the society to work to enlarge the common wealth, sometimes they just need some organizational and emotional support.

⁷ Upper house of Polish parliament

SOURCES

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STRATEGIES AND POLICIES IN INTERGENERATIONAL DIALOGUE AND LIFELONG LEARNING IN GERMANY

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INTRODUCTION

The low number of births in Germany and increasing percentage of senior citizens is causing a radical change of the relation between the younger and the older generation. The percentage of under 20 years old reduced from 28 to 18 % between 1960 and 2010. In the same time the percentage of over 60 years old increased from 17 to 26 % (bpd). The demographic change is dramatic causing changes in the whole society – in work, education, private life.

In the last years many players deal with topics in this field and continuing and intergenerational learning is one of the most important parts. Activities can be systematized by the way of learning – from, with or about each other:

From Each Other	With Each Other	About Each Other
Expert knowledge lies in one generation	Expert knowledge is outside the group – lecturer or tutor	Generations as main focus of the activity
One generation is supporting the other	Work together on joint topics often: no real exchange, work coexisting	Biographic-historical conditions of generations Aims at understanding the other
Mentoring Senior coaches Senior advisor for career entry Pupil teach seniors	Senior study Study groups Public science	Older adults narrate from their life

See Meese, Andreas (2005): Lernen im Austausch der Generationen.
In: DIE Zeitschrift für Erwachsenenbildung II, pp. 39-41.

NATIONAL POLICIES AND STRATEGIES

Analysing the strategies of the Federal government soon we see that we have to consider two directions of proceedings – the intergenerational dialogue, integration of all generations on one hand and activities about lifelong learning and continuing education on the other. Therefore different ministries are involved – like the Federal Ministry of Education and Research (Johanna Wanka), the Federal Ministry of Labour and Social Affairs (U. von der Leyen) and the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (K. Schröder).

Relating to intergenerational learning the topic of the German Federal Ministry of Labour and Social Affairs is the integration of older people into the labour market. Exchange between young and old is seen as important as training programmes for older individuals. In the context of raising the retirement age to 67 years by 2020 and the skilled workers shortage the significantly increasing labour market participation rates amongst workers over the age of 55 is an important goal. Meanwhile the Federal Ministry of Labour and Social Affairs in Germany has implemented a number of strategies to promote more and better employment for older people including the "Perspective 50plus" programme, as well as various other measures.

The programme Perspective 50plus – Regional Employment Pacts for Older Long-Term Unemployed Persons is part of the "Initiative 50plus", which unites several strategies to support older workers, targeting at companies, employees and the social partners. It started 2005 and is now in the third phase (2011-2015). The project aims at predominantly low- or semi-skilled long-term unemployed people. The focus is to re-activate and reintegrate these persons into the labour market, but also to raise public awareness of this issue.

To document the results of the programmes and initiative the ministry publishes a progress report "Age-appropriate Labour Market". The second report was published in 2011. It shows the importance of age appropriate workstations and working hours to motivate older to stay longer in employment. Statistics show that the number of employees in the age group 55 – 64 increased by 1.8 million since 2005.

The report also demonstrates that the topic is not only important in the federal government but is also discussed in companies. Esp. big corporations develop own programmes to support older staff, to support the contact between older and younger and to manage age mixed teams. Age management is an significant concept to handle different working styles and experiences.

The Federal Ministry of Education and Research (BMBF) sees the topic of lifelong learning as significant for the individuals, the society and the labour market. Therefore the policy aims at strengthening the value of learning in all generations and supporting easy access to continuing learning. For that reason the ministry wants to support research about lifelong learning aiming at the improvement of knowledge about lifelong learning.

In this context continuing education has an important role to play. "The initiatives are based on the empirical finding that participation in continuing education in Germany is low by international comparison. In particular, people with low qualifications are underrepresented in continuing education." (Homepage <http://www.bmbf.de/en/lebenslangeslernen.php>)

Continuing education at institutions of higher education means to develop programmes interesting and useful for both industry and science. Qualification does not end with graduating. Therefore, institutions of higher education have the possibility to develop demand-oriented continuing education programmes in the area of conflicting interest between practical needs for continuing education and scientific orientation, and to place them on the continuing education market.

Demographic change and related societal changes are a research topic supported by the ministry. Therefore, the Science Year 2013 is dedicated to Demographic Change. The main aspects are "We are growing older. There are fewer of us. We will be more diverse" naming important changes in the society. "The aim is to put forward concrete approaches and solutions for each field. The focus of the discussion is how politics, industry and society can face up to the changes and use them to their advantage." (Homepage <http://www.bmbf.de/en/21029.php>)

To support continuing learning there are several initiatives of the Ministry of Education and Research like the *Continuing Education Grant*, supporting private motivation in personal, general and vocational further education and training financially. As in Germany there is a broad range of possibilities of continuing education improving educational counselling is a key element for successful lifelong

learning. Another strategy is the implementation of continuing education quality tests to ensure high quality in the field. The last example is the *Aqua Programme* – Academics gain qualifications for the labour market. This is a successful programme helping immigrant and German academics to (re-)enter the labour market.

Relating the topic of intergenerational exchange the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth focuses on age as chance. As a result of the increased life expectancy older people have more time to engage in family and society, can give experiences to younger generations. An age-based and cross-generational policy has the task to support the cohesion in society and between the generations.

Demographic change, the growing number of older people and the predicted shortages of skilled personnel is the basis for the development of strategies to include all generations with their potential and experiences. The support of family is one big challenge – because young families need help by older ages, whereas seniors need care by younger and fitter persons. Approaches are the promotion of flexible working hours leaving time to care for children or old relatives, the implementation of the model of "family care time" envisaging additional ways of making work and care more compatible, the programme "Social living in older age" and the extended education programme in geriatric nursing. Another focus is the volunteering engagement in our society. Therefore, in 2012 started the support of multigenerational houses in 450 places promoting the intergenerational way of living together. Young and old meet each other, can learn from each other and engage together.

Continuing learning is a big challenge. A study about returns to education relating to continuing learning – which was financed by the Family Ministry – shows a significant financial effect of keeping people longer in employment.

STRATEGIES IN THE FEDERAL LAND BADEN-WÜRTTEMBERG

In Germany education is in principle a state matter for the German Federal States. The Karlsruhe Institute of Technology is situated in Baden-Württemberg. In the context of demographic change the Ministry of Labour and Social Affairs, Families, Women and Senior Citizen of Baden-Württemberg works on the implementation of a generational policy. This policy aims at generational equity in order to prevent new social disparities between younger and older. The generation policy shall provide an interface for different political fields like youth, children, and family policy to develop new integrative and innovative views on the topic. In the focus stand both structural conditions and necessary social competencies to improve generational equity. Activities aim not only at relations within families but at structures outside families which can support contacts between generations.

The ministry supports two directions of activities, first, the analysing of consequences of various policy fields in relation to generations and second, the organisation of events or workshops to encourage interactions between generations.

Another topic is the participation of older people into society. Older age is seen as an active part of life with new possibilities to stay active and up-to-date. At the same time the need of care in families and at old people's homes is increasing – also a big challenge for the policy.

As an example of good practice in Higher Education in Baden-Württemberg the Centre for General Scientific Continuing Education (ZAWiW) at the University of Ulm is worth mentioning. This centre was already founded in 1994, in reaction to the rising need for general continuing education for adults of any age, esp. seniors. Since then, the centre is very active hosting many different projects and developing innovative forms of learning offers which are accompanied scientifically by ZAWiW. The results are published as well as guides for projects in intergenerational learning.

CONCLUSION

All above mentioned strategies have common starting points and see:

- Demographic change as chance,
- Growing diversity in society,
- Potential of all generations,
- Possibility of integration through education,
- Necessity of continuing learning.

To meet the challenges of demographic change intergenerational projects, age management, and age related policy are widely discussed covering the topics Exchange – Help – Cooperation. Generations learn from each other, with each other and about each other. In Germany many examples of good practice can be found with different stakeholders. The government reacts to the demands resulting from a changing society and implements different programmes. On the other side more and more projects spring up from inside the society. People of different age groups engage voluntarily and call their projects 'Give and Take' or 'Young and Old'. Social networks develop in different areas of society: internet platforms, mentoring and reverse mentoring programmes, school projects in which pupil teach seniors, intergenerational research projects to name but a few.



INTRODUCTION TO ALUMNI IN TURKISH HIGHER EDUCATION SYSTEM WITH A WIEW ON KARADENIZ TECHNICAL UNIVERSITY

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ABSTRACT

This study focuses on the contributions of alumni associations to the intergeneration dialog and solidarity. In this context, alumni associations established within the body of university located in Turkey have been taken into consideration. For this purpose, quantitative developments in Turkish higher education from 1933, when the first university was established, to date are presented as a graphs. Also, the number of graduate and current students are given. Apart from this, the historical background of Alumni Associations connected to higher education institutions are examined by using several qualitative and quantitative indicators. Their aim, methods and working styles are summarised and their contributions to the intergeneration dialog and solidarity tried to be demonstrated. Lastly, samples taken from alumni associations are presented to introduce their contributions to the intergenerational dialog and solidarity.

INTRODUCTION

Alumni clubs has historically been charged with maintaining communications with alumnies. It spreads out across the state and even globe. Today, they undertake new responsibilities besides formerly establishment purposes. Alumni programs build and strengthen relations with students, former students, faculty, friends and others. Advancement professionals in alumni relations are seen as (Newman 2011):

- Build life-long relationships with alumni in support of the institution,
- Facilitate two-way communication between the institution and alumni,
- Leverage a powerful alumni voice on behalf of the institution,
- Maintain history and traditions and help secure a bright future for the institution,
- Functioning as “friend-raisers” in contrast to the fundraising function of development,
- offices, alumni associations serve an important role in engaging alumni and providing a connection to and from the alma mater.

For this purpose, a robust alumni association membership base not only provides much-needed funding to the alumni association itself, but also is of value to the higher education institution that is the source of its members (Newman 2011).

Moreover, alumni clubs and its members serve as ambassadors for their institution and play a critical role in keeping alumni far from the institution engaged. It's important that they are properly trained on how to run their clubs or chapters. That's why many universities have alumni clubs and associations that brings alumniees together for meeting at least once a year.

Apart from this, priorities and trends of alumni clubs are changing in times. As Schaster (2010) summarized below.

Alumni Office Priorities and Trends	
Then	Now
University spirit building	Tangible returns on investment
Issurance and credit card offers	Effective provider of services
Solicitations	Networking opportunities
Annual dual for all	Free membership offers
University-driven communications	Alumni-driven interactions
Meeting for cocktails	Meeting for mocktails or online
Alumni viewed as one large network	Affinity groups
Post-graduation contact	Undergraduate engagement

Originally while their priority was to build up university spirit, now trends turned to new tangible returns on investment. Secondly, originally alumni offices were offering insurance and credit cards, now they are effective provider of services. They presents network opportunities. While annual dual for all was being taken in the past, they are offering free membership to their alumniees today. Also, their communication styles changed in a postive way. Formerly, university driven communication was common, afterward alumni-driven interactions developed. Meeting for coctails/moctails or online are being organized and finally undergratuante students included in alumniees' activities.

In addition to this, recently alumni clubs use different techniques for carrying out their purposes. As a result of development and innovations on technology and information rate, their working methods are varying profoundly. Colleges and universities are trying innovative approaches – such as face-to-face and online communication – to reach more alumni, young and older. At first, e-mail was seen as an inexpensive, fast way to communicate with alumniees and as a means to maintain connections with graduates. In reality, e-mail offers an opportunity to reach targeted individuals while reducing printing and communication costs. E-mail communication is designed to cultivate long lasting relationships (Moore and McLaughlin 2007). Yet, currently alumni from a growing number of institutions are hearing the sounds of alumni offices retooling themselves to offer an unprecedented array of services and programs (Schaster 2010).

A self-serving inquiry, it is used here to remind us that if an institution is taking the time to develop alumni relations, the practice of building and maintaining those relationships needs to carry with it benefits for former students, as well as for the college (Grant 2008). Perhaps you could send them special invitations and discounts to campus events or affinity benefits, or a free subscription to your alumni newsletter or magazine (Grant 2008).

Some institutions charge dues to be a part of their alumni programs or associations. If your institution so chooses, one benefit might be simply to give your newest alumni their first year's membership free. Such an offer helps introduce former students to your alumni program's mission, as well as what services are offered (Grant 2008).

Today, many alumni associations or clubs are seeking the ways to build and enrich alumni member benefits. For this reason, they offer use of college facilities and services, such as career services, the

library and fitness centers. Moreover, reduced rates for college-sponsored activities, such as sporting events, concerts or exhibits are appealing as a discounts for recreation programs. As an institution, you might also be able to offer special rates for affinity programs, such as credit cards and auto, home or life insurance policies (Grant 2008).

Although there is no official data on alumni associations in Turkey, this study is beneficial to draw attention both on alumni associations and their contribution to the intergeneration dialogue and solidarity. In Turkey, certain alumni associations or clubs are also active and play important role the contribution of the intergeneration dialogue and solidarity by means of their activities and programs. Most of the universities and high schools have their own clubs/associations and they have large numbers of member who are actively participated activities organized by them. Particularly last decade their working styles and focusing issues are changing paralel to new trends.

STATİSTİKAL DATA ON THE NUMBER OF TURKİSH UNİVERSİTES AND STUDENTS

Turkey has totally 175 universities; of all 104 universities are public and the others are private located in different part of the country as for 2012. Total number is increasing daily.

Public University	104
Waqf University (private)	71
Total	175

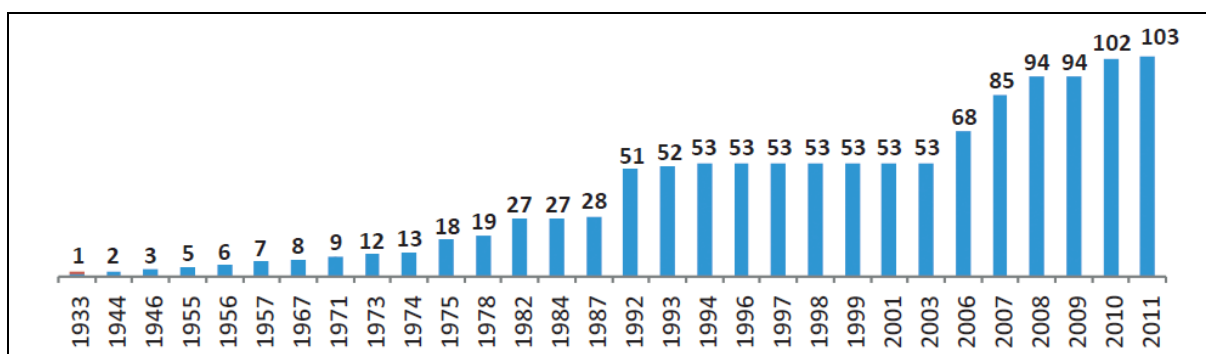
Table 1: The Number of Higher Education Institutions in Turkey (2012).

Source: <http://www.yok.gov.tr/web/guest/universitelerimiz>.

There is an increase rate of university number since the establishment of the first university (called İTÜ) of Turkey in 1933. In reality, İTÜ was established in 1773, during the time of the Ottoman Sultan Mustafa III. With its original name "Muhendishane-i Bahr-i Humayun", The Royal School of Naval Engineering, its responsibility was to educate chart masters and ship builders (www.itu.edu.tr).

According to below graph 1, Total university number reached at 19 until 1982. Eight new universities were been established in 1982 and thus the number of universities increased to 27. In 1984, İhsan Doğramacı Bilkent University which was the first waqf university established. Total university numbers being 27 as for 1987, increased 53 by the establishment of 24 new universities in 1992. It is admittedly saying that 1992 and 2003 are the turning point in terms of rising university numbers.

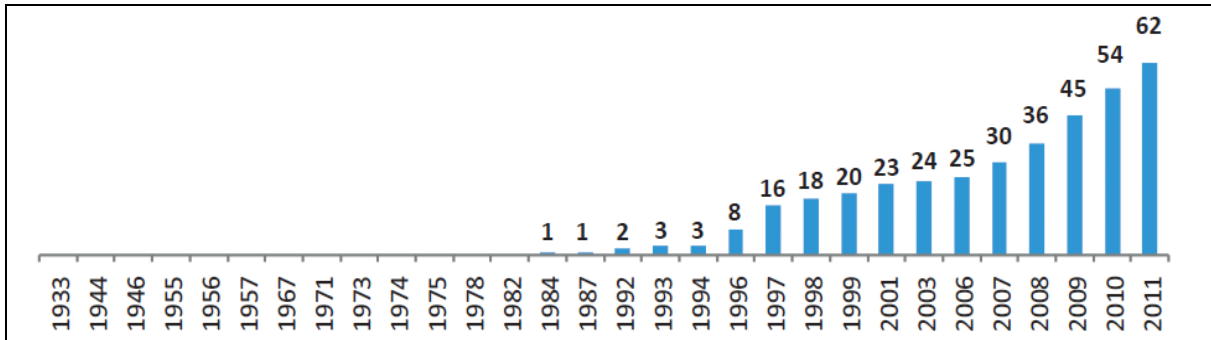
Graph 1: The number of public universities by year (1933 – 2011).



Source: Günay 2011:2.

Graph 2 shows us the number of waqf universities by year. According to this, the number of waqf universities number continues to increase since 1996. Currently the rate of waqf universities reached 62 by increasing % 60 since the first waqf university established.

Graph 2: The number of private (waqf) universities by year (1933 – 2011).



Source: Günay 2011:2.

Lastly, according to 2011-2012 academic year students numbers (New Admission+Graduate);

Total number of students (new enrollment) in Turkish universities is 897.267 of which 48 % is female and 52 % male. Total graduates in 2012 are 534.055 of which 46 % is female and 54% male (<http://www.osym.gov.tr>). This data includes vocational training, open education, graduate, masters, doctorates, medical interns and so on.

HISTORICAL BACKGROUND OF ALUMNI ASSOCIATIONS ASSOCIATED WITH TURKISH UNIVERSITIES

Although the first university opened in 1933, the establishment of alumni association was later. When taken into consideration the establishment date of alumni clubs or association, METU Alumni Association is seen as the first established in 1965. Then Mimar Sinan Fine Arts University's Alumni Association called MSÜDGSA was established in 1976 and the third one is called as BÜMED, established in 1985, under the roof of Bogazici University. Other universities followed them and established their alumni association in different times. Currently, most of the universities have their own alumni clubs or chapters in Turkey.

Table 2: Data on Originally Established Alumni Associations in Turkey.

Province	The name of university	Establishment date of universities	The name of Alumni association	Establishment date of associations
İstanbul	İstanbul	1933	IUMED	1999
Ankara	Ankara	1946	ANKDER	1994
İzmir	Ege	1955	EGE UNIVERSITESI ALUMNI ASSOCIATION	2001
Trabzon	Karadeniz Teknik	1955	KTU-MED	1984
Ankara	Ortadoğu Teknik	1956	ODTU ALUMNI ASSOCIATION	1965
Ankara	Hacettepe	1967	HUMED	1999
İstanbul	Mimar Sinan Güzel Sanatlar	1982	MSUGSA	1976
İstanbul	Boğaziçi	1971	BUMED	1985
İstanbul	İstanbul Teknik	1944	ITU ALUMNI ASSOCIATION	1989
Ankara	İhsan Doğramacı Bilkent	1984	BILMED	1993

GENERAL LEGISLATIVE RULES OF ALUMNI ASSOCIATIONS

Alumni Associations have their own legislative rules that. It can be summarised as follows; to build and strengthen relations with students, former students and the university in a bid to increase the awareness of belonging to their own university; to contribute to alumni's cultural, social and ethical developments; to arrange sports activities for entertainment; to unite members based on mutual understanding and friendship; to find solutions for social, administrative and financial problems of members; to find financial means in an attempt to be able to carry out the aims and objectives of the alumni association.

Also, the aim of alumni associations take part in their foundation regulations. It can be summed up as follows; to contribute to their members' social, sportive, cultural, occupational and scientific lives, to increase solidarity among its members, to help provide job opportunities, to help out problems of alumnies and students, to use the expertise, experience and knowledge of the alumnies to contribute to social, technical and cultural development and improvement of the university and to provide scholarships to current students.

In order to carry out their legislative rules, they promote being alumni by issuing special ID cards for the members that can be used for various purposes such as receiving discounts from shops, manage projects in favour of universities, run courses and organize seminars for personal improvement of their members, help new graduates to find jobs through building partnerships with enterprises, firms, associations and training centers.

Lastly, the contributions of alumni associations to the development of intergeneration solidarity and cooperation can be summarised as; bring together alumnies and undergraduate students by organizing seminars, conferences or activities such as concerts or festivals; provide opportunities to students to learn from alumnies' experiences and expertise; increase solidarity among young and old generations by social projects; provide scholarships for successful students and those who need financial help.

SAMPLES TAKEN FROM ALUMNI ASSOCIATIONS

(BILMED, ODTU ALUMNI ASSOCIATION, KTU-ALUMNI)

Three alumni associations has been chosen for a certain reasons among many alumni associations from Turkey. The first one is ODTU-Alumni Association was chosen for being first established association. BILKENT Alumni Association (hereafter called as BILMED) was chosen for being first private university alumni association. And the last one is Karadeniz Technical University Alumni Association (hereafter called as KTU-MED) chosen for being first provincial university's associations.

Bilkent University – the first private, nonprofit university in Turkey – was founded on October 20, 1984. The University campus is located the center of Ankara. BILMED's official members are 3709 people as for 2013. They are trying to bring together senior and junior alumnies and current students in many activities.

One of the their activities is "Welcome Home Alumni Fair" organized in every May; many alumnies come to campus for one day in may and participated with their family and meet with their old friends and instructors. BILMED open a stands to meet the alumnies in their homes, listen to their demands and suggestions of the ongoing projects and explain the design stage.

Also, they help their alumnies' occupational education by organizing seminar or giving courses. These kinds of activities benefit to their alumnies' personal and occupational development. Apart from this, BILMED creates funds through such activities and use them support their students who need financial help. Thus, BILMED transform their revenues to their "Success Scholarship Funds" in order to benefit students need financial aids.

Courses and trainings to be organised by BILMED in 2013 are as follows: Leadership and Management Team; Project Management; Strategic Management; Human Resources Management; Financial Tables and Institutional Performance Measurements; Time Management. Both alumniees and students participate in such activities, they come together and learn new issues. Lastly, young generations have opportunity to talk to older generations to share/learn their occupational experiences after university life.

Both alumniees and students participated these kinds activities, they come together and learn new issues. Young generations have opportunity to talk older generations that share/learn their occupational experiences after university life. In addition to this, BILMED prepares social aid projects and many students can work in the projects; announce job opportunities for alumniees via e-mail; organize cultural and sports activities on the campus and last bid with various firms to arrange special discount rates for its alumniees.

Second METU Alumni Association, established in 1965, is an non-governmental organization aims at forwarding its alumniees' experience to contribute to the development of university and country; to contribute to their members' social, cultural, professional improvement and well-being and to ensure the efforts contributing to solidarity among its members.

METU Alumni Association publish 6750 copies of "METU Bulletin" prepared for and distributed to the graduates to communicate with alumniees and inform them about current developments on METU.

METU Alumni Association organizes some kinds of educational opportunities like BILMED.

They organize educational opportunities such as Introduction to Photography and Processing; Creative Drama Workshops; courses on how to play local and other known musical instruments that brings graduates and current students together.

Lastly, KTU-MED established in 1984. Although it has long historical background it has some weaknesses including struggling to reach and register old graduates; difficulties in maintaining KTU identity of students and raising funds from most graduates. Yet, they have also strengths as presence of very rich employers among members and strong connection of alumni with regional ties.

KTU-MED has new initiatives such as launching of new web site; new campaigns for more members and promotion among members and fund-raising. A web site in which members will have their own use; they will see all of their activities, not only university and interactivity with social media, are being designed.

KTU-MED also has new campaigns that promoting KTU identity by graduation ceremonies; hidden-marketing of KTU-MED web site and widening of the spread of KTU-RadioFM. Furthermore, they support and participate in special fairs organised to promote the town of Trabzon in Ankara, İstanbul and İzmir. For this purpose, they promote the university and its products; trace and register old graduates outside Trabzon and bring together the top administrators and graduates.

KTU-MED promote and fund-raising. Many university buildings were constructed by means of alumniees' donations. For instance, department of deck was constructed by the donations of Muammer Dereli, a member of the KTU-MED. Another building which is vocational school was sponsored by Abdullah Kanca, a member of the Alumni. After their contributions, a ceremony was used for publicity. Apart from this, annual gatherings of graduates of electrical and electronic engineering department leading to new members and limited donations such paying for a computer lab.

CONCLUSION

Reaching out to alumni with services and opportunities has a positive impact on how your institution will be viewed by students and alumniees in the future. It also builds pride and affinity to the university.

Alumni associations expand or enhance alumni events and programs in order to positively impact membership. Alumni association perceptions are also positively associated with membership, as these factors can be controlled at least partially by programs, events and communications. Due to their programs, event and the way of communications they can have large number of alumniees and manage to carry out their membership actively.

Alumni associations have an positive impact on the intergeneration solidarity and dialogue implicitly. Particularly their annual meeting, educational and leisure time activities, different organizations as panel, conference, courses that bring current students, younger and older alumniees together. Thus, alumni associations establish a mutual relation among their alumniees.

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ALUMNI CLUBS IN SLOVAKIA - ONE OF THE INTERCONNECTING ELEMENTS IN HIGHER EDUCATION

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At the beginning an information on the development of higher education in Slovakia in terms of some numbers of the most recent annual report for the year 2011.

In 2011 total number of students was 212 030 and the following year there was a decline concerning number of university students about 5009 students. The decrease was in public universities in full time and part time form of study at first and second level, while the number of students at private universities increased by 1656. Concerning PhD study, there was a decrease in the number of students by 19 students. At public universities, the decrease in total was 232 students. At private universities, the number of students in PhD – degree study program has increased by 213 students. There was increase of number of students of different nationality (a total of 365 students) at public and private universities. Most students were studying in the field of social sciences and services (58.6%).

During 2011, 70 061 students graduated from public and private universities, which present decrease of 2 170 students. There was also decrease of graduates in full time (about 1 363), and part time form of study (about 807). While the number of graduates in public universities compared to the year 2010 in all levels and in both forms of study was lower, at private universities increased: in the first and second level about 1973 (an increase of 17%) and the third level by 27 (an increase of 31%).

To study at university at the first and second level was interested 67 255 candidates – Slovak citizens, the lowest figure since 2004 and a decrease from the previous year of almost 6,000 applicants. These candidates to study together with foreigners filled 139 474 applications, which is the lowest number for the past eight years. Successful candidates were carried out 51 304 enrolments, including 49 074 people of Slovak Republic nationality and 2230 foreigners.

Currently at the Ministry there was established under State Secretary leadership working group whose task is to prepare a new concept of the future direction of higher education, which will be the basis for the creation of new legislation in the field of higher education. The working group is represented by representative bodies of higher education institutions, the Accreditation Committee, representatives of employers and employees and nowadays there is discussion concerning direction of relevant fields of activity of universities. The draft concept will be the subject of public debate during May-June 2013.

As a major problem in university area can be considered the system of management, improper setting of competences, responsibilities and decision-making powers, as well as over-regulation of universities in the field of action and academic self-governing system. So this is one of the difficult and challenging issues, which we would like to pay proper attention.

The quality of universities and their contribution to economic growth is the second major issue we would like to address. For quality assurance, as you know that now every university must have implemented

internal quality assurance system of education, whose effectiveness will be assessed by the Accreditation Committee, and it is expected that after setting of functioning quality assurance systems there will be possibility significantly reduce administration connected with accreditation of individual activities of universities. In terms of the impact of higher education on economic growth, we encourage intensive professionally-oriented undergraduate degree programs. Their support will bring solution to number of problems in our system, namely the strengthening links of education to labour market needs, creating opportunities adequately meet demand for higher education without the cost of a five-year university study, which in turn create the conditions for growth and a higher quality of scientific orientation within Master study at the second level.

For starting of legislative process is being considered turn of present a next year. Within aforementioned concept there will be necessary to deal with issues of higher education financing.

If we look into the world, financing of higher education is based largely on a combination of public funds, own university revenue and private funding. Current Higher Education Legislation allows such combination, the budgets of public universities are yet based mainly on state budget subsidies.

In this connection it may be noted, however, the ideas that one and half year ago in Sopot were presented at conference on modernization of higher education in the framework of the Polish EU Presidency. There was identified a need for more intensive connection with practice (and knowledge transfer), enlarging the autonomy of higher education hand in hand with improving their accountability and, most importantly from the perspective of the workshop - the optimal setting of funding, not only increase of subsidies from public funds, but also endeavours of the largest fund-raising from private sources. It is likely that due to the lingering economic recession and related restrictions in public finances there will be necessary for higher education institutions to try to find new sources of revenues from non-public sources (in addition to creating solutions to streamline expenses), but for most of the European systems of higher education they are not are "traditional".

One of the most frequently mentioned tools – tuition – is to some extent already in place in Slovakia. The government in the policy statement made a commitment to guarantee one full-time, free of charge higher education at public universities. That is why Slovakia will not consider as an alternative source of funding flat rate charging higher education in full-time as well as in part-time form of study.

As an alternative source of funding of public higher education besides subsidies from the state budget, we should consider the opportunities given to Slovakia by European Union and its projects. It is desirable to network higher education institution in clusters, centres of excellence or think-tanks and in such cooperation to apply for funding offered in the new programming period. Out of amount designated to education the 70% should go on national projects.

Therefore, we can say on the one hand, yes to acquiring funding from private sources, which is being facilitated (or should be facilitated) for example by alumni clubs, but on the other hand, if the European Union offers us a significant amount out of funds for the next few years, it would be irresponsible if higher education institutions would not use also this opportunity.

In terms of research activities, probably since 2014, there will be designed system taking into account collaboration of higher education institutions with the commercial sector to solve its problems and needs, therefore, consideration of commercial research at higher education institutions for practice. This brings us to alumni clubs, because they are one of the interconnecting elements at the level of higher education institution's graduates.

In Slovakia, there are currently several alumni clubs, generally as a citizens' association. There are higher education institutions where these clubs exist at the higher education institution level, for example, Slovak Technical University (2007), Technical University in Košice, Trnava University in Trnava (2010), Matej Bel University in Banská Bystrica, International School of Management

in Prešov (2006), St. Elizabeth School of Health and Social Work. At the same time there are alumni clubs at faculties – Faculty of Natural Sciences UPJS (1998), Faculty of Economic Informatics, University of Economics (2008), Faculty of Mathematics, Physics and Informatics, CU (2009), Faculty of Materials Science and Technology, STU (2011), Law Faculty, CU (2011).

Alumni clubs are naturally oriented on graduates of a particular university or faculty, but in some cases, their members and friends of the school. The objectives of the clubs in our country can be divided into two basic groups – social and supporting.

Clubs create space for communication among graduates as well as with alumni and the university and thus facilitate mutual cooperation in both levels. Clubs also create an environment of mutual support, exchange of knowledge and information between alumni themselves and the university and graduates. In addition to the relationship university-graduate these clubs exist on the basis of relations university-friend/supporter of university. Space for mutual communication, comprehensive help, support, knowledge exchange and information is created also between teachers, scientific researchers and other faculty staff and former students. In such way mutual cooperation is achieved in fulfilling the mission of a university or faculty. At the same time former students may also find in this way to re-route to his alma mater and vice-versa.

Clubs operate not only within Slovakia. Their activity is also cooperation with its members in establishing contacts with foreign entities for the exchange of information and other forms of acquiring new knowledge. Thus, former students are involved in spreading the reputation of university in Slovakia as well as in the world.

In the second group of activities clubs support students' learning activities at home and abroad. But it is not only the support towards the individual students, but also to promote the development of education at the university in general. They are trying to improve the quality of conditions of current students' study as well as the conditions of scientists and their support in the preparation of projects. They also support the organization of professional, sport and cultural activities and events of members. These activities can help to attract new club members and restore their relationship with their university.

The aim is also linking university with practice – by graduates effectively support the implementation of research and development activities of university to work together and show the results of professional experience in education and research activity of university. Clubs also provide a presentation of successful graduates and successful companies cooperating with university and transfer of know-how to all areas of school and faculty development, but also in the opposite direction – to the field of technology and practices of other companies - mostly managed by graduates.

Finally, clubs also provide access to library fund and organize exchange professional practice, specialized field trips, the annual expert and social meetings of graduates.

SOURCES: Higher education Act 131/2002; Annual reports of public higher education institutions in Slovakia.



ALUMNI CLUB AT SLOVAK UNIVERSITY OF TECHNOLOGY IN BRATISLAVA

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ALUMNI CLUBS / ALUMNI ASSOCIATIONS

Alumni clubs / alumni associations are the organisations associating the former students of higher education institutions. Their mission rests in maintaining contacts between the Faculty (University) and graduates.

- They have their own tradition and a good name in the world (in the United States and the United Kingdom the alumni clubs have a long-year tradition).
- Membership in the alumni clubs is a matter of pride and prestige.
- Services provided by clubs are adapted to the line of individual universities and to conditions and customs.
- These associations often organise social events, publish newsletters or magazines, and raise funds for the organisation.
- Many provide a variety of benefits and services that help alumni maintain connections to their educational institution and fellow graduates.
- They create a platform for efficient cooperation between the institution and graduates, and between graduates themselves.
- Alumni associations can also include associations of former employees of a business.
- These associations are growing in popularity and becoming an important part of a personal business network.
- They contribute in a significant way to increasing the level of quality of scientific and pedagogical process and to better enforcement of university concerns at social or political level.

ALUMNI CLUBS / ALUMNI ASSOCIATIONS IN SLOVAKIA

Alumni clubs / alumni associations in Slovakia are relatively little known, actually their operation has not yet been clearly defined, conceptually worked-out and functional.

- The awareness of the alumni associations is minimal.
- The term of alumni club is rather unknown to laic public.
- It's many a time fully unknown to present-day university students, too.

- Only a small percentage of students of the faculties where such associations exist and perform their activities, know them.

ALUMNI CLUB AT THE STU

Alumni club at the STU / alumni association was founded in 2007 at the Slovak University of Technology in Bratislava, as a civic, non-political, special interest association, which associates the STU graduates and friends, based on voluntariness.

The aim is:

- to create a new space for communication between graduates themselves, and graduates and the University,
- to enable mutual cooperation and contact between graduates, their patrons, friends and supporters,
- to support educational activities of students both at home and abroad,
- to provide for the access to library funds,
- to organize vocational student exchange, excursions
- to provide for annual professional and social meetings of the STU graduates,
- to support the professional, sports and cultural activities and events of ALUMNI members,
- to seek new forms how to innovate the graduates' relations with their Alma mater,
- to cooperate with their members at establishing contacts with foreign entities, at information exchange and other forms of gaining new knowledge,
- to cooperate with organization of similar line in the SR and abroad,
- to carry our publishing activities,
- to realize promotional activity,
- to help provide for multisource financing of STU in agreement with the Higher Education Law.

Alumni club STU organizes regular (each month, the first Tuesday) club meetings „Interviews with Science“, in which outstanding personalities from the field of science, research, culture, economic and social life, as well as university students participate.

Among the STU graduates there are employees, significant experts from the world of work, scientific workers, representatives of the State and public administration.

Contacts with the people of this kind are of great significance for the University as they contribute a great deal to increasing the quality of scientific and educational process as well as to better assertion of its interest at the social and political level.

PORTAL OF GRADUATES

Nonetheless important task is the creation of social networks (networking) between the graduates themselves, eventually, between the graduates and undergraduates. The former students often help to fresh graduates and undergraduates to find placement at the labour market.

The associations create a platform for regular communication, cooperation and information exchange.

Portal of Graduates of STU is designed to all graduates, undergraduates, friends and supporters of STU in Bratislava. Through its mediation one gets information on topical events, or to seek amongst our fresh graduates perspective employees for their companies (www.absolventi.stuba.sk).

WEAKNESSES OF ALUMNI CLUBS IN SLOVAKIA

- Cooperation and communication between higher education institutions and students and their graduates are among the issues to be paid appropriate attention.
- Cooperation with graduates appear to be little systematic, it lacks conceptual approach on the part of higher education institutions.
- Reserves, especially in the field of basic communication with graduates, or cooperation with external experts from practice within the framework of educational process.
- Particularly, as regards realization of educational activities, there is a large space for organization of educational events in the context of lifelong education programmes. The efficient functioning of alumni clubs presupposes a positive relation of the graduates to the University in which he/she had studied.

RECOMMENDATIONS

- To actively work with students from the beginning of the study and if possible also in the period immediately before it. The school's interest is to provide high quality education of graduates well prepared for the world of work, while spreading good reputation of the school attended.
- To maintain permanent contact with graduates, upon completing the study to search for, address and prepare projects for eventual cooperation with their former fellow students.
- To increase the information of graduates on ALUMNI club existence and their activities and in this line to undertake activities aimed at promotion of these associations.
- To gain a feedback on the part of students as well as the former graduates, as early as during their study, that will enable them to better adapt the educational process to real needs of students and the practice.
- To achieve more feedback from graduates on the part of higher education institutions, which has an impact on interconnection of educational process in higher education institutions with real needs of the labour market. It builds a positive precondition for potential cooperation of graduates within the framework of alumni clubs.
- To regularly map out satisfaction of university graduates with the provided education, to treat the results on the part of university representatives that should be interested in quality of the provided education and in satisfaction of their graduates.
- To concentrate on gaining the feedback, especially through inquiry surveys, to realize them on the level of individual higher education institutions in such a way as to be able to remove concrete insufficiencies within the framework of teaching at the particular faculties.
- To work out and accept the university / faculty strategy of communication and management aimed at former graduates which should be directed, managed and continuous activity and a part of management of universities / higher education institutions.
- To create centres for communication with the graduates that would be concerned with searching and addressing the former students, establishing and deepening cooperation with

them. The task of the centre should consist of coordination and umbrella activities connected with the graduates.

Communication of the school with a former student after completing his/her study has significant advantages for both parties.

SOURCES

www.stuba.sk/sk/absolventov/alumni-klub.

www.absolventi.stuba.sk.



SOCIAL AND ECONOMIC CONDITIONS OF STUDENT LIFE IN EUROPE EUROSTUDENT IV 2008-2011

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The project EUROSTUDENT IV is focused on the social situation of higher education students in Europe. The results are processed as a comparative analysis providing wide range of data from 24 countries: Austria (AT), Croatia (HR), Czech Republic (CZ), Denmark (DK), England/Wales (E/W), Estonia (EE), Finland (FI), France (FR), Germany (DE), Ireland (IE), Italy (IT), Latvia (LV), Lithuania (LT), Malta (MT), Norway (NO), Poland (PL), Portugal (PT), Romania (RO), Spain (ES), Sweden (SE), Switzerland (CH), The Netherlands (NL), The Slovak Republic (SK) and Turkey (TR).

THE MAIN TOPICS OF THE PROJECT:

- transition into higher education,
- the characteristics and the social make-up of national student populations,
- types and modes of study,
- time budget for studies and employment,
- levels and sources of students' resources,
- patterns of living expenses; housing situation,
- student mobility; students' assessment of their studies and future plans.

THE EUROSTUDENT NETWORK

- The central coordination – Higher Education Information System (HIS), Hanover, Germany.
- International Consortium – includes members of the EUROSTUDENT Network, representing participating countries.
- International steering board – gives strategic advice (the European Commission, the European University Association, the European Students' Union, the Council of Europe, the Bologna Follow-Up Group and the German Federal Ministry of Education and Research).

THE STANDARD TARGET GROUP OF EUROSTUDENT IV

- Students who have a permanent residency in the respective country and who have finished their prior education in the respective country, independent of their citizenship.

- Full-time and part-time students, differentiated by their formal status.
- Students in ISCED 5A programmes (Bachelor, Master and all other types of national programmes at ISCED level 5A).
- Students at higher education institutions offering programmes at ISCED level 5A.
- Distance students, provided that they are not enrolled at an institution providing distance education only.

THE MAIN RESULTS OF THE PROJECT

Social mobility is the share of students coming from various educational backgrounds. We differentiate between 3 educational levels according to *the International Standard Classification of Education (ISCED 97)*:

- Low education background: student's father and his/her mother has attained an educational level not higher than lower secondary education (ISCED 0 – 2);
- High education background: either a student's father or mother or both parents have attained higher education (also termed tertiary education) (ISCED 5A, 5B and 6);
- Non-tertiary education background: both parents have attained an educational level not higher than post-secondary non-tertiary education (ISCED 0 – 4). This group includes *low education background*.

As we can see in Table 1, Ireland, Malta, Turkey and Portugal have relatively high percentage of students with low education background (from 37 % to 45 %), so their educational systems are successful in integrating these students into higher education.

Table 1: Highest educational attainment of at least one parent of the student (%)

	Level of education		
	Low	Non-tertiary	High
England/Wales	n.d.	49	51
Portugal	45	76	24
Turkey	45	71	29
Malta	41	65	35
Ireland	37	60	40
Spain	25	51	49
Italy	24	73	27
The Netherlands	19	43	57
Czech Republic	15	58	42
France	10	42	58
Finland	10	37	63
Norway	8	35	65
Denmark	8	21	79
Switzerland	8	44	56
Sweden	5	39	61
Austria	5	56	44
Romania	4	63	37
Estonia	3	39	61
Germany	2	31	69

Croatia	2	50	50
Poland	2	65	35
Latvia	1	40	60
The Slovak Republic	1	57	43

No data: LT. Note: n.d. – not delivered.

Source: Social and Economic Conditions of Student Life in Europe. Synopsis of indicators. Final report. Eurostudent IV 2008-2011. Bielefeld: W. Bertelsmann Verlag. 2011.

Note: In the Danish sample students from high education background (ISCED 5-6) are overrepresented. In the case of CZ, the category *low education background* (ISCED 0-2) also includes students whose parents have completed education at ISCED level 3C.

TPOLOGY OF SOCIAL INCLUSIVENESS OF EUROPEAN HIGHER EDUCATION SYSTEMS

For each country have been calculated 2 index values:

- the share of fathers with low education attainment divided by the share of men aged 40 – 60 in the national population with the same level of education according to national statistic,
- the share of fathers with high education attainment divided by the share of men aged 40 – 60 in the national population with the same level of education according to national statistics.

According to these index values, we can differentiate 3 clusters of countries (no data for E/W, LT, SE):

- socially inclusive on both measures – Ireland, Finland, The Netherlands and Switzerland,
- socially exclusive on both measures – The Slovak Republic, Croatia, Romania, Germany, Latvia, Turkey, France and on the borderline Austria,
- transition systems – Poland, Italy, Spain, Estonia, Portugal, Denmark, Malta, Norway and on the borderline Czech Republic.

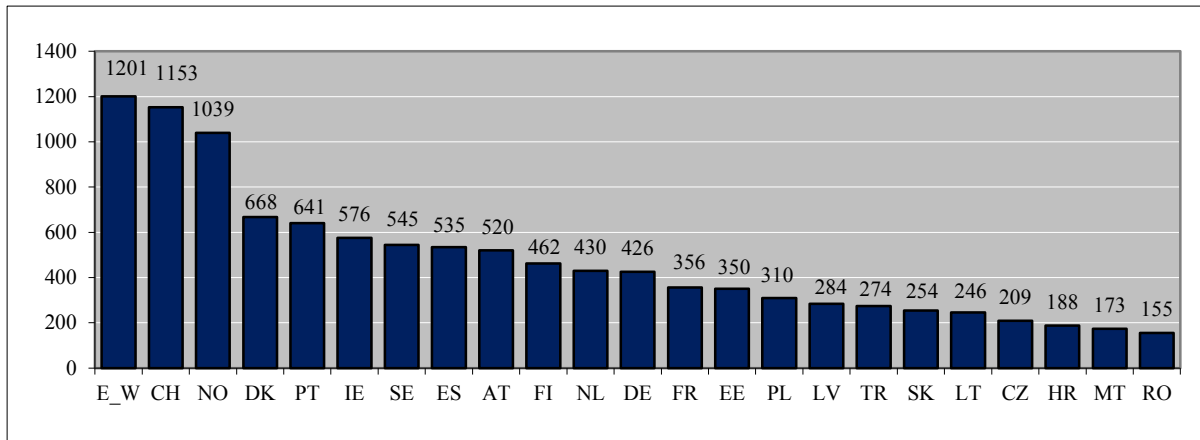
STUDENTS' RESOURCES

We have found very wide range of students' total monthly income. Taking into account the students living with their parents at one end of the scale are students with income more than 1000 € (England/Wales, Switzerland and Norway), but they also have relatively high price level. Students in Croatia, Malta and Romania have income less than 200 € (Figure 1a). The median income amounts to 426 € across all countries.

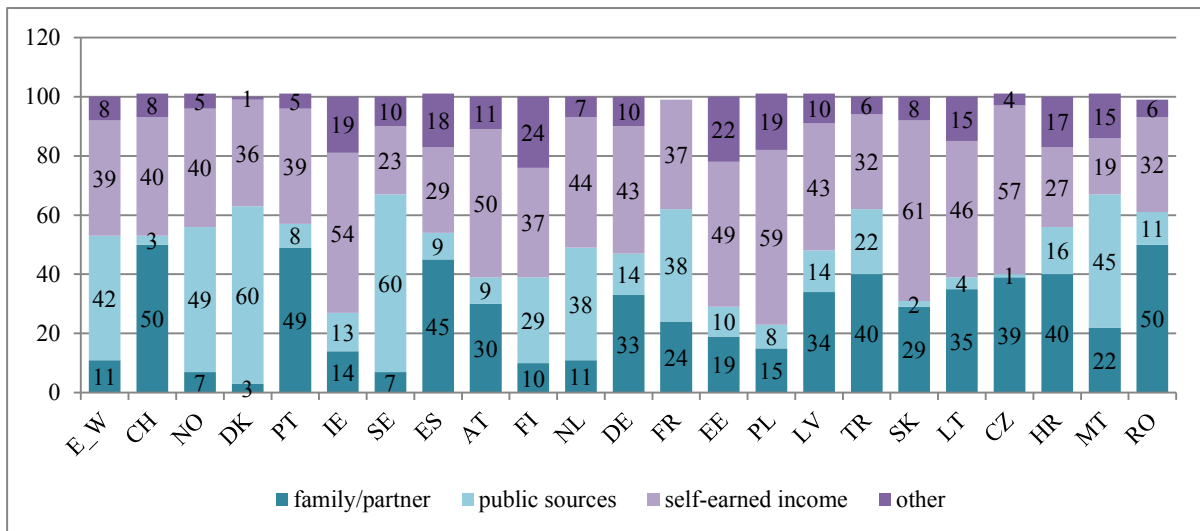
We can differentiate 3 groups of countries according the dominating source of income:

- Switzerland, Portugal, Spain, Turkey, Croatia and Romania (provision from family/partner amounts from 40 % to 50 % of total monthly income).
- England/Wales, Norway, Denmark, Sweden, France and Malta (public sources provide from 38 % to 60 %).
- Ireland, Austria, Finland, The Netherlands, Germany, Estonia, Poland, Latvia, The Slovak Republic, Lithuania, the Czech Republic (self-earned income makes up from 37 % to 61 %; Figure 1b).

Figure 1: Magnitude and composition of students' income – students living with parents
a) Total monthly income in Euros (arithmetic mean) – only cash



b) Composition of total monthly income by source (%) – only cash

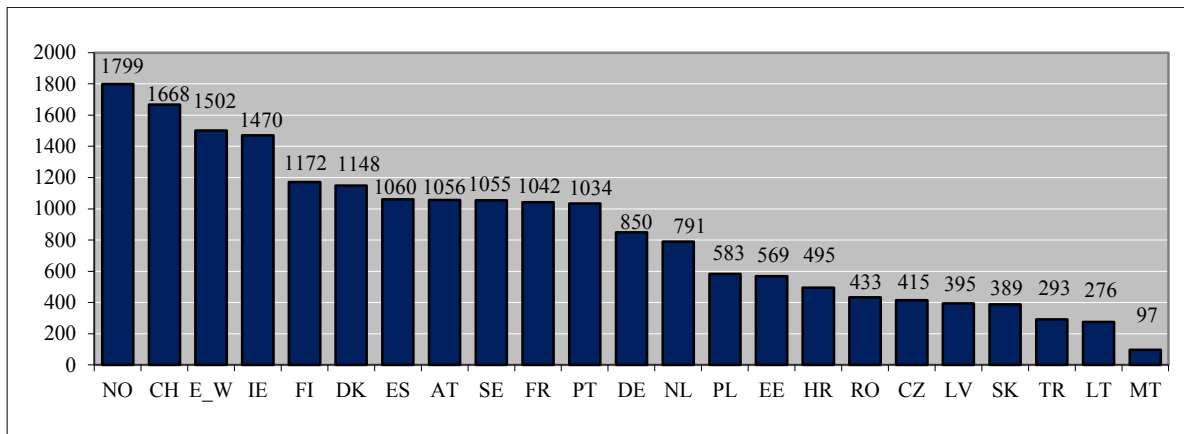


No data: IT. No data for chart (b), other: FR.
Source: Social and Economic Conditions of Student Life in Europe. Synopsis of indicators. Final report.
Eurostudent IV 2008-2011. Bielefeld: W. Bertelsmann Verlag. 2011.

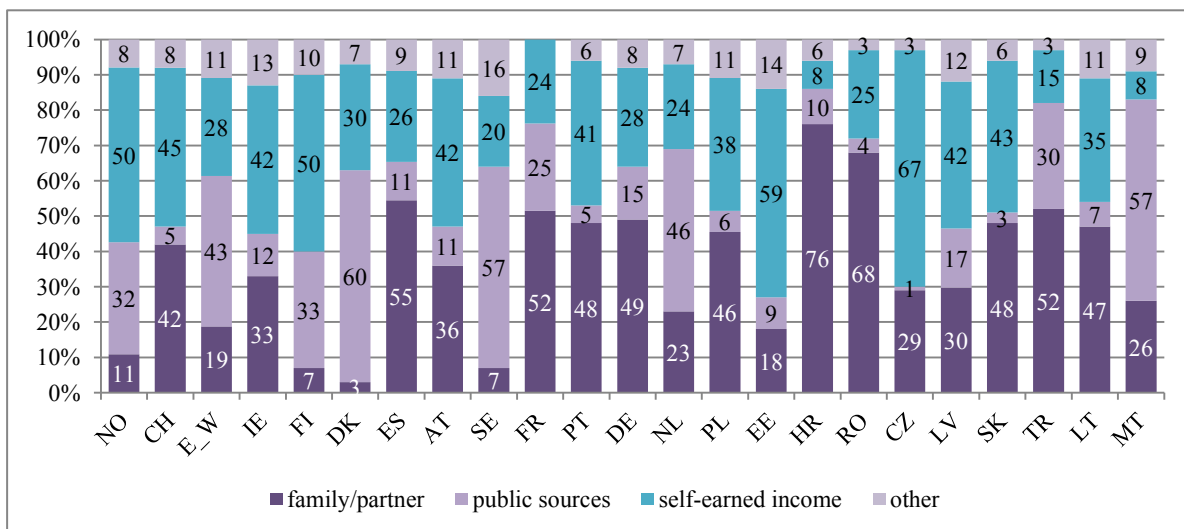
Concerning the students not living with parents, total monthly income ranges from 97 € in Malta to 1500 € or more in England/Wales, Switzerland and Norway (Figure 2a).

The share of contribution from family/partner is particularly high in Croatia and Romania, it makes up more than 60 % of students' total monthly income. On the other hand this source makes up very low percentage is Nordic countries (less than 12 %). Public support accounts for more than 50 % in Denmark, Sweden and Malta. This resource amounts very low share in Switzerland, Portugal, Romania, Czech Republic and the Slovak Republic (5 % or less). Self-earned income makes up more than one half of total income in Estonia and Czech Republic (Figure 2b).

Figure 2: Magnitude and composition of students' income – students not living with parents
a) Total monthly income in Euros (arithmetic mean) including transfers in kind



b) Composition of total monthly income including transfers in kind



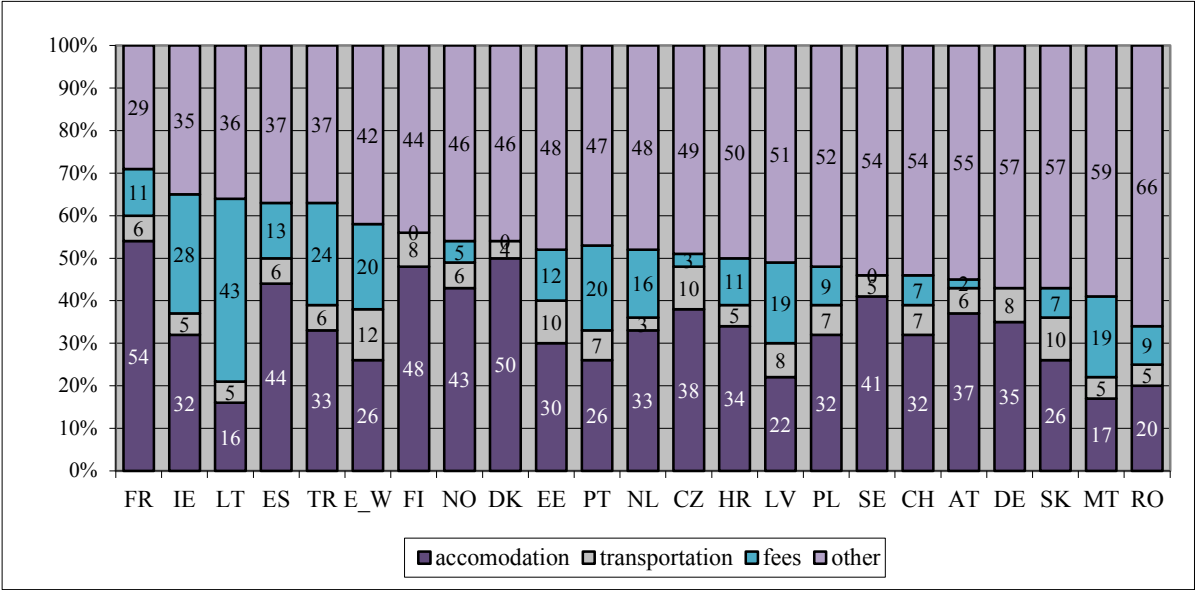
No data: IT. No data for chart (b), other: FR.

Source: Social and Economic Conditions of Student Life in Europe. Synopsis of indicators. Final report. Eurostudent IV 2008-2011. Bielefeld: W. Bertelsmann Verlag. 2011.

Note: Transfers in kind - parents may want to pay their children's bills directly e. g. in order to make sure that the support is used exclusively for an intended purpose. In this case the parents transfer the money straight to their children's creditor.

Concerning the students not living with parents who are up to 24 years old, expenses for accommodation, transportation and fees make up more than 70 % of their total expenditure in France and less than 40 % in Romania (Figure 3).

Figure 3: Profile of students' expenditure paid by students, parents, partner, other as share of total monthly expenditure – students not living with parents, up to 24 years old



No data: IT. No data on fees: DE.

Source: Social and Economic Conditions of Student Life in Europe. Synopsis of indicators. Final report. Eurostudent IV 2008-2011. Bielefeld: W. Bertelsmann Verlag. 2011



ECONOMIC AND SOCIAL CONTEXT OF THE DEMOGRAPHIC DEVELOPMENT AND TRENDS IN SLOVAKIA

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RESUME

The process of ageing population and high unemployment of older people are important challenges for European Union countries. The Contribution deals mainly with demographic changes and with the unemployment of older people in Slovakia. Deliberation of authors concerning problems of life long learning of older persons in Slovakia, which should help them to re-enter to the labour market and enable them to stay there until reaching pension age. The authors describes the concept of silver economy, which sees in ageing population a new potential for economic growth and for creation of new working places. The last part of this contribution deals with early pensions, which is expression of solidarity between younger and older generation.

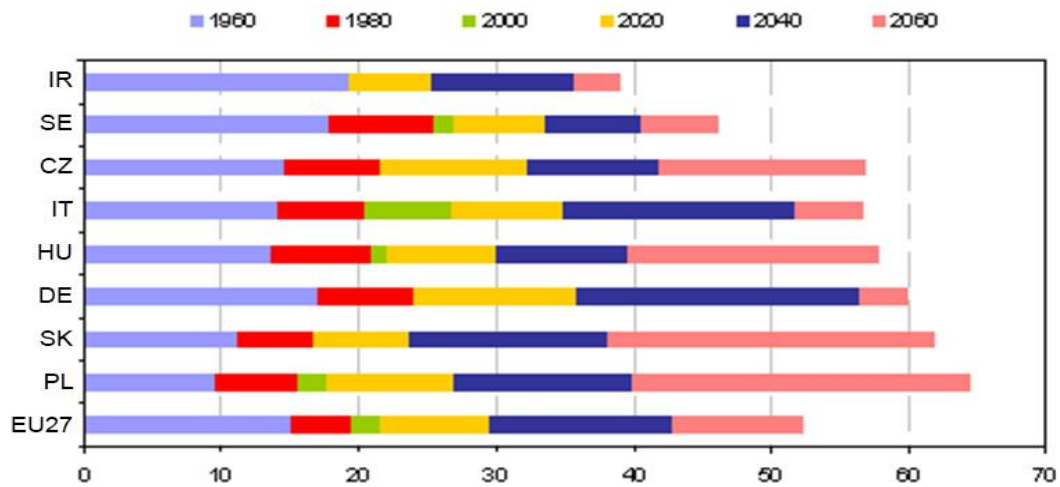
DEMOGRAPHIC CHANGES IN SLOVAKIA AND IN EUROPEAN CONTEXT

The ageing population is becoming a growing challenge mainly to the sustainability of public finance not only in the EU Member States, but also in Slovakia. According to the data from Eurostat, the proportion of older people (age 65+) on the overall population will grow by 2060 from the current 17,4% to 29,5%. Noteworthy is also the fact, that the percentage of the population in EU countries aged 80 or over will increase from 5% to 12%. The share people in this age group will more than double and this will be the fastest growing age group.

The changes in the age structure of the population are better reflected in old-age dependency ratio, which is an indicator defined as the ratio between the total number of elderly people (aged 65 and over) and the number of people of working age (from 15 to 64). Differences between countries in the timing and speed of the ageing process may lead to the situation, that the countries which belonged couple of decades back to the oldest nations will at the time of stabilization of this demographic phenomenon form the group of countries with the youngest population.

The most common example is Sweden, which was the country with the oldest population for a large part of the previous century. At the turn of the 20th and 21st century Italy took the leadership. In the 2004 Germany took this position and it is still the country with the highest medium age and it should sustain leadership until about 2040 and at the end of the forecast period (2060), countries with the oldest populations will be Latvia, Romania, Poland and Slovakia.

Chart 1: The increase of old-age dependency ratio in selected EU countries (1960-2060).

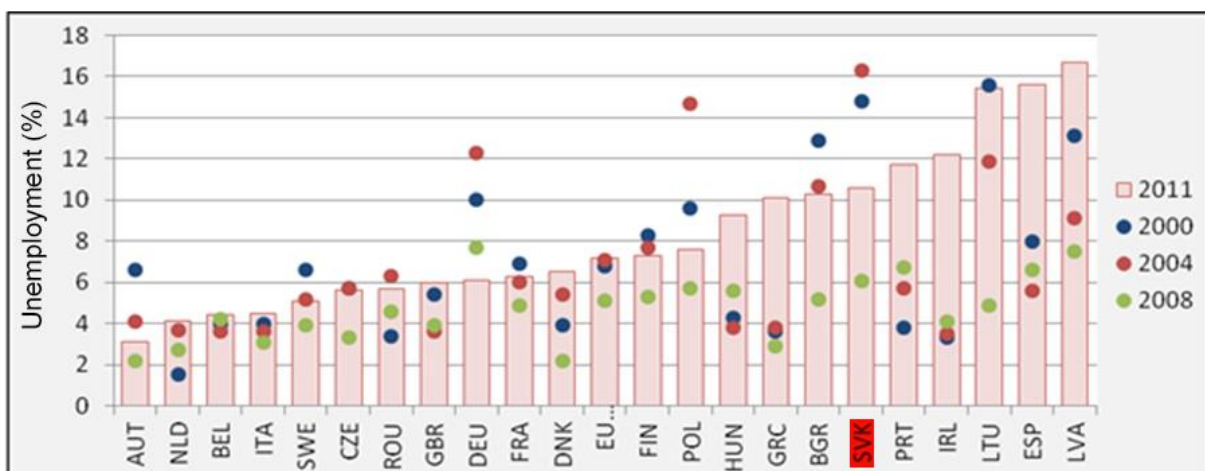


Source: Hvozdíková (2012).

OLDER PEOPLE AND UNEMPLOYMENT RATE IN SLOVAKIA

In Slovakia high unemployment rate among older people is a problem from long-term horizon. Chart 2 reflects the changes in unemployment rate for older men in selected EU countries over the period 2000 – 2011. Between 2000 and 2004 the unemployment rate for men aged 50-64 years in Slovakia rose from around 15 % to 16,3 %, an increase of about 1,3 percentage points. After that point, it can be seen a significant reduction to 2008 (6,1%). The financial and economic crisis resulted in an increasing in unemployment rate in this age group and it was again above the level of 10 % from 2010.

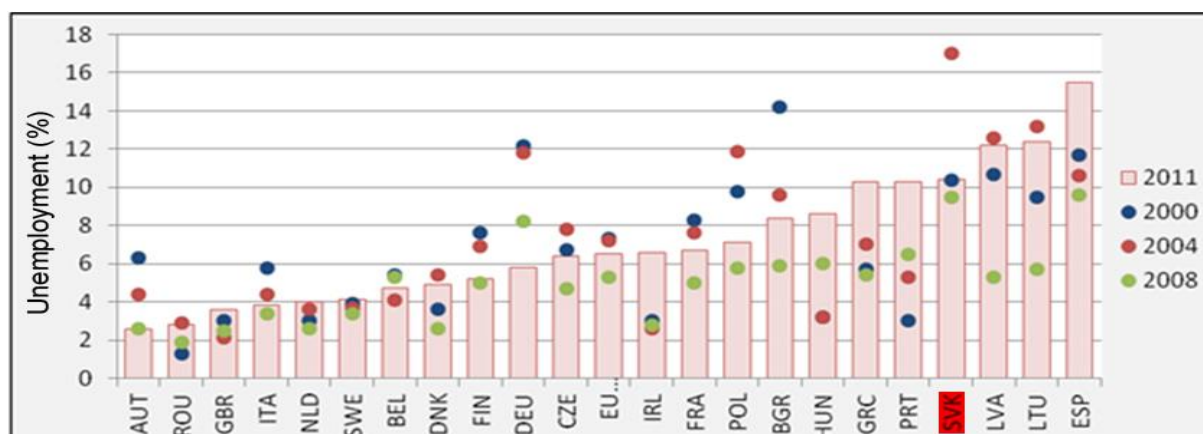
Chart 2: The unemployment rate for men aged 50–64 years in selected EU countries (2000, 2004, 2008, 2011)



Source: Šprocha, B. et al. (2012).

A similar trend is also found in the case of unemployment rate among older women aged 50 – 64 years. The Slovakia unemployment rate for the 50 to 64 age group increased from around 10 % in 2000 to the peak at 17 % in 2004 before dropping in successive years just below the 10 % in 2008. The current crisis has affected older men more than older women.

Chart 3: The unemployment rate for women aged 50-64 years in selected EU countries (2000, 2004, 2008, 2011).



AGEING POPULATION AND THE IMPORTANCE OF FURTHER EDUCATION¹

It is implicitly assumed that one of the main reasons for a lower employment rate of older people resp. higher unemployment rate is a lower level of human capital in comparison with younger age groups. From table 1 it is evident, where in Slovakia the problem of increasing the employment rate of old people in relation to education lies. If the average unemployment rate for workers with level of education ISCED (0-2) for the EU27 countries is 11,3%, in Slovakia it is more than twice as much (28,4%). Slovakia also belongs to the group of 6 EU countries with the highest (double-digit) unemployment rate also in the category of workers with ISCED level of education (3 - 4).

Table 1: Unemployment rates by level of education (%), age group 50-64, in selected EU27 countries (2011).

	Total	ISCED (0-2)	ISCED (3-4)	ISCED (5-6)
EU27	7	11,3	6,5	3,7
CZ	5,6	16,2	5,4	2,4
DE	5,4	10,8	5,9	2,5
FR	6,7	9,3	6	4,4
HU	8,9	18,4	8,4	4
AT	2,9	4	3,1	:
PL	7,4	10,6	8,2	2,6
SK	11,2	28,4	11,2	3,9
FI	6,3	8,8	7	4,3
SE	4,3	6,4	4,2	2,9
UK	5,1	7,4	5,2	3,6

¹ Note: that there is only one Slovak expression – ďalšie vzdelávanie corresponding to the English expression „continuing education and training“ and „further education“. This means that in the context of Slovakia, these two expressions are considered as synonyms. Source: Eurostat

Table 2 provides an overview of participation on lifelong learning of persons aged 55 to 64 in selected EU countries from 2004 to 2011. In 2011 the proportion of this age group in Slovakia receiving some form of education or training in the four weeks preceding the labour force survey was 1,3 %. The share was 3 percentage points lower than the corresponding share for the same year in EU27 countries. Slovakia belongs to the group of countries with the lowest percentage of people in this age group who attend further education courses.

Table 2: Rate of workforce participation (%) on further education for age group 55–64 years, in selected countries (2004 – 2011).

	2004	2005	2006	2007	2008	2009	2010	2011
EU27	4,2	4,5	4,5	4,6	4,8	4,7	4,6	4,3
CZ	1,9	1,9	2	1,9	2,7	2,3	2,6	5,1
DK	16,6	18,9	21,8	22,2	22,7	24,8	24,9	24
FR	1,8	1,7	2,2	2,3	2,4	2,1	1,9	2,3
HU	0,4	0,3	0,3	0,4	0,3	0,3	0,3	0,5
NL	7,3	7,3	7,1	7,9	8,5	8,5	8,2	8,4
AT	5,4	5,9	6,5	6,1	5,8	6,4	6,7	6,5
PL	0,8	0,7	0,8	0,7	0,7	0,7	1	0,8
SK	1,5	1,8	1,8	1,6	0,9	0,6	0,7	1,3
FI	12,9	12,8	13,5	13,6	13,3	13,1	13	13,5
SE	:	10,9	11,9	12	14,7	15	16,6	17,2
UK	20,3	19,2	18,5	12,9	13,6	13,8	13	9,6

Source: Eurostat.

According to the data from Institute of Information and Prognoses of Education (IPE), people over 50 belongs to the group which is least involved in the further education programs. In 2010, the proportion of graduates in further education in the age group 50-59 years was only on the level 2,13%. In comparison to 2008, there was a significant decline of about 6,5 percentage points. This is a warning trend from demographic changes point of view.

Table 3: The proportion of graduates of particular further education programmes by age (2002 – 2010).

Age group	2002	2004	2006	2008	2010
15 – 19	14,03	14,87	10,55	10,54	14,18
20 – 24	13,88	14,64	11,2	12,47	11,64
25 – 29	16,01	15,87	14,95	16,21	13,47
30 – 34	16,13	15,8	17,03	16,94	22,45
35 – 39	15,4	15,55	15,75	16,6	22,58
40 – 49	16,28	14,05	19,07	16,55	12,71
50 – 59	7,06	7,99	9,93	8,97	2,13
60+	1,21	1,23	1,51	1,72	0,84
Total in %	100	100	100	100	100

Source: IPE.

Current provision of adult learning in SR is characterised by the following weaknesses (Kočanová, D., 2007):

- participation in adult education and training is low, especially in the age groups 50+,

- no mandatory sources for financing CVET,
- lack of mechanism for mapping adult learning needs within different regions,
- lack of mechanism for evaluation and quality assurance of adult education,
- absence of system of recognizing of learning outcomes of CVET,
- lack of national statistics on adult education and training (e.g. there are almost no statistical data on enterprise-affiliated CVET activities focusing on employees),
- adult education has been treated marginally, compared to other components of educational system.

SILVER ECONOMY

In relation to the social and economic impact of demographic changes, there are two directions in scientific literature. The first sees ageing population as a burden for society. In accordance to second direction ageing population represents a new potential for economic growth. According to Bologna declaration silver economy creates the potential of new and innovative products and services for higher quality of life in old age. This innovative effort can lead to economic growth and to creation of new working places, which globally increases competitiveness of Europe as well as of particular companies. Following Deutsche Welle, silver economy means the adaptation of the economy to the future needs of the growing number of older people. This phenomenon creates new market opportunities.

Companies should see the ageing population as part of both their workforce and their consumer base. The reorientation of thinking will be quite a challenge for most businesses. Some businesses have spotted an opportunity in the ageing demographic and are innovative in a way that meets the needs of older population. An inspiration for European region should be Japan, which is known as a country with high life expectancy and in recent years it is the fastest ageing region in the world. Companies in Japan are more and more oriented towards silver market they are developing innovative products for seniors, and that's why Japan is now considered as a leader on the silver market.

According to Reifner et al. study from 2009, people in age group 50+ own around 75% of all shares, 65% of savings, 60% of properties and 50% of cars. In recent years, the approach to savings is changing. While in previous generations of seniors it was common to keep the values with the aim to leave a heritage, nowadays the preference of consumption of goods is getting more popular.

In couple of decades Slovakia will be hit quite hard by demographic changes. That's why we have to answer the question, whether Slovak economy has comparative advantages for exporting goods and services of silver economy to foreign regions and whether it will be capable to satisfy demand of its ageing population. Regarding to ageing population there are segments as agriculture and food industry, construction, transport, accommodation, catering, entertainment, recreation, ICT for accommodation and health, health and social services, financial and insurance services or education on which ageing population would have a positive influence (Páleník. V., 2012).

EARLY PENSIONS – EVIDENCE OF SOLIDARITY OF YOUNGER WORKERS WITH THOSE RETIRING FROM LABOUR MARKET

The large-scale pension reform in Slovakia was effected in 2003 that determined the main decisive parameters for the level of pension from the 1st January 2004 onwards. For the main characteristics of pension reform we can concisely designate the following facts:

- points scheme in pay-as-you-go pillar, in which the most important differential factor of pensions is represented by the ratio (multiple = point) between the personal wage and average wage in the whole economy in particular years; from the points gained in each year is computed the individual average wage point; the period of pension insurance represents further important factor of pensions (that is briefly the number of worked years),
- determinative period for the computation of individual average wage point is the period from 1984 until penultimate year of retiring into pension (the wages before 1984 are taken into account only in exceptional cases),
- prolongation of pension age for men to 62 (from 60) years and the same for women (gradually from the previous pension age that was set in interval from 53 to 57 depending on the number of children),
- introduction of capitalization pillar (at this time with voluntary entry into this pillar) with the condition of contribution to this pillar during at least 10 years on the individual accounts kept in Pension Fund Management Companies (big international financial institutions, e.g. Allianz, Generali and so on); in the following years the pensions from capitalization pillar would not come into consideration,
- introduction of early pension, that could be attributed after 2008 only two years before statutory pension age under another condition, that the pension is higher than at least 1,2 multiple of subsistence minimum.

The level of ordinary and early pension is influenced by several factors. One of the most important factor is the level of wages of older generation in the time period before the pension age (first of all under conditions, when for the calculation of pensions only the wages after 1984 are taken into account). In the table 4 is presented the international comparison of wages according to age groups.

Table 4: Indices of wages according to age groups (age group below 30 = 100), 2006.

	below 30	30 – 39	40 – 49	50 – 59	over 60
BG	100	121,2	128,9	129	126,4
CZ	100	118,6	115,9	110,9	118,5
DE	100	158	165,7	172,1	170,5
EE	100	110,2	94,9	83,8	73
IR	100	138,8	147,3	149,7	123,9
ES	100	130,3	146,1	158,3	172,8
CY	100	138	159	176,2	141,8
LV	100	106,3	96	91,8	83,8
LT	100	105,3	102,4	102,5	101,8
HU	100	123,6	122,6	130,1	157,9
NL	100	149,6	159,5	161,2	152,9
PL	100	128,4	122,5	135,3	185,4
SI	100	124,1	132,2	145,1	248,3
SK	100	114,9	109	108,5	114

Source: Eurostat, own calculations.

For comparison we have taken all countries that were in this distinctive (particular) database of EUROSTAT for the year 2006. This table represents the data for the whole economy. We have

constructed basic indices – the basis was the level of wages of age group below 30 years. Surprisingly also in the group of Visegrád countries we could discern different patterns of wage distribution in relation to age groups. In the Czech Republic and Slovakia, the highest wages among 10-years age groups in productive age were recorded in the age group (30 – 39). The same pattern was scored also in all Baltic states, Estonia, Latvia and Lithuania. Even in Estonia and Latvia the wages of the age group (50 – 59) were lower than the wages of age group „below 30 years“.

Different pattern was noted in Hungary and Poland. From the age group (40 – 49) we could see the increase of wages in comparison with each previous age group. But still in these both countries the age group (30 to 39) had higher wages than the age group (40 to 49 years).

As distinct from the new EU Member states, in developed countries (in this table Germany, Ireland, Spain and The Netherlands), still in 2006 „the seniority principle“ in remuneration existed.

During the last 6 years certainly have occurred the changes also in application of this „seniority principle“ in remuneration. We wanted to illustrate not only the problems of unemployment of older generation, but also worse remuneration in comparison to younger people.

We can speculate, what are the reasons for the described development of wages. Among the factors which it may affect in Slovakia, we could insert the lower qualifications, obsolete professions but also the health problems of older people.

The comparison of wages we can conclude with the general statement that the work in the new EU countries including Slovakia doesn't call for higher qualifications based on specific knowledge in the firms. Short term courses or and trainings are sufficient for the majority of jobs. That is why in this system of production the younger workers gain advantages in comparison with older ones.

The decrease of wages in the last age group in the productive age (50 – 59 years) indicate the problems of this age group on the labour market. As it has been written already, the rate of unemployment of older people is higher than the younger ones (with the exception of new entrants into labour market). That is why the possibility to retire before the attainment of statutory pensionable age is one option of older workers to solve their problems on the labour market and the decrease of their financial receipts irrespective of the source of them (e.g. unemployment benefits, social contributions, lower wages, etc.).

In this regard the option to retire more years before the statutory pension age was introduced into pension systems in all EU countries (table 5).

Table 5: Early and normal pension age.

	Early age	Normal age	Difference (years)
AT	62M/60F	65	3M/5F
BE	60	65	5
CZ	60M/59-60F	65M/62-65F	5M/3-5F
EE	60	63	3
FI	62	65	3
FR	59-60	65	5 – 9
DE	63	67	4
HU	63	65	2
IT	Any age/61	65M/60F	4
LU	57/60	65	5 – 8
PO	55	65	10

SI	58	63	7
ES	61	65	4
SE	61	65	4
SK	60	62	2

Source: OECD (2011), Pensions at Glance.

If we compare the early and normal (statutory) pension ages in majority of EU countries, it is clear that Slovakia and Hungary have the smallest difference between both ages. Other countries in relation to labour market conditions and first of all health conditions of workers have more flexible early pensions arrangements. Exit from active labour is enabled earlier than in Slovakia. We mentioned it because in Slovakia there are pressures to remove the possibility to retire earlier, it means before statutory pension age. In Slovakia we should not do it, not only in respect to other countries and to reasons for early retirement, that always would exist, but also in relation to lower pension age of women some years ago that could retire earlier if they had more children. Removing of early retirement would damage first of all women. In the following table 6 are presented the answers of older people (aged 50 – 64 years) to changes of pension system including increase of pension age and the unification of pension ages for men and women.

Table 6: Attitudes of older people (50 – 64 years) to changes of pension system (%).

	completely right	more right	middle	less right	completely not right
A. Increase of pension age	2.5	7.9	15.2	28.6	44.6
B. Unification of pension age (men = women)	4.8	9.0	15.8	30.5	38.1
C. Cancellation of special early retirement age	12.8	17.1	27.6	22.5	16.3

Source: Agency Focus.

In the table above there are result of field research based on questionnaire . More than one thousand people expressed their attitudes to problems connected with the work. The majority of participants in the research disagree with increase of pension age and also with the unification of pension age of men and women.

The next table (table 7) shows the results of answers concerning the reasons for early retirement. From all potential reasons in the table are presented the answers to the most frequented ones. The results in Slovakia coincide with the statement of EU Commissioner László Ándor at Ministerial conference of ageing, that 32 % of people aged 55 to 65 in the EU countries on average say, they have some disability problem.

Table 7: Reasons for early retirement (%).

1	They have health problems	51.4
2	Completely exhausted from work	48.8
3	Loosing work without finding another	35.7
4	Employer push them to retire	34.7
5	They loose work and then do not look for another	28.8
6	They want or they have to care for family member	27.9

Source: Agency Focus.

The answers in the table 8 bear witness of problems of older people in the labour market.

The high unemployment rate of olders people caused that the average retirement age of men and women in the last years has grown only slightly (table 8).

Table 8: Development of average age of ordinary and early retirement (years) in Slovakia.

Men	2004	2005	2006	2007	2008	2009	2010	2011
Ordinary pensions	61,98	60,7	60,17	60,67	61,53	61,72	61,71	61,79
Early pensions	59,42	58,96	58,63	58,62	58,87	60,05	60,02	60,01
Difference in years	2,56	1,74	1,54	2,05	2,66	1,67	1,69	1,78
Women								
Ordinary pensions	57,27	55,8	56,32	57,53	57,4	57,18	57,89	58,15
Early pensions	54,66	54,58	54,66	55,05	55,62	56,22	56,37	57,08
Difference in years	2,61	1,22	1,66	2,48	1,78	0,96	1,52	1,07

Source: Štatistické ročenky z oblasti dôchodkového poistenia, Sociálna poisťovňa, own calculations.

From 2006 until 2011 we have registered the regular increase of retirement age into ordinary pension. For women the increase represented 2.35 of years, that is more than the increase of men – 1.62 of years. In the category of real early retirement age was increase 2.50 of years for women and 1.38 of years for men. With the certainty we can suppose, that the workers going into early retirement in accordance to the law of social protection could go else to pension some months earlier.

The last analyzed factor influencing the level of pensions and the date of going into early pension is the unemployment immediately before finishing definitely active work. According to the data the ratio of early pensioners who had been unemployed before retirement has increased in the last two years (2011 and 2012) – table 9.

Table 9: Ratio of enemployed before going to early retirement.

	Number of early pensions	Employed before	Unemployed before	% of unemployed
2010				
Men	16 953	15 406	1 547	9,1
Women	13 321	12 367	954	7,2
Total	30 274	27 773	2 501	8,3
2011				
Men	9 604	6 334	3 270	34
Women	3 069	1 911	1 158	37,7
Total	12 673	8 245	4 428	34,9
2012				
Men	11 136	6 259	4 877	44
Women	4 952	2 812	2 140	43
Total	16 088	9 071	7 017	43,6

Source: Štatistické ročenky z oblasti dôchodkového poistenia, Sociálna poisťovňa, own calculations.

The situation in the labour market in Slovakia is extremely unfavourable for older people to lengthen their formal stay in it. It is better for potential pensioners to retire than to extend the time of being unemployed or formally registered in labour offices. The early retirement is a form of aiding older people with the problems of decreasing their regular receipts. That is why the early retirement in Slovakia should keep alive.

CONCLUSIONS

In 2060 Slovakia will belong to the oldest countries of the European Union concerning the age structure of the population. This fact will call for the high level of solidarity between generations. One of the most important challenges represents the decrease of unemployment rate of older people. The older generation should participate in a great extent to active labour market policies including further education programmes. In spite of fiscal consolidation in the period of economic crisis the early retirement scheme in Slovakia should keep alive as the evidence of solidarity factor between generations.

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LABOUR MARKET FOR GRADUATES EXPECTATIONS OF EMPLOYERS AND EMPLOYEES IN POLAND

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Considering this fact that nowadays unemployment is becoming an increasing problem, this article will be concerned with this matter, particularly with the phenomenon of youth unemployment. This problem was emphasized, inter alia, by the European Council as it concerns many countries in the European Union and beyond. "At present, nearly 6 million people in Europe under the age of 25 are unemployed, and a total of 7.5 million are Not in Employment, Education or Training (NEET's). Youth unemployment rates in Europe stood at 23.5% in the first quarter of 2013 and almost the same in the second quarter of 2013, which is more than twice of already very high rate for the population at large"¹. It is very alarming problem. It concerns both educated people, as well as NEET's. Both long-term unemployment and permanent lack of professional and education development bring a lot of consequences. We may say about individual effects for each unemployed person such as loss of self-esteem, poverty, depression, etc., which in turn may lead to wider social problems. Moreover, joblessness of young people and absence of valuable experience and qualifications may result in the future enlargement of competence gap and talent shortage on the labour market. Europeans are more often referred to as aging society. When current employees retire someone will have to replace them. This will be a task for young people who, already today, should be prepared for this situations. It is very often said that "young people hold the key to the future dynamism and prosperity of Europe. Their talents, energy and creativity will help Europe to grow and become more competitive as we move beyond the economic and financial crisis"². The high level of youth unemployment is not acceptable situation also for economic reasons. "The cost of failing to integrate some 14 million young people aged between 15 and 25 into the labour market is estimated to be equivalent to around 1.21% of the EU's GDP."³ To sum up this figures and information, we can say that it is crucial to prevent this problem. To be able to eliminate this phenomenon and its consequences adequately we must recognize its causes.

The next paragraph will be related to probable cause of unemployment among young people. We can examine these causes on the European scale. The European Commission has suggested several reasons for youth unemployment. They comprise for example:

¹ Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions entitled "working together for Europe's young people. A call to action on youth unemployment", p. 2 from: http://ec.europa.eu/commission_2010-2014/president/news/archives/2013/06/pdf/3_en.pdf (retrieved 27.08.2013); http://epp.eurostat.ec.europa.eu/statistics_explained/index.php?title=File:Youth_unemployment_rates,_EU-28_and_EA-17,_seasonally_adjusted,_January_2000_-_July_2013.png&filetimestamp=20130830073725 (retrieved 27.09.2013).

² Ibidem,

³<http://www.european-council.europa.eu/home-page/highlights/eu-leaders-agree-measures-to-fight-youth-unemployment?lang=en> (retrieved 28.08.2013).

- “early school leaving without qualifications,
- lack of relevant skills and lack of work experience,
- precarious employment followed by spells of unemployment,
- limited training opportunities,
- insufficient/inappropriate active labour market programmes”⁴.

Of course, this phenomenon and its causes vary according to a country so the further part of the article will be concerned with the situation of young people on the Polish labour market.

THE SITUATION OF YOUNG PEOPLE ON THE POLISH LABOUR MARKET. THE STEPS TO ELIMINATE YOUTH UNEMPLOYMENT.

In Poland the phenomenon of youth unemployment is also a considerable problem. In the second quarter of 2013 the unemployment rate in Poland among people aged 15 – 24 stood at 26% (in the first quarter of 2013 – 29,2%). While analysing unemployment rate from the point of view of Polish graduates, it should be concluded that without work remained:

- 5,3% of graduates from universities,
- 9,6% of graduates from technical schools (vocational schools) and post-secondary schools,
- 14,4 % of graduates from secondary schools,
- 12,7% of graduates from basic vocational schools⁵.

Another significant problem on the labour market in Poland is a shortage of talent. It is a kind of a paradox that inspite of increasing number of persons with higher education (more than 30% of those aged 20-29 are studying) we can still observe considerable unemployment among educated people whereas employers have difficulties in finding qualified candidates. Based on the results of ManpowersGroup’s, eight annual Talent Shortage Survey in Poland one in three employers (32%) had difficulties to recruit competent candidates. Most problems occur when employers search for skilled blue-collar workers, engineers, technicians and sales representatives⁶. Question therefore arises: why there are problems with finding suitable personnel in Poland? Referring to the results of Talent Shortage research, we may indicate the following causes: lack of technical skills of candidates (67%), lack of candidates (20%), lack of experience of candidates (9%), lack of soft skills of candidates (7 %). Juxtaposition of the information on youth unemployment, as well as problems in finding a suitable candidate for job leads to the conclusion that Poland deals with some kind of mutual mismatch of expectations of job seekers and employers. This state of affairs can be explained, inter alia, in two ways. First, this state is an outcome of inappropriate choice about education by young people in Poland, which may lead to lack of candidates for job market. Secondly, as a result of mismatch between the skills, qualifications and competence of young graduates and requirements of employers.

⁴ http://europa.eu/legislation_summaries/employment_and_social_policy/community_employment_policies/em0054_en.htm (retrieved 28.08.2013).

⁵ Labour force survey in Poland II Quarter 2013, Preparation of the publication CSO, Demographic Surveys and Labour Market Department, p.9 from: http://www.stat.gov.pl/cps/rde/xbcr/gus/PW_kwart_inf_aktynw_ekonom_ludnosci_2kw_2013.pdf (retrieved 26.09.2013).

⁶ http://www.manpowergroup.pl/repository/Info_prasowe/Niedobor/PL/2013_niedobor_talentow_informacja_prasowa.pdf; (retrieved 01.09.2013).<http://www.egospodarka.pl/96066,Najbardziej-poszukiwane-zawody-2013,1,39,1.html> (retrieved 01.09.2013).

In the next part of the article I would like to bring the matter of causes of youth unemployment closer and I will try to propose some solutions to each cause.

First cause: inappropriate choices about education by young people

Taking into account the first cause, it is worth paying attention to the following facts. The research conducted by the Central Statistical Office in Poland shows that the largest declared demand for labour in Poland is in: the industrial manufacturing sector, industry associated with vehicle mechanics, construction, information and communication, transportation and warehouse management.⁷ In other words, in Poland there is demand for skilled workers and engineers (which is already confirmed by Talent Shortage Survey Manpower Agency). Until recently in Poland the most popular fields of study among graduates entering the labour market were: pedagogy, law, management, economics, administration (they were the most frequently chosen subjects in 2007/2008).⁸ Such disparities, are among others, the cause of today's problems in the labour market.

Steps to eliminate inappropriate choices about education by young people

To avoid such situations in the future Polish Government and the Ministry of Science and Higher Education has decided to introduce program which relays on promoting these fields of study which are seen to be most needed in the future. This program has been realized since 2008. "This action is intended to ensure an adequate supply of appropriately skilled scientists. The program has been implemented under Sub-measure 4.1.2 of Human Capital Operational Program. This Sub-measure is called "Increasing the number of graduates in critical knowledge-based economy". Basically the aim of this project is to increase the number of students of mathematics, natural sciences and technical faculties - specifically the faculties that have been recognized by experts as a strategic for the development of the Polish economy."⁹ Program includes campaigns promoting specific fields of study in the media, as well as material aid for students studying certain fields. Everything has been done to encourage young people to choose selected fields of study. As a result, at present the tendency to choose particular fields of study has changed. In the academic year 2011/2012 the most frequently chosen field of study was construction (there was a rise in popularity of this trend by 84.7% compared to the year 2007/2008). Although such faculties as the management and pedagogy continue to be popular they were not chosen by such a large number of candidates as before. The increase of popularity was recorded in such subjects as: the environmental engineering (up to 174.2%), management and engineering (up 107.6%), mechanical engineering (up 120.3%)¹⁰. In the year 2012/2013 the most frequently chosen field of study was information technology, but there has also been noticed the increase in the interest of such faculties as: automation and robotics, energetics and biotechnology¹¹. Therefore, the popularity of science and engineering fields has started to grow. This is the result of actions of the Ministry of Science and Higher Education which focused on supporting the key fields of study for economic development and encouragement to make more rational choices. Unfortunately, for now it is difficult to say something more about the effects of these changes on the labour market and situation of graduates. Mainly because the candidates encouraged to study in technical fields have not graduated yet, and those who achieved higher diploma have not entered the labour market still. However, after questioning graduates who have entered into the labour market,

⁷ The demand for labor in II Quarter 2013, report by Central Statistical Office from:

http://www.stat.gov.pl/cps/rde/xbr/gus/PW_popyt_na_prace_2kw_2013.pdf. (retrieved 26.09.2013).

⁸ http://www.nauka.gov.pl/g2/oryginal/2013_05/12fcc38547ce668957930bfa839628d8.pdf (retrieved 30.08.2013).

⁹ <http://www.kierunki-zamawiane.pl/serwis.php?s=2561&pok=64527> (retrieved 30.08.2013).

¹⁰ http://kierunkistudiow.pl/rekrutacja/najwiecej_kandydatow_wybiera_politechniki.html (retrieved 30.08.2013).

¹¹ <http://www.naukawpolsce.pap.pl/aktualnosci/news,393098,resort-nauki-informatyka-najpopularniejszym-kierunkiem-studiow.html> (retrieved 01.09.2013).

it can be demonstrated that among those who completed such strategic faculty (the ordered faculty) and who are up to 30 years of age, the employment rate stood at 81,6%. For comparison, among a group of graduates who completed other courses the figure is 75.4%. Unemployment in the first group is 9.6% and in the second 12.5%¹². The percentage of unemployed graduates from computer science hovered around 7.5%, and from construction industry it stood at 10.3%, while the unemployment among graduates from pedagogy was 17.1%, among sociologists over 19% were unemployed, and level of unemployment among the graduates from tourism and recreation was 28.2%. Comparing the market situation of graduates from humanistic specialty (which is very often called a mass field of study) with the situation of graduates from strategic faculty, we can see that persons ending strategic specialty are in a better position on the labour market. However, this correlation is not visible for all strategic faculties. Among graduates from strategic field of study are also people who have the same or even greater than humanities problems in finding job¹³. So, if someone finishes strategic faculty it is not yet a guarantee of success in the labour market. Very important are also: the ability to effectively search for work, the ability to effectively present own persona, and something to be called "talent's marketing". In addition, an important issue is to be in the possession of hand-on experience and qualifications. Polish employers point to some shortages in this area. So in the next paragraph I will present further information about this problem.

Second cause: talent shortage in Poland

According to Talent Shortage report, employers notice the lack of technical skills, experience and soft skills of graduates. This may be due to, inter alia, the aforementioned mismatch between graduates' qualifications and employers' requirements. Polish schools are accused of putting too much attention to theory, rather than learning practical knowledge which is adequate to the realities of the labour market. This problem is emphasized by Polish employers. Referring to the survey of Polish employers of 2010 – 2012, it can be inferred that employers who reported difficulties in finding a suitable candidate for work, mostly said about shortages of competence¹⁴:

- lack of professional competence – related to the specific activities carried out in the profession (almost half of employers pointed to shortages in the area),
- lack of competence of self-organization – often referred by employers as motivation to work. The group of these competencies include: self-organization of work, initiative, punctuality, resilience to stress (one quarter of employers pointed to shortages in the area),
- shortages of interpersonal competencies – interaction with people and team-work (one in seven employers reported lack of these skills).

Moreover, it is very essential to note that employers claim the aspects mentioned above one of the most important ones and the most needed at work. It is therefore a huge problem in the labour market. Employers often emphasize the fact that preparation of graduates to do their professional duties represents an average level. Very often employers have to invest in further education of graduates, their training and preparation to act as a professional. Simultaneously employers expressed their dissatisfaction with this matter, claiming that this should be the role of the school.¹⁵ Similar issues were emphasized by graduates in Poland. According to the Deloitte's report: "First steps in the labour market.

¹² Młodość, czy doświadczenie? Kapitał ludzki w Polsce. Raport podsumowujący III edycję badań BKL z 2012r. (red.) J. Górniak, Wyd. Polska Agencja Rozwoju Przedsiębiorczości, Warszawa 2013 p.134

¹³ Młodość, czy doświadczenie? Kapitał ludzki w Polsce. Raport podsumowujący III edycję badań BKL z 2012r. (red.) J. Górniak, Wyd. Polska Agencja Rozwoju Przedsiębiorczości, Warszawa 2013 p.p 133-137

¹⁴ Ibidem, p. 53

¹⁵ <http://www.e-mentor.edu.pl/artykul/index/numer/46/id/946> (retrieved 30.08.2013).

Survey among Polish students and graduates”, more than half of surveyed graduates said that they do not feel well prepared to act as a professional despite their education¹⁶. Moreover, graduates had negative opinion about the role of schools as institutions which prepare them for the job search process¹⁷. To sum up all information, we can see that business environment, academic circle and students/graduates feel the need to find common ground between the worlds of business and education, therefore it is necessary to take some steps in this area as this could eliminate problem with talent shortage.

Steps to eliminate problems with talent shortage – co-operation between business entities and educational units

The next part of the article will refer to the idea of co-operation between business entities and educational units. Examples of such partnership which may be put into practice are presented below. These proposals are the result of work on the project "Skills for the Future" which was realized under the program of EU called Life Long Learning. The proposal include¹⁸ :

- Professional internships.
- Free lectures given by businessman on interesting business operations, knowledge of the market and other technical and technological issues.
- Training courses taught by professionals, experts in the field.
- Training centre for students – the purpose of this centre is to improve competences which are significant to gain knowledge relevant in the company. This allows companies to save money on the initial training sessions (no expenses on staff) and universities to offer students unique opportunities to develop competence, which means that each partner derives benefits from such co-operation.
- Training courses in the company – internal trainings were implemented in the company. This idea was based on the approach that the real business environment can provide better training. Students acquire knowledge and have opportunity to see how business ideas are implemented in life.
- Topics of diploma theses which are ordered by company – assisting at preparation of such works by employees of companies. When company looks for new methods to solve a chosen problem or wants to deeply analyse selected aspects of its activities and a student looks for the subject of research, then their co-operation may be an optimal solution. Ordering of diploma topics theses at bachelor's or master's degree bring benefits to both parties as reached conclusions can be implemented in the company. The company gets a free analysis of a selected aspect and the student receives a wide range of materials on which he can work and has opportunity for direct consultation in the company. The results of this co-operation are usually very good and in many cases end up in hiring such graduates by the company.

The initiators of such co-operation may be entrepreneurs, companies interested in schools, universities, as well as students. This co-operation is central because it gives the opportunity to exchange mutual expectations and helps to prepare to meet them better. It is therefore necessary to encourage schools,

¹⁶ First steps in the labour market. Survey among Polish students and graduates” rapport of Deloitte, from http://www.deloitte.com/assets/Dcom-Poland/Local%20Assets/Documents/Raporty,%20badania,%20rankingi/pl_Deloitte_PierwszeKrokiNaRynkuPracy_2013_1.pdf (retrieved 30.08.2013);

¹⁷ D. Kukla, *Praca w obszarze wartości młodzieży studiującej wobec przemian na rynku pracy*, Wyd. Oficyna Brzeska, Częstochowa 2013, p.p 48-52; *Raport „Młodzi 2011”*, Wyd. Kancelaria Prezesa Rady Ministrów, Warszawa 2011 p.p 157-158.

¹⁸ <http://www.skillsforthefuture.iped.pl/tools.html#n4pl> (retrieved 30.08.2013).

universities and companies to co-operate. For this purpose the Polish Agency for Enterprise Development and the Polish Human Resources Management Association started the project called: "Business for Education". Nowadays co-operation between business and education is a necessity. It is important because only business is able to determine what kind of employees and competencies will be needed in the future. In longer term, taking such co-operation will mean for companies the reduction of investments in training of new employees and period required for their adaptation in the company. This is not just a way to obtain skilled and talented employees who will enable the company to effectively compete on the market, but also the opportunity to build a positive image of the organization. This action also perfectly fits in Corporate Social Responsibility. Activities in "Business for Education" are directed primarily at specialists in human resource management, managers and business owners. "Business for Education" includes 10 educational programs that Polish Agency for Enterprise Development and the Polish Human Resources Management Association will carry out jointly with employers, schools and universities. The essence of these programs is the transmission of knowledge to pupils and students about the needs and demands of employers¹⁹. Educational programs which were realized by the project are presented in the table below.

Table 1: Educational programs were realized by the project: "Business for Education".

Self Motivation	"Self Motivation" is a joint initiative and action by "Faurecia" - a leader among global players in the automotive and manufacturing companies, service and training of KMP and "Desart", the company specializing in engineering and work research and development. The recipients of the program are students who wish to develop their passion for cars and use it to shape their future careers. The program involves students of higher technical profile especially students of the Technical University of Wroclaw and the West Pomeranian University of Technology in Szczecin.
We are building a better future	This program is realized in co-operation with representatives of construction industry. CEMEX Poland – one of the largest manufacturers of building materials in Poland and local businesses, such as MJM and Remur. They joined to support students to incorporate in labour market. They prepare them to take first job by increasing awareness of the business. Specific actions are addressed directly at students of selected universities, including students of Technical University of Częstochowa, as well as students of vocational schools. Participation in the program provide with the possibility of expanding academic knowledge along with practical skills and the opportunity to develop competencies sought by partner companies.
Three Pillars of Success	The program was created jointly by Saint-Gobain, Euroverlux, Best International (companies operating in the construction, manufacturing and marketing of advanced technologies) and training company POLAŃSKI. The theme of the Program are the Pillars of Success which define desirable competences on the labour market. The aim of the action is to balance theoretical knowledge of students and demonstrate its practical use in real world. These activities are based on the involvement of young people in the events organized by the company – participating in numerous competitions, meetings, workshops, trainings, courses, activities on the website and FB profile.
Learning from the inside	The recipients of this program are students from technical schools who plan their future career in the field of advanced technologies. The program is implemented in co-operation between Amica Wronki SA – the leader in the production of household appliances in the Polish market, together with partner companies. All the activities

¹⁹ <http://biznesdlaedukacji.parp.gov.pl/o-projekcie> (retrieved 27.08.2013).

	carried out under the project such as courses, visits at the premises of companies and meetings with experts are expected to ensure that the future engineers and technicians will be expanding their theoretical knowledge but also will acquire desirable skills and experience.
Program getSMarTer	The program is implemented by SMT Software and IT SupportGroup. Within the project there is organized a variety of information and education events, among others: courses, workshops and seminars that will allow students to increase their communication skills. IT specialist students will be able to get to know about specific measures useful in their future work. They have access to an interactive base of knowledge exchange, a platform on which students can: read interesting articles, get to know about possible career paths, ask experts questions, and share their projects and successes in the field of IT. Students who participate in the events held in the companies have the opportunity to establish long-term co-operation with SMT Software and IT SupportGroup. In the course of the program both companies will choose a group of the best students to be invited to a program of internships.
"Pill of Success"	This program shall be implemented by companies in pharmaceutical sector by partnering with HR sector. The program allows students to get acquainted with business issues directly related to their fields of study – such as marketing, finance, production management, etc. The partner companies offer not only courses and lectures, but also paid internships and fellowships in many areas, so it is possible to put knowledge into practice. This gives students the opportunity to learn more about the pharmaceutical industry and to establish their first contacts with the business.
"Career Sterers"	The program gives future engineers an opportunity to develop their soft skills thanks to courses on topics including teamwork, effective communication, leadership skills and building of own brands. The program gives students a large dose of technical expertise including the areas of new technology, construction, production management and lean management.
Ticket to Your Future	The program is targeted at students of linguistics, economics and information technology. The aim is to share information on the possibilities of building their own future in the outsourcing industry and equipped them with competences which help do get their first job in an international corporation.
Free your creativity	The program is addressed to employers who want to share their knowledge and experience with future logistics professionals. Direct recipients of the program are students of such faculties as transport and logistics who in the future would like to work in TFL (Transport, Shipping, Logistics).
Triggering energy	The program is targeted at energy industry. There are courses, meetings with experts during which students have the opportunity to deepen their knowledge and acquire new skills and competencies. The program is also an opportunity to get to know about the needs and requirements of the employers. Students can discover the needs of employers during career days or thanks to trips to the company branches. Planned initiatives are designed to help young people with adaptation to the needs of the labour market.

Source: <http://biznesdlaedukacji.parp.gov.pl/programy-edukacyjne> (retrieved 27.08.2013).
Selected activities in the framework of education and business based on the Management Faculty of the Technical University of Czestochowa.

There are many forms of co-operation between education and business. Types of co-operation should depend on the type of education, industry or specific needs. The next paragraph will demonstrate the

example of co-operation between the Faculty of Management of the University of Technology in Częstochowa and their business partners. The University shall take action in the following areas²⁰:

- International and national conferences – during the conference there are presented latest trends and solutions in different areas of modern business. Their aim is also to find solutions to current problems of operational, tactical and strategic areas which companies face in their business. The conferences involve the participation of scientists, students, entrepreneurs and for example, representatives of banks, local governments and other organizations.
- Program called “People of Business in the Academic Environment” – Under this program chairmen and directors of the biggest Polish and foreign concerns meet with students and employees of Faculty of Management. Business people share their experiences in the field of management. Through these meetings the Faculty has at its disposal a particular and very valuable store of knowledge about functioning of big business units.
- Forum about "Directions of Co-operation Between Science and Business in the Region"- the forum is participated by representatives of the University and prominent graduates of the Faculty who are successful in the business field. They discuss their observations of occurring changes and anticipated trends such as changes in the structure of demand for graduates from the Faculty. It is expected that conclusions from the discussions should help the Faculty of Management to propose educational offer which matches the needs of the regional labour market.
- Project titled "The Engineer of the Future"²¹ – the project was aimed to support monitoring and adaptation of engineers in the time of economy transformation process within the Silesia Region in Poland. The project included research and analysing the most optimal directions of the engineer staff development in the scope of economy changes within the region.

These actions are designed to improve the quality of education and the employability of graduates in the labour market, as well as to improve the image of universities.

SUMMARY

Summarizing, all kinds of co-operation between education and representatives of business can help to reduce discrepancies between the employers' expectations of the candidates for work and factual competence of these candidates. This could also help to higher the level of education to become more attractive. As an outcome of such co-operation there may be prepared interesting ideas conducive to the development of the industry or economy. In the future this may help in the selection of suitable candidates and in their professional adaptation. It may also contribute to their effectiveness and efficiency. Moreover, this can also be an important aspect of giving marketing purposes for schools, universities, and businesses. In the context of the impending population decline, “battle” for new candidates is becoming increasingly significant challenge of universities. Examples such as: genuine co-operation between schools and businesses emphasis on practical education, and educational system tailored to the needs of the labour market can turn into an advantage strengthening school/university's competitive position on the market. Such co-operation may also positively affect the image of companies. Improvement of the situation of young people on the labour market may also contribute to the development of economy. More effective communication between educational institutions and business entities should be a priority for many institutions in Poland and in the world.

²⁰ <http://www.zim.pcz.czyst.pl/menu-440,obszary-i-zasady-wspolpracy-z-firmami> (retrieved 27.08.2013).

²¹ J. Grabara, A. Mesjasz-Lech, T. Nitkiewicz, I Otoła, *Przewodnik Inżyniera*, Wyd. Wydziału Zarządzania Politechniki Częstochowskiej, Częstochowa 2010

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CAREER COUNSELLING AS A TOOL FOR IMPROVING THE ENFORCEMENT OF GRADUATES IN THE LABOUR MARKET

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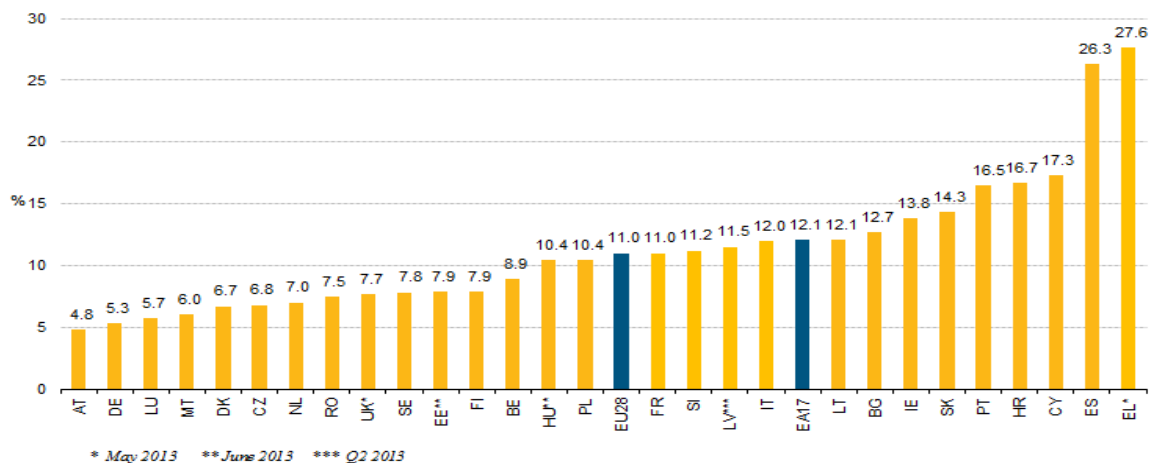
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This paper aims to clarify the concept and content of career counselling. Youth unemployment is most pressing problem facing Europe. Career counselling plays a significant role as a tool for improving the enforcement of graduates in the labour market. Key significance in achieving the aims of European Union concerning economic development, labour market, labour and geographic mobility, human resource development and labour force development rests in career counselling as a tool for support of individuals participation in education and vocational training at the choice of realistic and purposeful career and provision of social inclusion, social and gender equality.

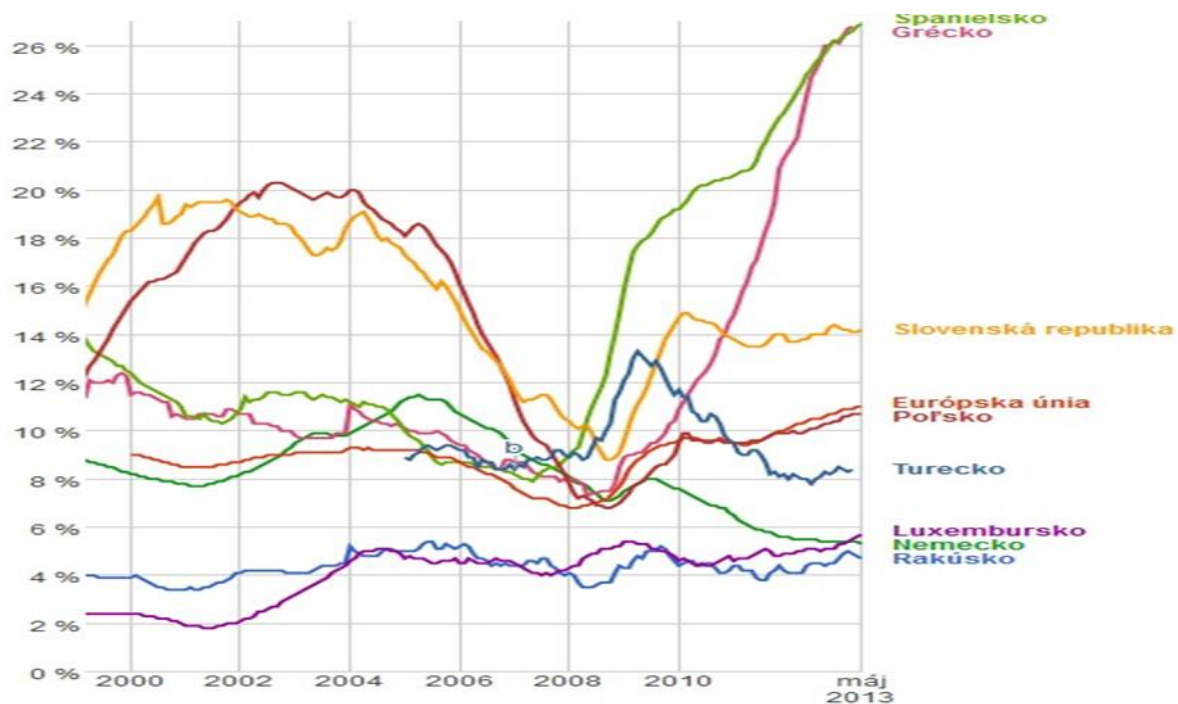
UNEMPLOYMENT IN EUROPEAN UNION

The unemployment rate (May 2013) in the eurozone: 12.1%, in EU: 11,00 %



Source: Eurostat.

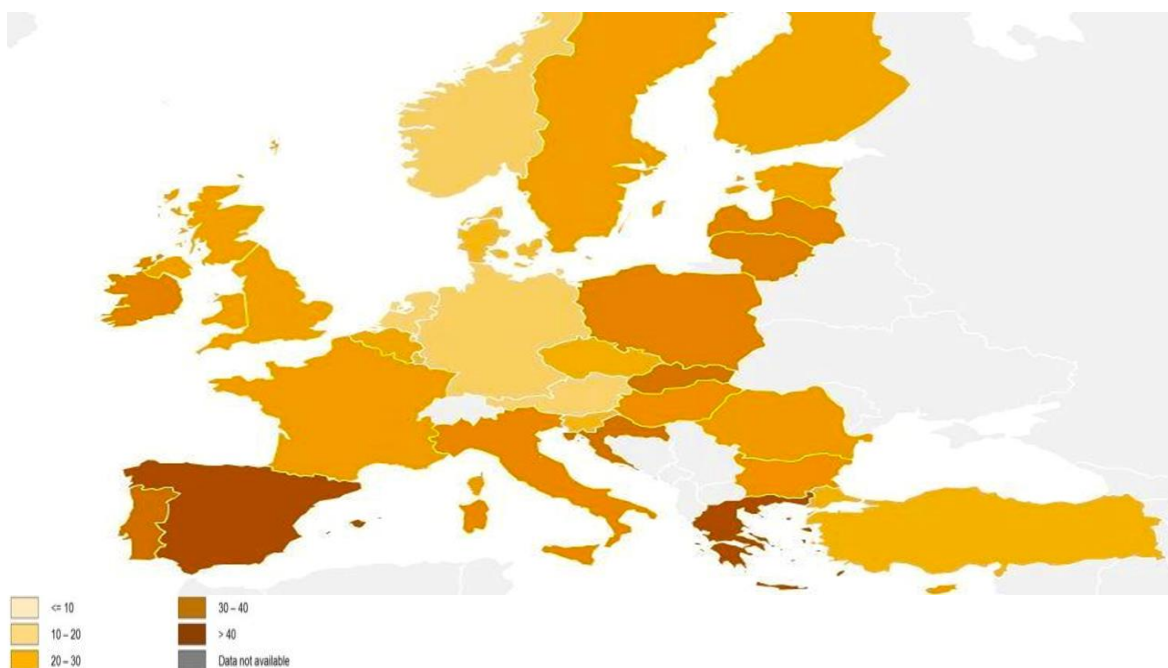
The number of people without work in the EU reached 26,405,000, Slovakia 14,1% (05/13).



Source: Eurostat.

YOUTH UNEMPLOYMENT - THE MOST PRESSING PROBLEM FACING EUROPE

The economic crisis has hit across all layers of society and young people is one of the most affected groups. The situation is particularly acute in certain Member States and regional differences in the rate of youth unemployment are increasing significantly. This could pose a serious threat to social cohesion and increase the risk of political instability.



Source: Eurostat.

People between 15 and 24 years belong to the most vulnerable groups in our societies, as they are either newcomers to the labour market or their foothold in the labour market is recent and not very consolidated.

In May 2013, the youth unemployment rate reached 23.5% in the EU 28. Moreover, the disparities between member states and between regions within member states are significant: the youth unemployment rate is over 50% in some member states and over 70% in some regions, while in a few regions it is even below 5%.

All in all, currently more than 7.5 million of young people under 25 are neither in employment, education or training.

In May 2013 the lowest rates were observed in Germany (7.5%), Austria (8.0%) and the Netherlands (10.6%) and the highest in Greece (62.5%) Spain (56.4%), Portugal (42.5%) and Italy (40.5%).



Source: Eurostat.

The EU leaders at the European Council meeting on 27 – 28 June 2013 in Brussels endorsed a comprehensive plan to combat youth unemployment.

The plan includes:

- Implementation of the Youth Employment Initiative and the Youth Guarantee Scheme as well as increasing youth mobility and the involvement of social partners.
- Solution of youth unemployment problem through modernisation of education by adapting the education system to the labour market.
- Provision of counselling in the early state of studies in secondary school.

Key significance in achieving the aims of European Union concerning economic development, labour market, labour and geographic mobility, human resource development and labour force development rests in career counselling as a tool for:

- Support of individuals participation in education and vocational training at the choice of realistic and purposeful career.
- Provision of social inclusion, social and gender equality.

CAREER GUIDANCE/COUNSELLING

A system of counselling services, the aim of which is to help individuals regardless of their age at decision-making concerning the issues of education, vocational training, career choice and career development in any stage of life (OECD, EC, World Bank).

Professional counselling

is focused on counselling at achieving any profession regardless of the further career development (OECD, EC, World Bank).

Career guidance is worldly recognized as:

- training individuals to plan their education, training and work,
- providing help to educational institutions in motivating individuals to take responsibility for their own education and work,
- providing help to companies and organizations in motivating their employees for further education, flexible professional development, career management, training and finding adequate job position, as well as professional promotion,
- contributing to the development of local, regional, and national economy through the labour force development.

The definition of career guidance and counselling includes the creation of information on labour market, educational options, as well as employment options and their accessibility for the interested parties.

LIFELONG CAREER GUIDANCE

Guidance throughout life contributes to the achievement of the European Union goals of economic development, labour market efficiency and occupational and geographical mobility.

The key contribution which career guidance can make to achieve four public policy goals:

- lifelong learning,
- social inclusion,
- labour market efficiency and
- economic development,

by improvement of efficiency of investment in education and vocational guidance, lifelong education and human resource and labour force development. Such public policy goals are fundamental to attaining the Lisbon Council (2000) aim of making Europe the most competitive economy and knowledge-based society in the world by 2010 and Strategy EUROPE 2020 with the goals of smart, sustainable and inclusive economy and high levels of employment, productivity and social cohesion.

Effective guidance provision has a key role to play in promoting social inclusion, social equity, gender equality and active citizenship by encouraging and supporting individuals' participation in education and training and informing their choice of realistic and meaningful careers.

Effective career guidance must work with:

- information from the labour market,
- education and employment opportunities through the collection and systematization of information and ensuring their availability when and where is a need, and

- work with forecasting the labour market in close connection with the development of the economy.

All European citizens should have an access to guidance services at school level and at all later life stages, as appropriate and reflecting local circumstances.

KEY DOCUMENTS RELATING TO IMPORTANCE OF CAREER COUNSELLING

EUROPEAN SOCIAL CHARTER (1961)

- Article 9 The right to vocational guidance

With a view to ensuring the effective exercise of the right to vocational guidance, the Parties undertake to provide or promote, as necessary, a service which will assist all persons, including the handicapped, to solve problems related to occupational choice and progress, with due regard to the individual's characteristics and their relation to occupational opportunity. This assistance should be available free of charge, both to young persons, including schoolchildren, and to adults.

„The right to receive appropriate counselling when choosing an occupation“.

- Article 10 Right to vocational training

No.1 To provide or promote, as necessary, the technical and vocational training of all persons, including the handicapped, in consultation with employers' and workers' organizations, and to grant facilities for access to higher technical and university education, based solely on individual aptitude.“

LIFELONG LEARNING MEMORANDUM (Brussels 2000)

- Key mission 5: New approach to vocational guidance

To ensure that everybody has an easy access to high quality information and advice on education opportunities throughout Europe and during the entire life“. In this context it requires a new approach that considers the counselling as a permanently accessible service for all. “Defines a new approach to professional counselling and guidance as one of the key messages“.

The career counsellors must be acquainted with personal and social conditions of those for whom they provide information, they must know the profile of local, national and international labour market and the needs of employees. The counselling must be interconnected with the networks of the related personal, social and educational services.

In the context of lifelong education the career counselling represents a set of activities that allow to citizens of every age and in every stage of their life:

- to identify their possibilities, competencies and interests, to be able to decide about their education, vocational training and employment and
- to manage their life career in education, work and other spheres in which they achieve these abilities and/or use them.

STRATEGY “EUROPE 2020“ (2010)

5 headline targets

1. The employment rate of the population aged 20 – 64 should increase to 75 percent.
4. The school dropout rate should be reduced to less than 10 per cent and at least 40 per cent of young people should have completed a tertiary or equivalent education.

The main initiatives of the new strategy (7 initiatives)

2. Youth on the move – improvement of quality and international attractiveness of the European higher education through promotion of mobility of students and young professionals.
5. Employment opportunities in all member states should be more easily accessible in whole Europe and the professional qualifications and experience should be appropriately acknowledged.

QUALIFICATION OF CAREER COUNSELLORS

Career guidance has been gradually changing also due to the changes in the present globalizing society. They bring along new requirements for qualification of career counsellors; working environment has been changing too and clients become more diversified.

The European Commission considers education of career guidance workers, human resource management and high-quality career guidance and counselling provision among the most important issues to reach the strategic targets of EU in the field of economic and social development.

The efficient lifelong guidance within the framework of EU should be supported through European cooperation and partnership between:

- providers of counselling services,
- social partners,
- practitioners in the field of guidance in education and employment,
- institutions providing education for career counsellors and officer for HRM.

In the present period of economic crisis education and vocational training of specialists providing career guidance services is very important.

The efficient counselling services depend on professional and methodical preparation of career counsellors working in the sector of education, labour, social affairs and private sector.

Counsellors must have in addition to existing skills also the knowledge and skills in information management, labour management, statistics, law, ethics and analysis of information, with an emphasis not only on a national and regional aspect but also on an international dimension. Is required to work with information from the labour market, labour market forecasts, analyze statistical data and information from the regional development strategies and regional development programs.

The international dimension of career counsellors education significantly supports mobility for education and work, contributes to development of cooperation between EU countries.

In international context the career counsellors are expected to have, particularly:

- Knowledge of theories concerning lifelong career development,
- Knowledge of management and human resource management,
- Respect of cultural diversities, ethic and moral norms,
- Social and intercultural sensitivity, respect of gender equality,
- Professional approach to problem-solution, utilisation of mediation,
- Information on trends and differences in the field of education, training, employment, unemployment and labour market,
- Knowledge of legislative and legal norms (on study, work, health, social issues...),

- Skills in using ICT in the field of career guidance and counselling in national and international space,
- Skills in the field of direct contact with individual clients, groups and members of cooperating networks (literacy in a foreign language).

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DEEPENING COOPERATION BETWEEN UNIVERSITIES AND THE BUSINESS SECTOR AS A PREREQUISITE FOR COMPETITIVENESS IN THE KNOWLEDGE ECONOMY¹

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INTRODUCTION

This paper indicates the context in which cooperation between universities and the business sector is occurring today in the European and Slovak economy. In general, cooperation of actors in an economy involves complex, multidimensional interactions between different actors, including strategic service intermediaries. Here we focus on the two major groups of actors – universities and the business sector (firms) – hereafter referred to as U-F cooperation.

The first part outlines the theoretical basis of the problem and the context in which enhancing cooperation operates and motivates actors. The second part deals with factors associated with these changes. The third section presents comparison of selected countries, including the Slovak Republic (SR), in terms of competitiveness in areas related to U-F cooperation. The paper ends with a brief conclusion.

THEORETICAL BASIS AND FRAMEWORK ISSUES

This paper concentrates on the deepening cooperation between universities and the business sector broadly conceived. It is possible to see a shift in concepts capturing significant changes in the business environment. These changes are reflected in some new theoretical terms and economic policy recommendations. New approaches to cope with the motivation of two key groups of stakeholders – universities and firms – to cooperate lead to various innovative changes, like, e.g., employment of university experts or development of overlapping internal labor markets. Such approaches are reflected in the higher motivation of both groups of cooperating actors – that work together to create and commercialize new knowledge. Conceptual framework of national or regional innovation capability – related to U-F cooperation – is based on the several structural elements. These include:

- absorptive capacity²,
- the ability of actors to manage processes and structures related to innovation,
- ability to generate knowledge,

¹ This paper has been prepared with financial support of the VEGA project No. 2/0080/12.

² It reflects the ability of an actor to receive new knowledge and technologies imported.

- ability to disseminate knowledge and commercial use,
- demand (for new products – often stimulated by government orders),
- critical mass of institutional density (as an additional factor to the traditional location factors),
- critical mass of institutional flexibility,
- critical mass of technical infrastructure,
- critical mass of educated workforce with tacit knowledge (Brzica in Asheim et al., 2006).

Ongoing development of global and European economy is marked by diversity, complexity and dynamics of actors as well as increasing density of institutions and the links between economic actors. Because of the new organizational forms, flexibility and networking we see blurring the differences between various actors. Hence, the adopted measures often have a mixed impact on U-F cooperation especially in the private-public cooperation context. Socio-economic systems operate in complex mode, which gives them considerable potential for development, but also increases the risk for their functioning modes.

In this situation, to the higher competitiveness contributes a number of factors – the quality of existing institutions, the structure of education, the quality of human and social capital, the number and type of actors, their motivation and commitment, the nature of regulation as well as economic policy, willingness to cooperate, cultural heritage and social stability. The Slovak Republic, like other countries of the European Union (EU), operates in this context and even the ongoing crisis does not fundamentally alter the nature of the major challenges it is facing. Range of work discusses these issues, including issues related to the actors mentioned (see e.g., Amin (1999), Amin and Thrift (1995), Asheim (1999), Arvanitis and Sydow (2008), Audretsch and Stephan (1996), Brzica (2007), Etzkowitz and Leydesdorff (1997), Etzkowitz (2008), Florida (1995), and Kaufmann Todling (2001).

Despite the extensive literature there remains scope for examining what the economy moves forward and what factors can influence this shift – either accelerate or distort. Recent concept of analytical, synthetic and symbolic knowledge base (Asheim et al., 2006) shows that innovation can take place at different levels and in different sectors and areas of the economy.

It is clear that such approaches as overlapping of the internal labor market (OILM) (Lam, 2007), mentioned below, can significantly activate cooperation and networking processes to improve the knowledge transfer and management processes. These processes are difficult because many activities are ongoing between the actors with their rather nebulous organizational boundaries. This requires a legislative solution to many problems that such process precludes or hinder. Prerequisite for cooperation is to enhance the quality of functioning of both groups of actors. Their functioning within the sub-optimal level can be triggered by various factors, e.g.:

- the absence of a sufficiently competitive environment,
- low or inadequate institutional density,
- lack of actors' motivation,
- improper legislative and regulatory framework.

To understand the complexity of the U-F issue it is necessary to identify current innovation system (what are its features and what kind of relationships exist among these elements), to identify the business environment and key actors, to considerate possible changes of that system and to attempt to identify possible future developmental trajectories.

Necessary steps to increase innovation performance and commercial success are based on the need to increase the effectiveness and efficiency of many or at least the key actors in the economy.

Our previous work (e.g. Brzica et al., 2011) suggest some causes of our backwardness compared to other most developed economies in knowledge-based economy segments related to innovation. A better position for the Slovak Republic is the inflow of foreign direct investment and technology imports. However, prosperous economy is not possible to build from long-term perspective only on imported foreign (though often advanced) technologies and without a strong sector of small and medium-sized innovative firms. Control of the most important segments of the value chain along with a creating a comprehensive technology infrastructure and quality of scientific and educational base represent several of the major preconditions for a longer-term success.

FACTORS OF CHANGES

At present, it is important to improve the situation in U-F cooperation from the perspective of creation and utilization of knowledge. However, recent changes are taking place in a new context that transforms the nature of the business environment with different specificities:

- *Proximity*: still plays a role in mediating innovation and production activities. With the expansion of ICT and its development, we see disappearing some obstacles to the geographical distance. However, other problems arise due to the impact of "emotional, cultural or social distance", which effects of virtual cooperation and ICT weakens (see, e.g., Boschma (2005). Specifically Woerter (2011) looks on the U-F relationship issue, Cantner, and Meder (2007) on technological proximity.
- *Institutional Density*: higher institutional density should give a better chance for economic actors to achieve success in the technologically and innovation-intensive operations.
- *Trust*: in the context of high levels of innovation in the economy and the nature of current economic processes – requiring only temporary cooperation and contracts – trust between the economic actors begins to receive greater importance. Moreover, it is often difficult to apply traditional forms of protection of new knowledge (e.g., patents).
- *Complexity*: is a phenomenon that characterizes many aspects of advanced economies. For the functioning of economy more and more actors, institutions, regulations, learning and other factors must interact. Traditional approaches to implementation of changes do not apply when it comes to complex problems.
- *Networking*: creating links between different actors or groups of actors. Interactions take the form of cooperation combined with competition.

The Slovak economy is dominated by economic activities based on synthetic knowledge base (represented, e.g., by automotive industry). Nevertheless, also two other types of bases are in the economy represented (see Table 1 for descriptive characteristics). Different knowledge bases as well as various business models provide framework to U-F cooperation. As mentioned in Horizon (2014) there are several sources of innovation in business models. This innovation mainly comes from new activities (content), new linkages between activities (structure), new markets (context) and/or new partners (governance). Inspiration for business model innovation can come, e.g., from business models developed in other business sectors (transfer) or from analyses of patterns in business models (system). Open innovation, emerging collaborative business models and new partnership mechanisms mean innovation in business models for small and medium-sized firms and large firms (Horizon, 2014).

Table 1: Three knowledge bases.

Analytical	Synthetic	Symbolic
Innovation by creation of new knowledge	Innovation by application or novel combination of existing knowledge	Innovation by recombination of existing knowledge in new ways.
Importance of scientific knowledge often based on deductive processes and formal models	Importance of applied, problem related knowledge (engineering) often through inductive processes	Importance of reusing or challenging existing conventions
Research collaboration between firms (R&D department) and research organizations	Interactive learning with clients and suppliers	Learning through interaction in the professional community, learning from youth/street culture or 'fine' culture and interaction with 'border' professional communities.
Dominance of codified knowledge due to documentation in patents and publications	Dominance of tacit knowledge due to more concrete know-how, craft and practical skill	Reliance on tacit knowledge, craft and practical skills and search skills
More radical innovation	Mainly incremental innovation	Occasional radical product innovations, mainly smaller re-combinations of existing conventions targeting the users'

Source: Asheim et al. (2006).

Firms, as well as universities, are trying to benefit from cooperation to obtain effects in the form of a successful career and the conditions for scientific work (universities) and commercial success with innovation (firms). For the success of knowledge creation and commercial exploitation of knowledge it is necessary to create conditions for (1) improving the functioning parameters of all actors who contribute to innovation and (2) the stimulation of effective cooperation links between these actors.

Improvement in the efficiency of actors' action takes place in many ways. This can be demonstrated by current position of universities as one type of major actors standing behind the creation of knowledge. Project Progetto Universitas (for more information, see Progetto, no date), e.g., pointed to the need for international cooperation in forming a more powerful and effective learning environment, more international educational institutions and higher (international) mobility of teachers and students. Internal aspects of the functioning of the university can be significantly improved due to changes in the (1) organization and structure, (2) research and education activities, (3) target groups (those who benefit from the implemented activities) and (4) funding. Organizational characteristics of university activities – where changes can improve the functioning of universities – have the following segments:

- administration,
- staff (and training) extrinsic and intrinsic motivation to play here key role,
- planning,
- decision – making,
- cooperation (organizational and structural factors of cooperation between universities and between universities and other actors).

The current situation in our education system implies the need that must continuously improve activities of universities in terms of both research and education. These two aspects of university activities are

closely related despite the fact that they are focusing on different aspects. It turns out that the improved results of our science and education can help international and domestic cooperation of universities with other universities, R&D centers and firms. Nature of the interaction between universities and universities and firms are different in terms of the degree of cooperation and specific aspects of cooperation: tools, geographical extent of cooperation, the characteristics of programs, courses etc.

Important for researcher's motivational point of view are funding issues. Sources of financial support for the activities of university and its cooperation with other actors are manifold – the bases of the type of funds can be private, public regional, public national or transnational public sources. Sources of funding depend on the direct activities of universities (e.g., enrollment fees, commercial activities), as well as the related processes to increase the effectiveness of their activities (e.g., university measures to reduce their operating costs).

While universities and all academic sector deal primarily with issues of work-related financing of its activities and improving the quality of its scientific research and educational work, leading firms are trying to make a profit and increase their market share through innovation of products (goods and services).

Percentage of innovation in firms closely relates to the U-F cooperation. Manifested in an effort to expand their firms' internal labor market and create better preconditions for the right capacity for innovation. These changes in the internal labor market are also reflected in changes in the theoretical approaches to this problem. They range from criticism of internal labor markets (ILM) (Piore, 2002; Camuffo, 2002), over an extended formulation of the internal labor market (EILM) (Manwaring, 1984) to the new concept of overlapping of the internal labor market (OILM) (Lam, 2007). This OILM concept is used to emphasize the active role of firms in the development of social networks for acquiring skills and knowledge through external project links. The OILM concept also emphasizes the important role of such network links to provide a stable framework for career development and to encourage worker mobility and knowledge flows between organizational boundaries.

Unlike in the past, firms nowadays abandon their effort to gather experts from universities and research centers into permanent positions within the firm's own research centers, because (a) the experts were losing contact with the scientific community and their guaranteed permanent job at universities and (b) firms would thus had lost a constant stream of the latest knowledge from academia. This knowledge has led to progressive organizational innovation to allow experts to operate both in academic and business sectors, representing more motivating factors for experts and scientists.

Scientists involved in the research work do need to have before themselves a vision of a successful professional career that would motivate them to work on their scientific tasks to create top quality output. Lam (2007) suggests that these are primarily factors related to a career that motivate the majority of academic scientists to develop ties with firms. Some scientists also have significant resource requirements for the implementation of research such as access to expensive instruments, materials. Opportunity to work simultaneously on academic and business work helps them to overcome various limitations.

Cooperation between universities and firms allows for strengthening shared interests between such different actors. This flexible component in a career (e.g., participation in short-term commercial projects) highlights the dynamic nature of knowledge networks. Concept OILM (Lam, 2007) also shows the interdependent relationship between short-term projects and more permanent organization and career experts. Flexible projects often require a stable institutional base especially if they are to avoid unreliable elements, create trust, and implement effective learning and if they function as a place of knowledge creation (Lam, 2007). While the traditional model of ILM does not reflect the situation associated with the generation of project networks in many sectors of the knowledge economy, newer

concepts (such OILM) well describe the changes in some dynamically evolving industries in which learning and knowledge creation are key to innovative success.

Universities, research centers and firms are looking for different ways how to increase their performance and better motivate their workers. In the next section, we indicate different results of selected countries in terms of innovation, U-F cooperation and technological change.

COMPARING POSITION OF SLOVAK REPUBLIC IN AREAS RELATED TO U-F COOPERATION IN R&D

This section examines the position of the Slovak Republic (compared to other selected European economies) in areas related to U-F cooperation as well as innovation and technological development. The Slovak Republic and the Czech Republic are representing one group of countries (Group A) and Finland and Denmark represent the second group of countries (Group B). Table 2 shows one indicator – the cooperation of industry and universities in R&D in both groups of countries and indicates different status of the two groups and specifically worse position of the Slovak Republic.

For short-term changes, despite lower ability to express with regard to the nature of data, high sensitivity rating (small differences in country scores) and a very short period, it appears that the trend of deterioration here between the A and B groups of countries exists.

Comparison of the three innovation-related areas concerns (1) technological readiness, (2) business sophistication and (3) innovation. In the segment of *Technological readiness*, e.g., indicators of the availability of the latest technologies, technology absorption capacity at the firm level and FDI and technology transfer. In the segment *Innovations* such terms as the intensity of U-F cooperation in R&D or quality of scientific research institutions are mentioned. For evaluation we use the plus/minus points that show how many places in the ranking (“points”) a country is better off compared to the previous period (“plus points”) or vice versa (“minus points”). Higher or lower position in the evaluation ranking has yet some effect on the value of indicator. Table 2 shows a comparison of short-term dynamism in U-F cooperation in R&D.

Table 2: Comparison of short-term (yearly) dynamism of changes in country evaluation according to indicator „cooperation of universities and industry in R&D“.

Indicator No.	Characteristics	SK	CR	FI	DK
Innovation 3 – 4	Cooperation of industry and universities in R&D (annual point change +/-)	- 37	- 1	- 1	- 7
Innovation 3 – 4	Cooperation of industry and universities in R&D (ranking, period 2010/2011)	104	30	4	15

Source: Author, based on data published in WEF (2010, 2011).

Table 3: Indicators of change – comparison of three areas (plus/minus points).

Points / Country	SK	CR	FI	DK
Plus points	9	32	26	45
Minus points	165	98	24	31

Source: Author, based on data published in WEF (2010, 2011).

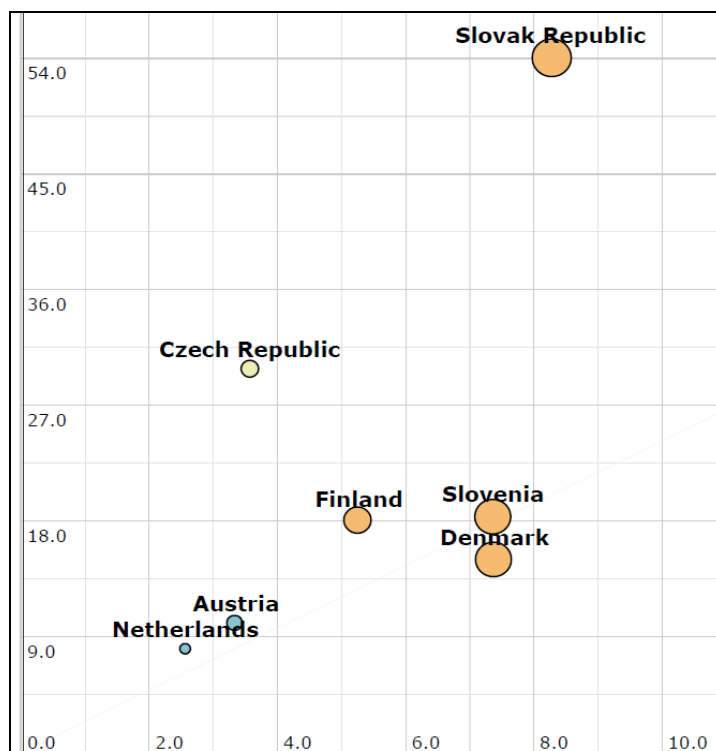
Table 3 shows a summary of the plus and minus points - this short-term trend of deterioration or improvement of the situation in indicators relates to the three areas of performance mentioned above.

The best situation is in the case of Finland and Denmark. The situation of these segments for the Slovak economy is less than satisfactory, which is in contrast to the relatively good macroeconomic results (except with a relatively high rate of unemployment).

As indicated in the above tables, lagging behind of the Slovak economy represents a significant challenge for the Slovak government as well as for all actors in the economy. While representing similar market economic systems, Finland with its educational system and Denmark with an effective business system utilizing diversified structure of small innovative firms show that road to success can lead via different paths. In any case, certain common feature is present among many successful economies – coherent strategy development, targeted action by all stakeholders and the courage to accept and create change and innovate.

Chart 1 below compares the unemployment situation among some developed countries and the Slovak Republic on the state of the two groups of people with different education – below upper secondary and tertiary education aged 25 – 34.

Chart 1: Unemployment rate of 25 – 34 year – old people (comparison of selected countries).



Notes: Size of the circles = Unemployment rate of 25 – 34 year old people with tertiary education (in %).

Vertical axis = Unemployment rate of 25 – 34 year – old people with below upper secondary education (in %).

Horizontal axis = Unemployment rate of 25 – 34 year – old people with tertiary education (in %).

Source: OECD data, own compilation.

For U-F cooperation, the situation on domestic labor market can have important consequences (e.g., university graduates relocate to other countries). The following data from OECD on education in the Slovak Republic provides condensed picture of positives and negatives in this area. Values of various tertiary education indicators can have a substantial impact on the future of labor market for graduates as well as for U-F cooperation. The 2011 employment rate for people who have achieved tertiary level (82%) of education was close to the OECD average (83%). The percentage of today's young people expected to graduate from tertiary-type B (for definition see OECD, 2002) (vocational) programs before turning 30 in the Slovak Republic ranks as one of the lowest among OECD and G20 countries with available data (1 %, rank 16/21). However, the percentage of today's young Slovak people expected to graduate from tertiary-type A (academic) programs before turning 30 ranks as one of the highest (36 %, rank 9/25) EAG (2013).

In the Slovak Republic, the percentage today's young people expected to graduate from tertiary – type A (academic) programs as one of the highest among OECD/G20 countries (46 %, rank 6/26). The percentage of young Slovak people expected to enter tertiary-type A programs during their lifetimes is comparatively high (72 %, rank 5/35). However, the level of tertiary attainment among 30 – 34 year – olds is one of the lowest among OECD/G20 countries (23 %, rank 30/34) and the same holds for the 25 – 34 year – olds cohort. Annual expenditure per tertiary student is one of the lowest among OECD/G20 countries (6904 USD, rank 31/33). The percentage of today's young people expected to graduate from advanced research programs in Slovak Republic ranks as one of the highest among OECD/G20 countries (3 %, rank 2/38) EAG (2013).

CONCLUSION

The paper indicated some areas related to the U-F cooperation development and commercial exploitation of new knowledge. Motivation of actors to make more efficient and successful cooperation is increasing. Interplay of factors (e.g., simultaneous processes of cooperation and competition) can motivate actors to enter into new uncharted areas of high-tech activities.

The analysis showed that the Slovak Republic still has significant untapped potential for improvement in monitored areas of the knowledge economy. While the Slovak Republic recorded over the period 2010 – 2011 a total of 16 minus changes (i.e., minus changes in 16 indicators, the overall change is 165 “minus points”), the Czech Republic reported for the same period only minus ten changes, Finland minus eight and Denmark minus six. Cooperation between universities and firms is more difficult due to the economy's structural characteristics and policies implemented as well as the parameters of actors of the innovation system, including universities. To be successful there is the need:

- for flexible combination of cooperation and competition – a new understanding of competition, particularly in areas of highly innovative products,
- for developing OILM and similar platforms of interest between academia and firms,
- to accept a reasonable degree of risk,
- to accept to a reasonable degree negative consequences of diversity.

It can be noted that long-term fair relationships between different groups of actors (in our case U-F) are important for creating trust, which is a prerequisite for successful learning and innovation, and to motivate experts bringing new knowledge and facilitating their commercial use.

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INFLUENCE OF LONG-TERM SOCIETAL TRENDS ON TECHNICAL EDUCATION AND RESEARCH

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ABSTRACT

Today, if nations want to formulate their political strategies based on knowledge in order to take effective measures, they cannot afford to forget to build their own capacities in science and technology. Each country should develop its own scientific strategies in correlation with local priorities – strategies that would include support of education, basic research, and preparation in key sectors.

The determination of long-term societal trends in technical education and research is the first step in approaching the development of strategies. The most important societal trends will be presented and their influence on technical education and research will be discussed.

INTRODUCTION

The world of the twenty-first century poses basic but critical questions associated with scientific and technical development.

- How to best support the growth of the information economy?
- How to prevent destruction of the environment – on local and global scales?
- How to most effectively introduce new technologies, fight against terrorism and react to the spread of new diseases?

Policy will be centred on economic and innovative instruments – the preference for social change. The advantage of pairing society with innovation is that public policy can be revitalized without abandoning earlier objectives. Industrial competitiveness will no longer be an objective but a means of increasing the contributions of science and technology to growth, employment and the rapid dissemination of innovation. Likewise, investment in the science of technology will become a means of increasing the innovative capability of the economy. There will be awareness that if socio-economic results are to be achieved, the whole process of innovation must be encompassed; there are no short cuts.

The main question facing government decision makers will not be whether to take action up stream or downstream of the process, but the way in which to reform the whole national system of innovation to better its operation and performance. Governments will act as partners of industry, not to assist companies in maximizing profits but to help market those innovations that are most beneficial to society. This new policy will require reviews and assessments of methods, ex-ante and ex-post. Instruments of planning and technology assessment will be important tools for the decision making

in the allocation of public funds. To allow for market deficiencies in innovation selection, governments will need to know, in advance, the probable effects of their investment decisions in different areas of research and development on employment, the environment, and quality of life.

POLICY IN SCIENCE AND TECHNOLOGY

Science and technology policies in industrialized countries are moving toward a third phase, characterized by societal objectives and by a focus on innovation as a means to achieve these goals.

1. Phase I. 1945 – 1975. Governments were the main clients of R&D activity.
2. Phase II. 1975 – 1990. Governments became more “partners” to industry than “clients” of R&D activity. Project selection started to include new criteria such as impact on industry and contribution to competitiveness.
3. Phase III. 1990 – Present One type of policy has become dominated by the imperatives of quality of life and sustainable development. The fundamental factors of the last period are:
 - a. Trends towards lower R&D spending in the industrialized countries,
 - b. Increasing globalization of technology and economies,
 - c. Rise of structural unemployment and of new social values and concerns (environment, quality of life, healthcare, pensions, etc.),
 - d. Gradual impoverishment of nations and growing public mistrust of science and its consequences and,
 - e. Political pressure to over-invest in military R&D (the disappearance of the communist bloc).

A greater number of both scientific and technical articles on the five main objectives will be required in order to return disciplines closer to industry practices, and to reinforce interdisciplinary ties. One must never forget that engineers and scientists are problem solvers. Indeed, engineering today must both apply and complete Isaac Newton’s citation: “solving problems is more important than learning rules”. To do this in today’s world of process industries, a great number of challenges must be faced.

SOCIETAL AND TECHNICAL TRENDS

In a global economy, new difficulties arise. The solution is knowledge of societal and economical problems. Challenges in chemical industries are closely related to trends in globalization, Asian competition, technological prosperity and ecological aspects.

The world is changing more and more rapidly. The most significant trends determining the future of the planet are:

- Globalization,
- Information technologies,
- Biotechnology and gene research, and
- Worldwide population growth, with a marked increase in the number of aging people.

To secure long-term energy supplies and to avoid global warming by reducing carbon dioxide emissions, renewable energy sources must be exploited. Despite contradictory expectations about the exploitable reserves of oil and gas, there is no doubt about limitation. Currently, the energy mix is still

dominated by the consumption of fuels derived from oil, gas and coal. The vast majority of oil and gas is consumed in the generation of energy for transportation, heating and other purposes; and, only a small part is utilized as chemical feedstock.

Water has long been considered to be an unlimited resource covering more than two thirds of the Earth's surface. However, taking into account inaccessible sources (salt water, glaciers, etc.), drinking water accounts for less than 1% of the total amount. In various parts of the world, excessive water usage has already made water a limited, valuable good. Efficient technologies to minimize water usage and to treat/recycle process water are required outside and within the chemical industry.

The determination of long-term societal trends in technical education and research is the first step in approaching the development of strategies.

SOCIETAL TRENDS

1. *Creation of Technology for All Areas of Society*

Technology has not only been created for industrial and agricultural use, but also for household use, bank and administrative processes, leisure and the military industry.

Consequences for Research and Education

- High intelligence, security, flexibility and maintenance
- Increased convenience, less paper
- More students graduated in technical fields (new materials)

2. *Medical Progress*

There has been a high degree of progress in all medical fields, with advancements in diagnosis, and new drugs, biomaterials, technical equipment and operations.

Consequences for Research and Education

- Driving force for genetic engineering
- High requirements on laboratory techniques
- Expensive research

3. *High Level of Education*

There is an increasing ratio of students worldwide. In undeveloped countries, more women are receiving an education.

Consequences for Research and Education

- New technology in education and teaching; knowledge management in a broad sense
- Generally, more educated people demand more technical products and at increased technical levels
- Products, systems and processes which need higher intelligence to operate can be used more widely

4. *Globalization*

There are significant concerns with worldwide interests and engagements, including high competition and cost pressures. Worldwide financial transactions without restrictions have been

made possible. Quick and cheap worldwide communication, and transport for business and tourism are available.

Consequences for Research and education

- Effective and reliable systems in communications and transport
- Fast international transfer of technology and knowledge
- Challenge for international technological competition

5. *World terrorism*

The world terrorism is real threat also in the social behaviour within society. States, Union of States, also individuals do preventive actions against potential attack of terrorists. In future, effective and quick identification of threat of terrorist attack will be a big challenge for each society in the world.

Consequences for Research and Education

- Effective and quick identification of potential threat of terrorist attack
- Development of very sensitive and intelligent searchers/sounds for identification of matter in situ
- New curricula for specialists for struggling against terrorism
- Challenge for international cooperation

6. *Development of Information Technology*

Information systems are increasingly linked. Computer and communication technologies are merging; and, digital solutions are being substituted for physical products.

There is an enormous market worldwide.

Consequences for Research and Education

- Permanent challenge to design devices and operations that are easy to use, convenient and reliable
- Still many processes and products that can be fully or partly digitalized
- Appearance of new research fields and new curricula
- More research in software problems (safety) than in hardware

7. *Over-use of Nature and Natural Resources*

The threat of global instability regarding climate changes is more dangerous than terrorism.

There is widespread exploitation of fossil energy sources and raw materials, destruction of forests, emission of pollutants and problems with clean water.

Consequences for Research and Education

- Fundamental changes in energy technologies (e.g. hydrogen economy)
- Education in water management
- Important fight ground will be the access to drinking water
- Recycling and reuse of scarce materials

8. *Extension of Leisure Activities*

Leisure activities include passive entertainment, sports, travelling, cultural activities, wellness and hobbies. The extension of leisure activities is strong and ongoing, and being extended to new social groups and countries.

Consequences for Research and Education

- Leisure activities are becoming increasingly technology-assisted or technology-based
- New types of universities for “ young” retirees

CONCLUSION

One must never forget that engineers and scientists are problem solvers and must apply Isaac Newton’s citation: “...solving problems is more important than learning rules”

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STATE POLICIES AND COOPERATION BETWEEN EDUCATION SECTOR AND BUSINESS IN THE DEVELOPMENT OF VET

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ABSTRACT

One of the fundamental changes currently is that businesses are demanding new and different types of skills from their workers today than they were in the past. Vocational and Technical Education is becoming impetus for the development of labour market. This study mainly focuses on the development of vocational education and training in Turkey. For this purpose, a brief information on Turkish National Education system will be presented and then vocational and technical education will be dealt with in depth. The influence of the reforms from the MoNE are discussed and lastly cooperation between education sector and business for developing VET will be introduced.

INTRODUCTION

According to the Worldbank report (2007), over the past twenty-five years the kinds of skills that are needed in the workplace have been evolving from simple to more complex in the United States. It shows how technology and globalization have changed what employers expect of their new workers. It measures the changes in skill requirements demanded of new employees (Çınar and colleag. 2009).

Vocational Education and Training (VET) have a role as a tool to help countries's instant and future skill needs. Skills are vital for poverty reduction, economic recovery and sustainable development (UNESCO). As a consequence, policy attention to(VET) is increasing worldwide.

VET has also a responsibility to respond to broader societal challenges, particularly to promote social inclusion. Empowering all people of working age to participate in economic and social life through accessible and equitable training opportunities is crucial (EC, 2010). Thus, VET is both vital for better skills development and to respond adequately to its challenges of global competition, high numbers of low-skilled workers and young unemployed, and ageing populations.

The Turkish government is strengthening the country's human capital and making an effort in the reform process for the education system including VET. The reforms in VET accelerated in the 2000s by means of EU-funded projects and education and business cooperation received a significant boost with the some major projects such as SVET and HRD-VET projects (EFT, 2009).

Besides from developing curricula, awareness raising activities emphasising life-long learning and entrepreneurship concepts are also carried out by means of such kinds of projects.

GENERAL INFORMATION ON TURKISH NATIONAL EDUCATION SYSTEM

The National Education System, determined by National Education Basic Act. No.1739, consists of two main parts, namely, "*Formal Education*" and "*Non-formal Education*". (MoNE Education Statistics, 2012 – 2013). The Overall Structure of Turkish National Education can be summarized as in below table:

Formal Education	Non-Formal Education
Pre-Primary Education 37-66 months (non- compulsory)	Short Courses
Primary Education Duration: 4 years	Public Training (HEM)
Lower Secondary Education Duration: 4 years	Apprenticeship Training (MEM)
Upper Secondary Education Duration: 4 years	Distance Learning
Higher Education Duration: 2 years or 4 + years	

Source: MoNE Education Statistics, 2012 – 2013.

Formal education includes pre-primary, primary, secondary and higher education institutions. It is the regular education conducted within a school for individuals in a certain age group and at the same level, under programs developed in accordance with the purpose.

Upper Secondary (General & Vocational) education includes all education institutions of a general or vocational and technical character with duration of at least four years following lower secondary education. The objectives of upper secondary education are to give students a common minimum overall knowledge, to familiarize them with problems of the individual and society and to seek solutions, to ensure that they gain the awareness that shall contribute to the socio-economic and cultural development of the country and to prepare them for both higher education and a profession or for life and employment, in line with their interests and aptitudes (MoNE Education Statistics, 2012 – 2013).

The secondary education is handled in two categories as general secondary education and vocational – technical secondary education. Secondary education schools last minimum 4-year including 9th – and 12th grades. Some institutions have 5–year duration, including foreign language preparation grade (For instance, Social Sciences High School). As it is seen below table, it has various school types and covers 14 – 17 ages.

Types of education / institutions	School types	Duration (Year)	Ages
General Secondary Education	General High School Anatolian High School Science High School Social Sciences High School Fine Art and Sports High School Anatolian Teacher High School Multi-Programmed High Schools	4	14 – 17
Vocational and Technical Upper Secondary Education	Technical and Industrial Vocational Schools Technical and Industrial Vocational Schools for Girls Hotel and Tourism Vocational High School Commerce High School Health Vocational High School Special Education Vocational Schools Multi-Programmed High Schools	4	14 – 17

Source: MoNE, 2012 and MoNE, 2012-2013.

As for, the vocational and technical education system in Turkey includes two main dimensions: theoretical (school training) and practical (in-company training). Vocational education policies and activities are mostly carried out by the MoNE within the framework of Law No. 3308, which came into force in 1986 and Law No. 4702 of 2001, which brought about changes to the system, establishing new and strong links of co-operation with industry and commerce. The vocational education system includes (MoNE, 2012):

- Vocational and technical high schools providing training in more than 130 occupations and giving access or leading to the qualification of specialized worker and technician.
- Apprenticeship training, which is a combination of mainly practical training provided in enterprises and theoretical training provided in vocational education centers.
- Informal education can be provided primarily through vocational education centers.

Vocational and technical secondary education includes at least 19 different kinds of schools which some of them affiliated to the MoNE Directorate General for Vocational and Technical Education such as Anatolian Technical High Schools, Technical High Schools, Anatolian Vocational High Schools, Multi-Programs High Schools etc.; some of them affiliated to the MoNE Directorate for Religious Education such as Imam-Hatip High Schools; and some of them are Health Vocational High Schools. In addition to vocational education centers, Open Education as well as special private schools. Open Education High Schools render services to students who cannot attend formal education for any reason, who are over the age of formal education, and who wish to be transferred to open education high schools while attending a formal high school (MoNE, 2012).

Lastly, generally, the branch courses in secondary education institutions offering vocational and technical education comprise of courses gaining competencies towards various professions. There are approximately 225 occupational branches in vocational and technical education institutions. The present branches in vocational and technical education institutions can be categorized as follows (MoNE, 2012):

- *Industrial and technical branches:* Apparel, textile technologies, olive technology, and computer aided industrial modeling, decorative arts, automotive technologies, furniture and decoration, metal technology, machine technology, information technologies, apparel machinery maintenance and repair, electric technologies, electronic technologies, industrial casting, nourishment technology, construction technology, plastic arts and design, plastics technology, etc.
- *Branches related to trade and tourism:* office management and secretary, accounting and finance, insurance trade and risk management, computers, marketing, catering services, accommodation services, travel agency, travel, recreational services, tourism, journalism, public relations and promotion, radio, cinema and television, etc.
- *Branches related to social services:* Skin care and hairdressing, child development and education, organization services, etc.

STATE POLICIES AND REFORMS FOR THE DEVELOPING OF VET

Ministry of National Education has been restructured by the decree law no. 652, dd.14 September 2011. With this law 4 different vocational education directorates within ministry are merged to form a unique directorate called as General Directorate of Vocational and Technical Education (MoNE, 2012). Below are the tasks of General Directorate of Vocational and Technical Education:

- a) To condition and implement policies towards the management of the schools and institutions of vocational and technical education and the education of their students.

- b) To prepare or outsource the education and training programs, textbooks, educational tools and equipment of vocational and technical schools and submit them to the Board of Education.
- c) To develop, implement and coordinate the implementation of policies and strategies which will enhance vocational and technical education and strengthen education-employment relationship.
- d) To fulfill other tasks given by the minister.

Turkish Ministry of National Education, which is the responsible body for administering the overall education system, has been implementing a comprehensive reform process in all aspects of vocational education and training (VET) since 2004. The process is based on new global understanding of VET. It particularly refers to the priorities of the Copenhagen Process of November 2002 along with national decisions set out in development plans, government programs and declarations of the Education Assembly (MoNE, 2012).

Some of the milestones of VET reform which were mainly achieved through some EU funded projects (via MEDA and IPA programs) under the administration of the Ministry of National Education, implemented since 2002 in close cooperation with the social partners.

The development process of National Qualification Framework (NQF) is important for Turkey to adopt the levels of the European Qualification Framework in national system. So, NQF was established with the contribution of the Ministry of National Education (MoNE), the Council of Higher Education (CoHE) and a diverse range of relevant stakeholders in 2006.

The Vocational Qualification Authority (VQA) which was established in 2006, acting as the EQF National Co-ordination Point in Turkey with an ultimate responsibility of transferring the qualification levels in the NQF to the European Qualifications Framework (EQF) levels, will achieve a system that will enable mobility among academic and vocational fields appropriate for assessment at all levels, grading and certification based on the accepted occupational standards. It is worth noting here that Turkey adopted 8 reference levels of the EQF for the National Qualification Framework (NQF) being developed (MoNE, 2012).

VQA has two major responsibilities that are crucial to the strengthening of the relationships of the VET system to employment. First, it is expected to develop occupational standards (OS) based on actual competencies required by the labor market. These OS will shape the development of training standards to be used by all training institutions in the country. They will provide VET schools with much needed objectives in terms of competency-based curricula. So far over 150 OS have been prepared in cooperation with social partners and sector representatives. To the extent that social partners are involved in this task their commitment to the VET system will increase and the relevance of VET to employment will improve. VQA is also given important responsibilities in the area of assessment and certification of learning outcomes gained by all individuals. It will contribute to overcome a major weakness of the Turkish VET system, namely the lack of standardized mechanisms to assess and control the quality and the relevance to employment of the learning process that takes place in training institutions, then in turn will improve mobility in VET (MoNE, 2012).

European Credit Transfer System in Vocational Education and Training (ECVET) was designed in order to facilitate transfer, accumulation and recognition of learning outcomes. Thus ECVET will act as an information exchange tool that will enable assessment of all kinds of learning carried out in formal, non-formal and informal contexts, especially the ones performed as a result of mobility between countries (MoNE, 2012). In Turkey ECVET is considered as a tool for supporting mutual trust in the field of qualifications and increasing transparency. It would thereby enable knowledge, skills and competences acquired through formal, non-formal and informal learning be accumulated, transferred and recognized. (MoNE, 2012). Adoption of ECVET principles in Turkey, on the other hand, is

a relatively new area of interest in the scope of Turkish VET reform. The development process has started almost two years ago and has been still ongoing (MoNE, 2012). During the LLL project the above proposed ECVET model above will be restudied and adopted for 50 occupational areas and tested in pilot schools, with an ultimate aim of implementation nationwide by the end of 2012 in line with the ECVET Action Plan for Turkey (MoNE, 2012).

Lastly, MoNE actively takes part in all improvement tools of VET at EU level. ECVET, EQARF and EQAVET working groups in EU Commission are followed by ministerial experts on regular basis. They share experiences and bring innovative implementations to Turkish VET system. By the contribution of these working groups; MoNE prepares its unique VET Quality Assurance System harmonized by the EU tools (MoNE, 2012). IPA funded IQVET (*Improving the Quality of Vocational Education and Training in Turkey*) project is a significant attempt for this purpose. Project is launched in May 2012. It is a project which aims to increase the quality of vocational education and training, encouraging the investment in human resources by making the linkage between labor market and education, and generalizing quality assurance system (MoNE, 2012).

As for the Strategic Plan 2010-14 of the Ministry of National Education foresees encouraging the Chamber of Commerce, occupational associations and employer and employee associations to take initiatives and ensure more on-the-job training and establishing training units within enterprises. The private sector is to be encouraged to train the workforce according to labour market demand with simplified bureaucratic procedures and recognised certificates given at the end of training. The number of cooperation agreements signed with companies should increase as well (ETF, 2009)

Lastly, MoNE have launched some important projects which was funded by EU. One of this projects is *Strengthening the Vocational Education and Training System in Turkey (SVET)* project (2002-07) is designed to improve the quality and relevance of VET, in part through the modularisation of training (over 6,900 training modules have been developed) and the development of a national vocational qualification system (establishing a Vocational Qualification Agency and developing standards and certification requirements in selected occupations). Labour market needs analyses have driven the curricula reforms in VET and 58 new curricula for grades 9-12 are available for all vocational schools. (ETF, 2009). Another Project titles as the *HRD-VET* project (2008-10) is implemented by the Project Coordination Centre of the Ministry of National Education (MoNE) together with the Council of Higher Education (CoHE). It is being run in 29 pilot schools: 16 vocational high schools, 5 public training centres subject to MoNE and 8 post-secondary higher vocational schools subject to CoHE. The project covers several different activities (Delegation, 2012).

COOPERATION BETWEEN EDUCATION SECTOR AND BUSINESS IN THE DEVELOPMENT OF VET

Education and business cooperation has a quite long tradition in Turkey in particular in VET through apprenticeship and practical training in enterprise schemes. Cooperation is structured through legislation though it does not cover all schools and students due to limited capacities of schools and enterprises. In metropolitan and industrial areas and in booming sectors, education and business cooperation is widespread while underdeveloped areas fall behind (ETF, 2009).

Business and education cooperation received a significant boost with the VET reform projects implemented since 2000s in Turkey (SVET and HRDVET projects, respectively MEGEP and IKMEP projects in Turkish). Enhancing the investment in human capital by increasing the quality of education and training, improving the links between education and labour market through a partnership approach has been one of the priorities of the Human Resources Development Operational Plan 2007– 09 (the

key strategic document for implementing the human resources development component of the Instrument for Pre-accession Assistance (IPA) (ETF, 2009).

The major platform for dialogue between employers/ social partners and education institutions are the *Vocational Education Board* at the central level and the Provincial Employment and Vocational Education Boards (unified and re-named in 2008 to bring them closer to both education and employment). The Vocational Education Board adopts resolutions for planning, development and evaluation of the vocational education in formal, apprenticeship and non-formal education schools and institutions of all types and levels, and implements vocational and technical education curricula.

The *Provincial Boards* identify the measures to maintain and improve employment at provincial level; assist in developing a provincial employment policy and enforce local policies; review annual labour training plans, monitor and evaluate the implementation of actions; determine the need for apprenticeship and vocational training at local level; and plan, improve and evaluate vocational training. Boards convene under the chairmanship of a governor and involve mayors, general secretaries of special provincial administration; provincial directors of education, industry and trade, and ISKUR; heads of provincial chambers of commerce and industry; representatives from each trade union confederation; employer's union confederations; confederations of disabled people; heads of provincial tradesmen and artisans unions; and academics in related areas.

Business and employers' organisations are also part of Sector Committees established within the VQA (Mesleki Yeterlilikler Kurumu). The inclusion of business and employers organisations and representatives in the Boards and Committees should increase the responsiveness of education and VET to the needs of enterprises and employers although no assessment is available.

Cooperation seems to be stronger in more developed and metropolitan areas and in so-called booming sectors (such as tourism, textiles, the leather industry, automobiles). Not all enterprises offer training places e.g. private hospitals. The involvement of small enterprises is limited as well. The scope of the cooperation protocols encompasses in-company training as well as company support for setting up workshops and laboratories for training students. While the cooperation protocols are mainly signed at central level, some local initiatives also exist.

IN HIGHER EDUCATION BUSINESS AND EDUCATION COOPERATION

Higher vocational schools (MYOs) which in theory should respond to local and regional needs for education and training remain the weakest part of the education system although many initiatives are currently being implemented. Many MYOs are still poorly equipped. In some cases the MYOs have departments that regions do not need or they lack departments that are vital for the area. Professional organizations are rarely involved in designing or restructuring the curricula and many faculties do not have recent industrial experience (Mikhail, 2006). (ETF, 2009)

However, positive developments are taking place in higher education. Firstly, sector boards (sector committees) are being set up at the university and department levels respectively to ensure the business and employers' advisory role in major decisions. Secondly, performance related financial incentives (salary increases) are introduced to encourage faculty members to take initiative in cooperation with the business world. Finally, entrepreneurship has been included in the curricula. (ETF, 2009).

MYOs were also targeted in pilot VET reforms carried out within the HRD-VET project. There are positive examples of some Anatolian MYOs that have been very successful in implementing the education and business cooperation to the benefit of all parties involved. One example is Gazi University Post-Secondary Higher School Cubuk/ Ankara, which was established to meet local labour market and community needs with main stakeholders involved in the design of curricula and the

curricula itself being flexible enough to adjust to changing needs. The school uses graduate employability as an indicator of school performance and this increased the attractiveness of the school for students as labour market opportunities are improved after graduation. Notwithstanding these achievements, some problems persist such as ensuring sustainable funding, improving access of graduates to higher education and improving access and quality of practical training in enterprises. (ETF, 2009).

Several universities, both private and public, have established technoparks and some of the high-tech ventures in these parks have strong links with the university in terms of product development research support, student internships, etc. Such technoparks operate at Bilkent University, Middle East Technical University, Hacettepe University, and Istanbul Technical University. Industrial clusters for joint projects are also set up with the involvement of some MYO's. (ETF, 2009).

Traditionally universities have not seen their major role as providers of the highly skilled workforce for the labour market. However, this is changing now and the Turkish Higher Education Strategy 2007 sets the goals of increasing the employability of graduates and relevance of education to the labour market needs, and building strong bridges with the community. The latter may also refer to education and business cooperation although this is not explicitly mentioned in the strategy and it remains unclear how these goals will be achieved. With regard to the practical training/ internships in enterprises, the Higher Education Strategy mainly considers higher vocational schools (MYOs) and Bachelor's programmes at universities. Students fulfil this obligation with between 30 and 60 working days of practical training/ internships (usually during half-term and the summer holidays). Practical training in enterprises has a legal basis with regard to MYO students though those students are not included in the quotas set by Vocational Education Law. With regard to students in Bachelor programmes it is mainly organised at departmental level and on the initiative of faculty members (ETF, 2009).

SPECIFIC EXAMPLES OF EDUCATION AND BUSINESS COOPERATION IN TURKEY

One of the specific examples of education and business cooperation in Turkey can be given the TOBB ETU University – which apply a cooperative education (coop) model. TOBB Economics and Technology University (TOBB ETU) was founded in July 2003 by TOBB (Union of Chambers and Commodity Exchanges of Turkey) as a non-profit foundation university in Ankara. Education is based on a tri-semester system and alternative cycles of academic and practical learning for the sophomore, junior and senior level students. The model works by voluntarily paid employment for each student by the employers during their practical terms commensurate with the Turkish labour law. Cooperation protocols with more than 500 leading companies in Turkey have been signed and have provided some 1000 workplaces. The employment rate of former graduates is quite high with over 60% of graduates being hired by their previous companies. (ETF, 2009).

Another example from Bilkent university concerns the involvement of enterprises in the Business Practice course whereby MBA students are required to either complete a management consulting project or a business plan for an organization (company, government branch, NGO, or non-profit enterprise). Participating organizations receive help with their business problems at a very low cost and can evaluate MBA students for possible employment. Companies are also members of the Advisory Board of the Bilkent Business School. (ETF, 2009).

Finally, "Vocational Education: a Crucial Matter for the Nation" project, initiated by Koç Holding and by the contribution of MoNE in 2006 on the other hand supported some 8,000 vocational school students from 264 schools in 81 provinces with internship-aided scholarships along with mentoring and personal development opportunities (Aktaşlı and collg., 2012).

There is also little quantitative evidence about the outcomes for employers of school and business cooperation, though there is a general agreement that practical training in enterprises exposes students to the newest technology and work practices, improves their employability and the relevance of their skills for enterprises. With regard to access to additional finance as an outcome of school and business cooperation there is little evidence thereof (apart from the costs borne by companies by providing practical training/internships). Most of the school facilities and equipment have been modernised in the framework of the above mentioned EU projects or financed from the Ministry of National Education budget. Some companies e.g. in the automobile industry have equipped school workshops with modern technology used in their own premises. The model of “revolving funds” (schools to generate income through producing and selling goods and services) has been introduced in Turkey. However, the question remains as to whether this model distorts competition, whether the border between education and business should be clearly defined and finally, whether revolving funds could help to increase co-operation between education and business. (ETF, 2009).

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TECHNICAL EDUCATION IN SLOVAKIA – CURRENT STATUS AND PROGNOSIS IN SECONDARY AND HIGH SCHOOLS OF TECHNICAL EDUCATION

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ABSTRACT

This paper describes the actual situation in Slovak secondary vocational education in terms of graduates with accent on the technical students. It drafts medium-term prognosis of evolution, anticipations and emphasizes the importance of technical branches graduates arising from their unemployment rate.

INTRODUCTION

Secondary education in Slovakia is offered in three types of schools: grammar schools (GS), secondary vocational schools (SVS) and conservatories (marginal fraction). Technical and other non-general education is provided by SVS. Nowadays the secondary education treats with two issues. The first is ongoing reference population decline. The second is increasing preference of general studies at the expense of vocational studies including technical studies. This is not in accordance with the labor market expectations.

MEDIUM – TERM PROGNOSIS

The number of new entrants coming to secondary schools is determined by demographic evolution. In Slovakia, a reference population for entrants of secondary education (15 years old) has been falling since the middle 1990s. It is expected to last till 2017 – 10.3% drop since 2013. Then it should slightly rise. Similarly, a reference population for graduates will be falling till 2021 (21.8% drop since 2013). Naturally, a total number of people entering and leaving the secondary education will copy the demographic trends. But medium-term predictions based on retrospect show slightly different future trends for the GS and SVS. (VS – graduates decrease of 25.6% between 2013 and 2021, GS – graduates decrease of 24.1%). In absolute terms, SVS graduates will change from 43.1k to 32.1k graduates, GS graduates will change from 18.3k to 13.8k graduates in the mentioned period [1]. Within the SVS, the students can choose for their study either vocational branches (ISCED 3C) or study branches (ISCED 3A, 4A and 5B).

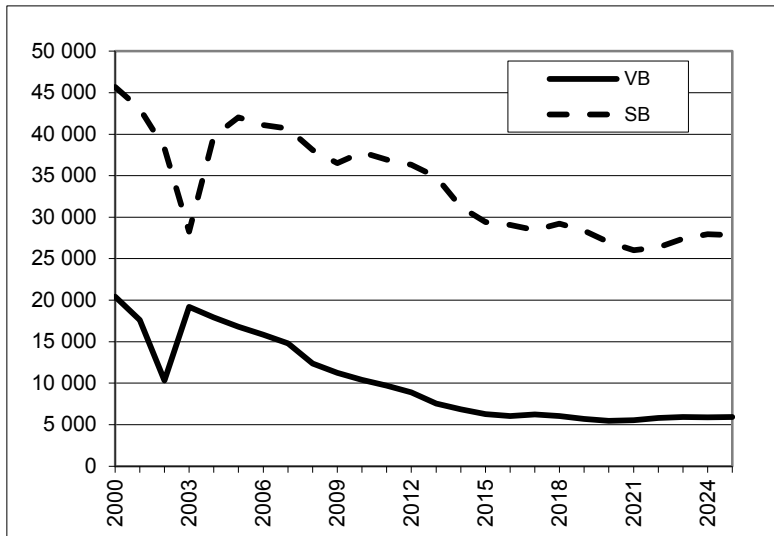


Figure 1: Medium-term prognosis of graduates of vocational branches (VB) and study branches (SB) at secondary vocational schools.

Figure 1 shows the medium-term prognosis of their graduates. Noticeable decrease of vocational branches means less candidates for less-skilled labors which are nowadays desired by electro technical, automotive manufacturers and other technical companies.

ANTICIPATION OF TECHNICAL SECONDARY VOCATIONAL SCHOOLS

SVS cannot be expressly identified as technical or non-technical. Nowadays many schools offer both kind of studies. So the only way to describe a technical point of study is to concentrate on technical group of branches by definition taught at SVS. This group includes engineering, electrical engineering, building industry, transport, telecommunication and other branches. Anticipation based on regression shows a drop of 2,140 graduates in the following two years (12%). It can be seen in the Figure 2. For example, in 2015 in the field of engineering branches, there will be 400 less graduates (4,021), in the electrical engineering 580 less (3,997), in the building industry 160 less (2,565), in the field of post and telecommunication 485 less (1,534).

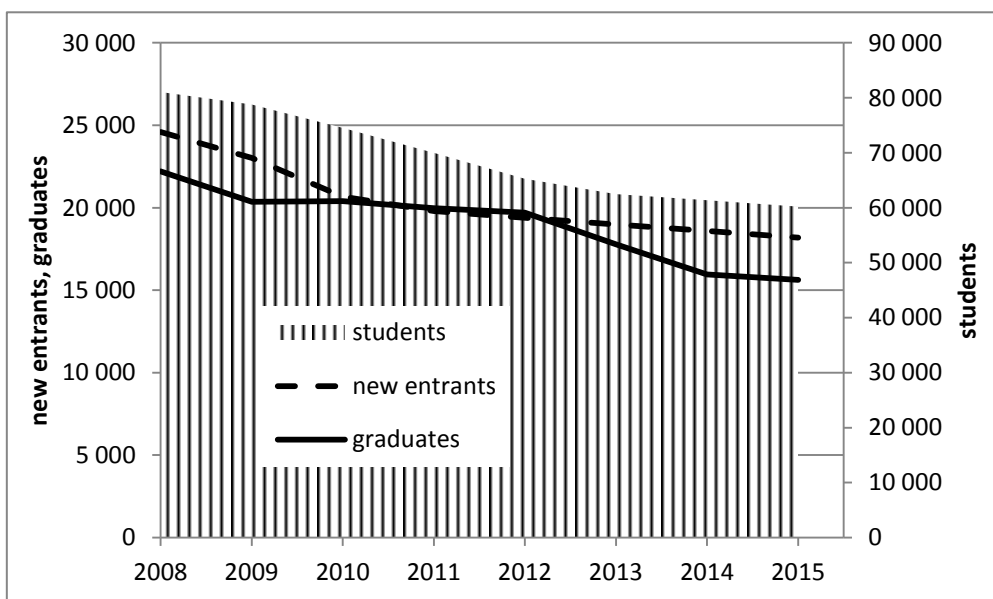


Figure 2: Anticipation of technical branches until 2015.

UNEMPLOYMENT OF GRADUATES

Very important part of evaluation the secondary education is a rate of unemployment of graduates. In general, the unemployment rate of graduates of SVS is considerably higher than rates of GS and higher education institutions (HEI) (three to four times higher). In the season 2012/2013 it was 21.9%. But while the GS graduates rate has been rising approximately 0.6% per year for past 6 seasons, the SVS graduates rate of unemployment has begun to fall after two seasons of stagnating (2.5% fall between seasons 2011/2012 and 2012/2013). The HEI rate has been rather stagnating for last for seasons [2]. This supports the idea of importance of SVS graduates, especially technical one, at labor market. Industrial companies actively search for fresh graduates and have recently set for a dual education, which should guarantee better chance for graduates to become employed. The companies involved in dual education will have certainty of well-educated professionals. Figure 3 shows top 7 technical branches with the most unemployed graduates in 2012/2013 season.

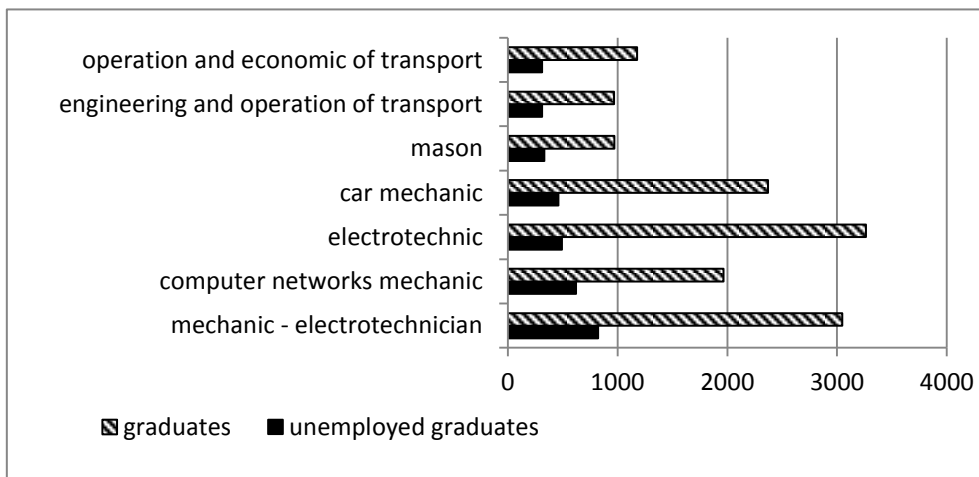


Figure 3: Top 7 technical branches with the most unemployed graduates in season 2012/2013.

CONCLUSION

Secondary vocational schools in Slovakia treat with negative demographic trend and also with lower preference among potential new entrants in opposite to grammar schools. But in the contemporary labor market situation in Slovakia the graduates of technical branches of SVS are desired and their attractiveness will last, also thanks to starting dual education.

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HIGHER EDUCATION POTENTIAL FOR SENIORS: A CASE STUDY FROM KARADENİZ TECHNICAL UNIVERSITY

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ABSTRACT

This study covers educational facilities including formal and non-formal education for the aged in Turkey. Particularly higher education potential for aged constitutes the focus of this study. For this reason, demographic indicators of Turkey was revealed briefly and then the current situation on adult education- and non-formal education was presented. Besides this, two case studies were conducted to demonstrate firstly the education possibilities for second and third generations in KTÜ and secondly staffs who benefited from education facilities from open higher education. Thus, general profile and the reason why adults being 45 age and above continue to study in KTÜ and staffs who graduated from open or distance education were presented under subtitles.

INTRODUCTION

In all countries, lifelong education and training is a prerequisite for ensuring elderly people's participation in employment and social life. Expansive training efforts are conducted across the country by the public and private sectors under the surveillance and supervision of the Ministry of National Education through public education, apprenticeship, distance learning, open primary school, open high school, open vocational and technical school, private training institutions, private courses, private vocational and technical courses and private motor vehicle driving courses. Nevertheless, among these activities, the ones aiming at or benefited by elderly people are not satisfactory in terms of both content and duration (SPO, 2007).

Adult learning, as part of lifelong learning, is considered crucial for meeting the challenges of economic competitiveness and demographic change, and for combating unemployment, poverty and social exclusion, which marginalise a significant number of individuals in all countries. Increasing investment in adult learning and reducing inequity in participation are among the policy goals found in many OECD countries (Borkowsky, 2012; Cited OECD 2012).

Adult education can be provided by means of both formal and non-formal education. Non-formal education is defined as an organised and sustained educational activity that does not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions and cater to individuals of all ages. Depending on country contexts, it may cover educational programmes in adult literacy, basic education for out-of-school children, life skills, work skills, and general culture. The EU Adult Education Survey uses an extensive

list of possible non-formal education activities, including courses, private lessons and guided on-the-job training to prompt respondents to list all of their learning activities during the previous 12 months. Some of these learning activities might be of short duration (OECD, 2012). Many countries give importance adult learning and learning strategies in order to support the active participation of older people in employment and society, as well Turkey.

TOWARDS AN AGEING SOCIETY: TURKEY WITH DEMOGRAPHIC INDICATORS

Global age led to confrontation with economic and social demands of all countries. Turkey is an aging society. One of the most important arena for individuals with an 65 age and above (7,7%) living in Turkey is to bring quality services to the elderly and to produce social policy. The elderly population is growing at a high speed as regards other age groups in Turkey. So, Turkey is in a global age called as “demographic transformation” process, as if it seen having more young population than other developed countries, certain age number is quite high. This transformation of the population in age group structure to change and mortality, fertility and with the decrease after birth in life expectancy has increased and children and young people in the population has decreased of the elderly in the total population rate is increasing (TSI, 2013).

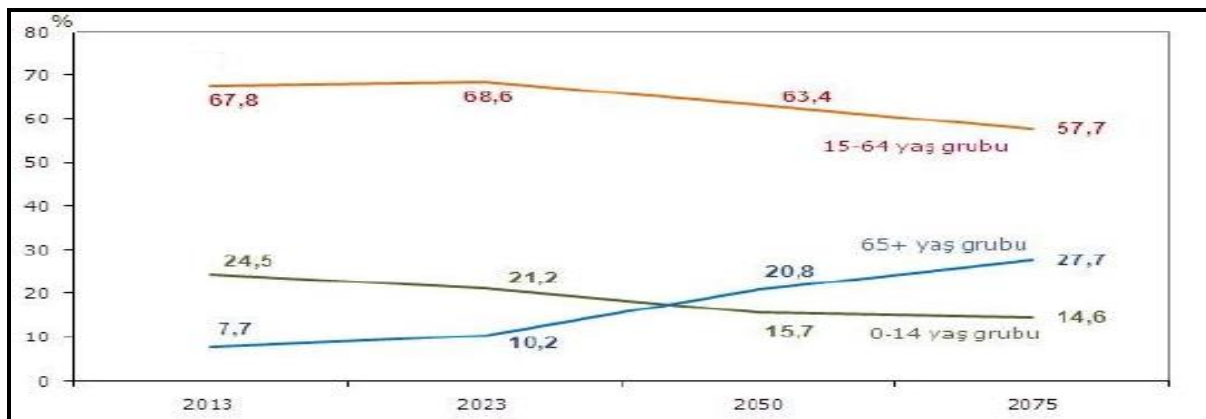
Table 1: Age structure of the population, 2013 – 2075.

Age group	2013		2023		2050		2075	
	Population (Thousand person)	(%)	Population (Thousand person)	(%)	Population (Thousand person)	(%)	Population (Thousand person)	(%)
Turkey	76 482	100,0	84 247	100,0	93 476	100,0	89 172	100,0
0 – 14	18 751	24,5	17 854	21,2	14 695	15,7	13 027	14,6
15 – 64	51 852	67,8	57 768	68,6	59 296	63,4	51 473	57,7
65+	5 879	7,7	8 624	10,2	19 485	20,8	24 672	27,7

Source: TurkStat, 2013 Population Projections.

The development of age groups can be analyzed by focusing on the changing feature on 0 – 14, 15 – 64 and 65+ age categories. According to population projections, this ratio is estimated to rise 10.2% in 2023, 20.8% in 2050; 27.7% in 2075 (TSI, 2013).

Chart 1: The Changing Age Structure of Turkey.



Source: TSI, 2013a.

The aging population is the gradual increase of elderly people (60 years of age or over age 65) by changing age structure of a population, the share of children and young people in that population decline. The elderly in the total population exceed 10% of the population is an indicator of aging (TSI, 2012).

Changing of the demographic structure, notably changes in the age structure, is affecting in many areas of economic and social directly and indirectly. Demographic transition process will bring some risks that are previously unexpected as the population ageing and will provide some opportunities as the highest level of working age population in Turkey (TSI, 2012).

The needs of expansion and diversification of services for the growing elderly population remain important in an aging society (10th Development Plan). To continue an active life of a growing elderly population, to ensure access to healthy and safe living conditions, intergenerational solidarity in society will be strengthened. The importance of education is clearly seen on the the functioning of this mechanism. Especially process related to the development of professional knowledge and skills that applied by individuals who are at adult age, comes to the fore with different functions on the further age (60 years and older) or post-retirement.

CURRENT SITUATION ON ADULT EDUCATION/LEARNING

In the last census the population of Turkey was determined as 76,482 people. This is about 68% of the population consists of people aged between 15 – 64. This rate represents 51 million people of total population. When we take about 5 million students studying in Secondary Education (MoNE statistics for the year 2012-13) from 51 million, it is reached to 46 million a trained adult population. This number is of great importance in terms of adult education in more than the total population of many countries. Adult education have great responsibility both in terms of the provision of social opportunities for aging population or to meet the educational needs of the adult population and countries to achieve development goals on an individual basis and general level (Yayla, 2009).

Before providing information on the institutional structure for adult education, it is appropriate to briefly talk about the Turkish education system which it is including formal and non-formal education has been structured in two main areas. Non-formal education of all individuals, no matter what age - young and adult continuing education activities to meet the needs and includes the regulations. The principle of continuity and training everywhere are provided in basic principles of the Basic Law of National Education in Turkey with individual training rights law (1982). According to Article 42 of the Act, "no one shall be deprived of the right to education". Thus, adult education in Turkey for individuals is a right and a responsibility to the state. State tries to carry out this responsibility opening non-formal training institutions, organizing programmes (general and vocational sense) or providing courses in cooperation with governmental and private institutions (Yayla, 2009).

Of all formal education institutions, the Public Education Center is the foremost. Municipalities, foundations, associations and institutions like the Ministry of Education give direct support to non-formal education by opening courses (Yayla, 2009). Nonetheless, various courses recently launched by Metropolitan Municipalities (computer, English language, manual skills, etc.) accept all interested individuals who wish to receive training, without any discrimination by age limits. In addition, literacy courses are conducted through the "Education Campaign" launched by Education Volunteers (SPO, 2007). Apart from that, Practical Girl Art School which provide non-education for women. Distance education institutions of MoNE, Open Primary School, Open High and Vocational and Technical High School can be accepted as non-formal education institutions. The target group of non-formal education is young and adults who are never attended a school or benefited from formal education (Yayla, 2009).

Non-formal education covers all educational activities organized along or outside of formal education. The specific objective of non-formal education, in accordance with the basic principles and general objectives of the national education, to the citizens which never entered the formal education system or at any level or out at that level, beside or outside of formal education to gain knowledge and skills.

Johnston and Rivera listed the factors that motivate adults to learn as follows (Cited Love, 1985: Yayla, 2009).

1. Being more knowledgable
2. To prepare for a new job
3. On site training
4. To spend leisure time as a good and beneficial
5. To meet new and interesting people
6. Acquiring skills for responsible works,
7. To communicate people and self-development
8. To increase revenue

According to Adult Education Survey conducted by Turkish Statistical Institute in 2007, 18 age and above is described as adult, all courses participated by individuals for developing their professionals and personal knowledge and abilities at the formal and non-formal educational level are aimed to collect within the respect of lifelong learning. In this study, individuals age group, gender, education and labor force participation rates by education, as well as access to information sources, according to the cause indicators such as participation in education and training providers are calculated. Another study conducted in 2012 for the same purpose and research results are presented below. (TSI, 2013b)

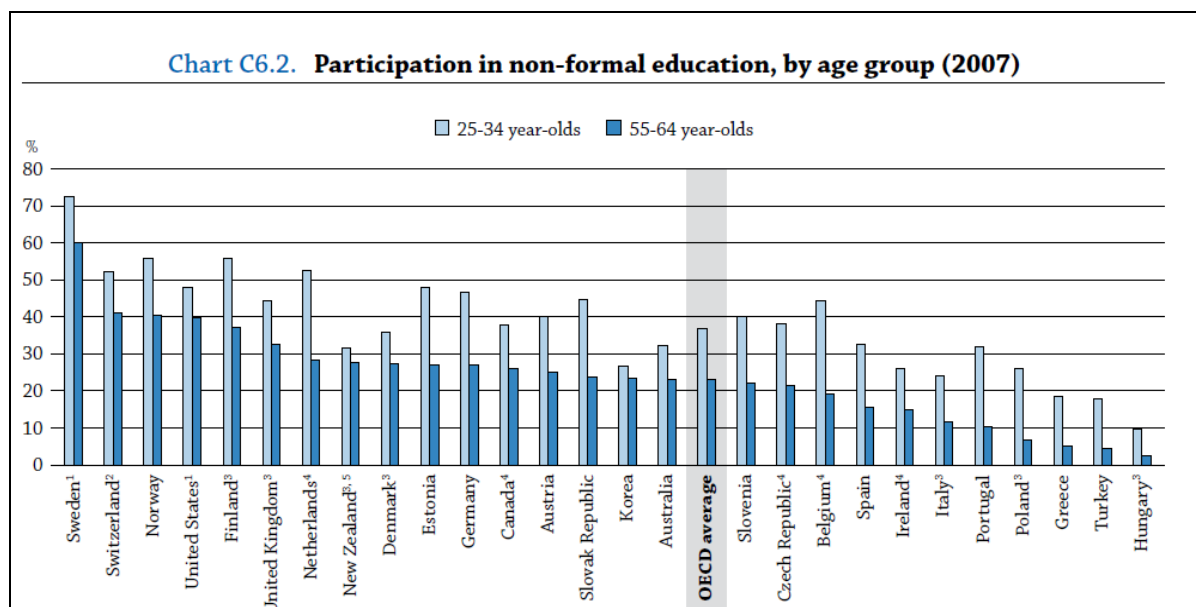
In every part of Turkey, the proportion of participants that the population aged 18 and above in formal or non-formal education activities was 20,4% in 2012. This ratio was realized as 17,1% in 2007. The rate of formal or non-formal education participation is 23,9% in urban areas, is 12,6% in rural areas. 23,7% of men and 17,2% of women have participated in formal or non-formal education. (TSI, 2013b). Only participation in non-formal education in Turkey became fact as 15,4%, this rate is 17,8% in urban areas and is 10,1% in rural areas (TSI, 2013b). When it is considered the reason why people who are 18 age and above attend a non-formal education in Turkey, it is seen that people of % 60,9 attend to gain new abilities for his/her professional life , % 34 to have more information in daily life, % 33,4 to learn about an issue that attracting of him, % 27,5 to receive certificate (TSI, 2013b).

The population that has attained tertiary education (2010) within most OECD countries, the percentage of 25-34 year-old with tertiary attainment is moderately to considerably higher than the percentage of 55-64 year-old with tertiary attainment. Exceptions to this trend include Germany, Israel and the United States. In 2010, 25 OECD countries had upper secondary attainment rates of 80% or more among 25-34 year-olds (OECD, 2012).

As for adult education, more than 40% of adults participate in formal and/or non-formal education in a given year across OECD countries. The proportion ranges from more than 60 % in New Zealand and Sweden to less than 15% in Greece and Hungary. Across OECD countries, 27% of 55 – 64 year-olds, but 50% of 25 – 34 year-olds, participate in formal and/or non-formal education. The lowest overall participation rate of 14% is found among the older cohort with a low level of education, and the highest participation rate (65%) occurs among younger persons with a tertiary education(OECD, 2012).

On average across OECD countries, the youngest age group, which has a participation rate 6 in non-formal education of 37%, is 1.6 times more likely to participate than the oldest age group, with

a participation rate of 23%. In Sweden, the participation rate of the older cohort reaches 60%, and it is also higher than 35% in Finland, Norway, Switzerland and the United States. The participation rate is less than 15% in Greece, Hungary, Ireland, Italy, Poland, Portugal and Turkey. The lower the participation rate of older people, the greater the relative advantage of the younger cohort (Chart C6.2).



Source: OECD, Education At a Glance, 2012.

HIGHER EDUCATION POTENTIAL FOR SENIORS

Universities have a role to struggle with global age that lead to new social and economic demands of aged people. Universities especially have a major effects on adult life for bringing young and aged together with the joint programs and activities. In this context, the recognition of a second or even third generation and knowing their learning expectations will create a dynamic dimension of the progression towards the third generation university. The reflections of changes in these training programs, infrastructure, institutional and administrative structures at universities to the profile of the students are inevitable.

KTU "Continuing Education Center" is one of the contributing institutions through non-formal education. At the same time under the umbrella of formal education of the adult population does not have any restrictions for training. Adults as well as teens can enroll undergraduate and graduate programs.

There are 193 students who are 45 age and above registered in different department of KTU. Also, they have a chance to attend evening classes. These people can be classified in two groups. Some of them are still working and this group consist of majority and their age range is between 45 and 55. The other group consist of retirement people who are at the 55 – 65 age range.

The aim of this case study is to reveal the general profile of students who are at 45 and above ages studying in KTU and their educational experiences. This study is important for putting down to the fact that how common programmes bringing young and older together affects the life of adult/ older.

RESEARCH DESIGN & METHODOLOGY

In order to present the current situation, this study based on descriptive research. It was guided by principles found in quantitative and qualitative inquiry. Detailed interviews and survey techniques are used

together in this research. The population of this research consist of 180 students who are register in different faculty and department in KTU. Total number of students consist of % 31 female students and % 84 male students are.

The sample was determined as 25 students who were attending KTU lessons. Demographic information were collected from all students via survey. Also, verbal descriptions were collected through ongoing interviews which 25 interview were audio taped and transcribed. Further, all data were collected within the participants' natural settings. Interviews were done in places students went inside and outside the university, such as classrooms and cafe. The goal of collecting and analyzing data was to gain an detailed understanding – in other words, understanding meaning from the participants' perspective the reason why they study, the goal was to reveal the educational attainment in their life. Participants were given a code to quote from them.

The survey consisted of two stages, which were as follows:

1. The general profile of students including gender, age, place of birth, occupation, marital status, having children, income level, family size and spare time activities.
2. Information on educational experiences of participants including several questions as below:
 - What is the education level in KTU? Which faculty and department do you attend?
 - The reason why you study in KTU?
 - What are the positive and negative side to study in your late age/adult age?
 - What do you think about state's measures on adult aducation?
 - What kinds of oppotunities that universites provides students like you?
 - What are the personal and social gain to study in late age?
 - What do you think about KTU Alumni club?
 - Do you have any advise to students who are at the same age with you?

Findings

The findings of research have been presented under two main titles.

Part I: Demographic Characteristics

Gender		Marital Status		Income Level		Education Level		Occupation	
Male	88%	Single	12%	1500 – 2000	8%	License	60%	Public Officials	72%
Female	12%	Married	84%	2000 – 2500	12%	Master Deg.	24%	Retirement	16%
		Divorced	4%	2500 – 3000	20%	Ph. Degree	16%	Self-Employment	4%
				3500 –above	60%			Housewife	4%
								Unemployed	4%

Part II: Information on Educational Experiences of Participants studying KTU

The reason for studying at late age or adult age:

- Getting diploma,
- Assessing leisure time after retirement,
- Making new friends,
- Learning new things,
- Improving yourself,

- Studying departments which they want,
- Being model for their children and nices/nephews,
- As a hobby.

The positive and negative side to study in late age/adult age

The positive sides	The negative sides
<ul style="list-style-type: none"> ▪ To learn new information, up date information, improve yourself ▪ To study with young ▪ Keep alive memory/ prevent the alzheimer ▪ Widen one's viewpoints ▪ Contribute career development and income ▪ Get rid of monotony ▪ To feel good among youngs because of competing with them. ▪ Being experinced ▪ To better understand youth 	<ul style="list-style-type: none"> ▪ Health problems of older person ▪ Inadequate understanding capasities ▪ Not able to reacc to young or not compete with young ▪ Not matching with working hours and lessons ▪ Difficulties in learning English ▪ Difficulty in taking time (for themselves and their family) ▪ Difficulty to carrying out in cooperation work and study

State's policy/precautions on adult aducation:

- For still workers, flexitime and income growth,
- For older, adaptation problems, following the lessons and the exam system/ open admission come to the fore.

Opportunities that Universites Provides Students who are Studying at Adult Age:

- Financial support-not to pay fees,
- Abolishment of compulsory English prepatory class,
- Attendance could be more flexible,
- Giving lecture as in CD,
- Special activities for adaptation and well communication with young and instructor.

Personal and social gain to study in late age

Personal Gain to Study in Late Age:

- Provide prestige,
- New social environment,
- Being happy and self-confident,
- Live close to society,
- Widen one's point of view, increase the level of education,
- Acquiring current information,
- Not being detached from life,
- The feeling of accoplismment,
- Earn respect,

- Social activities increases,
- Revenue increases and career development,
- Gain a sense of confidence.

Social Gain to Study in Late Age:

- Conscious society,
- The quality of education will increase,
- Social and cultural renewal,
- The welfare of state will increase,
- Being model for young.

Advices of student towards other adults:

- Being courageous to start,
- Do not spend leisure time in home and lonely,
- There is no age limit for education.

Comments and views on KTU Alumni club:

- KTU Alumni club is not active,
- Some of them are oppose to alumni clubs,
- Some of them didn't heard it,
- Some of them are not following,
- Some of them don't know anything.

For them alumni clubs:

- should be active and create communication among alumniees,
- should be guide in every aspect to the students and alumniees,
- is important for cretaing social network, and important for socializing.

Case Study II: KTU Staffs benefited Open/Distance Education Facilities

The other case study is related to KTU staffs who are 45 age and above and also graduated from one of the open university programmes.

General Profile of KTU Staffs.

KTU Administrative Staff Graduated From Open and Distance Education	
Title / Positions	Number
Head of Departments	7
Secretary	20
Technician	30
Civil Servant	52
Others	71
Total	180

Among 180 staffs, 10 persons have selected as a sample. Their profile is below.

Gender		Marital Status		Income Level		Occupation	
Male	70%	Single	10%	2000 – 2500	10%	Faculty Secreteriat	30%
Female	30%	Married	90%	2500 – 3500	40%	Administor	60%
				3500 – 4000	10%	Specialist	10%
				6000	20%		
				7500 and above	20%		

Their view on Open Distance Education.

Positive	Negative
Make progress in one's career	Not equivalent diploma
Graduate from university	Not to take formal education possibilities
The opportunity to study while working	Difficulty in studying while working
Update information	Extreme density in exam time (such as traffic)
Improve yourself	

CONCLUSIONS

Actions to Be Taken

- Supporting of elderly people who are retirement and sustaining of access to structural and financial services
- Developing adult education and training with various incentives and programmes being interesting
- Ensuring access of elderly people to basic services (transportation etc)
- Developing and implementing programs and providing the required services for ensuring that elderly people
- Implementing policies aiming at developing opportunities involving education and educational innovations for elderly people, and encouraging elderly people to make use of their acquired information and skills during their retirement periods

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THE ROLE OF THE UNIVERSITIES OF THE THIRD AGE IN SLOVAKIA RECOMMENDATIONS FOR CURRICULUM INNOVATION MODELS OF THE UNIVERSITIES OF THE THIRD AGE

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Recent research suggests that later life adult education programs offer creative and inexpensive ways for assisting older people to engage in the kinds of activity which give them the best chances to maximise their independence in later life. Many older adults who take part in UTA courses maintain regularly their high cognitive function. UTAs provide a diverse range of interesting new learning opportunities and these activities are important because they offer members a way to regularly keep the grey matter churning (Rick Swindell, 2010).

Rick Swindell (Griffith University, Brisbane, Australia, U3A Online) mentioned the five elements of the successful aging model, namely:

- low risk of disease and disease-related disability,
- maintaining high mental function,
- maintaining high physical function,
- maintaining strong social networks,
- and doing interesting things,

provide a convenient, evidence-based checklist which can help older people to monitor their choices.

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 their own life goals.

HISTORY AND GOALS OF SLOVAK UNIVERSITIES OF THE THIRD AGE

The first Universities of the Third Age (UTA) in Slovakia came into existence after 1990. As the first institution concerned with the education of the elderly, we started our program at Comenius University in Bratislava. Immediately, many others followed with educational activities for senior citizens in the Slovak republic. Currently there are about 7000 senior students at 15 UTAs in the whole of Slovakia. Apart from UTA at Comenius University and the Slovak Technical University in Bratislava UTAs exist in other 12 cities covering a large variety of interests among seniors from the east to the west of Slovakia.

The Association of Universities of the Third Age (ASUTV) of Slovakia was established as an initiative of Slovak universities and other institutions of high education at a founding conference held at Košice Technical University on 1st of December 1994. The original seat of ASUTV was transferred in 2003

from the UTA at Slovak Agricultural University in Nitra to the UTA at Comenius University in Bratislava (www.asutv.sk).

Representatives of individual Slovak UTAs as members of their association meet regularly, exchange information and consult organizational, financial and educational - methodical matters involving UTAs. Common professional gatherings indicate the presence of rich activities of UTAs in the whole country.

UTA in Slovakia started as an institution which should:

- secure a right to education for the elderly,
- provide not only education but also carry out research and collaborate with other institutions for the benefit of the elderly as an institution of higher learning,
- satisfy educational needs and offer a range of study programs based on the latest scientific knowledge,
- create conditions for an active life orientation and room for intellectual and social realization and affiliation of the elderly,
- enhance the interest of our society and science in the problems of the third age and participate in gaining deeper knowledge of this age group (Čornaničová, 2007).

STUDY SYSTEM AND ACTIVITIES OF SLOVAK UTAS

The UTAs offer a three-year study program. The study system of the UTAs is adjusted both to the capabilities of the aged and to the possibilities of the main universities. The study plan of each year usually provides for 14 three-hour lectures to be presented each fortnight. During their first year students are offered basic lectures in each of the offered disciplines. The second and third years are devoted to the study of optional disciplines and students enrol in the study of specialised branches. After three study years in non-formal learning courses are participants given certificates.

The pedagogical process at UTAs is complemented by other educational and social forms. Along with lectures and seminars, we organise study excursions, panel discussions, visits to other universities, informal meetings, visits to theatres, thematically conceptualised trips, mutual vacations and other common activities of UTA graduates in their own club.

There are at some universities student Newsletters, volunteering projects, cooperation with libraries in the cities, tourist and hiking activities, summer courses with different subjects or physical activities. The elderly have a significant interest in language courses. Last year we started the first Slovak Senior sport games.

AIMS OF THE ASSOCIATION OF UTAS IN SLOVAKIA

- Coordination of the UTAs activities and consulting in the field of adult education towards UTAs.
- Care, expansion and publicity of the UTAs activities.
- Legislative initiative towards the prosperity and protection of UTAs in Slovakia.
- Cooperation with governmental and national institutions which deal with the lives and problems of the older generation.
- Representation and cooperation with international associations of elderly students (EFOS, AIUTA).

- Assistance and support in the establishment of other new UTAs in Slovakia.
- Carrying out of seminars, common projects and research on international and national level.
- Exchange of lecturers within Slovakia.
- Cooperation, search for contacts and partners for common projects within Slovakia and Europe.

Number of UTA students in Slovakia.

Year	Total number of students	Female	
		Number	%
1999	2268	1728	76
2000	2584	2231	86
2001	2964	2322	78
2002	3119	2542	81
2003	3581	3018	84
2004	4154	3202	77
2005	4525	3808	84
2006	5274	4785	91
2007	6033	5244	87
2008	6205	5441	82
2009	6652	5762	87
2011	6477	5608	87,5
2012	7208	6186	85,8
2013	6854	5880	85,9

We still do not have a sufficiently high rate of elderly involved, if we count more than 900 thousand retired people in Slovakia.

Education and participation in programs designed for seniors give participants besides learning:

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

In the European project EFOSEC (Hrapková, 2010) we asked 841 elderly students (556 female) what they got from the study? Project findings confirmed the importance of LLL:

new knowledge	88%
social contacts and meeting new people	53%
better understanding of changes in our society	23%
different view on the world	23%
knowledge of new technologies	20%
stronger personality	18%
an easier way of problem solving	15%
others	3%

UTAs in Slovakia work with a wide range of study fields responding more to satisfying personal interests than developing practically used competencies. It means seniors study out of interest, not to get higher qualifications or to get better prospects in the labor market. UTAs are underfinanced or inadequately financed as it is directly financed from the only source - the participants' fees.

WHAT ARE THE MAIN STUDY SUBJECTS OFFERED TO SENIORS IN SLOVAKIA?

One good case study is the example of the University of the Third Age at the Centre for Continuing education, which is a part of Comenius University in Bratislava. Since 1990 it has offered possibilities to learn also at an older age and take part in educational activities which are organised for seniors. The almost 2000 elderly students have a choice of 39 subjects of study which are prepared in cooperation with faculties.

Archaeology	Assertiveness training
Astronomy	Business skills of seniors
Economics	Computers and Information
Ethnology	Development of business skills
Expressive therapies	Environmental science
Financial learning	General history
General medicine	Gerontology
History of religions	History of Opera
History of fine art	History and monuments of Bratislava
History and culture of Austria	History of Literature
Horticulture and gardening	Japanese culture
Journalism	Latin and ancient Roman history
Law	Medicine
Museology	Pharmacology
Philosophy	Psychology
Regeneration of the strength of Seniors	Slovak History
Social work	Tourism and services
Theatre and Music through the ages	Yoga

There are other subjects of interest to seniors such as ICT, Digital photography, Using PC's for practical reasons, Internet use, Architecture and its history, Urbanization, Garden architecture, etc; or project "Seniors online". Older students above 50 have a broad range of interests, which they want to apply in project activities next to their studies. We have already successfully realized various international European projects which focused on different subjects and shared their knowledge. The themes of the projects offered seniors new opportunities to participate in society and focus on interesting topics in the European context from the perspectives of seniors. On the other hand these projects gave them more space for discussions and intergenerational learning. Most important subjects like Values of the today's society, Traditions and culture in the life of seniors, Methodology of learning seniors and project of senior volunteers gave seniors a chance to support practically their active ageing.

RECOMMENDATIONS FOR CURRICULUM INNOVATION OF UTA

In further activities it is vital for UTA to focus mainly on:

- interconnection of the offered UTA study fields from the perspective of the development needs of the study participants as well as those of the city, region, community service institutions,
- securing appropriate study conditions (rooms, PC equipment, political support),
- preserve levels of cooperation between UTA and the faculties of the parent university,
- innovation and rejuvenating of the teaching staff,
- finding ways of maintaining, developing and the social use of the intellectual potential, practical experience and life energy of senior citizens – UTA students,
- securing the social advancement of senior citizens from the position of a UTA student to the role of an expert in the given field of civil society.

For realisation of the afore – mentioned conditions there are some political initiatives, which support active ageing and activities, which are maintained for seniors in society. In September 2012 the president of the Slovak association of UTAs (ASUTV) took part at an NGO conference in Vienna and UNECE Ministerial conference, where she participated in the discussion and supported „NGO Political Declaration“ in which participants, in addition to the other requirements of the elderly asked concerning point 11.f: *Guarantee access to lifelong learning across the life course, recognising that access to affordable high-quality education, informal and non-formal learning for people of all ages is necessary for strengthening older persons' participation in society, increasing social inclusion and reducing discrimination.*

On 8th of January 2014 the Slovak government adopted a resolution about a new Governmental council for seniors and matters which can guarantee the needs of the elderly in Slovakia. Important topics of interest besides others are lifelong learning at each levels of education; the human rights of the elderly and a National program of active ageing were approved by the Slovak government in October 2013. The national strategy of Slovakia about human rights has one part devoted to the elderly and should be approved in June 2014.

The EU Strategy for the Danube region as an important strategy of the European Union has initiatives which support in Priority area 9 (Investing in people and skills) activities for all age groups. There are not many projects devoted to the elderly, but they are still more visible by their activities. In March 2014 a new association for senior network Danube Networkers of Europe is going to be founded in Ulm at the ZAWIW centre at Ulm University. The initiatives and coordination of the Danube network were started in Ulm in 2008 by the GRUNDTVIG projects (<http://www.danube-networkers.eu/>) and has spread out to other countries of the South East of Europe. The Slovak Association of UTAs is going to become one of the founding members of this network concerning the previous cooperation which started in 1995, since ZAWIW has existed.

In addition to the Danube Network there are other international contacts supported by the membership in associations like the worldwide known AIUTA: www.aiu3a.com (International association of UTA) and the European federation of older students at universities – EFOS: <http://www.efos-europa.eu/> where we are long term member of these federations.

Networking, one of most important international activities is also very well recognised in the GRUNDTVIG project For Age (<http://www.foragenetwork.eu/en/>) with 16 European institutions included.

All the afore-mentioned activities, as well as membership in international associations, promote the active ageing of elderly students and give them support for innovations of programmes and extension of activities. International contacts are also essential for the strategic partnerships of new European projects Erasmus + which are designed for 2014 – 2020.

MODELS UNIVERSITIES OF THE THIRD AGE

How can we describe the study possibilities for elderly people at the different levels of the European framework?

There are two *main strands of learning activities of seniors*.

1. *Integration studies* as a type of formal or non-formal learning – seniors study together with younger students at universities. The elderly can choose qualification studies for university degrees in many special subjects or seniors can enroll in studies like listeners / guest students in daily educational courses.

The elderly can usually study at UTA just out of their own interest and not to get a qualification. Different cases have been noted in Austria, where, for example, adults over 40 who subscribe to university study are considered as senior students of the university. They are not just offered special courses just for elderly at the universities. Integration studies include all generations together in formal studies leading to qualifications at universities with graduation in the chosen subject or in non-formal types of study. Some new examples have also started in Magdeburg (Germany) as well as in Bratislava (Slovakia) at Comenius University.

2. *Segregation / separate studies* prepared for seniors as a special offer of universities, or independent of universities. These courses are prepared by university employees or volunteers from among seniors themselves. These institutions can function as a part of the regular university, or as independent learning organizations supported by a city, museum, cultural centre or NGO, etc. Some concrete examples can give better view of the situation.

2.1 *Lectures in clubs for seniors* belonging to suburbs or in the homes for seniors – very simple and easily understood lectures, which are open to the retirees without restrictions;

2.2 *Free time universities, Universities for all, Academies of the Third Age, Open Universities, Senior academies, etc.* – courses for seniors without educational preconditions for entrance to the programs, open to the wider public, arranged by cities, cultural centers, libraries, NGO's / usually offer one-year study programs, seasonal / semestral courses;

2.3 *Universities of the Third Age* – belong to the state or private universities, special courses for seniors at a high academic level usually given by university lecturers. The courses last one year or longer. In Slovakia they last 2 or 3 years in any specially chosen subject. There are formal requirements in Slovakia only for this kind of institution, mainly regarding the previous education of applicants in educational programs, which means graduation from high/secondary school.

For seniors in Slovakia there is a very well-established system of education:

- Short periodical courses and lectures for the seniors organized by the seniors' organization - the Union of Pensioners in Slovakia; courses are open to pensioners and offered in clubs for seniors, in the residential houses. This Union is a very well-accepted partner in the Slovak government: <http://jds.3dstudio.sk/kontakt/>.
- Educational activities offered by NGO's and civic societies – Silver Heads Club, Regiony.sk (www.regiony.sk), etc.
- Academies of the Third Age offered by cities – elderly students without any previous conditions for education – 1-2 year courses, partly supported by the cities.

- Universities of the Third Age started their activities in 1990. At present, about 7000 elderly students have subscribed yearly to 15 UTAs associated in the ASUTV (www.uniba.sk/asociaciautv), www.asutv.sk.

In the context of Universities of the Third Age, we can recognise *two different approaches*, which have been adopted by many countries with considerable variations within each. One model of a UTA is the accepted *French model* of Prof. Pierre Vellas from Toulouse University, where the first courses for seniors started in 1973. This model involves learning taking place in traditional university systems. A highly-rated gerontology course, run for local retired people, was open to anyone over retirement age; no qualifications or examinations were required. By 1975, the idea had spread to other French universities as well as to universities in Belgium, Switzerland, Poland, Italy, Spain, Czech Republic, Slovakia and across the Atlantic. The basis of the French model was advanced by cultural activities in Poland and China to give seniors more space to fulfil their leisure time. This model has also been successfully applied in Central and South America (in Chile, Brazil, Costa Rica, etc.). It could be called the *Chinese model*, which is significantly supported in China by the government.

Other approaches, which incorporate some of the features of each of these "parent" models, have evolved to suit local conditions. Some UTAs have been renamed to reflect the changing emphasis, for example, University of Leisure Time, and Inter-Age University. Courses vary widely in content, style of presentation and format. In general, they exhibit a combination of open lectures, negotiated access to established university courses, contracted courses, study groups, workshops, excursions and physical health programs. Content derives mainly from the humanities and arts. (Rick Swindell, 2010).

Some years later, the *British model (U3A)* started, which developed as a self-help kind of learning with little or no support from external sources. This model includes extensive activities of pensioners in the area of teaching, in the arrangement of rooms and public support of learning. U3As in United Kingdom are associated in the Third Age Trust with very well organised activities, regular meetings or system of representations abroad. Actually there are 915 U3As throughout UK.

The British model which was founded in 1981 in Cambridge adopted principle, where is no distinction between the teachers and the taught. The elderly can be the teachers as well as the learners and, where possible, can engage in research activities. The "self-help" ideal is based on the knowledge of the participants. The self-help approach has been successful not only in UK but also in other countries such as Australia and New Zealand.

The strengths of British model feature: minimal fees, accessible classes run in community halls, libraries, private homes, schools, with flexible timetables and teaching styles. Wide course variety ranges the academic subjects to arts, crafts and physical activity. There is also large number of travellers, who prefer study excursions to many different places. U3As are independently managed charitable associations with their own constitutions.

The universities from all over the world can be associated as members of AIUTA, which has started its existence in Toulouse in 1975. Current president is prof. Francois Vellas, son of prof. Pierre Vellas, founder of first UTA in the world. Regular conferences, workshops and Newsletters give members to exchange information, take part in the common projects or find new contacts and partners for the future cooperation.

3. *U3A Online* is the world-first virtual University of the Third Age delivering online learning via the Internet. All that's needed to study online is access to a computer with an Internet connection – and some basic computing skills.

U3A Online offers many other useful resources for older people, especially those who are geographically, physically or socially isolated. The U3A Online website provides up-to-date contacts for

all U3As that provide their information, as well as facilities for their members to exchange ideas, resources and information about U3A events. (<http://www.u3aonline.org.au/>)

In the Czech Republic Virtual U3V (VU3V) is also available, which focuses on the elderly in rural areas, who cannot personally take part in courses offered by the universities for many different reasons (long distance, financial reasons, health conditions and time constraints). This model gives seniors the same possibilities without restrictions and adds new modern options to the classical methods of learning. It has elements of distance learning and e-learning and is didactically adapted to the specifics of seniors' education.

SUMMARY

Why it is necessary in today's civilized society to search for, and offer to older people the adequate programs for active aging? Education and participation in programs designed for seniors give participants:

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

UTA in Slovakia is an opportunity for people 50+:

- to extend one's knowledge in the areas of individual interest,
- to exist in new social networks and conquer the feeling of social isolation,
- to transfer knowledge to others in various socially beneficial projects,
- to minimize the risk of knowledge loss resulting from a generation change.

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THE ROLE OF THE THIRD AGE UNIVERSITIES AND ALUMNI CLUBS IN THE PROCESS OF KNOWLEDGE TRANSFER BETWEEN GENERATIONS – CZESTOCHOWA UNIVERSITY OF TECHNOLOGY PERSPECTIVE

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Nowadays the education sector faces many challenges. Among them the social and economic changes including ageing and entering education and labour markets by the youth from the population decline period should be indicated, as well as development of knowledge based society. Knowledge is becoming an element of competitive advantage gaining and inspiration for societies' development. The trends indicated force the education sector to react. Increasing importance of knowledge in societies, digitalisation, computerisation, dynamic changes, in sector of IT for example, make lifelong learning education more and more important. Nowadays people are forced to learn during their whole life. According to P. Drucker within knowledge based society, in entrepreneurship societies, it must be assumed that people should learn new things even when they are adults. Some things that were learnt when they were 21 or less, will become outdated within next 5 or 10 years. That is why they will have to be replaced or reorganised by new knowledge and skills. This way every person should find, indicate and develop few careers [P. Drucker, 2002, p. 479].

Knowledge should be treated as very important source at the labour market. Both for young employees just entering the labour market and older ones – active at the market but also the retired ones. At the moment, Polish as well as European societies, get older and at the same time the population decline can be observed. The situation may cause the occurrence of the generation gap at the labour market. The gap may result in larger differences between new knowledge accompanied by lack of experience and experience that cannot follow topical knowledge [Model Intermentoringu. Podręcznik dla organizacji, p. 12]. To prevent the situation many organisations introduce age management techniques including intermentoring that provides possibilities for knowledge transfer between generations [M. Gojny, P. Zbierowski, 2013, pp. 159 – 168]. Younger people, who has just finished their education, are provided with knowledge about their fields of study and technology. They are dynamic, active and creative. Older employees have already possessed practical knowledge. They are familiar to different dimensions of organisation culture, they have a specific intuition that enables them to cope with difficult situations in labour environment. The both groups are sources of extremely valuable knowledge for each other.

However it must be remembered that knowledge is not only a source essential to perform job effectively. Knowledge may also contribute to self-development, raising attractiveness of our lives and making them more convenient. Knowledge may be gained and used in every sphere of life. At the moment knowledge

is also more easily accessible. Almost everyone can acquire it, wider it and update it individually or by institutions that are aimed at spreading knowledge. One of them are high education institutions. At the time of changes that were mentioned (aging of societies, demographic decline) it is very important for universities to provide their students (in different age) with tools for lifelong learning. Universities should also try to implement models of intermentoring that enable more effective transfer of knowledge among generations. This is also the way to adjust to changes within labour market more effectively. The model, that contribute to knowledge transfer between generations, may be beneficial in many dimensions. First of all young people can interact with older people and possess valuable practical knowledge this way. That knowledge is a result of many years of experience. It may include specialist industry knowledge but also practical information about functioning of employees within organisations and groups at work. On the other hand, students may share the knowledge concerning technology, present their ideas, points of view, etc. This way older people may possess new, valuable knowledge on their careers and also personal matters that can initiate or contribute to their personal development. At the same time they would be able to present and share their knowledge with others – that can strengthen their morale, give them the feeling of perpetration, inspire and stimulate their activeness. That kind of support may be important especially when they are going through difficult moments – for example when they are retiring (for many employees retirement causes depression, sense of being useless that results in passivity and resignation). So the model may be useful to prepare younger people to enter the labour market and also prepare older employees to their retirement. Providing possibilities to lifelong learning is one of the ways to perform the process effectively. Learning, especially in the older age, is a form of activeness that trains a brain. Moreover, further education including exchange of experience, enables development of older employees. It's extremely important in the times when ageism, basing on assumption that older people are excluded from social life, devoid of technological skills, unwilling to learn further, is common. Intermentoring can be the way to overtake the stereotypes.

Bilateral communication in culture nowadays is another reason for introduction of intermentoring in education. Older people can teach younger as well as older can learn from their children, grandchildren and younger cooperatives. This way of exchange experience has become crucial nowadays because it is beneficial for both sides. At the same time it is quite difficult because of barriers that can be indicated among:

- Lack of adequate area – people of different age meet but rarely communicate. Family meetings, accidental meetings in public transport or health care units contribute more to intensifying stereotypes than effective communication.
- Stereotypes – older people tend to believe that they shouldn't do many things because it is not proper for people of their age. They also tend to patronize, advise. At the same time younger people treat older people with distance. They are afraid of their religiosity, conservatism and sapience [M. Rosochacka-Gmitrzak, A. Chabiera, 2013, p.14].

As mentioned the differences between generations may be a source of knowledge, experience and inspiration that contribute to further development of organisations. But they can also be a source of misunderstandings, reluctance and distance that limit knowledge transfer. To prevent that kind of situation it is important to provide younger and older people with adequate area for the dialogue and exchange of experience. It seems that period and a context of education process is another argument to introduce the model of intermentoring within universities.

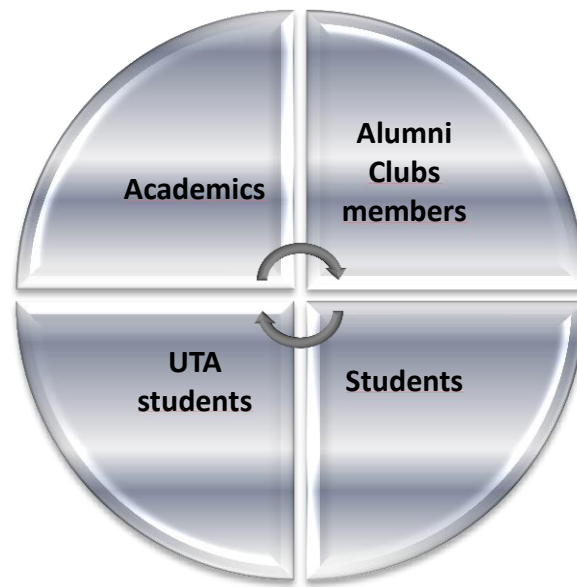


Fig. 1: Dialogue in an organisation – Intermentoring in high education institutions.

The intermentoring model within high education institutions may be based on interactions between students, academics, students of the Third Age Universities and Alumni Clubs members (Fig. 1). Students of the Third Age Universities are experienced, they obtained life as well as vocational knowledge. Younger students could benefit a lot from their experience. At the same time younger students can provide UTA students with their knowledge and experience. This way effective and fast circulation of knowledge is possible. To make it even more effective and fruitful also Alumni Club members should be involved in the process. They can provide students and prosper students with information about studying within the university. They can share experience and results of that cooperation may be very useful for university's governing bodies. The Alumni Club members may also connect younger generation with UTA students. The UTA students will probably be more willing to cooperate with Alumni Club members because they are at the similar age. Moreover graduates are often still vocationally active with high social position. This way they can become tutors and mentors for students.

In the relation students – UTA students – Alumni Club members, the coordinators should be present. They could inspire the dialogue understanding needs and expectations of all sides and indicate possible areas of experience and knowledge transfer. The model can be used to enrich education process and to increase effectiveness of adjustment students for their performance in labour markets. For the UTA students and graduates it would be beneficial in the scope of their involvement in processes of education of younger generations. It may also affect the level of knowledge and skills for both groups.

To acknowledge the possibility of the model introduction within the CUT the authors prepared the series of research (among students, UTA students and graduates; quantity and quality ones). The quantity research were conducted using similar questionnaires among students and the UTA students and concerned the following topics: perception of each other (younger perception of seniors and vice versa), need for knowledge transfer between the groups, knowledge that may be transferred and barriers of the knowledge transfer. Both sides are quite open for that kind of knowledge transfer and open to that kind of experience. At the same time they cannot indicate specific ways of that type of cooperation. It is quite interesting that there are some differences in research results depending on type of studies (Management and engineer studies).

To depth the results also quality research were conducted among students (focus group, Management students). They strongly indicate that them and seniors are two separate and very different words. There are some difficulties in cooperation but the knowledge transfer is possible in favour of seniors – they indicated that they possess the knowledge that would be beneficial for older people and at the same time they do not know what they can learn from seniors. They would find it interesting to listen about history and family stories.

Also the research (basing on interviews) were conducted among CUT Alumni Club members. They are strongly eager on the cooperation with students and perform many actions to get students involves (apprentices, sport activities) but at the moment students are not too keen on the cooperation. There are also some differences in the level of involvement depending on the type of study and age of students (the older they get the more involved in cooperation with the Alumni Club they are).

To sum up some conclusions may be drawn from the research. First of all we can observe that there is a huge gap in the intergeneration cooperation. Students, UTA students and Alumni Club members should learn from each other, but still do not see what they can learn and in that area the coordinators – mentioned above, should be present. It's quite interesting that every group perceive other groups as the ones that can learn from it. It may also be observed that there is a hidden need to get know each other better.

The idea of intermentoring within high education institutions is based on assumption that intergeneration dialogue is possible and expected. The transfer is beneficial for young people to prepare them to their vocational and everyday life. If it's not for older people stories not many young people would know how to celebrate different occasions. Grandparents tell young people family stories, referring them to local environment and historic events. The knowledge is more valuable if it comes from a person and its personal interpretations and experiences. This way young people may place themselves in family, town, village and nation histories and their identity is created [M. Rosochacka-Gmitrzak, A. Chabiera, 2013, p.57]. As result of that type of interactions young people can be prepared for the role of employees. The interactions are also beneficial for older generations and contribute to effectiveness and attractiveness of high education. They can also help to create market position of universities what is worth considering when demographic decline is threatening their existence nowadays.

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UNIVERSITY OF THE THIRD AGE – MY EXPERIENCE

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INTRODUCTION

In a knowledge-based society, education and training rank among the highest political priorities. Acquiring and continuously updating and upgrading a high level of knowledge, skills and competencies are considered as a prerequisite for the personal development of all citizens and for participation in all areas of the society. Lifelong learning has emerged as an overarching strategy for enabling citizens to meet new challenges.

The present-day changes of the society bring about new tasks to cope with by the ageing population upon their retirement. The contemporary society forces also an older man to adapt to the new conditions as well to shape his personality, to develop intellectually, and one of the most progressive ways to do so is represented by the programmes of the further education.

Within the framework of Europe and Slovakia we distinguish several types of educational programmes and projects for older people based on specific conditions and possibilities of individual areas, regions and countries.

At the moment, there are, in addition to regular study at universities, diverse forms of seasonal educational courses, various programmes aimed at social and health service at the sickbeds along with preparation for old age and healthy ageing. Rather widespread are cognitive tours of educational character focused on history, beauties of nature and lifestyle.

THE SECOND LIFE PROGRAMME

Being faced with an ageing population who loose their working programme upon leaving active working life, it is necessary to offer them the *so-called second life programmes*.

One of the progressive forms of lifelong education designed for seniors are the institutions of leisure education, such as:

- Universities of the Third Age,
- Free-Time Universities (France),
- Universities for All (France),
- Senior Academies (the Netherlands, Germany),
- Academies of the Third Age (France).

The first Third Age University was established in France at the Faculty of Social Sciences in Toulouse in 1973 by Pierre Vellas.

Vellas's idea of the Third Age University – the programme of activities that would respond to the conditions, needs and aspirations of seniors – quickly spread to many countries of Europe and, in 1975, led to the formation of the Association International des Universite du Troisieme Age (AIUTA) in Paris. Slovakia became its member in 1993.

According to Vellas the main aims of the U3A are:

- to provide programme of activities responding to the conditions, needs and aspirations,
- to provide for older people the right to education and participation in culture through the school policy oriented in that way,
- to organize congresses, symposia, workshops, realize research, issue leaflets and information materials with the purpose to develop education of seniors.

MISSION AND FUNCTIONS OF THE U3A

The mission of the U3As is very broad and rests mainly in the following tasks:

- to realize special-interest education of seniors in HEIs,
- to contribute to providing the right of older people to education,
- to gain the highest possible number of seniors interested in education,
- to contribute by their programme and concept to a high-quality free time of seniors,
- to help the pensioners at their transit to retirement and integrate them in society,
- to contribute to broadening of their horizons, knowledge, clarification of facts still unknown to them, and to improve their cognitive functions,
- to contribute to psychophysical conditions of the seniors and reducing the ageing,
- to care for older generation who deserve attention for results achieved in their lives,
- to slacken conservatism and dogmatism,
- to avoid desperation of the old men, solitude and fear of death,
- to contribute to improvement of interhuman relations and foster positive self-evaluation.

The functions of the U3As are as follows:

- Social (for benefit of the society, for both actors of the educational process – teachers +students),
- Educational (acquiring knowledge, delivering information to further generations),
- Health (improving health state),
- Psychological (students don't suffer from psychical problems, or do not realize the problems to such extent as previously, have not depressions),
- Research (involvement of students in research being both subjects and objects of it),
- Working (U3A as a new lifestyle, more effective use of free time),
- Philosophical (new view of the world, new opinions on doings around them),
- Economic (saving finances of the health sector for treatments).

UNIVERSITIES OF U3A IN BRATISLAVA – MY EXPERIENCE

In Slovakia, the first University of the Third Age (UTV) came into being on the soil of the Comenius University (UK) in Bratislava in 1990. Organizationally, it falls under the auspices of the Centre for Continuing Education (CĎV).

Today, there are 15 U3As in this country, being associated in the *Association of Universities of Third Age in Slovakia* (ASUTV) which was founded in 1994 as a special-interest institution of legal entities with the seat at UK in Bratislava.

The U3A UK is a member of the European Federation of Older Students - EFOS since 1993. Representatives and delegates of European universities meet regularly at spring and autumn sessions to solve project tasks, issue a common journal EFOS News, and distribute their activities through the website <http://www.efos-europa.eu>.

Taking part in the U3A programmes are the UK faculties, University of Economics in Bratislava, Faculty of Architecture of STU, Slovak University of Agriculture in Nitra, UK Botanical Garden and Academy of Performing Arts. At the moment, there are over 7200 students studying at the institutions. The aim of the universities is to offer possibilities of leisure education to old citizens without a qualification intention.

Study requirements at the UK U3A in Bratislava

The study at the U3A in Bratislava does not require any entrance examinations, the admission is conditional on secondary education completed with a secondary school-leaving examination.

Another condition is the age of 40, 45 or 50 depending on the faculty (at UK U3A it is 50 years). The only requirement that might cause a problem is the order of applicants in U3A database that must be observed, luckily I applied early enough, there was still a free place and my application was accepted.

The lectures are held twice a month for two hours, that is, 40 hours altogether. After lectures there are discussions or there are seminars.

The lectures and seminars are given by teachers and scientific workers of the higher education institutions, of Slovak Academy of Sciences and qualified experts from practice.

The applicants for the study submit their applications in a written form showing the highest education achieved. The admission is conditional on secondary education completed by a secondary school-leaving examination, the age over 50 years and the tuition fee paid to the U3A at the beginning of every school year depending on the social status (for pensioners it is 57 eur at the moment). There are no admission examinations.

The first year of the study consists, as a rule, of a general informative background common to all.

The next two years attended after successful completing of the first year are more demanding, they are the branches of study chosen from among 30 concentrations offered.

The academic year starts by solemn opening and immatriculation in which the academic functionaries of the Comenius University and of involved HEIs participate, together with the teachers of individual branches of study, and representatives of organizations engaged in the U3A activities.

As for the assessment, at the end of each semester the students take oral or written examinations and the results (passed/failed) are entered in the student's report card.

After completing the prescribed conditions set by the curricula, the students are awarded certificates on successful completing of the study at the Comenius University in a form of graduation ceremony after

the first branch of study completed. During his/her study at the U3A (there is no restriction to how many concentrations is attended by the student) he/she may be awarded the certificate at one graduation ceremony only.

Model of study at UK U3A

- 1st year – generally aimed study (including subjects of general background)
- 2nd and 3rd years of study – study of a specialized branch
- postsecondary study – opened to all those interested in study after the 2-year study

MY EXPERIENCE

Among the decisive factors influencing the adult education is motivation. The strongest factor in learning is an interest in the study. The previous experience with the level of past knowledge, self-realization and level of aspiration. Motivation along with personal approach are significant determinants of the older people performance. It is a pedagogical-psychological category influencing decision-making in the choice of study.

As regards my own motivation for entering the U3A, I felt the necessity to make more efficient use of my free time. Throughout my life I was used to study and be among the educational community, the school sector for whom I worked still after retirement, particularly the ministry of education, and the job, translating, took all my free time for I continued working as a private person. The work, however, did not fully satisfy me, and I felt a necessity to sit at the school desk again and be among living beings. My former colleagues who entered the university before me assured me of the advantages of the study, of the chance to spend my free time more usefully. From among all branches offered I chose – *Gerontology*. I was just in the period when the old age health problems appeared, such as osteoporosis, and the study programme offered a good chance to learn more about my body and advice how to avoid eventual disorders. Upon completing the 2-year branch of study I chose another branch concerning human beings – *Psychology*, which is among the most popular branches and takes three years to complete.

Study branch of Gerontology in the academic year 2013/2014 at U3A Bratislava

GERONTOLOGY I

- Biological consequences of interaction of physical factors and biological systems
- Starting points of clinical gerontology
- Gerontology in the light of interest of world-wide community
- Physical movement and rehabilitation of people in older age
- Laws of relations: Medicine-patient
- Psychical hygiene
- Psychical changes and diseases in older age
- The most remarkable dermatological illnesses
- Diseases of motor apparatus in older age
- Changes in age conditioned by age
- Functions and diseases of gastrointestinal tract, a liver

- Illnesses of respiratory system
- Cardiovascular diseases in older age
- Climacterium and senium of woman and views of Gynecology

U3A at CU SPECIAL – INTEREST ACTIVITIES

Apart from the study courses the U3A in Bratislava also offers to seniors the further possibilities of spending free time – special-interest activities. The educational process is supplemented by various educational and social events. Besides the lectures and seminars the attendants are engaged in such activities as annual meetings, language courses, physical training, yoga, summer courses, excursions, trips, walks and tours. They also visit cultural events (theatre performances, concerts, art exhibitions, etc) and particularly popular recreational summer stays in the nature surroundings of Small Carpathians, including both the instructional and recreational parts (sightseeing to nearby historical monuments, trips to castles, caves and other monuments to be concluded by the camp fire evening on the last day of the stay) giving the chance of making new friends so vital in the life of seniors.

U3A CLUB

U3A Club has been established to organize still more activities. It associates the graduates who completed their study and wish to further participate in the U3a activities. I had thus the opportunity to take part in educational, cognitive, cultural and social events, meetings of celebrities, e.g. Mayor of the City, President of the Slovak League against Cancer, etc., or visit Vienna City, Kittsee (Hauswirth Chocolate Factory), Hainburg (Fabrikverkauf), etc.

The significance of the older generation and the need of spreading the educational and other activities for this social group in our society is annually underlined by the Club at the beginning of the study year by organizing a walk for its members. The other activities and programme of the Club and of the Centre for Continuing Education are available at their websites www.klubutv.sk and www.cdvuk.sk.

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WHO WILL DEFEND THE RIGHTS OF PENSIONERS AND ELDERLY CITIZENS?

*PhDr. Mária Chaloupková
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In our society – mainly the senior groups – we can hear the question: “Who will defend the rights of pensioners and elderly citizens?”. The answer is difficult to formulate. “Should the elderly set up own political party?” Some people believe that it could be the way, but political scientists do not recommend these measures. There should rather be appropriate representation of senior members within each political party’s election list...

My opinion is possible to express by statement of Prof. MUDr. Štefan Koval, PhD., scientist and expert on elderly issues and ageing: „Gee, anything but this! - Every decent political party can still place their efficient and skilled senior party members in Parliament alongside younger generation ones, in order to promote valid and relevant issues and causes of this segment of society.“

Many of us can identify with such thoughts. During the first few years after regime change - ‚Velvet Revolution‘, there were two attempts to set up Women’s party with the goal of promotion of solving issues specific to women’s rights and needs, not ordinarily paid any attention to by traditional political parties. The outcome of the elections was highly disappointing with negligible results. Exactly the same thing happened with representation and visibility of seniors’ issues and agenda – women, just like the pensioners, are not homogenous group that could be easily identified. There are many different political leanings and beliefs with the group. Some support right-wing parties, others are more left-wing. It would not have been easy to create common and harmonised policies that all members could identify with.

What do elderly and pensioners need? Naturally, there are many issues worrying elderly. They’d like to have greater financial, social and proper healthcare security. They’d like to be more independent and have own living space instead of relying on their children and care homes. They would like to have a chance for self-realisation within the community, in politics – at least the ‚more junior‘ senior citizens. Many of these needs depend on individual’s age, health status as well as existing family members and finances.

SENIORS AND ELECTIONS

Senior citizens do participate in elections. They cast their vote more often and more reliably than younger generations. Elections are still considered as something important and encompassing whole society, current affairs and an opportunity to make a difference, co-create and decide future.

Elections have been seen to a certain extent as a duty and habit from the socialist regime past and its mandatory election participation. Young adults have completely different interests these days in general and see politics and participation as unnecessary. Their election behaviour would eventually change as they grow older and more mature, realising the importance of voting.

SENIOR CITIZENS AND POLITICAL PARTIES

Political parties and coalitions will definitely pay more attention to elderly and pensioners' affairs. It will not be solely for pragmatic reasons such as election participation and likely source of stable

votes, but rather due to increasing importance of this stage of life in society as general. The generally aging society and economic and political power more and more in the hands of older citizens, will necessitate redefining certain parts of party policies and programmes. It will also force people to reconsider certain doctrines and paradigms as basis of function and existence of party's policies.

„It would not only be pro-elderly lobbying in terms of old style politics, but also the securing of share of decision-making and just allocation and redistribution of government welfare budget. It would also be about the creation of conditions enabling pensioners' confidence, integration within society and responsibility towards it. Therefore, development and improvement of what Giddens [1994] called „positive welfare“. Stated Petr Mareš – political scientist in the magazine Senioři a politika (Seniors and Policy).

POLITICAL RESPONSIBILITY TOWARDS SENIORS

Inter-generational social solidarity and its issues have been given more attention and coverage. The society is aging steadily, the birth rate declining – the resources for social welfare and benefits are shrinking. There is a danger of pensioners being seen as burden. Part of the responsibility is mediation and attenuation of inter-generational conflict. It requires redefining inter-generational contract and prevention of social exclusion of seniors.

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Slovakia has documents pertaining to rights and safeguarding of seniors:

- National Programme on Safeguarding of Elderly (1999),
- National Project – Strategy for Active Ageing in Slovak Republic. ITMS:27120230107,
- Strategy for Active Ageing for 2014 – 2020.

THE DUTIES AND TASKS OF SENIORS' ORGANISATIONS

Seniors should be actively participating in discussions on age discrimination affecting the elderly in ageing population. Further tasks of compiling the examples of discrimination practices as well as non-discrimination examples. Equally, organisations should consider the material needs and poverty of part of pensioners and actively demand provision of dignified life. (EU Measures on Safeguarding of Rights of Seniors, December 2013)

THE COUNCIL OF THE GOVERNMENT OF SLOVAK REPUBLIC FOR SENIORS' RIGHTS

The Council of The Government of Slovak Republic for Seniors' Rights and Adjustments to Public Policies on Aging Population is a permanent expert advice, counsel, coordination and initiative authority of the Government of Slovak Republic in the area of seniors' rights safeguarding, solving problems and issues of living conditions, standards and equal opportunities and treatment and for provision

of enhanced cooperation of interested parties and groups for dealing with adverse outcomes of aging population. The Council continues the efforts and activities of Committee for Seniors of The Government of Slovak Republic for Human Rights, Ethnic Minorities and Gender Equality (further as The Committee for Seniors). This committee was only consultative body, because elderly believe that new decision making body (Council of Government for Seniors) is politically much stronger.

THE COUNCIL OF GOVERNMENT MEMBERS

- The Chair of the Council is the Minister of Labour, Social Affairs and Family of Slovak Republic
- Further members as follows:
 - State secretaries of 6 ministries
 - 9 nominated members from different organisations
 - 16 representatives from organisations of elderly
- ✓ Union of Pensioners in Slovakia
- ✓ Association of Christian Seniors of Slovakia
- ✓ Regions.sk
- ✓ Forum for Help to Elderly

UNION OF PENSIONERS IN SLOVAKIA

- The main objective of Union is to promote and warrant the interests of seniors. It means improvement of regulations and norms in social sphere and removal of discriminatory elements. In terms of valorisation of pensions, the Union supports its calculation towards greater equality of redistribution among pensioners and more just and improved situation of pensioners overall.
- In the healthcare sphere, the objective is preservation of access of pensioners to healthcare, such as: prevention, health education, lifestyle promotion, geriatric nursing, fair prescription medicine pricing policies and discounts and allowances in dental care, especially for low pension income individuals.
- With regards to volunteering activities: education, culture, events creation, social and legal advice and counselling and crisis management services.
- The Unity publishes *Third Age* bi-monthly magazine and cooperates with ESO and EURAG organisations.

ASSOCIATION OF CHRISTIAN SENIORS OF SLOVAKIA

- The objective is promotion and development of spiritual and material wellbeing of older generation, promotion of civic, national and Christian awareness of members and supporters and support of inter-generational cooperation, solidarity and multi-generation family life under one roof.
- The Association integrates around 4500 seniors across 70 clubs. These run presentations, training workshops, cultural events, publishing activities, activity specific group trips, tourist and sporting events as well as international cooperation.

- The Association is a member of European Union of Seniors comprising of 27 members, which is close to EPP.
- Association publishes *Generations* magazine.

REGIÓNŸ.SK / REGIONS.SK

- Civic association based on the beliefs that IT literacy enables widening of own horizons and provides the ability of more effective learning about the people and world far away.
- Types of Activities
 - ✓ *Club activities*
The club environment provides opportunities for recreational activities and experience and outcome sharing.
 - ✓ *Informal activities*
Lectures, presentations, discussion workshop benefitting all involved.
 - ✓ *Projects*
Academy of Self-sufficiency – the aim is greater financial literacy.
Rely on yourself – Household economics (Thrifty household habits).
Education and Inclusive Growth (ICT courses...).

FORUM FOR HELP TO ELDERLY

- The Forum for Help to Elderly is civic association registered in March 2000. It amalgamates organisations and individuals providing care, help and services to elderly with the objective of safeguarding their rights, promoting their interests and generally helping with their needs.
- The Forum deals with the issues related to aging and old age. Its activity promotes better quality of life of citizens of near-pensioner and pensioner age. It organises multitude of events and activities, conferences, opinion polls and questionnaires about life of elderly. These then provide feedback and ideas for solutions to aging issues.
- The Forum is a member of international network ECEN (Eastern and Central Europe Network) dealing with aging and AGE.

INTER-GENERATIONAL DIALOGUE IN UNITY OF SENIORS IN SLOVAKIA

- Martin Halás (IVRA) participates, as a member, in preparation of groundwork for viewpoints of expert committees (social and healthcare) on behalf of Unity dealing with Ministries of Social Affairs and Healthcare.
- The Unity takes part in various events on multiple levels and continues an inter-generational dialogue through meeting with youth organisations, pupils and secondary school students.
- Volunteers in youth activities (i.e. Project MIL – JDS Malacky).

INSTITUTE FOR RESEARCH OF SOCIO-ECONOMIC RISKS AND ALTERNATIVES (IVRA)

- The focus of the activities and efforts of Institute is the support of education, human rights safeguarding, monitoring and evaluation of impacts of related Government reforms (social, economic, political and cultural). The Institute analyses and compares socio-economic situation in Slovakia with other EU countries especially V4, monitors the legal environment in Slovak Republic with regards to the implementation of international binding agreements and policies in social, political cultural and human rights sphere.
- The Institute provides suggestions and recommendations of overhaul or upgrade of dysfunctional regulations. It also provides trending and forecasting and formulates alternatives. Further function of Institute is public promotion of analyses and outcomes via media channels, cooperation with professional institutions, groups, civic associations and foundations which have the same or similar objectives, both in Slovak Republic and abroad.

SENIOR CLUBS /DAY CENTRES

- The role of these clubs is organising of social and cultural life of pensioners. It is essential and highly beneficial to seniors due to psychological and social aspects of life. The activity of clubs is financed through membership contributions, town or borough councils as well as donations and sponsoring.
- They function independently and each have own executive committee consisting of elected members and responsible for daily running and budget.
- They run workshops, lectures on wellbeing, healthcare, nutrition, culture and pension scheme in Slovak Republic, etc. They organise special interest groups (tourism, singing, reading, gardening, DIY) where pensioners can maintain their mental and physical health. The members also meet during special events coinciding with jubilees and commemorations. Group travel to scenic destinations can also be organised depending on level of interest.

COMMUNITY PLANNING OF SOCIAL SERVICES

- The council of towns or villages prepare community development plan in the area of welfare provision and in the interest of prevention of deterioration of adverse social situations and solving social issues. Seniors can actively participate in analysis of social services and recommendations of future planning, as well as active individuals. The elderly care would then be highly relevant to the town's aged citizens.
- They can control implementation of planned measures and propose delivering of new services.

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THE MANY FACES OF POLITICAL PARTICIPATION¹ PROTESTS AS SPHERES FOR INTERGENERATIONAL DIALOGUE IN THE POST- DEMOCRATIC ERA

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ABSTRACT

This paper looks into recent and dominant discourses on the political influence seniors have in democratic post-industrial or so-called post-democratic states. An exemplary discourse analysis of fragments from the recent German media debate on pension policies gives insight into how assertions about generational conflict are based on discursive constructions of group identities. These assumptions are cross-checked with empirical findings on seniors' political participation and representation. Drawing on the case of protests against "Stuttgart 21", civic action against a large flagship project is analysed as a culturally relevant form of political engagement. Whether or not potentially post-democratic sentiments contribute to forming arenas for inter-generational dialogue is discussed in the conclusion.

Key words: discourse analysis, Colin Crouch, pension policy, Germany, Stuttgart 21, participation, intergenerational dialogue, protest, performance

INTRODUCTION

Ten years ago, Colin Crouch published the book *Post-Democracy*. The political scientist and sociologist detects a lack of political representation in the world's most affluent societies. Although his argument does not rely on empirical findings, Crouch's theoretical model of a post-democratic state is useful when discussing the so-called crisis of representation and political participation. Drawing on examples from Western Europe and the US, Crouch stresses the fact that the post-democratic condition is not the current state of affairs, but rather a realistic vision for the future.² In some spheres of the political arena and in certain practices, namely the prominent use of marketing and spin-doctors in electoral campaigns, the existence of post-democratic practices seems to challenge the egalitarian principle of democratic constitutions.³ Crouch clearly exempts social protests from his analysis, as he states that these forms of political participation are taking place regardless of the political system, i.e. are not

¹ Based on *Franziska Schaaf*: Political Participation of Seniors in Germany, presentation held at the EU-Grundtvig CONCORDIA V conference, STU Bratislava, 26.07.2014; http://www.ies.stuba.sk/grundtvig-concordia/pluginfile.php/20/mod_page/content/67/12.Schaaf-upravena.pdf [28.08.2014].

² Cf. *Colin Crouch*: *Post-Democracy*, Cambridge 2004, p. 4.

³ Cf. *ibid.*

indicative of (post-)democracies.⁴ Yet their exemption is also indispensable for the central juxtaposition that forms the backbone of Crouch's polemic analysis: Crouch contrasts the "passive, quiescent, even apathetic part" the majority of citizens in Western democracies play to the high-impact scheming and plotting of small elites and global business.⁵ While the electorate's part in the political process, in Crouch's view, is reduced to responding to polls and market research done by political parties (or rather their marketing campaign teams), elites are actively lobbying for corporate interest, and are shaping societies and economies accordingly.⁶ In a 2013 analysis, Crouch identifies three social protest movements that he states have had and will have an impact by giving "shocks to the system":⁷ feminist women, the ecological movement, and right-wing extremists. Notably, elder citizens do not play a part here. However, they have been perceived as a strong political force in recent German media debates. In ageing societies, the public debate on the political impact that seniors have is interrelated with the discourse on the welfare system. The main line of the argument is anything but novel, and it has been recurring in the German media: because of demographic change, the argument runs, the electorate mainly consists of elderly people whose voting activity is stronger than that of the relatively smaller number of young citizens. Therefore, the argument concludes, the political power of the '60 plus' generation is greater than ever before. Some even draw the conclusion that politics is dominated by seniors. While discourses cannot be taken as one-on-one representations of realities, they do shape and influence them, give insight into power-relations, and therefore are both reproducing and constituting reality.⁸

SENIORS' POWER IN THE MEDIA DISCOURSE

The phenomenon of generational conflict is first and foremost a discursive phenomenon. The most prominent examples rely on morality, statistics, and on elements of the post-democratic discourse. The idea of a "pensioners' democracy" goes back to Roman Herzog, former German President (1994-1999), who commented on plans to raise the pension rates in 2008. He had the largest German yellow press newspaper *Bild* quote him on the pensions' policy leading to "the older exploiting the younger", employing a rather martial wording with a very strong connotation of "plundering", "pillaging", unrightfully taking from others and leaving them with nothing.⁹ Herzog's choice of words clearly assigns active agency to "the older". More recent statements that were published after the 2014 reform of the state pensions in Germany had been announced draw on Herzog's idea. A comment by Thomas Straubhaar, head of the Hamburg Institute of International Economics, in the conservative newspaper *Die Welt* takes the same line further.¹⁰ He sees Germany as "going rack and ruin", and as "degenerating" a "dictatorship of retirees". Here, the wording implicates a change in the political system – no longer describing Herzog's "pensioners' democracy", but a dictatorship. The conservative and economically liberal newspaper *Frankfurter Allgemeine Zeitung* does not only concentrate on current but also on future pensioners, namely, the generation of baby boomers¹¹, who will be the next to face retirement.¹² The authors, Hendrik Ankenbrand and Ralph Bollmann, ascribe agency to older people, too: "the old

⁴ Cf. *ibid.*, p. 16.

⁵ *Ibid.*, p. 4.

⁶ Cf. *ibid.*

⁷ *Colin Crouch: Post-Democracy: The Challenge for Europe*, in: *Queries*, No. 1, 2013, pp. 36-43.

⁸ Cf. *Siegfried Jäger: Kritische Diskursanalyse: Eine Einführung*, Münster 2009, p. 188.

⁹ Roman Herzog quoted in *Nikolaus Blome et al.: Roman Herzog warnt vor Rentner-Demokratie*, in: *Bild*, 11.04.2008; <http://www.bild.de/politik/2008/warnt-vor-rentner-demokratie-4239392.bild.html> [28.08.2014].

¹⁰ Cf. *Thomas Straubhaar: Deutschland verkommt zur Diktatur der Rentner*, in: *Die Welt*, 28.02.2014; <http://www.welt.de/wirtschaft/article125276805/Deutschland-verkommt-zur-Diktatur-der-Rentner.html> [28.08.2014].

¹¹ Those born in the 1950s and 1960s in the German case.

¹² Cf. *Hendrik Ankenbrand/Ralph Bollmann: Deutschland wird zur Rentnerdemokratie*, in: *Frankfurter Allgemeine Zeitung*, 02.02.2014; <http://www.faz.net/aktuell/wirtschaft/wirtschaftspolitik/-12780830.html> [28.08.2014].

people are taking over". This "taking over" is not a mere expression of over-protectiveness on the behalf of parties but rather active lobbying of influential and wealthy old people in seniors' organisations of parties. Ankenbrand and Bollmann extend the scope of future pensioners' political action from the pension policy to family and education politics (including child care policy), the reform of the school system (reduction in years of schooling), the European Bologna reform, and even the abolition of compulsory military service. The authors claim that these policy reforms are part of a "Beitragszahleraufzuchtprogramm", a compound neologism best translated as "breeding program for subscription payers". According to the article, seniors' political scheming has been used to develop a programme that not only puts young people into work but also has the side effect of absorbing a lot of time that hence cannot be political engagement.

The pensioners' debate is discursively connected with the discourse on generational conflict and post-democratic tendencies in society. Frequently, the discourse contains subtle discrimination against older people, borrowing from conspiracy theories and scapegoating. These forms of "Otherings" (of marking a group as outsiders) presuppose the construction of in-groups. In the discourse on pensions, political agency and power are only with one part of society: a homogenous group of seniors who are engaged in occult scheming with politicians while the remainder of younger members of society are struck with post-democratic awe. My discourse analysis of Ankenbrands and Bollmann's article reveals the discursive construction of several major groups. The article addresses an ageless "critical public" as "we", and positions three major groups in different distances from this "we": "the older", "the younger", and "politicians" (synonymous with "politics" and "the federal government"). The discourse fragment ascribes qualitative functions to these groups – with strong moral connotations. "The older" are "well-funded and keen to consume", "study in universities, live in old buildings decorated with stucco", "are invited to parties on the sun decks of cruisers", "have policy made for them", "engage in lobbying", "write letters to the editor", "secure their income", and "have a bad conscience". In contrast to this, "the younger" "do not have enough children", "know they are living in a risk society", "have long gotten used to uncertainty", and "do not have any time to campaign for their interests". "Politicians" in the federal government "are shit-scared of the rank-and-file members", "promote the pensions' package", "advise people to check the Internet to see what they can get out of the package", and "follow the will of the older even without being asked to do so". These qualitative statements reverberate in Colin Crouch's analysis. The media discourse on seniors' policy strongly relies on expert knowledge, demographic calculations, and statistics. Moreover, discourses on seniors employ emotional wordings with strong moral connotations. The arguments cited above assign and oppose political agency to seniors who are designed as a homogenous bloc. They state that seniors are and will be influential and that the aim of their political agency is to have the best pension rates possible. The argumentation is supportive of the post-democratic discourse, describing politicians as over-attentive to opinion polls and both scared and ignorant of what "the rank-and-file members" will say. While all articles under analysis saw politics as giving favours to the older electorate, it was Ankenbrand and Bollmann in particular who pointed out that politics first and foremost means marketing. Not without justification: the article critically cited a wording the government has employed, i.e. the referral to the pension's reform as a "pension's package". The government's concomitant advertising campaign promoted the legislation by directly addressing the electorate as consumers. However, having the "critical public" constructed as "we", post-democratic ignorance and lack of understanding within the general public is not supported by any of the articles – probably since this would rather pose an insult to the reader, and would interfere with the educative and intellectual mission of the bourgeois informative press.

SENIORS' POLITICAL PARTICIPATION

In the German media debate, older people are presented as having a clear-cut political agenda. Contrary to this, social and political scientists have not found any evidence for the fact that seniors could

be regarded as a distinct political entity. In fact, age is not relevant in determining political behaviour. This holds especially true for long-time democracies. Seán Hanley compared the political success of “grey-interest parties” in Western European and Central Eastern European states.¹³ He found that in most Western European countries, seniors’ parties hardly ever manage to cross the threshold to enter parliament, whereas in Central Eastern European states, they have taken part in government coalitions.¹⁴ Hanley’s assumption is that while in Western European states, socio-economic factors such as income and social background play a much more decisive role in determining political behaviour, in Central Eastern European states the generation of those now retired is relatively homogenous in terms of pension income and work experience.¹⁵ Hence, he concludes that pensioners in post-socialist states have a more homogenous voting interest. Therefore, in Central Eastern European countries, pensioners’ parties seem to represent a single-interest group of the electorate.¹⁶ Achim Goerres’ 2009 study, based on empirical research done in Germany and the UK, identifies four factors the interplay of which determines political behaviour: the two cohort effects of (1) political generation and, as Hanley pointed out, (2) socio-economic cohort, as well as two age effects, namely (3) the life-cycle effect and (4) the individual ageing effect.¹⁷ Especially the cohort effect of political generation and that of the individual ageing are significant for decisions on political education and life-long learning: the political generation effect describes the political socialisation a generation has undergone, while the life-cycle, i.e. the large life-span of older people, reinforces habituation.¹⁸ Hence, when a generation has been politically socialised when a certain party was popular and at a time when going to the polls was the social norm (or, as in the case of former Soviet states, compulsory), this will still have an effect of their voting behaviour when they are older. Another important finding related to the life-cycle effect looks into public opinion and current politics: in societies where policies and public opinion are in favour of older people, younger people tend to be more politically active – probably to make themselves heard and to balance out the advantages the older generation is enjoying.¹⁹ This assumption would clearly refute the diagnosed political passivity of the German youth, who are said to be facing the alleged political favouring of “the older”.

Seniors’ parties first emerged in Israel and Italy. In Western Europe, they are successful when the welfare state is already favourable towards older members of society and especially when in times of crisis, protest parties receive more votes in general.²⁰ This, however, does not account for a general growth in interest in “grey issues”.²¹ Goerres and Vanhuysse clearly refute the myth that policies are driven by seniors’ interests.²² However, they confirm that nevertheless, parties tend to adopt political strategies “in fear of the grey vote”.²³ To get to a more differentiated picture of what seniors’ political participation consists of, Goerres’ 2009 definition of political participation is useful. He defines political participation as “an individual action based on a prior decision concerning the mode and the content of that action” and “actions that can lead to changes in policy, institutions or political

¹³ Cf. *Seán Hanley*: Explaining the Success of Pensioners’ Parties: A Qualitative Comparative Analysis of 31 Polities, in: *Pieter Vanhuysse/Achim Goerres* (eds.): *Ageing Populations in Post-Industrial Democracies: Comparative Studies of Policies and Politics*, London 2012, pp. 23-53.

¹⁴ Cf. *ibid.*, p. 34.

¹⁵ Cf. *ibid.*

¹⁶ Cf. *ibid.*, p. 37.

¹⁷ Cf. *Achim Goerres*: *The Political Participation of Older People in Europe: The Greying of Our Democracy*, London 2009, pp. 19, 228.

¹⁸ Cf. *ibid.*, pp. 20ff.

¹⁹ Cf. *ibid.*, p. 234.

²⁰ Cf. *Hanley*, 2012, p. 37.

²¹ Cf. *ibid.*

²² Cf. *Achim Goerres/Pieter Vanhuysse*: *Mapping the Field: Comparative Generational Politics and Policies in Ageing Democracies*, in: *Pieter Vanhuysse/Achim Goerres* (eds.): *Ageing Populations in Post-Industrial Democracies: Comparative Studies of Policies and Politics*, London 2012, pp. 1-21.

²³ *Ibid.*, p. 6.

personnel”.²⁴ Goerres’ survey was based on a distinct set of categories for political action that he subdivides into institutional and non-institutional actions. Institutional agency comprises voting and membership in institutions, namely parties, trade-unions, and single issue organisations. Goerres subdivides non-institutional engagement into individual mode, contact mode, and collective mode.²⁵ Wearing a badge or signing petitions would be subsumed as behaviour of the individual mode.²⁶ The contact mode is what lobbying would be categorised as.²⁷ We are already familiar with one item explicitly mentioned by Goerres: the writing of letters to the editor. While the postings on online portals and multidirectional social communication such as twitter are neither considered by Goerres nor Ankenbrand and Bollmann, the latter ascribe “writing letters to the editor” to “the old”, stating that they are thereby successfully influencing policies in their favour. Finally, Goerres has based his survey on the collective mode, stating that it has become more and more important for senior citizens. It is also “closing the gap” between older and younger generations’ activism.²⁸ Looking back on the post-democratic theory it is striking that Crouch deliberately excluded one significant form of political participation from his analysis: non-institutional participation. From a cultural studies’ perspective, this is the most interesting aspect of political engagement as it entails the employment of cultural symbols. As Markus Miessen has pointed out, non-institutional or “micro-political” action can be considered as being equal to traditional state political action.²⁹ While the scope and temporality of such “micro-political” actions are different from those of states, their significance for individuals and localities can be tantamount or even larger. The collective mode of political participation usually entails social contact with different age groups. It is therefore a potential sphere for intergenerational dialogue and learning. Looking briefly at the example of a recent intergenerational social movement in Germany, I will conclude with some remarks on the opportunities and obstacles of non-institutional political participation with regard to intergenerational learning in the so-called post-democratic era.

POST-DEMOCRATIC PROTEST AS A SPHERE FOR INTERGENERATIONAL DIALOGUE?

Protests against large flagship projects aiming at infrastructural modernisation are becoming an important social phenomenon of our time.³⁰ Protests against the real-estate development in Gezi Park or currently against the record-breaking investment in sports infrastructure and tourism at the Fifa World Cup 2014 in Brazil have been crushed. In Germany, the demonstrations of the opponents of a new central railway station in the state of Baden-Wuerttemberg have become paradigmatic for German social protest in the new millennium. The “Stuttgart 21” project entails the modernisation of railway lines around Stuttgart, to be completed in 2021. It involves the demolition of two identity markers of the city: the ancient building of the train station (built by the architect Paul Bonatz otherwise rather infamously responsible for constructing Autobahn bridges during National Socialism) and the garden of Stuttgart castle dating from the 14th century with many very old trees. Protests against the modernisation project “Stuttgart 21” has seen hundreds of thousands of people taking to the streets. Some commentators have criticised that Stuttgart citizens have remained rather quiet when it came to protest against deportations of refugees, against Nazi rallies, or war.³¹ In contrast to this, for the sake of saving an ancient train station and some very old trees and – probably not least important – a very large and

²⁴ Cf. Goerres, 2009, pp. 7, 227.

²⁵ Cf. *ibid.*, p. 227.

²⁶ Cf. *ibid.*, p. 228.

²⁷ Cf. *ibid.*, p. 227.

²⁸ Cf. *ibid.*, p. 232.

²⁹ Cf. Markus Miessen, 2010, p. 78.

³⁰ Cf. Felix Butzlaff/Christoph Hoelt/Julia Kopp: „Wir lassen nicht mehr alles mit uns machen!“ Bürgerproteste an und um den öffentlichen Raum, Infrastruktur und Stadtentwicklung, in: Franz Walter et al. (eds.): Die neue Macht der Bürger. Was motiviert die Protestbewegungen? Reinbek bei Hamburg 2013, pp. 48-93, p. 48.

³¹ Cf. Hermann L. Gremliza: Em ra, in: Konkret, No. 11, 2010, p. 10

growing sum of tax-payers' money – Stuttgart's citizens have organised petitions, campaigns, wallpaper posters, vigils, marches, weekly rallies, sit-in strikes, occupations of trees, art-shows, and cultural events such as public concerts and readings. In short, every imaginable form of non-institutional and non-violent participation involving a high amount of creativity and cultural symbolism³² has been used to protest against "Stuttgart 21".

Interestingly enough, the protest against "Stuttgart 21" was held to be dominated by seniors. The magazine "Spiegel" came up with the word "Wutbürger" describing the protesters as "angry citizens"³³. The "Wutbürger" has been defined as well-to-do, no longer young protester of the bourgeoisie who is "outraged" by politicians and their policies. The "Wutbürger" was, according to media representation, the stereotypical protester against "Stuttgart 21". Empirical surveys confirm protesters' common socio-economic background: most of them have a very high level of education.³⁴ But the largest group of protesters was not pensioners with the often suspected time on their hands. Rather, the strongest age group seems to have been 40-64, with those older than 64 being less dominant than those under 40.³⁵ Nevertheless, the "Wutbürger" can be taken as an indicator for the post-democratic society, although in a quite different form than projected by Colin Crouch. In Stuttgart, the feeling that their voice did not matter had many people taking to the streets. The regional protest became very prominent in both the nation-wide press and in the general public, and has become a cultural symbol in itself. Contributing to this effect was one particular incident. It received extensive media coverage and caused the largest wave of protest. On "Black Thursday", 30 September 2010, a large old tree was cut down during a demonstration. This was considered a provocation. The demonstrators became very emotional and some people threw chestnuts and attacked policemen who made massive use of pepper spray and water guns in return. The situation became chaotic. One demonstrator was hit in the eyes by a water gun and nearly lost his eyesight. He became an icon of the protest, and his bleeding eyes were taken up as a very strong symbol of peaceful resistance. In the context of intergenerational protest this iconisation is revealing. In fact, the blinded protester, Dietrich Wagner, was a pensioner. Dietrich Wagner has not only become a symbol of the "Stuttgart 21" protest but also of how a common cause can unite people from various backgrounds. In the media, he is referred to as "the pensioner who nearly lost his eyesight". In explaining how the accident happened, Wagner said it was the first time he was involved in a political protest. He claimed that he got up in front of the water gun to protect students, hoping that "respect of his age" would retain police officers from shooting the water cannon at demonstrators.³⁶ Press footage depicts him being carried out by younger protesters, bleeding from the eyes. In the following demonstrations many young people painted their eyes red and reproduced this very strong symbol. In a process of cultural appropriation of victimisation, the defeat of the demonstrators is used as a symbolic weapon. The crowd formally accepts the status of being a potential

³² Most striking are historical references and cross-cultural references, e.g. the re-enactment of "Monday demonstrations" reminiscent of the RDA's peaceful revolution in 1989 organised in Western German Stuttgart, and the construction of a so-called Swabian Wailing Wall with banners and notes bemoaning the cutting of trees and criticising the railway company and politicians attached to hoardings. Butzlaff et al. underline that the prestigious cultural events played an important role in the demonstrations, including professional classical concerts; cf. *Butzlaff et al.*, 2013, p. 70.

³³ *Kurbjuweit, Dirk*: Der Wutbürger, in: *Der Spiegel*, No. 41, 11.10.2010; <http://www.spiegel.de/spiegel/print/d-74184564.html> [28.08.2014].

³⁴ Cf. *Dieter Rucht et al.*: Befragung von Demonstranten gegen Stuttgart 21 am 18.10.2010, Forschungsprojekt des Wissenschaftszentrum Berlin für Sozialforschung, Berlin 2010.

³⁵ Cf. *ibid.*

³⁶ Dietrich Wagner, first quoted in the journal *Stern*; cf. "Bahnprojekt Stuttgart 21. Der Mann mit den blutigen Augen", in: *Stern*, 06.10.2010; <http://www.stern.de/politik/deutschland/1610856.html> [28.08.2014]. Wagner's account was later doubted after police footage of the incident had been released, showing Wagner throwing chestnuts in an early scene; cf. "Wasserwerfer-Opfer: Ein Video und viele neue Fragen", in: *Spiegel Online*, 07.10.2010; <http://www.spiegel.de/politik/deutschland/a-721733.html> [28.08.2014]. The case is currently the subject of a law suit at Stuttgart regional court against two police officers and the former Chief Constable.

victim to arbitrary state power. Solidarity with one individual victim is accompanied by the spontaneous equalisation of all demonstrators present, thereby forming a powerful entity.³⁷

“Stuttgart 21” demonstrations were contributing to a transitory feeling of community spirit. In the course of the CONCORDIA project many studies showed that the social aspect of learning situations is of utmost importance to seniors.³⁸ The importance of the social aspect of demonstrations was also stated by demonstrators who were interviewed by Butzlaff et al.³⁹ While no study has focused on the intergenerational aspect of the “Stuttgart 21” protests, findings suggest that the protest was a platform for intergenerational contact and learning: people with different backgrounds and knowledge acted together to develop strategies.⁴⁰ Since the new train station was designed to be put under ground, barrier-free access to the train station was a central issue and strengthened solidarity with elder and handicapped people.⁴¹ There were action trainings in non-violent civil disobedience with the concomitant fundraising for legal support.⁴² Initiatives such as “Seniors against Stuttgart 21” stress the intergenerational motivation of their protest. They claim to speak for their grandchildren.⁴³ Butzlaff et al. emphasise the role of expert knowledge in the protest.⁴⁴ According to their study, highly skilled employees and pensioners were involved whose knowledge about the development project became very important in producing media coverage critical of the project, and legal actions against it.⁴⁵ There were many families involved in the demonstrations. Hence, many aspects of protest can be an arena for intergenerational dialogue and learning. Fighting for a common cause can render people more tolerant and protective towards other age groups.

While there are substantial arguments for the claim that “Stuttgart 21” protests were offering an environment for intergenerational dialogue and learning, the question of its democratic nature has yet to be resolved. The protests served as social encounters and cultural events; they were not associated with the lengthy meetings, conferences and records that political processes usually entail. They raised interest in politics; they helped forming new networks and identities. As Colin Crouch acknowledges in his 2013 essay: “[t]he hollowing out of party politics has not created a passive citizenship that just sits around and does nothing”.⁴⁶ The finding that political participation can take cultural forms outside of party politics procedures is certainly a positive and important fact. However, demonstrations, Internet debates and vigils are not necessarily democratic. Even if the right to demonstrate is a central democratic right, the nature of the demonstration as well as the social organisation of the demonstrations itself, i.e. decision-making processes and agreement on principal rules, is mostly not democratic. Conventions of grass-roots democratic collective decision-making have become popular in the course of the 2011 Occupy Wall Street movement, including sign language balancing out the asymmetric power situation in classical demonstrations settings and allowing ad hoc votes. But even

³⁷ This also happens when the well-known “We are all...” trope is used, most recently resounding with the Egyptian “We are all Khaleed Said” movement.

³⁸ See for instance Christian Carls’s presentation on learning conditions for seniors; cf. *Christian Carls: Relaxed Trainer – Easy Learning. How Teachers Impede the Acquisition of New Skills and How Elderly People Can Best Tap into Technology without a Teacher*, 05.03.2014; http://www.ies.stuba.sk/grundtvig-concordia/pluginfile.php/20/mod_page/content/65/Christian_Carls_tafeln-karlsruhe.smal.pdf [28.08.2014].

³⁹ Cf. *Butzlaff et al.*, 2013, p. 70.

⁴⁰ Cf. *ibid.*, p. 67; *Achim Schmitz: ‘Schwabenstreich’: Die ‘bürgerliche’ Protestbewegung gegen das Projekt ‘Stuttgart 21’*, in: Rosa-Luxemburg-Stiftung (ed.): *Studien*, No. 7, 01.10.2012, p. 19; http://www.rosalux.de/fileadmin/rls_uploads/pdfs/Studien/Studie_Schwabenstreich_web.pdf [28.08.2014].

⁴¹ Cf. *Schmitz*, 2012, p. 19.

⁴² Cf. *ibid.*, pp. 12ff.

⁴³ Cf. *Matthias von Herrmann: Presseerklärung der Gewerkschafter gegen S21*, 04.07.2011; <http://www.bei-abriss-aufstand.de/2011/07/05/presseerklarung-der-senioren-gegen-stuttgart-21> [28.08.2014].

⁴⁴ Cf. *Butzlaff et al.*, 2013, p. 73.

⁴⁵ Cf. *ibid.*, p. 74.

⁴⁶ Cf. *Crouch*, 2013, p. 41.

sign language does not protect movements from having undesired supporters in their midst. Not only has the Occupy movement been criticised for their anti-Semitic undertone blaming “the bankers” for income equalities, it was also supported by the American National Socialist Party. The German National Socialist Party *NPD* had members joining the “Stuttgart 21” protests and attempting to hijack the movement by turning it into racist protest against “un-Germans”.⁴⁷ Like many demonstrations *against* something, “Stuttgart 21” protests have united people in aversion. This gives right-wing discourses and activists an opportunity to enter the political arena. The notion that there is a lack of political representation has become socially acceptable and can lead to the all-too-quick conclusion that democratic processes are corrupted or a waste of time.

CONCLUSION

Niklas Luhmann stated that protest movements are engaged for society against society. Hence, they are caught in the dilemma that if they succeed, there will be no more reason for them to protest; and if they do not succeed, they will not achieve their aims.⁴⁸ This is why political participation in non-institutional forms is always of a transitory nature. Supposedly, this very transitoriness makes joining a protest movement attractive and feasible to both older and younger members of society. The resulting transitory identity constructions have little in common with those which are hypostatized in dominant media discourses on generational conflict. However, the case study of “Stuttgart 21” reverberates both: social scientists’ findings on seniors’ political participation, and symptoms of Colin Crouch’s post-democratic era. In fact, disappointment in democracy and democratic representation has not only been causing the protests but also its effects: people involved in the “Stuttgart 21” rallies were disappointed by the political reactions to their protests. In fact, political reactions involved citizens in institutional democratic procedures, such as the passing of a referendum, arbitration processes, and round table discussions. However, these time-consuming answers to the request for more citizens’ involvement in politics were perceived as “traps” designed to push the agenda.⁴⁹ Especially the arbitration process was disputed, which had reportedly failed to include all the conflict parties.⁵⁰ After the protest, many protesters showed frustration and resignation and criticised democracy and politics in general as corrupted and economy-driven.⁵¹ Some acknowledged the work load and the challenges that the participation in institutional political processes demands.⁵² But the overall discredit for the institutional political process points to the fact that many people see a more meaningful way in participating in non-institutional settings. Apparently, the temporary community spirit and the fuzziness of aims beyond the rejection of a project in demonstrations leaves enough room for the “violent” participation Markus Miessen propagates: an “uninvited” participation that does not seek to comply with a pre-designed consensus.⁵³ Participating in conflict is yet an underestimated arena for intergenerational dialogue and learning. It has the potential to shape how societies and politics will be organised in the future.

⁴⁷ Current Monday vigils in Germany have borrowed cultural practices from the Occupy movement and are affiliated with right-wing discourses, as the recent study by Priska Daphi and others has found; cf. *Priska Daphi et al.*: Occupy Frieden. Eine Befragung der Teilnehmer/innen der ‘Montagsmahnwachen für den Frieden’, 19.06.2014; https://protestinstitut.files.wordpress.com/2014/06/occupy-frieden_befragung-montagsmahnwachen_protestinstitut-eu_rev.pdf [28.08.2014].

⁴⁸ Cf. *Niklas Luhmann*: *Protest: Systemtheorie und soziale Bewegungen*, Frankfurt am Main 1996.

⁴⁹ Cf. *Butzlaff et al.*, 2013, p. 72.

⁵⁰ Cf. *Schmitz*, 2012, p. 15.

⁵¹ Cf. *Butzlaff et al.*, 2013, p. 87.

⁵² Cf. *ibid.*, p. 73.

⁵³ Cf. *Markus Miessen* (ed.): *The Violence of Participation*, Berlin/New York 2007; *Markus Miessen*: *Albtraum Partizipation*, Berlin 2010.

In the end, the protests against “Stuttgart 21” largely contributed to toppling the conservative rule in the state of Baden-Württemberg – after 58 years, by vote. Non-institutional political participation has effects on voting. For the first time in its history, the Green Party holds the majority lead in a state government. It had opposed the railway construction project and led the protest against “Stuttgart 21” very emotionally. The referendum on whether the project – largely financed by the state and the German federal institutions – shall be continued was positive. The Green Party is now responsible for continuing a project it has been opposing fiercely. The Green Party has very much been influenced by the principles of grass-roots democracy: many of their members participated in various protests. In Luhmann’s terms, the Green Party has long lost its status as a protest movement. The party and its practices have become institutionalised. Protest continues.

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CONCLUSIONS AND RECOMMENDATIONS FROM CONFERENCES

Association Alumni Club of the Slovak University of Technology in Bratislava
Department of International Relations of STU, Slovakia
Karadeniz Technical University, Turkey
Czestochowa University of Technology, Poland
Karlsruhe Institute of Technology, Germany

For achievement of project aims, the partner universities organised conferences, discussions aimed at intergenerational dialogue, promotion of the contribution of the transfer of experience, knowledge, skills of older generation to the young adults, cooperation of the education sector with the labour and employment sector and prepared these conclusions and recommendations.

WP1: CONFERENCE I – BRATISLAVA, SLOVAKIA

Theme

National policies and strategies within the framework of partner countries in the field of intergeneration dialogue and solidarity. Strategies, trends and perspectives in the field of solidarity within EU. A survey of relations and views between the generations, their interaction, support, acceptance.

Dimensions of Diversity and Integration.

Internationalization process and improvement of intergeneration dialogue.

Conclusions and Recommendations

- To strengthen the cooperation and remove barriers between generations.
- To focus on partnership and cooperation between generations with a view to variability and gender equality.
- To create the active ageing culture based on the association for all age categories.
- To improve the cooperation of ALUMNI clubs with their graduates and employers (transfer of innovations within the framework of university partnership).
- To support the intergenerational solidarity (distribution of prosperity between generations and young people may be instructed on the basis of experience of the old people who pass their experience and knowledge to younger generation while the older generation may draw from the knowledge and skills of the young people as well as from their energy and dynamic force).
- To orient learning partnerships at information and experience exchange and at intercultural and intergenerational dialogue.

WP2: CONFERENCE II – CZESTOCHOWA, POLAND

Theme

Significance and task of ALUMNI clubs in the field intergeneration dialogue and cooperation, proposals of new approaches, innovations and transfer of good experience.

Conclusions and Recommendations

- Alumni clubs need a long-term conceptual approach.
- To actively work with students from beginning of the study and, if possible, also in the period immediately before it. The HEI interest should provide high quality education of graduates well prepared for the world of work, while spreading good reputation of the attended school.
- To maintain permanent contact with graduates, upon completing the study to search for, address and prepare projects for eventual cooperation with their former fellow students.
- To increase information of graduates on ALUMNI club existence and their activities and in this line to undertake activities aimed at promotion of these associations. The contact methods should be adjusted to the expectations and the needs of different age groups of alumnae.
- To attract graduates by new innovative ways of promotion and communication.
- Alumni associations may help universities to gain a feedback on the part of students as well as the former graduates, as early as during their study, which enable universities to better adapt the educational process to real needs of students and the practice.
- Alumni clubs may help to achieve more feedback from graduates on the part of higher education institutions, which has an impact on interconnection of educational process in higher education institutions with real needs of the labour market. It builds a positive precondition for potential cooperation of graduates within the framework of alumni clubs.
- To map out satisfaction of university graduates with the provided education, to treat the results on the part of university representatives that should be interested in quality of the provided education and in satisfaction of their graduates.
- To work out the Alumni club strategy of communication and management aimed at former graduates which should be directed and combined with management strategies of universities / higher education institutions.
- To provide space for communication with the graduates.
- To search and address the former students, establish and deepen cooperation with them. The task of the Alumni clubs should consist of coordination and umbrella activities connected with the graduates.

WP3: CONFERENCE III – TRABZON, TURKEY

Theme

State and possibilities of cooperation of the education sector and institution of labour market, opinions of employers on preparedness of graduates at the national and international level. Placement of school leavers at the labour market, state of unemployment, gender equality and generation discrimination within the framework of occupations and sectors, causes of this development and measures for promoting their transfer from schools to labour market.

Conclusions and Recommendations

- Orientation of education system for the needs of the labour market.
- Linking education system with the requirements of the future labour market.
- Research and prognosis on the needs of the national and international labour market, the transition process and employment of graduates.
- University closer co-operation with industry and praxis.
- More intensive interconnection VET with practice.
- Involvement of universities in regional and national innovation system.
- Involvement of employers and social partners in curriculum development and evaluation of education quality.
- Increase of participation in lifelong learning.
- Creation of a system of career counselling at universities as a part of university management.

WP4: CONFERENCE IV – KARLSRUHE, GERMANY

Theme

The influence of mega-social trends in the world on technical education. To focus on the problem of population ageing, involvement in the further education (task of universities of the third age). The role of Alumni clubs in this problem.

Conclusions and Recommendations for:

ALUMNI clubs

- Internationalisation – Alumni should help students prepare for international career.
- More active international networking for Alumni clubs – international alumni shall teach / tell students about market conditions in their home country / or international market.
- Promotion of memorable events – anniversaries on international level.
- Knowledge society – specialization / knowledge transfer.
- Interdisciplinarity – make alumni meetings interdisciplinary to fill in the blanks in university specialization.
- Workshops on certain topics and public science - involving Alumni clubs, e.g., famous or successful alumni for knowledge transfer.
- Use of Information technology.

Relations between ALUMNI clubs and Universities of the third age

- There are only limited or no contacts between U3A and alumni. These contacts need to be established and rendered effective.
- Establish / foster effective contact between Alumni clubs and U3A.
- Alumni members should work as teachers/lecturers/consultants for U3A:

- give lectures for students, e.g., on a fixed date (open to Alumni clubs and U3A and university students),
 - mutual interdisciplinary consultancy: U3A students as consultants for Alumni clubs in professional career to bring innovation in education organization of U3A,
 - involve university staff in integrating U3A and Alumni clubs for teaching, to establish a data base with specialists for certain faculties and coordination position at university responsible for establishing, updating and promoting the data base.
- Recruit alumni as potential students of U3A.
 - Alumni as sponsors for U3A (e.g., trips, facilities, technology, rooms).
 - Open U3A for Erasmus+ / EU-funded mobility.

Curriculum innovation of Universities of the third age

- To focus on the learning activities which secure the active healthy aging and connections among generations – by lectures, seminars, workshops and common meetings including all target groups, using spaces of the schools, libraries, carrier development centres, nursing homes.
- Interconnection of the offered U3A study fields from the perspective of the development needs of the study participants as well as those of the city, region, community service institutions – realized by meetings, discussions, surveys included U3A organisers, seniors, municipalities and public bodies.
- Securing appropriate study conditions (rooms, PC equipment, political support) – by personal contacts and agreement of the owners finding ways to get them free of charge.
- Preserving levels of cooperation between U3A and other bodies (NGO, municipalities, Alumni, public institutions responsible for the care of elderly) to determine the UTA standard and curriculum of UTA - by personal contacts and common meetings and events.
- To establish the cooperation with the schools, universities, public educational centres, libraries, museums and other institutions to provide the teaching staff for the elderly - by personal contacts and agreement of the institutions finding ways to get them free of charge.
- To find ways of maintaining, developing and the social use of the intellectual potential, practical experience and life energy of senior citizens – U3A students – by giving lectures and intergenerational dialogues, inviting seniors to the elementary, secondary schools or to the universities.
- To determine educational, social and cultural needs and the expectations of the elderly by doing research – by interviews, questionnaires, using statistical data and brain-storming to get relevant information.
- To focus on interest of the elderly in using ICT and adaptation of seniors to new technologies in their life – by using knowledge of young generation and ICT staff of the educational institutions.

Economy, training, cooperation, competition, labour market

- Ageing society stimulates technical innovation.
- Demographic change and migration are connected.

- Interdisciplinary is the only way to face global mega-trends.
- Globalisation (universalising and particularising tendencies co-exist, further sociological research needed).
- Technical innovation will change lives of everybody.
- Availability ≠ Accessibility: socio-spatial inequalities.
- Individualisation and cultural diversities are on the rise.
- Globalisation is economically driven and has cultural impact.
- Leisure activities become more important.
- Negative effects of globalisation: e.g., nature degradation requires innovations.
- Adjusting and preparing for new network technologies, data mining.
- Alarming decrease in graduates from technical schools in SK.
- Back to dual!
- Synthetic knowledge is most important.
- Cooperation and competition.
- We have the knowledge – we need the infrastructure.
- Brain Drain – Brain Gain and poor education to meet future demands of skilled workforce.
- R&D for economy.

WP5: Conference V - Bratislava, Slovakia

Theme

The task of intergeneration dialogue in policy. Population in the EU gets older. Is the inception of the seniors' political parties justified? Will the seniors' parties lead the way of policy for the future or will the existing political parties accept the seniors' needs? Role of Alumni clubs in policy.

Conclusions and Recommendations

- Europe should act jointly preventing the situation of financial and social breakdown that may be caused by ageing of its society in forthcoming decades.
- The gap between young generations and the elderly population with respect to their understanding and perception of social and economic issues is widening fast.
- To improve a knowledge–orientated European society. Alumni Clubs and UTAs' involvement will be crucial in the processes of knowledge transfer and skills moulding between more and less experienced participants of labour market.
- To make the seniors more active (building a new approach among to-be seniors based on activeness and participation). Supporting entrepreneurial attitude (development of SME and NGO sectors) will also accelerate the process.
- European society needs more effective education system. Vocational education should be planned in a more detail way adjusting to the needs of labour market and also considering the time requirements of the process.

- Common policy of EU states in the aspect of its competitiveness and presence in external markets should be prepared and introduced. Exchange of knowledge, offers, good practices including benchmarking within EU is one of the elementary aspects. Strong European economy is one of key aspects of preventing the situation of crisis because of ageing societies within EU.
- Demographic policies must strengthen intercultural competences. Population ageing and immigration go together. Ageing societies have to be especially open and welcoming to migrant populations and refugees. demographic policies must strengthen intercultural competences.
- The social aspect of life-long learning has to be taken as an opportunity to strengthen the possibility of intergenerational learning.
- Keep people in the labour market. SME offer an opportunity to combine research, development and applied expertise in intergenerational working and learning processes. Age discrimination for employees and jobless older than 40 has to be addressed by considering the options of anonymous application procedures.
- Research and public dialogue should raise the question of how younger and intermediate generations handle the uncertain future.
- Political participation has many faces. Political participation cannot be reduced to voting and party membership. It includes non-institutional forms such as joining local political organisations, individual action such as wearing a badge or signing petitions, as well as contacting press organs or political representatives.
- Exchange services for seniors and families children. Local forms of self-organised or participatory organised services can address specific needs in local communities and provide seniors with the cultural and social capital of being able to control and implement their own ideas and strategies on a local scale. Seniors social services could be combined with child care facilities, i.e.



**COOPERATION, NEED FOR COMMUNICATION
AND RESUMPTION OF DIALOGUE
IN RELATION TO AGE-GROUPS**

Proceeding of conferences

Edited by
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Graphic design
Laura Gressnerová, Bofostudio

The professional and the grammatical quality of the texts is the author's responsibility.
Contributions have been editorially modified. Text has not undergone proofreading.

Published by
Slovak University of Technology in Bratislava
Vazovova 5, 812 43 Bratislava
October 2014

ISBN 978-80-227-4260-3 (PDF / online version)

Published by.

Slovak University of Technology in Bratislava

www.ies.stuba.sk/grundtvig-concordia

October 2014

ISBN 978-80-227-4260-3 (Pdf / online version)